

Required Appendix A

Appendix A: Proposed Scope and Sequences

| 9th | | 10th | | 11th | | 12th | |
|------------------------------|-----|------------------------------------|-----|---|-----|---|------|
| English 9 | 1 | English 10 | 1 | English 11 | 1 | English 12 | 1 |
| Algebra I | 1 | Geometry | 1 | Algebra II/Trig | 1 | Pre-Calc, Calc, Statistics, or Financial Literacy | 1 |
| Column C: Physics w/Lab | 1 | Column A: Biological Science w/Lab | 1 | Column B: Chemistry w/Lab | 1 | | |
| U.S. History/G eo | 1 | World History/G eo | 1 | Elective: Graphic & Printing Communications | 0.5 | U.S. Govt. and Econ | 1 |
| Elective: Service Learning I | 1 | Elective: Service Learning II | 1 | Elective: Service Learning III | 1 | Elective: Service Learning IV | 1 |
| Elective: Film | 0.5 | Physical Education | 1 | Elective: Mass Media Production | 0.5 | Elective: Dual Credit | 0.5 |
| Elective: Comp. Sci. | 0.5 | | | | | | |
| NM History | 0.5 | Health | 0.5 | Career Cluster/Span/Online/Work Readiness | 0.5 | Career Cluster/Span/Online/Work Readiness | 0.5 |
| Totals | 6.5 | | 6.5 | | 6.5 | | 5.0 |
| | | | | | | | 24.5 |

See next page for 9th Grade Scope and Sequence.

9th Grade Scope and Sequence

| Module | Tri | Coverage of Standards |
|--|----------|--|
| <i>Community Environment and impact</i> | 1 | 0.5 ELA (Informational Writing) 0.5 U.S. HIST/GEO (War chronology) |
| <i>Business and Budgets</i> | 1 | 0.5 Algebra I 0.5 ELECTIVE: Business development |
| <i>Entrepreneurial Product development</i> | 2 | 0.5 Physics |
| <i>Entrepreneurial Identity</i> | 2 | 0.5 ELA 9 (narrative/literature, persuasive writing) 0.5 U.S. HIST/GEO (A People's History of the U.S.) |
| <i>Business Engineering in NM</i> | 3 | 0.5 Science 0.5 Algebra 0.5 NM History |
| <i>Sales Forecasting</i> | 3 | 0.5 ELECTIVE: Accounting |
| <i>Service Learning</i> | ALL | 1.0 ELECTIVE: COMMUNITY SERVICE |
| TOTAL | 1 | 6.5 credits |

Optional Appendix B

Appendix B: Governing Documents

ELHS Bylaws

1. ELHS shall have a Governing Board consisting of no less than five and no more than nine members. Efforts shall be made to recruit Board Members from diverse segments of the community including the entrepreneurial sector, other private and public sector organizations, education sector, an attorney, parent/s, and a Certified Public Accountant.
2. Members of the Governing Board shall serve for a period of three years and until his or her successor is elected. During the first year of the existence, terms of Governing Board Members shall be staggered with three members serving three years; two members serving two years, and two members serving one year. Governing Board Members may serve a maximum of three consecutive terms.
3. Vacancies on the Governing Board shall exist (1) on the death, resignation or removal of any director, (2) when term of a current Governing Board Member is up and the Member elects not to renew his/her term; or (3) whenever the authorized number of directors is increased. Upon such a vacancy, the Governing Board will solicit letters of applications from members of the public interested in serving on the Governing Board. Vacancies on the board may be filled by consensus of the Governing Board.
4. The property, business and affairs of ELHSELHS shall be managed by the Governing Board. Without limiting the generality of the foregoing, the Governing Board may exercise all such powers as are provided by State and Federal law. The Governing Board will assign duties and responsibilities to its members at its initial meeting. If necessary, these duties and responsibilities may be reassigned at any time at the direction of the Board.
5. Members of the Governing Board shall receive no compensation for their services as members of the EELHS Governing Board.
6. Any Governing Board Member may resign at any time by giving written notice to the President or Secretary of the Governing Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any Member of the Governing Board may be removed at any time, with or without cause, by an affirmative vote of a majority of the remaining Governing Board Members whenever, in their judgment, the best interests of EELHS are served by the removal.
7. Attendance at Governing Board meetings is mandatory. Missing two meetings in a row without prior Governing Board approval is grounds for immediate dismissal from the Board. ***Members may attend via teleconference.***
8. Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would

result in economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed.

9. The Governing Board will meet once a month, but may skip a month when school is not in session, to discuss ELHSELHS operations and to hear reports and updates from Governing Board Members and committees; to consider and to adopt or change policy; and to consider requests and concerns from parents, students and staff. Meetings shall include representation from the Executive Director/Principal of the school.
10. ELHSELHS shall comply with the provisions of the New Mexico Open Meetings Act. All meeting dates will be published in the local news media and will be posted on the school's web site and in a prominent place on the school campus. Members of the governing board shall be trained in the requirements of the Act.
11. For the purpose of transacting business at meetings of the Governing Board, a quorum shall consist of a majority of the members in attendance. Consensus is the preferred method of decision making.
12. All regular and special meetings of the Governing Board shall be open to the public, except that, upon a vote of a majority of the members present, an executive session may be held to discuss any one or more of the following: (1) attorney-client matters, and (2) personnel matters. The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the Board may be present during the executive session. The Board shall not make final policy decisions, nor shall any resolution, rule, regulation, or formal action or any action approving a contract or calling for the payment of money be adopted or approved at any session which is closed to the general public. Matters discussed during executive sessions shall remain confidential among those attending. The Secretary of the Governing Board shall maintain topical minutes of all executive session.
13. The Officers of the Governing Board shall consist of President, Vice President, Secretary and Treasurer. The duties of Secretary ~~and Treasurer~~ may be combined into one office **with duties of Treasurer or Vice President**. The duties of President and Secretary may not be held by the same individual.
14. Officers shall be elected annually by the Governing Board. Each Officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.
15. Any vacancy among the Officers shall be filled by the President of the Governing Board. In the event of a vacancy in the Presidency, the Vice President shall be appointed President. An Officer appointed to fill a vacancy shall serve for the unexpired term of his or her predecessor in office. These decisions shall then be ratified by the Governing Board.
16. The Executive Director/Principal of ELHS shall be hired by the Governing Board. He or she shall, in general, oversee the affairs of the school, and shall see that all orders and resolutions of the Governing Board are carried into effect. He or she shall preside at all meetings of the Governing

Board. The Executive Director shall execute contracts, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Governing Board to some other Officer or agent of the School.

- 17.** The President of the Governing Board shall coordinate all orders and resolutions of the Governing Board. President of the Governing Board shall work with the Executive Director to execute contracts approved by the Governing Board. The President shall further act as the liaison between the Governing Board, Executive Director and Principal. The President, along with the Executive Director and Principal, shall create agendas for Governing Board meetings.
- 18.** The Vice-President shall have all the powers and perform all the duties of the President in the absence or disability of the President. The Vice-President shall perform such other duties as from time-to-time may be assigned to him or her by the President or by the Governing Board.
- 19.** The Secretary shall keep full minutes of all the meetings of the Governing Board. The Secretary shall attend the meetings of the Governing Board and shall act as clerk thereof and record all the acts and votes and the minutes of all proceedings in one or more books to be kept for that purpose. The Secretary shall see that all notices are duly given in accordance with the provisions of the bylaws or as required by law and shall perform such other duties as may be assigned by the President or by the Governing Board.
- 20.** The Treasurer shall provide financial oversight for the operations of ELHS and perform such other duties as from time to time may be assigned to him/her by the President or by the Governing Board.
- 21.** Any Officer may resign at any time by giving written notice to the President or Secretary of the Governing Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any Officer may be removed at any time, with or without cause, by an affirmative vote of a majority of Board Members, whenever, in their judgment, the best interests of ELHS are served by the removal
- 22.** The composition of advisory committees in areas including Finance, Academic Performance, Executive, Nominating, and other Ad Hoc committees shall be broadly representative and shall take into consideration the specific tasks assigned to the committee. Members will be selected from community members who have an interest in and commitment to the mission of ELHS Charter School.
- 23.** Each committee shall be clearly instructed as to the length of time each member is being asked to serve; the services the Board wishes the committee to render, the extent and limitations of responsibility, the resources the Board will provide, and the approximate dates on which the Board wishes to receive major reports.
- 24.** A Governing Board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Governing Board for official action. The Governing Board shall have the power

to dissolve any advisory committee and shall reserve the right to exercise this power at any time during the life of any committee.

- 25.** Advisory committees to the Governing Board shall comply with the requirements concerning public meetings that are specified by the open meetings act.
- 26.** The Governing Board may authorize any member or members of the Board to execute and to deliver any contract in the name of and on behalf of ELHS. Such authority may be general or confined to specific instances or transactions, and may be revoked by a majority vote of the Governing Board.
- 27.** The Board, any member of the Board, or their designee may accept on behalf of ELHS any contribution, gift, grant, bequest or device for the general purpose or for any special purpose of ELHS.
- 28.** The Board shall keep correct records and shall also keep minutes of the proceedings of its Governing Board and Committees, and shall keep at the principal's office a record giving the names and addresses of the Governing Board and operating Committees. All records of the ELHS are considered public documents and may be inspected at any reasonable time. However, student personnel records and any other records protected under privacy laws are excluded.

Required Appendix C

Appendix C: Head Administrator Job Description

Principal—The Principal will be administratively certified and act as the instructional leader of the school. The principal will directly supervise the Director of Curriculum and Assessment, Entrepreneurial Sector Coach, Director of Student Support, Community Engagement Director, Teachers, Social Workers, Registrar, IT Director, and Finance Director. In addition, the Principal will be responsible for the day-to-day operations of the school to include:

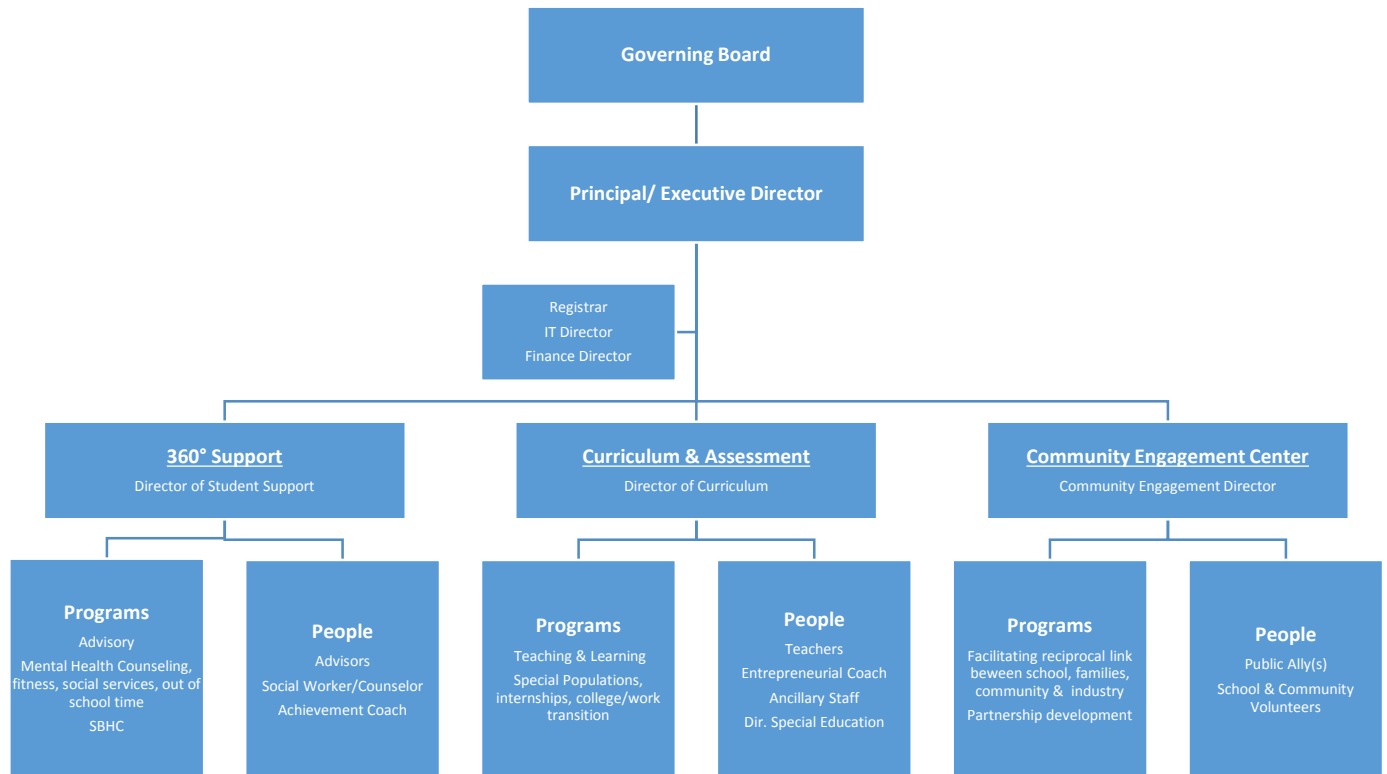
- Successful implementation of programs that will result in achieving the goals set forth by the governing board
- Ensuring high level of entrepreneurial focused applied learning instruction in every classroom
- Establishing a reflective team focused and inter-dependent professional development process for all EELHS staff
- Creating a high level of parent engagement for the success of students
- Building strong working relationships with the community to ensure the maximum adult mentorship for students both in and outside of the school
- Aligning all teaching and learning toward the ultimate goal of a diploma with currency in the marketplace signified by 100 percent transition to college or work
- Creating a school student and staff culture and ethos that values hard work, excellence, collaboration, and commitment to the common good
- Supporting student wellness in the social and emotional domains
- Building and implementing a curriculum that is interdisciplinary in nature, reflects the future demands of the entrepreneurial profession, expects rigorously evaluated public exhibitions, and is aligned toward the Common Core State Standards.
- Establishing effective systems and structures in the school to ensure orderliness and compliance with all state laws and regulations (special education, faculty relations, student discipline, graduations requirements, etc.)
- Overseeing the “front office” functions of the school

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The Principal Shall report to the Board of Directors.

The Principal position requires NM Education Administration License.

Appendix C2: ELHS Organizational Chart



Required Appendix D

Appendix D: Job Descriptions (of licensed and certified staff)

Director of Curriculum and Instruction

The Director of Curriculum & Instruction plays a vital role in the instructional leadership of the school. This staff member is responsible for ensuring that teachers are prepared to execute the highest quality of instruction. The chief responsibilities for the Director of Curriculum & Instruction include overseeing the development, implementation, and assessment of ELHS.

- Provide leadership in the ongoing development, improvement, and evaluation of curriculum, instruction, and student data management
- Responsible for coaching teachers on instructional delivery and methods
- Assist Principal in developing staff development programming
- Responsible for managing student data systems
- Assist in administration of scheduling and standardized assessments
- Assist teachers in the development of school created performance assessments
- Assist in making formal reports to the board of trustees and charter entity on student academic performance.
- Facilitate the faculty in selecting and implementing a variety of teaching/instructional strategies designed to meet learners' needs and student learning outcomes.
- Facilitate the faculty in their efforts to analyze assessment data to support curricular decision-making and planning.
- Serve as an academic assessment resource for the faculty and partners
- Provide professional development to faculty on academic focuses
- Provide comprehensive reports on academic outcomes
- Analyzing programmatic effectiveness and identifying opportunities to leverage the school community to improve student academic performance, (i.e. exhibitions, student academic services, credits, language needs, etc.)
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The Director of Curriculum reports directly to the Principal.

The Director of Curriculum must have at least a Level 3 Teaching License from the State of New Mexico.

Director of Student Support

The Director of Student Support organizes, manages and leads the wellness program at ELHS. This staff member is chiefly responsible for establishing a culture of care and concern at the school so that students can meet the high academic expectations of the school. To that end, the director is responsible for coordinating the following programs:

- Social and emotional support services
- Student nutrition
- Advisory program development
- Positive Youth Development training for all staff
- After school programs
- Administer Developmental Asset Checklist
- Serve as liaison to families, students and teachers

The Director of Student Support reports directly to the Principal.

The Director of Student Support must have a NM LISW or NM LPCC.

Director of Community Engagement

The Director of Community Engagement creates reinforces, collaborates and connects the school to community resources and supports. This staff member establishes a link between the community and the school. The Director has the following responsibilities:

- Create relationships with external partners that are reciprocal in nature
- Leverage partnerships that are attentive to community and school needs
- Implement service, mentorships, and off - site programs are under this person's purview
- Understand community assets and connecting our faculty to partners that can further our mutual interests

The Director of Community Engagement reports directly to the Principal.

The Director of Community Engagement must have a minimum of a Bachelor's Degree.

Entrepreneurial Coach

The Entrepreneurial Coach will be chiefly responsible for developing an educational program based in the core mission of "learning by doing" at EELHS. This staff member will assist teachers in developing relevant practical entrepreneurial related applications that will be used in all classes. This staff member will assist teachers in project development and delivery to ensure the content is directly related to work in the tech field. The Entrepreneurial Coach will be an experienced professional with a thorough understanding of the various tech careers. The Entrepreneurial Coach has the following responsibilities:

- Lead the applied entrepreneurial standards in projects in collaboration with teachers
- Collaborate with teachers and the principal to develop the exhibitions related to the field
- Interface with professionals in the field and post-secondary education to ensure that the school is applying the latest advancements in the industry
- Create and implement a system for the entrepreneurial profession to participate in curriculum design, instruction, and assessment

The Entrepreneurial Coach reports directly to the Curriculum Director

The Entrepreneurial Coach must have a bachelor's degree and a minimum of five years senior leadership position.

Teacher / TESOL CERTIFIED TESOL

Teachers are chiefly responsible for carrying out the mission of the school in their classrooms. The teachers are directly responsible to the principal and they have the following specific responsibilities:

- Design an applied learning curriculum in for their classes that aligned with the mission of preparation for college and/or career by graduation.
- Commitment to a "Mastery Based" instructional method and assessment process that engages young people in a skill development and content knowledge that is not based on traditional measures of seat time and letter grades
- Collaborate with other teachers to develop regular cross disciplinary projects that culminate in exhibitions of learning at the end of each trimester and/or school year.
- Facilitate the growth of a physically and emotionally safe school culture through daily activities in core content classrooms and Advisory
- Lead an Advisory caseload of students through the four year experience of the school by assisting those students in their intellectual and social and emotional development
- Provide "inclusive" instruction to accommodate for students with learning disabilities and language acquisition needs
- Assist families in engaging in the life of their students while they attend ELHS by providing support for healthy choices outside of school that will allow high performance in school.
- Participate in the development and activities of quarterly training and professional development systems led by the principal and other staff.
- Act as staff to the Professional Development Center at the school which will require that each staff member share their practice with interested outside parties (teachers, administrators, business leaders, policy makers, etc.)
- Operate classrooms that are open to visitors who wish to learn about the school
- Staff at least one quarterly "Interim School" session offered on the campus during the interim weeks

Teachers reports directly to the Curriculum Director

Teachers must have a minimum of a NM Level One Teaching License and TESOL endorsement. Teachers must have multiple subject manner endorsement.

Special Education Teacher and General Education Teach

Teachers are chiefly responsible for carrying out the mission of the school in their classrooms. The teachers are directly responsible to the principal and they have the following specific responsibilities:

- Design an applied learning curriculum in for their classes that aligned with the mission of preparation for college and/or career by graduation.
- Commitment to a "Mastery Based" instructional method and assessment process that engages young people in a skill development and content knowledge that is not based on traditional measures of seat time and letter grades
- Collaborate with other teachers to develop regular cross disciplinary projects that culminate in exhibitions of learning at the end of each trimester and/or school year.

- Facilitate the growth of a physically and emotionally safe school culture through daily activities in core content classrooms and Advisory
- Lead an Advisory caseload of students through the four year experience of the school by assisting those students in their intellectual and social and emotional development
- Provide “inclusive” instruction to accommodate for students with learning disabilities and language acquisition needs
- Assist families in engaging in the life of their students while they attend ELHS by providing support for healthy choices outside of school that will allow high performance in school.
- Participate in the development and activities of quarterly training and professional development systems led by the principal and other staff.
- Act as staff to the Professional Development Center at the school which will require that each staff member share their practice with interested outside parties (teachers, administrators, business leaders, policy makers, etc.)
- Operate classrooms that are open to visitors who wish to learn about the school
- Staff at least one quarterly “Interim School” session offered on the campus during the interim weeks

Teachers reports directly to the Curriculum Director

Teachers must have a minimum of a NM Level One Teaching License. Special Education Teachers must also have a NM Special Education Teaching License and multiple subject manner endorsement.

Transition Coach

The Transition Coach is responsible for establishing transition programs for all students after graduation. The position is envisioned to deliver direct services to students in the 11th and 12th grade and program development support to earlier grade levels to ensure the curriculum is designed backward from the expectations of college and career. Specific duties include:

- Place all Juniors in internships
- Place all Seniors in Dual Enrollment classes
- Establish partnerships with higher education, employers and internship providers
- Support curriculum development that culminates exhibitions demonstrating college and career readiness
- Create a high functioning alumni network to serve as volunteers at the school
- Building an alumni network that can fuel the career growth and economic opportunities

Some direct instruction of students will be required and the position will require a teaching certification and will report directly to the Director of Curriculum.

Knowledge of the most advanced practices in project-based learning.

Social Worker/Counselor

The Social Worker/Counselor will support via the IEP for Special Education students to reduce barriers to learning so students may more easily succeed academically and socially in the EELHS community. Such barriers to learning may include challenges such as depression, anxiety, stress, family struggles, difficulty getting along with peers, and other social and emotional issues. Social Workers/Counselors at EELHS

also provide a global service to the whole school environment. Social Workers/Counselors support the ELHS community in the following ways:

- Provide individual counseling for Special Education students through the IEP
- Provide interventions with students and their families
- Work closely with teachers and other staff members to address concerns in the classroom and develop solutions for that student
- Attend IEP meetings as an advocate for the student and family
- Mediate disagreements between students
- Assist students and families with community resources; i.e., legal issues, advocacy, trainings, referrals to support groups, mental health agencies, etc.
- Consult with other mental health professionals to address student needs
- Facilitate discussions in the classroom to promote social/emotional wellness.
- Educate and promote healthy behavior and provide assistance for sick/injured students.
- Empower teachers and students in creating safe classroom conditions.
- Assist faculty/staff with interventions such as counseling or referrals for counseling in the community, support around working with students, stress management, and classroom management assistance.
- Provide support in discipline situations, as often a social or emotional need will be identified when a student is involved in a behavioral or other disciplinary situation. Social workers work with the Principal and Director of Student Support to provide support and intervention in such situations.
- Facilitate an advisory
- Interest/therapy based groups
- Family meeting coordination
- School culture focused on preventative outreach (hallways, cafeteria, before and after school and classrooms)
- Crisis management
- Assist in building and re-building relationships in the ELHS community. Often they are needed to arrange and facilitate mediations between students, or between students and teachers, and to de-escalate situations that have the potential to become volatile
- Complete quarterly progress towards goals for caseload students
- Document time spent consulting with teachers, families, and students as well as direct work with students regarding social/emotional issues

The Social Worker/Counselor report to the Director of Student Support.

Social workers/Counselors must have a NM License to practice social work or a Masters level NM Counseling License.

Finance Director

The Finance Director will have at least a bachelor's degree in business or accounting. This staff member is responsible for the school's financial systems and office management. This staff member has the following responsibilities:

- Assure proper and appropriate financial controls over public funds the Principal will hire a licensed business official in accordance with 6.63.12 NMAC.
- Responsible for the duties of the Office Manager until that position is filled in year three
- Oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll, purchasing and auditing

- Trains and supervises business office staff
- Develops and implements all internal control procedures and policies
- Ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations
- Demonstrate professional excellence and adhere to standards of quality at all times.
- The Principal may direct other related duties

The Finance Director reports directly to the Principal.

The Speech and Language Pathologist will be a contracted employee who will provide services based on student need.

1. Cover the Speech/language caseload as required by law
 - Provides language therapy services through a variety of service delivery models (e.g. individual, small group, classroom, consultation)
 - Complete Evaluations and Reevaluations as required by IDEA
 - Update progress through Progress towards Goals at least as often as regular education students are notified.
2. Participate in the development of IEPs for Special Education students
 - Write IEPs for the students of Advisors for whom she/he is an IEP Consultant
 - Communicate the content of the IEPs to the General Education teachers unable to attend the IEP
 - Assist specific advisors in development of Program At A Glance forms
3. Work directly with content area teachers
 - Work in specific content areas with teachers who teach students with speech/language needs
 - Support teachers in aligning their curriculum to individual student's IEP goals and objectives
 - Assist teachers in differentiating instruction within their curriculum
4. Become trained in the scientifically-based reading program and co-facilitate a reading class.
 - Provide support to the students struggling with the program.
 - Assist with the Student Assistance Team (SAT) process as needed for tier 2 supports.
 - Brigance Testing
 - Language Screening
5. Participate in full staff meetings and trainings as well as content and grade level meetings as needed.

The Speech and Language Pathologist reports to the Director of Student Support.

The Speech and Language Pathologist must have a SLP license.

Optional Appendix E

Appendix E: Governing Body Personnel Policies

Entrepreneurial Leadership High School (ELHS) Personnel Policies

Professional Development

ELHS encourages self-improvement that benefits the collective growth of the school through seminars, conferences workshops, additional certifications and site-based learning in the community.

In order to be considered for funding, professional development activities at ELHS must meet the following two criteria:

1. Transferability – Knowledge or skills acquired must benefit the great school community.
2. School Goals – Knowledge or skills acquired must be in-line with the school-wide goals:
 - a. Improve curriculum development
 - b. Develop greater capacity to serve diverse learners
 - c. Increase capacity and expertise in the execution of “learning by doing.”

The above school-wide goals are in no particular order, from year to year the priorities of the goals will change and will be communicated to all staff at various times during the school year. Overall availability of funds for professional development and the priority of the goals for the year will be determined by the Executive Director/Principal in collaboration with staff and teachers. It is an on-going priority of the school to fund staff-wide professional development (i.e., school wide trips, consultation around the growth and development of the school, etc.). Staff-wide professional development may take priority when determining funding for individual professional development requests.

This policy does not preclude staff from seeking-out resources from other funding sources (i.e., grant writing) in the above mentioned objectives or other objectives that are unidentified assuming they are in complementary to the school wide objectives. However, pursuit of additional funding must be approved by and coordinated through the Executive Director.

Employment Information

ELHS considers all qualified applicants and selects the best qualified candidate available to fill vacant positions. Hiring policies and procedures are in concert with ELHS’s commitment to provide equal employment opportunity (EEO).

Equal Employment Opportunity

ELHS 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 ELHS will be based on merit, qualifications and abilities. ELHS does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law.

ELHS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship. This policy governs all aspects of employment.

Employee Background Check

ELHS will conduct background checks of all prospective employees (i.e. applicants offered employment) and volunteers who have unsupervised access to students. Background checks are based on fingerprint identification of the prospective employee, or volunteer. All offers of employment are contingent upon a satisfactory background check. The background check may consist of prior employment verification, professional reference checks, education confirmation and criminal background check.

Immigration Law Compliance

All offers of employment are contingent upon verification of your right to work in the United States. You will be asked to provide original documents verifying your right to work and as required by federal law, to sign Federal Form I-9, Employment eligibility Verification Form. If you cannot verify your right to work in the United States at any time, ELHS may terminate your employment.

Personnel File

Keeping your personnel file up-to-date is important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the items listed below, notify the Human Resources Department as soon as possible. You may review information in your personnel file except for confidential materials relating to pre-employment. Contact the Human Resources Department.

- a. Legal name
- b. Home address; home telephone number
- c. Marital status
- d. Exemptions on your W-4 tax form
- e. Required professional license(s)
- f. Employee emergency contact

Medical Records File

Medical records are kept in a separate confidential file. ELHS maintains this information in the strictest confidence.

Employment Classification

At the time you are hired or transferred to a new position, you are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, you are classified as non-exempt or exempt in accordance with the Fair Labor Standards Act and applicable state law. If you are unsure of which classification your position fits into, please ask the Human Resource Department.

Non-Exempt and Exempt Employees

Employees in certain types or jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as “non-exempt” in this Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay. Exempt employees include teachers, administrators, principals, staff, directors and others whose duties and responsibilities exempt them from statutory overtime pay provisions.

Regular Full-time Employees

An employee who is regularly scheduled to work at least 40 hours per week is considered a regular full-time employee.

Regular Part-Time Employees

An employee who is regularly scheduled to work less than 30 hours per week is considered a regular part-time employee. Regular part-time employees may not be eligible for certain benefits described in the employee Handbook.

Work Schedule

Your particular hours of work and the scheduling of your meal period will be determined by your daily schedule. Most employees are assigned to work a regularly-scheduled workweek and are required to take an unpaid lunch period. Should you have any questions concerning your work schedule, please ask your supervisor.

Absence or Lateness

Employees have a total of 10 days (80 hrs.) of sick/personal days. Professional development will not count against your 10 days. Request for personal days must be made at least seven days in advance and permission is at the discretion of your supervisor. Also, if you are taking a personal day, it is one condition for approval is your ability to identify a substitute.

If you are unable to report to work, or if you will arrive late, contact your supervisor and the office manager immediately.

Benefits

ELHS sponsors a comprehensive benefits program for all eligible employees through the New Mexico Public School Insurance Authority (PSIA).

Group Insurance

Eligible full-time employees have the opportunity to enroll themselves and their eligible dependents for group insurance coverage. Costs for group health, dental, vision and long-term disability are shared by ELHS and employees who elect to enroll.

The following benefits are available, as defined and limited by our contracts with benefit providers:

- Health Care Insurance (pre-existing conditions limitation exclusion applies)
- Dental Care Insurance
- Davis Vision Care Insurance (two year lock in rule applies)
- **Basic Group Term Life Insurance/Voluntary Term Life/Accidental Death & Dismemberment Insurance**
- Long-term Disability

Medical Plan Pre-Existing conditions Limitations Exclusion

- If you enroll into any of the medical plans and you are a new hire or newly eligible employee, there is a 6-month Pre-existing Conditions Limitation Exclusion as allowed by HIPAA (Health Insurance Portability and Accountability Act). HIPAA protects Workers and their Families by limiting exclusions for pre-existing medical conditions (known as pre-existing conditions).
- Pre-existing condition Exclusions: the law defines a pre-existing condition as one for which medical advice; diagnosis, care, or treatment was recommended or received during the 6-month period prior to an individual's enrollment date (which is the earlier of the first day of health coverage or the first day of any waiting period for coverage). Any pre-existing condition limitation timeframe is reduced by proof of "creditable" medical coverage by another health

plan. The Pre-existing conditions Limitation applies to New Hires or newly eligible employees and their dependents.

Davis Vision Plan Two-Year Lock-In Rule

- Once enrolled in vision, you may not drop your plan options until you and each of your covered dependents have been enrolled for two years.

Upon enrolling, you will receive summary plan descriptions describing your benefits in detail. Applicable employee contributions will be automatically deducted from your paycheck.

Cafeteria Plan from Legacy Financial

Health Insurance/Change of Status

Employees have 31 days from Qualifying Event to report the change. Keeping your Medical information up-to-date is important to you. If you have a change in any of the items listed below, notify the Benefits Office. Complete the Change Card Form and submit the change to the Benefits Office (Change Card Form is provided in the front office).

- a. Address change
- b. Divorce
- c. Marriage
- d. Birth
- e. Adoption
- f. Guardianship
- g. Children over age 25
- h. Disabled Dependents
- i. Basic Life Coverage
- j. Dependent Child Marries or Enters the Military

*******If questions arise:**

Enrollment of eligibility questions contacts the Benefits Office.

Benefit question or questions about ID card, contact your carrier department.

(ERISA does not quote or answer benefit questions.)

HEALTHY VISTAS PROGRAM: (The NMPSIA Health Management Program)

www.webmdhealth.com/nmpsia (for insurance holders only)

Take the Health Quote and receive a \$20 Gift Card.

Comprehensive Health Management Program

Featuring:

- Nurse line
- Health Risk Assessment
- Lifestyle Management
- Disease Management

Eligibility

Who is Eligible?

You and your eligible dependents; if you are classified as a full-time employee working twenty (20) hours or more per week. Dependent coverage available only if the employee is enrolled for coverage. Costs for group health, dental, vision, voluntary life and long term disability are shared by ELHS and employees who elect to enroll. Eligible dependents include:

- Your legally married spouse
- Your domestic partner (an affidavit and evidence of financial responsibility is required to enroll a domestic partner)
- Your unmarried natural or adopted children under age 25 (must be financially dependent upon the employee for at least 50% of their support in order to be eligible for tax preference (pre-tax premium))
- Your stepchildren living with you and dependent upon you for support (unmarried and under limiting age)
- Your foster children for whom you have a qualified medical child support order (unmarried and under limiting age)
- Your other children for whom you have legal guardianship (unmarried and under limiting age)
- With a family status change (e.g. marriage, divorce, newly acquired dependent), you must notify the Employee Benefits of the qualifying event for benefits modifications.

Initial Enrollment

1. When must initial enrollment be completed?

The employee is responsible for timely enrollment. Enrollment must be complete within 31 calendar days from the hire date. All required enrollment application forms and supporting documentation must be completed and received in the Benefits Office within the 31-calendar day period.

Newly-acquired dependents are effective on the first day of the month following the qualifying event: provided they are enrolled within 31 days of the date acquired and supportive documentation is received. Exception: Newborns are effective on their date of birth and premium is not due until the first of the month following the date of birth.

2. How is enrollment completed?

Each new eligible employee receives an insurance enrollment packet containing instructions, a description of the plans available and enrollment applications. The employee must complete and return these forms so that they are received in the Benefits Office with the 31-calendar day period. To enroll eligible dependents, verification of dependent eligibility is required: a marriage certificate for a spouse and birth certificates for children. To enroll adopted children or children for who the employee has legal guardianship, a copy of the adoption papers or legal guardianship papers must be submitted at the time application for coverage is made. Without such documentation, an application is not considered to be complete. Failure to provide all supporting documentation during the initial eligibility period will prevent enrollment of the affected dependent until the next following switch enrollment period.

3. When is coverage effective?

Completed applications must be received in the Benefits office within 31 days from the eligibility date. Coverage is effective on the first day of the month coincident with or next following receipt of the completed applications in the Benefits Office. Coverage cannot be backdated to the previous month or become effective in the month in which the application is received. Applications received after the deadline will be refused, and the eligible employee may enroll only during an open enrollment, or in the event of a family status change, such as the employee's marriage, divorce, birth of a child or adoption of

a child, death of spouse or dependent or change in spouse's employment (terminated, laid off, start of a new job).

4. When does coverage end?

Coverage ends on the last day of the month.

5. What if I miss my 31-calendar day enrollment window?

Eligible employees who elect not to enroll during the initial 30-calendar day enrollment period May enroll **only** during an open enrollment (not a switch enrollment), or in the event of a family death or a spouse or dependent or change in spouse's employment (terminated, laid off, start of a new job).

Newly-acquired dependents not enrolled within the initial 31-calendar day eligibility period may not be added to the employee's coverage until the next switch enrollment.

6. What if I am covered under a spouse's plan.

An eligible employee who has coverage under a spouse's group insurance plan may waive ELHS coverage. If the spouse loses coverage involuntarily (e.g. laid off or carrier change), the ELHS employee may apply for ELHS coverage within 30 calendar days from the date coverage under spouse's plan ended. A HIPPA certificate or letter from the spouse's employer on the employer's letterhead is required and must specify which persons were covered, under which specific plans they were covered and the date on which coverage ended. This letter and all required enrollment applications must be received in the Benefits office with the 30 calendar day period. Coverage is effective on the first day of the month coincident with or next following receipt or completed applications and supporting documentation.

If timely application is not made to the ELHS Benefits office, the employee may not enroll until the next open enrollment, or in the event of a family status change, such as, the employee's marriage, divorce, birth of a child or adoption of a child, death of a spouse or dependent or change in spouse's employment (terminated, laid off, start of a new job).

Disenrollment in Medical, Dental and Vision Plans

- Employees enrolled in the medical, dental coverage may not drop coverage at any time other than at Switch or Open Enrollment Periods unless a family status change has occurred.
- Dependent children are no longer eligible for coverage at the end of the month in which the dependent turns 25 years of age.

Switch Enrollment

Each year, employees **ALREADY ENROLLED** for ELHS medical and/or dental coverage may change their coverage(s) to one of the other plans offered. Participating employees may add eligible dependents during switch enrollment, with appropriate documentation.

Switch enrollment does not pertain to employees who are not already enrolled for ELHS coverage.

Employees must register their switch enrollment elections at the Benefits Office, during the specified annual period announce in October or January. Changes made during switch enrollment are effective at the beginning of the next plan year.

Workers' Compensation

Employees may be eligible for Workers' Compensation benefits if work is missed due to an on-the-job injury. An on-the-job injury is defined as an accidental injury suffered in the course of work, or an illness that is directly related to performing assigned job duties. Any such injury or illness must be reported to the supervisor immediately. Prompt reporting is the key to prompt benefits. Nothing can happen until the employer knows about the injury. Ensure your right to benefits by reporting every injury, no matter how slight.

Unemployment Compensation

Employees may be eligible for Unemployment compensation upon termination of employment with ELHS. Eligibility for Unemployment is determined by the Division of Unemployment Insurance of the State Department of Labor. ELHS pays the entire cost of this insurance program.

Unemployment Compensation is designed to provide you with a temporary income when you are of work through no fault of your own. For your claim to be valid, you must have a minimum amount of earnings determined by the State, and you must be willing and able to work. You should apply for benefits the local State unemployment Office as soon as you become unemployed.

New Mexico Retirement Plan

All employees who work more than 25% of the time (.25 FTE) are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan operated by the Education Retirement Board in Santa Fe. Participation in the Plan begins on the first day of the month following your date of hire. ELHS and the employee contributions, vesting, administration, and investments are provided in the Summary Plan Description, made available through the Education Retirement Board and/or the ERB Website at www.era.state.nm.us

Social Security

In accordance with applicable federal law, all employees are required to participate in and contribute to Social Security. ELHS also makes a mandatory matching contribution on behalf of employees. Contribution levels are established by law, and are subject to change. To obtain information about Social Security and related programs, you may contact the local Social Security Office.

Holidays

Full-time employees and part-time employees may receive paid time off for holidays recognized by ELHS.

- New Year's Day
- Presidents' Day
- Memorial Day
- Independence Day
- Labor Day
- Thanksgiving Day
- Friday after Thanksgiving
- Christmas Eve Day
- Christmas Day

Leaves

Both paid and unpaid time off may be granted to eligible employees, according to the following leave policies.

Application for Leave

All leaves of ten (10) consecutive work days or less must be requested through and approved by the employee's principal. Extended leave of more than ten (10 consecutive days, with or without pay), must be requested through the front office. **Employees must complete the required Leave Form and receive the necessary approval before the leave requested may be taken.** Professional development will not count against your 10 days.

Teacher Support and Evaluation

At ELHS we strive to create a working environment that supports each of us in our journey to become better, well-equipped, thoughtful, collaborative, reflective, student-centered educators. One important component to that journey is meaningful, structured, effective support and evaluation. The following plan is designed to provide that support for all teachers in their journey at ELHS.

The timeline for completing the four components of the Teacher Support and Evaluation process are:

1. 40th day – completed Professional Development Plan (PDP) is in each teacher's employment file.
2. First of school year through May 1st – observations and conferences with both the evaluator and peer observation partner(s)
3. May 22nd – PDP reflection form completed
4. May 22nd – Summative Evaluation or Progress Documentation of Teacher Performance form completed (whichever is appropriate)

Below is specific information about each of the four components of the Teacher Support and Evaluation Plan.

1. Each teacher develops his/her own PDP which focuses on one or two goals for the current school year. These goals should be specific, measurable, and reflect one of the nine State Teacher Competencies. Some people choose as a group (the Math team for example) to have the same PDP goals. Each person in this group has his/her own goal and PDP but they work collectively to obtain the goal (like developing outcomes for IMP). This is perfectly acceptable.

Forms for the PDP are located on the T drive under Teacher Support and Evaluation. Teachers should use the PDP form to develop their plan. This may be done electronically. It is important that each PDP address the following questions: What is (are) my goal(s)? How am I going to meet my goal (strategies/timeline)? How will my evaluator know I met my goal (evidence)? It is also important to not do too much on the PDP, less is more. Also, evidence can take many forms and the evaluator must "see" the evidence, but it is not necessary for the evaluator to collect hard copy documentation of that evidence.

The PDP is required to be in the teacher's employment folder at the school no later than the 40th day of the current school year (state requirement). We are not required to turn in the PDP to the state by the 40th day but have it on file at the school by that date.

2. Each teacher will be observed by the evaluator at least once a year. This is the minimal state requirement for all teachers in the state. However, at ELHS, there will be opportunities for teachers to be observed informally by the evaluator. In addition to these observations will be opportunities for the teacher to conference with the evaluator to discuss the observations.

In addition to the observations by the evaluator, each teacher will have the opportunity to participate in a peer observation process. This process will be coordinated by the content leads and include possible pre-observations conferences to set the parameters of the observation, the observation and time after the observations for the pair to discuss the observation. Peer observation is meant to function as peer support and coaching. The observations by both the evaluator and peers must be completed by the first week in May. This allows time for parts 3 and 4 of the Teacher Support and Evaluation process to be completed before the end of the school year.

3. A teacher reflection on the PDP process for the current year is the third required component of the Teacher Support and Evaluation process. This component is required by the state and there is a specific form that must be used located on the T drive. This form has a place for the teacher to write his/her reflection of his/her experience with the PDP process for the current school year. It also provides a place for the evaluator to make comments. The comments by the evaluator are usually a result of the post-observation conference. These comments are developed in collaboration with the teacher and the evaluator. This step is to be completed by May 22nd.

4. A summative evaluation form (every year for Level I teachers and every three years for Level II and III teachers) or a Progressive Documentation of Teacher Performance form (for Level II and III teachers for the years they do not get the summative evaluation form) is required at the end of each school year. The appropriate form is completed in the final conference with the evaluator by May 22nd.

Guidelines for writing an Individual Professional Development Plan (PDP)

Make the plan realistic with respect to what you want to accomplish and the amount of time you give yourself.

It is helpful to start this process with a self-evaluation to focus your thinking and planning. Some questions you might ask are? What are my strengths and what are my areas of growth/challenge? Given these areas of challenge, what are my goals for this school year? What is my goal for my PDP for this school year? How am I going to meet my goal (strategies and timeline)? How will my evaluator know I met my goal (evidence)?

Develop an assessment for your action plan. How will you assess your attainment of your goal (evidence to share with others)? Consider the following components of your assessment:

Documentation of:

- Peer observations and conversations
- Observations and conferences with Content Lead
- Observations and conferences with evaluator
- Feedback from students

Other Evidence:

- Written documentation of activities
- Review of student work and performance
- Review of the teacher's contribution to the school's mission
- Anecdotal records
- Reflective journals
- Self-evaluations

- Instructional artifacts

Standards of Conduct

Whenever people gather together to achieve goals, some rules of conduct are needed to help everyone work together efficiently, effectively, and congenially. By accepting employment with us, you have a responsibility to ELHS and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary.

Employee Standards of Conduct

ELHS employees serve as positive role models for students and set good examples in conduct. ELHS expects each employee to maintain the highest standards of conduct and act in a mature and responsible manner at all times. Employees must not engage in activities which violate federal, state or local laws.

Sexual and Other Unlawful Harassment

ELHS 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. 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:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexuality suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, slurs, or jokes.
- Verbal sexual advances or propositions.
- 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.
- Physical conduct that includes touching, assaulting, or impeding or blocking movement.

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 Principal. You can raise concerns and make reports without fear of reprisal or retaliation.

All allegations of sexual harassment will be quickly and discreetly investigated. To the extent possible, your confidentiality and that of any witnesses and the alleged harasser will be protected against unnecessary disclosure. When the investigation is completed, you will be informed of the outcomes 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 Principal 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 of employment.

Staff Conduct with Students

Staff members will maintain appropriate professional behavior while working with students and refrain from harassment, malicious or prejudicial treatment, and abridgement of student rights.

Conflict of Interest

Employees are prohibited from using confidential information acquired by virtue of their association with ELHS for their individual or another's private gain.

Unacceptable Activities

ELHS expects each employee to act in a mature and responsible way at all times. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see your supervisor. Note that the following list of unacceptable activities does not include all types of conduct that can result in disciplinary action, up to and including discharge.

1. Violation of security or safety rules or failure to observe safety rules or ELHS safety practices.
2. Negligence or any careless action which may endanger the health, safety or well-being of another person.
3. Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of a controlled substance in any quantity while on ELHS premises, except medications prescribed by a physician which do not impair work performance.
4. Engaging in criminal conduct, acts of violence, or making threats of violence toward anyone on ELHS premises or when representing ELHS; fighting, or provoking a fight on ELHS property, or negligent damage to property.
5. Theft or unauthorized possession of ELHS property or the property of fellow employees.
6. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by ELHS; unauthorized alteration of NMNACE records or other documents.
7. Any act of harassment including but not limited to sexual, racial, religious, telling sexist or racist jokes, making racial or ethnic slurs.

Progressive Discipline Process

The supervisor may use a number of tools to motivate, correct, and/or discipline employees, including, but not limited to warnings, reprimands, suspension with or without pay, and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity

or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.

Administrative Leave Pending Possible Disciplinary Action

If you are suspected of violating ELHS policies, procedures, or work rules, you may be placed on administrative leave, with or without pay, pending an investigation of the situation.

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:

- Reduction in Force (RIF)
- Non-renewal of Year-Long Contracts and School-Term Contracts
- Resignation – voluntary employment termination initiated by an employee
- Discharge – involuntary employment termination initiated by the organization
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.

ELHS will 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 ELHS, or return of school-owned property. Suggestions, complaints, and questions can also be voiced at that time.

ELHS employment policies conform to the State Personnel Act.

Termination for Cause:

1. The Principal/ED determines all involuntary terminations for reasons that include but are not limited to the following:
 - a. Failure to abide by written ELHS or funding source policies.
 - b. Use of alcoholic beverages or non-prescribed drugs on the premises of ELHS.
 - c. Appearing for work under the influence of alcohol or drugs.
 - d. Fighting, assault or attempting to injure others.
 - e. Falsifying or misusing school records including applications.
 - f. Conviction of any felony or serious misdemeanor crime.
 - g. Theft of school equipment.
 - h. Failure to meet the terms of probation including disciplinary probation.
 - i. Unsatisfactory performance of designated job position.

Termination of Employment

A. Voluntary Termination:

1. Employees may at any time terminate their employment voluntarily. An employee must give at least two weeks written notice of intention to resign in order to be considered as having left employment in good standing. Exceptions may be made on a case-by-case

basis if a two week notice was not possible. In such a case, other conditions will be considered, as such as past performance.

B. Involuntary Termination:

1. Termination of an employee's services by ELHS due to reduction of force, budget cutbacks, abolition of position due to reorganization or reassignment of duties, will require ELHS to give notice in writing to the employee at least two weeks in advance of termination. Terminations required by a reduction in force shall be carried out pursuant to a Board approved plan.

When more than one employee is involved, the Principal/ED shall establish a fair and equitable method governing the order in which employees are laid off *with the programmatic needs of the school as a primary consideration*.

A. ELHS may terminate an employee with fewer than three years of consecutive service for any reason it deems sufficient. Upon request of the employee, the Principal/ED shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School Personnel Act [\[22-10A-1 NMSA 1978\]](#).

B. Before terminating a non-certified school employee, ELHS shall serve the employee with a written notice of termination.

C. An employee who has been employed by ELHS for three consecutive years and who receives a notice of termination pursuant to either [Section 22-10-12 NMSA 1978](#) [recompiled] or this section, may request an opportunity to make a statement to the local school board on the decision to terminate him by submitting a written request to the Principal/ED within five working days from the date written notice of termination is served upon him. The employee may also request in writing the reasons for the action to terminate him. The Principal/ED shall provide written reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written request for the reasons were received by the Principal or ED. Neither the Principal, ED, nor Governing Board shall publicly disclose its reasons for termination.

D. The ELHS Governing Board may not terminate an employee who has been employed by a ELHS for three consecutive years without just cause.

E. The employee's request pursuant to Subsection C of this section shall be granted if he responds to the Principal/ED's written reasons as provided in Subsection C of this section by submitting in writing to the Principal/ ED a contention that the decision to terminate him was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the local Principal/ED. The submission of this statement constitutes a representation on the part of the employee that he can support his contentions and an

acknowledgment that the local school board or governing authority may offer the causes for its decision and any relevant data in its possession in rebuttal of his contentions.

F. The ELHS Governing Board shall meet to hear the employee's statement in no less than five or more than fifteen working days after the local school board or governing authority receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [[10-15-1.1](#) NMSA 1978]. The employee and the local Principal/ED may each be accompanied by a person of his choice. First, the Principal/ED shall present the factual basis for his determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee pursuant to Subsection C of this section. Then, the employee shall present his contentions, limited to those grounds specified in Subsection E of this section. The ELHS Governing Board may offer such rebuttal testimony as it deems relevant. All witnesses may be questioned by the ELHS Governing Board, the employee or his representative and the Principal or ED. The ELHS Governing Board may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding. The ELHS Board shall notify the employee and the Principal/ED of its decision in writing within five working days from the conclusion of the meeting.

Required Appendix F

Appendix F: Student Discipline Policy

ELHS Proposed Student Discipline Policy

Student Discipline Policies

- A. The primary goal of discipline at the ELHS is to provide and maintain a safe, nurturing, and appropriately challenging environment that promotes learning and positive personal growth. ELHS supports equal educational opportunity for students free from limitations based upon ethnic or racial background, religious beliefs, handicaps, sex, economic, social, or medical conditions in compliance with state and federal law.
- B. ELHS is established for the purpose of educating students who are at risk of not completing high school and that wish to pursue a career in the entrepreneurial profession. Our goal is to create a nurturing and orderly environment based on positive youth development principles. Care and concern for young people is a pillar of the school that will enable the students to grow and pursue the most challenging intellectual expectations possible. We expect students to grow to be responsible partners in this process. We also plan to nurture relationships with parents so they can be partners in the goal. Students and parents will read and sign an agreement that will be included in the registration packet. The agreement will carefully outline the roles that all must play in the development of the student.
- C. Students and their parents will receive a copy of the ELHS Student Handbook in the first week of school, and whenever a new student enrolls during the school year. Students and their parents are required to review the Student Handbook together and to sign the necessary signature pages. The Principal is responsible for ensuring that all Handbook signature pages are signed and returned.
- D. ELHS Student Discipline Policy is based on the premise that students are being prepared for a career in the entrepreneurial profession. The rules must comply with the individual's constitutional and other legal rights. Staff members who implement this policy will do so under a positive youth development framework that engages students constructively in their own growth. Therefore, when disciplinary action is taken, it is done so with a vision of restorative justice in mind when possible. Guidelines for appropriate consequences are noted in the ELHS student handbook. In some cases it may be determined that a student must be removed from school for an action that threatens the safety of their peers or staff and in such cases the student can be suspended or expelled from school as a last resort.
- E. The ELHS discipline policy fulfills the state requirements regarding school discipline policies.

- F. Students should be aware that they are under the jurisdiction of ELHS at any time they are on school premises, at school sponsored activities or in vehicles authorized for transportation to or from school or school activities. Students participating in extracurricular activities may be subject to additional rules of conduct that apply outside the school year and in locations outside the school premises.
- G. The right to attend public school is not absolute. It is conditional on each student's acceptance of the obligation to abide by lawful rules of the school community until and unless the rules are changed through lawful process. The right to attend public school may be lost temporarily or permanently for violation of school rules. An expulsion from ELHS can jeopardize the student's right to attend other schools.
- H. The school "discipline" structure will exist within a positive youth development framework. Interactions with students who have acted in ways that damage the school community will be engaged constructively in order to advance each young person toward responsible adulthood. When a positive youth development approach is not appropriate, Negative consequences will be employed (detention, expulsion, or the notification of police authority).
- I. Disciplinary measures applicable to special education student shall be addressed pursuant to the appropriate statutes and regulations. As allowed by law, these students may be moved to an appropriate alternative educational setting. They will continue to participate in the general curriculum in accordance with each student's individualized educational plan.
- J. To the extent practical, disputes between students or students and staff will be resolved through mediation or other alternative dispute resolution mechanisms, keeping in mind the responsibility of the administration and staff to preserve a safe and secure learning environment for all and to respect established rules of behavior in the school community
- K. Parental involvement in matters of school discipline will be critical to creating a high functioning and safe school environment. Parents and Advisors will be engaged in strategies to nurture their child's development into adulthood particularly in cases where students have violated the behavioral expectations of a physically and emotionally safe school environment. In the case of disciplinary action, a record of disciplinary actions taken by the Principal will be kept at the school. If a disciplinary matter has been elevated to the Principal, parental involvement will be required, including an action plan for prevention of future incidents. A record of all disciplinary actions taken and plans will be kept on file in the ELHS office. An annual report of disciplinary trends will be incorporated in the school's assessment measures.

Required Appendix G

Appendix G: Conflict of Interest Policy/Disclosure Statement

Conflict of Interest

The Entrepreneurial Leadership High School governing board commits itself and its members to ethical, businesslike, and lawful conduct, including proper use of authority and appropriate decorum when acting as members.

1. Members must have loyalty to the founding mission and vision and avoid conflicts callused by personal loyalties to staff, other organizations, and any personal interests.
2. Members must avoid conflict of interest with respect to their fiduciary responsibility.
 - a. There will be no self-dealing or business by a member with the organization. Members will annually disclose their involvement with other organizations, with vendors, or any associations that might be or might reasonably be seen as being in conflict with their duties as governing council members.
 - b. When the Governing Council is to decide upon an issue, about which a member has an unavoidable conflict of interest, that member shall abstain from not only the vote, but also the deliberation.
 - c. Members will not use their board position to obtain employment in the organization for themselves, family members, or close associates. An *"immediate family member"* means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported, 22-8B-5.2. Any board member applying for employment must first resign from the board.
 - d. Members will not use any information gained from their seat on the Governing Council for their own personal and/or business gain, financial or otherwise.
3. Board members may not attempt to exercise individual or undue authority over the organization.
 - a. Members' interaction with the Director or with staff must recognize the lack of authority vested in individuals except when explicitly board authorized.
 - b. Member's interaction with public, press or other entities must recognize the same limitation and the inability of any board member to speak for the board except to repeat explicitly stated board decisions.
 - c. Except for participation in board deliberation about whether reasonable interpretation of board policy has been achieved by the Director, members will not express individual judgments of performance of employees of the school.
 - d. Members will respect and abide by the decisions of the governing council taken and decided upon in an open meeting. Individual members will not express opposing views of a decision once a formal decision of the Governing Council has been made.
4. Members will respect the confidentiality duty appropriate to discussions that take place during properly-noticed executive sessions.

Required Appendix I

Appendix I: Documentation of the Approved Facilities Plan and the Facilities Master Plan Ed/ Spec Checklist to the Public Schools Facilities Authorities (PSFA)



STATE OF NEW MEXICO
Public School Facilities Authority
Robert A. Gorrell
Director

☐ originating office
Santa Fe Main Office
410 Don Gaspar Ave
Santa Fe, NM 87501
Telephone: 505-988-5989
Facsimile: 505-988-5933

☒ originating office
Albuquerque Field Office
1312 Basehart SE, Suite 200
Albuquerque, NM 87106
Telephone: 505-843-6272
Facsimile: 505-843-9681

April 23, 2015

Mr. Tony Monfiletto,
800B 20th Street NW
Albuquerque, NM 87102

Dear: Mr. Monfiletto,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for the Entrepreneurial Leadership High School located in Albuquerque. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan.

Through our review of the FMP/Ed Spec's, PSFA understands the following:

- Entrepreneurial Leadership High School did request to locate in existing Albuquerque Public Schools facilities on April 15, 2015. As of yet, there has been no response from Mr. Tolley at APS.
- The school anticipates having a total enrollment of 430 students. However, you do not anticipate serving more than 300 students at any one time.
- Class size of 20:1; would require 15 classrooms (300/20=15 classrooms)
- Grades: 9th thru 12th grades
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,

A handwritten signature in black ink that reads "William W. Sprick".

William W. Sprick,
Facility Master Planner

cc: Jeremy Jerge, Regional Manager
Martica Casias, Planning and Design Manager

Serving the Planning, Construction & Maintenance Management Needs of Public Schools in New Mexico!

Required Appendix L

Appendix L: Proposed Salary Schedule for Licensed Staff

| BA | | BA+15 | | BA+45 or MA | | | MA+15 | | | MA+45 | | |
|---------|----------|---------|----------|-------------|----------|-----------|---------|----------|-----------|---------|----------|-----------|
| Level I | Level II | Level I | Level II | Level I | Level II | Level III | Level I | Level II | Level III | Level I | Level II | Level III |
| 43,645 | 45,168 | 43,646 | 45,169 | 43,647 | 45,170 | 50,750 | 43,648 | 45,171 | 50,751 | 43,649 | 45,172 | 50,752 |
| 44,526 | 45,538 | 44,527 | 45,539 | 44,528 | 45,540 | 50,800 | 44,529 | 45,541 | 50,801 | 44,530 | 45,542 | 50,802 |
| 45,619 | 46,644 | 45,620 | 46,645 | 45,621 | 46,646 | 51,668 | 45,622 | 46,647 | 51,669 | 45,623 | 46,648 | 51,670 |
| 46,132 | 47,157 | 46,133 | 47,158 | 46,134 | 47,159 | 51,770 | 46,135 | 47,160 | 51,771 | 46,136 | 47,161 | 51,772 |
| 46,644 | 48,182 | 46,645 | 48,183 | 46,646 | 48,184 | 51,873 | 46,647 | 48,185 | 51,874 | 46,648 | 48,186 | 51,875 |
| 47,157 | 49,207 | 47,158 | 49,208 | 47,159 | 49,209 | 52,078 | 47,160 | 49,210 | 52,079 | 47,161 | 49,211 | 52,080 |
| 48,204 | 51,227 | 48,205 | 51,228 | 48,206 | 51,229 | 53,318 | 48,207 | 51,230 | 53,319 | 48,208 | 51,231 | 53,320 |
| 48,875 | 52,273 | 48,876 | 52,274 | 48,877 | 52,275 | 53,579 | 48,878 | 52,276 | 53,580 | 48,879 | 52,277 | 53,581 |
| 49,136 | 53,318 | 49,137 | 53,319 | 49,138 | 53,320 | 53,841 | 49,139 | 53,321 | 53,842 | 49,140 | 53,322 | 53,843 |
| 49,398 | 53,579 | 49,399 | 53,580 | 49,400 | 53,581 | 54,102 | 49,401 | 53,582 | 54,103 | 49,402 | 53,583 | 54,104 |
| 49,659 | 54,102 | 49,660 | 54,103 | 49,661 | 54,104 | 54,363 | 49,662 | 54,105 | 54,364 | 49,663 | 54,106 | 54,365 |
| 49,920 | 54,886 | 49,921 | 54,887 | 49,922 | 54,888 | 57,500 | 49,923 | 54,889 | 57,501 | 49,924 | 54,890 | 57,502 |
| 50,182 | 55,105 | 50,183 | 55,106 | 50,184 | 55,107 | 58,545 | 50,185 | 55,108 | 58,546 | 50,186 | 55,109 | 58,547 |
| 50,443 | 56,444 | 50,444 | 56,445 | 50,445 | 56,446 | 59,591 | 50,446 | 56,447 | 59,592 | 50,447 | 56,448 | 59,593 |
| 50,089 | 56,544 | 50,090 | 56,545 | 50,091 | 56,546 | 59,900 | 50,092 | 56,547 | 59,901 | 50,093 | 56,548 | 59,902 |
| 50,347 | 56,802 | 50,348 | 56,803 | 50,349 | 56,804 | 60,933 | 50,350 | 56,805 | 60,934 | 50,351 | 56,806 | 60,935 |
| 50,605 | 57,060 | 50,606 | 57,061 | 50,607 | 57,062 | 61,966 | 50,608 | 57,063 | 61,967 | 50,609 | 57,064 | 61,968 |
| 50,864 | 57,318 | 50,865 | 57,319 | 50,866 | 57,320 | 62,999 | 50,867 | 57,321 | 63,000 | 50,868 | 57,322 | 63,001 |
| 51,122 | 57,577 | 51,123 | 57,578 | 51,124 | 57,579 | 64,031 | 51,125 | 57,580 | 64,032 | 51,126 | 57,581 | 64,033 |
| 51,380 | 57,835 | 51,381 | 57,836 | 51,382 | 57,837 | 65,064 | 51,383 | 57,838 | 65,065 | 51,384 | 57,839 | 65,066 |
| 51,638 | 58,093 | 51,639 | 58,094 | 51,640 | 58,095 | 66,097 | 51,641 | 58,096 | 66,098 | 51,642 | 58,097 | 66,099 |
| | 58,885 | | 58,886 | | 58,887 | 66,910 | | 58,888 | 66,911 | | 58,889 | 66,912 |
| | 58,963 | | 58,964 | | 58,965 | 66,911 | | 58,966 | 66,912 | | 58,967 | 66,913 |
| | 59,042 | | 59,043 | | 59,044 | 66,912 | | 59,045 | 66,913 | | 59,046 | 66,914 |
| | 59,120 | | 59,121 | | 59,122 | 66,913 | | 59,123 | 66,914 | | 59,124 | 66,915 |
| | 59,199 | | 59,200 | | 59,201 | 66,914 | | 59,202 | 66,915 | | 59,203 | 66,916 |
| | 59,277 | | 59,278 | | 59,279 | 66,915 | | 59,280 | 66,916 | | 59,281 | 66,917 |
| | 59,355 | | 59,356 | | 59,357 | 66,916 | | 59,358 | 66,917 | | 59,359 | 66,918 |
| | 59,434 | | 59,435 | | 59,436 | 66,917 | | 59,437 | 66,918 | | 59,438 | 66,919 |
| | 59,512 | | 59,513 | | 59,514 | 66,918 | | 59,515 | 66,919 | | 59,516 | 66,920 |
| | 59,591 | | 59,592 | | 59,593 | 66,919 | | 59,594 | 66,920 | | 59,595 | 66,921 |
| | 59,669 | | 59,670 | | 59,671 | 66,920 | | 59,672 | 66,921 | | 59,673 | 66,922 |
| | 59,747 | | 59,748 | | 59,749 | 66,921 | | 59,750 | 66,922 | | 59,751 | 66,923 |
| | 59,826 | | 59,827 | | 59,828 | 66,922 | | 59,829 | 66,923 | | 59,830 | 66,924 |
| | 59,904 | | 59,905 | | 59,906 | 66,923 | | 59,907 | 66,924 | | 59,908 | 66,925 |
| | 59,983 | | 59,984 | | 59,985 | 66,924 | | 59,986 | 66,925 | | 59,987 | 66,926 |

Appendix-Optional

Part C Evidence

Question E.(1)

Appendix M: Letters of Support

| Page Number | Person | Organization |
|-------------|----------------------------|-------------------------------------|
| 2 | Adrian Pedroza | Partnership for Community Action |
| 3 | Ian Esquibel | Learning Alliance |
| 4 | Representative Pat Ruiloba | State Rep |
| 5 | Jessica Aranda | Southwest Creations Collaborative |
| 6 | Michael Soguero | Eagle Rock |
| 7 | JoAnn Newton | PNM |
| 8 | Art de la Cruz | County Commission |
| 9 | Bill Wagner | Centro Savila |
| 10 | Dr. Vanessa Svilha | UNM Org, Info and Learning Sciences |
| 11 | Steve Maestas | Las Estancias LLC |
| 12 | Wendy Lewis | McCune |
| 13 | Gary Oppedahl | COA |
| 14 | John Mierzwa | CNM Stemulus Project |
| 15 | Antonio Gonzales | Atrisco Heritage Academy |



Adrian Pedroza
Executive Director

June 1, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Public Education Commission Members,

On behalf of the Partnership for Community Action, I write this letter in strong support of Entrepreneurial Leadership High School's application to become a charter school. The school will provide important educational opportunities for youth on the Westside. Their efforts to serve students who are off track to graduation or who have previously dropped out of schools are much needed.

The Partnership for Community Action is a nonprofit organization with the mission to build strong, healthy communities throughout New Mexico by investing in people and families, supporting them to become strong leaders in our neighborhoods and in our state. PCA has worked to develop strong leaders and build healthy communities since 1990. The Leadership High School Network schools, of which Entrepreneurial Leadership HS will be a part of, help to develop those kinds of community engaged leaders.

As a coalition and community based organization that works towards parent empowerment and engagement with their student's education, we see the need for more high quality educational choices on the Westside. The project based learning, student support and community engagement activities of the school are aligned with our values as community advocates. The approach taken by the school provides an invaluable opportunity for parents and families to participate at the ground level in helping the schools make our community healthier.

Finally, we have been engaged in supporting disenfranchised communities for many years and we understand the unique challenges and opportunities represented in Albuquerque. We believe that ELHS will be an important additional option for the families who reside there.

Sincerely,

A handwritten signature in black ink, appearing to read 'Adrian', with a stylized flourish at the end.

Adrian Pedroza
Executive Director



505.414.1952

PO Box 12320
Albuquerque, NM 87195

www.learningalliancenm.org

June 1, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Public Education Commission Members,

As the Learning Alliance Executive Director, I write this letter to support the charter school application of Entrepreneurial Leadership High School (ELHS). Learning Alliance facilitates thoughtful discussions on education issues that are not dominated by the political context. We build upon local wisdom and coordinate our work to use resources as effectively as possible. Learning Alliance aims to help local communities and their school boards become more informed about options for driving toward improved student achievement. We honor multiculturalism within community innovations and initiatives.

Learning Alliance participated in the planning sessions for the ELHS and we strongly support their mission. The leadership of the ELHS is thoughtful, visionary and highly competent. The three pillar school design - learning by doing, community engagement and 360 support - provides a supportive learning environment needed for students to pursue academic success and reach their full potential. We are confident that they will be successful in providing a valuable education for a diverse student population.

We urge you to support ELHS's charter school application as our entire community will benefit.

Regards,

A handwritten signature in cursive script that reads "Ian Esquibel".

Ian Esquibel, MBA
Executive Director

June 1, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

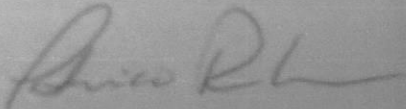
Dear Public Education Commission Members,

It is with great enthusiasm that I write this letter of support for Entrepreneurial Leadership High School (ELHS). The school will be an integral part of the economic and employment development efforts in Albuquerque. The school's innovative approach, incorporating project based learning, student support and community engagement activities, provides the necessary support and hands on learning Albuquerque's youth, especially those who are off track to graduation or who have already dropped out.

As State Representative and long-time resident of the area, I am keenly aware of the need for more educational options for those students who are seeking this type of educational opportunity. The approach taken by the school is innovative and can be a model for schools throughout the state.

I believe that ELHS will be an important additional option for the families who reside in the City and I am proud to support it. I urge you to do the same.

Sincerely,



Patricio Ruiloba
State Representative, District 12



SOUTHWEST
CREATIONS
COLLABORATIVE

June 2, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Public Education Commission Members:

As the Program Director of the Southwest Creations Collaborative, I enthusiastically write this letter of support for Entrepreneurial Leadership High School. Southwest Creations Collaborative is an Albuquerque, New Mexico-based manufacturing social enterprise that provides cut, sew and handwork services to companies across the USA while pursuing a larger social mission to help our community alleviate poverty and build economic opportunity across generations. We employ a three-pronged strategy to achieve our mission: 1) invest in women who in turn invest in their families; 2) provide financial stability through living-wage consistent employment; and 3) provide an infrastructure of employee programs that teach essential skills, increase employability, and promote community engagement, helping women become leaders in their families and communities.

The Entrepreneurial Leadership High School is similarly designed with an entrepreneurial mission that is grounded in engaging those youth most in need to become community leaders who contribute to the economic and social wellbeing of our community. Like Southwest Creations, the school will provide individual and family support to help families be successful. We have participated in planning sessions for the school and we look forward to future collaboration, including engaging future ELHS in Southwest Creations' *Hacia la Universidad* college preparation program.

We are committed to partnership with the school. We urge you to support their charter school application as this school.

Sincerely,

Jessica Aranda
Program Director



June 15, 2015
NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501
Dear Public Education Commission Members,

On behalf of the Eagle Rock Professional Development Center, I write this letter to support the charter school application for Entrepreneurial Leadership High School (ELHS). The Professional Development Center works with educators from around the country who adopt practices to re-engage, retain and graduate students. With funding from the American Honda Education Corporation, we accelerate school improvement through free on site consulting services and hosting educators at our school campus.

Eagle Rock Professional Development Center has a long history of providing consulting services to the Leadership High School Network Schools in NM. Specifically, we provided consulting services to assist in the development of the ELHS and we are committed to continuing. We participated in the planning sessions for the Entrepreneurial Leadership High School and we strongly support their mission. We are committed to providing ongoing consulting services including, but not limited to, assistance to develop curriculum and alternative metrics. We are also available to help facilitate focus groups and implement other assessment activities.

The three pillar school design which incorporates learning by doing, community engagement and 360 support, provides a supportive learning environment needed for students to find academic success and reach their full potential.

We urge you to support ELHS's charter school application.

Sincerely,

Michael Soguero

Michael Soguero
Director, Professional Development

Main Offices
Albuquerque, NM 87158 1105
P 505 241-2700
F 505 241-2347
PNM.com



June 1, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Public Education Commission Members,

I am pleased to write this letter in support of Entrepreneurial Leadership High School's (ELHS) charter school application. As a major employer and leading philanthropic organization in our state, PNM is committed to the vitality of the communities we serve. We believe in investing in efforts to develop local talent to drive future work force readiness. ELHS is an integral part of our communities' future workforce and business development plans. It represents an important choice for young people in Albuquerque, especially those living on the Westside and those who are not succeeding in traditional schools.

PNM has been involved in planning sessions with ELHS and others schools that are part of the Leadership High School Network. The project based learning approach taken by the schools is an important opportunity for our company's employees to participate at the ground level in helping determine what graduates should know, what skills they should possess, and what they should be able to do when they graduate. The planning conversation has been robust and engaging. We're confident that this school will serve students and provide employers with a new generation of students who are ready to take on the jobs of the future.

Lastly, PNM has been engaged in supporting schools in the Albuquerque area and around NM for many years. We understand the unique challenges and opportunities our community provides and we believe that ELHS will provide an invaluable option for youth and families. We offer our strongest support.

Sincerely,

A handwritten signature in cursive script that reads "Jo Ann Newton". The signature is fluid and elegant, with the first and last names being clearly legible.

Jo Ann Newton
Vice President, External Affairs and Customer Service
PNM Resources



COMMISSIONERS

Maggie Hart Stebbins, Chair
District 3

Art De La Cruz, Vice Chair
District 2

Debbie O'Malley, Member
District 1

Lonnie C. Talbert, Member
District 4

Wayne A. Johnson, Member
District 5

COUNTY MANAGER

Tom Zdunek

ELECTED OFFICIALS

Tanya R. Giddings
Assessor

Maggie Toulouse Oliver
Clerk

Willow Misty Parks
Probate Judge

Manuel Gonzales III
Sheriff

Manny Ortiz
Treasurer

County of Bernalillo State of New Mexico

Commissioner Art De La Cruz, District 2

Dolores Herrera, Commission Assistant

One Civic Plaza, NW, 10th Floor, Suite 10111

Albuquerque, New Mexico 87102

Office: (505) 468-7448 Cell: (505) 554-6156 Fax: (505) 462-9819

E-mail: adelacruz@bernalillo.gov

Web: www.bernalillo.gov/commission-district-2/

June 17, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Esteemed, Public Education Commission Members:

This letter is written in full support of the **Entrepreneurial Leadership High School (ELHS)**. It is a fact, that there is a tremendous need for additional educational options for students versus the traditional learning systems that are presently in place to serve the west side area of Albuquerque. This school will provide students with the academic courses and tools necessary to achieve academically within a project based learning environment that contains a community engagement focus while students in need are provided other services to help them strive toward success. The basis of the entrepreneurial mission of the school will be a place where students excel and in turn help families and will revitalize our community.

The importance of ELHS as an additional option for students and families who reside in Albuquerque is needed. It is my hope, that you will review their application your consideration favorably. In the interim, if you have questions on the project or wish to speak to me please, contact me, or my assistant, Dolores Herrera, at 505.468.7448.

Sincerely,

Art De La Cruz
County Commissioner
District 2

Boards & Committees

Albuquerque/Bernalillo County Government Commission (ABCGC), Member

June 1, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

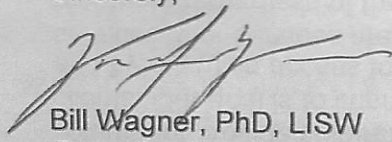
Dear Public Education Commission Members:

As the Executive Director of Centro Sávila, I write this letter in strong support of Entrepreneurial Leadership High School. Centro Sávila is a treatment program located in Albuquerque's South Valley. We are devoted to the recovery and healing of individuals, families, and communities suffering from emotional and psychological distress. Our comprehensive model of care works to decrease health disparities in Bernalillo County. Our treatment approach is based on the key principles of public health prevention, community building, and collaboration. Our staff and network of volunteers provide culturally competent care that enhances the natural resiliency of our clients. Our goal is to improve the mental health of our community through prevention and by ensuring access to linguistically and culturally appropriate, quality mental health services. Our services are offered in English and Spanish and accessible to community members regardless of their ability to pay.

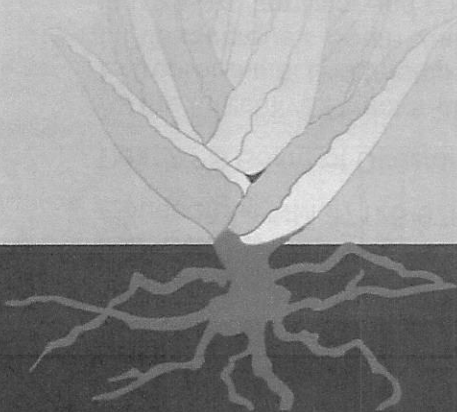
The Entrepreneurial Leadership High School has designed the school with student and family support as a key tenant of its design. From our work at Centro Savila, we know that this kind of student support is sorely needed, and that without it, many children will not succeed in school and beyond. We are very pleased that the school targets students who are otherwise unlikely to graduate.

We are committed to partnership with the school and to serving as a referral source. We urge you to support their charter school application as this school is greatly needed by the community.

Sincerely,



Bill Wagner, PhD, LISW
Executive Director



CENTRO
SAVILA

505.312.7296
1317 ISLETA SW
ABQ, NM 87105

CENTROSAVILA.COM

Organization, Information & Learning Sciences

6/4/2015

Dr. Vanessa Svihla

Assistant Professor, Organization, Information & Learning Sciences

MSC05 3020, 1 University of New Mexico

Albuquerque, NM 87131

vsvihla@unm.edu

Dear Public Education Commission Members:

I am pleased to write this letter of support for Entrepreneurship Leadership High School (TLHS). I believe that the school will be an integral part of the education reform across New Mexico. Specifically, I am excited to see ELHS become an important part of our research at the University of New Mexico to demonstrate the potential of project-based learning. Project based learning has been shown to narrow achievement gaps in high-poverty, urban settings. Like the other Leadership schools, ELHS uses best practices of project-based learning to reach a high need group; they serve students who are off-track to graduation or who have dropped out of school. My research, funded by the National Academy of Education / Spencer Foundation has demonstrated how the Leadership schools support learning.

I also greatly appreciate the school's approach to engaging businesses. This approach aligns to career readiness as called for in New Mexico standards. I am very familiar with the Leadership High School model and I believe it is an invaluable opportunity young people to learn by doing; this approach helps students see relevance in what they are learning. I hope to participate on an ongoing basis to help give the young people of our community new opportunities to learn so that they can be successful adults.

Finally, I am keenly interested in proving the value of alternative methods to instruction. ELHS is an example of a new *mental model* for school that is desperately needed in our community.

Sincerely,



Vanessa Svihla, Ph.D.

LAS ESTANCIAS, LLC

6801 Jefferson St NE
Suite 100
Albuquerque, NM 87109

June 9, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Public Education Commission Members,

On behalf of Las Estancias, LLC, I enthusiastically write this letter of support for Entrepreneurial Leadership High School (ELHS). The school will be an integral part of the economic and employment development efforts in Albuquerque and the innovative educational approach which combines project based learning, student support and community engagement activities is innovative and much needed in Albuquerque.

I have been so impressed by the school that my business, Las Estancias, LLC, has committed to leasing and then donating approximately four acres of land to the school for a permanent educational facility. The location of the vacant land located at Rio Bravo and Coors. The land lease for the first ten years provides the land for \$1.00 per year. Within the terms of the lease, Las Estancias, LLC, will donate the land to ELHS. This intention to donate was provided in writing to ELHS on April 14th and they accepted in writing the donation of the vacant land on April 22, 2015.

I sincerely believe that ELHS will be an important additional option for the families who reside in the City and I am proud to say that they will own a four acre parcel where the school will operate for many years to come. I urge you to support their application.

Best regards,

Las Estancias, LLC



Steve Maestas
Managing Partner



345 EAST ALAMEDA STREET • SANTA FE, NM 87501
505.983.8300 • 505.983.7887 fax
www.mccune.org

June 17, 2015

New Mexico Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, New Mexico 87501

Dear Public Education Commission Members:

As the Executive Director of the McCune Charitable Foundation, I am writing this letter of support on behalf of the Entrepreneurial Leadership High School (ELHS) in Albuquerque, New Mexico. As the largest family foundation making grants statewide in New Mexico, we have a 15-year track record of funding innovative educational initiatives in Albuquerque, as well as throughout the state. McCune takes a special interest in educational approaches that are developed in New Mexico to address New Mexico-specific challenges, while setting high expectations for our students. We highly value local wisdom and programming that is responsive to our communities.

The McCune Charitable Foundation has played an integral role in the planning and design sessions for the ELHS and we are committed to its success. We currently fund a workgroup comprised of charter and district school leaders, including the incoming principal of ELHS, to develop rigorous alternative metrics for documenting student success. The school's project-based learning, combined with community engagement and 360-degree support, offer a personalized learning approach that we feel is necessary to meet the needs of Albuquerque students who are off-track to graduate.

I would highly recommend that you support the ELHS's charter school application, thus allowing it to serve as a model for future school innovation.

Sincerely,

A handwritten signature in dark ink that reads 'Wendy Lewis'. The signature is fluid and cursive, with the first name 'Wendy' being more prominent than the last name 'Lewis'.

Wendy Lewis
Executive Director

CITY OF ALBUQUERQUE



June 15, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Public Education Commission Members,

I am pleased to write this letter of support for Entrepreneurial Leadership High School (ELHS). The school will add to the community development taking place on the West Side. The entrepreneurial focus of the school will also add to the City's overall workforce development strategy and provide valuable skills to youth. I commend the school's approach toward engaging employers and the community in its planning efforts, and I strongly support efforts to serve students who are off track to graduation or who have previously dropped out.

PO Box 1293

I have visited others schools in the Leadership High School Network and I am a proponent of the Project Based Learning approach taken by ELHS. It provides a wonderful opportunity for students to "learn by doing." We at the City of Albuquerque Economic Development Department hope to participate on an ongoing basis to help the school contribute to our city's prosperity.

Albuquerque

NM 87103

In addition, we have a keen interest in supporting investments that help to develop local communities in Albuquerque while also fostering collaboration citywide. ELHS will undoubtedly serve as a vehicle for APS and all stakeholders, including parents and community leaders, to work together toward our shared objective – the success of our youth.

www.cabq.gov

We understand the unique challenges and opportunities represented on the West Side, and we believe ELHS will be an important additional option for our children and families. We urge you to support their application and we wish them well.

Best regards,

Gary Oppedahl

Director, Economic Development Department

June 1, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Public Education Commission Members:

I am pleased to write this letter of support for Entrepreneurial Leadership High School (ELHS). I believe that the school will be an integral part of the human capital development strategy taking place in Albuquerque. ELHS will play an important part of our overall workforce development strategy and we see great opportunities for convergence with the CNM STEMulus Center in Downtown Albuquerque. We greatly appreciate the school's approach towards engaging employers and the community in its planning efforts and we support their efforts to serve those students who are off-track to graduation or who have dropped out of school.

I have been a part of the curriculum development planning for ELHS and I am a proponent of the Project Based Learning approach taken by the school. I believe that students learn best when they are doing hands on work. We hope to participate on an ongoing basis to help the school make our city prosperous.

We hope that you will support their efforts.

Sincerely,

A handwritten signature in black ink, appearing to read 'John Mierzwa', with a long horizontal stroke extending to the right.

John Mierzwa
Director, STEMulus Initiatives
Central New Mexico Community College



ALBUQUERQUE PUBLIC SCHOOLS

Atrisco Heritage Academy High School

Accelerate Progress for Students

Dr. Brad Winter
SUPERINTENDENT

G. Antonio Gonzales
PRINCIPAL

June 4, 2015

NM Public Education Commissioners
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501


Dear Public Education Commission Members,

As the principal of Atrisco Heritage High School, I write this letter of support for Entrepreneurial Leadership High School (ELHS). ELHS will be located close to Atrisco Heritage High School. I am familiar with the mission of the ELHS and I believe that it will provide added benefit for our community and for those students who would be better served by a small school. The school is designed to be smaller than Atrisco Heritage High School and to target students who are off track to graduate or who have already dropped out.

We are committed to having a close working relationship with ELHS. Specifically, we will work together to provide more support for students, families and staff when they are an integral part of the community; make services more accessible to youth and families by linking schools to better connect with and have an impact on hard-to-reach clients.

Appropriate and effective collaboration is key to community development, learning and fostering family self-sufficiency. Together, Atrisco Heritage High School and ELHS will increase resources and develop new strategies to enhance our support for all of the youth and their families in our community. We urge you to support their application.

Sincerely,



Antonio Gonzales
Principal