

Required Appendix A

DESERT WILLOW SCHOOL'S SCOPE AND SEQUENCE

Scope in a Fully Integrated Program: Learning Styles

At Desert Willow School we explore every topic through all learning styles. To this end, the three fold learning process (introduced in D.1 and described in F.1) is used throughout the grades. This ensures that the rich variety we offer is presented in a coherent manner that supports deep learning - not one that becomes overwhelming or chaotic.

In each subject area and topic listed in the following pages the children will work through a series of activities that call on different skills and present different opportunities and challenges. Each nurtures particular capacities needed for full and flexible thinking. As is now supported by research and expert opinion (see section D.1 and D.2; the arts), each of these is a critical building block for deep learning. In the Enki approach this sequential multi-sensory teaching is also the foundation of Discovery Learning (see section 2C). Rather than repeat the specific learning supported by each type of activity in the detailed scope and sequence that follows, we outline the core approaches here, each followed by the core capacity being nurtured by that work:

- 1) story (emotional-auditory connection fostering image making capacities)
- 2) recall (active emotional verbal and spatial or sequential connection, exercising image making capacities)
- 3) visual and spatial art work (active emotional-visual, spatial, tactile connection)
- 4) drama and poetry (active emotional-auditory and musical)
- 5) movement and music (auditory, kinesthetic-spatial, and musical connection)
- 6) manipulatives and games – including cooking (active visual-conceptual, mathematical-spatial, and tactile connection)
- 7) pattern worksheets (visual-analytic connection)
- 8) written work (visual-analytic, and kinesthetic connection)

Our Scope and Sequence is not currently as detailed for fourth and fifth grades. Though we have the overview of what will be taught in our fourth and fifth grade classes as written in section D.1, we have not currently spelled out exactly what content and skills will be taught in these grades during our first few years. Students in the fourth and fifth grades are further along in their schooling. Therefore, we feel the need to assess and direct their instruction based on their specific needs coming from their previous place of learning.

Teachers will have Enki training during the planning year. During that year teachers will work on creating ways of writing the continuation of the specific curriculum scope matching it with the Enki Philosophy and the Common Core and New Mexico standards. So when the 3rd grade reaches 4th grade the curriculum specifics will be ready. During the planning year, not only will the specifics be fleshed out for future years, but determining how to meet the needs of the potential students in our first year(s) of 4th and 5th grades. The founders and teachers will be responsible for writing this scope with support from Enki creator Beth Sutton. The founders along with Beth Sutton will assist the 4th and 5th grade teachers to be sure the needs of our students are met as they teach the common core and New Mexico standards using a modified Enki approach as suits the particular students enrolled.

Kindergarten Humanities-Social Studies Skills - Scope

- 1) Experience the humanity in all people through:
 - Story (folk and fairy tales from around the world)
 - Art work (depicting life in different cultures as seen through the story)
- 2) Experience the universality of the human journey
 - Stories chosen to reflect the children's own stage of development
 - Story recall (children work with their own developmental issues as expressed in other cultures)
- 3) Experience the diversity of cultural expression
 - Story (folk and fairy tales from around the world, with unique environmental and cultural details)
 - Art work (depicting unique physical environment and cultural expression in different places)
 - World languages (use of world languages and language patterns within the stories)
- 4) Experience the effects of climate/natural environment on life in each culture worked with:
 - Story (experiencing different ecosystems and the effect on culture through story)
 - Art work (depicts ecosystem of each different culture)

Grade One Humanities-Social Studies Skills - Scope

- 1) Experience the humanity in all people through:
 - Story (fairy tales from around the world)
 - Story recall (children retell each story themselves, taking hold of the experiences of others)
 - Art work (depicting life in different cultures as seen through the story)
- 2) Experience the universality of the human journey
 - Stories chosen to reflect the children's own stage of development
 - Story recall (children work with their own developmental issues as expressed in other cultures)
- 3) Experience the diversity of cultural expression
 - Story (fairy tales from around the world, with unique environmental and cultural details)
 - Story recall (children recreate each story's images in full cultural uniqueness)
 - Art work (depicting unique physical environment and cultural expression in different places)
 - World languages (use of world languages and language patterns within the stories)
- 4) Experience the effects of climate/natural environment on life in each culture worked with:
 - Story (experiencing different ecosystems and the effect on culture through story)
 - Story recall (children recreate the new ecosystems imagery themselves)
 - Art work (depicts ecosystem of each different culture)

Grade Two Humanities - Scope

- 1) Experience the humanity in all people through:
 - Story (Trickster Tales and Sage Stories from around the world)
 - Story recall (children recreate the new story images themselves)
 - Art work (depicting life in different cultures through the story)
 - World languages (use of world languages within the stories)
 - Music and dance (music and dance from culture of Sage in focus)

- Cultural arts (making food and crafts of culture of Sage in focus)
 - Cultural unit studies (2 months spent focused on each culture)
- 2) Learn of great leaders from around the world and in a wide variety of disciplines (scientists, artists, activists, etc.)
- Storytelling (Trickster Tales and Sage Stories from around the world)
 - Story recall (children recreate the new story images themselves)
 - Art work (depicting life in different cultures through the story)
- 3) Experience the universality of the human journey
- Stories chosen to reflect the children's own stage of development (sages and tricksters)
 - Story recall (children work with their own developmental issues as expressed in other cultures)
 - Music and dance (children work with their own developmental movement issues as expressed in the music and dance of the culture of the Sage in focus)
 - Cultural arts (making food and crafts of culture in focus)
- 4) Experience the diversity of cultural expression
- Storytelling (Trickster Tales and Sage Stories from around the world each with its unique environmental and cultural detail)
 - Story recall (children recreate the new story images in full cultural uniqueness)
 - Art work (depicting unique environment and cultural expression in different places)
 - World languages (use of world languages within the stories)
 - Cultural arts (making food and crafts of culture of Sage in focus)
 - Cultural unit studies (2 months spent focused on each culture)
- 5) Experience the effects of climate/natural environment on life in each culture worked with:
- Story (experiencing different climates and the effect on culture and opportunity/ challenge)
 - Story recall (children recreate the new climate and opportunities/challenges)
 - Art work (depicts climate and opportunities/challenges in different cultures)
 - Cultural arts (making food and crafts of culture of Sage in focus)

Grade Three Humanities - Scope

- 1) Experience the humanity in all people through:
- Story (origination and practical life stories from diverse cultures)
 - Story recall (children recreate the new story images themselves)
 - Art work (depicting life in each culture in focus)
 - World languages (use of world languages within the stories and activities – learning of one short text in the language of the culture in focus, e.g. Thanksgiving Address in Mohawk)
 - Celebrations and ceremonies (enacting major celebrations from the culture in focus)
 - Cultural unit studies (3 months spent focused on each of 3 cultures)
- 2) Study specific customs of daily life
- Storytelling (practical life stories from 3 diverse cultures)
 - Story recall (children recreate the new story images themselves)
 - Art work (depicting life in each culture in focus: making food, clothing, and shelter)
 - World languages (use of labels and idioms in the language of the culture in focus)

- Cultural arts (making crafts from culture in focus)
 - Celebrations and ceremonies (enacting major celebrations from the culture in focus)
- 3) Experience the universality of the human journey
- Stories chosen to reflect children's stage of development (origin and practical life stories)
 - Story recall (children work with their own developmental issues as expressed in other cultures)
 - Music and dance (children work with their own developmental movement issues as expressed in the music and dance of the culture in focus)
 - Practical life projects (making food, clothing, and shelter of culture in focus)
 - Cultural arts (making crafts from culture in focus)
 - Celebrations and ceremonies (enacting major celebrations from the culture in focus)
- 4) Experience the diversity of cultural expression
- Storytelling (origination and practical life story cycles from 3 diverse cultures)
 - Story recall (children recreate the new story images in full cultural uniqueness)
 - Art work (depicting unique environment and cultural expression in different places focused on survival – food, clothing, shelter)
 - World languages (use of world languages within the stories and practical activities)
 - Music and dance (of diverse cultures in the music and dance of the culture in focus)
 - Practical life projects (making food, clothing, and shelter of culture in focus)
 - Cultural arts (making crafts from culture in focus)
 - Cultural unit studies (3 months spent focused on each of 3 cultures)
 - Celebrations and ceremonies (enacting major celebrations from the culture in focus)
- 5) Experience the effects of climate/natural environment on life in each culture worked with:
- Story (experiencing different climates and the effect on culture and opportunity/ challenge)
 - Story recall (children recreate the new climate and opportunities/challenges)
 - Art work (depicts climate and opportunities/challenges in different cultures – focused on food, clothing, and shelter)
 - Practical life projects (making food, clothing, and shelter of culture in focus)

Kindergarten Language Arts Skills – Scope

1) Comprehension

- Storytelling (builds the image making capacity and thus auditory comprehension which must precede reading comprehension)
- Picture Books (expand the image reservoirs and thus increase auditory comprehension)
- Movement story verse (kinesthetic mapping of both vocabulary and stories)
- Artistic depiction of stories (fosters exploration and expression of understanding in non-verbal, written format)
- Listening to stories at home (expand comprehension)

2) Fluency: Rhythm/Intonation

- Storytelling and Picture Book Reading (modeling of flow of prose)
- Dramatic Play (children use stories in verse to make their own plays, gaining an experience of the underlying rhythms of the language)

- Movement with Poetry and Verse Recitation (kinesthetic experience of the fluid and rhythmic use of the spoken language)
- 3) Context (all context activities focus on use of meaning and flow to support decoding)
- Storytelling (simple listening without questioning demands use of context to comprehend)
 - Hearing Picture books (deducing new words from context shown in pictures)
- 4) Sight Words
- Key words (exploring words with emotional meaning to the child)
 - Journals (Key word, Weekend, and Friday Journals)
 - Reading labels such as chore tags, day of the week tags, book titles, etc. (daily exposure to written language, much of which the children know by heart from songs and repetition)
- 5) Phonemic Awareness
- Rhyming
 - Identifying initial, medial, and final sounds
- 6) Phonics
- Single Consonant Stories and Work (Fairy Tales: Hidden Letters Work to connect image and symbol)
 - Movement (Letter Verses to connect movement and symbol-sound; alliteration games)
 - Phonic Unit Stories (Word Family Stories and art work to explore principle of phonic units)
 - Activities/Manipulatives (Hands on Word Building and Decoding activities)
 - Short Vowel Movement Verses (kinesthetic connection to fluid relationship of sound to symbol)
 - Short Vowel Stories and Work (anchoring the changeable nature of short vowels)
 - Copper Rod Activity (auditory/kinesthetic anchoring of short vowel sounds)
 - Activities/Manipulatives (Hands-on Word Building and Decoding activities focused on short vowels)
 - Word Family Stories and Work (to explore principles of phonic units)
 - Word Family Coloring Book Readers (artistic practice with word families)
 - Activities/Manipulatives (Hands-on Word Building and Decoding activities focused on word families; rime games)
- 7) Handwriting requires:
- a. Physical and Neurological Skills worked with in Movement:
 - Base Sense Integration (movement to develop a stable and flexible physical base for writing and release reflexes that hinder effective writing practices)
 - Eye hand coordination (movement to strengthen eye tracking and binocular vision)
 - Crossing midlines and Developing Dominance (movement to develop midline crossing critical to all writing)
 - Fine Motor skills (fingerplays and crafts to strengthen specific handwriting movements such as pincher grip and wrist release, as well as all midline crossings)
 - b. Specific Writing practice:
 - Child directed written labels and cards (initial exploration and writing practice)
- 8) Creative Writing
- Hearing Stories (modeling language flow, sequence, use of imagery, sentence structure)

- Drama and Creative Play (active engagement with language flow, sequence, use of imagery, sentence structure)
- 9) Vocabulary (we work with a vocabulary rich, language based curriculum so all activities in all subject areas expand and strengthen the children's vocabulary)
- Hearing Stories (exposure to and absorption of rich and broad vocabulary in context)
 - Movement work (kinesthetic mapping of meaning for new vocabulary)
 - Poetry recitation and drama (exposure to and absorption of rich and broad vocabulary in context)
- 10) Grammar (All grammar is initially learned through modeling and until the base of correct spoken language is strong, any analysis is counterproductive and interrupts the flow of correct language. All methods used until Grade Three focus on modeling correct grammar).
- Hearing Stories
 - Poetry recitation and drama

Grade One Language Arts Skills - Scope

This long list of skills is taught as a series of units, usually in overlapping waves. Therefore, the same activity is often listed under several headings. The following describes the scope of what is covered; the sample schedules show ample sequences of how these can be interwoven into a coherent - and not overwhelming - program. The sequence may change to meet needs of specific children or classes.

1) Comprehension – listening and reading

- Storytelling (builds auditory comprehension which must precede reading comprehension)
- Recall (strengthens memory and sequencing critical to comprehension)
- Artistic depiction of stories (fosters exploration and expression of understanding in non-verbal written format)
- Movement verses (kinesthetic mapping of new vocabulary and known vocabulary in new context)
- Creating and reading summaries together (applying and expanding comprehension)
- Reading in groups and independently
- Reading at home and doing artistic reports (practice, apply and expand comprehension)

2) Speech

- Storytelling (modeling and absorption of expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Recall and summarizing (use of and practice with expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Poetry Recitation (modeling of and practice with expanded vocabulary, rhythmic speech, and clear articulation)
- Drama (active use expanded vocabulary, proper grammar, logical sequencing, and clear articulation)

3) Fluency: Rhythm/Intonation

- Poetry Recitation (builds fluid and rhythmic use of the spoken language)
- Storytelling (modeling of flow of prose)

- Drama (all plays are in verse, giving the children an experience of the underlying rhythms of the language)
- Movement with Verse Recitation (kinesthetic experience of the fluid and rhythmic use of the spoken language)
- Word Family Limerick Coloring books (written/read experience of rhythmic verse)
- Reading from board together (modeling rhythm and intonation)
- Reading from their own books/journals (practice of known material)
- Reading stories in verse (Dr. Seuss books and the like strengthen the flow of speech)

4) Vocabulary (we work with a vocabulary rich, language based curriculum so all activities in all subject areas expand and strengthen the children's vocabulary)

- Hearing Stories (exposure to and absorption of rich and broad vocabulary in context)
- Movement work (kinesthetic mapping of meaning for new vocabulary)
- Creating summaries together (teacher expands and refines children's suggestions with high quality vocabulary)
- Poetry recitation and drama (exposure to and absorption of rich and broad vocabulary in context)

5) Grammar (all grammar is initially learned through modeling and until the base of correct spoken language is strong, any analysis is counterproductive and interrupts the flow of correct language. Therefore, all methods used until Grade Three focus on modeling correct grammar).

- Hearing Stories
- Creating summaries
- Poetry recitation and drama
- Work

6) Phonemic Awareness

- Rhyming
- Identifying initial, medial, and final sounds
- Use manipulatives to demonstrate how to change initial, medial, or final sounds by adding, taking away, trading, switching or repeating a sound.

7) Phonics:

- Complex consonant blends and digraphs
 - Spelling Stories (imaginative picture of central spelling rules for simple and complex blends)
 - Recall and artistic representation of each story
 - Consonant Blend Movement Games (word building and decoding)
 - Consonant Blend Games and Activities (word building and decoding with manipulatives)
- Vowels
 - Review Short Vowel Stories (imaginative picture of standard short vowel sounds)
 - Copper Rod Vowel Activities (short vowel work with manipulatives)
 - Long Vowel Stories (imaginative picture of central spelling rules for long vowels including "two friends," "silent e," "I before e")

- Recall and artistic representation of each story
- Vowel Movement Activities (word building and decoding with long and short vowel rules)
- Activities/Manipulatives (Hands on Word Building and Decoding activities focused on long vowels)
- Word Families
 - Word Family Stories and Work (to explore principles of phonic units)
 - Word Family Coloring Book Readers (artistic practice with long vowel word families)
 - Activities/Manipulatives (Hands on Word Building and Decoding activities focused on long vowel word families; rime games)
 - Word Family Table Games and Activities (word building and decoding with manipulatives)
- Inventive Spelling (taking hold of and applying phonemic awareness independently)
 - Journals
 - Phonics Games
- Application of Phonics
 - Reading Together as a class
 - Reading Independently in reading groups
 - Reading Independently alone
 - Inventive Spelling
 - Word Building Games and Activities
 - Decoding Games and Activities with grammar games

8) Sight Words

- Key words (exploring words with emotional meaning to the child)
- Journals (Key word, Weekend, and Friday Journals)
- Reading from board together (daily exposure to written language, much of which the children know by heart from stories, poetry, and repetition)
- Common Word Charts (use of a chart for finding correct spelling of common words)
- Fairy Tale Coloring Book Verse Readers (active engagement in making books the children know by heart)
- Word Family Coloring Book Readers (active engagement in making highly repetitive word family books the children are familiar with but do NOT know by heart)
- Sight Reader Coloring Books (active engagement in making highly repetitive word family books the children are familiar with but do NOT know by heart)

9) Context (all context activities focus on use of meaning and flow to support decoding)

- Reading from board
- Reading from their Enki coloring books
- Reading any Grade Level reader
- Journal Writing

10) Handwriting requires:

- a. Physical and Neurological Skills worked with in Movement:

- Base Sense Integration (movement to develop a stable and flexible physical base for writing and release reflexes that hinder effective writing practices)
 - Eye hand coordination (movement to strengthen eye tracking and binocular vision)
 - Crossing midlines and Establishing Dominance (movement to develop and strengthen midline crossing critical to all writing)
 - Fine Motor skills (fingerplays & crafts to strengthen specific handwriting movements - pincher grip and wrist release, as well as all midline crossings)
 - b. Specific Writing practice:
 - Form Drawing (strengthening eye hand coordination and midline crossing through written patterns)
 - Core Content Written Work (written work in all subjects)
 - Handwriting Practice Sheets (writing practice)
 - Alphabet 8's (written letter orientation practice from Educational Kinesiology)
- 11) Spelling (because of the complexity of the English language, spelling skills are built primarily through reading and therefore are not focused on separately until the children have significant experience with and skill in reading)
- All Phonics Work (word building and decoding)
 - All Sight Word Work
 - All Reading Practice
- 12) Creative Writing
- Hearing Stories (modeling language flow, sequence, use of imagery, sentence structure)
 - Drama (active engagement with language flow, sequence, use of imagery, sentence structure)
 - All Creative Writing Games (games that spark or tell part of stories through pictures)
 - Journals (Key word, Weekend, and Friday Journals)

Grade Two Language Arts Skills - Scope

This list of skills is taught as a series of units, usually in overlapping waves. Therefore, the same activity is often listed under several headings.

1) Comprehension – listening and reading

- Storytelling (builds auditory comprehension which supports reading comprehension)
- Recall (strengthens memory and sequencing critical to comprehension)
- Artistic depiction of stories (fosters exploration and expression of understanding in non-verbal, written format)
- Movement verses (kinesthetic mapping of new vocabulary and known vocabulary in new context)
- Creating and reading summaries together (applying and expanding comprehension)
- Reading in groups and independently
- Reading at home and doing artistic and written reports (practice, apply, and expand comprehension)

2) Speech

- Storytelling (modeling and absorption of expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Recall and summarizing (use of and practice with expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Poetry Recitation (modeling of and practice with expanded vocabulary, rhythmic speech, and clear articulation)
- Drama (active use expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Articulation Exercises (tongue twisters)

3) Fluency: Rhythm/Intonation

- Poetry Recitation (builds fluid and rhythmic use of the spoken language)
- Storytelling (modeling of flow of prose)
- Drama (all plays are in verse, giving the children an experience of the underlying rhythms of the language)
- Movement with Verse Recitation (kinesthetic experience of the fluid and rhythmic use of the spoken language)
- Reading from board together (modeling rhythm and intonation)
- Reading stories in verse (Dr. Seuss books and the like strengthen the flow of speech)

4) Vocabulary (we work with a vocabulary rich, language based curriculum so all activities in all subject areas expand and strengthen the children's vocabulary)

- Hearing Stories (exposure to and absorption of rich and broad vocabulary in context)
- Movement work (kinesthetic mapping of meaning for new vocabulary)
- Creating summaries together (teacher expands and refines children's suggestions with high quality vocabulary)
- Poetry recitation and drama (exposure to and absorption of rich and broad vocabulary in context)

5) Grammar (all grammar is initially learned through modeling and until the base of correct spoken language is strong, any analysis is counterproductive and interrupts the flow of correct language. Therefore, all methods used until Grade Three focus on modeling correct grammar.)

- Hearing Stories
- Creating summaries
- Poetry recitation and drama
- Work with grammar games

6) Phonics-Spelling Rules:

- Complex Consonants Blends and Digraphs (Review)
 - Spelling Stories (imaginative picture of central spelling rules for simple and complex blends)
 - Recall and artistic representation of each story
 - Consonant Blend Movement Games (word building and decoding)
 - Consonant Blend games and activities (word building and decoding with manipulatives)

- Vowels:
 - Review Long Vowel Stories (imaginative picture of central spelling rules for long vowels including “two friends,” “silent e,” “i before e,”)
 - Digraph and Diphthong Stories (imaginative picture of “gh results,” “standard diphthongs” and “outlaws”)
 - Recall and artistic representation of each story
 - Review Vowel Movement Activities (word building and decoding with long and short vowel rules)
 - Word Family Table Games and Activities (word building and decoding with manipulatives)
- Word Families
 - Complex Word Family Stories (imaginative picture of complex word families)
 - Recall and artistic representation of each story
 - Complex Word Family Movement Activities (word building and decoding)
 - Complex Word Family Table games (word building and decoding with manipulatives)
- Application of Spelling Rules
 - Reading Together
 - Reading Independently
 - Spelling Activities and Games
 - Word Building and Decoding Activities

Grade Three Language Arts Skills - Scope

1) Comprehension – listening and reading

- Storytelling (builds auditory comprehension which supports reading comprehension)
- Recall (strengthens memory and sequencing critical to comprehension)
- Artistic depiction of stories (fosters exploration and expression of understanding in non-verbal-written format)
- Movement verses (kinesthetic mapping of new vocabulary and known vocabulary in new context)
- Creating and reading summaries in small and large groups and independently (applying and expanding comprehension)
- Reading in groups and independently
- Reading at home and doing artistic and written reports (practice, apply, and expand comprehension)

2) Speech

- Storytelling (modeling and absorption of expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Recall and summarizing (use of and practice with expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Poetry Recitation (modeling of and practice with expanded vocabulary, rhythmic speech, and clear articulation)

- Drama (active use expanded vocabulary, proper grammar, logical sequencing, and clear articulation)
- Oral Presentations of cultural studies projects (active use expanded vocabulary, proper grammar, logical sequencing, and clear articulation)

3) Fluency: Rhythm/Intonation

- Poetry Recitation (builds fluid and rhythmic use of the spoken language)
- Storytelling (modeling of flow of prose)
- Drama (all plays are in verse, giving the children an experience of the underlying rhythms of the language)
- Movement with Verse Recitation (kinesthetic experience of the fluid and rhythmic use of the spoken language)
- Reading aloud (modeling rhythm and intonation)
- Reading stories in verse to younger children (Dr. Seuss books and the like strengthen the flow of speech and reading to little ones empowers struggling readers)
- Oral Presentations of cultural studies projects (active use expanded vocabulary, proper grammar, logical sequencing, and clear articulation)

4) Vocabulary (we work with a vocabulary rich, language based curriculum so all activities in all subject areas expand and strengthen the children's vocabulary)

- Hearing Stories (exposure to and absorption of rich and broad vocabulary in context)
- Creating summaries in small and large groups and independently (teacher expands and refines children's drafts with them, suggesting high quality vocabulary)
- Spelling practice and tests
- Poetry recitation and drama (exposure to and absorption of rich and broad vocabulary in context)

5) Grammar

- Hearing Stories (modeling of correct grammar)
- Creating summaries in small groups, large group, and independently (working with correct grammar)
- Study basic parts of speech (focused identification of, noun, verb, adverb, and adjective)
- Study basic sentence structure (elements and punctuation)
- Poetry recitation and drama
- Work with grammar games

6) Phonics-Spelling:

- Reading
- Spelling Worksheets focused on phonic patterns and spelling rules
- Spelling practice and tests (tested sentences focused on phonic patterns and spelling rules and Dolch 100 common words)
- Story (review of spelling rules and syllabication through story)
- Spelling Games and Activities
- Dictionary Skills

7) Reading Strategies

- a. Decoding

- Syllabication Movement Activities
 - Syllabication Activities with manipulatives
 - Syllabication Worksheets
 - b. Context
 - Reading from board
 - Reading Groups
 - Reading Independently
 - Journal, Summary, and Report Writing
 - c. Rhythm/Intonation
 - Movement with Verse and Poetry Recitation
 - Drama
 - Reading from board together
 - Reading Groups
 - d. Sight Words
 - Reading summaries from board together
 - Independent Reading
 - Dictionary Skills
 - Spelling Practice and Tests
 - e. All Spelling Activities
- 8) Handwriting:
- Form Drawing (practice of cursive writing movements and strengthening eye hand coordination)
 - Core Content Written Work (written work in all subjects)
 - Handwriting Practice Sheets (cursive writing practice)
- 9) Creative Writing
- Hearing Stories (modeling language flow, sequence, use of imagery, sentence structure)
 - Perspective Summaries (retelling stories from different characters perspectives)
 - Drama (active engagement with language flow, sequence, use of imagery, sentence structure)
 - Journals (Story and Friday Journals)
 - Independent Story Writing (work with narrative and descriptive writing)
 - Independent Report Writing (work with expository and descriptive writing)

Kindergarten Math Skills – Scope

1) One-to-One Correspondence:

- Storytelling (imaginative picture of 1-1 matching)
- Movement work (kinesthetic mapping of 1-1 matching through rhythm)
- Musical games (kinesthetic sense of matching through counting in motion)
- Community chores (counting out shares for each child)
- Cooking and crafts (measuring and counting out shares for each child or project)

2) Sorting and Classifying - measurement

- Storytelling (sequencing and nesting stories)

- Movement work (all repeating rhythmic patterns)
- Musical games (kinesthetic sense of grouping - counting and sorting in motion)
- Community chores (sorting of all materials into separate group in a specific order)
- Cooking and crafts (sorting to give out specific shares for each child or project)

3) Sets

- Storytelling (imaginative pictures of different groupings)
- Movement work (kinesthetic exploration of multiples (sets))
- Community chores (groupings of materials to return to order)

4) Number Symbol Recognition (digits)

- Storytelling (picture books with symbols and 1-1 matching)
- Cooking and crafts (labeled measuring utensils and directions – recipes)
- Relevant information on labels (birthdates, ages, time, etc.)

5) Four Processes and Fractions in action

- Cooking and crafts (measuring and counting sections for specific projects)
- Storytelling (imaginative pictures of different groupings)
- Movement work (kinesthetic exploration of multiples (sets))
- Community chores (groupings of materials to return to order)

Grade One Mathematics Skills – Scope

Each of the skills below is taught in a series of blocks. After the introductory block, all skills are practiced on an ongoing basis and integrated into the next area of study at ever higher levels.

1) One-to-One Correspondence (stabilizing and applying):

- Story (imaginative picture of how 1-1 matching works and why it matters)
- Movement work (kinesthetic mapping of 1-1 matching through rhythm)
- Games (kinesthetic sense of matching through counting in motion)

2) Number Qualities/Value:

- Storytelling (imaginative picture of the quality of each number to 12)
- Discussion (exploration of numbers in nature and number quality - e.g. two-ness as pairs and opposites, three-ness as harmony, and so on)
- Movement work (rhythmic, auditory, and kinesthetic exploration of number quality)
- Written work (writing of each digit and all numbers to 100 – lines and charts)
- Geometric drawing of each number's geometric form (circle, parallel lines, triangle, rectangle, star/pentagon, and so on)
- Sculptural arts (modeling of three dimensional shapes in wax; work with pattern blocks)

3) Sets - skip counting (multiples)

- Storytelling (imaginative picture of sets and skip counting)
- Movement work (auditory and kinesthetic mapping of multiples (sets) up to 6's)
- Manipulatives (active work with skip counting objects and using geometric shapes and object patterns to skip represent sets)
- Games (skip counting objects and using geometric shapes to skip count)
- Worksheets (written practice of skip counting, including work with number charts)

4) Sets - Pattern Recognition

- Manipulatives and games (active work with both creating and recognizing visual and numeric patterns)
- Worksheets (written work with recognizing visual and numeric patterns)

5) Geometry with digits to 12

- Form drawing (guided geometric drawing as an expression of number)
- Pattern blocks (active exploration of geometric shapes, their relationships with each another, and both vertical and horizontal symmetry)
- Worksheets (practice with of geometric shapes & their relationship to number)
- Manipulatives and games (active exploration and classification of geometric shapes and their relationship to number)

6) Odd/Even

- Storytelling (imaginative picture of divisibility)
- Art work (full drawings of pairs and singles)
- Manipulatives and games (active work with divisibility)
- Pattern charts (written exploration of odd/even number sequences to 100)
- Movement games (auditory and kinesthetic mapping of the principle of odd and even and the number sequences, and identification games)
- Worksheets (written exploration of the principle of odd and even and the number sequences)
- Games (active exploration of the principle of odd and even and the number sequences)
- Drama (putting on a play working with the principles of teams -even and leadership -odd)

7) Greater/Less

- Storytelling (imaginative picture of greater/less comparison & the symbol)
- Art work (full drawings to anchor the symbol in meaning)
- Manipulatives (work with greater less symbols and manipulatives to compare)
- Pattern sheets (written work with greater less in visual and numeric form)
- Movement games (auditory and kinesthetic exploration of this comparison)
- Oral Word Problems (application of understanding)

8) Four Processes: addition, subtraction, multiplication, division

- Storytelling (imaginative picture of all four processes and the relationship between them)
- Art work (full drawings of both process characters and their relation to the written symbols)
- Manipulatives (active exploration of the four processes and use of manipulatives for calculation)
- Pattern sheets (work with grid sheets to bridge the active work with the written work)
- Movement games (kinesthetic exploration and mapping of the four processes)
- Worksheets (both grid sheets and standard worksheets with patterned answers)
- Games (active exploration of and engagement with all four processes)
- Drama (putting on a play of the interactions of the four processes - give and take, hoarding and sharing)
- Oral Word Problems (application of understanding)

9) Fact Families to ten

- Storytelling (imaginative picture of principle of fact families)
- Art work (full drawings of story)
- Manipulatives (active exploration and creation of fact families)
- Movement games (kinesthetic exploration and creation of fact families)
- Games (active exploration and creation of fact families)
- Worksheets (written exploration and creation of fact families)

10) Number Facts to ten

- Movement work (auditory and kinesthetic rote learning of facts)
- Games (active use of number facts)
- Manipulatives (active exploration and application of number facts)
- Games (active use of number facts)
- Worksheets (written use of number facts)

Grade Two Math - Scope

Each of the skills below is taught in a series of blocks. After the introductory block, all skills are practiced on an ongoing basis and integrated into the next area of study at ever higher levels.

1) Number Patterns and Relationships: review and expand

Odd/Even

- Manipulatives (active work with partnership and divisibility)
- Pattern charts (identification of odd/even patterns and sequences to 100)
- Movement games (auditory and kinesthetic mapping of odd/even pattern)
- Worksheets
- Patterned answer four-process worksheets

Greater/Less

- Movement games (active work with comparison and greater/less symbol $<>$)
- Manipulatives (active work with comparison and greater/less symbol $<>$)
- Worksheets (application of principle and symbol)
- Patterned answer four-process worksheets

Sets - skip counting

- Story (imaginative picture sets and divisibility)
- Artistic representation (of sets in story context)
- Movement-music work (kinesthetic-auditory mapping of sets to 12's)
- Manipulatives (work with creating and identifying sets and skip counting)
- Form drawing (work with creating and identifying geometric sets and skip counting)
- Games
- Worksheets (application of sets and skip counting)
- Patterned answer four-process worksheets

Fact Families to Twenty

- Story (imaginative picture of principle of fact families)
- Artistic representation (focused on principle of shifting relationships within fact family unit)

- Manipulatives (active exploration and application of fact families)
- Movement games (kinesthetic exploration and application of fact families)
- Games (active exploration and creation of fact families)
- Worksheets (written exploration and identification of fact families)
- Patterned answer four-process worksheets

Multiplication Tables to 12

- Movement activities (practice recitation of all 11 tables with hand clapping in sets)

2) Geometry with digits to 12

- Form drawing (visual-kinesthetic experience of geometry)
- Pattern blocks (visual-active exploration of geometric shapes, their relationships with one another, and both vertical and horizontal symmetry, and nested sets)
- Games (active-visual exploration and classification of geometric shapes and their relationship to number)
- Worksheets (practice with of geometric shapes & their relationship to sets)

3) Four Processes: addition, subtraction, multiplication, division

- Story (imaginative picture to review the give and take of computation)
- Recall (focused on types of give and take and their interaction - computation)
- Artistic representation (focused on principle and symbol connections)
- Movement-music activities (kinesthetic/spatial engagement with the four processes)
- Manipulatives (active exploration of the four processes)
- Games (active exploration of and engagement with all four processes)
- Grid worksheets (active bridge to written work with computation)
- Patterned answer worksheets sheets (application of the four processes and rote facts)
- Oral word problems (application of understanding)

4) Place Value

- Nested Sets - Tens principle to thousands
- Story (imaginative picture of the movement from chaos to order in nested groups –place value)
- Recall (focused on importance of place value to orderly counting)
- Artistic representation (focused on principle and visual layout of place value)
- Movement-music activities (kinesthetic/spatial & musical mapping of nested sets)
- Manipulatives (active exploration of place value)
- Games (active exploration of base ten blocks and other base ten games)
- Drama (play of the movement from chaos to order in nested groups)
- Grid worksheets (active bridge to written work with place value)
- Patterned answer worksheets (application of the place value and rote facts)
- Oral word problems (application of understanding)
- Simple Addition and Subtraction with Place Value (all the above listed steps are undertaken anew in relation to addition and subtraction with place value).
- Complex Addition with Place Value (all the above listed steps are undertaken anew in relation to regrouping and carrying).

** If a particular group is solid with all of the above, we will go on to undertake the above sequence anew with regrouping for borrowing. HOWEVER, it is the Enki experience that premature introduction of borrowing can easily undermine real understanding and ease with place value basics. Therefore, more often than not, this is left for Grade Three.

Grade Three Math - Scope

Each of the skills below is taught in a series of blocks. After the introductory block, all skills are practiced on an ongoing basis and integrated into the next area of study at ever higher levels.

1) Number Patterns and Relationships: review and expand

Odd/Even

- Worksheets and activities
- Patterned answer four-process worksheets

Greater/Less

- Worksheets and activities
- Patterned answer four-process worksheets

Fact Families to Twenty

- Games (active practice of fact families)
- Worksheets (written exploration and identification of fact families)
- Patterned answer four-process worksheets

Multiplication Tables to 12

- Movement activities (children practice recitation of all 11 tables with hand clapping in sets)
- Written practice
- Practice Games
- Mastery Tests
- Patterned answer four-process worksheets

2) Geometry with digits to 12

- Form drawing (visual-kinesthetic experience of geometry)
- Visual pattern games
- Worksheets (practice with of geometric shapes & their relationship to sets)

3) Place Value

Nested Sets – Tribes and Tens principle to trillions

- Story (drawn from cultural stories of tribal or governing structure)
- Recall (focused on structures for order)
- Artistic representation (focused on principle and visual layout of place value “tribes” – ones, thousands, millions, etc.)
- Drama (play of the tribal or governmental structures)
- Grid worksheets (active bridge to written work with place value tribes to trillions)
- Patterned answer worksheets sheets (application of the place value and rote facts).
- Oral word problems (application of understanding)

Complex Addition with Place Value

- Story (imaginative picture of the movement from chaos to order in nested groups – place value)
- Recall (focused on importance of place value to orderly computing)
- Artistic representation (focused on principle and visual layout of regrouping and carrying)
- Manipulatives (active exploration of regrouping and carrying)
- Grid worksheets (active bridge to written work with regrouping and carrying)
- Patterned answer worksheets (application of the place value and rote facts)

Complex Subtraction with Borrowing

- Story (imaginative picture of the movement from chaos to order in nested groups – place value regrouping and borrowing)
- Recall (focused on importance of place value to orderly computing)
- Artistic representation (focused on principle and visual layout of regrouping and borrowing)
- Manipulatives and games (active exploration of regrouping and borrowing)
- Grid worksheets (active bridge to written work with regrouping and borrowing)
- Patterned answer worksheets (application of the place value and rote facts)

Complex Multiplication with Carrying

- Manipulatives and games (active exploration of regrouping and borrowing)
- Grid worksheets (active bridge to written work with regrouping and borrowing)
- Patterned answer worksheets

Long Division

- Story (imaginative picture of long division process sequence)
- Recall (focused on importance of stable process sequence)
- Artistic representation (focused on principle and visual layout of sequence)
- Movement (verse and movement to memorize steps in process sequence)
- Manipulatives and games (active exploration of long division with base ten blocks)
- Grid worksheets (active bridge to written work with regrouping in division)
- Patterned answer worksheets

4) Measurement: Time, Linear, Volume, Weight, and Money

- Stories (drawn from cultural stories of measurement, e.g. trading of Wampum to begin study of money, paces to make a Longhouse to begin linear measure, time for Moses to cross the desert to begin calendars and clocks)
- Recall (focused need for the specific type of measurement in focus)
- Artistic representation (focused on principle of the specific kind of measurement)
- Movement verses (kinesthetic-auditory rote learning of measurement relationship facts – 2 pints in a quart, 60 minutes in an hour, etc.).
- Drama (inclusion of measurement focus in play culture in focus)
- Games and activities (practice with measurement relationship facts – 2 pints in a quart, 60 minutes in an hour, etc.).
- Practical application and practice (building, cooking, time keeping, making calendars, etc.)
- Graphing (comparisons of weather phenomenon, size, etc, making calendars)

- Grid worksheets (active bridge to written work with measurement)
- Patterned answer worksheets (application of the measurement systems and rote learning of relationship facts – 2 pints in a quart, 60 minutes in an hour, etc.).
- Oral word problems (application of principles)

Kindergarten Science Skills – Scope

- 1) Establishing a ground in the scientific process begins with sparking the desire to observe
 - Storytelling (imaginative picture of specific phenomenon observable in the local environment)
 - Nature craft (craft designed to deepen experience of phenomenon – e.g. making kites when focused on wind)
 - Movement-music-drama activities (embodying the phenomenon – e.g. moving through the seed to fruit cycle)
 - Field trips (active interaction with and observation of phenomenon – e.g. planting)
- 2) Experience of the principle of the cyclic nature of ecosystems
 - Storytelling (imaginative picture of specific nature cycle that can be experienced in the local environment – particularly season change)
 - Movement-music-drama activities (embodying the phenomenon – e.g. autumn leaves falling; squirrels collecting nuts)
 - Field trips (active interaction with the seasonal changes)
- 3) Fostering appreciation of the natural world
 - Storytelling (imaginative picture of specific phenomenon brings identification)
 - Creative play (children can recreate the stories they hear or use the information and imagery to make their own)
 - Movement-music-drama activities (embodying the phenomenon fosters identification and thus appreciation)
- 4) Environmental stewardship –is born of the above so we list only those things specific to this area
 - Enki Community School gardening program (participation in nature)
 - Community Care Crews (care for the natural world in the school and the neighborhood)

Major Topics explored through above approaches in Kindergarten:

- Water cycle
- Seasonal cycle
- Insect life cycle
- Mammalian life cycles
- Plant life cycle

Grade One Science - Scope

- 1) Establishing a ground in the scientific process begins with sparking the desire to observe
 - Storytelling (imaginative picture of specific phenomenon observable in the local environment)
 - Recall (focused on ecosystem and life cycle)

- Nature craft (craft designed to deepen experience of phenomenon – e.g. making kites when focused on wind)
- Movement-music-drama activities (embodying the phenomenon – e.g. moving through the caterpillar-cocoon-butterfly cycle)
- Field trips (active interaction with and observation of phenomenon – e.g. flying kites)
- Recording activity/phenomenon (artistic representation of what has been observed)

2) Experience of the principle of the cyclic nature of ecosystems

- Storytelling (imaginative picture of specific cycle that can be experienced in the local environment – particularly season change)
- Recall (focused on cycles)
- Movement-music-drama activities (embodying the phenomenon – e.g. moving as the apple tree through the seasons)
- Field trips (active interaction with the seasonal changes)
- Recording activity/phenomenon and its cycle (artistic representation of full cycle)
- Impact of climate (climate and terrain are focused on in humanities curriculum)

3) Fostering appreciation of the natural world

- Storytelling (imaginative picture of specific phenomenon brings identification)
- Recall (requires identification)
- Movement-music-drama activities (embodying the phenomenon fosters identification and thus appreciation)
- Impact of climate (climate and terrain are focused on in humanities curriculum)

4) Environmental stewardship –is born of the above so we list only those things specific to this area

- Enki Community School gardening program (application of the principles of interdependence)
- Community Care Crews (care for the natural world in the school and the neighborhood)

Major Topics explored through above approaches in Grade One:

- Water cycle
- Seasonal cycle
- Insect life cycle
- Reptilian and mammalian life cycles
- Plant life cycle

Grade Two Science - Scope

1) Establishing a ground in the scientific process begins with sparking the desire to observe

- Story (imaginative picture of specific “energetic phenomenon” – storm, drought, quake, etc.)
- Recall (focused on part played by “energetic phenomenon” in ecosystem recovery cycle)
- Nature craft (craft designed to deepen experience of seasonal phenomenon)
- Movement-music-drama activities (embodying seasonal)
- Field trips (active interaction with and observation of seasonal phenomenon – e.g. butterfly nurseries)
- Recording activity/phenomenon (artistic representation of what has been observed or studied)

2) Experience of the principle of the cyclic nature of ecosystems

- Story (imaginative picture of specific “energetic phenomenon” – storm, drought, quake, etc. – and how nature restores balance)
- Recall (focused on above)
- Movement-music-drama activities (embodying the phenomenon through the seasons)
- Recording activity/phenomenon (artistic representation of what has been observed or studied)
- Impact of climate (climate and terrain are focused on in humanities curriculum)

3) Fostering appreciation of the natural world

- Story (imaginative picture of specific phenomenon brings identification)
- Recall (requires identification)
- Impact of climate (climate and terrain are focused on in humanities curriculum)

4) Environmental stewardship—is born of the above so we list only those things specific to this area

- Enki Community School gardening program (application of the principles of interdependence)
- Community Care Crews (care for the natural world in the school and the neighborhood)

Major Topics explored through above approaches in Grade Two:

- Wind: tornado, hurricane, blizzard
- Water: flood, drought, storm, tides, blizzard, avalanche
- Heat: fire, drought, lightning
- Earth: quakes
- Animals meeting challenge in the seasonal cycle: preparations for cold, wind, flood, quake, drought, etc.
- Plants meeting challenge in the seasonal cycle: response to cold, drought, fire, etc.

Grade Three Science - Scope

The Grade Three science focus is on opportunities and challenges for practical life, presented by the climate and natural environment (with particular focus on the soil and plants), i.e the “what,” “why,” and “how” of food, clothing and shelter in different cultures.

1) Stabilizing ground in the scientific process: observe/notice, record, and compare

- Story (emphasizing climate and natural world of culture in focus)
- Recall (focused on effect of climate and natural world of culture in focus – opportunity and challenge)
- Recording climate, natural environment, and cultures response (written and artistic representation of what has been studied)
- Compare the above to other cultures studied and the home culture

2) Exploring impact of ecosystems on culture

- Story (emphasizing climate and natural world of culture in focus)
- Recall (focused on effect of climate and natural world of culture in focus – opportunity and challenge)
- Practical life projects (gardening, making food, clothing, and shelter of culture in focus and exploring the environmental “whys” of each – e.g. Hopi plant corn 2 feet deep, but the Iroquois plant in 3-sister mounds)

- Cultural arts (making crafts from culture in focus, exploring the environmental “whys” of each)
- Music, dance, ceremony (including exploring the environmental “whys” of each, e.g. rain dances, and volcano dances)
- Recording climate and natural environment impact on practical life and arts (written and artistic representation of what has been studied)
- Compare the above to other cultures studied and the home culture

3) Fostering appreciation of the natural world

- Story (emphasizing climate and natural world of culture in focus and the opportunities it presents)
- Recall (focused on opportunities of climate and natural world of culture in focus – natural world as provider)

4) Environmental stewardship – is born of the above so we list only those things specific to this area

- Enki Community School gardening program (application of the principles of interdependence)
- Community Care Crews (care for the natural world in school and the neighborhood)

Major Topics explored through above approaches in Grade Three:

- Soil: effects on vegetation and thus food, clothing, and shelter of sand, loam, clay, and humus.
- Water: effects on vegetation and thus food and housing of type of water, abundance or lack thereof, and its form (snow, monsoon, etc.)
- Heat: effects on vegetation and thus food and housing of type of heat or lack thereof, and its form (fire, sun, lightning)

Kindergarten Movement Skills - Scope

1) Engaging and Stabilizing Rhythmic Breathing and active Heartbeat/rate

- Outdoor play
- Aerobic activity (walking, dance, and movement activities)

2) Base sense integration

- Vestibular activities (swinging, balancing, and spinning)
- Proprioceptive activities (lifting and carrying, climbing and jumping)
- Tactile activities (fingerplays, sand work, logs building)

3) Midline crossings -

- Cross lateral movement patterns (left/right crossovers)
- Cross horizontal (up/down cross overs)
- Cross sagittal movements (forward/back crossovers)

4) Fine Motor Coordination

- Finger flexibility and dexterity (fingerplays and crafts)
- Wrist flexibility (fingerplays and crafts)
- Crossing midlines with hands and fingers (fingerplays and crafts)

5) Physical sense of rhythm

- All movement/music activities

6) Body Mapping (for maximum comprehension)

- Preparing for or following up stories with movement verses designed to support comprehension
- Map academic material through the kinesthetic system by working with all academic concept first through relevant movement activities

Grade One Movement Skills - Scope

The overall goal of the movement program is to develop a strong base of physical health, and to prepare the children for sustained focus and maximize learning through preparation of the body-brain interaction. To accomplish this we work with movement actives accompanied by music or rhythmic verse (unless working with sports). Each activity has a specific objective as listed below:

1) Engaging and stabilizing rhythmic breathing and active heartbeat/rate

- Aerobic activity (walking, dance, and movement activities)

2) Midline crossings – (establishing dominance, flexible communication within the brain, eye tracking, and binocular focus)

- Cross lateral movement patterns (left/right crossovers)
- Cross horizontal (up/down crossovers)
- Cross sagittal movements (forward/back crossovers)

3) Base sense integration

- Vestibular activities (swinging, balancing, and spinning)
- Proprioceptive activities (lifting and carrying, climbing and jumping)
- Tactile activities (fingerplays, sand work, logs building)

4) Fine Motor Coordination

- Finger flexibility and dexterity (fingerplays and crafts)
- Wrist flexibility (fingerplays and crafts)
- Crossing midlines with hands and fingers (fingerplays and crafts)

5) Physical sense of rhythm

- All movement/music activities

6) Body Mapping (for maximum comprehension)

- Preparing for or following up stories with movement verses designed to support comprehension
- Map academic material through the kinesthetic system by working with all academic concept first through relevant movement activities
- Walking forms for Form Drawing to child strengthen spatial and geometric
- Understanding through movement

7) Endurance (increased endurance is the result of daily movement works using all above activities)

Grade Two Movement - Scope

The overall goal of the movement program is to develop a strong base of physical health, and to prepare the children for sustained focus and maximize learning through preparation of the body-brain interaction. To accomplish this we work with movement actives accompanied by music or rhythmic verse (unless working with sports). Each activity has a specific objective as listed below:

- 1) Engaging and stabilizing rhythmic breathing and active heartbeat/rate
 - Aerobic activity (walking, dance, and movement activities)
- 2) Midline crossings - stabilizing dominance, eye tracking, and binocular focus
 - Cross lateral movement patterns (left/right crossovers)
 - Cross horizontal (up/down crossovers)
 - Cross sagittal movements (forward/back crossovers)
- 3) Base sense integration
 - Vestibular activities (swinging, balancing, and spinning)
 - Proprioceptive activities (lifting and carrying, climbing and jumping)
 - Tactile activities (fingerplays, sand work, logs building)
- 4) Fine motor coordination
 - Finger flexibility and dexterity (fingerplays and crafts)
 - Wrist flexibility (fingerplays and crafts)
 - Crossing midlines with hands and fingers (fingerplays and crafts)
- 5) Physical sense of rhythm
 - All movement/music activities
- 6) Body mapping (for maximum comprehension)
 - Preparing for or following up stories with movement verses designed to support comprehension
 - Map academic material through the kinesthetic system by working with all academic concept first through relevant movement activities
 - Walking forms for Form Drawing to child strengthen spatial and geometric understanding through movement.
- 7) Endurance (increased endurance is the result of daily movement works using all above activities)

Grade Three Movement - Scope

The overall goal of the movement program is to develop a strong base of physical health, and to prepare the children for sustained focus and maximize learning through preparation of the body-brain interaction. To accomplish this we work with movement activities accompanied by music or rhythmic verse (unless working with sports). Each activity has a specific objective as listed below:

- 1) Engaging and stabilizing rhythmic breathing and active heartbeat/rate
 - Aerobic activity (walking, dance, sports, and movement activities)
- 2) Midline crossings – full stabilizing dominance, eye tracking, and binocular focus
 - Cross lateral movement patterns (left/right crossovers – movement activities, dance, sports)
 - Cross horizontal (up/down crossovers - movement activities, dance, sports)
 - Cross sagittal movements (forward/back crossovers - movement activities, dance, sports)
- 3) Base sense integration
 - Vestibular activities (swinging, balancing, and spinning – emphasis on balance - movement activities, dance, sports)
 - Proprioceptive activities (lifting and carrying, climbing and jumping - movement activities, dance, sports)
 - Tactile activities (fingerplays, sand work, logs building)

4) Fine motor coordination

- Finger flexibility and dexterity (crafts)
- Wrist flexibility (crafts)

5) Physical sense of rhythm

- All movement/music activities

6) Body mapping (for maximum comprehension)

- Map academic material through the kinesthetic system by working with all academic concept first through relevant movement activities
- Anchor academic concepts through movement (e.g. sets)
- Walking forms for Form Drawing to child strengthen spatial and geometric understanding through movement.

7) Endurance (increased endurance: the result of daily movement work and sports using all above skills)

Kindergarten Music Skills - Scope

Singing provides us with many ways to strengthen some core capacities in the child - and in ourselves.

The major capacities we work with are:

1) Breath control - release (in singing);

- Singing (singing together allows the children to experience rhythmic breathing)
- Movement (all rhythmic movement activities synchronize the breath with movement)

2) Training Musical ear

Tone

- Singing (learning through imitation children match the teacher's tone)
- Listening to music (absorption of tone and interval)

Rhythm

- Movement (all rhythmic walking, skipping, clapping, etc. build rhythmic skill)
- Singing (learning through imitation children match the teacher's tone)

3) Imprinting

- Singing (children learn all songs through open intake)
- Movement (children learn all songs and activities through open intake)

Grade One Music Skills - Scope

Both Singing and learning recorder provides us with many ways to strengthen some core capacities in the child - and in ourselves. The major capacities we work with are:

1) Breath control - release (in singing and in recorder playing);

- Singing (singing together allows the children to experience rhythmic breathing)
- Movement (all rhythmic movement activities synchronize the breath with movement)
- Recorder exercises (specific breathing exercises)

2) Training Musical ear

Tone

- Singing (learning through imitation children match the teacher's tone)

- Recorder Playing (learning through imitation children match the teacher's tone on recorder)
- Tone Matching (games to match tone through listening)
- Musical Stories (children create "tunes" for specific animal characters in stories)

Rhythm

- Movement (all rhythmic walking, skipping, clapping, etc. build rhythmic skill)
- Singing (learning through imitation children match the teacher's tone)

3) Distilling the kinesthetic sense of music

Tone

- Hand-signing (kinesthetic mapping of tonal relationships)

Rhythm

- Clapping (clapping specific rhythms)

4) Imprinting

- Singing (children learn all songs through open intake)
- Recorder (children learn all songs through open intake)
- Movement (children learn all songs and activities through open intake)

Grade Two Music/Recorder - Scope

Both Singing and learning recorder provides us with many ways to strengthen some core capacities in the child - and in ourselves. The major capacities we work with are:

1) Breath control - release (in singing and in recorder playing);

- Singing (singing together allows the children to experience rhythmic breathing)
- Movement (all rhythmic movement activities synchronize the breath with movement)
- Recorder exercises (specific breathing exercises)

2) Training Musical ear

Tone

- Singing (learning through imitation children match the teacher's tone)
- Recorder Playing (learning through imitation children match the teacher's tone on recorder)
- Tone Matching (games to match tone through listening)
- Musical Stories (children create "tunes" for specific animal characters in stories)

Rhythm

- Movement (all rhythmic walking, skipping, clapping, etc. build rhythmic skill)
- Singing (learning through imitation children match the teacher's tone)

3) Distilling the kinesthetic sense of music

Tone

- Hand-signing (kinesthetic mapping of tonal relationships)

Rhythm

- Clapping (clapping specific rhythms)

4) Imprinting

- Singing (children learn all songs through open intake)
- Recorder (children learn all songs through open intake)

- Movement (children learn all songs and activities through open intake)

Grade Three Music/Recorder - Scope

Both Singing and learning recorder provides us with many ways to strengthen some core capacities in the child - and in ourselves. The major capacities we work with are:

1) Breath control - release (in singing and in recorder playing);

- Singing (singing together allows the children to experience rhythmic breathing)
- Movement (all rhythmic movement activities synchronize the breath with movement)
- Recorder exercises (specific breathing exercises)

2) Training musical ear

Tone

- Singing (learning through imitation children match the teacher's tone)
- Recorder Playing (learning through imitation children match the teacher's tone on recorder)
- Tone Matching (games to match tone through listening)
- Musical Stories (children create "tunes" for specific animal characters in stories)

Rhythm

- Movement (all rhythmic walking, skipping, clapping, etc. build rhythmic skill)
- Singing (stabilizing rhythm)

3) Distilling the kinesthetic sense of music

Tone

- Hand-signing (kinesthetic mapping of tonal relationships)

Rhythm

- Clapping (clapping specific rhythms)

4) Reading Music

- Singing and handsigning (map movement on staff)
- Playing recorder from written tunes
- Clapping while reading simple rhythms
- Games (kinesthetic experience of staff and rhythmic notation)
- Visual practice (work with reading simple sheet music)

Kindergarten Visual/Sculptural Arts Skills - Scope

1) Visual Arts (drawing, painting)

Color: dynamic, light dark intensity

- Exploration of color for creating mood (teacher modeled and independent drawing and painting)
- Sense of color for creating form (independent drawing and painting)
- Experience with color mixing (teacher modeled and independent drawing and painting)
- Ability to self express through visual arts (all painting and drawing)
- Care of materials (modeling and use of story in both drawing and painting)

2) Sculptural-Architectural Arts (beeswax modeling, nature's scenes, woodworking, collage)

- Visual balance (working with color and form in 3 dimensional space – creative play)
- Physical balance (literal balancing of materials)
- Work from the whole to the part (beeswax modeling)
- Fine motor control (beeswax modeling, woodworking)
- Ability to self express through visual arts
- Care of materials (modeling and use of story)

3) Textile Arts

- Personal competence - ability to create useful things (finger knitting, seasonal projects)
- Fine motor control (flexibility, coordination, midline crossing - knitting)
- Active connection to nature (seasonal projects)

Grade One Visual/Sculptural Arts Skills - Scope

1) Visual Arts (drawing, painting)

Color: dynamic, light dark intensity

- Sense of color for creating mood (color dynamic drawing and painting, and stories for and experience with color character painting)
- Sense of color for creating form (color dynamic drawing)
- Sense of form and color in creating movement
- Experience with color mixing (all layered crayon and painting work)

Movement: gesture

- Sense of movement for creating mood
- Sense movement as a base of form
- Ability to self express through visual arts (all painting and drawing)
- Care of materials (modeling and use of story in both drawing and painting)

2) Sculptural-Architectural Arts (beeswax modeling, nature's scenes, origami, woodworking, collage)

- Visual balance (working with color and form in 3 dimensional space)
- Physical balance (literal balancing of materials)
- Work from the whole to the part (beeswax modeling)
- Fine motor control (beeswax modeling, woodworking)
- Ability to self express through visual arts
- Care of materials (modeling and use of story)

3) Textile Arts

- Personal competence - ability to create useful things (knitting, seasonal projects)
- Fine motor control (flexibility, coordination, midline crossing - knitting)
- Active connection to nature (seasonal projects)
- Visual balance (working with color and form in crafts)
- Care of materials (modeling and use of story)

Grade Two Visual/Sculptural Arts - Scope

1) Visual Arts (drawing, painting)

Color: dynamic, complementary color

- Sense of color for creating mood (complementary color dynamic drawing and painting, and stories for and experience with color character painting)
- Sense of color for creating form (complementary color dynamic drawing)
- Sense of form and color in creating movement
- Experience with color mixing (all layered crayon and painting work)

Movement: gesture

- Sense of movement for creating mood
- Sense movement as a base of form
- Relationship of complementary color dynamic and gesture

Materials:

- Ability to self express through visual arts (all painting and drawing)
- Care of materials (modeling and use of story in both drawing and painting)

2) Sculptural-Architectural Arts (beeswax modeling, nature's scenes, origami, woodworking)

- Visual balance (working with color and form in 3 dimensional space)
- Physical balance (literal balancing of materials)
- Work from the whole to the part (beeswax modeling)
- Fine motor control (beeswax modeling, woodworking)
- ability to self express through sculptural arts
- Care of materials (modeling and use of story)

3) Textile Arts

- Personal competence - ability to create useful things (knitting, seasonal projects)
- Fine motor control (flexibility, coordination, midline crossing - knitting)
- Active connection to nature (seasonal projects)
- Visual balance (working with color and form in crafts)
- Care of materials (modeling and use of story)

Grade Three Visual/Sculptural Arts - Scope

1) Visual Arts (drawing, painting)

Color and Movement: application of color dynamic, complementary colors, light dark intensity, creating form

- Sense of color for creating mood (color used to create environment of culture in focus)
- Sense of color for creating form (color dynamic and gesture drawing)
- Sense of form and color in creating movement
- Experience with color mixing (all layered crayon and painting work)
- Sense of movement for creating mood
- Relationship of color dynamic and gesture
- Ability to self express through visual arts (all painting and drawing)
- Care of materials (direct instruction)

2) Sculptural-Architectural Arts (beeswax modeling, nature's scenes, origami, woodworking)

- Visual balance (working with color and form in 3 dimensional space)
- Physical balance (literal balancing of materials)
- Work from the whole to the part (beeswax and clay modeling)

- Fine motor control (beeswax and clay modeling, woodworking)
- Ability to self express through sculptural arts
- Care of materials (direct instruction)

3) Textile Arts

- Personal competence - ability to create useful things (knitting, sewing, cultural projects)
- Fine motor control (flexibility, coordination, midline crossing – knitting, sewing, cultural projects)
- Active connection to climate of culture in focus (cultural crafts and projects)
- Visual balance (working with color and form in crafts)
- Care of materials (direct instruction)

Kindergarten World Languages - Scope

1) Sounds and Rhythms

- Movement activities (kinesthetic mapping of foreign language phonemes)
- Singing (absorption of foreign language phonemes)
- Games (absorption of foreign language phonemes)

2) Culture

- Song (quality of culture, values, and belief systems are carried in song)
- Rhythm (quality of culture, values, and belief systems are carried in rhythm)
- Intonation (quality of culture, values, and belief systems are carried in intonation)
- Idioms (carry values and belief systems)
- Games (carry values and belief systems)

3) Meaning

- Commands (Total Physical Response – give active meaning/response)
- Living pictures (visual meaning)
- Movement activities (kinesthetic mapping meaning of spoken and sung language)
- Games (require understanding to for participation)

4) Usage/Response

- Engagement (active participation in games, activities, meals, etc.)
- Games (require usage for participation)

Grade One World Languages - Scope

1) Sounds and Rhythms

- Movement activities (kinesthetic mapping of foreign language phonemes)
- Singing (absorption of foreign language phonemes)
- Games (absorption of foreign language phonemes)

2) Culture

- Song (quality of culture, values, and belief systems are carried in song)
- Rhythm (quality of culture, values, and belief systems are carried in rhythm)
- Intonation (quality of culture, values, and belief systems are carried in intonation)
- Idioms (carry values and belief systems)

- Games (carry values and belief systems)

3) Meaning

- Commands (Total Physical Response – give active meaning/response)
- Living pictures (visual meaning)
- Movement activities (kinesthetic mapping meaning of spoken and sung language)
- Games (require understanding to for participation)

4) Usage/Response

- Engagement (active participation in games, activities, meals, etc.)
- Games (require usage for participation)

Grade Two World Languages - Scope

1) Sounds and Rhythms

- Movement activities (kinesthetic mapping of foreign language phonemes)
- Singing (absorption of foreign language phonemes)
- Games (absorption of foreign language phonemes)
- Drama (active participation in language usage)

2) Culture

- Song (quality of culture, values, and belief systems are carried in song)
- Rhythm (quality of culture, values, and belief systems are carried in rhythm)
- Intonation (quality of culture, values, and belief systems are carried in intonation)
- Idioms (carry values and belief systems)
- Drama (active participation in cultural activities)
- Games (carry values and belief systems)

3) Meaning

- Commands (Total Physical Response – give active meaning/response)
- Living pictures (visual meaning)
- Movement activities (kinesthetic mapping meaning of spoken and sung language)
- Drama (active participation in language usage)
- Story and verse illustrating (visual expression of meaning)
- Games (require understanding to for participation)

4) Usage/Response

- Engagement (active participation in games, activities, meals, etc.)
- Drama (active use of language)
- Games (require usage for participation)

Grade Three World Languages - Scope

1) Sounds and Rhythms

- Movement activities (kinesthetic mapping of foreign language phonemes)
- Singing (absorption of foreign language phonemes)
- Games (absorption of foreign language phonemes)
- Drama (active participation in language usage)

2) Culture

- Song (quality of culture, values, and belief systems are carried in song)
- Rhythm (quality of culture, values, and belief systems are carried in rhythm)
- Intonation (quality of culture, values, and belief systems are carried in intonation)
- Idioms (carry values and belief systems)
- Drama (active participation in cultural activities)
- Games (carry values and belief systems)

3) Meaning

- Commands (Total Physical Response – give active meaning)
- Living pictures (visual meaning)
- Movement activities (kinesthetic mapping meaning of spoken and sung language)
- Drama (active participation in language useage)
- Story and verse illustrating (visual expression of meaning)
- Games (require understanding to for participation)
- Conversation activities (active use of comprehension)
- Conversation (active use of comprehension)

4) Usage/Response

- Engagement (active participation in games, activities, meals, etc.)
- Drama (active use of language)
- Games (require usage for participation)
- Conversation games (active use of language)
- Conversation (active use of language)
- Reading written language
- Writing in foreign language

Kindergarten Projects Scope and Sequence

Projects in Kindergarten can involve activities from any of the other subject areas. What makes something a project rather than a study is that the children use it to recreate and expand their learning or their life experience, under their own direction. Because a great deal of this work is done in “collaboration” (play) with peers, the skills specific to project work (versus the specific art or academic work) circle around the Civics and Government:

1) Self-direction

- Choosing project or activity
- Focused settling into project

2) Planning

- Exploring materials needed

3) Team Work

- Listen to ideas and opinions of others
- Working with others to develop project (play)

4) Follow-through

- Learn to persevere through difficulties
- Work with finding creative solutions to obstacles

- Work with creative ideas of others to find solutions to problems

Grade One Projects - Scope

Projects in Grade One can involve any of the other subject areas. What makes something a project rather than a study is that the children use it to recreate and expand their learning or their life experience. Because, in the Grades, a great deal of this work is done in collaboration with peers, the skills specific to project work (versus the specific art or academic work) circle around the Civics and Government:

1) Self-direction

- Choosing project or section of project
- Evaluating realism of idea

2) Planning

- Identifying steps in project
- Identifying materials needed
- Identifying time table

3) Team Work

- Listen to ideas and opinions of others
- Working with others to choose project
- Working with others to plan project
- Learn and work with different decision making/collaboration techniques

4) Follow-through

- Learn to reevaluate plans
- Learn to persevere through difficulties
- Work with creative solutions to obstacles

Grade Two Projects Scope

Projects in Grade Two can involve any of the other subject areas. What makes something a project rather than a study is that the children use it to recreate and expand their learning or their life experience. Because, in the Grades, a great deal of this work is done in collaboration with peers, the skills specific to project work (versus the specific art or academic work) circle around the Civics and Government:

1) Self-direction

- Choosing project or section of project
- evaluating realism of idea

2) Planning

- Identifying steps in project
- Identifying materials needed
- Identifying time table

3) Team Work

- Listen to ideas and opinions of others
- Working with others to choose project
- Working with others to plan project

- Learn and work with different decision making/collaboration techniques

4) Follow-through

- Learn to reevaluate plans
- Learn to persevere through difficulties
- Work with creative solutions to obstacles

Grade Three Projects Scope

Projects in Grade Three can involve any of the other subject areas. What makes something a project rather than a study is that the children use it to recreate and expand their learning or their life experience. Because, in the Grades, a great deal of this work is done in collaboration with peers, the skills specific to project work (versus the specific art or academic work) circle around the Civics and Government:

1) Self-direction

- Choosing project or section of project
- Evaluating realism of idea

2) Planning

- Identifying steps in project
- Identifying materials needed
- Identifying time table

3) Team Work

- Listen to ideas and opinions of others
- Working with others to choose project
- Working with others to plan project
- Learn and work with different decision making/collaboration techniques

4) Follow-through

- Learn to reevaluate plans
- Learn to persevere through difficulties
- Work with creative solutions to obstacles

Log for Performance Indicator #3: Building a sense of belonging

Teacher:

Community activity	Date	Grade	Curriculum Tie	Community Contact
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School year:

Reflection

Log for Performance Indicator #3: Building a sense of belonging

Teacher:

Classroom activity	Date	Grade	Curriculum Tie
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School year:

Reflection

Log for Performance Indicator #3: Building a sense of belonging

Teacher:

School-wide activity	Date	Grade	Curriculum Tie
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School year:

Reflection

Log for Performance Indicator #3: Building a sense of belonging

Teacher:

School-wide activity	Date	Grade	Curriculum Tie
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School year:

Reflection

Optional Appendix B

Desert Willow School Bylaws
Roles and Responsibilities of Governing Council Members

Article I

Number

1.01 Number

The DWS Governing Council shall have no less than five (5) or more than nine (9) voting members and collectively they shall be known as the Governing Council of Desert Willow School. The Director and one (1) staff member shall serve as a non-voting members.

Article II

Qualifications

2.01 Qualifications

Any member of the community who does not receive compensation from the school and does not violate the Nepotism Law of NMSA 1978, Section 22-5-6 or DWS Nepotism rules is eligible to serve on the DWS Governing Council. Membership of the Governing Council shall strive to reflect the entire DWS community. Competencies considered will include educational administration, curriculum and instruction, business administration, finance, strategic planning, policy development, natural environment, law, community relations, and other areas of strategic expertise, resources, and perspective needed to achieve the mission and goals of the school.

Article III

Powers

3.01 Powers

Subject to the provisions of the laws of New Mexico and any limitations in the DWS Charter or these Policies relating to action required or permitted to be taken or approved by the members, the activities and affairs of this Governing Council and DWS shall be conducted and all powers shall be exercised by or under the direction of the Governing Council of Desert Willow School.

Article IV

Duties

4.01 Duties

The Governing Council will comply with all laws and regulations, including the Open Meetings Act Resolution, in order to promote community awareness and cooperation. All Council members are required to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. All must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations. Each member of the Council will review and sign a conflict of interest policy.

Article V

Term of Office

5.01 Term of Office

Council members shall hold offices for staggered terms of three (3) years to be determined and as elected by the Governing Council with the intent of ensuring continuity of purpose within the Governing Council. The terms shall begin the first of July and expire at the end of June. Each Council member shall serve until his or her successor is elected and is sworn in and seated. Each Council member shall be allowed to serve two (2) consecutive full terms of office (appointment to a seat vacated prior to expiration of term and less than three (3) years shall not consist of a full term). After one (1) year absence, a former Council member who had served two (2) consecutive terms may re-apply to serve on the Council through the procedures contained in accordance with the Council policies and procedures. Council members may be sworn in and seated when elected.

Article VI

Compensation

6.01 Compensation

Council members shall serve without compensation. However, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their authorized duties.

Article VII

Meetings

7.01 Place of Meetings

Meetings shall be held at the school unless otherwise provided by the Governing Council or at such other place as may be designated from time-to-time by resolution of the Governing Council of DWS.

7.02 Regular Meetings

Regular meetings of the Governing Council will occur at least eight (8) times/year and shall be held in accordance with the Governing Council's annually adopted Open Meetings Act Resolution. Public or other notice of such meetings shall be timely and in accordance with that Resolution and the New Mexico Open Meetings Act. Any Council member may attend a meeting via teleconference if unable to attend in person. The purpose of the regular meetings shall be to hear reports, to consider and adopt policies, to act on committee recommendations and to hear requests and concerns from staff, parents, students and the community.

7.03 Working Sessions

The Governing Council may, at its discretion, adopt a policy that some meetings will be working sessions at which no action shall be taken. These meetings shall be open to the public and announced in the local media pursuant to the Open Meetings Act Resolution.

7.04 Recess

The Council may recess any Open Meeting and reconvene, if prior to recessing the Council specifies for the minutes the date, time, and place for the continuation of the meeting, the reason for the recess, and immediately prior to recessing, posts notice of the date, time, place and agenda of the

reconvened meeting on or near the door of the place where the meeting was held, or in accordance with the Open Meetings Act Resolution.

7.05 Special Meetings

Special meetings of the Governing Council may be called by the Chair of the Governing Council, the Vice-Chair, or by any two (2) Council members together. Such meetings shall be held at the principal office of DWS or, if different, at the place designated by the person or persons calling the special meeting. All special meetings shall be noticed and held in accordance with the New Mexico Open Meetings Act and the Open Meetings Act Resolution. Any Council member may attend a meeting via teleconference if unable to attend in person.

7.06 Closed Meetings

Closed meetings of the Governing Council are limited to those subject matters allowed to be closed to the public under the New Mexico Open Meetings Act, NMSA 1978 § 10-15-1. A closed meeting may be called during an Open Meeting or when the Council is not meeting, according to the provisions of law. Any Council member may attend a meeting via teleconference if unable to attend in person. No business other than the business on the published agenda for a closed meeting may be covered in a closed meeting of the Governing Council, and no action shall be taken. At the next Open Meeting immediately following the closed meeting, the Council shall state on the record that a closed meeting was held, the date, time and place, and that nothing other than the published matter or matters were discussed. A reconvened meeting shall constitute the next Open Meeting for purposes of this requirement. This shall be done in accordance with NMSA 1978 § 10-15-1(I).

7.07 Notice of Meetings to Council Members

Unless otherwise provided by these Policies or the laws of this State, the following provisions shall govern the provision of notice for meetings of the Governing Council to Council Members:

7.08 Regular Meetings

If the regular meeting of the Governing Council is determined by the Governing Council to be held consistently, no notice to Council members need be given. However, if regular meetings are held only at the discretion of the Governing Council, then at least one-week prior notice shall be given by the Chair or the Secretary or an individual so authorized by the Chair to give such notice.

7.09 Special Meetings

The Chair or the Secretary of the Governing Council shall give at least three days prior notice to each Council member of each special meeting, and 24 hours prior notice of any emergency meeting of the Governing Council, unless the meeting is called on an emergency basis, when consistent with the New Mexico Open Meetings Act and the Open Meetings Act Resolution, 24 hours notice is not appropriate. Such notice may be oral, written, or electronic, may be given personally, by first class mail, by telephone, by e-mail, or by facsimile, and shall state the place, date and time of the meeting and the matters on the agenda for action or discussion at the meeting. In the case of facsimile or email notification, the Council member contacted shall acknowledge personal receipt of the facsimile or e-mail

notice by a return message or telephone call within twenty-four (24) hours of the initial facsimile or e-mail transmission.

7.010 Closed Meetings

The Chairperson or the Secretary of the Governing Council shall give prior notice to each Council member of each closed meeting of the Governing Council in the same manner as for special meetings in sections 1 and 2 above.

7.11 Waiver of Notice

Whenever any notice of a meeting is required to be given to any Council member of this Governing Council under provisions of these Policies or the law of New Mexico, a waiver of notice in writing signed by the Council member, whether before or after the time of the meeting, shall be equivalent to the giving of such notice. Attendance at the meeting, recorded in the official minutes, shall be deemed to be a valid waiver by a member who was not noticed pursuant to these provisions.

7.12 NM Open Meetings Act

The Governing Council will comply with the New Mexico Open Meetings Act. Open Meetings Act compliance checklist, see Appendix B

Article VIII

Quorum

8.01 Quorum

A quorum shall consist of one half plus one of the voting members of the Governing Council. Except as otherwise provided under these Policies, or provisions of law, no business shall be considered by the Governing Council at any meeting at which the required quorum is not present, and the only motion which the Chair shall entertain at such meeting is a motion to adjourn.

8.02 Majority Action as Governing Council Action

Every act or decision done or made by a majority of the Council members present at a meeting duly held at which a quorum is present shall be construed as an act of the entire Governing Council, unless Council policy requires a greater percentage or different voting rules for approval of a matter by the Governing Council.

Article IX

Conduct of Meetings

9.01 Conduct of Meetings

Meetings of the Governing Council shall be presided over by the Chair of the Governing Council, or, if no such person has been so designated or, in his or her absence, by the Vice-Chair if in attendance or by a Chair chosen by a majority of the Council members present at the meeting. The Secretary of the Governing Council shall act as secretary of all meetings of the Governing Council, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the Meeting. Robert's Rules of Order Revised shall govern the Governing Council meetings, except when other regulations prevail. When appropriate, the Chair may use discretion in the adherence to any procedural rule.

Article X

Extended Leave

10.01 Extended Leave

When any governing Council member takes an extended leave (being inactive or absent for a period including 2 or more consecutive Regular meetings), then a quorum shall be described as at least half of the remaining/active Governing Council members.

Article XI

Resignation and Removal

11.01 Resignation

Any Council member may resign effective upon giving written notice to the Chair or the Secretary of the Governing Council, unless the notice specifies a later time for the effectiveness of such resignation. Unless specified therein, no acceptance of the resignation is necessary.

11.02 Removal

Council members may be removed, with or without cause, by a vote of two-thirds (2/3) of the members of the Governing Council. Such removal must take place at a regularly scheduled meeting. If a Council member misses two (2) consecutive regular meetings, that position may be declared vacant by a majority vote of the remaining Council members, which will be done on motion by any other member of the Council. If a Council member misses three (3) consecutive regular meetings, that position shall be determined to be vacant. The Chair shall declare the position vacant at or by the next regular meeting and the position shall be filled in accordance with these Policies and the laws of this State.

Article XII

Vacancies

12.01 Vacancies

Vacancies on the Governing Council shall exist:

- When a Council member's term of office is completed
- Upon the death, resignation or removal of any Council member
- Whenever the number of authorized Council members is increased for reasons determined by the Governing Council.

Council members shall be elected to staggered three-year terms beginning and expiring the first of July of each year. No later than the end of March each year, the Council shall direct a committee to nominate candidates to fill expiring and/or vacant Council positions. The committee shall represent the school community, and should include representation from parents, staff, administration, community members, and former Council members. All members shall have been actively involved with DWS for the year preceding service on the committee.

The candidate or candidates receiving the most votes of the members present shall be elected to serve the expiring or vacant terms. If the number of Council members then in office is less than a quorum, a vacancy on the Governing Council may be filled by approval of a majority of the Council members then in office or by a sole remaining Council member. The nominating committee can be called to nominate candidates anytime a position is vacated. A person elected to fill a vacancy on the Governing Council shall hold office for the remainder of a (3) year term.

Unless otherwise prohibited by these Policies or provisions of law, vacancies on the Governing Council that occur prior to the ordinary expiration of a term may be filled by approval of the Governing Council.

Article XIII

Non-liability of Council Members

13.01 Non-liability of Council Members

The Council members shall not be personally liable for the debts, liabilities, or other obligations of the DWS.

Article XIV

Indemnification by Governing Council and Officers

14.01 Indemnification by Governing Council and Officers

The Governing Council, to the fullest extent permissible by law, shall indemnify the Council members and officers of the Governing Council under the laws of New Mexico.

Article XV

Insurance for Governing Council Agents

15.01 Insurance for Governing Council Agents

Except as may otherwise be provided under provisions of law, the Governing Council may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the Governing Council (including a Council member, officer, employee or other agent of the Governing Council) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the Governing Council would have the power to indemnify the agent against such liability under these Policies or provisions of law.

Article XVI

Conflict of Interest

16.01 Conflict of Interest

Members of the Governing Council serve a public-interest role and have an obligation to conduct all affairs of the school in a manner consistent with that role. All decisions made by the Governing Council must be made solely on the basis of a desire to promote the best interests of DWS. Council members shall, at the beginning of each term served, sign a form acknowledging he or she has read the Conflict of Interest (see Appendix B) statement, which is included in these Policies, and has disclosed all known potential or actual conflicts.

Article XVII

Nepotism Prohibited

17.01 Nepotism Prohibited

The Council shall not employ or approve the employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter or daughter-in-law of any Council Member, in accordance with the New Mexico State laws. Neither shall the Council

elect a member to the Council who is the spouse, father, brother, sister, father-in-law, mother, mother-in-law, son, son-in-law, daughter or daughter-in-law of any DWS employee.

**Desert Willow School (DWS) Conflict of Interest Policy[i]
And Annual Statement For Governance Board and
Committee Members with Board Delegated Powers**

Article I -- Purpose

The purpose of this Board conflict of interest policy is to protect DWS's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of DWS or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

Article II -- Definitions

Interested person -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which DWS has a transaction or arrangement,
2. A compensation arrangement with DWS or with any entity or individual with which DWS has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which DWS is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

1. is not, and has not been for a period of at least three years, an employee of DWS or any entity in which DWS has a financial interest;
2. does not directly or indirectly have a significant business relationship with DWS, which might affect independence in decision-making;
3. is not employed as an executive of another corporation where any of DWS's executive officers or employees serve on that corporation's compensation committee; and
4. does not have an immediate family member who is an executive officer or employee of DWS or who holds a position that has a significant financial relationship with DWS.

Article III -- Procedures

Duty to Disclose -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

Determining Whether a Conflict of Interest Exists -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board or Executive Committee shall determine whether DWS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in DWS's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

1. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the

proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

1. A voting member of the Board who receives compensation, directly or indirectly, from DWS for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from DWS for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from DWS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - Has received a copy of the conflict of interest policy,
 - Has read and understands the policy,
 - Has agreed to comply with the policy, and
 - Understands DWS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure DWS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to DWS's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, DWS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

Name: _____ Date: _____

Position:

Are you a voting Director? Yes/No

Are you an Officer? Yes/No

If you are an Officer, which Officer position do you hold:

_____.

I affirm the following:

I have received a copy of the DWS Conflict of Interest Policy.

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

I understand that DWS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes.

_____ (initial)

Disclosures:

Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with DWS? Yes No

If yes, please describe it: _____

If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with DWS? Yes No

If yes, please describe it, including when (approximately):

If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy?

Yes No

Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why? _____

_____ Date:

_____ Signature of director

Date of Review by Executive Committee: _____

_____ (initial)

[i] This policy is based on the IRS model Conflict of Interest policy, which is an attachment to Form 1023. It adds information needed to allow DWS to assess director independence in order to answer questions on Form 990.

D.2 Enki Teacher Training Program

ENKI EDUCATION: FOUNDATION COURSE

Course Title Rousing Intuition: Observing the Child

Contact Hours: 29 **Additional Assignment hours: 15**

Credit Value: 1

Course Description:

Participants are introduced to observation techniques, and artistic and meditative disciplines, that can be used to develop direct perception of the child. These disciplines take us from the realm of concepts and ideas into our own direct experience of the child's world.

Through stories, visual and movement arts, and conceptual study, we will explore some of the ways people have described human nature and the learning process. These include work with several typologies and Sensory Learning Styles. Participants will be introduced to ways to use these descriptions to uncover further questions, deepen perception and spark their own insight. The tools introduced during this workshop are practiced on a regular basis throughout the summer intensive.

Students will be asked to read several theories on use multiple intelligences and learning styles and to apply the techniques learned in the experiential section of this course to evaluate these.

Course Title Drawing: A Window on the Brain

Contact Hours: 17 **Additional Assignment hours: 25 - 30**

Credit Value: 2

Course Description:

Through exercises in learning to draw using movement, sound and imagery we will experience different functions of the brain. Presentations on brain function will broaden our understanding and experience of how different teaching methods trigger different brain activity. This will then deepen understanding of effective instruction, class management, and of the ways an integrated curriculum nourishes and educates the student throughout his school years.

Course Title **Leap before You Look**

Contact Hours: 32 **Additional Assignment hours: 10**

Credit Value: 2 credits

Course Description:

In the Enki approach we see “open intake” as the foundation of any real learning for child or adult. To really learn something new we must suspend our opinions, reactions, and biases for

long enough to experience the new learning in its own right. This course is designed to help students learn to enter the disequilibrium of jumping into direct experience without prejudging or coloring this with emotional reaction. To do this, we must rediscover and cultivate the openness of the young child, who is imprinted by experience like the wet sand yielding to each footprint.

To cultivate this openness, students learn about the Enki 3 fold learning process and explore their own learning in relation to this. They participate in a four day intensive during which time they are presented with a series of disciplines or exercises in the arts and meditation and are encouraged to have direct experience, uncolored by the expectations, intentions, or understanding of others. Their experience - and the conclusions they draw from it - are their own. Participants are introduced to movement, speech, and painting as disciplines. Students work with specific exercises designed help them connect with the inherent qualities of movement, sound, and color. Personal experiences and the questions these generate are explored during discussion periods.

Course Title The Arts: The Ears of Childhood

Contact Hours: 60

Additional Assignment hours: 65 - 75

Credit Value: 4

2 credits in Child Development, 2 credits in Curriculum Development.

Course Description:

Study of 5 child development theories is used as a springboard to uncover students' own central perceptions and questions about child development and human nature. The issues raised through this study will serve as a reference point for ongoing exploration of the Enki approach throughout the two year program. On this base, students will be introduced to the Enki approach to both child development and curricula (N-12). From here, they will explore the ways a particular view of the child leads to a given curriculum and will begin to learn how to develop curricula which grow out of and express their own fundamental understandings and beliefs.

Course Title Movement 1

Contact Hours: 20

Additional Assignment hours: 5-10

Credit Value: 1

Course Description:

Movement is integral to all Enki course work; in this class it is the central focus. Students participate in a number of different movement experiences, including: simple movement patterns and exercises to discover their own strengths and blockages; the Bainbridge-Cohen developmental movement sequences to gain direct experience of the processes of child development; Laban and Body Systems structured movements to explore different human characteristics and their emotional/perceptual qualities; and Contact Improvisation to experience different ways of relating to others and the world around us.

Course Title **Painting**
Contact Hours: 20 **Additional Assignment hours: 0**
Credit Value: 1

Course Description:

In this wet on wet watercolor painting course, we will work with color to bring us deeply into mood, rather than form or symbol. Working with individual colors and their interplay we will experience how color creates mood and see how this can give birth to form. For example, different blues covering a page might spark a sense of mystery and give rise to a curled figure by the sea shore or a silhouetted mountain under the moon. This basic experience of the language of color helps participants to develop confidence and joy in painting and gives them tools to appropriately lead young children into an exploration of color and form.

In addition to being a study in its own right, painting can deepen conceptual understanding by bringing an artistic/feeling component into any subject. Therefore, participants will be introduced to the ways painting is used to do this in the Enki approach, in nursery through eighth grade.

Course Title **Music**
Contact Hours: 18 **Additional Assignment hours: 10**
Credit Value: 1

Course Description:

Work with voice exercises is undertaken to open pathways between breath, movement, and voice so singing can be a full and integrated expression. Study of music will connect us to the texture of each stage of childhood as we sing songs from each grade level.

Recorder playing will be introduced in the same way as it is introduced to the children. Students will learn to follow the instructor's movements without concept or direction, simply by allowing themselves to be imprinted. This will give them a direct experience of the young child's learning process and help them cultivate the powerful capacities natural to the young child.

Course Title **Speech and Storytelling**
Contact Hours: 36 **Additional Assignment hours: 50 - 60**
Credit Value: 4

Course Description:

This course will work with awareness of speech- sound, tone, rhythm, and silence. Working with movement, gesture, and imagery, we will learn how to speak in an integrated and genuine manner. Participants will learn to use the elements of speech to bring new life to storytelling, and how to use stories to bring new life and depth to academic, skill building, and artistic experiences, and to use effective speech in classroom management.

Using their own and a partner's personal experiences, participants will learn to create stories on the spot and to retell ones they have learned. Participants will also learn the place of story in the curriculum and what makes particular stories appropriate for different ages.

Participants will also receive an introduction to the Eurythmy gestures for the alphabet and ways to use these in story telling and teaching poetry.

Course Title **Graceful Transitioning**
Contact Hours: 17 **Additional Assignment hours: 25**
Credit Value: 1

Course Description:

Study of the rhythms, which underlie our learning and living. Conscious use of natural rhythm - the inborn impulses of the child and the natural world - is explored. With this understanding as our base, we will work specifically with life long, seasonal, monthly, and daily rhythms. Study of the developmental passages throughout life and the seasonal festivals will help participants see how these rhythms connect us as a society. We will then look at some of the ways curriculum content and timing can unfold in the course of a day, week, month or a year and see how this can support the child's natural rhythms.

ENKI EDUCATION: PROFESSIONAL COURSE

Course Title **Developing Curriculum, 1-8**
Contact Hours: 27 **Additional Assignment hours: 145**
Credit Value: 4

Course Description:

Researching and preparing developmentally appropriate, integrated curricula, 1-5, or 6-8, students will develop the skills needed to be more creative and independent in the moment to moment life of the classroom.

All students are initially grounded in developmental curricula first graders. Then, for first grade, and each grade on which they focus, participants will begin by observing children in several different classroom settings. Each student will take on a particular grade, 1- 5, and research and develop curriculum covering all academic areas through work with storytelling, music, movement, arts, projects, manipulatives, concepts, and skills. This is an in-depth course; participants are expected to do extensive independent work to prepare a full unit for the grade on which they are focusing. This work will be presented, critiqued, and developed during the Professional Course summer intensive.

Course Title **In The Classroom**
Contact Hours: 80 **Additional Assignment hours: 30**
Credit Value: 4

Course Description:

In this course each participant will be responsible for leading the group through several “days,” teaching the curriculum they have prepared in their independent study courses. They will be responsible for all transitions to other classes and activities, leading speech, voice, and centering exercises, and time keeping and facilitation of discussions throughout the day. Each participant will receive group feedback on both the content of their work and their ability to lead the group.

In this course students will learn to read feedback given indirectly through body language, in addition to receiving clearly articulated direct feedback. This is one of the few opportunities they will have to work with teaching feedback in a safe environment - one in which all those involved are in the same boat. This is relatively gentle preparation for the indirect, action-packed feedback the children continually offer. Students will gain both an experiential and conceptual overview of goals and methods for each grade, K - 8.

Course Title **Environment as the Teacher**
Contact Hours: 12 **Additional Assignment hours: 6**
Credit Value: 1/2

Course Description:

Students learn to deliberately use the set up of the room, layout, color, and decor to evoke a mood that will support the focus of the particular work at hand. A central focus of this course is on blackboard drawing which is used to set mood through color, form, and image. Using the knowledge and skills gained in both the drawing and the painting classes, students will learn

and practice the art of blackboard drawing. They will discuss the different types and styles of drawings and how these might impact students of different ages.

Students will examine how other aspects of the environment effect the learning process, including positioning of desks, inclusion of separate spaces within the room, lighting, ceiling height, and so on.

Course Title **Movement II**
Contact Hours: 20 **Additional Assignment hours: 45**
Credit Value: 2

Course Description:

In this course participants will continue to focus on refining their own sense of movement and ability to integrate body, heart, and mind. They will focus more directly on the role of movement in developing overall harmony in the child, including specific activities and games for use at different ages. Particular emphasis will be on movement activities which broaden movement possibilities for both adults and children, including exploration of different realms of space, time, and rhythm. Games and activities developed by participants as part of their curriculum course will be used as part of this class.

Course Title **Form Drawing**
Contact Hours: 8 **Additional Assignment hours: 10**
Credit Value: 1/2

Course Description:

Through directed movement and specific drawings, the students discover the process involved in form drawing. In doing so they strengthen their inner spatial senses and their self control. They learn to introduce to geometry and handwriting as an integral part of this work. The artistic, mathematic/spatial, diagnostic, and remedial aspects of this work are covered.

Course Title **Storytelling, Speech and Drama**
Contact Hours: 16 **Additional Assignment hours: 10**
Credit Value: 1

Course Description:

In this course we will continue working with speech exercises to support the development of the participants' own storytelling skills. In conjunction with the Curriculum K-8 courses, all participants will tell several stories from their year-long preparations and will receive feedback/training from both instructor and other participants. We will then look at how these stories can lend themselves to age appropriate plays.

Course Title Internship

Contact Hours: 10 weeks full time Additional Assignment hours: 75

Credit Value: 5

Course Description:

Participants will complete an internship. During this time they will work with the cooperating teacher, taking on ever-increasing responsibility for the class. For a minimum of one week they must take sole responsibility for the full day.

Internship must be done in a school in which the principles and approach taught in the Enki training can be used. If students are not interning in an Enki School, a minimum of an additional two weeks must be spent in an Enki School. As well, all participants must work in both the grades and the kindergarten or nursery for two weeks of their internship. Those participants who feel they can apply the Enki principles and approach in their current work situation can apply for approval to use this for part of their internship.

Course Title O Brave New World

Contact Hours: 17 Additional Assignment hours: 70

Credit Value: 3

Course Description:

In this workshop we will look at causes and introduce various methods for identifying and working with special needs in the classroom, at home, and through a specialist.

Prior to the workshop, participants will read several biographies of people with special needs. They will also visit classrooms for special needs children, both mainstreamed and segregated, and make observations using the Enki guidelines. Following the workshop they will read several books on diagnosis and remediation through movement, and write a paper on how these relate to the Enki approach.

Course Title A Mirror on Methods

Contact Hours: 17 Additional Assignment hours: 40 -55

Credit Value: 2

Course Description:

Students explore several different approaches to curricula and methodology, including Traditional education, Waldorf Education, Montessori Method, Bank Street/Integrated Day/Thematic approaches. This will include doing academic research, talking with parents and

teachers, and observing classrooms of several approaches. Through movement work and discussion, we will explore the participants' own reactions to what they have observed and studied. This work will help to further uncover the biases and perspectives that these reactions express. On this base we will reexamine the Enki curriculum and raise questions and issues for further exploration.

D.1 ENKI STRUCTURED CONSENSUS DECISION (ESCD) MAKING PROCESS

In any school situation difficult decisions will need to be made as we strive to best serve the children, families, and communities involved. All too often, the process of making these difficult decisions fractures the school community and undermines the very work we have all come together to do. Clear and detailed processes for decision-making can ease this process and help make difficult decisions a positive part of growing as a community.

How we make decisions, even more than the content of those decisions, defines who we are as individuals and as a school, and it establishes a school culture. Therefore, in the Enki Community School we work with a detailed and specific process in all we do. This clarity, in turn, supports flexibility in the content of our decisions without threatening the integrity of the overall program or community.

In keeping with the underlying goals and values of Enki Education, in the course of decision-making we seek to welcome and honor all points of view, knowing that we all have a unique contribution to make to a collective wisdom that is deeper than any individual opinion. We believe that with safe and respectful procedures, this collective wisdom will arise and generally lead to a consensus of opinion. It is to this process that we commit as a school.

However, we may not always arrive at a consensus and the school must continue to function and grow. Therefore, we work with the *Enki Structured Consensus Decision Making Process* (ESCD Process) described below to come to decisions by consensus or move to a vote. All major decisions will be made using the ESCD Process. This is set up to welcome and nurture a group wisdom that arises from the non-judgmental sharing within the group, and yet has safeguards and procedures to keep decisions moving in a timely and empowering manner.

In the Enki model, both at the corporate level and in any given school using the Enki approach, all major decisions are made using the structured consensus model described below. These include but are not limited to: change in the classroom or administrative structure of the school; change in the teaching/staffing patterns; change in the curricular content or methodology; disciplinary or corrective directives or reviews of any faculty or staff; the hiring and firing of all faculty or staff. In situations of conflict of interest - those in which a given party on the faculty or Board is directly involved or affected (teacher positions, complaints, etc.) or has a familial relationship with the affected party (spouse, sibling, child, etc.), that person is **invited and encouraged** to attend the full picture building session(s), but said party will excuse him or herself – or shall be excused - for steps 2 and 3 of the process. He or she can be invited back in should additional picture building be undertaken.

As far as possible, the steps will happen at full Faculty or Board meetings, as applies to the topic, with all present.

Step One - Picture Building:

The committee responsible for the topics in question (the initiating committee) will prepare and present an overview of the issues and all known facts to consider prior to the first meeting. This may be done either in writing or orally. The initiating committee will also appoint a facilitator for the entire threefold process (this must be someone who has completed formal dispute resolution training whether through the Enki Training Program or another).

Having considered the issue ahead of time, the board and/or faculty members will join in contributing to a complete “picture building “ of the issue. This includes unrestricted input from all members, offered in simple descriptive terms without judgment, justification, or argument. This means that we do not discuss back and forth; we do not try to prove points; we do not offer judgments or agreements or disagreements regarding the input of others; and we do not try to arrive at any decision – however clear it may seem.

Questions can be asked but only for the purpose of clarification. All we are doing is building a group picture, keeping it as clean, clear, judgment free, opinion free, and without bias as possible. It is a chance for everyone to see how the complete picture, which must include everybody's perspective on it, looks. To the best of each member's ability, all those involved will contribute to the fullest picture possible, not limiting their perceptions to their opinions, but striving to shed light on all possible angles for the subject in question – even if they themselves do not share the outlook they are presenting. Everyone's contribution is held as an important perspective.

This is then left for not less than 24 hours, with the understanding that no discussion on the topic will take place outside of the formal board meeting – whether the discussion is with those involved or anyone else. This allows each participant to settle with the picture the group has built without any other influence or increased weight in any direction.

Step Two - Discussion and Analysis

The facilitator appointed in step one will now remove himself from any content participation and will function solely as a facilitator/mediator until a decision is reached. Any member with a conflict of interest as outlined above will excuse him or herself at this point, or will be excused.

The board and/or faculty group will begin by setting a limit on the maximum number of sessions to be used for arriving at a decision. If consensus as to the number of sessions to be allotted

cannot be reached within 30 minutes, then the committee bringing the issue is empowered to decide how many sessions will be allotted.

Next the floor will be opened for discussion. This is a time for discussion, *not decision making*. The discussion may include argument, explanation, prioritizing, evaluation, etc. However, the members are not setting out to make a decision, but rather to shed light from as many angles as possible. Discussion should focus on all possible positives and negatives arising from the picture building, and all members should do their best to contribute from multiple view points, filling out the most complete picture possible.

Once all arguments have been made, if the facilitator feels a consensus may be at hand, a brief review of each member's perspective and position may be undertaken. In situations where clear dispute is evident, this is counter-productive and ALL discussion should be tabled until step three can begin (not sooner than 24 hours later).

The possibility of making a decision during Step Two should arise ONLY if that decision emerges naturally out of the shared picture and is unanimous. **If, and only if, through the shared picture and the resulting insights, the board and/or faculty group arrives at a group decision spontaneously, then a decision can be made at this point.** It must then be left for a minimum of 24 hours. If no questions or concerns have arisen, the decision will be ratified. On the other hand, should new questions arise in this time, the decision making process will move to step three below.

Step Three - Decision Making

If a spontaneous decision is not arrived at, or new questions have arisen during the waiting period, then a decision-making meeting will be held. A minimum of 24 hours must elapse between steps two and three. The board and/or faculty group will begin by voting as to whether or not to repeat steps one and two again, with only a 50% vote required to do so.

Steps one and two can only be repeated one more time.

At whatever time the board and /or faculty group decides to move into the final decision stage, unless a consensus decision arises spontaneously, the board will vote on the issue with a 2/3 majority required for passage.

If a 2/3 majority agreement cannot be reached, the decision is referred back to the Educational Director for a final decision.

All involved in the Enki Community School are committing to implementing, to the best of their ability, the Enki approach as it stands and is described in the Enki Teaching Guides of 2008.

Therefore, during the first three years of the school's operations at minimum (beginning with the opening of the school and extending until the first three teachers have completed their Enki training and been approved as senior Enki teachers - regardless of how many years that takes), the Educational Director will have veto power over any decisions by any group. At the same time, the Educational Director cannot make changes to the existing school structures, curriculum, and methodology without a 2/3 agreement from the relevant board and/or faculty group.

Once there is a senior faculty of at least three members, each member will have veto power over any proposed changes to the existing school structures, curriculum, and methodology or other established events and procedures at the Enki Community School. This can be overridden only by a vote of 2/3 of the senior faculty group including the Educational Director. Any decisions not relating to school structures, curriculum, methodology, or other established events and procedures could be decided by a simple majority of the senior faculty group participating.

Adopted and approved by the Board of Directors of the Desert Willow School on the ____ day of _____, 2015.



**Center for
Nonprofit Leadership**
at **ADELPHI UNIVERSITY**
School of Social Work

Board of Directors' Assessment

Considerations	5 Strongly Agree	4 Agree	3 Unsure	2 Disagree	1 Strongly Disagree
1. Board has a full and a common understanding of the roles and responsibilities of the board.					
2. Board members understand the organization's mission, vision, and services/ programs.					
3. Structural pattern (board, officers, committees, executives and staff) is clear, delineated in bylaws, and followed by board.					
4. There are an adequate number of well-functioning board committees and other work groups.					
5. Board members actively participate in strategic planning and ongoing strategic thinking.					
6. The board has adopted, and uses, explicit measures of progress toward identified outcomes.					
7. Board attends to policy-related decisions which effectively guide operational activities of staff.					

8. Board receives regular reports on finances/budgets, service/program performance and other important matters.					
9. Board helps set fundraising goals and is actively involved in some aspect of fundraising.					
10. All board members make a personal financial contribution to organization.					
11. Board effectively represents the organization to the community (i.e. has an "elevator speech.")					
12. Board meetings facilitate focus and progress on important organizational matters with reporting kept to a minimum.					
13. Board meetings are adequate in length and held at the right time of the day.					
14. Board regularly evaluates and develops yearly goals with the chief executive.					
15. The board reviews the compensation of the Executive Director based on industry standards.					
16. Board has approved comprehensive personnel policies which have been reviewed by a qualified professional.					
17. All necessary skills, stakeholders and diversity are represented on the board.					
18. Board culture encourages and welcomes open discussion, even when members disagree.					
19. Board has an emergency succession plan for executive.					

Considerations	5 Strongly Agree	4 Agree	3 Unsure	2 Disagree	1 Strongly Disagree
20. Board is attentive to building leadership capacity on both board and staff.					
21. Board regularly assesses itself as a whole and also board member participation individually.					
22. Board has a packet of materials for new board members and an orientation process for them.					
23. Board has a board agreement, a whistleblower policy and a conflict of interest policy that all board members must sign and follow.					
24. A strategic process is in place for developing the board.					
25. The board regularly monitors financial performance and projections.					
26. Board members are sufficiently knowledgeable to ask meaningful questions about finances and financial management.					
27. The board reviews the audit report and has an opportunity to ask questions of the auditor at an exit conference.					
28. The board reviews the 990 before filing.					
29. Board discussions focus on the organization's future NOT its past.					
30. Each member of the board feels involved and interested in the board's work.					

What specifically would help to make you a more engaged board member?

Please list the three to five issues on which you believe the board should focus its attention in the next year. Be as specific as possible in identifying these points.

1.

2.

3.

4.

In ten years, what do you believe is the single most important impact that this organization should have on the community it serves?

Desert Willow School

Rubric: Application Screening Rubric for Head Administrator

Screening Committee to select candidates for interviews.

Application Screening Rubric



	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Administrative Experience 10 pts	Poor Candidate's work experience does not include administrative experience	Fair Candidate's work experience includes administrative experience through internships, teaching Asst. Principal roles, or other administrative titles	Good Candidate's work experience includes 3 years of administrative experience	Excellent Candidate's work experience includes more than 3 years of administrative experience
Curriculum Knowledge 10 pts	Poor Candidate has no curriculum knowledge other than teaching experience	Fair Candidate has some curriculum knowledge in addition to teaching	Good Candidate has adequate curriculum knowledge as demonstrated beyond the classroom	Excellent Candidate has extensive curriculum knowledge
Teaching Experience 10 pts	Poor Candidate has a less than 5 years of teaching experience	Fair Candidate has a 5 years of teaching experience at levels other than elementary	Good Candidate has 5 years of teaching experience at the elementary level	Excellent Candidate has more than 5 years of teaching experience with a concentration at the elementary level
Work History 10 pts	Poor Candidate has a limited work history in education and sporadic fulfillment of past positions	Fair Candidate has adequate work history in education demonstrating stable fulfillment of past positions	Good Candidate has extensive work history in education, but has sporadic fulfillment of past positions	Excellent Candidate has extensive work history in education and has demonstrated stability in past positions
Academic	Poor	Fair	Good	Excellent

Accomplishments 10 pts	Candidate has limited academic accomplishments in the form of advanced degrees, course work, and educational attainments/ certifications	Candidate has some academic accomplishments in the form of advanced degrees, course work, and educational attainments/ certifications	Candidate has adequate academic accomplishments in the form of advanced degrees, course work, and educational attainments/ certifications	Candidate has extensive academic accomplishments in the form of advanced degrees, course work, and educational attainments/ certifications
Leadership Roles 10 pts	Poor Candidate has not demonstrated any leadership roles	Fair Candidate has taken on leadership roles in line with their current role and responsibilities	Good Candidate has taken on leadership roles and initiatives at the school and district levels in excess of their current role	Excellent Candidate has taken on increased leadership roles and implemented innovative initiatives at the school and district levels in excess of their current role
Technology Experience and Skills 10 pts	Poor Candidate lacks technology proficiency	Fair Candidate adequately knows and encourages appropriate uses of instructional technologies	Good Candidate has shown use of technology to enhance classroom instruction and uses technology appropriately for his or her current position	Excellent Candidate has extensive proficiency with technology to aide and enhance classroom instruction and current roles and responsibilities
Knowledge of Special Needs 10 pts	Poor Candidate lacks knowledge of student support service/programs and policies; and has minimal knowlege in the area of special education	Fair Candidate has minimal knowledge of student support service/programs and policies; and has limited knowlege in the area of special education	Good Candidate has adequate knowledge of student support service/programs and policies; and has some knowlege in the area of special education	Excellent Candidate has extensive knowledge of student support service/programs and policies; and has significant knowlege in the area of special education
Family and Community Involvement 10 pts	Poor Candidate has limited participation in regards to community/school involvement	Fair Candidate participates in school/family/community partnerships in line with their current position	Good Candidate promotes partnerships for the staff, families, and community groups and uses community resources to enhance instruction and the greater school community	Excellent Candidate promotes partnerships for the staff, families, and community groups and uses community resources to enhance instruction and the greater school community in innovative ways

References 10 pts	Poor Candidate has out-of-date references, that may or may not be relevant to the position of principal	Fair Candidate has current references, revelant to the position of principal, but demonstrate character qualities over leadership qualities	Good Candidate has current references, revelant to the position of principal, and demonstrate adequate leadership qualities	Excellent Candidate has current references, revelant to the position of principal, and demonstrate exceptional leadership qualities
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Build free rubrics at www.iRubric.com.

Rubric Code: **RX33856**

Desert Willow School

Rubric: Head Administrator Interview Rubric

Rubric for hiring a Head Administrator

Head Administrator Interview



	Poor 1 pts	Fair 2 pts	Good 3 pts	Excellent 4 pts
Vision Questions				
Vision Question 1 As an administrator, what do you see as your primary mission?	Poor Candidate stated a minimal mission for the school.	Fair Candidate can state a general mission for the school.	Good Candidate can articulate a defined mission for the school.	Excellent Candidate can articulate a clearly defined mission. With themselves as a part of the school district.
Vision Question 2 Upon what basis do you believe school priorities should be established?	Poor Candidate demonstrated no basis for establishing school priorities.	Fair Candidate has little basis for establishing school priorities.	Good Candidate has adequate basis for establishing school priorities.	Excellent Candidate has extensive basis for establishing school priorities.
Vision Question 3 What would be your first priority in this position?	Poor Candidate demonstrated no foresight into the implementation of his/her first priority.	Fair Candidate has little foresight into the implementation of his/her first priority.	Good Candidate has adequate foresight into the implementation of his/her first priority.	Excellent Candidate has extensive foresight into the implementation of his/her first priority.
Vision Question 4 What are the most important characteristics of an effective school?	Poor Candidate expresses no characteristics of an effective school	Fair Candidate has some ideas of the characteristics of an effective school	Good Candidate has expresses numerous characteristics of an effective school	Excellent Candidate expresses detailed characteristics of an effective school
Vision Question 5 What are the three most important goals you would	Poor Candidate demonstrated no	Fair Candidate has some ideas of	Good Candidate has direction of	Excellent Candidate has detailed plans

want to reach in our school? Why?	long-term plans or goals in education	future goals in education, but did not specifically express what the goals are	goals in education and a plan to achieve desired goals	and is in process in achieving desired goals in education
Instruction Questions				
Instruction Question 1 What do you consider to be examples of appropriate instructional practices?	Poor Candidate has very little curriculum knowledge.	Fair Candidate has some curriculum knowledge.	Good Candidate has adequate curriculum knowledge.	Excellent Candidate has comprehensive curriculum knowledge.
Instruction Question 2 What instructional strategies would you want new teachers to be sure to employ? How would you ensure this?	Poor Has minimal skills to contribute.	Fair Has some relevant skills and can contribute.	Good Has a range of skills and ability to contribute.	Excellent Has a wide range of relevant skills and demonstrates ability to contribute.
Instruction Question 3 Describe an effective classroom.	Poor Candidate has very little details that create an effective classroom.	Fair Candidate has some details that create an effective classroom.	Good Candidate articulates adequate details that create an effective classroom.	Excellent Candidate articulates with clarity, relevance confidence and enthusiasm details that create an effective classroom.
Instruction Question 4 How have you demonstrated your belief that all students can learn at high levels?	Poor Analysis is minimal.	Fair Analysis does not demonstrate sufficient depth.	Good Can analyse issues in education.	Excellent Capable of critical analysis of current issues in education with clear personal opinions.
Instruction Question 5 Explain your philosophy on educating students.	Poor Candidate stated a minimal philosophy of educating students.	Fair Candidate can state a general philosophy of educating students.	Good Candidate can articulate a defined philosophy of educating students.	Excellent Candidate can articulate a clearly defined philosophy of educating students.
Management Questions				
Management Question 1 What do you see as the major role of the principal?	Poor Candidate stated a minimal understanding of the role of the principal.	Fair Candidate can state a general role of the principal.	Good Candidate can articulate a defined role of the principal.	Excellent Candidate can articulate a clearly defined role of the principal.
Management Question 2	Poor	Fair	Good	Excellent

What role do you see for the principal in school-based decision making?	Candidate stated a minimal understanding of the role of the principal in school-based decision making.	Candidate can state a general role of the principal in school-based decision making.	Candidate can articulate a defined role of the principal in school-based decision making.	Candidate can articulate a clearly defined role of the principal in school-based decision making.
Management Question 3 What skills as a chairperson/facilitator do you bring to the school council?	Poor Has minimal skills to contribute.	Fair Has some relevant skills and can contribute.	Good Has a range of skills and ability to contribute.	Excellent Has a wide range of relevant skills and demonstrates ability to contribute.
Management Question 4 How will you maintain staff morale when "the pressure is on" in a high stakes testing	Poor Has minimal skills to implement effective strategies to maintain staff morale when "the pressure is on" in a high stakes testing.	Fair Has some relevant skills to implement effective strategies to maintain staff morale when "the pressure is on" in a high stakes testing.	Good Has a range of skills and ability to implement effective strategies to maintain staff morale when "the pressure is on" in a high stakes testing.	Excellent Has a wide range of relevant skills and demonstrates effective strategies to maintain staff morale when "the pressure is on" in a high stakes testing.
Management Question 5 How would you encourage a teacher who is discouraged? A student? A parent?	Poor Candidate expresses no ideas of how to encourage a teacher, student, or parent who is discouraged.	Fair Candidate has some ideas of how to encourage a teacher, student, or parent who is discouraged.	Good Candidate has expresses numerous methods to encourage a teacher, student, or parent who is discouraged.	Excellent Candidate expresses detailed methods to encourage a teacher, student, or parent who is discouraged.
Collaboration Questions				
Collaboration Question 1 Give your definition of collaboration.	Poor Candidate little concept of the definition of collaboration.	Fair Candidate can state a general definition of collaboration.	Good Candidate can articulate a definition of collaboration.	Excellent Candidate can articulate a clear definition of collaboration and provide examples.
Collaboration Question 2 How would you develop the team concept with your staff? With the community?	Poor Candidate has limited vision to develop a team concept with staff and community.	Fair Candidate can articulate a general plan to develop a team concept with staff and community.	Good Candidate can articulate a reasonable plan to develop a team concept with staff and community.	Excellent Candidate can articulate a clearly defined plan to develop a team concept with staff and community.
Collaboration Question 3 How will you work with the	Poor	Fair	Good	Excellent

school counselor (or assistant principal) to improve student and staff relationships?	Candidate has limited vision to improve student and staff relationships.	Candidate can articulate a general plan to improve student and staff relationships.	Candidate can articulate a reasonable plan to improve student and staff relationships.	Candidate can articulate a clearly defined plan to improve student and staff relationships.
Collaboration Question 4 What specific steps would you take to build rapport with staff?	Poor Candidate presented limited ideas to build rapport with staff.	Fair Candidate presented ideas to build rapport with staff.	Good Candidate presented steps to build rapport with staff.	Excellent Candidate presented a detailed outlined of steps to build rapport with staff.
Collaboration Question 5 What is the principal's role in assisting teachers in team planning and teaching?	Poor Candidate presented a minimal understanding of the principal's role in assisting teachers in team planning and teaching.	Fair Candidate presented a relevant understanding of the principal's role in assisting teachers in team planning and teaching.	Good Candidate presented a reasonable understanding of the principal's role in assisting teachers in team planning and teaching.	Excellent Candidate clearly articulated the principal's role in assisting teachers in team planning and teaching.
Ethics Questions				
Ethics Question 1 How do you address the cultural diversity within the faculty, staff and students?	Poor Candidate has an limited ideas for addressing the cultural diversity within the faculty, staff and students.	Fair Candidate has an idea for addressing the cultural diversity within the faculty, staff and students.	Good Candidate has detailed plan for addressing the cultural diversity within the faculty, staff and students.	Excellent Candidate has comprehensive plan for addressing the cultural diversity within the faculty, staff and students.
Ethics Question 2 How do you monitor staff members in their compliance with the State Code of Ethics?	Poor Candidate can not articulate any plan to monitor staff members in their compliance with the State Code of Ethics.	Fair Candidate can articulate a reasonable plan to monitor staff members in their compliance with the State Code of Ethics.	Good Candidate can articulate a detailed plan to monitor staff members in their compliance with the State Code of Ethics.	Excellent Candidate can articulate a clearly defined plan to monitor staff members in their compliance with the State Code of Ethics.
Ethics Question 3 Tell us about a time when you had to make a difficult decision, and you knew that whatever you decided, some people would be unhappy.	Poor Candidate could not express details of having to make a difficult decision.	Fair Candidate articulates with vague details of having to make a difficult decision.	Good Candidate articulates details of having to make a difficult decision.	Excellent Candidate articulates with clarity and relevance details of having to make a difficult decision.
Ethics Question 4 What steps would you follow if a teacher did not comply	Poor Candidate could not express	Fair Candidate expresses ideas of	Good Candidate defines a course of	Excellent Candidate defines a clear

with your recommendations after a classroom visit?	details of a course of action for a teacher that did not comply with recommendations after a classroom visit.	a course of action for a teacher that did not comply with recommendations after a classroom visit.	action for a teacher that did not comply with recommendations after a classroom visit.	detailed course of action for a teacher that did not comply with recommendations after a classroom visit.
Ethics Question 5 How do you react when a parent calls and is upset with something you have done?	Poor Candidate does not respond when a parent calls and is upset with something they have done.	Fair Candidate responds with appropriate action, but not in a timely manner when a parent calls and is upset with something they have done.	Good Candidate responds with appropriate action when a parent calls and is upset with something they have done.	Excellent Candidate responds with appropriate action, in a timely manner, and informs another administrator when a parent calls and is upset with something they have done.
Political Questions				
Political Question 1 What role would the business community serve in a school under your supervision?	Poor Candidate stated a minimal role for the business community to serve in the school.	Fair Candidate can state a general role for the business community to serve in the school.	Good Candidate can articulate a defined role for the business community to serve in the school.	Excellent Candidate can articulate a clearly defined role for the business community to serve in the school.
Political Question 2 Please describe the role you feel parents should play in the operation of the school.	Poor Candidate stated a minimal role for parents in the operation of the school.	Fair Candidate can state a general role for parents in the operation of the school.	Good Candidate can articulate a defined role for parents in the operation of the school.	Excellent Candidate can articulate a clearly defined role for parents in the operation of the school.
Political Question 3 As a building administrator, what message would you want your school to convey when visitors walk into the building?	Poor Candidate did not present a message that he/she wants to convey to visitors when they walk into the building.	Fair Candidate presented a minimal message that he/she wants to convey to visitors when they walk into the building.	Good Candidate presented a general message that he/she wants to convey to visitors when they walk into the building.	Excellent Candidate presented a detailed message that he/she wants to convey to visitors when they walk into the building.
Political Question 4 When dealing with a discipline problem with a student, what is your major concern?	Poor Candidate expressed no major concerns when dealing with student discipline problems.	Fair Candidate expressed few major concerns when dealing with student discipline problems.	Good Candidate expressed all major concerns when dealing with student discipline problems.	Excellent Candidate expressed all major concerns when dealing with student discipline problems and provided solutions.

Political Question 5 Describe ways you contribute to or facilitate collegial support and staff morale.	Poor Candidate did not present any steps that contribute to or facilitate collegial support and staff morale.	Fair Candidate presented a general ideas that contribute to or facilitate collegial support and staff morale.	Good Candidate presented few steps that contribute to or facilitate collegial support and staff morale.	Excellent Candidate presented multiple comprehensive steps that contribute to or facilitate collegial support and staff morale.
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Rubric Code: **QX33857**

Interview Questions for Governing Council

1. What do you know about Desert Willow School?
2. Why are you interested in committing your time and energy to us?
3. What do you think are the characteristics of a great board member?
4. What skills, connections, resources, and expertise do have to offer and are willing to use on behalf of this organization?
5. How would you describe your style in groups.
6. Fundraising is a significant obligation of board service. Can you tell us about your experience in fundraising?
7. Would you be willing to attend a lunch with the Directors in which the goal was to make a major donor ask?
8. Board members bring experience, wisdom, strategic thinking, and their rolodexes. Can you tell us about yours?
9. What kind of autonomy do you have over your calendar? There will be meetings between board meetings, occasional donor lunches etc.
10. How passionate are you about our cause?
11. How much time can you give to us?
12. What motivates you as a volunteer?
13. What expectations do you have from the management of organizations on whose boards you serve?
14. What are your personal dreams or aspirations that could be enhanced by service on our board?
15. What professional or personal constraints on your time or service might you anticipate?
16. Are you willing to make a financial commitment that is a stretch?
17. Of what importance to you is social interaction with other board members?
18. How do you feel about performance evaluations of individual board members and boards as a group?
19. As you think about the three primary board roles—ambassador, advocate, and asker—in which role(s) do you think you will want to be most active?

A.1 NM Open Meetings Act compliance checklist

“Information is the currency of democracy.”

~Thomas Jefferson

To the citizens and public officials of New Mexico:

Government that is open and accessible to all citizens is vital to a free society and the democratic process. In our State, the Open Meetings Act is a law that requires public officials to conduct public business in public. It seems like a simple enough mandate, but sometimes laws can be confusing to public officials and to the people they serve.

The Open Meetings Act Compliance Checklist is designed to help New Mexico government operate the way it should, under full “sunshine” for the benefit of all. This checklist is offered by my office to anyone who is interested in participating in the practice of democracy by using the information herein to help ensure that we maintain what President Abraham Lincoln called, “government of the people, by the people, for the people.”

Thank you for your interest in open government.

Gary K. King

New Mexico Attorney General

Open Meetings Act

A meeting conducted by a public body must be open to the public, unless the subject of the meeting falls within the limited exceptions specified by the Act. Public officials have a duty to allow all members of the public to attend the public body’s meetings.

If a meeting is held or conducted in violation of the Open Meetings Act, any action taken by the public body during the meeting is void.

Compliance with the Open Meetings Act is mandatory. Public officials may not override the Act through adoption of local policies or procedures. Failure to comply with the Act may result in criminal prosecution.

Public officials should accommodate the public in open meetings. This means holding meetings in spaces that can accommodate all people wishing to attend and listen.

The following checklist is intended to help public bodies comply with the Open Meetings Act. For a more detailed discussion, please refer to the Open Meetings Act Compliance Guide available from the Office of the New Mexico Attorney General.

Does the Open Meetings Act apply?

Open Meetings (§ 10-15-1 (B))

The Open Meetings Act applies to meetings of public bodies :

_____ At which a quorum of the members of the public body is present in person or by telephone; and

_____ During which the public body will formulate public policy, discuss public business or take action.

If the Open Meetings Act applies, the following checklist will help you comply with its requirements.

Notice Requirements

Non-emergency meetings:

_____ Reasonable advance notice of the meeting has been provided to the public (§ 10-15-1 (D)).

_____ The notice complies with the deadlines and procedures for meeting notices adopted by the public body under Section 10-15-1(D) of the Open Meetings Act.

_____ The notice includes the date, time and location of the meeting.

_____ The notice is published or posted in a place and manner accessible to the public.

_____ Notice has been provided to all FCC licensed broadcast stations and newspapers of general circulation that have provided a written request for notice of meetings (§ 10-15-1 (D)).

_____ The notice includes an agenda or information on how the public may obtain a copy of the agenda (§ 10-15-1 (F)).

Emergency Meetings (§ 10-15-1 (F))

Under limited circumstances, an emergency meeting may be held with little advance notice if:

_____ The public body did not expect the circumstances giving rise to the meeting; and

_____ If the public body does not act immediately, injury or damage to persons or property or substantial financial loss to the public body is likely.

Meeting Agenda (§ 10-15-1 (F))

The meeting agenda should:

_____ Include a list of specific items the public body intends to discuss or transact at the meeting.

_____ Clearly describe agenda items that the public body intends to discuss or act on during the meeting in order to give adequate public notice.

_____ Except for an emergency meeting, the agenda is available to the public at least 24 hours before the meeting.

_____ Except for emergency matters, the public body takes action only on those items specifically listed on the agenda 24 hours before the meeting.

Telephonic Participation (§ 10-15-1 (C))

If a member of the public body participates in a meeting by telephone :

_____ There must be a law or a rule of the public body authorizing its members to participate by conference telephone or similar communications equipment; and

_____ It must be “difficult or impossible” for that member to attend the meeting in person; and

_____ Each member participating telephonically can be identified when speaking, all participants are able to hear each other at the same time, and members of the public attending the meeting are able to hear any member of the public body who speaks during the meeting.

Closed Meetings – Permissible Subjects (§ 10-15-1 (H))

If a public body wishes to hold a closed meeting, it may do so only to engage in one or more of the following:

_____ Deliberations about the issuance, suspension, renewal or revocation of a license. Section 10-15-1(H)(1).

_____ Discussion of the hiring, promotion, demotion, dismissal, assignment or resignation of a public employee, or the investigation or consideration of complaints or charges against a public employee. Section 10-15-1(H)(2).

_____Deliberations in connection with an administrative adjudicatory proceeding held by the public body. Section 10-15-1(H)(3).

_____Discussion of personally identifiable information about an individual student. Section 10-15-1(H)(4).

_____Discussion of collective bargaining strategy prior to negotiations between a public body and a union representing employees of the public body; collective bargaining sessions involving the public body and union, Section 10-15-1(H)(5); and consultations and impasse resolution procedures at which the public body and the union are present. Section 10-7E-17(G) of the Public Employee Bargaining Act.

_____Discussion of a sole source purchase that exceeds \$2,500 or of the contents of competitive sealed proposals during the contract negotiation process. Section 10-15-1(H)(6).

_____Meeting with the public body's attorney pertaining to threatened or pending litigation in which the public body is or may become a participant. Section 10-15-1(H)(7).

_____Discussion of the purchase, acquisition or disposal of real property or water rights. Section 10-15-1(H)(8).

_____For committees or boards of public hospitals only, discussion of strategic or long-range business plans or trade secrets. Section 10-15-1(H)(9).

_____For the Gaming Control Board only, a meeting that deals with information made confidential by the Gaming Control Act. Section 10-15-1(H)(10).

Closed Sessions – Procedures (§ 10-15-1 (I))

To properly close a portion of an open meeting, the following actions must be taken (§ 10-15-1 (I) (1)):

_____A motion stating the specific provision of law authorizing the closed meeting and a reasonably specific description of the subject to be discussed.

_____A roll call vote on the motion to close the meeting in the open session. The vote of each member is recorded in the minutes

_____Only the matters stated in the motion to close are discussed in the closed session.

_____ Generally, action on an item discussed in a closed session must be taken in an open meeting (§ 10-15-1 (H))

_____ After a closed meeting is completed, a statement affirming that the matters discussed in the closed meeting were limited to those stated in the motion to close is recorded in the minutes (§ 10-15-1 (J)).

For closed meetings of a public body held separate from an open meeting, the above criteria apply except:

_____ Instead of a motion to close, appropriate public notice is provided that includes the specific provision of law authorizing the closed meeting and a reasonably specific description of the subject to be discussed (§ 10-15-1 (I)(2)).

_____ Following completion of the closed meeting, a statement is entered into the minutes of the next open meeting specifying that the matters discussed in the closed meeting were limited to those stated in the notice of the closed meeting (§ 10-15-1 (J)).

Meeting Minutes (§ 10-15-1 (G))

If the meeting is open, written minutes are required. Minutes must contain at least:

_____ The date, time and place of the meeting; and

_____ The names of all members of the public body attending the meeting and of those members who are absent; and

_____ A description of the substance of all proposals considered during the meeting; and

_____ A record of any decisions made and votes taken that shows how each member voted (voting by secret ballot is not permitted).

The following also apply to meeting minutes:

_____ A draft copy of the minutes is prepared within 10 working days of the public meeting.

_____ The minutes are approved, amended or disapproved at the next meeting where a quorum of the public body is present.

_____ All minutes are made available for public inspection.

D.2.a The Peer Review and Sponsor System

At the Desert Willow School each member of the faculty and staff both *is* and *has* a Peer Sponsor. This sponsor is a colleague who helps the teacher or staff member sort through challenges and difficulties either in the classroom, office, or in adult communications. Their job is four-fold: 1) to check in on the teachers or staff member's overall wellbeing; 2) to observe in the classroom and offer feedback; 3) and, to participate in the teacher or staff member's annual review; 4) to help either the teacher or a complaining party clarify their issues or concerns and bring them directly to the sponsoree involved.

1) Each Sponsor is responsible to check in with their sponsoree on a regular basis to see if they are in need of support, or just a fresh perspective or a place to vent frustrations. They will also work to help the sponsoree distinguish between ordinary frustrations and the need for a break.

2) Each Sponsor will visit his or her sponsoree in his or her place of work (office/classroom, etc.) on a regular basis – every 2-3 months. The Sponsor's job is simply to observe so that she has independent perspective to inform her support for the sponsoree. If she or he has concerns, she will discuss these with the sponsoree. If she feels there is a significant problem, the Educational Director will be notified.

3) The Sponsor will do a semi annual observation report (see below). She or he will go over this with the Faculty Development Committee and the sponsoree. If there are difficulties or concern, it will be up to the Faculty Development Committee to develop a plan for correcting problems and the sponsor will no longer be part of the review committee so that she or he can act as a support to the sponsoree as she or he works to grow and change.

4) ***There is little that supports community health more than direct communication and working together on problems; and there is little that undermines a community so much as gossip and concerns or complaints that are not addressed directly.*** Therefore, Desert Willow School we ***do not support anonymous complaints***; rather, we see concerns and complaints as opportunities for growth and welcome them in an open and engaged process. The Peer Sponsor works to help either the sponsoree or someone bringing a complaint about the sponsoree to vent their frustrations, examine their feelings to uncover both their confusions/ assumptions/personal investments, and the clarity and wisdom that underlies their concern and distress. Then the Sponsor helps the person bringing complaint to talk directly with the other party or parties in questions.

Understanding the exceptionally destructive affects of gossip and rumor, the sponsor will ensure that direct communication takes place. If she or he is unable to help the distressed party to more clarity and a willingness to communicate concerns directly, he or she will bring the matter to the Educational Director for support in completing a healthy process toward resolution.

To support this direct communication, the Enki Teacher Training program includes basic training in mediation and dispute resolution techniques and this is taken up and practiced in all decision making throughout the years it.

OBSERVATION and FEEDBACK GUIDELINES for TEACHERS

Observations and feedback are part of our commitment to ongoing learning for all. We view this report as part of building a picture. The point is not to judge the employee, but to more clearly identify areas that need work and ways to do that. In the year-end evaluation, this form is a part of the first step of the Enki Structured Consensus Decision Process.

This form is filled out by each Sponsor twice a year – once in November and once in March. For the March evaluation in the first three years, the evaluation on which future employment is founded; all staff and faculty will fill out a form on each person whose work is being evaluated.

The following topics should be addressed by sponsors and sponsorees after a classroom/office visit has taken place. Certain questions will be more relevant to a given situation, less relevant to another. If a particular question is not applicable, it should be ignored. However, we ask that teachers, administrators, and sponsors address all relevant areas for all employees, although it may require 'creative interpretations' for some positions. In some areas only one word will be needed, other areas will require a paragraph. The Sponsor can either use this as a form or write a series of paragraphs that cover these areas.

In self-evaluations, the sponsoree should be sure to note areas of weakness and those for which help is needed.

I. Environment

- a. General feeling of classroom/office
- b. Cleanliness/order, including desks and closets
- c. Attention to detail
- d. Artistic displays
- e. Children's work displayed
- f. Cohesiveness of the physical environment
- g. Children's attitude towards the room

II. Teacher's Presence

- a. Tone - authoritative, clear, warm, relaxed, flexible etc.
- b. Appearance
- d. Personal hygiene
- e. Voice quality - Speech and singing
- f. Vocabulary

- g. Gesture and movement

IV. Content and Form in Lesson/Job Performance

- a. Age appropriate material - engaging and challenging in keeping with Enki vision
 - b. Age appropriate balance of body, heart, and mind,
(Active/ passive, directed/independent, small group/large group)
 - c. Understanding of how current curriculum work fits into long-term curriculum/development, both past and future
 - d. Artistic presentation
 - e. Sense of rhythm in content, materials, and presentation
 - f. Clarity of presentation
 - g. Depth of preparation, penetration of material
 - h. Tone of presentation- enthusiastic, relaxed, calm etc.
 - i. Flexibility in adapting lesson to children's needs
 - j. Children's ability to receive and understand content

III. Relationship with Children

- a. Sense of working with class as a whole unit
- b. Attention to individuals and special needs
- c. Perception of needs/strengths of individuals/class as a whole.
- d. Classroom management skills - consequences, rhythm, ritual.
- e. Support for children's relationships with each other and ability to facilitate child directed small group work.
- f. Mood in the classroom - warm, relaxed, cooperative etc.
- g. Children's attitude - respectful, cheerful, engaged, etc.

V. Academic and Artistic Standards

- a. Is the class as a whole working hard?
- b. Are they performing at grade level (review report on compiled Skill Assessment Rubrics)?- if not please specify area and reason.
- c. Quality of book work
- d. Quality of art work - visual, music and movement
- e. Homework follow through
- f. Is the three fold rhythm being actively worked with in presenting and polishing academic skills?
- g. Are skills being practiced on a regular basis and becoming automatic at the appropriate grade level?

VI. Parent Relations

- a. Do parents attend regular conferences and evenings?
- b. Do parents feel teacher accessible?
- c. Is teacher able to communicate goals of Enki Ed.?
- d. Do parents help when needed, including in the classroom and doing research/prep for special events?
- e. Does teacher feel parent support? Do parents feel teacher support?
- f. Is communication with parents clear and helpful?

VII. Rhythm of the day

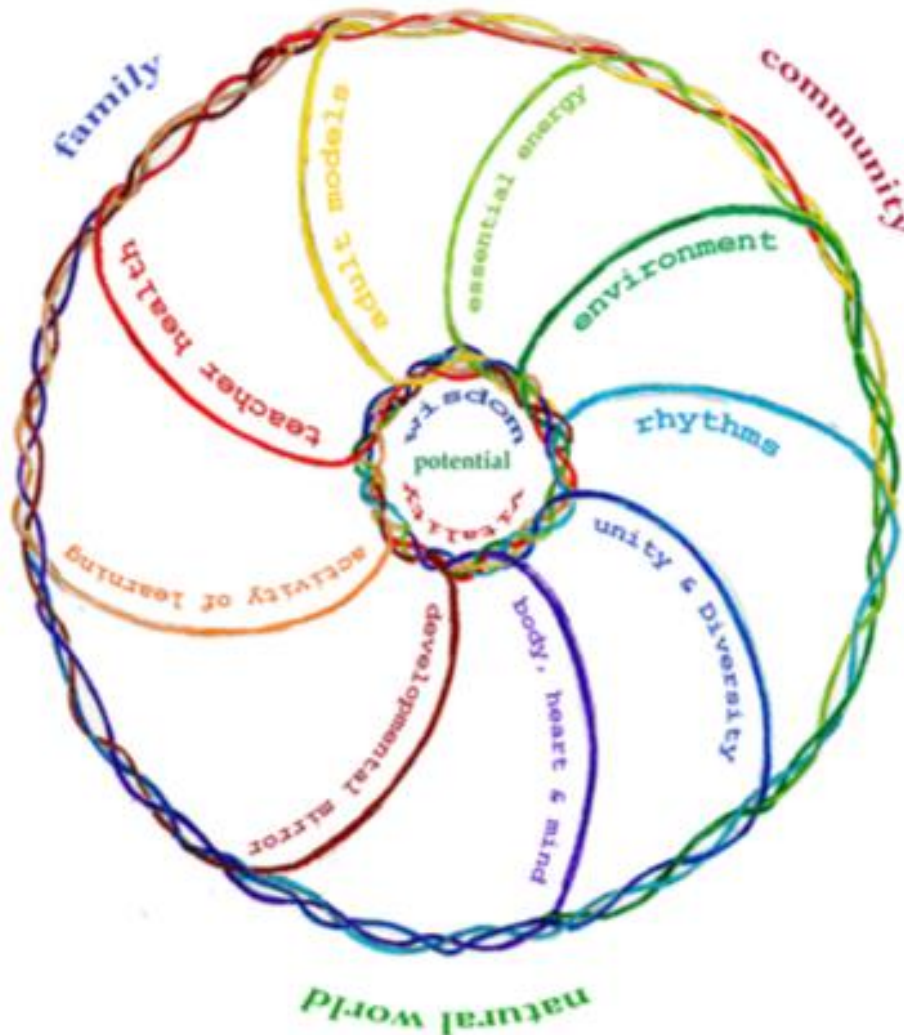
- a) general sense of the flow between different types of learning (tight, at ease, chaotic)
- b) responsiveness to children's internal rhythms (flexibility)
- c) children's ease with different learning formats (ability to engage, relax and shift between formats)
- d) general cohesiveness of rhythm within activities
- e) general cohesiveness of rhythm within the program as a whole.

VIII. Colleague Relations

- a. Ability to work for good of group
- b. Ability to question directly and constructively
- c. Communication skills - active listening, checks assumptions as speaker or listener etc.
- d. Ability to accept and work with questions or criticism
- e. Participation in faculty meeting - constructive and destructive.
- f. Ability to be nurtured by the faculty meetings
- g. Willing to help others and take on non-teaching tasks

The Enki Web:

The Enki approach, which will be utilized in full by Desert Willow School, begins with the understanding that a healthy school must have a strong backbone that guides its program and decision making process with precision. At the same time, it must remain flexible and creative in adapting the specifics of the program to a given child, location community, and time in history. The web show the factors we see as critical for a healthy educational ecosystem.



Required Appendix C

Head Administrator Job Description

Summary: Desert Willow School is a certified Enki Education, K-5 charter school located in Silver City, New Mexico. The school will open in the fall of 2016, with two kindergarten classes and one each first through fifth grade classrooms for a total of 120 students.

Silver City is a town in Grant County, population 10,000 and is located in the southwest corner of New Mexico, 110 miles northwest of Las Cruces, NM and 150 miles northeast of Tucson, AZ. It is the [county seat](#) and the home of [Western New Mexico University](#).

Desert Willow School is seeking an Administrative Director to serve as philosophical and instructional leader of this new charter school that's mission is to value each student's unique learning styles, build self-awareness and a sense of belonging, inspire creative, flexible thinking, and nurture engaged readers through a multisensory approach. DWS will use two primary educational approaches to fulfill this mission; Enki and Orton Gillingham. The ideal candidate will have a passionate commitment to the Enki philosophy and have a strong understanding of Enki curriculum and how, in conjunction with Orton Gillingham, these methodologies will meet the needs of all learners. Desert Willow School is an ideal learning environment for any child, however, the population DWS is primarily interested in attracting is students with dyslexia and other language based reading difficulties; students who need a complete hands on learning environment to remain engaged in learning; children who have been disengaged in a traditionally organized classroom; and children who are academically or creatively gifted who need to meet with appropriate challenges.

Description

Title: Head Administrator

Immediate Supervisor: Desert Willow School Governing Council

Qualifications:

- Strong advocate for holistic education
- Strong understanding of how a multisensory approach reaches all students
- Experience with Title I programs
- Administrator/Principal certification and a thorough knowledge of special education law required
- Experience at the elementary level as both a teacher and a principal strongly recommended

Robust leadership skills

- Experience creating an organization and maintaining sustainability preferred.
- Proven experience with staff supervision and budget management.
- Ability/willingness to lead in fund development, including identification, cultivation and stewardship of donors.
- Highly self-motivated.
- Strong written and verbal communication skills.

- Appreciation for students with learning differences as well as for students from diverse family and socio-economic situations.

Essential Duties and Responsibilities:

Leadership

- Serve as Educational leader for the Desert Willow School.
- Advocate for the Enki philosophy and practices.
- Articulate and advocate the mission of Desert Willow School for students, families, staff, & community.
- Serve as philanthropic ambassador within the organization and community.
- Be inspirational, visible, and accessible to members of school community and beyond.
- Possess knowledge of New Mexico State Standards and Core Curriculum.
- Attend all Council meetings as nonvoting council member and prepare and present reports as requested by the Council.
- Remaining firmly rooted in the Enki philosophy, manage relationships with students, faculty, parents
- Establish a plan to oversee and redirect student behaviors.
- Demonstrate sufficient security and judgment to handle a crisis and to use supervision constructively.
- Have the ability to collaborate and continue to educate teaching staff for the purposes of deepening understanding of the Enki practice and provide support for full implementation of the Enki philosophy.
- Promote a culture of global citizenship and awareness at the School.
- With wisdom, vitality and leading by example, create a culture at the School that reflects the values associated with the Enki philosophy.

Management

- Develop specific operations, goals and objectives to implement the strategic goals that have been mutually established with the Council.
- Hire, supervise, mentor, and evaluate teaching and support staff as needed.
- Manage substitutes for classrooms and act as a substitute in classrooms as needed.
- Oversee admission of students, including lottery procedures.
- Ensure that all state reporting requirements are met.
- Be responsible for the delivery of Special Education services in collaboration with the special ed teacher and ancillary staff.
- Lead and facilitate faculty meetings to guide and support faculty.
- Oversee all aspects of facility management.

Communication

- Maintain regular, ongoing, and open dialogue with the Governing Council.
- Serve as chief communicator between the Council and the staff.
- Promote highly effective and open communication between staff, parents and Council.
- Be the spokesperson for Desert Willow School.
- Foster the relationship with staff, council, school community and beyond.
- Foster a positive relationship with the Silver Consolidated School District and all other sending districts, as well as the New Mexico Public Education Department.
- Serve as the mandated reporter to the NM Children, Youth, and Families Department.

Finance and Fund Development

- Prepare and present annual operating budget to Council in conjunction with Council Treasurer and Business Manager.
- Administer the operating budget and be accountable to Council for effective business management.
- Prepare annual budget recommendations including personnel, committees, facilities and programs.
- Prepare reports for annual audits – financial and academic.
- Apply for grants that support the economic viability of the school.
- Serve as a non-voting member on the board of The Learning Center for Dyslexia and Academic Success.
- Be familiar with and understand best practices in fund development.
- Assist in identifying and cultivating prospective donors.
- Serve as philanthropic ambassador within the organization and community.

Professional Staff Development

- Ability to support teaching staff regarding the Enki philosophy and full implementation of the school's mission.
- Implement enrollment plan and assure proper student-teacher ratios.
- Provide and facilitate opportunities for ongoing professional development for all staff.
- Encourage staff to propose, plan, and develop programs in accordance with the mission of the school.

Compliance and Accountability for School Operations

- Conduct written evaluations of staff.
- Oversee student evaluation and implement student assessment.
- Oversee ongoing program evaluation, including curriculum standards and curriculum development.
- Ensure that the school is in compliance with all applicable government laws and regulations.
- Evaluate school operations.

Please email completed application package to HR@desertwillowschool.org including:
Resume;

Cover letter;
Philosophy of education;
Three letters of recommendation.

Notification of receipt of completed applications will be sent via email.

References will not be contacted without prior notification.

Desert Willow School is an Equal Employment Opportunity employer and seeks and welcomes applications from individuals of all backgrounds, experiences, and perspectives.

Required Appendix D

Desert Willow School
Elementary School Administrative Assistant

Mission

Desert Willow School values children's unique learning styles; builds self-awareness and a sense of belonging; inspires creative, flexible thinking; and cultivates engaged readers through a multisensory approach.

Desert Willow a Unique Elementary Charter School

Thank you for your interest in assisting in the education of our students at Desert Willow School. We are seeking individuals to help create a holistic learning environment, where arts and movement are integrated into all curriculum, where each student's unique needs are understood and respected, and where teaching reading with a multisensory approach is the norm. All personnel need to be committed to our mission and to our goals to create an environment where the mission is lived by students, staff, and parents.

Minimum Qualifications

1. Ability to work gracefully with parents, students, administration, and school staff.
2. Demonstrated ability to accept and carry out responsibilities.
3. Proficiency in computer skills: primarily word processing, publishing, spreadsheets, and the ability to quickly learn the school management system.
4. Excellent organizational skills to handle multiple tasks and people.
5. Excellent written and verbal skills.

Responsibilities

1. Elementary School Office Receptionist: first on phone, "first face of Desert Willow School"
2. Provide Assistance to Students and Parents
3. Provide Assistance and Support to Faculty
 - Receive and distribute mail. Prepare outgoing mail for pick-up.
 - Manage grading system, report cards, cumulative records files
 - Publish and help organize special events
 - Support discipline policy by occasionally supervising individual students in office
 - Organize Field Trips
4. Support for Administrative Director
 - Keep Attendance Records and Communication
 - Keep Discipline Records and Communication
 - Make background checks for volunteers
 - Assist in scheduling volunteers for Friday Explorer Clubs
 - Assist faculty, administration, and staff with all parent functions; e.g., Friday Explorer Clubs, Open Houses, Visitor Days
 - Create letters, flyers, and provide other document support
 - Student Records
 - Maintain student files
 - Request records and set-up files for new students
5. Take initiative in noticing, assisting with, and/or completing other tasks as needed or assigned.

Desert Willow School
Classroom Teacher Job Description
Kindergarten
Looping Grades 1—3; Looping Grades 4—5

Mission

Desert Willow School values children's unique learning styles; builds self-awareness and a sense of belonging; inspires creative, flexible thinking; and cultivates engaged readers through a multisensory approach.

Desert Willow a Unique Elementary Charter School

Thank you for your interest in educating our students at Desert Willow School. We are seeking individuals to help create a holistic learning environment: where arts and movement are integrated into all curriculum, where each student's unique needs are understood and respected, and where teaching reading with a multisensory approach is the norm. In order to model healthy relationships, Desert Willow's teachers will work in close partnership with an Instructional Assistant, a Reading Specialist, and a Special Education teacher. Desert Willow School is committed to strong teacher training in our core holistic curriculum, the Enki Curriculum, and in Orton-Gillingham methodology for teaching reading. All personnel need to be committed to our mission and our goals to create an environment where that mission is lived by students, staff, and parents.

Minimum Qualifications

- Bachelor degree
- State certification or appropriate SDE waiver in Early Childhood Education or Elementary Education
- Participate in Enki Training and become Enki Certified
- Willingness to participate in Orton-Gillingham Training
- Ability to make personal connections with students

In addition to standard best teaching practices,

Unique Duties

- Working in a true partnership with other staff
- Looping grades 1 to 3 OR Looping grades 4 and 5
- Willingness to demonstrate grace when teaching in areas of challenge
- Integration of arts and movement throughout the curriculum
- Use of multisensory strategies
- Teach Spanish using a Total Physical Response method
- Assist with Friday Explorer Clubs as needed
- Collaboration each Friday
- Teach 8:30 to 4:00 Monday through Thursday with Collaboration Friday (9 – 2)

Beneficial Skills (we will need in some of our faculty)

- P.E. Certification
- Experience using an Orton-Gillingham phonics program
- Understanding of principles of Montessori Education
- Understanding of principles of Waldorf Education
- Spanish-speaking
- Gardening
- Story-telling
- Drawing, sculpting, weaving
- Drama, music

Desert Willow School
Instructional Assistant Job Description
Grade 1, Grades 2 and 3, Grades 4 and 5

Mission

Desert Willow School values children's unique learning styles; builds self-awareness and a sense of belonging; inspires creative, flexible thinking; and cultivates engaged readers through a multisensory approach.

Desert Willow a Unique Elementary Charter School

Thank you for your interest in assisting in the education of our students at Desert Willow School. We are seeking individuals to help create a holistic learning environment: where arts and movement are integrated into all curriculum, where each student's unique needs are understood and respected, and where teaching reading with a multisensory approach is the norm. In order to model healthy relationships, Desert Willow's Instructional Assistants will work in close partnership with classroom teachers, a Reading Specialist, and a Special Education teacher. Desert Willow School is committed to strong teacher training for IA's in our core holistic curriculum, the Enki Curriculum, and in Orton-Gillingham methodology for teaching reading. All personnel need to be committed to our mission and our goals to create an environment where that mission is lived by students, staff, and parents.

Minimum Qualifications

- NMPED educational assistant license
- Willingness to participate in Enki Training
- Willingness to participate in Orton-Gillingham Training
- Ability to make personal connections with students

In addition to best teaching practices,

Unique Duties

- Working in a true partnership with other staff
- Assist teachers in the classroom with small group instruction
- Willingness to demonstrate grace when teaching in areas of challenge
- Use of multisensory strategies
- Teach Spanish using a Total Physical Response method
- Prepare lesson materials, equipment, and demonstrations
- Supervise students at lunch and/or recess
- Participate in teacher-parent conferences regarding students' progress or problems.
- Help maintain library and computer equipment.
- Assist teachers during gardening, field trips, and Friday Explorer Clubs
- Collaboration each Friday
- Teach 8:30 to 4:00 Monday through Thursday with Collaboration Friday (9 – 2)

Beneficial Skills (though each individual does not need all skills, as a faculty we need all skills)

- P.E. Certification
- Experience using an Orton-Gillingham phonics program
- Understanding of principles of Montessori Education
- Understanding of principles of Waldorf Education
- Spanish-speaking
- Gardening skills or enjoyment
- Story-telling
- Drawing, sculpting, weaving
- Drama, music

Desert Willow School
Reading Specialist Job Description
Grades K – 5
Full-time Reading Specialist and 2/3-time Reading Specialist

Mission

Desert Willow School values children's unique learning styles; builds self-awareness and a sense of belonging; inspires creative, flexible thinking; and cultivates engaged readers through a multisensory approach.

Desert Willow a Unique Elementary Charter School

Thank you for your interest in assisting in the education of our students at Desert Willow School. We are seeking individuals to help create a holistic learning environment: where arts and movement are integrated into all curriculum, where each student's unique needs are understood and respected, and where teaching reading with a multisensory approach is the norm. In order to model healthy relationships, Desert Willow's Reading Specialists will work in close partnership with Instructional Assistants, Special Education Teacher, and Classroom Teachers. Desert Willow School is committed to strong teacher training in our core holistic curriculum, the Enki Curriculum, and in Orton-Gillingham methodology for teaching reading. All personnel need to be committed to our mission and our goals to create an environment where that mission is lived by students, staff, and parents.

Position Summary

Desert Willow School is looking for educators with flexible thinking wanting to work in a non-traditional school setting. Teachers must be excited about teaching and have a commitment to moving through the grades with the same group of children over a period of years.

Major Responsibilities

- Provide both in-class instruction in cooperation with the classroom teacher and "pull-out" for those students needing more direct instruction in reading using Orton-Gillingham Methodologies
- Participates in a variety of meetings, including IEPs and 504 meetings for the purpose of conveying and/or gathering information required to perform functions.
- Participates in Enki and Orton-Gillingham training and uses the strategies with the students
- Monitors students in a variety of educational environments (e.g. classroom, playground, field trips) for the purpose of providing a safe and positive learning environment.

In addition to standard best teaching practices,

Unique Duties

- Working in a true partnership with other staff
- Willingness to demonstrate grace when teaching in areas of challenge
- Integration of arts and movement throughout the curriculum
- Use of multisensory strategies
- Collaboration each Friday

- Assist with Friday Explorer Clubs as needed
- Teach 8:30 to 4:00 Monday through Thursday with Collaboration Friday (9 – 2)

Minimum Qualifications:

- State certification or appropriate SDE waiver in Elementary Education
- Training and experience teaching an Orton-Gillingham Reading Program
- Certification as an Academic Language Therapist or intention to become certified
- Ability to make personal connections with students

Desert Willow School
Special Education Teacher Job Description
Grades K - 5

Mission

Desert Willow School values children's unique learning styles; builds self-awareness and a sense of belonging; inspires creative, flexible thinking; and cultivates engaged readers through a multisensory approach.

Desert Willow: A Unique Elementary Charter School

Thank you for your interest in assisting in the education of our students at Desert Willow School. We are seeking individuals to help create a holistic learning environment where arts and movement are integrated into the curriculum, where each student's unique needs are understood and respected, and where teaching reading with a multisensory approach is the norm. In order to model healthy relationships, Desert Willow's special education teacher will work in close partnership with Instructional Assistants, Reading Specialists, and Classroom Teachers. Desert Willow School is committed to strong teacher training in our core holistic curriculum, the Enki Curriculum, and in Orton-Gillingham methodology for teaching reading. All personnel need to be committed to our mission and to our goal to create an environment where that mission is lived by students, staff, and parents.

Position Summary

Desert Willow School is looking for a licensed special education teacher with flexible thinking wanting to work in a non-traditional school setting. This teacher must be excited about teaching and have a commitment to moving through the grades with the same group of children over a period of years.

Major Responsibilities

- Instruct students with special educational needs in a variety of settings according to their Individual Education Plans.
- Employ Orton-Gillingham based methods when teaching students to read.
- Collaborate with general education teachers when students are to be educated in the general education setting.
- Conduct formative assessments on a regular basis and document student progress toward IEP goals.
- Communicate student progress with parents and/or legal guardians on a regular basis.
- Conduct IEP meetings, three-year re-evaluations, behavior intervention meetings and manifest determinations as required in a timely fashion, and handle paperwork according to federal guidelines.
- Provide accommodations and modifications according to each IEP.
- Participate in Enki and Orton-Gillingham training and use these strategies with students.
- Monitor students in a variety of environments (e.g. classroom, playground, field trips) for the purpose of providing a safe and positive learning environment

Minimum Qualifications:

- A Bachelor's Degree including NM Special Education Teacher Certification
- Ability to make personal connections with students
- Training in Orton-Gillingham Methodologies

Desert Willow School
Business Manager Job Description

Mission

Desert Willow School values children's unique learning styles; builds self-awareness and a sense of belonging; inspires creative, flexible thinking; and cultivates engaged readers through a multisensory approach.

Desert Willow, a Unique Elementary Charter School

Thank you for your interest in assisting in the education at Desert Willow School. We are looking for individuals to create a holistic learning environment: where arts and movement are integrated into all curriculum, where each student's unique needs are understood and respected, and where teaching reading with a multisensory approach is the norm. All personnel need to be committed to our mission and our goals to create an environment where that mission is lived by students, staff, and parents.

Position Summary

Desert Willow School is looking for a highly motivated individual to work in a non-traditional school setting. The position requires accounting, analytical and business management skills to support the mission of Desert Willow School.

Minimum Qualifications

1. Minimum Bachelor's degree in accounting, business or related field.
2. Strong communication, written and analytical skills.
3. Must be able to learn appropriate software and to produce accurate financial reports.
4. Must work closely with the Administrator to monitor expenses of ongoing projects and grants.
5. Interface with Finance Committee: Keep committee apprised of unforeseen expenditures or budget overages. Work together to study feasibility of programs or requested resources, work together to evaluate school's service contracts.

Responsibilities

1. Preparation of financial statements and reports.
2. Preparation of annual proposed operating budget and budget comparisons
3. Preparation of bank reconciliations.
4. Preparation of federal and state payroll reports.
5. Processing accounts payable, including payroll.
6. Processing accounts receivable
7. Handles financial compliance issues and reporting to the New Mexico Public Education Department.
8. Ability to apply all New Mexico state statutes and regulations.
9. Identify constitutional rights applying to individuals and administration within public education system.
10. Analyze significant statutory issues relative to financial resource management.

Optional Appendix E

DRAFT E.2 Desert Willow School Personnel Policy Handbook DRAFT

1.02 INTRODUCTORY STATEMENT

This handbook is designed to acquaint you with Desert Willow School and to provide you with information about working conditions, employee benefits, and the policies affecting your employment. These policies and procedures supersede all prior policies and procedures. You should read, understand, and comply with all provisions of this handbook. It describes your responsibilities as an employee and outlines the programs developed by DWS to benefit employees. Our objective is to provide a work environment that is conducive to both personal and professional growth.

These policies are intended to be guidelines rather than expressed or implied contracts with employees. No employee handbook can anticipate every circumstance or question about policy.

The Governing Council reserves the right to revise, supplement, or rescind any policy or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Employees will, of course, be notified of such changes to the handbook as they occur, and in all non-emergency cases, will have ample opportunity to provide input into the changes.

Except for the hiring of the Director, which is done by the Governing Council, no one other than the Director, has the authority to enter into any agreement, oral or written, with any individual, for employment at the school. Any such agreement with the Director must be an individual agreement in writing and signed by you and the appropriate executing person. No one has the authority to make verbal statements of any kind that are legally binding on DWS.

1.03 EMPLOYEE ACKNOWLEDGEMENT FORM

The employee handbook describes important information about Desert Willow School, and I understand that I should consult the Director or the Director's designee regarding any questions not answered in the handbook. I have entered into my employment relationship with DWS voluntarily and acknowledge that there is no specified length of employment, unless under specific written and executed contractual agreement. According to absent specific written and executed contractual agreement, either I or DWS may terminate the relationship at will, with or without cause, at any time, so long as there is no violation of applicable federal or state laws.

Since the information, policies, and benefits described here are necessarily subject to change, I acknowledge that revisions to the handbook may occur. All such changes will be communicated through official notices, and I understand that revised information may supersede, modify, or eliminate existing policies. Only the Governing Council has the ability to adopt any revisions to the policies in this handbook.

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read and comply with the policies contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed)

EMPLOYEE'S SIGNATURE

DATE:

DIRECTOR/DESIGNEE

DATE RECEIVED:

1.04 STUDENTS, FAMILIES, AND COMMUNITY RELATIONS

The students, their families, and the community are among our organization's most valuable assets and are partners in our quest for quality. Every employee represents DWS to our community and to the public. The way we perform our jobs presents an image of our entire organization. For students and their families, the Governing Council, and the community judge all of us by how they are treated with each employee contact. Nothing is more important than being courteous, friendly, helpful, and prompt in the attention you give to each person with whom you meet as you perform all aspects of your position.

Individuals who wish to lodge specific comments or complaints concerning DWS or its employees should be directed to the Director for appropriate action. Our personal contact with the public, our manners on the telephone, and the communications we send are a reflection not only of ourselves, but also of the professionalism of DWS. Positive relations not only enhance the public's perception of DWS, but also reflect the values and mission of the organization and its employees.

2. EMPLOYMENT

2.01 NATURE OF EMPLOYMENT

Employment with DWS is voluntarily entered into, and the employee is free to resign at will at any time, with or without cause, unless a specific written and executed contractual agreement states otherwise. Similarly, DWS may terminate the employment relationship at will at any time, with or without notice or cause, unless a specific written and executed contractual agreement states otherwise, and so long as there is no violation of applicable federal and state law. Where applicable, both DWS and employed parties must abide by contractual agreements and policies in ways that ensure that rights, obligations, and contracts have not been violated.

Policies set forth in this handbook are not intended to create a contract, nor are they to be construed to constitute contractual obligations of any kind or a contract of employment between DWS and any of its employees. The provisions of the handbook have been developed at the discretion of the Governing Council and, except for policies of employment-at-will, may be amended or canceled at any time. However, such decisions and revisions shall be made and announced at an open meeting of the Governing Council. Should the employees choose to become a bargaining unit, some of the items herein may become part of a negotiated agreement between the bargaining unit and the Governing Council. That negotiated agreement will be reviewed and ratified annually.

These provisions supersede all existing policies and practices and may not be amended or added to without the express written approval of the Governing Council.

2.02 EMPLOYEE RELATIONS

DWS believes that the work conditions, wages, and benefits it offers to its employees are competitive with those offered by other employers in this area and in this industry. If employees have concerns about work conditions or compensation, they are strongly encouraged to voice these concerns openly and directly to the Director.

Our experience has shown that when employees and the Director deal openly and directly with each other, the work environment can be excellent, communications can be clear, and attitudes can be positive. We believe that DWS amply demonstrates its commitment to employees by responding effectively to employee concerns.

2.03 EQUAL EMPLOYMENT OPPORTUNITY

Desert Willow School abides by state and federal laws dealing with equal employment opportunity. Therefore, in order to provide equal employment and advancement opportunities to all individuals, employment decisions at DWS will be based on merit, qualifications, and abilities. DWS does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by law. **However, adequate physical ability is a job requirement for those employment positions that include teacher-led activities as a part of the daily integrated-curriculum.**

DWS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship that state and federal laws recognize as just. This policy governs all aspects of employment, including selection, assignment, compensation, discipline, termination, and access to benefits and training.

Any employees with questions or concerns about any type of discrimination in the workplace are encouraged to bring these issues to the attention of the Director or the Governing Council. Employees can raise concerns and make reports without fear of reprisal. Anyone found to be engaging in any type of unlawful discrimination will be subject to disciplinary action, up to and including termination of employment.

2.04 BUSINESS ETHICS AND CONDUCT

The successful operation and reputation of Desert Willow School is built upon the principles of fair dealing and ethical conduct of our employees. Our reputation for integrity and excellence requires careful observance of the spirit and letter of all applicable laws and regulations, as well as a scrupulous regard for the highest standards of professional conduct and personal integrity.

The continued success of DWS is dependent upon our community's trust, and we are dedicated to preserving that trust. Employees owe a duty to DWS, its students and their families, their fellow employees, and the community to act in a way that will merit the continued trust and confidence of the public. Employees also owe a duty to these same entities to demonstrate their support of DWS Mission and Vision through participation in the range of activities and programs the school offers.

DWS will comply with all applicable laws and regulations and expects its directors, managers, professional staff, and certified and non-certified employees to conduct themselves in accordance with the letter, spirit, and intent of all relevant laws and to refrain from any illegal, dishonest, or unethical conduct.

In general, the use of good judgment, based on high ethical principles, will guide you with respect to lines of acceptable conduct. Should a situation arise in which it is difficult to determine the proper course of action, the matter should be discussed openly with your immediate supervisor and, if necessary, with the Director for advice and consultation.

Compliance with this policy of business ethics and conduct is the responsibility of every DWS employee. Disregarding or failing to comply with this standard of ethics and conduct could lead to disciplinary action, up to and including possible termination of employment. (See 19.)

2.05 TUBERCULOSIS TEST

Every newly hired employee must submit evidence that they have passed a tuberculin skin test prior to beginning employment. Documentation must certify that the employee is free of tuberculosis in a transmissible form and be signed by a licensed physician or health care professional.

2.05 CONFLICTS OF INTEREST

Employees have an obligation to conduct business within guidelines that prohibit actual or potential conflicts of interest. This policy establishes the framework within which DWS wishes to operate. The purpose of these guidelines is to provide general direction. Employees can seek further clarification on issues related to the subject of acceptable standards of operation. Contact the Director or Director's designee for more information or questions about conflicts of interest.

Transactions with outside firms must be conducted within a framework established and controlled by the executive level of DWS. Business dealings with outside firms should not result in unusual gains for those firms. Unusual gain refers to gifts, product bonuses, special fringe benefits, unusual price breaks, and other windfalls intended to unduly benefit the employer, the employee, or both. Any plans that could be interpreted to involve unusual gain require specific executive-level approval.

An actual or potential conflict of interest occurs when an employee is in a position to influence a decision that may result in a personal gain for that employee or for a relative as a result of DWS's business dealings. For the purposes of this policy, employees and Governing Council members are prohibited from participating directly or indirectly in a procurement process without full disclosure to the Governing Council when the individual knows that he/she or any member of the employee's immediate family has a financial interest in the business seeking or obtaining a contract. "Contract" means any agreement for the procurement of items of tangible personal property, services, or construction. "Immediate family" is defined as a spouse, children, parents, brother, or sister.

No "presumption of guilt" is created by the mere existence of a relationship with outside firms. However, if employees have any influence on transactions involving purchases, contracts, or leases, it is imperative that they disclose the existence of any actual or potential conflict of interest to the Director or Director's designee as soon as possible so that safeguards can be established to protect all parties. The Governing

Council is responsible for making any decisions about the possible contract, and will err on the side of caution in its determination of whether there is a conflict of interest.

Personal gain may result not only in cases where an employee or relative has a significant ownership in a firm with which DWS does business, but also when an employee or relative receives any kickback, bribe, substantial gift, or special consideration as a result of any transaction or business dealings involving DWS.

In addition, this policy prohibits an employee of DWS who is participating directly or indirectly with the procurement process to become, or to be, the employee of any person or business contracting with DWS while employed with the school.

2.06 NON-DISCLOSURE

The protection of confidential information is vital to the interests of Desert Willow School. Such confidential information includes, but is not limited to, the following examples:

- student and family information
- personnel issues
- student or employee medical information
- background check results
- drug and alcohol test results

All employees will abide by the confidentiality requirements set forth by their respective funding sources and the Family Education Rights and Privacy Act (FERPA). Supervisors will provide training to all pertinent employees regarding these requirements.

Employees who are exposed to confidential information may be required to sign a non-disclosure agreement as a condition of employment. Employees who improperly use or disclose confidential information will be subject to disciplinary action, up to and including termination of employment, even if they do not actually benefit from the disclosed information. (See 8.09.)

2.07 DISABILITY ACCOMMODATION

Desert Willow School is committed to full compliance with the Americans with Disabilities Act (ADA) and to ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory basis.

DWS is committed to using procedures that provide persons with disabilities meaningful employment opportunities. Pre-employment inquiries are made only regarding an applicant's ability to perform the duties of the position. The special nature of our school requires many of our physical activities to be teacher lead.

Reasonable accommodation is available to all disabled employees in order to provide working conditions that enable full performance of job functions. All employment decisions are based on the merits of the situation in accordance with defined criteria, not the disability of the individual.

Qualified individuals with disabilities are entitled to equal pay and other forms of compensation (or changes in compensation) as well to equal access in job assignments, classifications, organizational structures, position descriptions, lines of progression, and seniority lists. Leave of all types will be available to all employees on an equal basis.

DWS is also committed to not discriminating against any qualified employees or applicants because they are related to or associated with a person with a disability. DWS will follow any state or local law that provides individuals with disabilities greater protection than the ADA.

This policy is neither exhaustive nor exclusive. DWS is committed to taking whatever actions necessary to ensure equal employment opportunity for persons with disabilities in accordance with the ADA and all other applicable federal, state, and local laws.

2.08 JOB POSTING AND EMPLOYEE REFERRALS

Job openings will be posted on the employee bulletin board and normally remain open for at least ten working days. Each job posting notice will include the duration of the posting period, job title, location, grade level, job summary, essential duties, and qualifications (required skills and abilities).

Desert Willow School provides employees an opportunity to indicate their interest in open positions and to advance within the organization according to their skills and experience. To be eligible to apply for a posted job, employees must have performed competently for at least six months in their current position. Employees who have a written warning on file, who are on probation or suspension are not eligible to apply for posted jobs. Eligible employees should only apply for the posted jobs for which they possess the required skills, competency, and qualification. (See also 3.10.)

Job posting is a way to inform employees of openings and to identify qualified and interested applicants who might not otherwise be known to the hiring manager. Other recruiting sources may also be used to fill open positions in the best interest of the organization.

2.09 EMPLOYEE BACKGROUND CHECKS

Desert Willow School believes that the safety of children is a fundamental responsibility of any family, community, or government. Background checks serve to ascertain that the minimum standards of character as published in Federal law are adhered to and in force.

In accordance with 42 USC-3.3 NMSA 1978, 1997 Supplement, background checks are required for all DWS positions and are a condition of employment for new-hires and re-hires. Individual employees are responsible for any associated fees, but DWS may, on an equitably applied sliding scale basis, opt to assist with the fees. In accordance with the Act, records and related information shall be privileged and shall not be disclosed to unauthorized personnel or individuals.

Employees can request further information on background check requirements and procedures from the Director or the Business Manager.

3. EMPLOYMENT STATUS AND RECORDS

3.01 EMPLOYMENT CATEGORIES

It is the intent of Desert Willow School to clarify the definitions of employment classifications so that employees understand their employment status and benefit eligibility. These classifications do not guarantee employment for any specified period of time. Accordingly, the right to terminate the employment relationship at will at any time is retained by both the employee and DWS, unless there is a specific written and executed contractual agreement specifying otherwise.

Each employee is designated as either NONEXEMPT or EXEMPT from federal and state wage and hour laws. NONEXEMPT employees are entitled to overtime pay under the specific provisions of federal and state laws. EXEMPT employees are excluded from specific provisions of federal and state wage and hour laws. An employee's EXEMPT or NONEXEMPT classification may be changed only upon written notification to the employee by DWS management.

In addition to the above categories, each employee will belong to one of the following employment categories:

REGULAR FULL-TIME employees are those who are not in a temporary or introductory status and who are regularly scheduled to work 40 hours per week or more at least 26 weeks per year. Generally, they are eligible for DWS's benefit package, subject to the terms, conditions, and limitations of each benefit program. Regular full-time employee status includes:

- Year-round employees
- School-term employees
- Yearly contract employees
- Introductory employees

Regular Full-Time Certified Staff will be "At-Will" employees for the first two years of their employment at DWS. Beginning the first day of their third year, those employees become "Just-Cause" employees, meaning that they can only be terminated with a just cause from administration, based on non-compliance with school policies or the Director's written directives or non-completion of a Professional Development Plan.

PART-TIME employees are those who are not assigned to a temporary or introductory status and who are regularly scheduled to work less than 40 hours per week. Although they do receive all legally mandated benefits (such as Social Security and workers' compensation insurance), they may be ineligible for other benefit programs. Generally, eligibility requires a regular work schedule of at least 20 hours/week. Specific programs may have other requirements. See Section 4, Employee Benefit Programs, for more information.

INTRODUCTORY employees are those whose performance is being evaluated during their first 90 days to determine whether further employment in a specific position or with DWS is appropriate. Employees

who satisfactorily complete the introductory period will be notified of their new employment classification. (See 3.05.)

TEMPORARY employees are those who are hired on an hourly, daily, or weekly basis with no expectation of employment continuing for more than 30 days. Generally, they are ineligible for DWS benefits, although they do receive all legally mandated benefits.

See Policy 3.11 for further information on contracts.

3.02 ACCESS TO PERSONNEL FILES

DWS maintains a personnel file on each employee. The personnel file includes such information as the employee's job application, resume, records of training, and documentation of performance appraisals and salary increases.

Although personnel files are the property of DWS, employees have access to any portion of their personnel file, with the exception of personal references received including those from previous employers, and can make copies of anything in their file. However, references may be removed from the files or from the office in which they are kept.

Employees who wish to review their own file should contact the Director and schedule a mutually agreeable time to do so. Employees may review their personnel file in DWS's administrative offices and in the presence of the Director or the Director's designee.

3.03 EMPLOYMENT REFERENCE CHECKS

To ensure that individuals who join DWS are well qualified and have a strong potential to be productive and successful, it is the policy of DWS to check the employment references of all applicants.

The Director will respond to all reference check inquiries from other employers. Responses to such inquiries will be limited to facts and information that can be substantiated by DWS records. Employees who wish specific employment data to be released may notify the Director in writing.

3.04 PERSONNEL DATA CHANGES

It is the responsibility of each employee promptly to notify DWS of any changes in personnel data. Personal mailing addresses, telephone numbers, number and names of dependents, individuals to be contacted in the event of an emergency, educational accomplishments, and other such status reports should be accurate and current at all times. If any personnel data has changed, notify the Administration Office.

3.05 INTRODUCTORY PERIOD

All new and rehired non-temporary employees work on an introductory basis for the first 90 days after their date of hire. This introductory period is intended to give new employees the opportunity to demonstrate their ability to achieve a satisfactory level of performance and to determine whether the new position meets their expectations. The introductory period is an extension of the examining or

appointment process, during which a careful review is made to evaluate employee capabilities, work habits, and overall performance. This introductory period will serve both to evaluate the employee against the standards of professional conduct and behavior that Desert Willow School demands of all its employees and to ensure that employment at DWS fits the expectations of the employee. Either the employee or DWS may end the employment relationship at will at any time during or after the introductory period, with or without cause or advance notice, but without reprisal to either party.

Any significant absence that is approved by DWS will automatically extend an introductory period by the length of the absence. If DWS determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period at the Director's discretion.

Upon satisfactory completion of the initial introductory period, background/criminal check, and all necessary forms for employment, employees enter either the regular full-time or part-time employment classification.

During the initial introductory period, new employees are eligible for those benefits that are required by law, such as workers' compensation insurance and Social Security. They may also be eligible for other DWS-provided benefits, subject to the terms and conditions of each benefits program. Employees should read the information for each specific benefit program for the details on eligibility requirements and contact the Administrative Office with any questions.

3.06 EMPLOYMENT APPLICATIONS

DWS relies upon the accuracy of information contained in the employment application, as well as the accuracy of other data presented throughout the hiring process and employment. Any misrepresentations, falsifications, or material omissions of this information or data may result in the exclusion of the individual from further consideration for employment or, if the person has been hired, termination of employment.

3.07 PERFORMANCE EVALUATION

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance evaluations are conducted one week before the end of an employee's initial period in any new position. Additional formal performance evaluations are conducted to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

In compliance with the laws of the State of New Mexico (see §22-10-31, NMSA 1978 [1988 Supp.]), each employee of Desert Willow School shall have at least one performance review per contract year, or fiscal year for year-long employees, one of which will be a formal evaluation. Supervisors are encouraged to provide continual feedback throughout the year. The final performance evaluation must be completed 30 days before the end of the contract year or fiscal year.

All Certified Staff are required to design a Professional Development Plan (PDP) and to obtain approval of the PDP from the Director. The Director and the employee agree to the measurable goals that designate that the employee has met the competency within an agreed-upon period of time. If the employee needs assistance from the Director or a staff member, those requests will be made. DWS will provide reasonable assistance to the employee in meeting the competency, and the employee may request to meet with the evaluator periodically to discuss progress. The employee will be re-evaluated at the end of that period and will meet with the Director to decide whether or not that competency has been met.

3.08 WAGE SCALE AND CONTRACT POSITIONS

Desert Willow School maintains wage scales for classified personnel. New employees shall be appropriately placed on the wage scale according to training and allowable experience. DWS reserves the right to adjust wage scales as changing economic circumstances warrant.

Certified employees will be paid according to salary schedules determined by the Director and approved by the Governing Council each year. The salary schedules incorporate the minimum salaries required by the state of New Mexico for specified positions and adopt training and experience categories set forth in the state Training and Experience Index. The salary schedules will be modified annually based on funding and related mandates from the New Mexico Legislature. Flexibility is available to provide additional compensation to help meet essential staffing requirements. This additional compensation may be approved where staffing needs are caused by environmental/working conditions and/or higher pay rates for comparable levels of work in the state of New Mexico. All authorized staffing differentials become changes in basic pay.

3.09 BEGINNING TEACHER MENTORSHIP:

DWS believes that beginning teacher induction and mentorship is essential to ensure the successful launch of a new teacher's career. The ENKI model assures that teachers work closely together to create an environment where students and teachers flourish.

3.10 INTERNAL PREFERENCE FOR ADVANCEMENT

Open positions within Desert Willow School will be advertised internally in addition to the required external posting. All regular employees who have completed their introductory period and have been employed by DWS for at least six months are eligible to request consideration for a position that would constitute a growth opportunity.

To apply for an open position, employees should submit an application to the Director listing job-related skills and accomplishments. The application should also describe how their current experience with DWS and prior work experience and/or education qualify them for the position.

DWS recognizes the benefit of developmental experiences and encourages employees to talk with their supervisors about their career plans. Supervisors are encouraged to support employees' efforts to gain experience and to advance within the organization. When appropriate, an applicant's supervisor may be contacted to verify performance, skills, and attendance. Any staffing limitations or other circumstances that might affect a prospective transfer may also be discussed.

Teaching vacancies for the following school year will be announced within two weeks of becoming known by the Director. If a teacher on staff is interested in transferring to a different teaching position, he or she must let the Director know in writing before leaving on Spring Break in March.

If one or more employees meet the qualifications for an open position, they will be given preference to interview for the position. Transfer requests will be handled based on (1) appropriate licensure, and (2) the Director's determination of competence for the new position.

3.11 CONTRACTS AND AGREEMENTS

In addition to the standard Employee Status classifications as discussed in policy 3.01, Desert Willow School also retains employees on a contractual basis. DWS recognizes three types of contracts and agreements.

Ø 260-day Contract -- This contract runs one year from the date of appointment, except for the initial contract, which will terminate on June 30 of the contract year, resulting in any ensuing contracts beginning on July 1 of each succeeding year. Full time, year-long employees will work the normal work year in the contract year (260 days at 8 hours per day, or 2,080 hours).

Ø 221-day Contract -- This contract is used for certain administrative employees whose services are needed for most of the summer break, but not for 20 days of it. The contract start and termination dates will be established by the Director.

Ø 190-day Contract -- This contract will be for the school term or that portion remaining of the current school term. An employee who is hired after the beginning of the school term will be in pay status beginning with the employee's first day of work through the final day of the contract.

Ø Short-Term Contract -- Short-term contracts may be made when there are circumstances where immediate action is necessary. Short-term contracts will be made in accordance with the following procedures: The length of the short-term contract will not exceed 40 days. The short-term contract may be extended only for the duration of the school term or fiscal year.

Ø Employment Agreement -- Employees in non-certified support positions are employed under an employment agreement.

3.12 NON-RENEWAL OF CONTRACT

The Director is vested with the discretion to determine whether to renew year-long contracts and school-term contracts for classified staff and for first and second year certified staff. A decision by the Director, in the exercise of his or her discretion, not to renew a year-long contract or a school-term contract is not subject to the performance evaluation procedure, the grievance procedure, the termination procedure, or the reduction-in-force procedure.

Certified staff members who have completed two years of employment at DWS must have just cause for non-renewal of contract. That just cause will be based on failure to meet an area of competency during annual evaluation, being placed on a Professional Development Plan, and either not completing or not complying with the requirements of meeting that competency.

3.13 REDUCTION IN FORCE (RIF)

The Governing Council is vested with the discretion to determine the educational program of Desert Willow School. The Governing Council, in its discretion, may revise the educational program or decrease the number of employees of DWS at any time and is solely vested with the discretion to determine when increased enrollment, financial exigency, or other causes justify a reduction in personnel. The Governing Council shall exercise its discretion in good faith, and determinations that a reduction-in-force is necessary shall be based firstly on *bona fide* program needs. The Director is responsible for implementing the reduction-in-force by determining program staffing needs and, using his or her discretion, determining what specific staffing reductions are necessary to best meet those needs.

4.01 EMPLOYEE BENEFITS

Eligible employees at Desert Willow School are provided a wide range of benefits. A number of the programs (such as Social Security, workers' compensation, state disability, and unemployment insurance) cover all employees in the manner prescribed by law.

Benefit eligibility is dependent upon a variety of factors, including employee classification (see 3.01). **Unless otherwise specified in the description of the specific benefit below, employees working at least 20 hours/week on a regular basis are eligible. Your supervisor can identify the programs for which you are eligible.** Programs explained in this Employee Handbook are referenced by policy number.

The following benefit programs are available to eligible employees:

- Ø Annual Leave (Paid Time Off, 4.02)
- Ø Sick Leave Benefits (Paid Time Off, 4.02)
- Ø Holidays (4.04)
- Ø Health and Dental Insurance (4.06)
- Ø Benefits Continuation (COBRA) (4.07)
- Ø Educational Assistance (4.08)

- Ø Workman's Compensation Insurance (4.09)
- Ø Bereavement Leave (4.10)
- Ø Jury Duty/Witness Leave (4.11, 4.12)
- Ø Life Insurance (4.13)
- Ø Long-term Disability (4.14)
- Ø Retirement Plan (4.15)
- Ø Occupational Disability or Injury Leave (4.16)
- Ø Professional Development Leave (4.17)
- Ø Family Medical Leave (7.01)
- Ø Pregnancy-Related Absences (7.02)
- Ø Unpaid Personal Leave (7.03)
- Ø Professional Development Leave (7.04)
- Ø Educational Leave (7.05)
- Ø Military Leave (7.06)
- Ø Administrative Leave (7.07)
- Ø Domestic Violence Leave (7.08)

4.02 PAID TIME OFF (ANNUAL LEAVE/SICK LEAVE)

Desert Willow School believes that employees should have opportunities to enjoy time away from work to help balance their lives. DWS recognizes that employees have diverse needs for time off from work. DWS has established this Paid Time Off (PTO) policy to meet your needs. This policy is inclusive, containing provisions for vacation time and sick leave. The benefits of PTO are that it promotes a flexible approach to time off. Employees are accountable and responsible for managing their own PTO hours to allow for adequate reserves if they need to cover vacation, illness or disability, appointments, emergencies or other needs that require time off from work.

Eligibility

PTO accrual begins upon hire or transfer into an eligible position. Eligible employees must be scheduled to work at least 20 hours per week on a regular basis. Employees working less than 20 hours per week on a regular basis and temporary employees are not eligible to accrue PTO.

Availability

PTO accruals are available for use in the pay period following completion of 60 calendar days of employment. All hours thereafter are available for use in the pay period following the pay period in which they are accrued.

Accrual and Payment of PTO

Accruals are based upon contract length, according to the following table. (For more information on contract lengths, see 3.11.)

260- and 221-day employees 12 days accrued annually

190-day employees 11 days accrued annually

Employees working less than 40 hours per week and at least 20 hours per week will earn PTO hours on a pro-rated basis, according to the percentage of one FTE that they work. PTO does not accrue on unpaid leaves of absence.

Use and Scheduling of PTO

Whenever possible, PTO must be scheduled in advance. PTO is subject to supervisory approval, DWS staffing needs, and established departmental procedures. Unscheduled absences will be monitored. An employee will be counseled when the frequency of unscheduled absences adversely affects DWS operations. The Director may request the employee provide a statement from his or her health care provider at any time concerning the justification for an unscheduled absence. PTO may not be used for missed time because an employee reports late to work, except during inclement weather. PTO used during an employee's contract period is paid at the employee's straight time rate. PTO is not part of any overtime calculation. PTO may be taken in increments as small as one hour. Employees may not borrow against their PTO banks; therefore, no advance leave will be granted. When PTO is used, an employee is required to request payment of PTO hours according to his/her regularly scheduled workday. For example, if an employee works a 6-hour day, he/she would request 6 hours of PTO when taking that day off.

Paid time off will be not be counted as hours worked for the purposes of determining whether overtime pay is owed.

Eligible employees who anticipate an absence from employment related to the serious health condition of a child, spouse, parent, or themselves that will extend longer than 10 days should refer to Section 4.1, Family Medical Leave (FML), and 4.14, Long-term Disability, in the employee handbook.

Cash Out

Employees who leave DWS due to retirement or any other reason are encouraged to donate all or a portion of remaining PTO days to the Sick Leave Bank (see 4.03). PTO may also be cashed out upon departure at a rate equal to 80% of the current rate for degreed substitute teachers.

4.03 SICK LEAVE BANK

The intent of the Sick Leave Bank (SLB) is to provide an employee additional sick leave when a prolonged or extended "catastrophic" illness or disability requiring extended hospitalization or home confinement has occurred to the employee or his/her immediate family.

"Catastrophic", for the purposes of the SLB, is defined as an illness or disability requiring extended hospitalization or home confinement, and for which no workers'

compensation or disability benefits are available. The Sick Leave Bank is not intended as a substitute for either program, should long-term disability or worker's compensation be declined or disallowed.

An immediate family member for the purposes of the SLB is defined as a spouse, son, daughter, step-child, father, mother, or domestic partner.

Membership

Participation is voluntary and open to all employees of DWS eligible for PTO. The employee should submit the SLB Application Form to the Director prior to October 1 or January 15 of the year in which the employee is joining the SLB. Employees hired after October 1 or January 15 may apply for SLB membership within 30 days of employment. In order to become a member of the SLB, the employee must contribute two (2) days of sick leave to the bank at the time of application. Days contributed to the SLB are not refundable.

Membership may voluntarily be terminated by notifying the Director in writing. Membership is automatically terminated with separation from employment.

Withdrawal of SLB Days

A request to withdraw days from the SLB must be made on the "Request for Use of Sick Leave Bank" form (found in the front of the book) and submitted to the Director.

All accrued annual leave must be used prior to requesting to withdraw SLB days.

The maximum withdrawal per individual will not exceed the number of work days within the 60 calendar day period beginning on the date on which the employee begins to use SLB days. The employee must provide the Director with any documentation required to support the SLB request. If denied, the Director will provide a written response to the employee stating the reason for denial, and an ad-hoc committee (see below) will be formed to review the denial.

Reimbursement of the SLB Days

An employee who has been granted SLB days will reimburse the bank at the rate of four days per year until the borrowed days have been returned. If the total number of SLB days is reduced to 40 days, members will be required to donate an additional day to the SLB. All members will receive notice of the need for additional donations. Donations to the SLB will be made: at initial membership, when the SLB is reduced to 40 days, voluntarily at the end of any school year, or upon termination of employment.

Ad-Hoc Sick Leave Bank Committee

The Ad-Hoc SLB Committee will be composed of one teacher and one classified employee, both appointed by the full staff at a regularly scheduled staff meeting, and one administrator, appointed by the Director.

4.04 HOLIDAYS

A list of paid holidays for full-time employees of Desert Willow School will be published at the beginning of each contract year. Full-time, year-long employees have 9 paid holidays per contract year. Typically, DWS will grant holiday time off to all employees on the state or federally recognized holidays listed below:

- Ø New Year's Day (January 1)
- Ø Martin Luther King, Jr. Day (third Monday in January)
- Ø Presidents' Day (third Monday in February)
- Ø Memorial Day (last Monday in May)
- Ø Independence Day (July 4)
- Ø Labor Day (first Monday in September)
- Ø Thanksgiving (fourth Thursday of Nov. and the adjacent Wednesday and Friday)

In addition, all 221-day and 260-day employees receive paid holidays for Fall, Winter, and Spring Breaks.

The school will abide by state and local regulations regarding snow make-up days; refer to the current school calendar for information.

If a recognized holiday falls during an eligible employee's paid absence (such as Paid Time Off), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied. However, holiday pay will not be provided while the employee is on unpaid leave of absence.

A school calendar will be distributed upon beginning staff and the Governing Council prior to the onset of each school year.

4.05 HEALTH INSURANCE

Desert Willow School's health insurance plan provides eligible employees access to medical, dental and vision insurance benefits effective the first day of the first month following their contract start date. Coverage includes hospital confinement, physician services, prescription drugs, ambulance services, pregnancy, and medical supplies. DWS contributes to the cost of coverage according to the state-wide negotiated agreement each year. Contact the Business Manager for the current rate of DWS support.

Employees in the following employment classifications are eligible to participate in the all of the above mentioned insurance plans:

- Ø Regular full- and part-time employees working at least 20 hours per week.
- Ø Introductory employees.

Spouses and/or dependents may be added to this coverage according to the current benefits scale.

A change in employment classification that would result in loss of eligibility to participate in any of these health insurance plans may qualify an employee for benefits

continuation under the Consolidated Omnibus Budget Reconciliation Act (COBRA).

Refer to the Benefits Continuation policy (4.7) for more information.

Details of the insurance plans are described in the Program Guide published annually by NMPSIA. The Business Manager will provide a Program Guide and information on cost of coverage in advance of enrollment to eligible employees. Contact the Business Manager for more information about health insurance benefits.

4.06 BENEFITS CONTINUATION (COBRA)

The federal Consolidated Omnibus Budget Reconciliation Act (COBRA) gives Desert Willow School employees and their qualified beneficiaries the opportunity to continue health insurance coverage under DSW's health plan when a "qualifying event" would normally result in the loss of eligibility. Some common qualifying events are resignation, termination of employment, or death of an employee; a reduction in an employee's hours or a leave of absence; an employee's divorce or legal separation; and a dependent child no longer meeting eligibility requirements.

Under COBRA, the employee or beneficiary pays the full cost of coverage at DSW's group rates plus an administration fee. DSW provides each eligible employee with a written notice describing rights granted under COBRA when the employee becomes eligible for coverage under DSW's health insurance plan. The notice contains important information about the employee's rights and obligations. DSW abides by all federal regulations regarding COBRA.

4.07 EDUCATIONAL ASSISTANCE

Desert Willow School recognizes that the skills and knowledge of its employees are critical to the success of the organization. The educational assistance program encourages personal development through formal education so that employees can maintain and improve job-related skills or enhance their ability to compete for reasonably attainable jobs within DSW.

The Director has the discretion to pay for staff development activities, such as workshops, classes or training programs for employees according to budgetary guidelines approved by the Governing Council. DSW is authorized to provide educational assistance to all eligible employees immediately upon assignment to an eligible employment classification. To maintain eligibility, employees must remain on the active payroll and be performing their job satisfactorily through completion of each course or educational activity. Employees in the following employee classification(s) are eligible for educational assistance:

Ø All regular, full-time employees

Individual courses or courses that are part of a degree, licensing, or certification program must be related to the employee's current job duties or a foreseeable future position in the organization in order to be eligible for educational assistance. DSW has

the sole discretion to determine whether a course relates to an employee's current job duties or a foreseeable future position. Employees should contact the Director for more information or questions about educational assistance.

While educational assistance is expected to enhance employees' performance and professional abilities, DSW cannot guarantee that participation in formal education will entitle the employee to automatic advancement, a different job assignment, or pay increases.

4.08 WORKERS' COMPENSATION INSURANCE

Desert Willow School provides a comprehensive workers' compensation insurance program at no cost to employees. This program covers any injury or illness sustained in the course of employment that requires medical, surgical, or hospital treatment. Subject to applicable legal requirements, workers' compensation insurance provides benefits after a short waiting period or, if the employee is hospitalized, immediately. Employees who sustain work-related injuries or illnesses should inform their supervisor immediately. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an eligible employee to qualify for coverage as quickly as possible.

Neither DSW nor the insurance carrier will be liable for the payment of workers' compensation benefits for injuries that occur during an employee's voluntary participation in any off-duty recreational, social, or athletic activity sponsored by DSW. Nor shall DSW or the insurance carrier be liable for payment of workers' compensation in the event that the injury to the employee was occasioned by the intoxication and/or impairment of the employee or voluntarily suffered by the employee or intentionally inflicted by the employee.

Workers' Compensation Payments

The provisions substitute an employee's paid leave as detailed in the FML policy (7.1) does not apply to a workers' compensation absence. However, DSW may not deny use of accrued paid leave to an employee who is on FML leave and receiving workers' compensation benefits.

4.09 BEREAVEMENT LEAVE

Employees who wish to take time off due to the death of an immediate family member should notify their supervisor immediately. Employees may apply to use PTO benefits or unpaid time off to attend the funeral and make any necessary arrangements associated with the death.

Desert Willow School defines "immediate family" as the employee's spouse, parent, child, sibling; the employee's spouse's parent, child, or sibling; the employee's child's spouse; grandparents or grandchildren. Special consideration will also be given to any other person whose association with the employee was similar to any of the above relationships.

4.10 JURY DUTY

Desert Willow School encourages employees to fulfill their civic responsibilities by serving jury duty when required. **Employees may request up to two weeks of paid jury duty leave over any one year period.**

Employees may choose to receive pay from DSW or from the court. If employees choose to be paid during jury duty, pay will be calculated on the employee's base pay rate times the number of hours the employee would otherwise have worked on the day of absence. DSW will deduct from the appropriate paycheck a sum equal to that received by the employee for service to the court, less any mileage received.

If employees are required to serve jury duty beyond the period of paid jury duty leave, they may use any available paid time off benefits, may request an unpaid jury duty leave of absence, or apply to the Director for assistance.

Employees must show the jury duty summons to their supervisor as soon as possible so that the supervisor may make arrangements to accommodate their absence. Of course, employees are expected to report for work whenever the court schedule permits.

Either DSW or the employee may request an excuse from jury duty if, in DSW's judgment, the employee's absence would create serious operational difficulties.

DSW will continue to provide health insurance benefits for the full term of the jury duty absence. Vacation, sick leave, and holiday benefits will continue to accrue during jury duty leave.

4.11 WITNESS DUTY

Desert Willow School encourages employees to appear in court for witness duty when subpoenaed to do so.

If employees have been subpoenaed or otherwise requested to testify as witnesses by DSW, they will receive paid time off for the entire period of witness duty.

Employees will be granted a maximum of 4 hours of paid time off to give a formal statement as a witness or counsel of any party, or to appear in court as a witness at the request of any party other than DSW. For paid witness duty calculations, DSW will deduct from the appropriate paycheck a sum equal to that received by the employee for service to the court, less any mileage received.

The employee should request a subpoena or letter from counsel to document the request, and the subpoena or letter should be shown to the employee's supervisor immediately after it is received so that operating requirements can be adjusted, where necessary, to accommodate the employee's absence. The employee is expected to report for work whenever the court schedule permits.

4.12 LIFE INSURANCE

Life insurance offers you and your family important financial protection. Desert Willow School offers a basic term life insurance plan. Any regular full- or part-time employee working at least 15 hours per week is automatically enrolled in the basic life insurance program sponsored by the New Mexico Public Schools Insurance Authority (NMPSIA). Coverage begins on the contract start date.

Employees may participate in the life insurance plan subject to all terms and conditions of the agreement between DSW and the insurance carrier. All regular full- and part-time employees working at least 20 hours/week on a regular basis, as well as their spouses or domestic partners, are also eligible to participate in a voluntary life insurance plan offered by NMPSIA. DSW does not subsidize participation in the plan.

Details of the basic life insurance plan including benefit amounts are described in the Summary Plan Description provided to eligible employees. Contact the Business Manager for more information about life insurance benefits.

4.13 LONG-TERM DISABILITY

Desert Willow School offers a long-term disability (LTD) benefits plan to help eligible employees cope with an illness or injury that results in long-term absence from employment. LTD is designed to ensure a continuing income for employees who are disabled and unable to work.

Employees in the following employment classifications are eligible to participate in the LTD plan:

- Ø Regular full- or part-time employees working at least 20 hours per week.

Eligible employees may participate in the LTD plan subject to all terms and conditions of the agreement between DSW and the insurance carrier. Eligible employees may begin LTD coverage after a waiting period of six (6) months.

Details of the LTD benefits plan, including benefit amounts, limitations, and restrictions are described in the Summary Plan Description provided to eligible employees. Contact the Administration Office for more information about LTD benefits.

Workers' Compensation Recipients

The provision for substituting an employee's paid leave does not apply to a workers' compensation recipient. However, the DSW may not deny use of accrued paid leave to an employee who is on FAMILY MEDICAL leave and receiving workers' compensation benefits.

4.14 RETIREMENT PLAN

Desert Willow School participates in the State of New Mexico Educational Retirement Act ("ERA") administered by the Educational Retirement Board ("ERB").

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

Complete details of the ERA can be obtained through the Business Manager or from the New Mexico Educational Retirement Board.

4.15 OCCUPATIONAL DISABILITY OR INJURY LEAVE

An employee of Desert Willow School injured in the course of employment will be granted occupational or injury leave. Such leave will extend for such time as the employee is unable to return to work but in no event beyond one month unless expressly authorized by the Director. During such injury leave, the school shall pay for seven workdays. Thereafter, the workman's compensation insurance shall pay for the employee's disability. Continued payment is based on recommendation from the employee's physician that he/she is still unable to return to work. However, if upon investigation, a determination is made that negligence on the part of the employee contributed to the cause of the accident, no benefits will be paid and any paid benefits must be returned.

5. TIMEKEEPING/PAYROLL

5.01 TIMEKEEPING

Accurately recording time worked is the responsibility of every nonexempt employee. Federal and state laws require Desert Willow School to keep an accurate record of time worked in order to calculate employee pay and benefits. Time worked is all the time actually spent on the job performing assigned duties.

5.02 PAYDAYS

All employees of Desert Willow School are paid semi-monthly, on the 5th and 20th of each month. Each pay check will include earnings for all work performed through the end of the previous payroll period. Employees are strongly encouraged to have pay directly deposited into their bank accounts. To do so, advance written authorization must be provided to Desert Willow School. Employees will receive an itemized statement of wages when DWS makes direct deposits.

In the event that a regularly scheduled payday falls on a day off such as a holiday, employees will receive pay on the last day of work before the regularly scheduled payday.

If a regular payday falls during the vacation of an employee who does not participate in direct payroll deposit, the employee should check with the immediate supervisor to arrange for pick-up or mail delivery of the check.

5.03 EMPLOYMENT TERMINATION

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some of the most common circumstances under which employment is terminated:

Ø Reduction In Force (RIF)

Ø Non-Renewal of Year-long Contracts and School-Term Contracts (see §22-10-12 NMSA 1978, School Personnel Act, Notice of Reemployment; termination).

Ø Non-Renewal of School-Term Contracts for third-year (and longer) certified staff who have not met evaluation competencies.

Ø Resignation - voluntary employment termination initiated by an employee.

Ø Discharge - involuntary employment termination initiated by the organization (see §22-10-14 NMSA 1978, School Personnel Act, Termination Decisions; local school board; governing authority of a state agency; procedures).

Ø Retirement - voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

Desert Willow School will generally schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges, repayment of outstanding debts to DWS, or return of school-owned property. Suggestions, complaints, and questions can also be voiced.

Since employment with DWS is based on mutual consent, both the employee and DWS have the right to terminate employment at will with cause at any time. Certified staff can be terminated at will within their first two years of employment. Certified staff who have been employed by DWS longer than two years can only be terminated if there is just cause for termination based on non-compliance with the appropriate conduct spelled out in sections 2.04, 2.06, 2.07, 8.01, 8.03, and 8.04 of this handbook or by violating the contractual agreement between DWS and the employee. Employees will receive their final pay in accordance with applicable state law.

Employee benefits will be affected by employment termination in the following manner. All accrued, vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance.

Detailed policies can be found on following pages.

5.04 ADMINISTRATIVE PAY CORRECTIONS

Desert Willow School takes all reasonable steps to ensure that employees receive the correct amount of pay in each paycheck and that employees are paid promptly on the scheduled payday.

In the unlikely event that there is an error in the amount of pay, the employee should promptly bring the discrepancy to the attention of the Payroll Office so that corrections can be made as quickly as possible.

5.05 PAY DEDUCTIONS AND SET-OFFS

The law requires that Desert Willow School make certain deductions from every employee's compensation. Among these are applicable federal, state, and local income taxes. The School also must deduct Social Security and Medicare taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." The School matches the amount of Social Security and Medicare taxes paid by each employee.

DWS offers programs and benefits beyond those required by law. Eligible employees may voluntarily authorize deductions from their paychecks to cover the costs of participation in these programs.

DWS may also take pay setoffs out of payroll checks. Setoffs are deductions allotted to help pay off a debt or obligation to DWS or others, for example, court ordered child support.

If you have questions concerning what deductions were made from your paycheck or how they were calculated, the Business Manager can assist in having your questions answered.

6. WORK CONDITIONS AND HOURS

6.01 SAFETY

Accident prevention is the responsibility of every Desert Willow School employee. Safety responsibility has to be the responsibility of each and every person. To assist in providing a safe and healthy work environment for employees, students, and visitors, DWS has made workplace safety a top priority. The Office Manager has responsibility for implementing, administering, monitoring, and evaluating safety training, but its success depends on the alertness and personal commitment of all.

DWS provides information to employees about workplace safety and health issues through regular internal communication channels such as supervisor-employee meetings, bulletin board postings, memos, or other written communications.

Employees and supervisors receive periodic workplace safety training. The training covers potential safety and health hazards and safe work practices and procedures to eliminate or minimize hazards.

Each employee is expected to obey safety rules and to exercise caution in all work activities. Employees must immediately report any unsafe condition to the appropriate supervisor. Employees who violate safety standards; who cause hazardous or dangerous situations, or who fail to report or remedy such situations, may be subject to disciplinary action according to policy 8.11, up to and including termination of employment.

In the case of accidents that result in injury, regardless of how insignificant the injury may appear, employees should immediately notify the **Office Manager**. Such reports are necessary to comply with laws and initiate insurance and workers' compensation benefits procedures.

For complete details, refer to the Desert Willow School Safety Plan. Copies can be obtained from the Office Manager and/or the Administration Office.

6.02 WORK SCHEDULES

Work schedules for Desert Willow School employees vary throughout our organization. The Director or Director's designee will advise employees of their individual work schedules. Staffing needs and operational demands may necessitate variations in starting and ending times, as well as variations in the total hours that may be scheduled each day and week. This is especially true at DWS when the school's experiential learning plans.

DUTY DAY

Teachers are expected to arrive in time to be prepared to start the school day promptly with the students and remain on duty until the last of the students have left the building.

Exempt employees have no set workweek or hours in accordance with the Fair Labor Standards Act. Specifically:

“Regular academic teachers, teachers of kindergarten or nursery school pupils or of gifted or handicapped children; teachers of skilled and semi-skilled trades and occupations; teachers engaged in automobile driving instruction; aircraft flight instructors; home economics teachers; and vocal or instrumental music instructors. Those faculty members who are engaged as teachers but also spend a considerable amount of their time in extracurricular activities such as coaching athletic teams or acting as moderators or advisers in such areas as drama, forensics, or journalism are engaged in teaching. Such activities are a recognized part of the school's responsibility in contributing to the educational development of the student.” [29 CFT § 541.301 (g)]

6.03 USE OF PHONE AND MAIL SYSTEMS

Employees of Desert Willow School should practice discretion when making local personal calls and may be required to reimburse the School for any charges resulting from their personal use of the telephone. Long personal calls are best left to after hours. Employees will be asked to reimburse DWS for use of the telephone for long-distance and toll calls.

The use of DWS-paid postage for personal correspondence is not permitted.

To ensure effective telephone communications, employees should always use an appropriate greeting and speak in a courteous and professional manner. Please confirm information received from the caller, and hang up only after the caller has done so.

6.04 SMOKING

In keeping with Desert Willow School's intent to provide a safe and healthful work environment, smoking is prohibited throughout the interior of the workplace and within 300 yards of the school building. This is inclusive of all the facilities and the grounds occupied by or in use by DWS. This policy applies equally to employees, students, and visitors.

6.05 REST AND MEAL PERIODS

All full-time employees of Desert Willow School are provided with one meal period each workday. Supervisors will schedule meal periods to accommodate operating requirements. Hourly employees will be relieved of all active responsibilities and restrictions during meal periods and will not be compensated for that time.

6.06 OVERTIME FOR NON-EXEMPT EMPLOYEES

When operating requirements or other needs cannot be met during regular working hours, employees of Desert Willow School will be given the opportunity to volunteer for overtime work assignments. All overtime work must receive the supervisor's prior authorization. Overtime assignments will be distributed as equitably as practical to all employees qualified to perform the required work.

Overtime compensation is paid to all non-exempt employees in accordance with federal and state wage and hour regulations. Overtime pay is based on actual hours worked. Time off on sick leave, vacation leave, or any leave of absence will not be considered hours worked for purposes of performing overtime calculations.

Failure to work scheduled overtime (as defined in your contract) or overtime worked without prior authorization from the supervisor may result in disciplinary action according to Article 8.11, and including possible termination of employment.

6.07 EMERGENCY CLOSINGS

At times emergencies such as severe weather, fires, power failures, or natural or civil disaster, can disrupt operations. In extreme cases, these circumstances may require the closing of a work facility. In the event that such an emergency occurs during nonworking hours, KNFT-TV (95.3) and KSCQ-FM (92.9) will be asked to broadcast notification of the closing no later than 7:00 a.m.

In all cases, local conditions will prevail. All personnel should report to work regardless of conditions unless they are notified to the contrary by their supervisor and/or by announcement over the media. If any staff members anticipate that they will be delayed or will be unable to report to work, their immediate supervisor must be notified for approval. When operations are officially closed due to emergency conditions, the time off from scheduled work will be unpaid up to two days a year. However, with supervisory

approval, employees may use available paid leave time, such as unused vacation benefits.

In cases where an emergency closing is not authorized, employees who fail to report for work will not be paid for the time off. Staff prevented from reporting to work because of closed or impassable roads, etc. may charge to annual/personal leave those days missed due to the above. This absence must be documented and approved by the immediate supervisor and the Director. On a delayed start of the workday, personnel not able to present themselves at the starting time will be charged annual/personal leave or docked pay.

Custodians and maintenance personnel should report to work as close to their assigned time as possible, to assist the Director or Director's designee in making ready the buildings and facilities for school start.

6.08 BUSINESS TRAVEL EXPENSES

Desert Willow School will reimburse employees for reasonable business travel expenses incurred while on assignments away from the normal work location. All business travel must be approved in advance by the immediate supervisor. Employees whose travel plans have been approved should follow federal government travel regulations.

When approved, either a per diem allowance or the actual costs of travel, meals, lodging, and other expenses directly related to accomplishing business travel objectives will be reimbursed by DWS. By default, the per diem allowance will be paid. Employees requiring reimbursement of actual expenses must receive approval from the Director prior to commencing travel. Employees are expected to limit expenses to reasonable amounts and to seek discounts for travel and lodging. DWS defines reasonable rates for meals in accordance with the Public Education Department and Department of Finance administrative Rules. Expenses beyond reasonable rates will not be reimbursed.

Expenses that generally will be reimbursed include the following:

- Ø Airfare or train fare for travel in coach or economy class or the lowest available fare.
- Ø Car rental fees, only for mid-sized or smaller cars.
- Ø Fares for shuttle, taxi or airport bus service, where available; costs of public transportation for other ground travel.
- Ø Mileage costs for personal cars, when less expensive transportation is not available.
- Ø Cost of standard accommodations in low- to mid-priced hotels or similar lodgings.
- Ø Cost of meals, no more lavish than would be eaten at the employee's own expense.
- Ø Charges for telephone calls, fax, and similar services required for business purposes.

Employees who are involved in an accident while traveling on business must promptly report the incident to their immediate supervisor. Vehicles owned, leased, or rented by the School may not be used for personal use without prior approval.

When travel is completed, employees should submit completed travel reimbursement requests within 20 business days. Receipts must accompany all reimbursement requests based on actual expenses. In the case of hotel or airline bills, the actual hotel printout or airline receipt must accompany each expense report in addition to a credit card receipt or other proof of payment. Employee can expect to be reimbursed for expenses approximately 20 days after submitting your approved expense report for payment. If an employee has outstanding travel advances, additional advances will not be approved until expense reports are submitted.

Employees should contact their supervisor for guidance and assistance on procedures related to travel arrangements, expense reports, reimbursement for specific expenses, or any other business travel issues.

6.09 VISITORS IN THE WORKPLACE

To provide for the safety and security of employees, students, and the facilities at Desert Willow School, visitors are expected to abide by DWS policies. Visitors should be with their hosts at all times in order to help maintain safety standards, protect against theft, ensure security of equipment, protect confidential information, safeguard employee and student welfare, and avoid potential disruptions and disturbances. All visitors should proceed to the Administrative Office or designated class site to sign the visitor's log. Authorized visitors will receive directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors. If an unauthorized individual is observed on DWS premises, employees should direct the individual to the Administrative Office or, if necessary, immediately notify their supervisor.

6.10 COMPUTER AND E-MAIL USAGE

Computers, computer files, the e-mail system, and software furnished to employees are DWS's property and intended for school/business use. Employees should only access files that are directly related to their work responsibilities. DWS has the right to access any computers, computer files, drives, storage discs, emails, etc. furnished to employees at any time.

Desert Willow School strives to maintain a workplace free of harassment and sensitive to the diversity of its employees. Therefore, DWS prohibits the use of computers and the e-mail system in ways that are disruptive, offensive to others, or harmful to morale. For example, the display or transmission of sexually explicit images, messages, and cartoons is not allowed. Other such misuse includes, but is not limited to, ethnic slurs, racial comments, off-color jokes, or anything that may be construed as harassment or showing disrespect for others.

E-mail may not be used for blanket solicitation for commercial ventures, religious or political causes, outside organizations, or other non-business matters. A possible exception to this constraint on employees' use of e-mail would be if employees were to

notify others in the organization about legislation that might directly affect DWS. For all such solicitations, contact the Director for approval. In every case approved for blanket solicitation, individuals should be offered the option of being removed from further notices.

The School purchases and licenses the use of various computer software for business purposes and does not own the copyright to this software or its related documentation. Unless authorized by the software developer, DWS does not have the right to reproduce such software for use on more than one computer.

Employees may only use software on local area networks or on multiple machines according to the software license agreement. DWS prohibits the illegal duplication of software and its related documentation.

Employees should notify the Director or any designated member of DWS's staff or Governing Council upon learning of violations of this policy. Employees who violate this policy will be subject to disciplinary action according to policy 8.09, up to and including termination of employment.

6.11 INTERNET USAGE

Internet access to global electronic information resources on the World Wide Web is provided by Desert Willow School to assist employees in obtaining work-related data and technology. The following guidelines have been established to help ensure responsible and productive Internet usage.

Internet access is intended for job-related activities only. Personal use of the Internet is discouraged, but DWS recognizes that pressing personal needs sometimes occur during working hours. Employees should access the Internet for personal purposes only with discretion.

All Internet data that is composed, transmitted, or received via our computer communications system is considered to be part of the official records of DWS and, as such, is subject to disclosure to law enforcement or other third parties. Consequently, employees should always ensure that the business information contained in Internet e-mail messages and other transmissions is accurate, appropriate, ethical, and lawful.

Data that is composed, transmitted, accessed, or received via the Internet must not contain content that could be considered discriminatory, offensive, obscene, threatening, harassing, intimidating, or disruptive to any employee or other person.

Examples of unacceptable content may include, but are not limited to, sexual comments or images, racial slurs, gender-specific comments, or any other comments or images that could reasonably be interpreted as derogatory and thus offend someone on the basis of race, age, sex, religious or political beliefs, national origin, disability, sexual orientation, or any other characteristic protected by law.

The unauthorized use, installation, copying, or distribution of copyrighted, trademarked, or patented material on the Internet is expressly prohibited. As a general rule, if an employee did not create material, does not own the rights to it, or has not gotten authorization for its use, it should not be put on the Internet. Employees are also

responsible for ensuring that the person sending any material over the Internet has the appropriate distribution rights.

To ensure a virus-free environment, the anti-virus and anti-malware programs installed on DWS computers must not be disabled except with permission of the Director or Director's designee.

Abuse of the Internet access provided by DWS in violation of law or DWS policies will result in disciplinary action, up to and including termination of employment. Employees may also be held personally liable for any violations of this policy. The following behaviors are examples of previously stated or additional actions and activities that are prohibited and can result in disciplinary action:

- Ø Sending or posting discriminatory, harassing, or threatening messages or images
- Ø Using the organization's time and resources for personal gain or political purposes
- Ø Stealing, using, or disclosing someone else's code or password without authorization
- Ø Copying, pirating, or downloading software and electronic files without permission
- Ø Sending or posting confidential material, trade secrets, or proprietary information outside of the organization
- Ø Violating copyright law
- Ø Failing to observe licensing agreements
- Ø Engaging in unauthorized transactions that may incur a cost to the organization or initiate unwanted Internet services and transmissions
- Ø Sending or posting messages or material that could damage the organization's image or reputation
- Ø Participating in the viewing or exchange of pornography or obscene materials
- Ø Sending or posting messages that defame or slander other individuals
- Ø Attempting to break into the system of another organization or person
- Ø Refusing to cooperate in a security investigation
- Ø Sending e-mail or chat letters or advertisements not related to business purposes or activities
- Ø Using the Internet for any sort of gambling
- Ø Sending or posting messages that disparage another organization's products or services
- Ø Passing off personal views as representing those of the organization
- Ø Sending and receiving e-mail messages
- Ø Engaging in any other illegal activities.

6.12 WORKPLACE VIOLENCE PREVENTION

Desert Willow School is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, DWS has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during school hours, business hours or on its premises.

All employees, including supervisors and temporary employees, and students should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, "horseplay," or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the grounds and all facilities of DWS without proper authorization.

Conduct that threatens, intimidates, or coerces another employee, a student, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual's sex, race, age, or any characteristic protected by federal, state, or local law. All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your immediate supervisor, Director, or any other designated staff or Governance Council member. This includes threats by employees, as well as threats by students, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

All suspicious individuals or activities should also be reported as soon as possible to a supervisor. *Do not place yourself in peril.* If you see or hear a commotion or disturbance near your workstation, err on the side of caution in determining whether or not to intervene. Call appropriate authorities if the event that the situation exceeds your training or expertise.

The School will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected in such as is practical. In order to maintain workplace safety and the integrity of its investigation, DWS may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

DWS encourages employees to bring their disputes or differences with other employees to the attention of the Director or a designated member of the **Management Team** before a situation escalates into potential violence. DWS is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns. DWS is also committed to providing appropriate training.

7. LEAVES OF ABSENCE

FAMILY MEDICAL LEAVE (FML)

Desert Willow School provides family leaves of absence without pay in agreement with the Family Medical Leave Act (FMLA) to eligible employees who wish to take time off from work duties to fulfill family obligations relating directly to childbirth, adoption, or placement of a foster child; or to care for a child, spouse, or parent with a serious health condition. A serious health condition means an illness, injury, impairment, or physical or

mental condition that involves inpatient care in a hospital, hospice, or residential medical care facility; or continuing treatment by a health care provider.

Employees in the following employment classifications are eligible to request family leave as described in this policy:

Ø Regular full-time and part-time employees working at least 20 hours per week.

Under FML, eligible employees must have worked for Desert Willow School for at least 12 months and at least 1,040 hours in the previous 12 months. Eligible employees should make requests for family leave to their supervisors at least 30 days in advance of foreseeable events and as soon as possible for unforeseen events.

Employees requesting family leave related to the serious health condition of a child, spouse, or parent may be required to submit a health care provider's statement verifying the need for a family leave to provide care, its beginning and expected ending dates, and the estimated time required.

It is the responsibility of the employee to notify his/her immediate supervisor, in writing, at least 30 days before FML leave is to begin if the need for leave is foreseeable based on the expected birth, placement for adoption or foster care, or planned medical treatment for a serious health condition of the employee or of a family member. If 30 days' notice is not practicable, such as lack of knowledge when leave will be required to begin, a change in circumstances or medical emergency, notice must be given as soon as practicable.

"As soon as practicable" means as soon as possible and practical, taking into account all facts and circumstances in the individual case. Ordinarily, it would mean at least verbal notification to the employer within one or two business days of when the need for leave becomes known to the employee.

Eligible employees may request up to a maximum of 12 weeks of family leave within any 12-month period. Any combination of family leave and medical leave may not exceed this maximum limit. If the initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 30 calendar days. Employees will be required to first use any accrued paid leave time before taking unpaid family leave. Married employee couples may be restricted to a combined total of 12 weeks leave within any 12-month period, depending on individual circumstances. For instance, married employees would not be eligible for two 12-week periods for the birth of a healthy child. In such instances, when the husband and wife both use a portion of the 12-week FML entitlement for one of the purposes noted, each spouse shall be entitled to the difference between the amounts he or she has taken individually and 12 weeks of FML leave for a purpose other than those listed above. However, married couples might, in some circumstances, be eligible for two individual 12-week leave periods if the situations for which the leaves were requested were unrelated and the organization could reasonably expect to be able to function during the

leave period without due hardship. Such decisions will be at the discretion of the Director, subject to approval of the Governing Council.

Subject to the terms, conditions, and limitations of the applicable plans, DWS will continue to provide health insurance benefits for the full period of the approved family leave.

So that an employee's return to work can be properly scheduled, an employee on family leave is requested to provide DWS with at least two weeks advance notice of the date the employee intends to return to work. When family leave ends, the employee will be reinstated to the same position, if it is available, or to an equivalent position for which the employee is qualified.

Failure to Return From Leave

If an employee fails to return to work on the agreed upon return date, DWS will assume that the employee has resigned. DWS may recover its share of health care premium paid during a period of family medical leave if an employee fails to return to work after his or her family medical leave entitlement has been exhausted or expires, unless one of the following conditions exists:

The continuation, recurrence, or onset of a serious health condition that entitles the employee to leave under FML; or Other circumstance beyond the employee's control. When an employee fails to return to work, except for reasons stated above, health premiums paid by DWS during a period of family medical leave are a debt owed the DWS by the non-returning employee and may be recovered by the DWS through deduction of any sums due from the employee or through legal action.

Intermittent Leave

An eligible employee, other than an instructional employee may take leave intermittently or on a reduced leave schedule if medically necessary to care for a spouse, parent, or child or to receive planned medical treatment for him or herself.

Intermittent family medical leave taken in separate blocks of time due to a single qualifying reason. A reduced leave schedule reduces the usual number of working days per workweek or hours per workday. DWS may assess leave increments in accordance with the shortest period of time that its payroll system uses to account for absences. Use of leave providing the increments are one hour or less. An employee may not be required to take more family medical leave than necessary to address the circumstance that precipitated the need for the leave, unless the employee is an eligible instructional employee, whose request meets the conditions below.

Instructional Employees

An eligible instructional employee who requests leave to care for a spouse, parent, or child or because of his/her own serious health condition that is foreseeable based on planned medical treatment and who would be on leave for greater than 20 percent of the total number of working days in the period during which the leave would extend, may be required to choose either to:

1. Take leave for periods of a particular duration, not to exceed the duration of the planned medical treatment; or
2. Transfer temporarily to an available alternative position offered by DWS for which the teacher is qualified and that has equivalent pay and benefits and better accommodates periods of leave than the teacher's regular employment position.

"Instructional employees" are those whose principal function is to teach and instruct students in a class, a small group, or an individual setting. This term includes not only teachers, but also instructional assistants who have as their principal job teaching or instruction and special education assistants, such as signers for the hearing impaired. It does not include teacher assistants or aides who do not have as their principal job actual teaching or instruction, nor does it include personnel such as counselors, psychologists, or curriculum specialists. It does not include cafeteria workers, maintenance workers, or bus drivers.

End-Of-Term Leave

When an instructional employee begins more than five weeks before the end of the semester, the Desert Willow School may impose the following restrictions on the timing of a return to duty:

1. If the leave begins more than five weeks before the end of the semester, DWS may require the employee to continue taking leave until the end of the semester if the leave will last at least three weeks and the return to employment would occur during the three-week period before the end of the semester.
2. If the leave begins during the five weeks before the end of the semester and is for a purpose other than the employee's own serious health condition, DWS may require the employee to continue taking leave until the end of the semester if the leave will last more than two weeks and return to employment would occur during the two-week period before the end of the semester.
3. If the leave begins during the three weeks prior to the end of the semester for a purpose other than the employee's own serious health condition and will last more than five working days, DWS may require the employee to continue to take leave until the end of the semester.

If DWS requires an employee to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's FML entitlement.

Concurrent Use of Paid Leave and FML Leave

DWS may designate any paid leave to which the employee is entitled as substituting for all or some portion of the FML leave entitlement. Once DWS has acquired knowledge that the leave is being taken for an FML-required reason, the School must promptly (within two business days absent extenuating circumstances) notify the employee that the paid leave is designated and will be counted as FML leave.

Workers' Compensation Recipients

The provision for substituting an employee's paid leave does not apply to workers' compensation absence. However, DWS may not deny use of accrued paid leave to an employee who is on family medical leave and receiving workers' compensation benefits.

Return to Work

DWS may uniformly require, as a prerequisite for reinstating employees whose family medical leave was due to their own serious health condition, medical certification of their ability to return to work.

Employees on unpaid leave are not eligible for paid holidays falling within their leave period.

7.02 PREGNANCY-RELATED ABSENCES

Desert Willow School will not discriminate against an employee who requests an excused absence for medical disabilities associated with pregnancy. Disabilities caused or contributed to by pregnancy, childbirth, or related medical conditions, for all job-related purposes, shall be treated the same as disabilities caused or contributed to by other medical conditions, under any health or disability insurance or sick leave plan available in connection with employment.

Requests for time off associated with pregnancy and/or childbirth, such as bonding and child care, not related to medical disabilities for any conditions will be considered in the same manner as other requests for unpaid family or personal leave.

Employees on unpaid leave are not eligible for paid holidays falling within their leave period.

7.03 UNPAID PERSONAL LEAVE

Desert Willow School provides leaves of absence without pay to eligible employees who wish to take time off from work duties to fulfill personal obligations. Employees in the following employment classification(s) are eligible to request personal leave as described in this policy:

Ø Certified professional employees

Eligible employees may request personal leave only after having completed 120 calendar days of service and having applied all their accrued paid time off (see Policy 4.02). As soon as eligible employees become aware of the need for a personal leave of absence, they should request a leave from their supervisor at least 24 hours in advance.

Personal leave may be granted for a period of up to five calendar days every one contract year. If this initial period of absence proves insufficient, consideration will be given to a written request for a single extension of no more than 16 hours.

Requests for personal leave will be evaluated based on a number of factors, including anticipated work-load requirements and staffing considerations during the proposed period of absence. Approval of requests rests strictly with the discretion of the Director. Subject to the terms, conditions, and limitations of the applicable plans, DWS will continue to provide health insurance benefits for the full period of the approved personal leave.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon return to active employment.

If an employee fails to report to work promptly at the expiration of the approved leave period, DWS will assume the employee has resigned.

Employees on unpaid leave are not eligible for paid holidays falling within their leave period.

7.06 MILITARY LEAVE

A military leave of absence will be granted to employees of Desert Willow School who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

Employees will continue to receive full pay while on leave for two-week training assignments and shorter absences. The portion of any military leaves of absence in excess of two weeks will be unpaid. However, employees may use any available paid time off for the absence.

Continuation of health insurance benefits is available as required by USERRA based on the length of the leave and subject to the terms, conditions and limitations of the applicable plans for which the employee is otherwise eligible.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time.

Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Contact the Director for more information or questions about military leave.

7.07 ADMINISTRATIVE LEAVE

Desert Willow School will consider granting administrative leave for those requests for leave that are not covered elsewhere in DWS policies. Administrative leave shall be granted at the discretion of the Director, and DWS may determine that administrative leave is necessary, even in the absence of an employee's request. The circumstances relating to each specific case will be reviewed in consultation with the Chair of the Governing Council to determine if administrative leave will be granted with or without pay.

Employees on unpaid leave are not eligible for paid holidays falling within their leave period.

7.08 LEAVE OCCASIONED BY DOMESTIC VIOLENCE

Consistent with the Domestic Abuse Financial Independence Law of 2009, DWS allows employees up to 14 days of paid leave to victims of domestic violence for the purposes of obtaining an order of protection or other judicial relief from domestic abuse, meeting with law enforcement officials, consulting with attorneys or victim advocates, or attending court proceedings related to the domestic abuse.

The employee taking such leave must provide the Director with verification of the need for the leave through a written statement from the employee, an attorney representing the employee, a victim advocate, a law enforcement officer, or a prosecuting attorney. DWS will follow legal requirements in limiting the disclosure of personal information related to such leave requests to cases in which the employee has given permission or there is an order from a court, an administrative agency, or some other federal or state law, requiring disclosure.

8. EMPLOYEE CONDUCT AND DISCIPLINARY ACTION

8.01 EMPLOYEE CONDUCT AND WORK RULES

To ensure cooperation and provide the best possible work environment, Desert Willow School expects employees to follow rules of conduct that will protect the interests and safety of all employees and the organization. DWS believes that achieving a pleasant and rewarding work environment is the responsibility of each employee and in large part reflects the respect and harmony that all staff members afford each other. It is not possible to list all the forms of behavior that are considered unacceptable in the work-place. The following are examples of infractions of rules of conduct that may result in disciplinary action, up to and including termination of employment, in accordance with policy 8.09:

- Ø Child abuse or not reporting child abuse
- Ø Theft or inappropriate removal or possession of School property
- Ø Falsification of timekeeping records or other DWS documents
- Ø Working under the influence of alcohol or illegal drugs
- Ø Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer-owned vehicles or equipment

- Ø Fighting or threatening violence in the workplace
- Ø Disruptive activity in the workplace
- Ø Negligence or improper conduct leading to damage of employer-owned or customer-owned property
- Ø Insubordination or other disrespectful conduct
- Ø Violation of safety or health rules
- Ø Smoking in prohibited areas
- Ø Sexual or other unlawful or unwelcome harassment
- Ø Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace
- Ø Excessive absenteeism or any absence without notice
- Ø Unauthorized absence from workstation during the workday
- Ø Unauthorized use of telephones, mail system, or other employer-owned equipment
- Ø Unauthorized disclosure of DWS confidential information
- Ø Violation of personnel policies
- Ø Unsatisfactory performance or conduct

Student Relations

All District personnel shall recognize and respect the rights of students, as established by local, state, and federal law.

Employment with DWS is at the mutual consent of the school and the employee, and either party may terminate the relationship at any time, with or without cause, and with or without advance notice.

8.02 DRUG AND ALCOHOL USE

Desert Willow School is committed and determined to provide a drug-free, healthful, and safe environment for all employees, students, and their families. To promote this goal, employees are required to report to work in appropriate mental and physical condition to perform their jobs in a satisfactory manner. Criminal background checks are a condition of employment for all new and re-hired employees of the DWS in compliance with the §22-10-309 NMSA 1978 (1997) and Drug Free Workplace Act of 1988, PL 100-690 (100th Congress, 2d Sess. 1988), the federal Drug-Free Schools and Communities Act Amendments of 1989 (20 USC 3224a and 34 CFR 86.201), and any and all federal regulations promulgated there under.

While on school premises, on or in any DWS work/school site, during the use of any DWS equipment, vehicles, or trailers, and while conducting work-related activities off school premises, no employee may use, possess, manufacture, distribute, sell, or be under the influence of alcohol or illegal drugs. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace. An employee who is using prescription drugs or over-

the-counter medications that could affect work performance must inform his/her supervisor. A doctor's statement may be required at the school's discretion. Violations of this policy may lead to disciplinary action, up to and including immediate termination of employment, or required participation in a substance abuse rehabilitation or treatment program. DWS may require, with reasonable cause (staggering, slurred speech, unusually forgetful confused, hyperactive, or agitated, smelling of alcohol or marijuana, etc.) for an employee to submit to a drug test. An employee showing positive results for either alcohol or illegal drugs will be placed on immediate suspension. The Director will meet with employee to discuss any positive test results and the enforcement procedures that will result. In no case will a suspension exceed three calendar days without further administrative action. Refusal to submit to drug testing may result in disciplinary action, up to and including termination of employment. DWS is committed to maintaining the personal integrity of all its employees and ensures complete confidentiality of any proceedings involving suspected use of illicit substances. Employees with questions or concerns about substance dependency or abuse are encouraged to discuss these matters with the Director to receive assistance or referrals to appropriate resources in the community. In accordance with the Drug-Free Workplace Act, an employee receiving a criminal conviction for drug-related activity must report the conviction to the Director within five days. Employees with questions on this policy or issues related to drug or alcohol use in the workplace should raise their concerns with the Director without fear of reprisal.

Workers' Compensation

Neither DWS nor the insurance carrier shall be liable for payment of workers' compensation in the event that an injury to the employee was occasioned by the intoxication and/or impairment of the employee or willfully suffered by the employee or intentionally caused by the employee.

8.03 SEXUAL AND OTHER UNLAWFUL HARASSMENT

Deser Willow School is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature (see §703, Title VII, U.S. Civil Rights Act of 1964; and Title IX of the Education Amendment of 1972). This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Ø Unwanted sexual advances.
- Ø Making or threatening reprisals after a negative response to sexual advances.

- Ø Offering employment benefits in exchange for sexual favors.
- Ø Visual conduct that includes leering, making sexual gestures, or displaying of sexually suggestive objects or pictures, cartoons or posters.
- Ø Verbal conduct that includes making or using derogatory comments, epithets, slurs, or jokes.
- Ø Verbal sexual advances or propositions.
- Ø Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Ø Physical conduct that includes touching, assaulting, or impeding or blocking movements.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or, (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace, report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Director or any other designated staff or Governing Council member. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discretely investigated. To the extent possible, you, confidential informants, and any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be notified of the outcome of the investigation.

Any supervisor, faculty member, or other staff member who becomes aware of possible sexual or other unlawful harassment must immediately advise the Director or any other designated staff or Governing Council member so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination.

Educational Programs

Educational programs to heighten sensitivity to the nature of sexual harassment are essential to establish an environment that is free from sexual harassment. DWS's educational efforts are designed to:

- Ø Make widely known the prohibitions against sexual harassment,
- Ø Ensure that all individuals are aware of their rights, and,
- Ø Sensitize all individuals to the problems of sexual harassment.

8.04 ATTENDANCE AND PUNCTUALITY

To maintain a safe and productive work environment, Desert Willow School expects employees to be reliable and to be punctual in reporting for scheduled work.

Absenteeism and tardiness place a burden on other employees and on the school. In the rare instances when employees cannot avoid being late to work or are unable to work as scheduled, they should notify their supervisor as soon as possible in advance of the anticipated tardiness or absence.

Poor attendance and excessive tardiness are disruptive. Either may lead to disciplinary action, up to and including termination of employment. An employee failing to report for duty or remain at work as scheduled without proper notification, authorization, or excuse shall be considered absent without leave and shall not be paid for the period involved. Absence without leave for two consecutive working days constitutes abandonment of duties, which may result in dismissal,

8.05 PERSONAL APPEARANCE

Dress, grooming, and personal cleanliness standards contribute to the morale of all employees, serve as role model to students, address certain safety issues, and affect the professional image Desert Willow School presents to students, their families, and visitors.

During school hours, business hours, or when representing the school, you are expected to present a clean, neat, and tasteful appearance. You should dress and groom yourself according to the requirements of your position and accepted social standards, including when out in the field for environmental/experiential learning. This is particularly true if your job involves dealing with students, their families, or visitors in person.

The Director, with input from the full staff, is responsible for establishing a reasonable dress code appropriate to the job you perform. If the Director feels your personal appearance is inappropriate, you may be asked to leave the workplace until you are properly dressed or groomed. Under such circumstance, you will not be compensated for the time away from work. Consult your supervisor if you have questions as to what constitutes appropriate appearance. Where necessary, reasonable accommodation may be made for a person with a disability.

8.06 RETURN OF PROPERTY

Employees are responsible for items issued to them by Desert Willow School or in their possession or control, such as the following:

- Ø books, program material
- Ø cellular phone
- Ø telephone card
- Ø lap top computer
- Ø personnel manual

- Ø inventory list
- Ø credit cards
- Ø keys
- Ø tools
- Ø vehicles
- Ø written materials

On or before their last day of work, employees must return all school property. Where permitted by applicable laws, DWS may withhold from the employee's check or final paycheck the cost of any items that are not returned when requested. DWS may also take all action deemed appropriate to recover or protect its property.

8.07 RESIGNATION

Resignation is a voluntary act initiated by the employee to terminate employment with Desert Willow School. Although advance notice is not required, the School requests at least 14 calendar days written notice of resignation from administrative and program staff, and nonexempt employees.

Resignations by licensed professional personnel shall be submitted in writing to the Director and the Governing Council 30 calendar days prior to the effective date of the resignation. Any deviation from this procedure will be a violation of the instructor's contract and could result in the suspension or revocation of the teaching certificate. The Director and/or Governing Council reserve the right to waive the 30-day notice requirement.

Prior to an employee's departure an exit interview will be scheduled to discuss the reasons for resignation and the status of the resignation on benefits.

If an employee does not provide advance notice as requested, the employee will be considered at-will for rehire.

Contractual employees are not subject to employment-at-will policies.

8.08 SOLICITATION

In an effort to ensure a productive and harmonious work environment, persons not employed by Desert Willow School may not solicit or distribute literature in any of the School's workplaces at any time for any purpose.

The School recognizes that employees may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time. (Working time does not include lunch periods, work breaks, or any other periods in which employees are not on duty.)

Employees are encouraged to post messages of interest on DWS bulletin boards and to distribute them to the staff via e-mail. However, access to the bulletin board is not unlimited, and if a need arises to control the volume or content of bulletin board

postings, the Director and Director's designee are authorized to make relevant decisions.

8.09 PROGRESSIVE DISCIPLINE

The purpose of this policy is to state Desert Willow School's position on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

The School's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct the problem, prevent recurrence, and prepare the employee for satisfactory service in the future.

Except in the case of an employment contract, employment with DWS is based on mutual consent and both the employee and DWS have the right to terminate employment at will, with or without cause or advance notice. DWS may use progressive discipline at its discretion.

Disciplinary action may call for any of four steps -- verbal warning, written warning, suspension with or without pay, or termination of employment -- depending on the severity of the problem and the number of occurrences. There may be circumstances when one or more steps are bypassed.

Progressive discipline means that, with respect to most disciplinary problems, these steps will normally be followed. A first offense may call for a verbal warning; a next offense may be followed by a written warning; another offense may lead to a suspension; and, still another offense may then lead to termination of employment. If more than 12 months have passed since the last disciplinary action, the process will normally start over.

DWS recognizes that there are certain types of employee problems that are serious enough to justify either a suspension, or, in extreme situations, termination of employment, without going through the usual progressive discipline steps.

While it is impossible to list every type of behavior that may be deemed a serious offense, the Employee Conduct and Work Rules policy (8.01) includes examples of problems that may result in immediate suspension or termination of employment. However, the problems listed are not all necessarily serious offenses, but may be examples of unsatisfactory conduct that will trigger progressive discipline.

By using progressive discipline, we hope that most employee problems can be corrected at an early stage, benefiting both the employee and DWS.

8.10 CONFLICT RESOLUTION/GRIEVANCE PROCEDURE

PURPOSE:

To ensure that this conflict resolution policy is applied consistently and to provide an effective procedure for non-supervisory employees to present his/her concerns to management while making every attempt to resolve such conflicts internally.

POLICY:

This policy provides a procedure to respond to employees' complaints or problems quickly and in a consistent manner.

Problems, misunderstandings, and frustrations may arise in the work place. Desert Willow School has established the following conflict resolution procedure for employees who may encounter a conflict while at work. The procedure outlined below shall be applied consistently and fairly, and at the same time encourage open and honest communication among employees.

A. Assurances

Employees will not be retaliated against for filing a good faith complaint under this procedure.

B. Conflict Resolution Procedure

It is our intent to be responsive to our employees and their concerns; therefore, the following conflict resolution procedure has been established.

Step One

A. The employee's immediate supervisor should be the first source of assistance to resolve the issue, if it involves another employee. If the issue is not resolved to the parties' satisfaction, or if the complaint is with the employee's supervisor, the employee shall request an appointment with the Management Team Conflict Resolution Member to discuss the problem giving rise to the complaint. Such requests shall be made within two (2) working days of the incident occurring.

B. Upon receipt of the request, the Management Team Conflict Resolution Member shall schedule an informal meeting with the parties within five (5) working days to attempt to resolve the issue.

C. The immediate supervisor and the Management Team Conflict Resolution Member shall respond in writing to the complaint within five (5) days of the informal meeting. Such responses shall contain a brief description of the issue and recommendations to resolve the complaint.

Step Two

If the informal discussion with the immediate supervisor, or the Management Team Conflict Resolution Member, does not resolve the problem to the parties' mutual satisfaction, or if the supervisor does not respond to the complaint, the employee may submit a written complaint to the Management Team. The submission of the written complaint is due within five (5) working days of the supervisor, or Management Team Conflict Resolution Member's response. The written complaint must:

- A. State the problem and the date when the incident occurred;
- B. Suggest ways to resolve the problem;
- C. Include a summation of the verbal response from the immediate supervisor, or;
- D. Submit a copy of the written response from immediate supervisor, if provided, and the date when the employee met with their immediate supervisor, or Management Team Conflict Resolution Member.

Employees may use the complaint form contained in the DWS Employee Policies and Procedures Handbook. Copies of the complaint shall be submitted to the Management Team, and to the Management Team Conflict Resolution Member.

Upon receipt of the formal complaint, the Management Team shall schedule a meeting with the employee within five (5) working days to hear the complaint.

Within five (5) working days after the discussion, the Management Team shall issue a final written decision to the employee filing the complaint.

At any time, the Management Team Conflict Resolution Member may call a meeting with the parties directly involved to facilitate a resolution. If the Management Team Conflict Resolution Member is of the opinion that the complaint raises serious questions of fact, or interpretation of policy, he/she shall forward the question to the DWS Governing Council for clarification. The Management Team may gather further information from involved parties.

Step Three

Should the situation not resolve itself in a mutually satisfactory manner for all parties, before going before the Governing Council, the complainant employee(s) shall submit to the Neutral Mediator designed by the Governing Council, written formal complaint and:

- a. Briefly state the source of the complaint including as much factual information as possible, such as the time and date the incident occurred, the persons involved and their professional/working relationship to one another;
- b. Record the time(s) and place(s) that the complainant employee attempted to resolve the conflict through discussion, including any witnesses who may have been present at such discussion(s), and;
- c. Suggest ways to resolve the conflict.

All involved individuals will be charged with maintaining confidentiality regarding the conflict.

If an employee fails to appeal a decision within the specified time, or if the employee has not requested in writing for an extension to file an appeal, the problem shall be considered settled on the basis of the last decision and the problem submitted by the employee shall not be subject for further consideration.

In consideration of the differences in human nature, DWS recognizes that problems are best resolved on an individual basis. Accordingly, DWS requests the problem solving procedure be initiated by individual employees and not groups of employees.

the Management Team Conflict Resolution Member, or the Management Team, may reserve the right to hear complaints of substantially the same nature as one complaint. Any decisions made by the Management Team regarding complaints of the same nature shall apply to all those similarly affected.

DWS reserves the right to impose appropriate disciplinary action for any conduct it considers to be disruptive or inappropriate. Appropriate disciplinary action may include, but is not limited to; written letters of reprimand, suspension from work with, or without pay, remuneration, behavior modification classes, or termination of employment. The circumstances of each situation may differ, and the level of disciplinary action may also vary depending upon factors such as the nature of the offense, whether it is repeated, the employee's work record and the impact of the conduct on the organization.

Questions or issues which may arise among or between employees regarding classroom management, or established DWS policies are outside the scope of this section and are more appropriately addressed within staff meetings, or brought to the DWS Governing Council for ultimate resolution.

8.11 REPORTING CHILD ABUSE

Desert Willow School is committed to ensuring the protection and safety of all children. In support of this philosophy, all employees will comply with Section 32A-4-3 NMSA 1978. It is the responsibility of the DWS to provide annual training for all employees on child abuse and reporting procedures. It is the moral, ethical, and legal responsibility of each individual DWS employee to follow these procedures. Questions on this law can be directed to the Director, who will have copies of the Child Abuse and Treatment Act of 1974 available to anyone who requests a copy.

8.12 PUBLIC STATEMENTS

No employee of Desert Willow School should presume to speak for or on behalf of DWS on any matter concerning DWS without prior written approval of the Director and/or the Governing Council. When designated by the Director and/or the Governing Council as a delegated spokesman for the organization, or in public statements or actions made as an individual, the employee shall at all times be accurate, exercise proper restraint, and show respect for the opinions of others. Failure to adhere to the above will be grounds for disciplinary action, up to and including termination of employment. (See 8.09)

8.13 PARTICIPATION IN POLITICAL ACTIVITIES

Desert Willow School will not attempt to regulate employee participation in the political process, unless it interferes with the performance of duties or creates an apparent

conflict of interest. Participation in political activities will be regulated by federal and state laws.

Any employee who seeks political office shall continue to fulfill all obligations of his/her position and consider the welfare of the students and the school foremost as s/he pursues political activities. An employee shall not use his/her professional position or office resources to further the employee's political ambitions.

For political positions that require an employee to spend time away from job responsibilities, the employee must request leave, and consideration for leave without pay will be on an individual basis by the Governing Council, upon the recommendation by the Director. Employees may use Paid Time Off for these purposes.

Any absences of an employee from work due to running for office while serving in any political office will be unpaid, except as covered by the employee personally accrued Paid Time Off.

9. MISCELLANEOUS

9.01 LIFE-THREATENING ILLNESSES IN THE WORKPLACE

Employees with life-threatening illnesses, such as cancer, heart disease, and AIDS, often wish to continue their normal pursuits, including work, to the extent allowed by their condition. Desert Willow School supports these endeavors as long as employees are able to meet acceptable performance standards. As in the case of other disabilities, DWS will make reasonable accommodations in accordance with all legal requirements, to allow qualified employees with life-threatening illnesses to perform the essential functions of their jobs.

Medical information on individual employees is treated confidentially. DWS will take reasonable precautions to protect information from inappropriate disclosure.

Administrators, supervisors, and all other employees have a responsibility to respect and maintain the confidentiality of employee medical information. Anyone inappropriately disclosing such information is subject to disciplinary action, up to and including termination of employment.

Employees with questions or concerns about life-threatening illnesses are encouraged to contact the Director for information and referral to appropriate services and resources.

9.02 RECYCLING

Desert Willow School supports environmental awareness by encouraging recycling and waste management in its practices and operating procedures. This support includes a commitment to the purchase, use, and disposal of products and materials in a manner that will best utilize natural resources and minimize any negative impact on the earth's environment.

The simple act of placing a piece of paper, can, or bottle in a recycling container is the first step in reducing demand on the earth's limited resources. Success of this program depends on active participation by all of us. Employees are encouraged to make a commitment to recycle and be a part of this solution.

Whenever possible, employees of DWS are encouraged to purchase products for the workplace that contain recycled or easily recyclable materials. Buying recycled products supports recycling and increases the markets for recyclable materials.

By recycling, DWS is helping to solve trash disposal and control problems facing all of us today. If you have any questions or new ideas and suggestions for the recycling program contact the Administration Office.

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Required Appendix F

Appendix F.

Student Discipline Policy

Desert Willow School views all behavior through a holistic lens as an expression of how well the children's needs are being met. Therefore, when behavior difficulties arise, the bulk of our attention is focused on exploration and remediation of the underlying causes. For this, we examine the situation through the lens of each part of the Enki Web and through this determine what further support the child may need. This effort is balanced with immediate feedback to the child to explain that the behavior is hurtful to another or oneself, and action to remove any unsafe conditions, if one is present. It is our goal to help the children learn to recognize the feelings and sensations that spark negative behavior, and then learn how to meet these discomforts in a positive and remedial manner. This is a long process, and it begins with the teacher. The teacher must keep her focus on recognizing and meeting the child's needs and guiding him to positive solutions, so that he can learn to recognize and meet his own needs. Clearly, this is a very different process for the kindergartner and the fifth grader, so the specifics of our discipline policy are different for different ages, but the underlying goals remain the same.

Part of this process is meeting inappropriate behavior with clear and reliable limitation, and all children need clear expectations and boundaries. At DWS, another critical part is that the boundary or consequence be one that has a remedial effect on the child, not just the behavior. For example, if a child can't sit still we might well have her run laps at recess to establish the boundary and to meet her needs to re-ground through movement. We would not have her sit still and miss recess altogether as this would result in her needs remaining unmet and work directly against real remediation. Another example might be the child acting out because he is overwhelmed by the activity level of a class, we might separate him from the group, but we would give him activities to help him re-center such as handwork (modeling, knitting, etc.), drawing, or looking at books. Once he was re-grounded, he would make up the missed work so that he learns to be responsible for his work, but he also learns how to regroup himself.

To meet both these goals, we work with the following approaches in the following order:

1. Classroom consequences and remediation
2. Out of the classroom consequences and remediation
3. Deeper evaluation of needs and consequences, and development of remediation plan
4. Suspension, consequences, and remediation

1. Classroom Consequences and Remediation

Each teacher establishes, within the classroom, clear boundaries and expectations. If a child is not able to function within these established limitations, the teacher provides both consequences and remediation. Each classroom may have a watching chair or the like, and a re-grounding area. The watching chair will be used if observation would provide enough space and direction for the child to see what is needed, calm down, and re-enter the classroom activity appropriately. If the child needs to engage in some specific activity or needs to be removed from the direct influence of the classroom activity in order to re-ground, the re-grounding area will be used. Different children will need different activities in order to re-ground and the teacher will work with specialists to ensure that each child has appropriate activities to support their reintegration in this area.

In addition, the teacher will utilize natural consequences to establish boundaries and expectations. These will ensure that the student fulfills his responsibilities as part of the classroom community. Consequences are always presented in a neutral, respectful, and non-punitive manner. For example, if work is missed, the student will be expected to complete the work missed at a later time. However, it is essential that the teacher implement consequences with care so as to continue to meet all of the child's needs and avoid implementing consequences that result in causing the child to become dis-integrated or feeling belittled.

Each child's need for the quiet area will be tracked and any child with a repeated need will receive a full screening to find a more effective remediation.

2. Out of the Classroom Consequences and Remediation

If the teacher is unable to help the child re-ground within the classroom, a specially trained staff member will attend to the child in a "remedy room" outside of the classroom. This staff member could be the classroom instructional assistant. There the child will receive one on one attention and support to assist his or her re-grounding so he or she can re-enter the classroom. This support will include further remediation, including sensory integration exercises, drawing, play activity, physical exercise, or other personalized activities. Appropriate consequences, again delivered in a neutral, respectful, non-punitive manner will be implemented in such a way that the child learns responsibility appropriate to his abilities and age.

Each child's need for the remedy room will be tracked and any child with a repeated need will receive a full screening to find a more effective remediation.

As the school hires staff members and enters a facility, the staff will determine who, where, and how these services will be delivered and will fully develop and implement a written tracking system to assist the school in documenting strategies and better meeting the child's needs.

3. Deeper Evaluation of Needs, Consequences, and Remediation

If the child repeatedly requires out of class intervention, and the consequences and remediation appear to be ineffective, the staff in collaboration with the parents will engage in a deeper evaluation of the student's needs through the SAT process and by using the Enki screening protocol. If the remediation resulting from this screening are not effective or if it is otherwise deemed appropriate, the child will undergo evaluations that could lead to an Individualized Education Plan and include special education services. All told, we will screen and evaluate as necessary to ensure that the student is able to participate successfully in the classroom. This process and the findings will be documented to assist the school in best meeting the student's needs.

4. Suspension, Consequences, and Remediation

If, upon completion of the deeper evaluation, it is found that the child does not qualify for an Individualized Education Plan, or if the behavior is of such an extreme nature such as in the case where the child is a danger to herself, others, or the class community as a whole, the school can suspend the student, either in school or at home, in accordance with applicable laws. During suspension and as long as Desert Willow School is responsible for the child's education, the school will provide instruction in an alternative format. If a child is suspended, the school will

promptly notify the appropriate and required persons of the suspension and will provide any pertinent documentation regarding the incident or incidents leading up to suspension.

Though we anticipate that the above part of the discipline policy will be all that is needed, we understand the necessity of being prepared for the unexpected. Below is the portion of Desert Willow School's discipline policy for major offenses. A major offense is done with perceived malice or intent, as determined by the Director. In DWS's planning year and first school year during teacher training with Enki creator Beth Sutton, the teachers and director will firm up the discipline policy and put those policies into practice. At all times our discipline will hold true to our mission to value student's unique learning styles while building self-awareness and a sense of belonging.

Level 3- Major Offenses			
Behavior	1st Offense	2nd Offense	3rd Offense
Arson	10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Assault/Battery of a staff member or student	3-5 Days ISS Parent or 1-3 OSS Notification Behavior Contract	6-10 Days ISS or 3-5 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion	
Communicating intent to harm students or staff	1-3 Days ISS Parent Notification Behavior Contract	5 days ISS Parent Notification Behavior contract Review	10 Days ISS pending hearing Parent Notification Potential long-term suspension or expulsion
Bomb Threats/False Alarms/Explosives on campus	10 Days OSS Pending hearing Parent Notification Potential long-term suspension or expulsion		
Gang Related Activity	1 Day ISS	3 Days ISS	10 Days ISS pending

	Parent Notification	Parent Notification Behavior Contract	hearing Parent Notification Potential long-term suspension or expulsion
Habitual Disruption in or out of the classroom	3-5 Days ISS Parent Notification	6-9 Days ISS or 1-3 Days OSS Parent Notification	6-10 Days ISS or 3-6 Days OSS Pending hearing Parent Notification Potential long-term suspension or expulsion
Harassment (physical, racial, verbal, electronic, bullying, etc.)	1/2-2 Days ISS Parent Notification Counseling	1-3 Days OSS Parent Notification	3-6 Days ISS or 1-3 Days OSS Parent Notification
False 911 call, Pulling fire alarm	1-3 Days ISS Parent Notification	4-10 Days ISS Parent Notification Possible Hearing	10 Days ISS pending hearing Parent Notification Potential long-term suspension or expulsion
Personal substance abuse, solicitation, or possession (includes alcohol, tobacco, drugs, look-alikes or any controlled substances including OTC and prescription drugs)	5 Days ISS Parent Notification Counseling or Referral to community substance abuse resource Behavior Contract		
Selling or distribution of any and all controlled substances, including OTC and prescription drugs	4-10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Sexual Harassment	1- 2 Days ISS Counseling Parent Notification	3-5 Days ISS Parent Notification	5-10 Days ISS pending hearing Parent Notification Potential long-term suspension or

			expulsion
Sexual Misconduct	5-10 Days OSS pending hearing Parent Notification Potential long-term suspension or expulsion		
Theft/Extortion	3 Days ISS Parent Notification Restitution Behavior Contract May contact RRPD	2-5 Days ISS Parent Notification Restitution	10 Days ISS pending hearing Parent Notification Restitution Potential long-term suspension or expulsion
Vandalism	1-5 Days ISS Loss of privileges and restitution Parent Notification	6-9 Days ISS Parent Notification Loss of privileges and restitution	10 Days ISS pending hearing Parent Notification Restitution and loss of privileges Potential long-term suspension or expulsion
Weapons (possession of any weapon or look-alike)	1-10 Days ISS, Hearing Parent Notification Potential long-term suspension or expulsion RRPD contacted		

Required Appendix G

**Desert Willow School (DWS) Conflict of Interest Policy[i]
And Annual Statement For Governance Board and
Committee Members with Board Delegated Powers**

Article I -- Purpose

The purpose of this Board conflict of interest policy is to protect DWS's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of DWS or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

Article II -- Definitions

Interested person -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial interest -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

1. An ownership or investment interest in any entity with which DWS has a transaction or arrangement,
2. A compensation arrangement with DWS or with any entity or individual with which DWS has a transaction or arrangement, or
3. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which DWS is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

Independent Director -- A director shall be considered "independent" for the purposes of this policy if he or she is "independent" as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

1. is not, and has not been for a period of at least three years, an employee of DWS or any entity in which DWS has a financial interest;
2. does not directly or indirectly have a significant business relationship with DWS, which might affect independence in decision-making;
3. is not employed as an executive of another corporation where any of DWS's executive officers or employees serve on that corporation's compensation committee; and
4. does not have an immediate family member who is an executive officer or employee of DWS or who holds a position that has a significant financial relationship with DWS.

Article III -- Procedures

Duty to Disclose -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

Recusal of Self – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

Determining Whether a Conflict of Interest Exists -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

Procedures for Addressing the Conflict of Interest

1. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
2. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
3. After exercising due diligence, the Board or Executive Committee shall determine whether DWS can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
4. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in DWS's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

1. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
2. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV – Records of Proceedings

The minutes of the Board and all committees with board delegated powers shall contain:

1. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
2. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the

proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V – Compensation

1. A voting member of the Board who receives compensation, directly or indirectly, from DWS for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from DWS for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from DWS, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI – Annual Statements

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
 - Has received a copy of the conflict of interest policy,
 - Has read and understands the policy,
 - Has agreed to comply with the policy, and
 - Understands DWS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII – Periodic Reviews

To ensure DWS operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

1. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
2. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to DWS's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

Article VIII – Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, DWS may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

Director and Officer Annual Conflict of Interest Statement

Name: _____ Date: _____

Position:

Are you a voting Director? Yes/No

Are you an Officer? Yes/No

If you are an Officer, which Officer position do you hold:

_____.

I affirm the following:

I have received a copy of the DWS Conflict of Interest Policy.

I have read and understand the policy. _____ (initial)

I agree to comply with the policy. _____ (initial)

I understand that DWS is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of tax-exempt purposes.

_____ (initial)

Disclosures:

Do you have a financial interest (current or potential), including a compensation arrangement, as defined in the Conflict of Interest policy with DWS? Yes No

If yes, please describe it: _____

If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy? Yes No

In the past, have you had a financial interest, including a compensation arrangement, as defined in the Conflict of Interest policy with DWS? Yes No

If yes, please describe it, including when (approximately):

If yes, has the financial interest been disclosed, as provided in the Conflict of Interest policy?

Yes No

Are you an independent director, as defined in the Conflict of Interest policy? Yes No

a. If you are not independent, why? _____

_____ Date:

_____ Signature of director

Date of Review by Executive Committee: _____

_____ (initial)

[i] This policy is based on the IRS model Conflict of Interest policy, which is an attachment to Form 1023. It adds information needed to allow DWS to assess director independence in order to answer questions on Form 990.

Optional Appendix H

**Memorandum of Understanding
Between Desert Willow School Charter Application Group
And Enki Education, Inc.**

This Memorandum of Understanding (MOU) is entered into by and between Desert Willow School Charter Application Group, hereinafter referred to as DWSCAG, and Enki Education, Inc., in Providence, RI, hereinafter referred to as EEI.

Purpose: The purpose of this MOU is to describe a mutually beneficial agreement for the educational training of Desert Willow School Faculty with the intent to work in collaboration with EEI now and in the future. We also wish to clearly identify roles and responsibilities.

Statement of Mutual Interests and Benefits:

DWSCAG is creating a school that directly aligns with the mission of EEI: to provide teacher training, resources and information to enable children to the Desert Willow School Mission to value children's unique learning styles, to build self-awareness and a sense of belonging, to inspire creative, flexible thinking and to cultivate engaged readers. The target population of Desert Willow School (DWS) is students who will benefit from the holistic curriculum of Enki Education with its integration of arts and movement. EEI will provide teacher training in the holistic, arts-integrated curriculum called Enki, which is known to benefit students in our target population by meeting their "right-brained" strengths, as well as strengthening their "left brain" skills.

Responsibilities:

DWSCAG will ensure that all the resources are available for DWS to become an Enki-certified school.


EEI will provide all the materials and training to do so.

- Initial Teacher Training
- Ongoing Teacher Training
- Teacher Observation
- Curriculum Materials
- Ongoing Consultation

It is mutually understood and agreed by and between parties that this MOU is at-will and may be modified by mutual consent of the parties. The MOU shall become effective upon signature by the parties and will remain in effect until modified or terminated by either of the partners or by mutual consent. This MOU will be replaced by a detailed contract for services, including mutually agreed upon fees and programs, and will be signed by DWSCAG and EEI upon approval of the DWS charter by the NMPEC.

Effective date and signature: This MOU shall be in effect upon the signature of DWSCAG's and EEI's authorized official. Both parties indicate agreement with this MOU by their signatures.

Signed  Fiona M. Bailey, Co-Founder, Desert Willow School Charter Application Group 6/30/15

Signed  Director, Enki Education, Inc. 6/30/15

Memorandum of Understanding
Between the Desert Willow School Charter Application Group
and
Guadalupe Montessori School

This Memorandum of Understanding (MOU) is entered into by and between the Desert Willow School Charter Application Group, hereinafter referred to as DWSCAG, and Guadalupe Montessori School, located at 1731 N. Alabama Street in Silver City, NM, hereinafter referred to as GMS.

Purpose: The purpose of this MOU is to describe a mutually beneficial agreement for the educational and business management affairs of both parties and the intent to work toward collaboration in the future. We also wish to clearly identify roles and responsibilities.

Statement of Mutual Interests and Benefits: DWSCAG is interested in locating its proposed charter elementary school facility on a two acre parcel of land behind GMS's buildings and garden and in using GMS's annex. This location has the following benefits to DWSCAG. It is on land that could be leased rather than purchased. It is an aesthetically pleasing site within walking distance of a public park, the local university and possibly downtown. It is located by an educational institution that shares holistic educational values, that can provide possible shared use of a commercial kitchen, possible before and after school care for a fee to parents, and the possibility of students working and learning together in the GMS garden. Benefits to GMS include income for lease of its land that would increase substantially once the potential lessor has paid off its portable buildings through the Lease-to-Purchase Act. GMS might also enjoy a new population of students participating in its summer and before and after school programs. Another potential benefit to GMS would be the local availability of a tuition-free school with similar values for its elementary population should the governing board of GMS decide to discontinue that portion of its program.

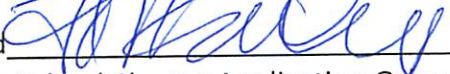
Responsibilities: In consideration of the above premises, the parties agree as follows: DWSCAG shall: 1. Pursue affordable portable classroom buildings from a source willing to enter a lease to purchase agreement. 2. Pursue estimates of the costs to plumb and provide electricity to buildings on the GMS's acreage. 3. Search for an investor to front the cost of plumbing and electrical wiring to its portable buildings. 4. Pursue inquiries into use of a new road that would provide access to GMS's acreage from Hill Street.

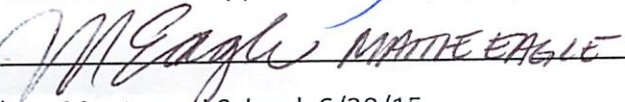
GMS shall: 1. Inform DWSCAG of the details and limits of its property insurance.

The parties shall agree upon a reasonable monthly lease payment.

It is mutually understood and agreed by and between parties that this MOU is at-will and may be modified by mutual consent of the parties. The MOU shall become effective upon signature by the parties and will remain in effect until modified or terminated by any of the partners by mutual consent.

Effective date and signature: This MOU shall be in effect upon the signature of DWSCGA's and GMS's authorized officials. Both parties indicate agreement with this MOU by their signatures.

Signed  Fiona M. Bailey, Co-Founder, Desert Willow School Charter Application Group 6/30/15

Signed  MATTIE EAGLE, Board President, Guadalupe Montessori School 6/30/15

**Memorandum of Understanding
Between Desert Willow School Charter Application Group
And The Learning Center for Dyslexia and Academic Success**

This Memorandum of Understanding (MOU) is entered into by and between Desert Willow School Charter Application Group, hereinafter referred to as DWSCAG, and The Learning Center of Dyslexia and Academic Success, a non-profit in Silver City, NM, hereinafter referred to as TLC.

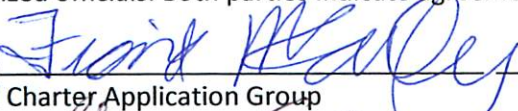
Purpose: The purpose of this MOU is to describe a mutually beneficial agreement for the educational and fund-raising/non-profit affairs of both parties with the intent to work in collaboration now and in the future. We also wish to clearly identify roles and responsibilities.


Statement of Mutual Interests and Benefits: DWSCAG is creating a school that directly aligns with the mission of TLC: To provide resources and community information to enable children with Dyslexia to achieve academic and life success. Students with Dyslexia are a part of the target population of Desert Willow School (DWS). DWS is committed to meeting the needs of students with Dyslexia by teaching reading in small groups with reading specialists who are trained in Orton-Gillingham (O-G) methodologies. TLC is already committed to providing training for teachers at the Las Cruces Scottish Rite Children's Learning Center. Their "Take Flight" Reading Program is one of the premier O-G programs for students with Dyslexia. TLC is already committed to providing scholarships for students to receive intensive, specialized instruction in an after-school one-on-one or small group setting. DWS will provide this instruction during the school day; therefore, providing intensive instruction for a greater number of students than TLC's after school instructors currently can. Another common goal of TLC and DWS are to provide parents and other community members with support and information about Dyslexia and other language-based learning problems. DWSCAG is also providing teacher training in a holistic, arts-integrated curriculum called Enki, which is also shown to benefit students with Dyslexia, by meeting their "right-brained" strengths.

Responsibilities: TLC will provide partial funding for teachers for both the Enki and the "Take Flight" Training. DWSCAG student recruitment will advertise the school's desire and ability to meet the needs of students with Dyslexia. TLC will act as a 501c3 for DWSCAG in accepting donations and as we apply for grant money. DWS will provide space and instructors to provide support and information about Dyslexia to parents and community members.

It is mutually understood and agreed by and between parties that this MOU is at-will and may be modified by mutual consent of the parties. The MOU shall become effective upon signature by the parties and will remain in effect until modified or terminated by either of the parties or by mutual consent.

Effective date and signature: This MOU shall be in effect upon the signature of DWSCAG's and TLC's authorized officials. Both parties indicate agreement with this MOU by their signatures.

Signed  Fiona M Bailey, Co-Founder, Desert Willow
School Charter Application Group 6/29/2015

Signed  George F. Lundey, Board Chair, The Learning
Center of Dyslexia and Academic Success 6/29/2015

Required Appendix I

**State of New Mexico
Public School Facilities Authority**



Robert A. Gorrell, Director
Rocky Kearney, Deputy Director

Santa Fe Office
410 Don Gaspar
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933

Albuquerque Field Office
1312 Basehart Road, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

Website: www.nmpsfa.org

May 7, 2015

Ms. Emily Aversa, co-founder
Desert Willow School
1822 N. Yucca
Silver City, NM 88061

Dear Ms. Aversa:

PSFA has received and reviewed the Facilities Master Plan/Educational Specifications (FMP/Ed Specs) for the proposed Desert Willow School. The FMP/Ed Spec's purpose is to guide you in the planning and/or selection of a facility to ensure that it meets state-wide adequacy (NMAC 6.27.30), accommodates your educational program, and supports your method of instruction. Based upon our review, PSFA is pleased to announce that the FMP/Ed Specs meet our requirements and approves the plan and addendum. In accordance with House Bill 283 (HB283), your next step is to include your FMP/Ed Specs and addendum along with this letter in your charter school application to the New Mexico Public Education Commission (PEC).

In reviewing the Desert Willow School's FMP/Ed Specs, PSFA understands the following:

- Desert Willow is seeking to locate in the Silver City, NM vicinity;
- The school has contacted the Silver Consolidated School District and inquired about available space that could accommodate the school within district facilities;
- Desert Willow intends to serve a total of 120 students in grades K-5;
- The school intends to provide two kindergarten classrooms consisting of 10 students each at a SF of each classroom of 500 SF;
- The school intends to have 1 classroom per grade for the remainder of the 1st-5th grades for a total of seven classrooms (together with the two kindergarten classrooms);
- Desert Willow also desires:
 - four smaller reading rooms
 - a multi-purpose room for lunch/assembly/Friday clubs
 - administrative space and teacher support space
 - library/bookroom
 - outdoor space for gardening and play
- The school will seek to contract with a small business out of the Grant County Volunteer kitchen to provide student meals;
- The school does not need dedicated space for art, music, or physical education since its curriculum allows the school to provide these activities in the classroom;

- Overall, the school desires a building consisting of 17,463 SF, consistent with the PSFA Maximum Building Gross Square Foot Calculator for 120 students;
- While the school has not heard back from the district regarding facilities, Desert Willow is exploring other options for land and/or a building in which to open the school. According to the FMP/Ed Specs, other options include:
 - Privately owned land off of 32nd street
 - Vacant area on the privately run Guadalupe Montessori School's site
 - Former church building known as the Rydeski building
- In addition, the school has indicated that it will continue to search for a public building and if it cannot find such a space, it will enter into a lease-purchase agreement; and
- Desert Willow's educational program and instructional approach centers on a research-based curriculum and consists of the Enki, Orton-Gillingham, and Multi-Age Friday Clubs approach.

If you are a successful charter school applicant, PSFA is ready to meet and work closely with Desert Willow School when you find a potential facility. Prior into moving into any existing facility, PSFA will need to assess your building to ensure that it meets e-occupancy, code and meets or exceeds the average weighted New Mexico Condition Index (wWNMCI). Please contact our office before you occupy a facility. Feel free to contact PSFA if you have any questions or desire additional information.

Sincerely,



John M. Valdez, AICP
Facilities Master Planner

cc: Martica Casias, Planning and Design Manager, PSFA
Travis Coker, Regional Manager, PSFA

2.3 Site and Facilities

2.3.1 Possible Locations

The Desert Willow founding board has been considering various housing possibilities. We sent a letter to the superintendent of Silver City Consolidate Schools on (((date))) asking if the district has any available space. (((response))) Several of us met with the Planning and Zoning department of Silver City to look at available acreage. There are a few privately owned parcels of land that could meet our space requirements if we could raise the funds to purchase them or if the owner would consider a donation. We received an unsolicited offer from privately run Guadalupe Montessori School (GMS) to use several vacant acres at the back of their property. The administration of GMS believes that if Desert Willow School is approved, they would only keep their preschool and after school sections open. This site would necessitate portables for classrooms and shared space in the kitchen and garden with a separate playground. (The preschoolers have their own playground at GMS.) Finally, we toured a building that formerly housed a church and then a preschool known in town as the Rydeski building. Its advantages include a central location, a nice gathering space, rooms for pull-out instruction, an E-Occupancy kitchen, multiple bathrooms, solar power, space for some portables, and a drop-off driveway. We are not sure, though, that it can accommodate our population.

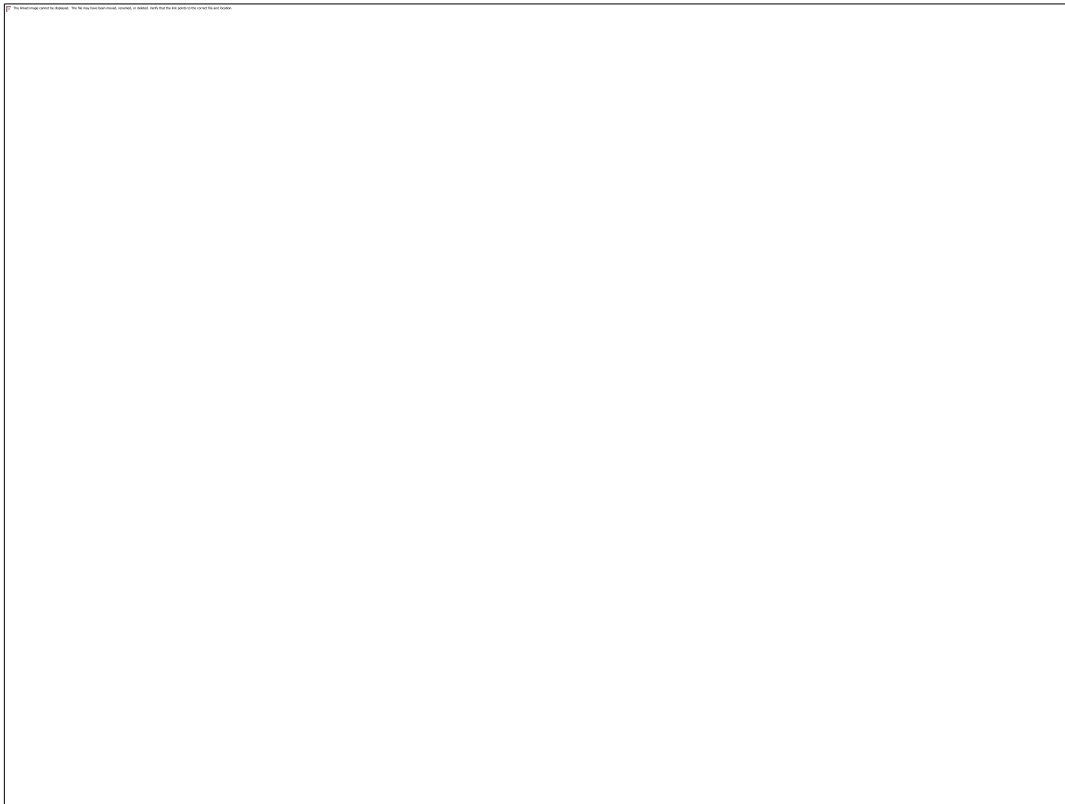


Photo: 2.5 acres behind GMS



Photo: *View of the Rydeski building's main entrance.*

2.3.4 Facility Evaluation

2.4 Utilization Analysis

2.4.1 Special Factors

2.5 Facility Maintenance

2.5.1 Projected maintenance projects

Since we do not yet know where the school will be located we cannot speak specifically to projected maintenance projects, but we can say that we would cover these through grants, federal funds, state funds, and nonprofit fundraising.

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 Goals

Our goals for the Desert Willow School facility are as follows:

- Spacious classrooms that allow for movement in a multisensory, experiential curriculum, that accommodate anticipated enrollment
- 4 smaller classrooms to be used for small group reading instruction, pull-out special education services, and ancillary special education services
- A combination library and bookroom. Literacy is emphasized at DWS. A bookroom is a place where multiple copies of grade-leveled texts are stored.
- Classrooms arranged so as to promote community within the school
- A gathering space that can hold the entire student body plus staff and parents
-

If using portable classrooms, we envision them arranged in a circle around a common gathering space with classrooms for pull-out instruction at one end and the administration/library/office building at the opposite end. The circle arrangement lends itself well to the communities we seek to foster within the school and with the greater community. There would be space for gardening behind the classrooms and access to a recreational space.

3.1.2 Concepts

Safety: Safety for the entire school body is of utmost importance. If we enter a lease-purchase agreement there may be areas that are not up to E-Occupancy standards that would have to be fixed ahead of time. We will cooperate to ensure that the site meets all requirements.

Security: A secure perimeter for the school will be achieved through fencing and a policy for visitors to sign in with the office, with the possibly of surveillance cameras.

Sustainability: DWS will make every reasonable effort to see that its facility uses water, electricity, heating and cooling responsibly.

Space Flexibility: Several spaces at Desert Willow will be flexibly used throughout the week. The gathering space will also serve as a cafeteria and a place for Friday clubs to meet. The small classrooms will be used for small group reading intervention, special education pull-out and ancillary services.

Community Use: If DWS enters an agreement to share campus space with the Guadalupe Montessori School we will codify the terms of community use in writing so as to ensure the health of both schools.

Utilities: The GMS site has near-by access to water, sewer and electricity. Ease of access to utilities from several currently vacant parcels of land is currently unknown.

4. CAPITAL PLAN

4.1 Total Capital Needs

At this point in time we cannot state our specific total capital needs, but we have been discussing them in general terms. Lease-purchase funds would be needed to pay for either portables or for a building. If the building we are interested in needs some work to bring it to E-Occupancy standards we would utilize funding from federal or state grants or nonprofit fundraising. Several excellent grant writers are working with us. Considering the amount of enthusiasm that our charter proposal has generated in this small community, it is also possible that some community members would donate labor or money to cover the cost of smaller maintenance jobs such as painting, fixing a leak, or buying light fixtures.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

Name: Desert Willow School

Physical Address: Currently unknown

Date of Opening: If approved, August 2016

Dates of major additions and renovations: not applicable

FCI and NMCI: Unknown

Site owned or leased: Most likely it will be leased.

Total building area gross sq./ft. According to the Max. Building Gross Square Foot Calculator, for 120 elementary school students we would need 17,463 gross square feet.

Site acreage: unknown

Total number of permanent classrooms: unknown

Total number of permanent specialty classrooms: unknown

Total number of portable classrooms: unknown

Total number of classrooms: 7 general classrooms plus 4 pull-out/ancillary classrooms equals 11 classrooms total

Percentage of portable classrooms compared to total number of permanent classrooms: unknown

Total enrollment current year: We plan to open with 120 students.

Number of gross sq. ft per student per school facility: (((()))

GRADE	NUMBER OF STUDENTS	TOTAL SQUARE FEET
Kindergarten	20 @ sf	
Kindergarten	20 @ sf	
1 st	20 @ sf	
2 nd	20 @ sf	
3 rd	20 @ sf	
4 th	20 @ sf	
5 th	20 @ sf	

5.2 Site Plan: N/A

5.3 Floor Plan: N/A

5.4 FMAR Reports and How Major and Minor Findings are Addressed: N/A

5.5 Detailed Space and Room Requirements (Ed Spec)

5.5.1 Technology and Communications Criteria

5.5.2 Power Criteria

5.5.3 Lighting and day lighting criteria

5.5.5. Classroom Acoustics Criteria

5.5.6 Furnishing and Equipment Criteria

5.5.7 Criteria Sheets

5.6 Submission

**Addendum to Proposed Ed Specs/FMP
for Desert Willow School
Silver City, NM**

- I. **Concerning HB 283:** The Desert Willow School Facility Steering Committee assures the NMPSFA that in accordance with HB 283 it will make every attempt to search for a publicly owned building in which to locate its operations, and that if none meet our needs, we will enter into a lease-purchase agreement pursuant to the Public School Lease-Purchase Act.
- II. **Concerning separate spaces for music, art and physical education:** The proposed curriculum is completely hands-on and multisensory. Art and music are part of teaching math, reading and the other subjects every day, so we do not need a dedicated music or art space. Likewise, every day starts with physical activities in the classroom, and movement is woven into lessons. The kids will be moving in their classrooms and exercising outside or in the gathering space, so we do not need a separate gymnasium, per se.
- III. **Concerning the parcel of land on 32nd Street Bypass:** To clarify, the parcel of land on 32nd Street Bypass is not the same land as what the Montessori School has offered us to locate upon.
- IV. **Concerning contact with local school district regarding available space:** Please find attached a copy of the Letter Delivered to Superintendent Lon Streib of Silver City Consolidated Schools on April 2nd 2015. On Friday, April 24 Mr. Streib informed Ms. Aversa in a visit to his office that he would only speak with the state regarding this issue.

April 1, 2015

Lon Streib, Superintendent
Silver Consolidated Schools
2810 N Swan
Silver City, NM 88061

Dear Mr. Streib,

I represent Desert Willow School, a proposed charter elementary school to be located here in Silver City. As part of the charter application process, we are required to ask the school district where the charter will be located if the district has enough space to accommodate the school. Our final requirements, based on a five year expansion program are 11,000 square feet, less if there's an opportunity to share common spaces such as an auditorium, cafeteria etc. We would like to provide the state with written evidence that we have made this inquiry so we would really appreciate it if you would respond in writing to this address: Desert Willow School, 1822 N Yucca, Silver City, NM 88061. Thank you so much for your time and attention to this matter.

George Lundy,
Desert Willow School, Board Member

cc: Frances Vasquez, President, Silver Consolidated School Board
Candy Millam, Associate Superintendent of Finance and Federal Programs

Required Appendix L

SALARY SCHEDULE

YEAR 1

Job

<u>Code</u>	<u>FTE</u>	<u>Staff</u>	<u>Level</u>	<u>Degree</u>	<u>Addl Hours</u>	<u>Yrs Exp</u>
1411	1	Teacher	3	MA	15	16
1411	1	Teacher	3	MA	0	16
1411	1	Teacher	2	BA	45	15
1411	1	Teacher	2	BA	15	15
1411	1	Teacher	2	BA	0	9
1411	1	Teacher	2	BA	0	6
1411	1	Teacher	2	BA	0	6
1412	1	SpEd Teacher	2	MA	0	9
1616	0.667	Reading specialist	2	MA	0	9
1416	1	Reading specialist	2	MA	0	9
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1112	1	Principal	n/a	n/a	n/a	n/a
1217	1	Secretary	n/a	n/a	n/a	n/a
1115	0.75	Business Manager	n/a	n/a	n/a	n/a

YEAR 2

Job

<u>Code</u>	<u>FTE</u>	<u>Staff</u>	<u>Level</u>	<u>Degree</u>	<u>Addl Hours</u>	<u>Yrs Exp</u>
1411	1	Teacher	3	MA	15	16
1411	1	Teacher	3	MA	0	16
1411	1	Teacher	2	BA	45	16
1411	1	Teacher	2	BA	15	16
1411	1	Teacher	2	BA	0	10
1411	1	Teacher	2	BA	0	7
1411	1	Teacher	2	BA	0	7
1412	1	SpEd Teacher	2	MA	0	10
1416	0.667	Reading specialist	2	MA	0	10
1416	1	Reading specialist	2	MA	0	10
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1112	1	Principal	n/a	n/a	n/a	n/a
1217	1	Secretary	n/a	n/a	n/a	n/a
1115	0.75	Business Manager	n/a	n/a	n/a	n/a

YEAR 3**Job**

<u>Code</u>	<u>FTE</u>	<u>Staff</u>	<u>Level</u>	<u>Degree</u>	<u>Addl Hours</u>	<u>Yrs Exp</u>
1411	1	Teacher	3	MA	15	16
1411	1	Teacher	3	MA	0	16
1411	1	Teacher	2	BA	45	16
1411	1	Teacher	2	BA	15	16
1411	1	Teacher	2	BA	0	11
1411	1	Teacher	2	BA	0	8
1411	1	Teacher	2	BA	0	8
1412	1	SpEd Teacher	2	MA	0	11
1416	0.667	Reading specialist	2	MA	0	11

YEAR 3**Job**

<u>Code</u>	<u>FTE</u>	<u>Staff</u>	<u>Level</u>	<u>Degree</u>	<u>Addl Hours</u>	<u>Yrs Exp</u>
1416	1	Reading specialist	2	MA	0	11
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1112	1	Principal	n/a	n/a	n/a	n/a
1217	1	Secretary	n/a	n/a	n/a	n/a
1115	0.75	Business Manager	n/a	n/a	n/a	n/a

YEAR 4**Job**

<u>Code</u>	<u>FTE</u>	<u>Staff</u>	<u>Level</u>	<u>Degree</u>	<u>Addl Hours</u>	<u>Yrs Exp</u>
1411	1	Teacher	3	MA	15	16
1411	1	Teacher	3	MA	0	16
1411	1	Teacher	2	BA	45	16
1411	1	Teacher	2	BA	15	16
1411	1	Teacher	2	BA	0	12
1411	1	Teacher	2	BA	0	9
1411	1	Teacher	2	BA	0	9
1412	1	SpEd Teacher	2	MA	0	12
1416	0.667	Reading specialist	2	MA	0	12
1416	1	Reading specialist	2	MA	0	12
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a

1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1112	1	Principal	n/a	n/a	n/a	n/a
1217	1	Secretary	n/a	n/a	n/a	n/a
1115	0.75	Business Manager	n/a	n/a	n/a	n/a

YEAR 5

Job

<u>Code</u>	<u>FTE</u>	<u>Staff</u>	<u>Level</u>	<u>Degree</u>	<u>Addl Hours</u>	<u>Yrs Exp</u>
1411	1	Teacher	3	MA	15	16
1411	1	Teacher	3	MA	0	16
1411	1	Teacher	2	BA	45	16
1411	1	Teacher	2	BA	15	16
1411	1	Teacher	2	BA	0	13
1411	1	Teacher	2	BA	0	10
1411	1	Teacher	2	BA	0	10
1412	1	SpEd Teacher	2	MA	0	13
1416	0.667	Reading specialist	2	MA	0	13
1416	1	Reading specialist	2	MA	0	13
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1711	1	Instructional Asst	n/a	n/a	n/a	n/a
1112	1	Principal	n/a	n/a	n/a	n/a
1217	1	Secretary	n/a	n/a	n/a	n/a
1115	0.75	Business Manager	n/a	n/a	n/a	n/a

SALARY

<u>T&E Rating</u>	<u>T&E</u>	<u>Year 1</u>
1.35	1.35	52,000.00
1.35	1.35	52,000.00
1.15	1.15	41,875.00
1.1	1.1	41,875.00
1.05	1.05	41,125.00
1	1	40,750.00
1	1	40,750.00
1.15	1.15	40,125.00
1.15	0.767	26,763.38
1.15	1.15	40,125.00
n/a	n/a	14,600.00
n/a	n/a	14,600.00
n/a	n/a	14,600.00
n/a	n/a	75,000.00
n/a	n/a	19,000.00
n/a	n/a	37,500.00

SALARY

<u>T&E Rating</u>	<u>T&E</u>	<u>Year 2</u>
1.35	1.35	52,500.00
1.35	1.35	52,500.00
1.2	1.2	42,375.00
1.15	1.15	42,375.00
1.05	1.05	41,625.00
1	1	41,250.00
1	1	41,250.00
1.15	1.15	40,625.00
1.15	0.767	27,096.88
1.15	1.15	40,625.00
n/a	n/a	14,700.00
n/a	n/a	14,700.00
n/a	n/a	14,700.00
n/a	n/a	75,500.00
n/a	n/a	19,400.00
n/a	n/a	37,700.00

SALARY

<u>T&E Rating</u>	<u>T&E</u>	<u>Year 3</u>
1.35	1.35	53,000.00
1.35	1.35	53,000.00
1.2	1.2	42,875.00
1.15	1.15	42,875.00
1.05	1.05	42,125.00
1	1	41,750.00
1	1	41,750.00
1.15	1.15	41,125.00
1.15	0.767	27,430.38

SALARY

<u>T&E Rating</u>	<u>T&E</u>	<u>Year 3</u>
1.15	1.15	41,125.00
n/a	n/a	14,800.00
n/a	n/a	14,800.00
n/a	n/a	14,800.00
n/a	n/a	76,000.00
n/a	n/a	19,800.00
n/a	n/a	37,900.00

SALARY

<u>T&E Rating</u>	<u>T&E</u>	<u>Year 4</u>
1.35	1.35	53,500.00
1.35	1.35	53,500.00
1.2	1.2	43,375.00
1.15	1.15	43,375.00
1.05	1.05	42,625.00
1.05	1.05	42,250.00
1.05	1.05	42,250.00
1.15	1.15	41,625.00
1.15	0.767	27,763.88
1.15	1.15	41,625.00
n/a	n/a	14,900.00
n/a	n/a	14,900.00

n/a	n/a	14,900.00
n/a	n/a	76,500.00
n/a	n/a	20,200.00
n/a	n/a	38,100.00

SALARY

<u>T&E Rating</u>	<u>T&E</u>	<u>Year 5</u>
1.35	1.35	54,000.00
1.35	1.35	54,000.00
1.2	1.2	43,875.00
1.15	1.15	43,875.00
1.05	1.05	43,125.00
1.05	1.05	42,750.00
1.05	1.05	42,750.00
1.15	1.15	42,125.00
1.15	0.767	28,097.38
1.15	1.15	42,125.00
n/a	n/a	15,000.00
n/a	n/a	15,000.00
n/a	n/a	15,000.00
n/a	n/a	77,000.00
n/a	n/a	20,600.00
n/a	n/a	38,300.00