

# NEW MEXICO CHARTER SCHOOL APPLICATION

## William W. & Josephine Dorn Charter Community School (WWJDC)



**Submitted to:**

Charter Schools Division  
New Mexico Public Education Department  
CNM Workforce Training Center  
5600 Eagle Rock Avenue, Room 227  
Albuquerque, NM 87113  
(505) 222-4762

**Submitted by:**

Moneka Stevens-Cordova  
WJDC Governing Council  
1500 Walter St. SE, Suite 200  
Albuquerque, New Mexico, 87102

## I. TABLE OF CONTENTS

This *Table of Contents* document must be included as the first section of the application with corresponding page numbers placed in the column to the right. The application submission must contain each of the section and sub-section titles in the same order as indicated below.

Section Titles and Subsection Items	Page Number(s)
<b>I. TABLE OF CONTENTS</b>	<b>2</b>
<b>II. APPLICATION COVER SHEET - NOTICE OF INTENT - ABSTRACT</b>	<b>4</b>
<b>III. ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION</b>	<b>8</b>
<b>IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED</b>	<b>13</b>
<b>V. EDUCATIONAL PLAN</b>	<b>20</b>
A. CURRICULUM FRAMEWORK	<b>20</b>
B. EDUCATIONAL PROGRAM	<b>31</b>
C. STUDENT PERFORMANCE EXPECTATIONS	<b>37</b>
D. PLAN FOR EVALUATING STUDENT PERFORMANCE	<b>39</b>
E. SPECIAL POPULATIONS	<b>40</b>
<b>VI. FINANCIAL PLAN</b>	<b>48</b>

A. BUDGET	48
B. FISCAL MANAGEMENT	51
<b>VII. GOVERNANCE/MANAGEMENT PLAN</b>	<b>57</b>
A. GOVERNANCE/MANAGEMENT STRUCTURE	57
B. DESCRIPTION OF THE GOVERNING BODY	58
C. PARTNERSHIPS	60
D. SCHOOL ORGANIZATIONAL STRUCTURE	61
E. EMPLOYEE RELATIONS	72
F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY	75
G. FACILITIES	76
H. OTHER STUDENT SERVICES	78
<b>VIII. REQUIREMENTS</b>	<b>79</b>
A. LEGAL LIABILITY AND INSURANCE COVERAGE	79
B. WAIVERS	79
<b>IX. APPENDICES (include Table of Contents for Appendices)</b>	<b>82</b>

A. SCHOOL'S PROPOSED PERSONNEL POLICIES	<b>83</b>
B. SCHOOL'S PROPOSED STUDENT DISCIPLINE PROCEDURES	<b>110</b>
C. COMPLETED FORM 910B5	<b>120</b>
D. COMPLETED 5-YEAR BUDGET PLAN	<b>135</b>
E. ACRONYM LIST	<b>137</b>
F. WWJDC SUPPORT INFORMATION	<b>138</b>
G. LETTERS OF SUPPORT	<b>180</b>
H. BIBLIOGRAPHY	<b>184</b>

## II. APPLICATION COVER SHEET/ NOTICE OF INTENT/ABSTRACT

### **School Information:**

Name of Proposed Charter School: William W. & Josephine Dorn Charter Community School  
School Address (if known): 1119 Edith Blvd. SE  
School Location (City/Town): Albuquerque, NM  
School District within which the school will be located: Albuquerque Public Schools

### **Contact Information:**

Primary Contact Person: Diana Dorn Jones  
Address: 1500 Walter St. SE, Suite 200  
City: Albuquerque State: NM Zip Code: 87102  
Daytime Telephone: (505) 764-8867 Fax: (505) 764-9121  
Alternate Tel: (505) 991-0674 E-mail: ddj5050@att.net  
Secondary Contact Person: Terence L. Jones, PhD  
Address: PO Box 26665  
City: Albuquerque State: NM Zip: 87125  
Daytime Tel: (505) 991-0428 Fax: (505) 217-3835  
Alternate Tel: (505) 842-5726 E-mail: t13jones@comcast.net

### **Partner Organizations:**

**United South Broadway Corporation (USBC)**  
**1500 Walter St. SE, Suite 200**  
**Albuquerque, New Mexico, 87102**

### **Enrollment Information:**

WWJDC is proposing grades Kindergarten (K) through five (5) with the K being operated as Full-day Kindergarten. However, beginning the first year of operation WWJDC will open with grades K through two and adding grades yearly until the grade span ultimately reaches grades K through five (K-5) by the fourth year of operation as depicted below. Total number of students at full enrollment will be 180.

School Year	Grade Levels to be Served	Total Projected Student Enrollment
First Year 2012-13	K-2	90
Second Year 2013-14	K-3	120
Third Year 2014-15	K-4	150
Fourth Year 2015-16	K-5	180
Fifth Year 2016-17	K-5	180

**Notice of Intent:**



UNITED  
SOUTH  
BROADWAY  
CORPORATION

**November 21, 2010**

Dr. Don Duran, Assistant Secretary of Education  
Charter Schools Division  
New Mexico Public Education Department  
CNM Workforce Training Center, Rm. 227  
5600 Eagle Rock Ave, Albuquerque, NM, 87113  
505-222-4762

RE: Letter of Intent to open the USBC Academy of Excellence Charter School

In accordance with the Charter Schools Act [22-8B-1 et. Seq. NMSA 1978] and administrative rule at 6.80.4.1 et. Seq. NMAC please accept our letter of intent to submit an application for USBC Academy of Excellence Charter School in the New Mexico Public Schools system.

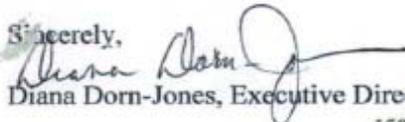
Our vision for the USBC Academy of Excellence is to build upon the organization's seventeen years of experience operating University assisted community schools initiatives and the organization's experience in administering youth conservation and employment programs that provide a pathway to employment and higher education opportunities. Our Board of Directors and staff will take great care to research and utilize curricular materials that will afford our students the greatest possible educational advantage. All materials and curriculum used comply with the content standards established by the New Mexico Public Education Department.

The mission of the USBC Academy of Excellence involves utilizing a rigorous and challenging curriculum, extended academic time, and a range of supports for children and families to prepare 1st-6<sup>th</sup> grade students to succeed in college. An overarching environmental focus will be interwoven with an environment structured around scholarship and personal growth cultivating students' virtues of courage, compassion, integrity, perseverance and respect.

USBC Academy of Excellence proposes to open for the 2011 – 2012 school year, serving grades 1-6.

We look forward to working with you towards the completion of our application and the successful start of our school year.

Sincerely,

  
Diana Dorn-Jones, Executive Director

P.O. BOX 25242  
1500 WALTER S E SUITE 202  
ALBUQUERQUE, NM 87125  
PHONE: (505)764-8867 FAX: (505)764-9121

## **Abstract of Proposed Charter School**

Wm. W. & Josephine Dorn Charter Community School's (*WWJDC*) is a resident driven, USBC backed initiative that is intended to serve and prepare youth in grades Kindergarten (K) through five (5) from various socio-economic and racial/ethnic backgrounds and abilities to become dedicated lifelong learners. The mission of *WWJDC* is to provide collaborative leadership within a community school that will engage learners; excite them about the wonders of education; teach them about the importance of our natural and built environment; and educate them on the importance of civic engagement thus opening doors for our children, families and neighborhoods.

*WWJDC* seeks to develop in students a true appreciation, respect and desire to protect the natural and built environments through hands-on experiences in community gardens and urban tree nurseries, supporting our approach to instill a love and respect for nature. This 'environmental classroom' is based on the success of USBC's University-Assisted Community Schools model that provides after-school and summer literacy based educational experiences that combine structured teaching and hands-on activities to develop the sense of curiosity, exploration and love of learning among South Broadway youth and their families. Our students will develop foundations for learning and thinking that will prepare them for a successful elementary experience and equip them with skills for future success in secondary and post-secondary education/careers.

The William W. and Josephine Dorn Charter Community School' (*WWJDC*) is proposed to be located at: 1119 Edith Blvd. S.E., Albuquerque, NM, 87102. The proposed grade levels for the school are Kindergarten (K) through five (5). In our opening year, we anticipate enrolling a maximum of 90 students in grades Kindergarten (K) through two (2). In subsequent years, we will enroll an additional thirty (30) students yearly until we reach 180 students in year four of operation. This gradual growth plan, with a cap of 180 students, will allow us to develop a cohesive school culture that is family centered and community oriented which will enable us to develop substantive extracurricular opportunities providing students with a variety of academic and social outlets.

*WJDC* recognizes that there are many risk factors that surround students and their families that impact the academic proficiency and social/emotional abilities of at-risk students. Through a constructivism approach to learning *WWJDC* will provide a rigorous, relevant and challenging education that is underpinned by a cohesive web of relationships. This will develop a strong culture reinforced by families and community members. In addition, there will be an emphasis on reading, (decoding, phonological awareness and comprehension), math, science, ethics, and presentation skills supported by a community-based environmental curricula.

Our environmental and academic setting will be structured around scholarship, stewardship and personal growth cultivating students' virtues of courage, compassion, integrity, perseverance, and respect for self and others, as well as, respect for the natural and built environment.

**III. ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION**

*This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document from each governing body member.*

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER HAS READ THE APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC EDUCATION COMMISSION**

*(Please "copy" and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)*

STATE OF NEW MEXICO )  
COUNTY OF Bernalillo )

1. My name is Monika Stevens-Cordova and I reside in Bernalillo County.
2. I am a member of the governing body of the proposed WWJDC (name of school) to be located at Proposed 01119 Edith S.E. Ave, NE 87102. I certify that I have read the charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Monika Stevens-Cordova  
(Printed Name)

Monika Stevens-Cordova  
(Signature)

6/28/11  
Date

Patricia P. Rogers  
Public Education Commission  
Expires 12/16/2014

**III. ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION**

*This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document from each governing body member.*

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER HAS READ THE APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC EDUCATION COMMISSION**

*(Please "copy" and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)*

STATE OF NEW MEXICO )  
  )  
COUNTY OF Bernalillo )

1. My name is Kiran Katira and I reside in New Mexico
2. I am a member of the governing body of the proposed community  
William W. and Josephine Dorn Charter School (name of school) to be located at 1119 Edith Bird SE Albuquerque NM. I certify that I have read the charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Kiran Katira  
(Print Name)

[Signature]  
(Signature)

6/23/2011  
Date

**III. ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION**

*This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document from each governing body member.*

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER HAS READ THE APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC EDUCATION COMMISSION**

*(Please "copy" and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)*

STATE OF NEW MEXICO )  
COUNTY OF Bernalillo )

1. My name is Ziana Kirksey and I reside in Phoenix.
2. I am a member of the governing body of the proposed William Wadlow and Josephine Dorn (W&JDC) (name of school) to be located at 1119 Edith St. SE Albuquerque 87102. I certify that I have read the charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Ziana B. Kirksey  
(Printed Name)

Ziana B. Kirksey  
(Signature)

6/28/11  
Date

**III. ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION**

*This form must be signed by each governing body member of the proposed school and submitted with the final application. An application will be considered incomplete if it is not accompanied by this Assurance document from each governing body member.*

**SIGNED STATEMENT OF ASSURANCE THAT EACH GOVERNING BODY MEMBER HAS READ THE APPLICATION AND AGREES TO ITS SUBMISSION TO THE PUBLIC EDUCATION COMMISSION**

*(Please "copy" and paste this form for each school governing body member to sign, and then submit all signed forms with the final application.)*

STATE OF NEW MEXICO )  
COUNTY OF Bernalillo )

1. My name is Vicki Plevin and I reside in New Albuquerq, NM
2. I am a member of the governing body of the proposed WWJDC (name of school) to be located at 1119 Club St SE Albuquerque NM 87102. I certify that I have read the charter application in its entirety and hereby agree to its submission to the Public Education Commission.

Vicki Plevin  
(Print Name)

Vicki Plevin  
(Signature)

6-22-11  
Date



## IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

### **Mission:**

*To provide collaborative leadership within a community school that will engage learners; excite them about the wonders of education; teach them about the importance of our natural and built environment; and educate them on the importance of civic engagement thus opening doors for our children, families and neighborhoods.*

The William & Josephine Dorn Charter Community School (WWJDC) seeks to serve students from various socio-economic and racial/ethnic backgrounds and abilities in the Albuquerque metro area that have been identified as at-risk that will need additional supports and services to access their educational experience at the same level as other students. Whether schools accept it or not, they are faced with the serious problem of almost a third of their students failing to learn because of psycho-social barriers to learning. The best approach is to completely restructure school and the communities they serve into comprehensive, interconnected systems that together have the expertise and resources to effectively address the barriers to learning and produce students who are successful in the multiple domains of their lives (Kutash, Duchnowski, & Lynn, 2005),<sup>1</sup> which WWJDC proposes to accomplish through its partnership with USBC.

WWJDC seeks to accomplish the elimination of psycho-social barriers to learning that these students face through properly executed and rigorous Academic & Social Growth Plans. The approach will increase their opportunity for successful educational experiences and lay the foundation for further education that leads to a productive, healthy adulthood. WWJDC will seek to serve grades Kindergarten (K) through five (5) in a community school, that will create healthy, secure, attuned attachments; engage learners and excite them about the wonders of education (reading, math, science and other subjects); and enhance academic skills through building greater confidence and self-esteem. USBC will facilitate with WWJDC the teaching of the importance of community and our environment through “neighborhood literacy” knowing how one conducts oneself as an invited visitor into a neighborhood. In addition, USBC will incorporate its Albuquerque Community Schools experience of over 15 years to bringing scholarship and teacher development to classroom instruction utilizing the UNM Teacher Corps.

### **Achieving Our Mission:**

We will know that WWJDC is supporting and achieving its mission if: 1) Each day there is at least two family or community members actively engaged in supporting the students educational experience; 2) Every student has an ambitious and attainable Academic & Social Growth Plan with recognition that their natural helpers can provide supports and services in and out of school to help the student achieve; and 3) When guests come to the school, any student, family and/or community member can explain at least three components of the mission of the school and how it will expand opportunities for the students and their neighborhood.

We will also know that WWJDC is achieving its mission if the following WWJDC organizational goals are met:

1. The WWJDC Governing Council and administration will focus on developing the whole child by including strategies for students to grow academically, artistically, and socially/emotionally; demonstrate higher order thinking skills; and practice personal

responsibility and a healthy life style, as demonstrated in lesson plans, assessment/test performance and recorded activities each semester.

2. The administration will actively seek and utilize the varied expertise of community members in coaching and motivating students to enhance their academic experiences. The services of these coaches will be documented through the use of student developed portfolios, presentations and project outcomes to document their own learning throughout the school year.
3. WWJDC will enhance students' development of social/emotional and behavioral skills through a culturally proficient delivered instructional program that is student centered and family focused as measured by 95% attendance and 75% parent/family participation at the end of each grading period.
4. WWJDC will increase the percentage of family and community involvement from baseline as measured through sign-in sheets and surveys disseminated during meetings and WWJDC sponsored functions which support and facilitate educational and support services decision making at the end of each semester.
5. WWJDC staff, administration, partners and volunteers will insure that the service learning experiences go beyond the classroom as evidenced by students being out in the community garden, the Bosque, tree nursery and other projects to completion throughout the school year.

In addition, at the end of the first year the WWJDC administration, staff and governing council will consider the following to determine our success in accomplishing our mission:

1. Is our student population being served reflective of the diversity of surrounding public schools?
2. Are WWJDC's teachers reflective of the cultural and linguistic diversity of its students?
3. Are our teachers well trained to deliver and facilitate the environment service learning theme integrated into the academic curriculum?
4. Is the curriculum being implemented with cultural competence by the WWJDC staff?
5. Are our students making significant academic progress, particularly in the areas of reading, math and science; along with positive social/emotional development resulting from our curricular approach?
6. Are our students showing steady gains on the required New Mexico standards based assessment or other required assessments?
7. Are 'special populations' students academically and socially progressing in WWJDC's integrated curriculum?
8. Do student attendance records indicate connectedness and engagement with WWJDC and its staff?
9. Are families engaged and experiencing growth (e.g., family wellness, positive relationships, etc.) as a result of the implementation of the WWJDC curriculum and its community supports?
10. Overall are WWJDC community families and other stakeholders engaged and supportive of our school?

### **Explanation of Need**

It is in the best interest of the students, families, and community for us to organize and operate our proposed charter school because our students deserve the same opportunity to succeed academically. Several of our founders have been calling for school reform for many years. They were founding members of Project Change<sup>2</sup>, an initiative begun in 1995 on educational equity in

Albuquerque. Findings from this initiative reported huge educational disparities among the children of color. A rigorous study estimating the relative influence of 30 different categories of educational, psychological, and social variables on learning found social and emotional variables to exert the greatest influence on academic performance (Wang, Haertel, & Walberg, 1997).<sup>3</sup>

We are still experiencing the same inequities for those students we propose to serve. In the 1998 final report it was reported that there were thirty forums and 761 participants providing leadership for change. And yet, we still have not made much progress. WWJDC founding members believe given the opportunity, they can develop and demonstrate the model school that was envisioned in the late 90's and that they have advocated for over sixteen years.

This is what the report conveyed in 1998 and what we believe are still needs today.

*“Educational equity is a long standing problem in Albuquerque. It is a problem still waiting a solution. The current pattern of lower educational outcomes for students of color has persisted for decades despite various efforts by the school district and the community to address the problem. At present, the lack of educational equity is having serious adverse effects on students, families, schools, and community. In terms of educational outcomes, students of color in Albuquerque have traditionally and consistently attained educational outcomes that are far below those for mainstream students. Test scores for children of color have lagged well behind those for Anglo students. Lower percentages of Hispanic Native American, and African-American high school graduates have traditionally gone on to attend college. Finally, for many years dropout rates for children of color have been unacceptably high.*

*The effects on students, families, schools, and community are pervasive and destructive. High dropout rates and lower educational achievement are linked at the individual level to a lack of success in careers, diminished mental and physical health, impaired life satisfaction, and inadequate parenting and family skills. At the community level, dropout rates and lack of school success negatively affect the economy, are related to increased crime and delinquency, and correlate with poverty and expenditures of welfare and prisons.”*

WWJDC proposes to serve students from various socio-economic and racial/ethnic backgrounds and abilities in the Albuquerque metro area that have been identified as at-risk, in addition to being educated in schools that have not met the yearly target AYP Annual Measureable Objectives (AMOs). The perception has been that these at-risk children of color within these neighborhoods are not being served equitably in these traditional public schools. It is expected that these students will need additional supports and services to access and benefit from their educational experience at the same level as other students not of color. It is also our objective to address the risk factors/barriers that these students face by developing rigorous and individually executed Academic & Social Growth Plans addressing the whole child and their families with community support.

The WWJDC's founders bring fifteen years of experience of being involved in the University-Assisted Community School Project, the Albuquerque Community School Project and various other projects. USBC's expertise and experience will be made available to WWJDC as it implements the tenets of a community school model. WWJDC realizes that our neighborhoods are rich in culture, language, heritage, and strengths of family and community but they often struggle to meet the basic needs of the family due to the current economic crisis. The result has often been to label these students as coming from dysfunctional families, as being truants, having low

academic performance, having poor self-esteem, etc. But the question that should be asked is, ‘Are these families the victims of a system that is dysfunctional?’ WWJDC takes the position that as all children can learn, so can all their families. We propose our community school program is just the alternative setting to make a difference!

***“Children...who face violence, hunger, substance abuse, unintended pregnancy, despair cannot possibly focus on academic excellence. There is no curriculum brilliant enough to compensate for a hungry stomach or distracted mind.”  
American Cancer Society, 1992<sup>4</sup>***

The William W. & Josephine Dorn Charter Community School (WWJDC) seeks to provide a replicable community school model, grades K through 5. The WWJDC Academic & Social/Emotional Plan (Educational Plan for Student Success) will be based on an integrated and constructivism-based academic curriculum cognizant of the social/emotional needs of the students and creating linkages with the family and community supported by an environmental based curriculum. The school structure will engage and connect students, families, and community members to be active participants of everyday life at school and in their community. The instructional program will be student-centered, family focused and project-based. It will be grounded in positive youth development through an approach that combines anti-racism and rigorous academic standards that emphasizes math, science, reading and public speaking.

WWJDC is proposed to be located at: 1119 Edith Blvd. S.E., Albuquerque, NM, 87102. The proposed grade levels for the school are Kindergarten (K) through five (5). The school will be open to all students in the metro area, but many will be from within the WWJDC community boundaries. These students are likely to be similar in demographics to the surrounding Albuquerque Public Schools elementary schools (see chart below). It is the intent of WWJDC to focus on not only curriculum and managerial reform, but to include an often forgotten third component of reform, mitigating barriers so that children and youth can successfully access their educational opportunities and families can successfully build skills and knowledge to engage with their child’s education. This is a tremendous need, particularly for students and their families of cultural and linguistic backgrounds and low-socio economic environments. We believe mitigating the barriers is the key to success and will open up opportunities to students and their families to focus on their education.

WWJDC will educate, engage, empower, and serve all members of the community in which the school is located. Acting as a center or hub of the community, WWJDC can provide a decentralized, democratic, community-based response to rapidly changing community problems. Children and youth can learn better, at increasingly higher levels, through action-oriented, collaborative real-world problem-solving.

The following chart further supports the need to have WWJDC as a viable alternative to the current educational programs being offered to our children within the designated pockets of poverty to be served. This demographic information and other risk factors are of surrounding elementary and middle schools in proximity to WWJDC and are the school communities from which WWJDC will draw its student population.

Demographics of APS Elementary Schools in WWJDC School Community boundaries

School & enrollment 10-11 SY	Pocket Of Poverty Location	Ethnicity/Race	Title I School/ 10-11 AYP	Percent Special Ed. (not Gifted)	ELL	Habitual Truants 10-11 SY Percent
<b>East San Jose ES (630)</b>	San Jose	AA-2.7; AP-0.2; CA-5.0; HIS-91.9; NA- 0.3	<b>Yes/ Not Met</b>	<b>9.1</b>	<b>59.9</b>	<b>48/630 = 7.6%</b>
<b>Lowell ES (426)</b>	Kirtland	AA-8.4; AP-1.8; CA-4.7; HIS-75.7; NA-9.2	<b>Yes/ Not Met</b>	<b>11.3</b>	<b>42.8</b>	<b>79/426 = 18.5%</b>
<b>Eugene Field ES (390)</b>	South Broadway	AA-6.6; AP-0.0; CA-1.6; HIS-89.9; NA-1.9	<b>Yes/ Not Met</b>	<b>7.2</b>	<b>48.5</b>	<b>22/390= 5.6%</b>
<b>Longfellow ES (293)</b>	Santa Barbara/ MartinezTown	AA-2.0; AP-0.0; CA-8.1; HIS-86.5; NA-3.4	<b>Yes/ Not Met</b>	<b>8.1</b>	<b>34.8</b>	<b>26/293= 8.9%</b>
<b>Dolores Gonzales ES (465)</b>	Barelas	AA-3.2; AP-.02; CA-3.9; HIS-91.4; NA-1.4	<b>Yes/ Not Met</b>	<b>8.4</b>	<b>43.7</b>	<b>54/465= 11.6%</b>
<b>Lew Wallace ES (288)</b>	Borders Plaza Vieja/ Wells Park	AA-3.0; AP-2.4; CA-15.5; HIS-72.3; NA-6.8	<b>Yes/ Not Met</b>	<b>7.4</b>	<b>21.1</b>	<b>8/288= 2.7%</b>
<b>Monte Vista ES (473)</b>	Borders University Heights	AA-3.7; AP-4.1; CA-51.3; HIS-35.3; NA-5.7	<b>No/ Not Met</b>	<b>10.1</b>	<b>7.1</b>	<b>11/473= 2.3%</b>
<b>Washington MS (484)</b>	Barelas	AA-1.8; AP-0.4; CA-2.5; HIS-93.8; NA-1.6	<b>Yes/ Not Met</b>	<b>14.0</b>	<b>35.6</b>	<b>89/484= 18.3%</b>

WWJDC will take an integrated approach to our school because the health and well-being of our students impact their educational outcomes. Education is a public health issue. Health and education disparities prevent students from learning. Education institutions have more opportunities than other partners to influence the social and emotional well-being of students, to mitigate their barriers to learning, to recognize when children are at risk for or are experiencing health or mental health problems, and intervene early and appropriately. In doing so, education's reach goes beyond the individual student. It increases families' access to health, their ability to support economic growth in their community, to be able to be homeowners, and so much more.

*“Education is the drawing out {of} the soul”*

-Ralph Waldo Emerson, 1831

More than a century ago, Ralph Waldo Emerson articulated the central importance of education to a fulfilling, productive life. The census data from 2000 indicates that 22.5% of the

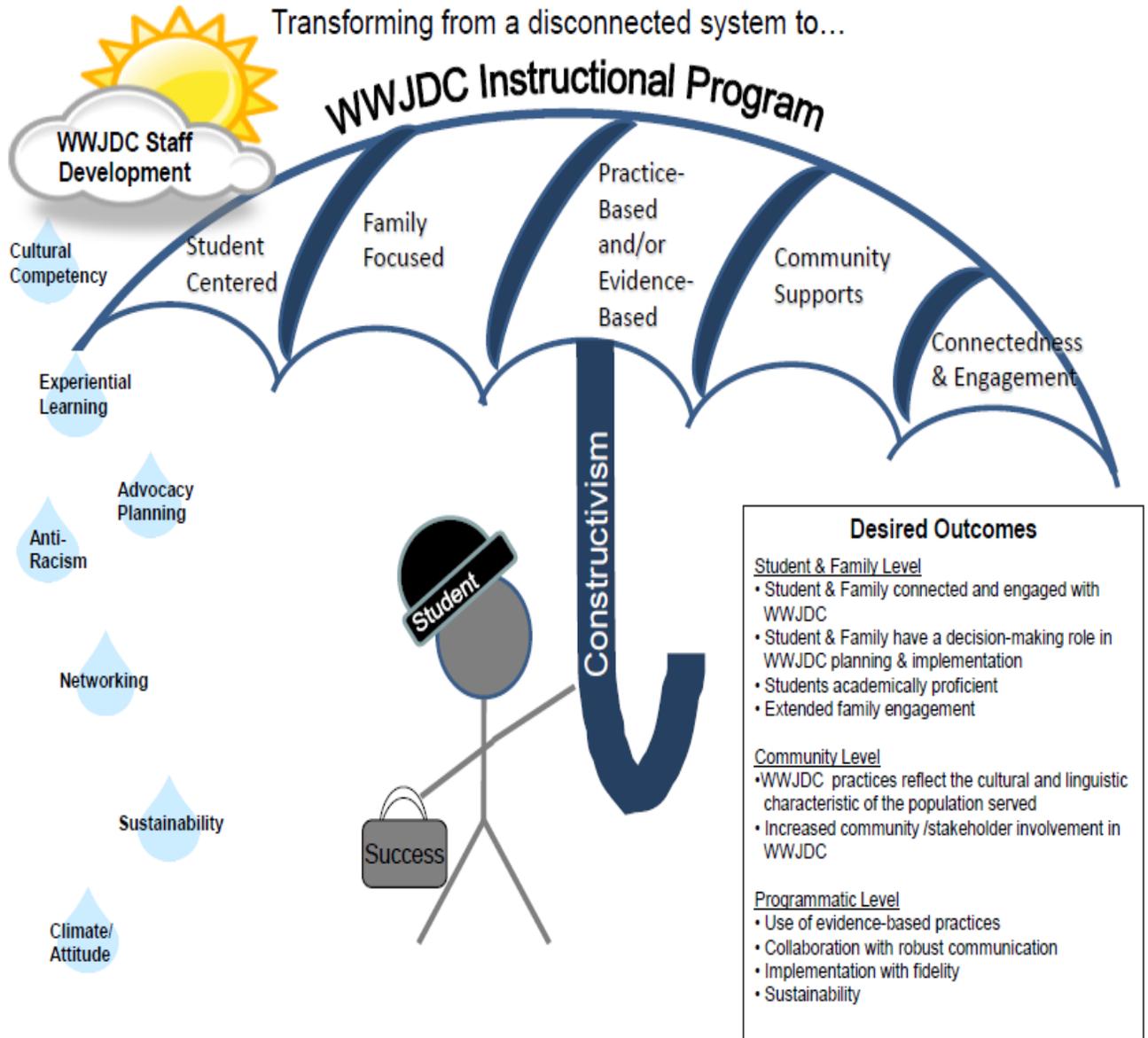
children in Albuquerque live in high poverty neighborhoods identified as federally designated Pocket Of Poverty (POP) neighborhoods (Appendix F), where often, there are higher risk factors. This is further evidenced by the fact that 40% of students in APS get into physical fights and 26% of them have been found to be in possession of a weapon. Less than 50% of Albuquerque high school students graduate on time and twelve percent are high school dropouts and seven percent are not in school or working. In addition all elementary and middle schools in this urban sector have failed to perform at city and state-wide averages on externally administered standardized tests. The elementary schools located in the greater metropolitan area have not been able to meet their student needs. As a result of multiple factors there is a dire need for high achieving, safe and supportive, successful schools in the designated POP neighborhood. Since there presently are no APS public elementary schools within the geographical area of the proposed WWJDC School that met AYP, it is critical to provide a community school with a culture of rigorous academic expectations; collaborated social/emotional supports among family, school and community; and a constructivism approach to learning incorporating USBC's expertise and experience with community school operations, family and community organizing that will enhance student and family connectedness and engagement.

Another glaring symptom supporting the need to open WWJDC is the truancy rates at the elementary school level within APS. Truancy data reported by APS during 2009 – 2010 indicated there were 10,779 habitual truants of whom 3,428 were elementary school level translating to 32% of the total truants. As indicated in the aforementioned graph, truancy rates in the surrounding neighborhood schools to WWJDC range from .03 percent to as high as 18 percent. Truancy has been identified as the 'Gateway to delinquency'. The *Office of Juvenile Justice and Delinquency Prevention*, reported in a 2001 report on preliminary findings from the evaluation of the Truancy Reduction Demonstration Program. It confirmed previous findings that, in general, the correlates of truancy fall into four broad categories of family factors, school factors, economic influences and student variables.

Like USBC, WWJDC acknowledges that high academic standards, aligned curriculums, aligned tests, clear incentives and strong professional development are important but they alone are not sufficient to meet the needs of educating children (Harkavy & Blank, 2002)<sup>5</sup> within our identified Pockets of Poverty. WWJDC recognizes that there are many risk factors that surround students and their families that impact the academic and social opportunities and abilities. It is the intent of WWJDC to mitigate these risk factors/barriers through the provision of educational services and supports that expose the students, families, and community members to an innovative instructional program that instills upon them the importance of becoming lifelong learners by emphasizing math, science, reading comprehension and public speaking. It is our belief that a focus on these areas within the context of a project-based approach will develop skills that contribute to successful learning and productive adulthood.

These integrated strategies will certainly address the socio-economic needs of our children and families, as the data indicates they need. Ninety percent of our students are expected to receive free or reduced meals; 12 percent are anticipated to be children with disabilities; 50 percent are anticipated to be English Language Learners (ELL); and a percentage of homeless as we, more than ever, are seeing increasing numbers of homeless students in our city. The following visual depicts WWJDC's integrated and community approach to its instructional program:

Transforming from a disconnected system to...



## V. EDUCATIONAL PLAN

### A. Curriculum Framework

#### 1. Philosophy and Approach to Instruction:

WWJDC's educational philosophy and curricular approach recognizes that a disciplined commitment to scholarship can enable all students to learn and accomplish at the highest levels, regardless of luck or innate ability. The curriculum will be project-based beginning with simple projects in kindergarten and in subsequent grades the projects becoming more involved.

*“Intelligence, broad sympathy, knowledge of the world that was and is, and of the relation of men to it – this is the curriculum of higher education which must underlie true life. On this foundation we may build bread winning, skill of hand and quickness of brain, with never a fear lest the child and man mistake the means of living for the object of life.”*

-W.E.B. Dubois, 1903

In his essay *The Talented Tenth*, W.E.B. Dubois<sup>6</sup> described the inseparable link between education and moral character. Dubois predicted that his race would be advanced by the educational attainments of a few select men. Dubois' core assertion, that a life of study must be grounded in reflection and broad “sympathy” holds greater relevance than ever. At WWJDC an ethos of early college and career preparation will be all pervasive, and our educational program will be designed to ensure success in the most demanding future college and career environments. This ethos will be inseparably linked to the curriculum in racial equity and youth development. WWJDC will respond to the different learning styles and cultures of children. Children are less likely to avoid school if they feel respected, safe, comfortable, and cared-for and engaged in productive and rewarding activities being proposed.

This philosophy and curricular approach were selected because at WWJDC, we recognize that not all students will attend college immediately after graduation. Indeed, certain students may decide to never attend. The unconditional nature of our early college and career preparation comes from a belief that all students must at least have the chance. We lament that the familiar refrain that ‘college isn’t for everybody’ frequently excuses classist, racist, low expectations. More than ever before, fewer intellectually challenging jobs are available to those without college diplomas. Every student who attends WWJDC will develop the skills necessary to be successful secondary students which will ultimately allow them to choose their own post-secondary educational experience. We hope that every student who makes the decision to go to college will do so with the self-assurance that college enhances employment prospects and provides the path to more opportunities.

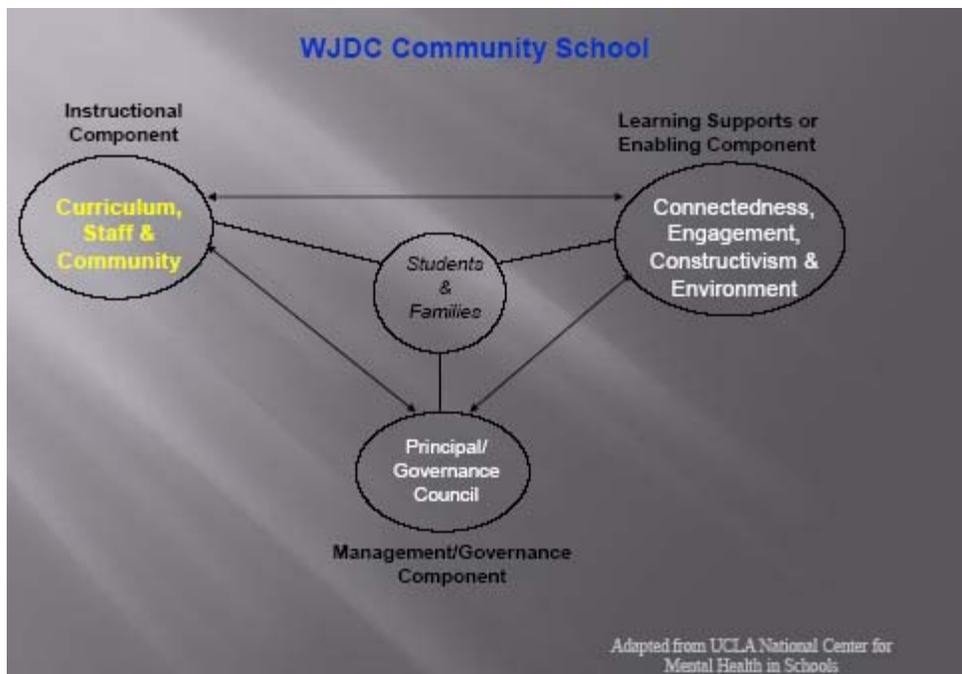
#### **Educational Philosophy and Curricular Approach**

WWJDC's rationale for its educational philosophy acknowledges that there is a substantial decrease in a child's self-esteem, self-concept, and motivation to learn if they have not been able to attain reading skills and keep up with their peers that are progressing at an expected level in reading during the elementary grades. WWJDC further acknowledges that there are factors/barriers related to the child's background, language, knowledge and experience that influence reading

proficiency. To accommodate these factors/barriers in children’s backgrounds, WWJDC proposes to integrate our academic, environmental, social/emotional and health instructional programs. This will help children develop the ability to look at life holistically and make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

Although a curriculum has not been developed or selected, WWJDC proposes to build its curriculum framework based upon the tenets of the social constructivism approach to learning by utilizing our environment as another classroom. This environmental classroom is based on the successful USBC University-Assisted Community Schools model that provides after-school and summer literacy based educational experiences that combine structured teaching and hands-on activities to develop the sense of curiosity, exploration and love of learning among South Broadway youth and their families (Appendix F). Our students will develop foundations for learning and thinking that will prepare them for a successful elementary experience and equip them with skills for future success in post-secondary education experiences.

The above educational philosophy will result in more engaged students and improved educational performance of students. WWJDC will provide learning experiences that are hands on and relevant to student’s lives. For instance, we will utilize the Rio Grande Bosque Open Space Area and community based gardens located in the South Broadway Neighborhood of Albuquerque (Appendix F) as our outdoor classroom. These areas will serve as the primary background theme for academics. Intrinsic motivation will be cultivated as we develop in our students a true appreciation, respect and a desire to protect the natural and built environment using an infra-structure supported by the community itself. WWJDC’s infra-structure to support the development of its curriculum within the context of a community school is depicted by the following illustration:



WWJDC’s community schools model combines rigorous academics with a wide range of vital in-house and community supports and opportunities for promoting children’s learning and development. WWJDC in collaboration with USBC will unite the most influential factors in their

lives - school, family and community - to create the inter-connectedness that will nurture our children's development, thus ensuring that the educational philosophy aligns with the schools mission and our students' academic and social/emotional needs. To support the student's needs, WWJDC will scaffold learning to provide innovative, rigorous, and challenging educational opportunities built upon experiential learning. The curriculum will place strong emphasis on the subjects the research indicates is the most influential in leading to a high school diploma - math, science, social studies, and reading. Enhanced comprehension, analytical skills, creative problem solving, ethics, public speaking and presentation skills will be emphasized.

When students are asked to use social/emotional learning skills such as perspective-taking and problem-solving to understand and analyze historical events or stories in a language arts class, learning in these content areas improves (Elias, 2004).<sup>7</sup> Our environmental and academic setting will be structured around scholarship, stewardship, and personal growth; thus, cultivating students' virtues of courage, compassion, integrity, perseverance, and respect for self, family, and community. In addition we will incorporate the USBC/Albuquerque Community Schools Project (ACSP) experience of over fifteen (15) years to bringing scholarship and teacher development to classroom instruction utilizing the UNM Teacher Corps.

Our belief is that higher level conceptual thinking is only possible with a solid base of fundamental knowledge and skills. As E.D. Hirsch points out in *The Schools We Need and Why We Don't Have Them*, "The ability to learn something new depends on an ability to accommodate the new thing to the already known."<sup>8</sup> Cognitive scientists describe this process as rendering skills and knowledge 'automatic.' Automatic recall of certain information is necessary for a student to succeed in sophisticated conceptual work. Students who are emotionally connected to their peers and teachers, who have "bonded" with individuals who value learning and expect high levels of academic performance, adopt these same academic achievement values and have a positive academic orientation (Catalano et al., 2004; Blum & Rinehart, 2004; Learning First Alliance, 2001).<sup>9</sup>

For example, one focus of WWJDC's Academic & Social/Emotional Plan (Educational Plan for Student Success) will be reading as the ability to read is central to a child's success in school, life-long learning potential and the ability to contribute to society. Children who get to fourth grade without learning how to read proficiently are on the path to dropping out. WWJDC will ensure that 100% of all third graders who began elementary school in Kindergarten with WWJDC are proficient readers (with fluency and comprehension) by the end of the third grade or WWJDC will have sufficient information to know why the student was unable to meet the objective. This information will become an integral aspect of the student's revised Academic & Social Growth Plan prior to entry into the fourth grade. Children will demonstrate their ability to read in multiple ways. There will be numerous opportunities during the school year that will be created for instructors, administrators, families and community to observe and listen to students' reading and exhibiting their comprehension abilities. Students will get the sense that their educational experience is everyone's business.

It can be argued that the most urgent social issue affecting poor people and people of color is economic access. In today's world, economic access and full citizenship depend crucially on math and science literacy. Bob Moses of the Algebra Project<sup>10</sup> states that comprehension of algebraic concepts by low income students is the next 'civil rights movement.' In every elementary school students must firmly grasp multiplication tables if they are to effectively solve mathematical problems. So, at WWJDC, in 5<sup>th</sup> grade, we will ensure that 100% of all fifth graders, who began elementary school in Kindergarten with WWJDC, at a minimum, have mastered their multiplication tables. This fundamental skill is a vital one.

The role of education and schooling in altering misconceptions about science has not been very effective. To successfully address these issues students will be able to actively participate in the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting and validating to think critically by grade five, in compliance with New Mexico Science Standards. Students will be required to demonstrate what Benjamin Bloom labeled as basic knowledge, comprehension, and application of information; they will also cultivate intellectual tools to analyze, synthesize and evaluate what they are learning. With curriculum, academic standards, and a disciplinary system modeled after identified best practices such as that of the *Academy of the Pacific Rim (APR)*<sup>11</sup> WWJDC will provide an educational environment where academic achievement will outpace that of the district and state.

Most notably, 90% of WWJDC students will achieve proficient scores on their grade level NMSBA. The above description of the proposed curriculum will be the foundation on which to build WWJDC’s operational curriculum. The plan is to utilize USBC’s expertise and experience supported by the network they have developed with the community, families, businesses, and universities. The WWJDC Principal will meet, plan, develop, and complete WWJDC’s curriculum collaboratively with identified potential teachers and the Governing Council. The specific plan for the development of the curriculum will include:

- A. Development of a calendar plan which will include:
  1. Secure training in the curriculum process, as needed
  2. Develop and submit budget, if needed to USBC
  3. Identify the knowledge base of participants
  4. Secure resources (e.g., textbooks, state framework, curriculum models, etc.) through USBC.
  
- B. Develop the curriculum through:
  1. Utilization of NM Standards and Benchmarks
  2. Identify standards for each grade and subject
  3. Analyze benchmarks incorporating tenants of WWJDC and the environment as a classroom
  4. Make tentative decisions about benchmark grade level placement of the components of Learning Supports, family, community and other stakeholders
  5. Secure educator/teacher input on placement and revise as needed

The following simple scope and sequence grid will be utilized for alignment which will chart the standards down the left side. In each cell, the benchmarks for that standard and that grade are noted for each subject.

**Subject: Mathematics**

Standards	Grade Levels					
	K	1	2	3	4	5

This same process will be utilized to develop teacher curriculum guides. It is anticipated that the curriculum development process will begin in early September 2011 with the formulation of

subject groups that will meet monthly, or as needed, to complete their specific subject curriculum. In early February the groups will meet to coordinate and integrate all subjects for beginning the completing steps by early March 2012. A description of the strategies and methods to be used in delivering the WWJDC curriculum is provided in the following.

### **Social/Emotional Philosophy**

WWJDC recognizes that a comprehensive social/emotional learning program also fosters the development of school-family-community partnerships so classroom learning is supported and extended (Patrikakou et al., 2005).<sup>12</sup> This comprehensive approach ensures that students, family, community and school connectedness and engagement become the foundational fabric to success at WWJDC. The Founders of WWJDC aim to provide students with a public school education and experience that will prepare them thoroughly to succeed in secondary and post-secondary education and eventually their selected careers. We will do so in an innovative and creative manner proactively addressing current, ongoing challenges of student achievement, student and family engagement, size and capacity before it becomes a major concern.

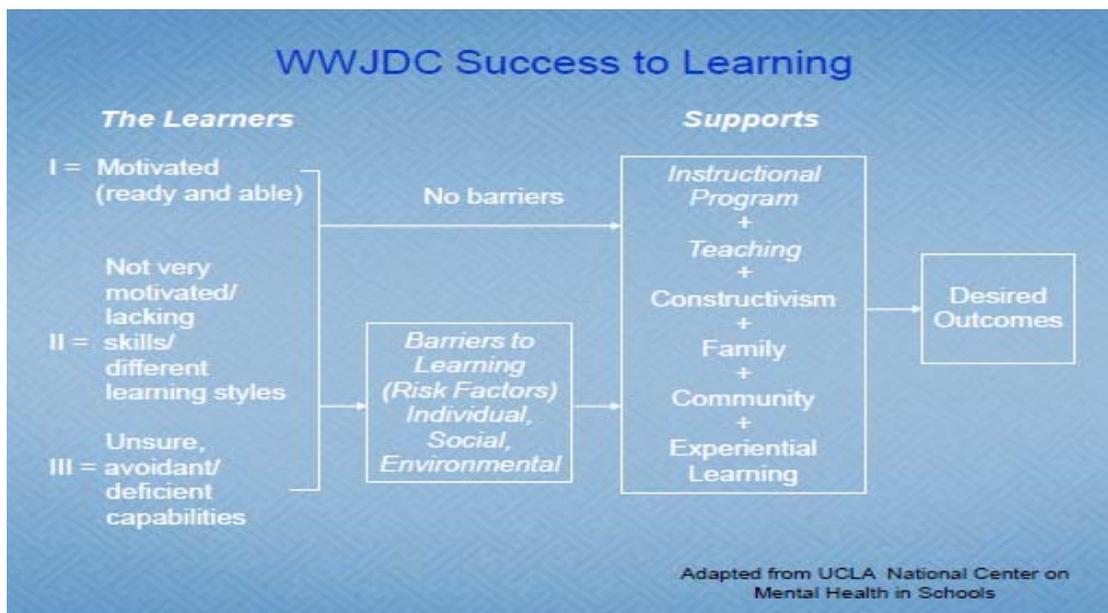
The risk factors/barriers that surround elementary school students, as outlined by the above, will be addressed through the delivery of academic/social-emotional learning/assessment strategies braided throughout the instructional program with increased family/community engagement and supports for health/mental health services. The implementation of social/emotional learning strategies and supports throughout the instructional environment of WWJDC is designed to enhance resiliency and academic success of each individual student that may confront any of the following issues:

- **Family factors.** These include lack of guidance or parental supervision, domestic violence, poverty, drug or alcohol abuse in the home, lack of awareness of attendance laws, and differing attitudes toward education.
- **School factors.** These include school climate issues—such as school size and attitudes of teachers, other students, and administrators—and inflexibility in meeting the diverse cultural and learning styles of the students. Schools often have inconsistent procedures in place for dealing with chronic absenteeism and may not have meaningful consequences and supports available for truant youth (e.g., out-of-school suspension).
- **Economic influences.** These include employed students, single-parent homes, high mobility rates, parents who hold multiple jobs, and a lack of affordable transportation and childcare.
- **Student variables.** These include older children caring for younger children, drug and alcohol abuse, lack of social competence, unrecognized special education needs, mental health difficulties, and poor physical health.

High truancy rates at the elementary level may be attributed to such factors as:

- lack of parent/guardian, student and family connectedness;
- low level of **connectedness** student and family feel toward the school
- poor attendance patterns of all students reflecting low connectedness
- little student and parent/guardian **engagement** with school
- low levels of community engagement with families and school

The following illustrates the proposed WWJDC steps to success to overcome these barriers.



To ensure WWJDC’s success with its students, collegial neighborhood collaborations will be utilized to ensure family, community and business involvement. Family involvement will become a requirement throughout the school year and will begin during registration of students at WWJDC. WWJDC will support family involvement through its actions. The development and dissemination of the ‘WWJDC Family Informational Booklet’ will outline the relationship and support that families will receive as a WWJDC family. It will contain such informational topics as:

- Tips on how to make education important for the family
- How to stay involved in your child’s education
- How to maintain communication
- Tips on how to help with your child’s education
- Required testing at WWJDC
- How the family can support school attendance
- Homework assistance tips
- Grading procedures at WWJDC
- Behavioral expectations
- Brief description of grade level standards

The WWJDC will work with the families to determine the best ways we can communicate and engage them. The Family Informational Booklet will be supplemented by individual teacher grade level classroom/grade level goals, expectations and rules. WWJDC will also disseminate a monthly newsletter that will contain such items as upcoming events at WWJDC and in the community; assessment/testing schedules; family conferences; family events; service learning activities surrounding the community gardens or tree planting; etc.

### **Anti-Racism Philosophy**

Many of our planned practices, including our innovative schedule, performance-based compensation and ‘Saturday Academy,’ would be impossible to implement without the autonomy that a charter would provide. Certain aspects of our program, particularly our ethical component that addresses racial equity and youth development, may necessitate the recruitment of non-

traditional staff with unique areas of expertise that would work in tandem with licensed teachers. Other areas that may benefit from outside expertise are the service learning gardening and tree nursery curriculums and activities.

In viewing our ethical component there is no doubt that racism is often evident in the education system today. This aspect will be studied while simultaneously, the success of many youth of color will be recognized and praised. Anti-racism is about teaching an inclusive history in order to understand how globalization works and to better illustrate the interconnected nature of race in the United States to our education system's lack of success in closing the achievement gap. According to Harvard professor David Gergen<sup>13</sup> and many others, the achievement gap must be closed. He states, "If we have a country, as we do today, with 44% of the people under 18 who are African American or Hispanic and that number soon is going to grow to 50% and higher it is vital for the country that we end these injustices and end these disparities and bring people up. We've got to have educated African-Americans, Native Americans, Asian and Hispanics at the same rate as Whites. It's hugely important for our future."

In acknowledging the critical need to ensure that students, family, community and school connectedness and engagement become the foundation fabric to success at WWJDC our ethical component incorporates an anti-racism philosophy because of the dire need to have educational and health disparities end in order bring affected groups up to par.

It should be noted that community schools are designed to affect not only educational outcomes but other outcomes as well. Such outcomes include improved social behavior and healthy youth development. These outcomes have value in and of themselves, in addition to affecting educational outcomes. Ultimately we want to transform these distressed POP neighborhoods into great places to live, work and raise a family. This will require that we address the social determinants of equity including racism, in order to achieve social justice and eliminate health and educational disparities.

Racism is a system of structuring opportunity and assigning values based upon the social interpretation of how we look ("race") unfairly disadvantages some individuals and communities while unfairly advantaging other individuals and communities. The theoretical framework for understanding racism identifies three levels, institutionalized, personally mediated and internalized in which racism occurs. WWJDC will incorporate several in-services addressing anti-racism (Appendix F).

### **WWJDC Capacity**

WWJDC believes that its proposed framework and developed curriculum will address all students' needs and assist students in reaching the NM Standards through its 'community school' concept. The WWJDC Founding Group through USBC has worked steadfastly for 12 years in partnership with the University of New Mexico, Albuquerque Public Schools, University of Pennsylvania, and the federally designated Pocket-Of-Poverty neighborhoods (POP) to develop the concept of effective after-school elementary school programs that incorporate the community into the daily life of school. USBC accomplished this through "The Albuquerque Community Schools Project" where the neighborhood took its environmental-based learning program into the school.

These efforts have brought together dedicated people to develop a school like no other. We chose the concept of Community Schools because it is built on the simple logic that schools and communities are mutually dependent and that strong and purposeful partnerships between them are essential to student's academic success. It is anticipated that WWJDC will be the first chartered community school focusing on health, wellness and the environment in the state of New Mexico. The research of the US Department of Health and Human Services on a Coordinated School Health Model will be a critical mechanism to wrap the varied supports into a cohesive and

successful endeavor that has the potential to not only reduce our academic gap, but also provide the opportunity of more equitable health access.

The founding group consists of the Executive Director of USBC; a local community development corporation (CDC) executive and former banker; a retired university professor with a deep understanding of how children learn and a love for the people of New Mexico; an education evaluator/consultant, science educator and former epidemiologist who believes in expanding educator's repertoire of teaching strategies; an environmental engineer who specializes in zoning and public works projects; an attorney who gives freely of her time orchestrating and educating volunteers about racial equity and youth development; and a UNM program director/educator who over the years has gained solid credibility working with local community organizations that are all united by their core belief in the power of education and the bright future it can offer our children. Additionally, the WWJDC founding group has consulted with a Doctoral level education administrator with 35 years of educational experience from birth to college level. This professional has received local, state, and national recognition for the work done with students at risk and their families. With a Doctorate in Special Education curriculum, as well as New Mexico certifications in administration, special education, elementary education, and early childhood, the founding group has requested she continue to support our endeavors in whatever way possible, including considering the principalship.

WWJDC will be located in the central city core in one of the oldest (*POP*) neighborhoods, South Broadway. The expertise of individual and collective members of USBC Team and WWJDC staff will facilitate the transformation of WWJDC into a coordinated and collaborated instructional program for the underserved targeted students and their families, without an equal. The USBC Team will secure commitments/agreements from identified neighborhood stakeholders which will result in an expanded locus of responsibility for the delivered instructional program of WWJDC. To ensure relevance and usefulness, raise awareness, enhance commitment by all stakeholders and ensure attainment of the goals workshops will be conducted by the USBC Team to provide training on specific service delivery approaches that are evidence-based or promising practices, such as wraparound, and that are family driven, youth guided, individualized, and culturally and linguistically competent.

The quality of social relationships operating in and around schools is central to their functioning and strongly predicts positive student outcomes. In schools characterized by high relational trust, educators are more likely to experiment with new practices and work together with parents to advance improvements. As a result, these schools are also more likely to demonstrate marked gains in student learning (Bryk & Schneider, 2002).<sup>14</sup> Therefore, WWJDC's instructional program will emphasize as an outcome community-based value added services and supports, services provided within the least restrictive environment, full participation of families and youth, coordination among child-serving agencies and programs, and cultural and linguistic competence. Such services will expand and maintain capacity building through a train the trainers' model. In addition, these identified programs are family centered basing their success on family involvement, with inter-generational and natural supports from extended families and/or other community/neighborhood faith-based organizations. These identified relationships and supports to be provided by WWJDC are based upon the work already in place as a result of the USBC Team's efforts and initiatives.

USBC staff's expertise will facilitate implementation and sustainability based upon review of the following elements:

1. A shared vision for attaining WWJDC's mission
2. A results orientation to improve outcomes for students, their families and community
3. Strategic financing orientation to maintain operations

4. Identified broad-based community support and engagement
5. WWJDC has identified and collaborated with key community decision makers
6. WWJDC governing board and administration are resourceful in responding to new opportunities
7. Strong internal programmatic and fiscal structures
8. WWJDC's logic model identifies intended outcomes

WWJDC proposes to utilize the expertise of the USBC and its associates in providing professional staff development to insure the successful implementation of the strategies and methods to be used in delivering the integrated, environmental-base curriculum. WWJDC proposes to provide all selected staff with a copy of WWJDC's curriculum, provide a two-day in-service training prior to the start of the school year and then implement the co-teaching strategies throughout the school year to support student achievement.

### **Student Achievement**

WWJDC recognizes that cooperative learning enhances the quality of student learning and academic performance compared to individualized learning. However, unless the students have good social and emotional skills, i.e., know how to manage and appropriately express emotions, solve problems, address conflicts, and understand the perspectives of others, the academic benefits of cooperative learning groups can be minimized or even negated (Stevahn, Johnson, Johnson, & Real, 1996).<sup>15</sup> The proposed instructional strategies, complemented with alternative support methodologies and practices will have a high probability of enhancing student academic achievement for all students in all subject areas at all grade levels. These strategies, when combined with effective management techniques and good curriculum design, will lead to effective pedagogy. Too often, students in the central city lack access to educational preparation that matches their aspirations. Preparation for adulthood should begin in elementary school with readiness skill development.

Student perceptions of teachers' warmth and support, and of teachers as promoters of positive and respectful social interactions in the classroom, are significant predictors of student academic motivation and engagement (Ryan & Patrick, 2001)<sup>16</sup>. WWJDC recognizes this important factor as students pursue post-secondary education. Many competitive colleges require students to take the SAT; however, according to NMPED profiles there was a significant percentage, 70%, of students in the APS district that took the SAT but whose scores indicated they were unprepared for college admission and would need remedial work in science, math and reading and comprehension. It is WWJDC's intent to provide early on a fundamentally sound, evidence-based instructional program supported by social/emotional learning that will ignite intrinsic motivation to change such outcomes for our students.

The elementary and middle-schools in the POP serving our children have all failed to perform at city or state-wide averages on the NMSBA. Regrettably 30% of our high school graduates in the US fail the military entrance exam and two-thirds of African American and Latino students who enroll in college need remediation. With curriculum, academic standards and a disciplinary system modeled after APR, WWJDC will provide an educational environment where academic achievement will outpace that of the city and state. Most notably, it is anticipated that 90% of WWJDC students will achieve passing scores (attained proficiency) on the NMBSA.

At WWJDC all students will be prepared for grade level achievement, into middle and high school and beyond upon graduation. Our students will begin preparation to be college and career ready from the moment they walk through the WWJDC doors. The following elements will become part of WWJDC's instructional approach:

### **A. Preparing for Collegiate Success: Developing Basic Tools for Advanced Work**

At WWJDC, our rationale for this philosophy and approach recognizes coursework at all grade levels will require students to perform high-level conceptual tasks. This type of training is mandatory in an early college preparatory environment. At the same time, we recognize that higher level conceptual thinking is only possible with a solid base of fundamental knowledge and skills. As E.D. Hirsch, *The Schools We Need and Why We Don't Have Them*, points out that “The ability to learn something new depends on an ability to accommodate the new thing to the already known.” Cognitive scientists describe this process as rendering skills and knowledge ‘automatic.’ Automatic recall of certain information is necessary for a student to succeed in sophisticated conceptual work. For example, the ability to read is central to a child’s success in school, life-long learning potential and the ability to contribute to our nation’s economy and security. Children who get to fourth grade without learning how to read proficiently are on the path to dropping out. Therefore at WWJDC, by 4<sup>th</sup> grade, we will ensure that every student is a proficient reader by doing whatever it takes to support their needs.

It can be argued that the most urgent social issue affecting poor people and people of color is economic access. In today’s world, economic access and full citizenship depend crucially on math and science literacy. Practicality indicates students must firmly grasp multiplication tables if he or she is to efficiently solve mathematical problems. At WWJDC, in 5<sup>th</sup> grade, we will ensure that every student has mastered this fundamental skill. The role of education and schooling in altering misconceptions about science has not been very effective. To successfully address these issues students will be able to comprehend the processes of scientific investigations and use inquiry and scientific ways of observing, experimenting, predicting and validating to think critically, by grade five, in compliance with New Mexico Science Standards. Students will be required to demonstrate what Benjamin Bloom labeled as basic knowledge, comprehension, and application of information; they will also cultivate intellectual tools to analyze, synthesize and evaluate what they are learning.

Because we recognize that students who fall behind in mastering basic knowledge and skills have little hope of being able to perform high level conceptual tasks, students who are failing one or more of their classes will be provided with tutoring or enrolled in a ‘Saturday Academy’ which will reinforce basic skills and preview upcoming material. These services will be provided through volunteer and/or contracted services. Students unable to participate in Saturday Academy for religious reasons will be enrolled in a similarly substantive after-school tutoring block.

### **B. Preparing for Collegiate Success: Teaching to Varied Learning Styles**

This philosophy and approach will result in improved educational performance because traditional skills such as reading, writing, note-taking and discussion are effective avenues for student learning. Teachers will also design lessons with the understanding that students process material with a variety of intelligences. As Howard Gardner and his colleagues have determined, “human cognitive competence is better described in terms of a set of abilities, talents, or mental skills... All normal individuals possess each of these skills to some extent; individuals differ in the degree of skill and in the nature of their combination.”<sup>17</sup> Hence, in a science lesson on stars and galaxies, manipulative inclined students might prepare a solar system model and do a presentation to the class using the solar system model they have prepared. The most effective instruction often requires students to process material using their kinesthetic, interpersonal, musical, and visual intellectual capacities, in addition to their verbal and mathematical ones.

### **C. Preparing for Collegiate Success: Constructing Engaging Curriculum & Improving Performance**

The instructional program at WWJDC will be designed with the understanding that much of the best scholarship is driven by a spirit of exploration. Students who feel passionate about their schoolwork are far more likely to retain what they have learned. At all grade levels and in all subjects, students will have opportunities for independent inquiry, so that they may pursue and develop their natural curiosity.

Teachers will approach their work with the understanding that curriculum which seems relevant or emotionally engaging is more likely to make a lasting impression on students. Teachers will link the curriculum with the relevance to the students' lives. For example, students studying the ecology will have a variety of experiential learning opportunities. They could compare and contrast different plants and trees in community gardens and the Bosque or they could conduct water quality tests in local parks. Whatever they do will not only be a learning experience for them, it will fulfill a community need. Students will learn the importance of a healthy environment to the health and well-being of the students, their families, and their future generations.

### **D. Training correlated with philosophical and curricular approach**

Reflection and a commitment to serving others shape both the capacity and the willingness to excel academically. Conversation inside and outside the WWJDC classroom will intentionally center on the following five key virtues:

- **Courage:** To act thoughtfully and morally in the face of adversity (anti-bullying)
- **Compassion:** To empathize with others and demonstrate caring in our daily lives (anti-racism)
- **Integrity:** To tell the truth and remain true to our moral principles (stewardship)
- **Perseverance:** To tenaciously pursue our dreams and goals (stewardship)
- **Respect:** To maintain a constant sense of dignity, and treat others as we wish to be treated. (anti-racism/anti-bullying)

In student's elementary school years at WWJDC, the language of anti-racism and youth development will be introduced. Students will explore their meaning and consider how they might be applied. For example, in the classroom, a student might be encouraged to demonstrate courage by delivering a presentation in front of peers. A teacher might remind a student to show perseverance by doggedly pursuing a difficult math problem. Respect by all members of the community will be essential to maintaining a safe, scholarly environment.

At WWJDC, discussions inside and outside the classroom will often center on fundamental questions of what constitutes a moral, meaningful life. As Kevin Ryan and Karen Bohlin explain in *Building Character in Schools*,<sup>18</sup> "Students should come away from their education with the understanding that pursuing an answer to fundamental questions is of the utmost importance. The school that ignores the centrality of these questions or trivializes them...is, indeed, making a statement to students, that these questions are not really that important." Such fundamental questions might include:

- “What should I do with my life?”
- “How can I be a good citizen?”

WWJDC recognizes that the opportunity to shape the character of our youth and provoke thoughtful reflection about these types of questions lies at the crux of our work. This highly intentional commitment to ethical philosophy is inextricably linked to academic achievement. A student who has not been taught about his or her own purposes is at a severe loss in confronting the many social pressures toward giving in to short term gratification. A student who is growing and maturing in life benefits from self-discipline. Being taught the proper morals in society will more enthusiastically engage in the hard work necessary for academic success. Students who experience a sense of belonging at school, who learn within social contexts characterized by positive relationships, have high levels of academic performance (Osterman, 2000).<sup>19</sup>

The service learning program will serve as a vital component of our racial equity and youth development curriculum. This type of hands on experience provides substance for lessons on character, and engenders a sense of urgency over problems students see around them. As students progress through grades K-5, they will gradually be entrusted with increasing teamwork, collaboration and supervisory guidance in shaping their service-learning experiences.

In the years leading up to 5<sup>th</sup> grade, students will work on constructive projects that have the ability to enhance the school and its community. These projects might include a community garden project, recording an oral history at a local library, or volunteering at the local Bosque Open Space areas. Classroom reading, discussion, and assessments will provide additional intellectual rigor, encouraging students to hone and practice their own developing moral principles. Finally, in the 5<sup>th</sup> grade, students will design, with strong supervision, their own gardening and environmental community-improvement projects, with the support of school advisors.

## **2. Curriculum Design:**

The curriculum design of WWJDC is based upon student, family and community connectedness and engagement that support a school culture that embraces social/ emotional learning, parent/family engagement, and student centered strategies aimed at closing the achievement gap for disenfranchised students. WWJDC will provide a curriculum that is directed by valuing expectations; an active learner-based instructional program; collegial collaborative instructional support of parent, family, teacher, student and community; caring direction through social-emotional guidance; alternative instructional methodologies/approaches (e.g., differentiated learning, project-based learning, etc.); health/mental health services (prevention, intervention and follow-up) within a Coordinated School Health model; and social constructivism practices to learning and community collaboration/participation.

WWJDC will focus on the needs of the at-risk student (students who were not academically or behaviorally successful in previous schools) and empower these students to become active and engaged in their educational experience at an early age. The collegial collaboration methodology to be implemented by WWJDC staff, will involve university resources, USBC supports and services and intergenerational support for the environmental educational activities. WWJDC's culturally competent instructional flexibility will be based upon all stakeholders understanding and the acceptance of their individual roles and responsibilities to the students of WWJDC. This understanding and acceptance, based upon strategies of connectedness and engagement, will enhance WWJDC's ability to meet the needs of individual students, parents, families, community and businesses. In addition, the students will greatly benefit from the creative and innovative instructional programs and services delivered by highly qualified, trained and experienced instructors/staff, utilizing scientifically research-based and peer reviewed programs and methodologies.

WWJDC will offer an instructional curriculum as required to meet the New Mexico Standards and Benchmarks. Following is a detailed outline of the type of curriculum that will be used by the

school across subject areas at each grade level. WWJDC has built into its daily schedule common planning time for teachers to facilitate review, discussion and input into WWJDC’s curriculum and methodologies for delivery to its students as teachers and staff become more familiar with students and their needs/learning styles. It will be imperative that educational assistants be involved in these discussions to ensure that we are connecting and engaging our students not only in the academic realm but also at the social/emotional realm. The interdisciplinary performance examples described succinctly below will be developed by teachers of different disciplines who will share planning time throughout the school year.

**1<sup>st</sup> Grade Content:**

<b>Mathematics</b>	<b>Science</b>	<b>Language Arts</b>	<b>Social Studies</b>
Problem Solving	Observation/thinking	Listen and retell	ID People/Events
Review whole numbers	Observe seeds grow		Stories of people in NM today
Add/subtract/multi/divide	Spatial relations	Follow instructions	US history/events/people
Multiplication tables	Communicating thoughts	Explain how/why etc.	Compare celebrations

**Sample Skills Introduced (*Organization*):** work indoor/outdoor studios, measure garden layout, weigh and harvest produce, monitor process. *Comprehension:* establish appropriate level journaling, word recognition/usage, book selection

**Sample Performance Objectives:** Students will journal and maintain home work assignments from all core courses. Students will demonstrate an understanding of plant development and knowledge of sensory organs including taste smell etc.

**3<sup>rd</sup> Grade Content:**

<b>Mathematics</b>	<b>Science</b>	<b>Language Arts</b>	<b>Social Studies</b>
Reasoning	Physical Science	Text Interaction	NM and USA Events
Understand place value	Recognize matter forms	Ask questions	NM Communities/people
ID factors/multiples	Recognize magnetic effects	Summarize ideas	Connecting historical events
Multiplication tables	Communicating thoughts and ideas	Explain how/why etc.	Local and state, cultural celebrations

**Sample Skills Introduced (*Organization*):** work indoor/outdoor studios, measure garden layout, weigh and harvest produce, monitor. *Comprehension:* establish appropriate level journaling, word recognition/usage, book selection

**Sample Performance Objectives:** Students will journal and maintain home work assignments from all core courses. Students will demonstrate an understanding of plant development and knowledge of sensory organs including taste smell etc.

## 5<sup>th</sup> Grade Content:

Mathematics	Science	Language Arts	Social Studies
Advanced Numeracy	Earth and Space	Process writing, parts	Ancient History
Whole number operations	Environmental Mapping	Parts of speech	Ancient literature civilizations
Decimals, fractions, percent	Earth structure composition	Summarize ideas, thoughts sequentially	Ancient Eastern, Middle Eastern mythology
Basic Geometry	Atmosphere, Earth systems	Explain how/why etc.	Africa, Egypt. China and India

**Sample Skills Introduced (*Organization*):** Maintaining organized three ring binders, recording and completing daily homework assignments. *Comprehension:* Note taking, reading actively, selecting appropriate independent reading books. *Presentation:* Writing grammatically correct detailed paragraphs, reading aloud to a class, constructing maps and timelines.

**Sample Performance Objectives:** Students will keep binders with notes and homework assignments from all core academic classes. In the form of detailed organized paragraphs, students will demonstrate an understanding of fundamental Earth and Space science. Students will construct a timeline which aligns events studied in history and social studies with those studied in English Language arts.

While each teacher will tailor his/her teaching style and instructional delivery to his/her particular strengths facilitated by collaborative feedback from peers and administration, the interests of the students will guide what is studied. WWJDC's goal is to have students work on projects with their classroom peers as well as interact with other students in other classrooms or grades to develop shared outcomes. Through this process, students will be acquiring successfully the horizontally and vertically aligned basic content and skills and knowledge provided within each subject. Each project will have a written detailed content syllabus that can be referenced for more specific project content information. Each year the students will build not only on the basic knowledge learned in the previous year, but on their own ability to analyze and increase their awareness of the community around them.

### 3. Alignment with New Mexico Standards:

The New Mexico Content Standards with Benchmarks and Performance Standards, Grades K-8 will be utilized for the alignment process in math, language arts, science and social studies in reviewing curriculum. The scope and sequence grid mentioned in a previous section will assist in this process to ensure alignment. Within this process SRA McGraw Hill *Imagine It* has been referenced for scope and sequence for the language arts curriculum, Wright Group/McGraw Hill – Everyday Math for math curriculum and MacMillan-McGraw Hill - Science for the science curriculum. In addition to the curriculum based on the state standards, teacher reference guides will be developed incorporating environmental science, service learning, and health and wellness.

It is anticipated that once the Principal is hired that the curricula will be completed and aligned with the state standards and benchmarks by March 1, 2012. The finished document will be submitted to the NMPED by March 15, 2012. All involved committee members will sign off on the completed aligned curriculum.

The most substantive supplement to the core academic curriculum at WWJDC will be our program of ethical philosophy. Small advisor led groups of students will conduct weekly seminars on developmentally appropriate ethical philosophy and on public service. In addition, ethical philosophy focusing on structural racism and youth development will be infused into our core academic classes. For example in 1st grade the students might study what is bullying and how does it impact them. In 5<sup>th</sup> grade math class, students might debate the ethical implications of slavery. A 4<sup>th</sup> grade social studies class might examine the role of voting in assuring equal rights in society. Students will develop an understanding of how moral questions permeate their work as scholars.

WWJDC understands that students in grades Kindergarten (K) through five (5) are at an age level where their thinking is still primarily concrete rather than at the abstract, analytical level. However, WWJDC believes that inspired minds are learning minds! Therefore, exposure to Pre-Advanced Placement program strategies will engage students in active, high-level learning, thereby ensuring that every student acquires the knowledge and develops the skills and concepts of the delivered curriculum. WWJDC will create opportunities whereby students will be placed into situational experiences that will facilitate and stimulate problem solving and critical thinking.

WWJDC further understands that differentiation must occur in order for our students to be successful within the integrated designed curriculum. The following strategies will be utilized:

- Identification of the thematic unit (example: the environment);
- Assess what the students know and have experienced;
- Students will incorporate into their Academic & Social Growth Plan a series of activities related to the theme ranging from performance-based to writing to analysis and testing on the theme;
- Standards and benchmarks for each grade level will provide guidance in the development of Progression Charts.
- Progression Charts will include sequential objectives, strategies for understanding the objectives, class examples, and personal examples;
- Students will practice the skills (i.e. prior knowledge reflection, inquiring, restating, paraphrasing, etc.) they have acquired in analyzing and evaluating their own progress and their peers throughout the year; and
- Qualitative assessment by individual students on attainment of stated objectives.

As we work our way through the traditional curriculum, the progression charts will show each student when extra effort is required or when extra help is needed.

Project-based learning is a co-creative process that involves inquiry, dialogue, and skill building as the project evolves. The teacher is a learning facilitator (Markham, et al., 2003) and the work is student led. It is often said that the problems we are experiencing with our youth is that they ‘don’t think before they act.’ WWJDC believes that the program of ethical studies can provide the reflection that is necessary, but we must cultivate positive attributes in students and allow them to examine their own values, assumptions, and behaviors in ways that honor their culture.

In further support are the following elements of a culturally and linguistically competent social marketing and strategic communications plan which will promote anti-racism and social inclusion of children, youth and their families into every day school life. By developing effective partnerships, use of outcomes data, and personal stories from children, families and community it is expected that we will be building a generation of individuals that are thoughtful and committed to their future.

- An analysis of the environment to ascertain internal and external target populations' current resources and deficits.
- Analyzing the data identifying the wants and needs of the identified population as well as factors that influence its behavior, including benefits, barriers, and readiness to change.
- Determining what communication channels the identified populations come into contact with on a regular basis and which of those are most influential and important.
- Identifying allies or partners that can help achieve the program goals at WWJDC.
- Developing communication modalities, materials and interventions that are reflective of, and in response to, the identified population's needs, wants, and expectations.
- Implementing all strategies, tactics, and methods that were developed to achieve the designated goals and objectives.
- Evaluating to determine success of the instructional strategies.
- Effectiveness of keeping stakeholders informed.
- Demonstrating the effectiveness to key decision makers WWJDC's progress in meeting identified goals and objectives, efficacy of communication with community/interagency collaborations and effectiveness of community at large participation.

#### **4. Strategies and Methods:**

The start of the school day for students at WWJDC will begin with a 'morning message' which will promote connectedness and engagement among students, teachers, staff and volunteers. Such efforts are being promoted to ensure that the climate of WWJDC is welcoming, supportive and caring. Additional strategies will include having a daily assignment as well as the day's objective(s) clearly written at the front of the classroom as well as a written copy of the questions on each student's desk. (As the students progress in grades the daily assignment may change to a college-like syllabus to provide the experience of college-like protocols). The teacher will read the objective aloud for clarity and understanding. This focused activity establishes a temperature check to discern where the students are emotionally/socially as well as what students know and provides an avenue to integrate writing into their daily life.

The curricular target goal of this activity will be to assist students to be able to articulate real-life connections to the discussed subject in a variety of ways. In addition it allows evaluation of learning to ascertain if there is a need to adjust instruction and re-teach. This approach provides for a consistent structure which has proven to be valuable and necessary for students.

The role of professional development in educating and altering misconceptions about science has not been very effective. Students are unable to integrate or contrast memorized facts and formulas with experience based interpretations they received prior to instruction. Students seem to be curious, for example, about how the Universe and mankind developed. Interpreting this development can challenge certain beliefs whether correct or incorrect. This segment of instruction is designed to try to come to understand the Universe on a sufficiently fundamental level to see how it came into existence and concomitantly how humans potentially developed and came to exist.

Our educational consultant had begun researching possibilities and saw several strategies might offer in helping to address potential classroom concerns. The most promising of which was the Peer Assisted Learning Strategies or (PALS) program. This belief is based on the research and consulting with and observing other teachers who use this method of cooperative grouping. Teachers will create lessons that allow for students with different abilities to be able to work together and learn from each other. One example of an activity using this strategy is where each student is given one of the 5 major colors from the color spectrum. As the teacher teaches

individual students about their particular color, they become the expert of that color. After all five (5) color groups are taught their part of the process; they then became the expert of their color and become responsible for teaching it to the other students using a jigsaw approach. At the completion of the jigsaw activity, all the students will be knowledgeable on all the colors of the spectrum. After making their points teacher pauses and lets student reflect for awhile teacher then offers clarification. This approach often brings questions from the typically quiet/shy students. This activity provides potential for a very successful lesson because all students can participate actively and share what they learned.

In order to facilitate the effective implementation of instructional content, in addition to the aforementioned strategies, WWJDC proposes to utilize the following instructional strategies and methods in delivering its curriculum.

- A. **Written Syllabus** – will provide the student and parents/guardians with a description of the subject, subject objectives, essential questions, and sample subject exams; class expectations with regard to attendance, homework, research papers, behavior and grading policy.
- B. **Differentiated Instruction** - is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms. Teachers diagnose student readiness, interest, and learning profile. Instruction incorporates specific strategies that meet the needs of students and are based on the curriculum being presented.
- C. **Instructional Technology** – technology, interactive whiteboards, used in the classroom is a tool to enhance the abilities of students to investigate and develop understandings of fundamental concepts. In addition, integrating technology into classroom practices will assist teachers and staff in meeting accountability demands of assessments systems to be utilized at WWJDC.
- D. **Inclusionary Practices** – reaching all students through the utilization of integrated instructional practices, technology and assessment.
- E. **Problem-based Learning** – well chosen problems encourage students to define problems, identify what information is needed and engage in solution generation and decision making. Assists in making class ‘real’ and meaningful to students.
- F. **Peer Assisted Learning Strategies** - Students interact through pairings in structured cooperative- learning activities. Students support each other through frequent oral interaction, feedback, and reinforcement.
- G. **Co-Teaching** - Two (or more) educators or other certified staff share instructional responsibility for a group of students for specific content through collaborative planning and implementation.
- H. **Team Teaching** - A method of classroom instruction in which several teachers combine their individual subjects into one course which they teach as a team to a single group of students.
- I. **Project-Based Learning (PBL)** - strategies whereby students can more easily see the direct connections between what they are learning in class and the world immediately beyond the classroom walls. In addition upon graduation, students are indeed prepared for real world opportunities in their area—to the benefit of themselves and the local economy. PBL can be defined as:
  - engaging learning experiences that involve students in complex, real-world projects through which they develop and apply skills and knowledge;
  - a strategy that recognizes that significant learning taps students' inherent drive to learn, capability to do work, and need to be taken seriously;

- learning in which curricular outcomes can be identified up-front, but in which the outcomes of the student's learning process are neither predetermined nor fully predictable;
  - learning that requires students to draw from many information sources and disciplines in order to solve problems; and,
  - experiences through which students learn to manage and allocate resources such as time and materials.
- J. **Service Learning** – a meaningful community service combined with instruction to expand learning experiences, teach civic responsibility, advance the development of youth philanthropy and strengthen the individual and neighborhood (e.g., the Bosque, community gardens).

## **B. EDUCATIONAL PROGRAM**

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

WWJDC recognizes that time spent in school is a vital determinant of academic and personal growth. WWJDC will provide a full 180 school days of instruction on a modified year-round calendar. However, WWJDC proposes to extend the school day by one (1) hour a day compared to Albuquerque Public School. This would make the instructional day seven (7) hours. Plus there will be a half-hour for lunch. The extended day will ensure adequate delivery of the instructional program proposed by WWJDC. The total instructional hours (1260 hours a year) will ensure students the opportunity to gain academically and socially from the experiences. It also builds in time for supplemental support for those that need it. WWJDC proposes to work collaboratively with USBC's after school and summer activities and other partners as identified in the community to reinforce the goals of the schools.

WWJDC's proposed extended school day will support the educational plan by allocating time for the constructivism approach to learning. This will be provided by the environmental based curriculum delivered in the community gardens, Bosque and other identified community projects. The Albuquerque Community School Project will supplement and reinforce WWJDC's curriculum and for some students it will also provide a safe and supportive environment as they wait for their parents to pick them up. WWJDC's hours of operation in combination with the Albuquerque Community School Project will be from 7:30 a.m. until 5:30 p.m. with specific operations as follows:

- 7:30 – 8:15 Breakfast
- 8:15 – 11:30 Instructional Morning
- 11:30 – 12:00 Lunch
- 12:00 – 12:15 Student/Teacher Activity Time
- 12:15 – 3:45 Instructional Afternoon
- 3:45 – 4:15 Teacher Common Prep
- 3:45 – 5:30 Albuquerque Community School Project

WWJDC's staff will develop collaborative thematic units and schedules for academics, recess, physical education, music/art, etc. WWJDC, in cooperation with USBC, will seek to utilize community mentors, contracted or volunteers, to cover the extended hours for WWJDC students.

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

In our opening year, we will enroll 90 students in grades Kindergarten (full-day)

through two (2), adding a grade level and thirty (30) students for each subsequent year until we reach 180 students in year four (4) of operation maintaining the school's size at 180 students through grade five (5) when it is attained.

WWJDC proposes a phase-in strategy so that its educational plan can be implemented with fidelity within a group of students that we will have for a minimum of four years. We believe that such a time frame will ensure that the integrated curriculum and strategic approaches will be effective in meeting our mission and educational plan for our students, families and community.

WWJDC recognizes that a certain number of students will leave during the school year for a variety of reasons. The resulting empty seats may be filled with students from the school's waiting list based upon timeliness of seat vacancy so as not to jeopardize educational integrity and fidelity. This decision will be left to the discretion of the Principal and teachers.

### **3. Graduation Requirements**

N/A

#### **C. Student Performance Expectations**

Student academic performance expectations at WWJDC will consist of the following goals that align with the mission and educational plan. During the 2012 – 2013 school year the students will:

1. contribute to and maintain a learning environment that is safe, drug free and successful;
2. exceed their individual students AYP performance target by 12% in Language Arts and Mathematics above their previous proficiency score as measured by the NMSBA;
3. increase their Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Stanford-9 or Terra Nova or other required test scores by 15% over the baseline;
4. maintain their daily attendance to 95% of the instructional calendar year as measured by daily attendance records;
5. improve pro-social behaviors as demonstrated by zero referrals to office for violent behaviors such as fights;
6. take active leadership in student-lead parent-teacher conferences as demonstrated through student scheduled conferences at a 100% participation rate;
7. attain passing grades in ALL classes as documented on report cards;
8. improve study habits, completion of homework and submission of assignments by at least 10% from previously reported baseline; and
9. participate in project-based and service learning activities as measured through completion of identified projects.

At WWJDC, students must achieve a mastery level of the standards in order to be promoted to the next grade. The academic curriculum will be inextricably linked. For this reason, we believe that 'passing a student on' when he or she has not mastered the academic content will ensure that student's continued failure. Therefore, WWJDC will communicate to parents/guardians the need to ensure proficiency and their support. During the year, a variety of supports, from tutoring to Saturday Academy, to frequent communication with families, will provide alternative strategies of remediation to assist students who are not succeeding with the curricula as designed. A student's failure despite these supports will indicate that he or she needs alternative exposure to that year's material. Hence, a 3<sup>rd</sup> grader will not be passed on to the 4<sup>th</sup> grade until he or she has demonstrated passing level mastery of standards. For example in reading comprehension:

- Student will be able to summarize verbally or in writing 2 main ideas from selected written or spoken text succinctly.

- Student will increase vocabulary through reading, listening, interacting and maintaining a journal that is graded for 70% mastery weekly.
- Student will be able to use reference materials such as dictionary, encyclopedia, atlas etc., to verify correct spelling of words
- Student will be able to use at least two strategies to comprehend text for e.g., (re-read, paraphrase, question or ask for help).

A 5<sup>th</sup> grader will not be passed on to the 6th grade until he or she has demonstrated passing level mastery of standards. For example in mathematics:

- Student will be able to calculate multiplication and division problems using contextual situations.
- Student will be able to explain and perform whole number division and express remainders as decimals or appropriately in the context of the problem
- Student will be able to add, subtract multiply and divide fractions
- Student will be able to use statistical representations to analyze data

Students will participate in a daily math or literacy supplement, focusing on core skills. This time will serve as a vital 'booster shot' for students of all ability levels. Each day, all members of the WWJDC community will participate in an independent reading time. We recognize that a passion for reading is an essential element of successful schooling and that the best way to ignite this passion is to structure consistent time for younger students to read appropriate books of their own choosing. All WWJDC staff will participate in this reading time, thereby modeling the behavior for students. Once a week during this time, students will compose journal entries based upon what they are reading.

Our daily recesses are embedded in the schedule with the understanding that high-intensity instruction is best supported by short periods of down time. During these recesses, students will have the opportunity to go outside, to socialize with friends, or to speak with their teachers.

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

WJDC proposes to assess all students utilizing the Terra Nova or Dynamic Indicators of Basic Early Literacy Skills (DIBELS). These assessments are relatively quick to administer and provide comparative data upon which to determine a baseline for Language Arts instruction, math, etc. Students scoring at unacceptable levels will be reevaluated at a minimum of once monthly to ensure progress with bi-monthly WWJDC Level Team reviews of the student's Academic & Social Growth Plan. In addition, WWJDC will utilize:

- a. Teacher formative assessments (pre- and post-) based upon the standards and benchmarks delivered through the utilization of selected instructional textbooks and teacher guides;
- b. Student writing portfolios will be kept by each student to show progress in writing and grammar usage taken from the project based learning strategies of the environmental and garden projects;
- c. Students will utilize their writing portfolios to support public speaking skills development when students periodically provide presentations to families and community members; and,
- d. Teacher created assessments, with assistance from community members (such as the Horticulturalist from the community garden) will be used for science and social studies units and projects completed.

## **SPECIAL POPULATIONS**

At WWJDC, we believe that all students can and should be assessed according to high academic and behavioral standards. We agree with the Administrations' Commission on Special Education<sup>20</sup> that, "the system must be judged by the opportunities it gives and the outcomes achieved by each child." The National Governors' Association (2000) reported that, "Policy makers need to focus on eliminating the barriers that affect these lower-performing students' readiness to learn. Among these barriers are physical and mental health conditions that impact students' school attendance and their ability to pay attention in class, control their anger, and restrain self-destructive impulses."

WWJDC acknowledges and recognizes that certain students require additional supports, due to limited English proficiency or special needs; however, these students will be provided services and supports to the greatest extent possible as prescribed in the IEP and/or Academic & Social Growth Plan in the general education setting through evidence based inclusionary practices. Special education services at WWJDC will extend far beyond simple compliance with all applicable statutory and regulatory requirements. As with all students, the greatest service we can provide special student populations is to hold them to the highest reasonable academic and behavioral standards in the least restrictive environment.

WWJDC will administer a test of English language proficiency to all students who come from homes where English is not the primary language spoken. Students who are identified as Limited English Proficient will receive individualized tutoring, outside of the core academic class time. This tutoring may specifically address English language proficiency and/or compensate for deficiencies in understanding of core academic material.

Parents of newly admitted students will be asked whether their children have received special education services in the past. When a parent indicates that a child has received special education services, records will be requested and carefully examined by school faculty. Parents and teachers will attend a meeting led by our school administrator certified in special education and responsible for developing and implementing IEPs to determine appropriate services to be delivered, for eligible students at WWJDC.

In weekly conversations, faculty will discuss concerns about particular students; when appropriate these concerns will be brought to the attention of families. These discussions will be guided by a spirit of being proactive. In other words, faculty will not wait until a student has established a pattern of failure; concerns about a potential special need will be raised as soon as they are identified.

WWJDC will conduct "child find" activities for its student population so that students who may need special education services are appropriately identified and, if necessary, referred for evaluation. Within this context, WWJDC will adhere to the philosophy of Response to Intervention (RtI) that encompasses alternative assessment which utilizes quality interventions matched to student needs, coupled with formative evaluation to obtain data over time to make critical educational decisions (National Association of State Directors of Special Education, 2005). NASDE purported that RtI encompasses the following core assumptions:

1. the educational system can effectively teach all children
2. early intervention is critical to preventing problems from getting out of control
3. the implementation of a multi-tiered service delivery model is necessary
4. a problem solving model should be used to make decisions between tiers
5. research based interventions should be implemented to the extent possible
6. progress monitoring must be implemented to inform instruction
7. data should drive decision making.

RtI is a systematic approach requires a standardized protocol. The steps in this protocol should be an integral system within a school. The RtI model has three tiers of intervention, as follows:

- Tier 1: All students are provided with evidence-based instruction. If 80% or more are not meeting expectations, core practices are evaluated.
- Tier II: About 15% of students are provided with evidence-based interventions of moderate intensity.
- Tier III: About 5% of students are provided with evidence-based intensive interventions (IEPs).

WWJDC staff will fully implement the principles of RtI at all levels of instructional delivery. In keeping with the NMPED RtI model, WWJDC will ensure that all students are making adequate progress in the general curriculum and identified support programs. Faculty will make subtle evidence-based adjustments in classroom instruction and assess the impact of these adjustments, reporting the results to other faculty members and to families. Parents will be notified about these adjustments. When these adjustments fail to address the area of concern, an IEP Team meeting will be held to determine next steps. During this meeting, parents and regular academic teachers will discuss interventions that have been made thus far in the classroom. Adjustments will be identified that might shed light on a student's needs. Once these assessments have been conducted, the Team will be re-convened and determine whether or not a student is eligible for special education, and whether or not the student's parents consent to such services being provided.

Students with disabilities will be included in the mainstream classroom to the greatest extent possible. In WWJDC's first year, this inclusion will be supported by our administrator certified in special education and a full-time special education teacher—both certified special educators, who will work closely with classroom teachers to develop and implement instructional plans and assessments. We recognize the importance of 'front-loading' our special education program as a new charter school, in order to promptly and thoroughly organize our provision of services. In later years, WWJDC will hire additional highly-trained special education faculty as needed, aiming for a ratio of at least one special education teacher to every fifteen special education students. If additional academic support is needed for the students with disabilities beyond the differentiated instruction provided in the inclusion classes, the student will receive individual or small group support to mitigate the challenges.

WWJDC will employ initially a speech pathologist and, as needed, contract for specialists in occupational therapy, physical therapy and other related services. At least one member of the WWJDC special education faculty will be trained in a structured phonics-based reading program, such as Project Read or the Wilson Reading Program, for students with severe reading deficits.

### **Meeting the Needs of Students with Disabilities**

WWJDC will provide students with disabilities a free and appropriate public education (FAPE) and access to the general education curriculum commensurate with their non-disabled peers. The educational placement of students with disabilities will be in the least restrictive educational placement which still meets the unique needs of the student. WWJDC will meet the needs of individuals with disabilities in grades K - 5 to ensure their success through systematically supporting them and their families. WWJDC will focus efforts on building capacity with school faculty/staff by providing quality training and instructional support that is aimed at increasing their knowledge and experience with latest evidence based strategies and techniques, so all students with disabilities receive a rigorous and effective educational experience.

We will provide training in the use of strategies such as differentiated instruction, inclusive environments, collaborative teaching, team teaching, etc. In addition, we will utilize technology

based programs that enhance curricular and instructional approaches resulting in expanded opportunities for all students. We will work collaboratively with colleges and universities to expand our training components and service opportunities directly for individuals with disabilities in such areas as field experiences, apprenticeships and mentoring programs.

## **Special Education Referral and Placement**

### Initial Referral

Referrals requesting initial evaluation for possible special education programming is made through WWJDC' Student Assistance Team (SAT). Referrals may also be made by parents and outside agencies directly to the Chairperson of the SAT. Parents must be notified in writing when a referral for evaluation is made and written parental permission must be obtained before an evaluation is conducted.

### Initial Evaluation/Multi-disciplinary Team (MDT)

An evaluation, in accordance with New Mexico State Regulations for special education, must be conducted by a state certified diagnostician or school psychologist. Reevaluations are completed every three (3) years on each student continuing in special education programs. A Multi-Disciplinary Team meeting (MDT) concludes the evaluation/reevaluation process. The MDT, which includes parents, determines if a student is eligible to receive services. WWJDC will contract for such services as evaluations due to the anticipated relatively low numbers of referrals.

### Placement/Individualized Education Program (IEP)

Student eligibility and educational needs are discussed by the Individual Education Program (IEP) team. After careful analysis of educational assessment information and other factors, the team (including the parent(s), teacher(s), evaluation specialist, related service providers) recommends the type of educational services most appropriate to the student's needs. If special education and related services are indicated, an Individual Education Program (IEP) is written. Each IEP is reviewed annually to assess its appropriateness for the student.

### Current IEP and Placement and Services

WWJDC assures that for those students with disabilities selected through the lottery process, they will be provided with an IEP meeting with designated staff and administration, parent and student in order to develop an IEP that meets the unique needs of the student and assuring the students access and success in the general curriculum.

### Education and Related Services

WWJDC, in following state and Federal regulations will seek to provide a continuum of services to students with identified need with an emphasis of placing students in the least restrictive environment. Services range from itinerant special education, emphasizing assistance to regular classroom teachers, to partial-day or full-day placement in special education classes, for those students needing intensive educational programming and as necessary related service supports (e.g., speech/language, social work, etc.). WWJDC will incorporate inclusive educational practices to meet the identified needs of students with disabilities utilizing such teaching strategies as differentiated instruction.

### Annual Review

WWJDC assures that all students with disabilities will have progress monitoring reviews throughout the year as well as the required annual reviews of their IEPs to determine progress in

meeting stated goals and determination of need for continued services. Student and Family will be encouraged and supported to be actively involved with the on-going educational experience and will be partners in monitoring the progress and developing new strategies as needed.

### Continuum of Service

WWJDC maintains a continuum of educational services to provide special education and related services to students with disabilities in accordance with their Individualized Education Programs (IEPs) in the Least Restrictive Environment (LRE) assuring access to the general curriculum in accordance with federal and state regulations.

### Qualified Personnel

WWJDC employs highly qualified personnel who meet the State of New Mexico licensing and certification requirements to implement the IEPs of WWJDC students. WWJDC will employ a school-wide system of integrated professional development in order to ensure provision of services by qualified personnel.

WWJDC assures that all assessment data, IEPs and all other confidential student records will be maintained confidentially consistent with State and Federal Law. WWJDC assures that all access of records procedures will comply with applicable New Mexico laws and regulations, as well as, the Family Education Rights and Privacy Act).

WWJDC' policies and procedures manual, relating to all student needs, will be prepared in cooperation with administration, faculty, staff, families, community members and students. This policy book will be completed prior to the opening of the school. Legal services will be contracted to assist, if necessary, with school policy matters including those of special education.

Records of transferring students will be requested upon registration at WWJDC. Existing IEPs will be accepted and then modified with the students, families, and WWJDC staff to meet the individual student's needs as determined by the team. All students who are suspected of a disability must be considered through the 'student assistance team' (SAT). This referral process will consist of a meeting with WWJDC faculty/staff, parent and student. The SAT will assure the following:

- Appropriate staff present
- Related Services Personal
- Educational data
- Formative assessment data
- Attendance/behavior data
- Procedural Safeguards

### **Meeting the Needs of English Language Learners**

English Language Learners (ELL) can be categorized as:

1. Students whose primary home language is other than English
2. Students from heritage language groups needing enrichment and further development of English, while maintaining fluency in their heritage language
3. Any other students needing enrichment and further development of academic English.

WWJDC recognizes the need to have a "supportive school-wide climate, school leadership, a customized learning environment, articulation and coordination between previous schools, use of native language and culture in instruction, a balanced curriculum that includes both basic and higher-order skills, explicit skill instruction, opportunities for student-directed instruction, use of instructional strategies that enhance understanding, opportunities for practice, systematic student

assessment, staff development, and home and parent involvement" (August & Hakuta, 1997).<sup>21</sup> WWJDC acknowledges that language is complicated due to its high academic nature – content terminology. Therefore, in boosting academic achievement of ELL students in terms of literacy, the following are critical components of reading instruction will be provided while delivering the academic content of the various subjects:

1. Explicit instruction in word recognition through phonological awareness, practice reading, phonics and frequent in-class assessments.
2. Explicit instruction in skills that are needed to understand text, such as vocabulary building in context, strategies to aid comprehension, academic oral language.

WWJDC will additionally ensure that in the development of its curriculum language needs of students will be vertically and horizontally aligned across subjects. For example, when asking ELL students to write a summary, teachers (even content teachers, such as Social Studies or Science) cannot assume that students will know how to write a summary and must either teach them the necessary steps to write a summary or collaborate with an English language specialist to accomplish this task. Therefore, appropriate identification and determination of level of language needs is paramount and will be written into the student's Academic & Social Growth Plan.

All students that enroll at WWJDC will be asked to complete a Home Language Survey to determine if the Language Assessment Scales (LAS) or NMELPT need to be administered. WWJDC will administer these assessments to determine whether the student is a Limited English proficient (English Language Learner) or bilingual. Meeting the needs of English Language Learners will be accomplished through the utilization of a two-way bilingual model.

Two-way bilingual programs, also called paired bilingual and dual language, group English language learners from a single language background in the same classroom with native English speakers. Ideally, there is a nearly 50/50 balance between ELLs and native English speakers. Instruction is divided equally between English and the other language. Students serve as native-speaker role models for their peers. Two-way bilingual classes may be taught by a single teacher who is proficient in both languages or by two teachers, one of whom is bilingual.

Successful program models for promoting the academic achievement of language minority students are those that enable these students to develop academic skills while learning English. The best program organization is one that is tailored to meet the linguistic, academic, and emotional needs of students; provides language minority students with the instruction necessary to allow them to progress through school at a rate commensurate with their native-English-speaking peers; and makes the best use of WWJDC and community resources. Providing multiple, flexible methods of presentation in order to support diverse learning styles of language different students will be met through the following activities:

- WWJDC faculty and staff demonstrated support for language and cultural diversity
- High Qualified/Licensed/Endorsed Bilingual/ELL Teacher.
- Support Bilingual/ELL program software and resources.
- University affiliated mentor programs.
- English-speaking peer mentoring.
- Parental and family involvement.
- ELLs integrated socially with other students.

### **Meeting the Needs of “At-Risk” Students**

WWJDC will formulate a strategic plan to meet the needs of ‘at-risk’ students through the identification of academic, behavioral expectations, assessment and other sources data and

applying them to the students' Academic & Social Growth Plan. The plan will help identify any student not performing to standard academically, socially, and/or emotionally. Corrective action plans will be developed and implemented, when needed, to define goals, activities, support resources for all participants in the plan and set measurable milestones with student input. Included in this planning and review process is the need to understand and recognize at-risk factors which impact academic and social success.

WWJDC staff will be trained to recognize the risk factors that may increase students' likelihood of engaging in risky behaviors within all or some of the five domains. Although not all of these risk factors would be impacting our students due to their age, it is important to note all of them as others connected to the students may be experiencing them. This experience of others connected to the student would impact the students. Risk factors that predict future risk behaviors by students within these domains are:

#### *Individual*

- Antisocial behavior and alienation/delinquent beliefs/general delinquency involvement/drug dealing
- Favorable attitudes toward drug use/early onset of AOD use/alcohol/drug use
- Early onset of aggression/violence
- Intellectual and/or development disabilities
- Victimization and exposure to violence
- Poor refusal skills
- Mental disorder/mental health problem

#### *Family*

- Family history of problem behavior/parent criminality
- Family management problems/poor parental supervision and/or monitoring
- Poor family attachment/bonding
- Child victimization and maltreatment
- Pattern of high family conflict
- Family violence
- Having a young mother
- Broken home
- Sibling antisocial behavior
- Family transitions
- Parental use of physical punishment/harsh and/or erratic discipline practices
- Low parent education level/illiteracy
- Maternal depression

#### *School*

- Low academic achievement
- Negative attitude toward school/low bonding/low school attachment/commitment to school
- Truancy or excessive/frequent absences
- Removals from school such as suspension
- Inadequate school climate/poorly organized and functioning schools/negative labeling by teachers
- Identified as learning disabled
- Frequent school transitions

### *Peer*

- Gang involvement/gang membership
- Association with delinquent/aggressive peers
- Peer rejection

### *Community*

- Availability/use of alcohol, tobacco, and other drugs in neighborhood
- Availability of firearms
- High-crime neighborhood
- Community instability
- Low community attachment
- Economic deprivation/poverty/residence in a disadvantaged neighborhood
- Neighborhood youth in trouble
- Feeling unsafe in the neighborhood
- Social and physical disorder/disorganized neighborhood

The expertise and experience of USBC staff will greatly assist WWJDC with this important aspect to ensure we understand the needs of our students and families when identifying strengths and risk factors within the Academic & Social Growth Plan. This Plan will assist the individual student, WWJDC staff, parent and family in recognizing and developing learning strategies and supports to ameliorate cognitive and behaviorally related issues attributed to identify risk factors. This positive and success-oriented approach provides the student with a sense of involvement, empowerment, self-determination, accomplishment and security in helping to lessen the impact of risk factors.

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

### **Access to Other Services**

Professional services required by students, which are not available at WWJDC, will be determined and contracted with appropriate agencies, providers and/or post-secondary institutions, as needed. These services include but are not limited to diagnostic assessments, related services (e.g., physical therapy, speech therapy, etc.), staff development, and others, as needed.

Instructional strategies such as inclusive environments, differentiated instruction, two-way language instruction, etc., which address the needs of students with disabilities and at-risk and English language learners, may also fall into a contracted category. Health/mental health services may involve multi-agency agreements in order to meet this provision, which will assist in addressing risk factors/barriers to learning that will greatly assist WWJDC in meeting its stated goals for its students!

WWJDC will ensure that as student's needs are identified, strategies or avenues to meet those identified will be reviewed and wherever possible implemented to meet those needs as appropriate

under federal and state laws and regulations. WWJDC's integrated instructional program is designed to meet individual needs of all students, inclusive of those with an Individual Education Plan. WWJDC will focus on each student's unique learning style and his or her individual behavioral modality and how all these variables apply to the students' cognitive development. WWJDC proposes that it will strive for environmental equilibration in a multi-aged, multi-grade environment where there is no overt identification of grade levels. Students are able to advance through multiple grade levels in a non-threatening learning environment that encourages completion and enhances their individual sense of accomplishment.

## VI. FINANCIAL PLAN

### A. BUDGET

#### Budget Narrative

##### WWJDC Budget Process

WWJDC will adopt a budget in accordance with NMPED policies and procedures as provided through regulation, rule, directive and NMPED sponsored Spring Budget Workshops. WWJDC administration shall ensure that there is participatory involvement of WWJDC staff and community engagement in addition to the established WWJDC' Governing Council's Finance Committee (GCFC).

Public notice shall be provided to ensure the public at-large is aware of the budgetary process, as well as, WWJDC' plans for utilization of funds. Discussions and approval will be conducted by WWJDC Governing Council in accordance with the NM Open Meetings Act.

##### Initial Planning Year

Funding will be necessary for:

- a. Professional development and travel for the governing council to meet the requirements of state statutes and regulations for operations of WWJDC;
- b. Contracted services to help prepare board, Principal and other staff;
- c. Contract services of prospective WWJDC Principal beginning in October 2011;
- d. Enrollment costs in Cooperative Educational Services (CES) for related services and other supports without soliciting bids;
- e. Cost of membership in the New Mexico Coalition of Charter Schools (NMCCS);
- f. Travel and training for the employees, as they are hired, as required to prepare for the opening of the school;
- g. Equipment, materials and supplies (e.g., file cabinet, file folders, paper, etc.);
- h. Costs for advertisements for WWJDC "Opening Notice," staff position announcements; enrollment procedures of students, etc.;
- i. Two desk-top and two lap-top computers, one for the board president, one for the secretary, one for the treasurer and one for the Principal to use in preparation

##### First Year

###### Projected Student Number

WWJDC plans to open with ninety (90) students. We arrived at this number because we believed it was attainable and we could meet the individual needs of this many students while we are creating a new school.

###### Projected Staffing

WWJDC plans on maintain a pupil teacher ratio of fifteen students to one teacher (15 to 1) with an assigned educational assistant for each teacher in K through 3<sup>rd</sup> grade. In grades 4 and 5 there will be no educational assistants planned at this time.

### **Special Needs Students**

While we studied the demographics of the surrounding schools' special education average enrollment, we believe that WWJDC will attract a higher proportion of special needs students and therefore are projecting eighteen (18) A/B levels, fifteen (15) C level and eight (8) D level requiring special education services identified in their IEPs.

WWDC plans to utilize inclusion in every aspect of its academic and support programs to meet the students needs. In addition, WWJDC projects that it will hire/contract a speech/language pathologist to provide identified services but to also assist teachers with reading approaches (e.g., phonemic awareness, decoding skills, etc.) and language development.

### **Bilingual Needs Students**

WWJDC has studied the demographics of the surrounding schools and the number of students with English language needs and is projecting that approximately fifty percent of its student population will require bilingual program services.

### **At-Risk Students**

In studying the demographics of the surrounding schools from which WWJDC anticipates a majority of its students will be drawn from, it projects that all its students will be classified at-risk.

WWJDC's' main revenue source of operating budget funds will be generated through the NMSEG's funding formula. All students generate a basic unit value at their grade level that includes a weighted factor above the 1.00 basic weighted factor. In addition, there are 'Add-On' units generated for such areas as: students in special education and bilingual education programs; Ancillary Services; National Board Certified Teachers; all WWJDC students will be counted for the At-Risk Units factor; Growth and Save Harmless Calculation data in the event of significant membership loss. The revenue projection form also includes a 'Size Adjustment' calculation, physical education and fine arts factor calculations.

The legislature decides which factors will be equalized among all school districts and how much money will be available for public education. These factors are specified in statute. The revenue projection form from districts provides the NM Public Education Department data to determine the projected units per district in order to secure sufficient appropriation from the NM Legislature for the operation of schools. The unit value is basically determined by the NMPED dividing the amount of money legislatively allocated for education by the number of units of each district (Sect. 22-8-19, Sect. 22-8-20 NMSA 1978).

WWJDC recognizes that funds are generated according to its' allocations based on information WWJDC will provide to the NM Public Education Department. Funds will be dispersed through a monthly Cash Request from WWJDC that must reach the PED by the 25th of the month prior to disbursement. The funds received are generally used to operate the school district programs and services, including salaries.

WWJDC acknowledges that due to the high dropout rates, "Prior Year Funding" is utilized in order to encourage school districts to try harder to keep kids in school. In addition, funding is based on the child count for the previous year. However, there is a 'safety net' in case WWJDC's enrollment should go up or down drastically.

## **Major Start-up Costs**

WWJDC anticipates major start-up costs with regard to staffing salaries, fringe benefits, special education services; facility costs; materials and services; and contracted services. Based upon the proposed salary schedule an average certified salary of \$42,000.00 was selected for budget purposes and a 31.5% fringe benefits calculation based upon APS' calculations for ERA, FICA, etc. WWJDC recognizes and understands the current state of the fiscal economy for New Mexico and the country. These economic hard times often result in organizations cutting corners to 'pinch pennies' in order to sustain operations. WWJDC will look at this issue as well; however, WWJDC is committed to employ the most qualified and competent teachers and staff in order to meet the needs of its students (training and experience – T&E, which WWJDC will accept as allowed under NMPED T&E Manual of Procedures 1.12). WWJDC will seek to employ multi-certified/endorsed staff.

WWJDC's spending priorities will first align with full support for the implementation of the curriculum in keeping with the school's mission. The educational program will be further supported through the employment of multi-certified/endorsed staff whose educational philosophy aligns with the constructivist approach to learning proposed by WWJDC. WWJDC's management structure aligns with its emphasis on family and community connectedness and engagement. WWJDC will seek to employ a Principal who has vast knowledge in curriculum development/delivery, community engagement, health/mental health and is family focused and student centered. WWJDC proposes to initially focus on providing professional development based upon the curricular framework and the strategies for delivery as proposed. These professional development opportunities will be provided through a combination of contracted services or in-kind from USBC's university affiliates and others. WWJDC proposes to assess its progress in meeting its organizational goals quarterly and develop growth collaborative plans for all stakeholders. These growth plans will focus on a holistic approach to achieve with individual objectives written, as needed, for unique professional development.

In addition, WWJDC will utilize technology and collaborative instructional delivery modalities and other strategies (e.g., community provider in-kind services) that meet the needs of its students while keeping associated costs to an acceptable minimum, while maintaining instructional integrity. WWJDC recognizes that staffing Special Education programs often is difficult and costly. However, WWJDC will utilize strategies such as inclusion, co-teaching and other 'Permissive Use' of IDEA Funds to meet these challenges. Technology based educational programs will also be utilized to meet the needs of students with an IEP. To deliver the curriculum, WWJDC realizes that appropriate instructional facilities are critical. The positive, inviting, and pleasing atmosphere sets the tone for an encouraging instructional environment for ALL stakeholders at WWJDC. This initial costly undertaking will be kept at a minimum because the site selected will require minimal remodeling for adequate space for classrooms, a cafeteria, a multi-purpose space, computer labs, laboratory and office space. In addition, there is ample space for a library and facility, student and visitor parking.

WWJDC is cognizant of the need to adequately possess and have made available materials and supplies to meet the preparation needs of teachers, staff, administration and students. Therefore, it will be incumbent for WWJDC to not only secure materials and supplies through the budgetary process but to also seek community support. WWJDC's established USBC Partnership will assist with fund raising activities; grant pursuit, business sponsorships and donations acquisition in order to support the accomplishment of the WWJDC's mission.

WWJDC's Governing Council recognizes the need to curtail costs in support services and will therefore, contract business manager services (realizing savings in the fringe benefits, office space,

utilities and telephone/technology), in addition to ensuring that the secretary support staff hired for the principal has bookkeeping/ budgetary experience to assist in financial matters of WWJDC.

As WWJDC identifies the need for related services, every effort will be made to consider need level as it pertains to attainment of WWJDC's mission and student achievement. Therefore, WWJDC will look at purchase service and/or contracts that provide the best economical and efficient manner in which to secure such services to meet the IEP identified needs.

### **Federal Categorical Assistance**

WWJDC as it enrolls students who have applied and are selected through the lottery process should we exceed our projected level of 120 students, realize that supplemental funds maybe be available to WWJDC to attain its mission. These sources may include IDEA, Title I (\$600.00/student), and the Federal Lunch Program (initially these services will be contracted through APS).

For example, through IDEA funding each student receiving Special Education Services and verified through the 'December 1' Federal count (NMPED Special Education Accountability System), generates approximately \$600.00 per student in additional federal funds. These funds are to be utilized for supplemental services and supports for children with disabilities. WWJDC will budget these funds accordingly through the appropriate application process and submitted to NMPED for approval. Title I procedures for identification, eligibility, application and utilization will also be adhered to by WWJDC and submitted to NMPED for approval.

WWJDC anticipates the following federal allocations for Title I and IDEA B funds at approximately \$600.00 per student.

Title I: 90 students (first year) = \$54,000.00

IDEA- B: 18 students (first year) = \$10,800.00

WWJDC proposes to utilize all federal revenue to supplement the instructional program through expenditures in staff development, out of school instruction, materials/supplies and equipment. Such expenditures will enhance the attainment of goals as outlined in each student's Academic & Social Growth Plan.

## **B. FISCAL MANAGEMENT**

WWJDC will adhere to the seven practices designed to accomplish sound fiscal management of an organization. These include: establishing internal controls (through policy); monitoring compliance with fiscal policies; developing financial reporting interpretation skills; developing accurate budgets; recognizing red flags; minimizing risk; and hiring an independent auditor. The following elements will also assure sound fiscal management:

### **1. Internal Audit Control Plan**

WWJDC considers the internal audit function to be a critical management reporting responsibility and shall comply with all state requirements. WWJDC internal audits shall include an independent review evaluation and report of:

- Financial condition
- Accuracy of financial and property record keeping
- Compliance with applicable laws, policies, guidelines and procedures
- Effectiveness and economy of operations
- Recommendations for improved operations

## **2. Internal Audit Control Process**

The Governing Council will use periodic internal audits as a critical ingredient in providing a comprehensive evaluation of the level of control in WWJDC operating and accounting systems. Internal audits will be performed by parties independent from those of WWJDC personnel carrying out certain responsibilities outlined in policy; e.g. the person doing the payroll function may perform an independent review of the procurement or accounts payable functions or vice versa. In any case, the designated internal auditor for activities and/or functions will be specified by the Council's Finance Committee.

The Principal or his/her designee and two (2) representatives from the community at large appointed by the Governing Council together with two (2) Council members shall comprise the Governing Council's Finance Committee (GCFC). The accountabilities of this Audit Committee will include identifying areas for audit, the timetable for review, and reviewing any findings and/or recommendations in these internal audit reports. At least one (1) of the members on the GCFC must be a Certified Public Accountant.

The GCFC will independently review, evaluate, and report through monthly budget reports of revenues and expenditures (the checkbook), conducted audits and administrative management studies of the status of the following: financial condition and/or soundness of practice of a function or program; accuracy of financial and property record keeping in accordance with applicable laws, policies, guidelines, and procedures.

## **3. Reporting Questionable Practices**

WWJDC employees or others shall promptly notify the GCFC of instances of theft, disappearance of cash, checks, or property, of misfeasance or nonfeasance, defalcations, and non-compliance with laws and regulations of which they are aware to ensure that prompt attention is given to such matters.

## **4. Access to Records and Property**

All officials, contactors, and employees of WWJDC shall furnish GCFC with requested information and records within their custody. In addition, they shall provide access for GCFC to inspect all property, equipment, and facilities within their custody. If such officials or employees fail to produce the information, GCFC shall notify the Governing Council and shall make a written request to the Principal or his/her designee for his assistance.

## **5. Internal Control Audit Reports**

Each GCFC audit will result in a written report. The audit report shall contain the professional opinion of the WWJDC staff concerning the financial statements issued by WWJDC, or the professional conclusions of the audit regarding the management activities audited. The audit report shall include where applicable:

- A precise statement of scope encompassed by the audit
- A statement that an examination for compliance with applicable laws, policies, and regulations was conducted, and a presentation of the findings associated with that examination
- A statement of significant audit findings, including a statement of the underlying causes, evaluative criteria used, and the current and prospective significance of the findings.
- A statement that internal control systems were examined and a report of any material weaknesses found in the internal control systems.

- Statements of response submitted by the WWJDC relevant to the audit findings
- A concise statement by the WWJDC of the corrective actions previously taken or contemplated as a result of the audit findings and a timetable for their accomplishment
- Recommendations for additional necessary or desirable action.

A preliminary draft of the audit report will be forwarded to the WWJDC Governing Council for review and acceptance/approval before it is release. WWJDC administrative staff shall respond in writing specifying agreement with each of the audit findings and recommendations or reasons for disagreement with findings and/or recommendations, and provide corrective action plans for implementing solutions to identified problems including a timetable to complete such activities.

The written response to the preliminary draft of the audit report shall be forwarded to the GCFC within 14 calendar days of receipt of the audit report. WWJDC administrative comments to the preliminary draft may be utilized to amend the report if appropriate. If the preliminary audit report is amended, WWJDC administration will be given a copy of the amended draft, and WWJDC administration will be given seven to fourteen calendar days, as determined by the GCFC, to respond to the amended report.

Upon approval by WWJDC' Governing Council the final audit reports shall be promptly published and made available to the public; except, GCFC shall delay making audit reports public when criminal conduct is found in audit, the appropriate law enforcement authority is pursuing and investigation, and release of the report would jeopardize further such investigation or when the report discusses WWJDC personnel issues. A report whose release has been delayed shall be released promptly at the end of the condition-giving rise to the delay.

The GCFC shall make reports at least monthly to the WWJDC Governing Council on the status of any corrective action plan that is required.

## **6. Yearly Independent Audit**

State law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with Section 4-313, NMSA 1978, and all records pertaining to the activity funds must be presented to the auditors. Therefore, WWJDC will contract with an independent auditing firm for its annual audit, in accordance with the terms of the Audit Act (Sections 12-6-1 through 14, NMS A, 1978). WWJDC will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the WWJDC' Governing Council and submitted to the NM State Auditor for approval.

The audit will be conducted in accordance with the Officer of the State Auditor Rule (93-2), generally accepted auditing standards and the Manual Governing Audits of Entities of the State of New Mexico. All report finding then will be provided to the WWJDC Governing Council at a regularly scheduled meeting of the Council for public review and comment.

## **7. Student Enrollment Count Dates**

WWJDC will enter, enroll or withdraw students based on NMPED reporting guidelines and be reported into the Student Teacher Accountability Reporting System (STARS). WWJDC teachers and staff will report absences for all students on a timely basis. WWJDC will generate membership reports to the NMPED as required for funding to the schools on the designated count dates. Enrollment counts will be taken and verified by WWJDC administration in order to meet NMPED membership count requirements.

All membership counts are subject to audit.

## **8. Investments**

In accordance with NM Statute 6.20.2 and Office of Management and Budget (OMB) Circular A-102, all state, federal, or other monies received by WWJDC will be deposited in WWJDC' accounts within 24 hours or 1 banking day of receipt at an authorized banking institution per state regulations. WWJDC shall account for public money placed in interest bearing deposits in accordance with Sections 22-8-40© through (G), NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and other federal and state laws applicable to the investments of public school money.

As required law, WWJDC will take responsibility for acquiring all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the state of New Mexico. All bank accounts shall be established to require multiple signatures on checks or other forms of disbursement, which will be the WWJDC Governing Council President and WWJDC Principal.

While the WWJDC Governing Council may consider that an investment program is a critical ingredient of sound fiscal management overall, the prohibition in the 1999 Charter Schools Act against entering into any contractual arrangement that exceeds one year in length will make it impractical for WWJDC to engage in any long-term investment program. However, WWJDC will participate in PSIA as prescribed by law.

## **9. Financial and Business Operations**

WWJDC will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing fiscal/business control systems pursuant to NM State Law. To attain this, the WWJDC Governing Council shall employ or contract the services of an experienced school business official, in addition to ensuring WWJDC administration and WWJDC Governing Council President attendance at NMPED sponsored budget workshops and/or NMASBO fiscal workshops and trainings.

## **10. Cash Management Practices**

Appropriate cash management practices will be developed and used to ensure that all WWJDC allocated funds/monies are adequately protected against loss or theft. These practices shall include but are not limited to:

- Monthly reconciliations of all cash accounts, including bank accounts shall be the responsibility of the Business Manager or the contract provider of business services and will be approved by the Principal or his/her designee.
- Periodic internal audits shall be made on all cash accounts. Frequency of these audits to be determined, but not less than twice each year.

Separation of accountabilities and duties to ensure fiscal control will be practiced by WWJDC staff to protect from potential fraud by requiring that no person shall initiate and approve the same transaction in any circumstance.

## **11. Accounting Practices**

WWJDC financial records shall be maintained using cash basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a modified accrual basis.

In accordance with Governmental Accounting Standards Governance Council (GASB), Statement No. 14, "The Financial Reporting Entity," WWJDC shall follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the 1999 Charter Schools Act. This shall apply to all financial reporting to ensure that the nature and significance of WWJDC relationship with the NMPED is in no way misleading or incomplete.

## **12. Compliance with the Anti-Donation Clause**

In accordance with the NM Statutes Anti-Donation Clause, neither the state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution (Article IX, Section 14), shall directly or indirectly lend or pledge credit or make any donation to or in aid of any person, association, public or private corporation.

## **13. Use of WWJDC Facilities**

WWJDC shall follow the NM Charter School Guidelines for facility usage for all facilities owned or leased by WWJDC. For space leased by WWJDC, usage by and access to WWJDC premises by the lessor shall be limited by the following:

- WWJDC reserves the right to deny the use of school facilities to any individual or group.
- Use must be requested and approved in writing in 15 days advance of the date required.
- Appropriate fees will be assessed for usage based on state guidelines.
- Permission to use WWJDC facilities will be authorized to parties in the following priority:
  - Category 1: **WWJDC Education Programs:** On-going, regular school and extra- or co- curricular activity program.
  - Category 2: **School Related Non-Profit Groups:** this includes parent/teacher groups, school clubs, school activities, public educational institutions, intersession activities delivered by non-profit agencies. It also includes use of facilities by Join-A-School Partners as per individual partnership plans. To fit into Category 2, groups must be designated as a non-profit group with 501 (C) status from the IRS, must be educational or recreational in nature, must directly benefit school-age children, and must be sponsored by or otherwise affiliated with the school or school district.
  - Category 3: **Non-profit Groups Whose Activities Directly Serve School-Age Children:** This includes: The Community Based Program and The Adult Transition and other programs designed as non-profit group with a 501 (C) status from the IRS, must be educational or recreational in nature, and must directly benefit school-age individuals
  - Category 4: **Public Interest Non-Profit Groups (not school-related) Whose Activities Do Not Directly Serve School-Age Children:** This category includes groups such as community action groups, official agencies of the federal or local governments, and recognizable charitable and civic groups whose primary function is promotion of the health, safety, education or welfare of the community in general.
  - Category 5: **Recreational, Religious, Political, Arts-Related, and other Non-profits:** Distinguished from groups in Category 4, this category refers to those of the group itself rather than for the interest of the general public.

- **Category 6: Commercial (for profit) Groups:** This category includes groups whose purpose is direct or indirect financial gain and whose use of school facilities will result in their direct or indirect financial gain.

#### **14. Use of Other WWJDC Resources**

All WWJDC resources recognized to be state funded require practices that meet the both the letter and intent of the anti-donation clause of the NM Statutes. No monies shall be expended inappropriately (e.g., buying donuts for a teacher meeting, requesting reimbursement for personal expenditures that has no direct cost to WWJDC, etc.). No school assets should be used to enrich or aid any outside party. As such, WWJDC policies governing use of financial and other assets shall scrupulously embrace this stewardship accountability.

#### **FINANCIAL AND OTHER RECORD RETENTION PRACTICES**

WWJDC shall abide by all applicable Federal (e.g., FERPA, HIPAA, IDEA-Part B, etc.) and state laws and regulations with regard to records release and retention. A full explanation as to the procedures will be found in the WWJDC Governing Council's Policies and Procedures manual.

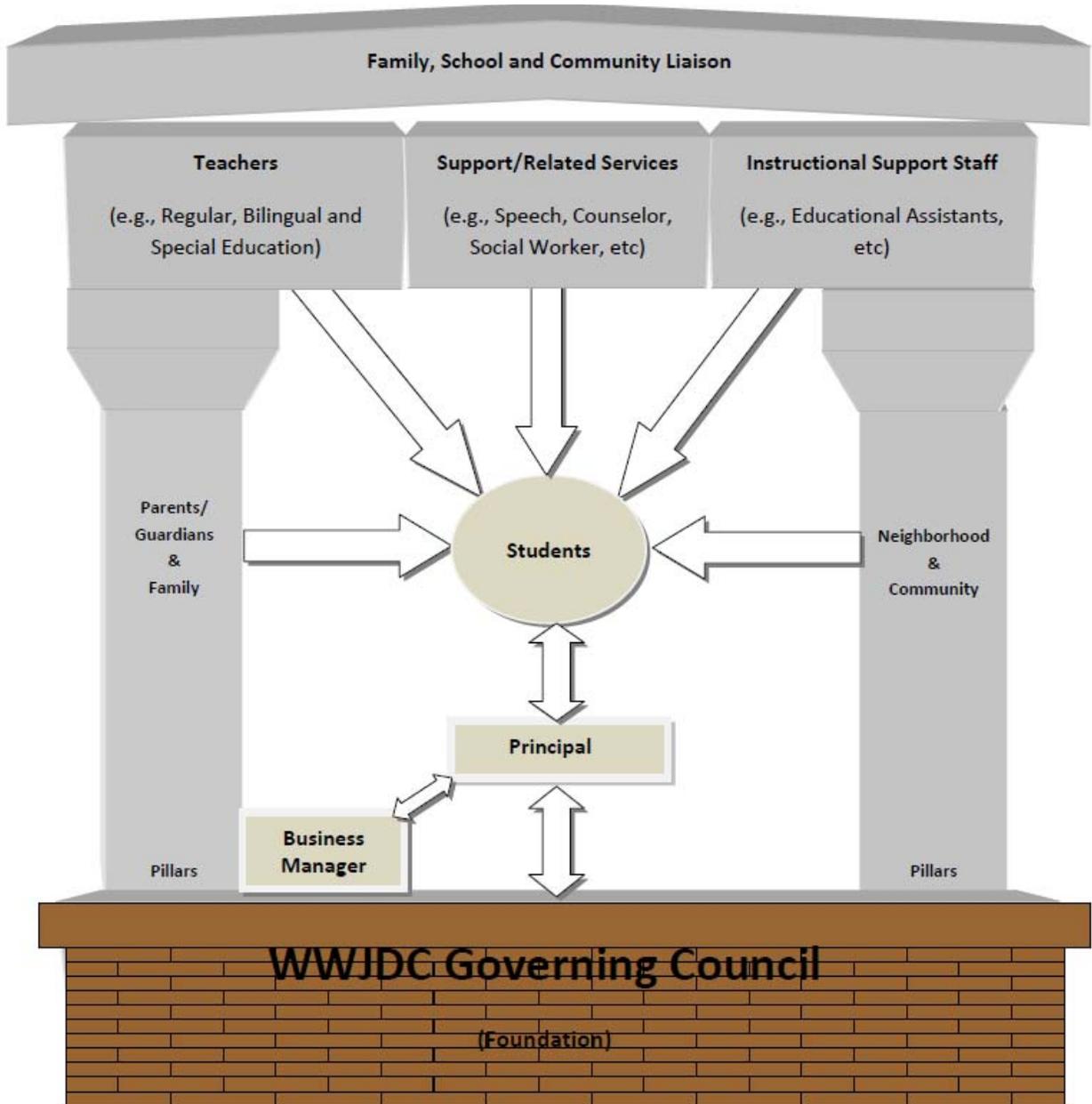
Access to confidential documents and/or confidential files will be only by court order, unless provided by statute. Release of confidential documents to law enforcement and other governmental agencies will only be upon specific statutory authorization or court order.

## VII. GOVERNANCE/MANAGEMENT PLAN

### A. GOVERNANCE/MANAGEMENT STRUCTURE

#### WWJDC Organizational Chart

The following organizational chart provides the reporting structure for WWJDC.



WWJDC's Governing Council will consist of five (5) at-large members. As the school's public agents, the WWJDC Governing Council will bear final responsibility for the school's academic

success, organizational viability, and faithfulness to the terms of the charter. The WWJDC Governing Council will develop and approve the annual budget and all school policies. It will also set goals and review strategy to continually guide the school towards its mission. The Governing Council will hire and evaluate the head of the school. The Principal will serve as Chief Executive of the school. On behalf of the WWJDC Governing Council the Principal will work with the CEO/Executive Director of the USB Corporation to coordinate after school projects, community involvement and other such initiatives. The Principal will oversee, coordinate, and support the work of the school's Business Manager and all related supervisory staff.

In addition to the aforementioned governance responsibilities, the Governing Council will serve as ambassadors of the school to the larger community and will assist in fundraisers for the school. The Governing Council will include governance, development, and finance committees. Non-Governance Council members, including school staff or members of the outside community may participate on these committees. For example, the School's Business Manager will sit on the finance and facilities committees. A well connected donor may sit on the development committee. After thoroughly collecting information and strategizing around pertinent issues, committees will present recommendations back to the Governing Council. Pursuing similar protocols, temporary task forces may undertake specific, temporary Governing Council projects, such as searching for a Principal or strategizing around a facility build out.

The Principal will help the Governing Council to assess the school's overall direction, and to set short- and long-term goals. With the support of the Principal, the Business Manager will maintain the school's budget and facilities. In conjunction with the Principal, she/he will make decisions about budgetary allocations and vendor selection. The teachers will work as a team to develop and implement a rigorous academic program aligned with the school's mission. The Principal will work in conjunction with the teachers on curriculum and seek their guidance on their professional development needs. The Principal will work in collaboration with the Business Manager to make decisions about instructional personnel. The Principal and Family/Community/School Liaison will continuously strive to build community networks and fundraise.

The Principal and designated Special Education and Bilingual/ELL instructors will coordinate the school's instructional and support services for students with disabilities and/or students with limited English proficiency. The Principal it is anticipated will be a certified special educator. The Principal or the instructors will work with families, teachers, and students around issues of discipline, coordinate events and activities to enrich the school culture.

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

Governing Council members will serve staggered three year terms, and no member will serve more than two consecutive terms. As such, we will continuously look for new, talented individuals who might be interested. During the Governing Council member recruitment process, candidates will engage in thorough discussions with existing Governing Council members about the mission of the school. Once they have joined the Governing Council, they will participate in a formal orientation process. This process will be lead by the Governing Council Chair and the Principal. This orientation will involve a visit to the school and a lengthy review of the School's Governing Council manual. They will discuss literature about the school, including the school's charter application, bylaws, policies, and annual reports, and will review Governing Council roles, responsibilities, and performance expectations.

The Governing Council will participate in an annual retreat to evaluate its own effectiveness and will periodically be evaluated by an outside auditor. The Governing Council's sub-committee (governance committee made up of three G.C. members) will continually examine the Governing Council's effectiveness in areas such as meeting attendance, efficiency of meetings, and in

drawing on the capacities of all individual members. The Governing Council may periodically enlist outside consultants to evaluate its work, and will continually reflect upon its own performance.

The Governing Council will hire and evaluate the Principal of the school. The Principal will serve as Chief Executive of the school. The Governing Council chairperson will work with the Principal to coordinate the work of the Governing Council. He/She will chair meetings of the Governing Council, creating agendas with the Principal. He/she will direct the Governing Council's strategic planning processes and help guide and mediate Governing Council actions with respect to the organizational priorities and governance concerns. The Governing Council chair's role and succession plan is described in greater detail in WWJDC's policies and procedures.

The Governing Council will include governance, development, and finance committees. Non-Governing Council members, including school staff or members of the outside community may participate on these committees. For example, the School's Business Manager will sit on the finance and facilities committees. A well connected donor may sit on the development committee. After thoroughly collecting information and strategizing around pertinent issues, committees will present recommendations back to the Governing Council. Pursuing similar protocols, temporary task forces may undertake specific, temporary Governing Council projects, such as searching for a Principal or strategizing around a facility build out.

The Governing Council of WWJDC School will include five (5) members. The governance committee of the Governing Council will continually draw on professional and personal networks to identify, cultivate, and recruit a diverse group of individuals with valuable expertise. Of particular importance will be expertise in education, human resources, environment, horticulture, law, fundraising, science, mathematics, public speaking and a willingness to use this expertise for the benefit of the school.

These individuals must have roots in and a demonstrated commitment to the neighborhoods of Albuquerque, New Mexico, and a philosophical alignment with the mission of the school. Prospective Governing Council members will meet with the existing Governing Council and school leadership. The existing Governing Council will evaluate recommendations of the governance committee, and collectively decide whether or not to extend invitations to new members.

The WWJDC Governing Council will choose a Principal with knowledge and experience in management and administration. She/he must possess skills in finance and personnel, oral and written communication, and in cultivating community relations. He/she must have demonstrated success as a leader in an educational institution. The Principal will be evaluated annually by the Governing Council, according to the following criteria:

- Student academic achievement, as indicated by standardized test scores, NMSBA and Terra Nova, DIEBLES or Stanford 9.
- School behavioral indicators such as an annual audit.
- School organizational viability, including financial health and on-going parental demand
- Demonstrated organizational growth, including professional development and improvements in infrastructure
- Acquisition and retention of outstanding faculty
- Progress towards the goals outlined in the accountability plan and any other strategic goals set by the Governing Council
- Effectiveness in working with the Governing Council

Each year, a task force including several Governing Council members and non-Governing Council members with human resource and evaluation experience will re-examine the written instrument and timetable used to evaluate the Principal. This process will happen with the input of the Principal. Once concluded, the task force will present the results of its work to the full Governing Council. They will also present specific performance expectations, related to the written evaluation, instrument. The task force will then conduct the review according to the agreed-upon timeline. Once this process is concluded, the results will be presented to the full Governing Council.

Thus far, our founding group has made decisions utilizing a ‘consensus’ model. No decisions have been made without shared ownership by the group. As our Governing Council begins to develop formal policies, they will be drafted by teams which will include at least one Governing Council member and the Principal. When necessary, policies will be reviewed by the school’s legal counsel. Informal feedback may be solicited from the Governing Council before the new policies are formally presented.

As our Governing Council becomes a formal legal entity, decisions will be made and policies will be approved by a more formal parliamentary procedure. At any meetings where a quorum is present the Governing Council will make decisions after debate by a majority vote of those present. The Governing Council chair and Principal will coordinate the drafting of different policies. These policies will be reviewed annually by the Governing Council, or as they are developed.

### **C. PARTNERSHIPS**

WWJDC’s partner organization is the United South Broadway Corporation. The contact person and Chief Executive Officer for USB Corporation is Diana Dorn-Jones: 1500 Walter St. SE, Suite 200, Albuquerque, New Mexico, 87102, Office: 505-764-8867/Fax: 505-764-9121. E-Mail: [ddj5050@att.net](mailto:ddj5050@att.net)

At WWJDC, we recognize many opportunities for fruitful partnerships with community organizations. In addition to the mutual benefit gained by referrals to WWJDC, community-based partners can assist us with a variety of challenges around facilities and supplies, development of our academic program, and providing support services to families. We are currently in communication with the following organizations:

- University of New Mexico
- Albuquerque Public Schools
- John Marshall Health and Human Services Center, City of Albuquerque
- Café Scientifique
- Phillips Chapel
- Anti-Racism Training Institute of the Southwest (ARTI)
- Sandia National Labs “Hands On Minds On Technologies”
- New Mexico Hispanic Youth Institute
- American Indian Science Engineering Society (AISES)
- Marguerite Casey Foundation
- South Broadway Neighborhood Association

The nature and purpose of our partnership with USBC Corp. is to build on the 12 years the organization has worked with APS and UNM in developing a successful community schools project (Appendix G Letters of Support). The lessons learned can now be implemented to make

for an even more successful and evidence-based approach to providing elementary education to low-income students in Albuquerque, New Mexico.

The partner organization will not be involved in the governance of the school at all. The school will have its own governance structure. Certainly, as WWJDC grows and students progress to the 4<sup>th</sup> and 5<sup>th</sup> grades, WWJDC faculty and students will create meaningful partnerships with additional community-based organizations as part of student's project based learning activities.

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

WWJDC recognizes the importance of strong management to oversee the complicated finances and instructional program needs of a charter school. The first step is to attract and maintain the student enrollment that drives the budget for the continued operation of WWJDC. Therefore, it is imperative that the Principal, teachers and support staff be hired that have the breadth and scope in operating the various financial, instructional and programmatic elements within a school district scope which will enhance and support success in meeting the mission and goals of WWJDC.

Overall management of WWJDC will be the primary role and responsibility of the Principal supported by the Business Manager and Family/Community/School Liaison. These two positions will be critical to assisting the Principal in the development of action plans and procedures that will address community engagement and sustainability, that will impact the fiscal and instructional programs of WWJDC. In addition, the Principal, Business Manager and Family/Community/School Liaison will assist teachers and staff with ensuring a vertically and horizontally aligned curriculum to meet the needs of students attending WWJDC.

#### **WWJDC Roles and Responsibilities**

**Principal** – The overall management of WWJDC instructional, personnel and fiscal programs. Ensuring the day to day operations of physical plant operations; staff presence and involvement; classes are in session; welcoming and meeting students, staff, parents, and community; preparations for Governing Council meetings; and daily budget and financial matters.

**Business Manager** (possibly contracted) – The overall management of WWJDC operational budget inclusive of Federal program budget; reconciling of WWJDC checkbook; submission of quarterly reports; submission of drawdown requests; preparation of required reports to Governing Council; and collaborative planning with Principal to assure fluidity of daily fiscal matters.

**Family/Community/School Liaison** – The overall management of implementing a social marketing plan that will, at its core, provide strategies for development of engagement and promote connectedness among students, parents/guardians, staff, Governing Council, Principal, community organizations, business, governmental agencies, social service providers, post-secondary institutions, etc. To assist in the development and implementation of service learning/project-based programs, community volunteerism; the research and development of collaborative grant proposals; planning and operationalizing an WWJDC Foundation; and collaborative planning with Principal to assure sustainability of WWJDC.

**Teachers** (all types) – Primary responsibility is to collaboratively plan the delivery of the curriculum to address the instructional needs of students through inclusive practices; to plan and facilitate all staff development/in-service; and active participation on WWJDC Support Team to support sustainability of WWJDC.

Secretary, Clerks and Educational Assistants are critical supports to the attainment of the mission and goals of WWJDC. Therefore, they will be active members of the WWJDC Support Team as strategic planning is conducted and evaluated on-going.

The foremost qualification for any teacher at WWJDC will be alignment with the mission of the school. While heated discussion and continual self-examination will be central to our continuing success, all prospective teachers must share our non-negotiable commitment to early college and career preparation and character development. Candidates must have demonstrated successful teaching in an urban environment and possess the capacities to communicate well with students, staff, families, and other members of the WWJDC staff. We will seek candidates with strong academic qualifications and references in a particular subject area from college and graduate school.

Job description, and role and responsibilities of each position that are mentioned in the organizational chart are as follows:

### **PRINCIPAL**

The Principal shall operate as chief operating subordinate to the Governing Council in orchestrating program and service delivery to students through teaching and auxiliary staff. Principals are ultimately responsible for the accomplishment of school goals as stated in the school's Educational Plan for Student Success (EPSS). The Principal and the Governing Council should hold continuous discussions about district and school goals for supporting student success. Overall, the discussion should focus on the Principal's capacity to meet the performance expectations related to the NMPLCI and accomplish the school's EPSS goals including the following duties:

#### **Supervisory Responsibilities:**

Supervise and evaluate program performance of staff assigned to campus including the business manager, teachers, counselor, instructional aides, clerical support staff, custodians and contracted staff.

#### **QUALIFICATIONS:**

1. A master's degree in education or equivalent.
2. A valid New Mexico administrative license.
3. A minimum of five years classroom experience as a teacher.
4. A minimum of three years administrative experience as a Principal or experience in instruction/curriculum within Central Office.
5. Alternatives to the above qualifications are at the discretion of the Governing Council to ensure selection of an effective, successful candidate.

#### **Skills:**

- Knowledge of school law, finance, and curriculum.
- Able to manage personnel
- Able to interpret policy, procedures, and data
- Exceptional organizational, communication, public relations, and interpersonal skills

#### **Working Conditions:**

- Maintain emotional control under stress
- Occasional district wide and state wide travel
- Frequent prolonged and irregular hours

#### **Responsibilities and duties:**

**Competency 1:** The Principal promotes the success of all students by maintaining a culture that supports student achievement, high quality instruction, and professional development to meet the diverse learning needs of the school community.

**Indicators:**

- 1.1 Works with all members of the school community to make quality instruction a prime focus.
- 1.2 Uses accountability literacy in making decisions about student success and achievement.
- 1.3 Evaluates teachers using the Three-Tiered Licensure Performance Evaluation to promote high quality teaching and professional learning.
- 1.4 Incorporates the diversity of the student population and history of the school community in making curricular and school policy decisions.

**Competency 2:** The Principal uses communication and relationship-building skills to engage the larger community in the knowledge of and advocacy for equity in meeting the diverse needs of the school community.

**Indicators:**

- 2.1 Engages in honest and respectful interactions with all stakeholders to make thoughtful and objective decisions that demonstrate sensitivity and integrity.
- 2.2 Builds and sustains relationships through team development and mediation skills to promote a climate of cooperation and student success.
- 2.3 Supports an environment of inclusion and respect.
- 2.4 Communicates with others objectively, sensitively, fairly, and ethically.
- 2.5 Supports relationships that promote teaching and learning in the school community through communication skills such as speaking, writing, and active listening.
- 2.6 Communicates with all school and community stakeholders concerning current school issues and student achievement.
- 2.7 Maintains a continuous dialogue with decision makers who affect the school community.

**Competency 3:** The Principal organizes and coordinates ongoing professional learning opportunities that are aligned with the New Mexico Professional Development Framework and supports the diverse learning needs of the school community.

**Indicators:**

- 3.1 Identifies and assesses student and staff performance to inform professional development needs.
- 3.2 Uses relevant professional literature and knowledge, collaborates with key partners, and uses technology to create and provide appropriate professional development.
- 3.3 Implements comprehensive, integrated, and systemic ongoing professional development opportunities for faculty and community.
- 3.4 Supports reflection, sustained mentoring, and coaching as critical processes for professional growth.

**Competency 4:** The Principal manages the school campus, budget, and daily operations to equitably meet the diverse learning needs of the school community.

**Indicators:**

- 5.1 Supervises co-curricular and extracurricular activities to engage all students.
- 5.2 Develops 21st century skills throughout the curriculum.
- 5.3 Creates a student centered school environment and strengthens relationships among all stakeholders to improve student performance.

## **BUSINESS MANAGER**

The primary role and purpose is to oversee and maintain the operation of all financial and business affairs of the charter including accounting, payroll, purchasing, and risk management and act as the chief financial advisor to the principal and the Governing Council. The Business Manager must have an understanding of school accounting principles.

### **QUALIFICATIONS:**

1. Minimum of a Bachelor's degree with emphasis in Accounting/Business.
2. Minimum of three years experience in Public School Finance procedures within a NM Public School or NM Charter School.
3. CPA license or equivalent experience and valid New Mexico School Business Manager license.
4. Background training in computer systems including application programming and system analysis.
5. Background/education in accounting principles and practices, governmental accounting, internal and external auditing practices, financial record keeping, journal and ledger accounting system.

### **Skills:**

- Applicable knowledge of school finance, budgeting and accounting systems, and economics.
- Effective communications, public relations and interpersonal skills
- Knowledge of personal computers and software to compile spreadsheets, perform data analysis, and do word processing.
- Capable of interpreting policy, procedures and data.
- Capable of managing budget and personnel.

### **Responsibilities and Duties:**

#### **Fiscal Management**

- Ensure that principal is advised on the business affairs of the charter school.
- Analyze accounting practices, systems, and controls in all charter departments and advise on improvements in their structure, implementation, and maintenance.
- Manage a revolving auditing program for all funds and work with the charter's independent and internal auditors while conducting audits.
- Maintain accounting systems that comply with laws and regulations.
- Devise period cash flow analysis to determine cash available for investment and bill payments.
- Manage charter investment portfolio.
- Supervise monthly bank settlement preparations for the operating, special revenue, debt service, construction, tax, cafeteria, and athletic accounts, audit statements of vendor and payroll clearing accounts.
- Compile and enter all budget adjustments, additions and deletions.
- Assess and authorize all purchase orders and check requests and manage budget by certifying availability of funds.
- Help with drafting of budget and assessing the long and short range objectives for the business operations of charter.
- Oversee needs evaluation for the enhancement of the charter business operations.

- Collaborate with charter personnel to project student enrollments, staff needs, building and facility needs energy needs, capital equipment needs and other cost items for the charter and individual school improvement.
- Monitor the business office budget and see that programs are cost effective and funds are managed effectively.
- Act as charter leader to achieve cost-effective practices throughout the school.
- Confirm that business operations support the charter mission.

### **Documentation and Law**

- Ensure policies established by federal and state law that apply to charter school and local Governing Council policy in area of business operations is being followed.
- Manage all hard-copy and computerized reports, records and other documents required.
- Compile and review monthly budget reports and financial statements.
- Draft comprehensive annual financial report.
- Compile semi-annual financial reports for submission.
- Draft quarterly and final reports for all federal funds.

### **Inventory**

- Ensure accurate computerized inventory records of all of the charter's assets.
- Maintain and direct sales of surplus salvage equipment for disposal.
- Oversee maintenance of replacement cost asset inventory for insurance purposes.
- Receive and register bids calculate results and draft written recommendations.
- Oversee the drafting of bids and bid specifications.

### **Personnel Management**

- Compile, check and revise business department job descriptions.
- Devise training options and/or improvement plans to maintain superior business operations.
- Assess job performance of employees to maintain effectiveness.
- Oversee personnel and make accurate recommendations in regards to assignments, retention, discipline, and dismissal.

### **Community Affairs**

- Show knowledge of charter and community needs and implement programs to meet those needs.

### **Supervisory Responsibilities:**

Supervise and assess performance of other positions such as bookkeeper or any other fiscal management staff, as required.

### **Job Related Conditions:**

- Maintain control in stressful situations.
- Travel may be required.
- Extended or irregular hours.

## **ADMINISTRATIVE ASSISTANT/CLERICAL**

Primary role and purpose of the administrative assistant is to organize and maintain the normal administrative operations/work activities of the school. An additional requirement will be to be trained to do other tasks such as oversee the health room when needed. Provide secretarial duties for the principal and other charter staff.

### **Skills:**

- Exceptional keyboarding. Word-processing, and file maintenance skills.
- Strong communication and interpersonal skills
- Basic Math Skills
- Knowledge of personal computer and software in order to compile spreadsheets and databases and do word processing.

### **Responsibilities and Duties:**

#### **Records and Correspondence**

- Draft correspondence, forms, reports etc. for the principal and other department staff members using a personal computer.
- Prepare data as needed when completing state and local reports.
- Organize and manage hardcopy and computerized departmental files.
- Manage student records as needed.

#### **Accounting**

- Attend to routine bookkeeping duties, including basic math operations, for the department.
- Assist with the completion of purchase orders and payment authorizations.
- Maintain personnel time records including leave requests and reports. Draft and submit information to the central processing facility.

#### **Other**

- Answer incoming calls, take accurate messages and transfer to appropriate staff.
- Oversee appointment schedule and make travel arrangements for departmental staff.
- Receive, sort, and deliver mail and other documents to department staff.
- Ensure confidentiality of information.

#### **Job Related Conditions**

- Maintain control in stressful situations.
- Manage time with frequent interruptions.
- Extended computer time.

## **TEACHER**

The primary role and purpose of a teacher is to provide students with appropriate educational activities and experiences that will enable them to fulfill their potential for intellectual, emotional, physical and social/emotional growth. Teachers will help students develop the skills necessary to be a productive member of society.

**POSITION STATUS:** Full Time/Academic Year

#### **Summary Description:**

This position serves as a teacher for an elementary classroom in a K-5 school. The Teacher works under the supervision of the Principal to help design and implement an innovative, project-based,

child-centered curriculum based on the New Mexico Public Education Department's Standards and Benchmarks.

### **JOB RESPONSIBILITIES**

The teacher's responsibilities chiefly fall within the following core functions, although s/he may perform other tasks as needed:

- A) Curriculum Planning
- B) Instructional Program Implementation
- C) Family and Community Partnerships
- D) Communication and Service Coordination
- E) Record Keeping and Reporting
- F) Assessment

### **CURRICULUM PLANNING**

1. Ensure the written curriculum includes:
  - goals for children's development and learning;
  - the experiences through which children will achieve these goals;
  - what staff and parents can do to help children achieve these goals;
  - the materials needed to support the implementation of the curriculum towards achieving the stated goals
2. Responsible for the preparation of daily lesson plans and materials to support those plans. Post them for parents, volunteers and visitors in the classroom.
3. Develop an individual plan for each child including goal setting based on identified needs and prescriptions for objectives and activities to meet established academic content standards.
4. Plan and adjust work operations to meet changing or emergent program requirements within available resources and with minimum sacrifice to quantity or quality of work.

### **PROGRAM IMPLEMENTATION**

1. Design and/or implement curriculum to provide developmentally and linguistically appropriate experiences for children.
2. Provide a positive environment and experiential activities in which children develop skills in the areas of art, language arts, health, math, science and social studies.
3. Provide positive guidance and discipline and support children in developing social problem-solving skills.
4. Implement daily lesson plans in response to children's needs and interests incorporating observations, anecdotal record keeping, knowledge of child development and NM content standards.
5. Provide children with a consistent classroom schedule and routine.
6. Provide supervision and ensure the safety and security of children at all times.
7. Supervise and eat nutritionally prepared meals with the children.
8. Supervise all classroom field trips and outdoor activities.
9. Understand regulations associated with prevention of occupational disease and injury, including the exercise of universal precautions and the prevention of contamination.
10. Adhere to confidentiality policies with regard to child and family information (verbal and written), to include administrative and technical information.
11. Adhere to WWJDC Personnel Policies and Procedures.

## **FAMILY AND COMMUNITY PARTNERSHIPS**

1. Provide opportunities for parents to be involved in the classroom (e.g. volunteering, helping plan the learning experiences) project based learning and other community based projects.
2. Encourage parent participation in staff-parent conferences and home visits discussing their child's development and education.
3. Establish positive and productive relationships with families and community focusing on a relationship of trust and rapport.
4. Schedule and complete two home visits per year and at least two parent-teacher conferences per year.
5. Participate in parent/community orientation meetings/trainings.

## **COMMUNICATION AND SERVICE COORDINATION**

1. Share pertinent information with school staff ensuring coordinated services to meet the needs of individual children and families.
2. Participate in Academic & Social Growth Plan development and revision conferences as appropriate.
3. Maintain regular contact with parents and complete appropriate documentation.
4. Provide a classroom update and overview every month for the WWJDC community newsletter and WWJDC website.

## **RECORD-KEEPING AND REPORTING**

1. Request supplies as needed and participate in classroom/program inventory as requested.
2. Gather and maintain individual, family and classroom data for documentation, on-going assessment, evaluation and recording keeping for successful individual and program planning.

## **ASSESSMENT**

1. Perform informal classroom assessments on an on-going basis. Gather and organize anecdotal notes into the key domains and document.
2. Implement formal assessments as part of overall school assessment process.

## **REQUIREMENTS:**

1. NM Early Childhood (B-3) or Elementary Teaching (K-8) License (or the ability to get one within one year from date of hire); BA/BS in Education or a closely related field; MA/MS preferred.
2. Able to lift 40 pounds, 20 times a day if needed.
3. Computer literacy in email, word processing and internet navigation.
4. And perform any other related duties as may be required by their supervisor such as be able to work some evening hours as required.

WWJDC will provide the NM Public Education Department with a written teacher performance evaluation plan that meets the requirements of NMPED Regulation 6.69.4. Therefore, WWJDC will utilize the nine New Mexico teacher competencies and indicators for its annual evaluation process of teachers.

**New Mexico Teacher Competencies for Licensure Levels I, II, and III  
Assessment Criteria**

*New Mexico is one of the most diverse states in the nation, and this diversity is reflected in the strengths and needs of New Mexico's students. The ability of a highly qualified teacher to address the learning needs of all New Mexico's students, including those students who learn differently as a result of disability, culture, language, or socioeconomic status, forms the framework for the New Mexico Teacher Competencies for Licensure Levels I, II, and III-A Assessment Criteria Benchmarks.*

<b>1. The teacher accurately demonstrates knowledge of the content area and approved curriculum</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Utilizes and enhances approved curriculum.	A. Enhances and extends approved curriculum.	A. Contributes to the refinement and development of the approved curriculum.
B. Gives clear explanations relating to lesson content and procedures.	B. Gives clear explanations relating to lesson content and procedures.	B. Provides clear explanations relating to lesson content and procedures in multiple ways and is aware of knowledge and preconceptions that students can bring to the subject.
C. Communicates accurately in the content area.	C. Communicates accurately in the content area.	C. Communicates accurately in the content area and can create multiple paths to the subject matter.
D. Shows interrelatedness of one content area to another.	D. Integrates other subjects into the content curriculum.	D. Can articulate to students the interrelatedness of the disciplines.

<b>2. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught.</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Provides opportunities for students to work independently, in small groups, and in large groups.	A. Designs appropriate opportunities for large group, small group, and independent student learning experiences.	A. Designs and engages students in large group, small group, and independent work activities.
B. Uses a variety of methods, including demonstrations, lectures, student initiated work, group work, questioning, and independent practice.	B. Selects from a variety of teaching methods (demonstrations, lectures, student projects, group work, independent practice) for specific instructional goals and purposes.	B. Demonstrates effective selection and use of a variety of methods to make knowledge accessible to all students.
C. Uses a variety of resources such as field trips, supplemental printed materials, manipulatives, and technology.	C. Integrates a variety of resources into instruction, including field trips, supplemental printed materials, manipulatives, and technology.	C. Demonstrates effective integration of a variety of resources and learning experiences into the curriculum.

Assessment Criteria Benchmarks for New Mexico Teacher Competencies for Licensure Levels I, II, and III

<b>II. The teacher appropriately utilizes a variety of teaching methods and resources for each area taught (continued)</b>		
D. Provides opportunities for students to apply, practice, and demonstrate knowledge and skills learned through various modalities.	D. Demonstrates understanding and appropriate application of learning styles, modalities, and intelligences theories.	D. Designs opportunities for students to apply, practice, and demonstrate knowledge and skills based on knowledge of learning modalities, style preferences, and intelligences.
E. Implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Designs and implements necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.	E. Engages with colleagues and parents to collaboratively design and implement necessary modifications and adaptations in instruction and curriculum so that students with disabilities have access to the general education curriculum in the least restrictive environment.

<b>3. The teacher communicates with and obtains feedback from students in a manner that enhances student learning and understanding.</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Explains and/or demonstrates the relevance of topics and activities.	A. Effectively explains, demonstrates or communicates the relevance of topics and activities.	A. Engages students in explaining and/or demonstrating the relevance of topics and activities.
B. Communicates to students the instructional intent, directions, or plan.	B. Consistently communicates to students the instructional intent, directions, and plans.	B. Involves students in establishing instructional direction and plans.
C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance.	C. Establishes and states expectations for student performance.
D. Clarifies actions, directions, and explanations when students do not understand.	D. Presents directions and explanations in a variety of ways to insure student understanding.	D. Presents directions and explanations in a variety of ways to insure student understanding.
E. Actively solicits communication from students about their learning.	E. Solicits communication from students about their learning for the purposes of ongoing instructional planning.	E. Engages students in the analysis and evaluation of their learning and adjusts instruction based on student feedback.
F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.	F. Communicates regularly with students about their progress.

<b>4. The teacher comprehends the principles of student growth, development and learning, and applies them appropriately.</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Instructs students in the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.	A. Consistently integrates the use of cognitive thinking skills such as critical thinking, problem-solving, divergent thinking, inquiry, and decision-making into instruction.
B. Uses teaching techniques that address student learning levels, rates, and styles.	B. Adapts teaching techniques to accommodate a range of student learning levels, rates, styles and special needs.	B. Selects the most effective teaching techniques to address a variety of student learning levels, rates, styles and needs as well as diverse interests and backgrounds.
C. Uses materials and media that address student learning levels, rates, and styles.	C. Adapts materials and media to address a range of student learning levels, rates, styles and special needs.	C. Selects the most effective materials and media to address a variety of student learning levels, rates, styles and needs.
D. Uses resources such as community service agencies, school personnel, and parents to meet student learning levels, rates and styles.	D. Selects from a variety of community service agencies, specialized school personnel, and parents to address different learning levels, rates, styles, and needs.	D. Integrates community resources, service agencies, other school personnel, parents, and community members into the curriculum.

<b>5. The teacher effectively utilizes student assessment techniques and procedures.</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Uses a variety of assessment tools and strategies.	A. Selects appropriate assessment tools and strategies for specific learning outcomes.	A. Designs and uses multiple methods of measuring student understanding and growth.
B. Uses information gained from ongoing assessment for remediation and instructional planning.	B. Uses formative and summative assessment for remediation and instructional planning.	B. Integrates assessment data from multiple sources into instructional planning and improvement.
C. Maintains documentation of student progress.	C. Maintains documentation of student progress.	C. Maintains documentation of student progress.
D. Communicates student progress to students and families in a timely manner.	D. Consistently maintains communication with students and families about student progress.	D. Develops a two-way system of communicating with students and families about student progress.

<b>6. The teacher manages the educational setting in a manner that promotes positive student behavior and a safe and healthy environment.</b>		
<b>Provisional Teacher - LEVEL I</b>	<b>Professional Teacher - LEVEL II</b>	<b>Master Teacher - LEVEL III</b>
A. Serves as a model for constructive behavior patterns.	A. Identifies, explains, and models constructive behavior patterns.	A. Integrates the teaching of constructive, pro-social behaviors into regular instruction.
B. Executes routine tasks effectively and efficiently.	B. Establishes and teaches effective and efficient routines.	B. Establishes and teaches effective and efficient routines.
C. Establishes and states expectations for student behavior.	C. Establishes and reinforces expectations for student behaviors that promote citizenship in a classroom community.	C. Engages students in establishing expectations for building a learning community in the classroom.
D. Handles transitions effectively.	D. Maintains smoothness and momentum during classroom transitions.	D. Maintains smoothness and momentum during instructional transitions.
E. Has materials and media ready for student use.	E. Prepares and arranges material in advance for easy student accessibility.	E. Establishes an environment where materials and media are available and ready for student use.
F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.	F. Minimizes distractions and interruptions.
G. Manages student behavior effectively and appropriately.	G. Monitors and directs student behavior effectively and appropriately.	G. Develops a classroom management system that promotes acceptable and appropriate student behavior.
H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks, and takes appropriate action.	H. Identifies hazards, assesses risks and takes appropriate action.

7. The teacher recognizes student diversity and creates an atmosphere conducive to the promotion of positive student involvement and self-concept.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Demonstrates sensitivity and responsiveness to the personal ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Acknowledges and validates the ideas, learning needs, interests, and feelings of students with disabilities and/or from culturally and linguistically diverse backgrounds (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).	A. Adjusts practice based on observation and knowledge of students with disabilities and/or from culturally and linguistically diverse groups (e.g., Native Americans, Hispanic Americans, African Americans, Asian Americans, as well as other recent immigrant groups).
B. Acknowledges student performance and achievement.	B. Consistently recognizes student performance and achievements.	B. Creates curriculum designs that include student performance and acknowledgment of achievement.
C. Acknowledges that every student can learn.	C. Understands how students differ in their approaches to learning and adjusts instruction to meet diverse needs.	C. Demonstrates an awareness of the influences of context, disability, language, and culture on student learning.
D. Provides opportunities for each student to succeed and understands how students differ in their approaches to learning based on diverse cultural and linguistic backgrounds and exceptionalities.	D. Designs opportunities for each student to succeed, based on individual learning needs.	D. Provides accommodations and interventions that allow each student to succeed based on individual learning needs.
E. Provides students with opportunities for active involvement and creativity.	E. Designs specific activities that require active involvement and creativity.	E. Engages students in learning experiences that promote creativity, critical and divergent thinking.
F. Provides opportunities for students to be responsible for their behavior and learning.	F. Designs opportunities that require and reinforce student responsibility for learning.	F. Designs opportunities that require and reinforce student responsibility for learning.
G. Promotes positive student/teacher relationships.	G. Develops students' self-esteem, motivation, character, and sense of civic responsibility.	G. Fosters the development of respect for individual, cultural, linguistic, disability, and religious differences.
H. Encourages high student expectations.	H. Establishes and communicates high expectations for all students.	H. Engages students in setting high standards for performance.
I. Demonstrates an awareness and respect for each student's background, experience, learning ability, language, and culture.	I. Demonstrates knowledge of different student backgrounds, experiences, learning abilities, languages, and cultures and incorporates this knowledge into curricular decisions and instructional methodology.	I. Treats all students equitably, recognizing and planning for individual differences in cultures, languages, learning abilities, backgrounds, and experiences.

8. The teacher demonstrates a willingness to examine and implement change, as appropriate.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Seeks out information on methodology, research and current trends in education to enhance and improve the quality of learning.	A. Demonstrates the ability to reason, take multiple perspectives, be creative, and take reasoned risks to improve teaching.
B. Implements a variety of strategies to enhance learning.	B. Demonstrates knowledge of best practices that enhance learning.	B. Collaborates with colleagues in the research and design of improved instructional strategies
C. Recognizes that change entails risk and modifications may be needed.	C. Participates in instructional improvement and school reform initiatives.	C. Assumes a leadership role in the study and implementation of instructional improvement and school reform initiatives.

9. The teacher works productively with colleagues, parents and community members.		
Provisional Teacher - LEVEL I	Professional Teacher - LEVEL II	Master Teacher - LEVEL III
A. Collaborates with colleagues.	A. Actively promotes collegial relations with other school personnel.	A. Serves as a role model for collaborative working relations across the profession.
B. Communicates with parents on a regular basis.	B. Provides a system for interactive communication between teacher and parents.	B. Demonstrates knowledge of specific school, family, and community resources that can support student learning.
C. Uses conflict resolution strategies when necessary.	C. Uses conflict resolution strategies as appropriate.	C. Assists colleagues in the use of conflict resolution strategies.
D. Involves parents and community in the learning environment.	D. Promotes active roles for parents and community members in student learning.	D. Engages parents and community members productively in the work of the school.
E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Communicates in a professional manner with colleagues, parents, and community members regarding educational matters.	E. Works collaboratively and creatively with colleagues, parents, and community members regarding educational matters.

The following are projected staffing plans for each year of operation at WWJDC:

<b>WWJDC</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
<b>Grade Level Served</b>	<b>K-2</b>	<b>K-3</b>	<b>K-4</b>	<b>K-5</b>	<b>K-5</b>
<b>Expected Enrollment</b>	<b>90</b>	<b>120</b>	<b>150</b>	<b>180</b>	<b>180</b>
<b>Principal</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Family, Community &amp; School Liaison</b>	<b>.50</b>	<b>.50</b>	<b>.50</b>	<b>.50</b>	<b>.50</b>
<b>Counselor/Social Worker*</b>	<b>.50</b>	<b>.50</b>	<b>.50</b>	<b>.50</b>	<b>.50</b>
<b>General Education Teachers**</b>	<b>6</b>	<b>8</b>	<b>10</b>	<b>12</b>	<b>12</b>
<b>Educational Assistants</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Administrative Assistant</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>Related Services (Speech, SW, etc)*</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>

\*Denotes possible contract services as needed

\*\*Denotes search for multi-certification due to inclusive environments being promoted by WWJDC (early childhood education, physical education, special education and/or bilingual education endorsements)

## **E. EMPLOYEE RELATIONS**

WWJDC is dedicated to the principles of equal employment opportunity in any term, condition, or privilege of employment. WWJDC will not discriminate against applicants or employees on the basis of age, race, sex, color, religion, sexual orientation, veteran status, national origin, disability, or any other status protected by state or local law. The school will have a traditional employer-employee relationship. The terms of employment will be in compliance with all federal and state laws and regulations as well as conforming policies adopted by WWJDC. WWJDC will adopt an employee handbook (to be developed in accordance with Personnel Policy and Procedures, *Appendix A*) to govern the terms of and conditions specific to the school. In addition, all certified personnel will be employed pursuant to a contract, the terms of which will substantially comply with a form adopted by the New Mexico Public Education Department (NMSA 1978 Section 22-10A-21 and NMAC 6.66.1, et seq.). If an employee(s) chooses through proper procedures to establish a relationship with a labor representative, WWJDC and the administration of the school will comply with the established labor relations contract.

The Governing Council will adopt a policy to provide an accessible and fair procedure for the reporting and resolution of legitimate employment related concerns of or conflicts between, school employees in a timely and equitable manner.

The intent of this process is to support communication and dialogue among staff, to encourage internal resolution of conflicts between staff/staff administration/staff and the WWJDC in a safe environment, at the lowest appropriate level, and to clarify roles of administration and the Governing Council in dispute resolution. All grievances and disputes shall be processed as provided in this policy. This policy should address the terms and conditions of employment for the affected employee or their recognized representatives.

WWJDC's personnel policies and procedures will comply with all applicable federal statutes and regulations, including the School Personnel Act. WWJDC will operate pursuant to the provisions of the School Personnel Act, 22-10A-1 NMSA 1978. (Proposed Personnel Policies, *Appendix A*, inclusive of proposed teacher salary schedules).

These proposed salary schedules for employees complies with minimum salary and target salaries that may be needed to be competitive with the local school district, as well as, with other private and charter schools within the greater Albuquerque metro area.

<b>Position</b>	<b>Annual</b>
Principal	\$85,000
Family, Community & School Liaison	\$40,000

Teacher & Other professional staff	\$42,000 (average)
Administrative Assistant/Clerical	\$21,000
Educational Assistant	\$16,000

	<u>Hrs per day</u>	<u>days per year</u>
Principal	8	226 (2 days of personal leave)
FCS Liaison	4	226
Teacher	7.5	186 (2 days of personal leave)
Education Assistant	7.5	186 (2 days of personal leave)

The evaluation process for staff that will include evaluation of teachers by a licensed administrator begins with the principal. She/he will have the primary responsibility for evaluating his/her staff (i.e., teachers, assistant principals). Together they will work to assess progress of students and teachers in meeting the program and academic goals for the school. The principal and school leaders are ultimately responsible to enact the goals of the proposed school. The school administrators will be evaluated according to the degree to which those goals are achieved.

The nature of WWJDC will permit teacher/staff evaluation to be both informal and formal. Informal evaluation of teachers will be ongoing during staff meetings, parent-teacher conferences, and daily interaction among students, teachers, and parents. The degree to which teachers are able to work compatibly towards WWJDC's mission with other staff, students, parents, administration, and school volunteers is the major element in the informal evaluation. A detailed list of formal responsibilities and the job description will be provided to teachers in WWJDC employee manual, which may be amended by the Governing Council from time to time in a manner consistent with the applicable laws and this charter.

Formal evaluation will be overseen by the Principal or a designee and will at least be conducted four times for new teachers and twice for experienced teachers per academic year. A licensed school administrator (principal or the designee) will observe the class. There are eight domains in this evaluation: Teaching, plans and materials, clarity of content presented, classroom management, proficiency in instruction, professional communication, professional development, compliance with policies, operating procedures and requirements, improvement of academic performance of all students. The principal will write a brief summary of the observation noting learning goals, activities, strengths, and a reflection on which teacher actions/ attitudes might have enhanced the learning activities. These summaries will be completed and exchanged within one week of the observation, after which the teacher and principal will meet to discuss them. Subsequent observations will build upon the objectives from each previous observation. The strengths and areas in need of improvement of the teacher will be communicated to the teacher in a timely manner after observations to ask for improvement or encourage continuing their good work. The Principal will write a final evaluation for termination, probation, or continuing of employment close to the end of the school year.

WWJDC Governing Council will have the ultimate responsibility of evaluating the principal. WWJDC's Governing Council will develop an evaluation process for the Principal and other school administrators. The school administrator evaluation criteria will be based on job performance, professionalism, and efforts to contribute to the positive learning environment of the school.

The school's staff discipline process provides for due process and is designed to support communication among WWJDC employees, to encourage internal resolution of conflicts among staff, between staff and administration and the Governing Council in a safe environment, at the lowest appropriate level, and to clarify the roles of administration and council in dispute

resolution. This policy will provide a clear process of reporting and resolution of any concerns of employees.

WWJDC's employment policies will conform to the New Mexico School Personnel Act. In accordance with NMSA 1978 ss22-10A-24, non-certified employees may be terminated from their position for any reasons up until they have been employed by the charter school for three full consecutive years. Consequently, employment policies will reflect the school's authority to terminate non-certified "non-tenured" employees consistent with the law; i.e. no due process is required for either discipline or for termination for employees with less than three full years of consecutive employment at WWJDC.

Certified staff, who will work pursuant to a contract are entitled to due process pursuant to the School Personnel Act prior to discharge from their contract or if they are tenured, but not renewed. The employee policies for termination and discharge will be consistent with NMSA 1978 ss22-10A-24 through ss22-10A-28, which describe the required process due a certified school employee.

Disciplinary actions, letters of reprimand, or written warnings, including disciplinary relating to compliance with rules, procedures and lawful directives of supervisors shall be handled in the following way:

1. An informal grievance/appeal will be brought to the attention of the employee's immediate supervisor within seven (7) days of the occurrence of the incident or action.
2. The immediate supervisor will have ten (10) days in which to resolve the informal grievance/appeal to the satisfaction of the employee and the supervisor.
3. If the employee is not satisfied with the review, the employee will within (5) days formally request in writing that the Principal hear the grievance/appeal.
  1. The Principal will have fifteen (15) days in which to resolve the grievance/appeal and to make a final administrative decision resolving the grievance/appeal.
  2. If the principal's decision does not satisfy the employee or no action has been taken within the fifteen (15) days, the employee will have five (5) days to submit a written appeal to the personnel committee of the Governing Council.
  3. The personnel committee will have fifteen (15) days in which to review documentation related to the matter and make a decision resolving the employee's grievance/appeal.
  4. If the employee is not satisfied with the personnel committee's decision, the employee can take the grievance/appeal to the final step within WWJDC and submit a written appeal to the Governing Council within five (5) days after receiving notice of the Personnel committee's decision.
  5. The Governing Council will have fifteen (15) days in which to review the information and documentation submitted by the employee and the Principal related to the grievance/appeal and to make a final decision.

**Note:** The Governing Council reserves the right to have a hearing and to identify parties to be present for the hearing. The school Governing Council also reserves the right to make a decision based on the information submitted by the employee and the Principal without a hearing. Throughout the grievance process, all documentation related to the grievance/appeal will be forwarded to appropriate individuals from one step to the next. Copies of documentation, materials, etc., will be made available to the employee. Further any decision/resolutions made in will be put in writing and made part of the employee's personnel file.

## **F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

All students who meet the eligibility requirements for attending a public school can apply for admission to the WWJDC School. WWJDC does not discriminate in admissions based on gender, age, national origin, ethnicity, religion, disability, or academic, artistic, or athletic ability. WWJDC is a New Mexico non-sectarian; non-home based public charter school that does not charge tuition or have admission requirements.

WWJDC will comply with all federal and state laws and regulations regarding student admissions. The school will require the following documentation for enrollment: birth certificate, immunization records, registration form, authorization for release of information form, free/reduced lunch form, special education documents (if applicable), health insurance information form, emergency contact information form and emergency medical authorization form.

WWJDC will employ various means of advertisement for student recruitment. The school's recruitment efforts are comprised of the following: radio and TV ads; mailing school brochures to homes of potential students; canvassing; recruitment volunteers and staff focus efforts in communities to deliver flyers, brochures and speak directly with potential students; direct contact with community based organizations (work-force development office, immigration services, temporary help agencies, etc.); and word of mouth.

The school will start its recruitment campaign around October of the planning year using the advertisement methods explained above. The brochures will be distributed throughout the community, Pueblos, neighborhood organizations, and youth development organizations. All announcements will be done in both English and Spanish. The application deadline will be communicated in these announcements.

Students will be enrolled on a first come first served basis. If the total number of applicants exceeds the number of spaces available, the school will hold a lottery. In following years of operation, the school will give priority to its current students and siblings or other children living with current WWJDC students (such as children in foster care). Students will be asked to register for subsequent school year no later than thirty days before the end of each academic year so that the student will ensure his/her enrollment at WWJDC. The school will comply with 22-8B-4.2 NMSA 1978 (start up schools, existing charter school thereafter).

The school's lottery process, in accordance with applicable laws, will involve a process whereby the applications will be taken up to 5:00 PM of the application deadline. A lottery will be conducted if the number of applicants exceeds the maximum enrollment in accordance with applicable laws. The lottery will take place within fifteen days after the closing date of admission. Each student will be assigned a number, and the numbers will be selected at random by the Principal or their designee from the lottery box under the supervision of Governing Council members of the sponsoring entity. The students will be listed as admitted in the order they are drawn based on grade level until all slots have been filled. Thereafter the names will be placed on a waiting list in the order they are drawn from the lottery box. If a student applies to the school outside of the designated application period, the student will be placed on a waiting list in the order of the date in which the application is received. In this case, the student will be placed on the waiting list after the students who were placed on the waiting list during the lottery process.

Students will be notified and asked to register by completing and bringing the appropriate registration documents within ten days of being notified or forfeit their seats at the school.

### **Student Discipline**

The primary goal of the discipline policy of WWJDC is to provide clear expectations and limitations for students, parents and families in order to provide a safe, nurturing, affirmative, academically challenging environment that promotes learning and positive personal growth.

Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions.

WWJDC recognizes that self-discipline is both a learned behavior and a prerequisite for learning. WWJDC will strive to maintain a challenging, positive educational environment which is conducive to students achieving success and developing self-discipline. WWJDC's commitment to learning and the development of responsible citizens in our society requires the maintenance of a positive, stimulating, and safe school environment where mutual respect is the underlying principle and rules are publicized, explained, and enforced. Standards of student conduct derive from the goals of respect for self, for property, and for others. The enforcement of WWJDC rules and State laws will promote the development of student maturity and self-discipline essential for academic achievement, personal integrity, and responsible citizenship. These rules and regulations will be enforced fairly, uniformly and consistently without regard to age, sex, sexual orientation, gender, ethnic group identification, race, ancestry, national origin, religion, color, or mental or physical disability.

The proposed student discipline policy that complies with student's rights and responsibilities set forth by the NMPED is of paramount importance to WWJDC which believes it is crucial that the school provides a safe learning environment which is conducive to learning and in which students can grow and develop both academically and socially.

Therefore the school will maintain an environment which is free of harassment, bullying, violence, abuse, and discrimination. Establishing and maintaining school safety can be accomplished by shared sense of ownership by students, staff, parents, and the community partners. Behavioral expectations will be operationalized for the common areas, classrooms, outside areas and community. Staff, students, and their families will help to determine these expectations and the appropriate response to both appropriately and inappropriately following the agreed upon expectations. It is WWJDC belief, like any other subject taught, school staff must find opportunities to teach expected behaviors and re-teach if necessary.

The school's code of conduct will emphasize respect for self and others. Student expectations and consequences for infractions are clearly explained in student handbook (*see Appendix B*). Student handbook will be distributed to each student at the beginning of the school year and students will be asked to return a signed copy of acknowledgement of receipt and understanding form.

Discipline of students who qualify under IDEA will be addressed in accordance with applicable federal and state law and regulations. The discipline procedures for these students follow the requirements of 20 USC 1415 (k) (1) and (7), CFR 300.530, and 300.531 NMSA.

The intent of having the code of conduct is to promote a sense of safety, security, and community among students, parents, teachers, and staff of the school. It is also our goal to develop social, civic, and leadership skills in all students and to foster an educational environment in which all members of the community are treated with respect. To this end, behaviors that are disruptive or disrespectful towards others and school property will not be tolerated.

## **G. FACILITIES**

The proposed school site has been identified, which Governing Council members, after numerous rounds of discussion have decided that the most suitable site for the school in the greater Albuquerque metropolitan area is at 1119 Edith Blvd. S.E. within the South Broadway Neighborhood. The facility will be available for lease with the owners responsible for all necessary building code requirements to make it a conducive location for an educational program.

The founders of the school believe that space required for the first year of operation will be approximately 12,000 square feet based on 6.27.30 NMAC (*New Mexico public schools adequacy standards*). Size of the facility may have to be increased over the years to accommodate any proposed increase in the number of students allowed to enroll.

The facility needs of WWJDC are based upon the instructional and instructional support needs of 120 students which will require, in addition to classrooms such support space as a multi-purpose center; a commons area that can also be utilized a cafeteria; bathroom facilities; and storage. In addition, it's critical to review unique exterior characteristics of the facility that accommodate parking, accessibility, safety and will support after hours community activities for students and families.

WWJDC will be an active hub of the community for formal and informal instruction and study with evening and weekend learning capacity. It will be safe and secure and a positive and powerful gathering place for the community. Much more than just a building, WWJDC will blend academics and activities with student, family and community function and interaction. Therefore, it is essential that the facility have sufficient space for growth, structurally, as collaboration between WWJDC and the at-large community evolves.

The school's educational program requires, initially seven (7) classrooms, teacher's lounge, administrative office, staff offices (Principal, Business Manager, student center), and a cafeteria/multipurpose hall. For physical education we will use Dennis Chavez Park or Eugene Field Elementary School playgrounds.

A professional architect who has experience in public school planning will assist in designing the layout of the school facility. The public school facility authority will be consulted in this process as needed. WWJDC Governing Council members understand that the school is required to meet educational adequacy standards on or before the date of its next renewal pursuant to 22-8B-4.2 NMSA 1978. The founders have located a site that is currently owned by the USBC. This site may need some remodeling to meet the guidelines ahead of time. Any additional standards that have to be addressed will allow for the founders to work with WWJDC management to phase in these requirements. However, the facility will meet educational occupancy requirements before it opens its doors to students.

The founders have identified the school site and now await approval of the charter. When the space is leased, the building owner will be asked to work with the school's architectural representative to make sure that renovation will meet the applicable code requirements for a public school. The school will then present the plans to PFSA. After PFSA and local code officials agree that plans are sufficient to meet the code requirements, and then the School will enter into a lease agreement with the building owner. The school may be constricted in this timeline by timelines of approving agencies.

USBC is a community development corporation and has staff/consultants/volunteers with experience in public school buildings. The founders understand the requirements of 22-8B-4.2 NMSA 1978 and importance of compliance with all applicable laws, including local health and safety ordinances, and the state-wide adequacy standards for public schools. PSFA, Bernalillo County, and City of Albuquerque will be consulted to ensure that the site identified is appropriate for a public school building before entering into a lease contract. The founders also understand that an appropriate educational occupancy certificate must be obtained before beginning operations. The founders acknowledge the site must also comply with 22-8B-12B NMSA 1978.

The school will demonstrate that the facility meets the requirements of 22-8B-4.2 NMSA 1978 in accordance with applicable rules of NMPEC.

Capital outlay needs for the facility and projected requests for capital outlay assistance for the school will take into consideration that no access to funding for a down payment towards a facility

lease payment has been granted yet because the school's charter has not yet been approved. Specific facility needs will be determined once the school's charter has been approved. The school intends to apply for lease reimbursement payments in compliance with the Public School Facility Authorities procedures.

#### **H. OTHER STUDENT SERVICES**

The school's plan for meeting the transportation needs of its students is clear and concise. The school does not plan to provide transportation for its students. It will be the responsibility of parents to provide transportation to and from school for their children.

The school's plans for meeting food services needs of our students will include offering hot nutritious lunches to students via a contract arrangement with a food service provider. The school also intends to enter into USDA National School Lunch and Breakfast Program. All food services will meet or exceed state and national standards for health, nutrition, safety and food service. Breakfast will be provided if an agreement is reached with the food service provider.

The school's plan for providing students with access to counseling services will be done via contract services. Interagency agreements will be utilized with such organizations as Core Services Agencies, to provide health/mental health services and supports to eligible students and their families. The school's plan is to provide students with access to health services will be accomplished via contract with an agency that has experience and is a known entity. All staff will be trained to provide basic first aid and become CPR certified.

## VIII. REQUIREMENTS

### A. LEGAL LIABILITY AND INSURANCE COVERAGE

WWJDC will participate in applicable coverage by the Public Insurance Authority and will comply with rules of that authority. WWJDC will retain liability, property, workers compensation and any other insurance required from the New Mexico Public Schools Authority unless it is specifically released from this obligation by the NMPSIA Governance Council, pursuant to NMSA 1978 ss22-29-9A.

In addition, WWJDC will provide workers compensation insurance and will adhere to all statutory requirements. As per the NM Charter Schools Act, WWJDC agrees that the Public Education Commission and the Public Education Department are not liable.

### B. WAIVERS

Teaching Load NMAC 6.30.2.10G	The WWJDC Governing Council does not anticipate that teaching loads in the core classes will exceed the statutory maximum. However, this waiver is requested so the school administration may have the flexibility to adjust given enrollment and program demands.
Evaluation of School Personnel 22-10-6	The WWJDC Governing Council does not anticipate requesting a waiver at this time.
Individual Class load NMAC 6.30.2.10G	The WWJDC Governing Council does not anticipate requesting a waiver at this time. However, depending on the student enrollment, it is possible that certain classes and individual class loads may require a waiver.
School Principal duties NMSA 1978 ss22-10A-18	The Governing Council does not anticipate requesting a waiver at this time.
Purchase of instructional materials NMAC 6.75.2.1-12	The WWJDC Governing Council requests a waiver to purchase the instructional material selected from the multiple list adopted by the department. Materials purchased will align with the materials identified in the curriculum as well as materials that may later be identified by the professional staff ultimately hired by the school. All materials purchased will be justified through the programs offered at the school.

Length of School day NMAC 6.30.2.10H	The WWJDC Governing Council requests a waiver to lengthen the school day to 7.5 hours (7 hours of instruction) to achieve the goals of the integrated curriculum required to accommodate the program to meet the needs of students.
General use classroom NMAC 6.27.30.13	The WWJDC Governing Council does not anticipate requesting a waiver at this time. However, because of the curriculum it is anticipated that rooms will have sliding walls to support co-teaching strategies.
Specialty classroom NMAC 6.27.30.14	The school will offer its students well rounded program which provides unique classes. A waiver may be required to accommodate the nature of the program supported by the environmental component of the curriculum.
Site Recreation and outdoor PE NMAC 6.27.30.11	The school will offer its students well rounded program which provides unique classes. A waiver may be required to accommodate the nature of the program supported by the environmental component and utilization of recreational space within the community identified in our curriculum.
Physical Education NMAC 6.27.30.15	The school will offer its students well rounded program which provides unique classes. A waiver may be required to accommodate the nature of the program supported by the environmental, open space and community centers components of the curriculum.
Libraries/Media Centers NMAC 6.27.30.16	The school will offer its students well rounded program which provides unique classes. A waiver may be required to accommodate the nature of the program supported by the South Broadway Cultural Center and the community environmental components of the curriculum.
Food Service NMAC 6.27.30.17	The WWJDC Governing Council does not anticipate requesting a waiver at this time, due to its contractual arrangement it anticipates.
Other facility Areas NMAC 6.27.30.18	The WWJDC Governing Council does not anticipate requesting a waiver at this time.

General Storage NMAC 6.27.30.19	The WWJDC Governing Council does not anticipate requesting a waiver at this time.
Maintenance/Janitorial NMAC 6.27.30.20	The WWJDC Governing Council does not anticipate requesting a waiver at this time.
Site (staff and student parking) NMAC 6.27.30.10	The WWJDC Governing Council does not anticipate requesting a waiver at this time.
Professional development NMAC 6.30.2.10.H	Waiver may be required to allocate more time to offer a quality teacher training program.
Staffing Patterns NMAC 22-10A-20	The school will offer its students well rounded program which provides unique classes provided in collaboration with community members/partners, such as a Horticulturalist. A waiver may be required to accommodate the nature of the program supported by the environmental, open space and community centers components of the curriculum.
Subject Areas NMAC 22-8B-5	The school will offer its students a well rounded program which provides unique classes. A waiver may be required to accommodate the nature of the program supported by the environmental component of the curriculum.

Waivers that are requested and are not pertaining to the ones listed above will be clearly identified by applicable state statutes or rule that the school is requesting be waived. WWJDC will operate in compliance with all applicable federal, state and local laws, rules and regulations, unless specifically waived. Waivers from specific state law may be requested, now and at a later date, by the Charter School by submitting such a request, in writing, to the NM Public Education Commission. NMSA 1978 ss22-8B-5(2006) provides that the department will waive requirements or rules and provisions of the Public School Code pertaining top individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instruction materials, evaluation standards for school personnel, school principal duties.

Pursuant to this provision, WWJDC is identifying the automatic waivers it intends to implement and how it will address the waiver from the public school code. WWJDC’s Governing Council reserves the right to request other waivers from NMPED codes and regulations during the length of its charter. WWJDC Governing Council will formally approve a request for additional waivers from time to time, and forward such request to the NMPED and the charter authorizer.

## IX. APPENDICES

### APPENDICES TABLE OF CONTENTS

Section Titles and Subsection Items	Page Number(s)
<b>APPENDICES TABLE OF CONTENTS</b>	<b>82</b>
<b>Appendix A - <u>WWJDC’s Governing Council Proposed Personnel Policies</u></b>	<b>83</b>
<b>Appendix B - <u>WWJDC’ Proposed Student Discipline Policy and Procedures</u></b>	<b>110</b>
<b>Appendix C - <u>WWJDC’ Form 910B5</u></b>	<b>120</b>
<b>Appendix D - <u>WWJDC’ 5-Year Budget Plan</u></b>	<b>135</b>
<b>Appendix E - <u>Definition of Acronyms</u></b>	<b>137</b>
<b>Appendix F - <u>WJDC Support Information</u></b> <ol style="list-style-type: none"> <li>1. United South Broadway Corporation</li> <li>2. Pocket of Poverty Map</li> <li>3. South Broadway Organizes for Change</li> <li>4. Levels of Racism: A Gardner’s Tale</li> <li>5. School Calendar</li> </ol>	<b>138</b>
<b>Appendix G – <u>Letters of Support</u></b>	<b>180</b>
<b>Appendix H – <u>Bibliography of Citations</u></b>	<b>184</b>

**Appendix A**  
WWJDC's Governing Council Proposed Personnel Policies

## **Personnel Policies**

### **VII. Personnel Policies**

#### **A. GENERAL PERSONNEL ADMINISTRATION**

*All parts of the school system exist for one purpose—to facilitate the educational development of youth. The excellence of teachers, administrative, and professional staff, as well as all support personnel, will, determine the success of the instructional program.*

It will therefore be the policy of the Governing Council to seek, attract, and to hold a diverse group of qualified personnel for all certified, paraprofessional, and classified positions. These individuals will exhibit high self-motivation and devote themselves to the learning opportunities and welfare of WWJDC's students.

The Governing Council encourages cooperative efforts by the administration and employee representatives in the development and implementation of personnel policies and regulations.

To achieve the above purposes, the Principal and/or his/her designee are directed to establish and administer the personnel program, procedures and forms needed to be consistent with Governing Council personnel policies.

The long-range goals on which these policies will be based are:

- To recruit, select, and employ the best-qualified personnel to staff the district's schools.
- To provide staff compensation and benefit programs sufficient to attract and retain qualified employees.
- To provide a staff development program for all employees to contribute to the improvement of the learning program and their own personnel performance.
- To conduct an employee appraisal program that will contribute to the continuous improvement of staff performance.
- To assign personnel for the greatest contribution to the learning program and to ensure that they are placed in positions to be effective.
- To develop the quality of professional human relationships necessary to obtain maximum staff performance and promote a high level of job satisfaction.

## **Personnel Policies**

### **B. EQUAL EMPLOYMENT OPPORTUNITY**

WWJDC is an equal opportunity employer. It is the policy of the Governing Council to:

- A. provide equal employment opportunity for all persons;
- B. prohibit unlawful discrimination in the employment because of ethnic background, race, color, religion, sex, sexual orientation, national origin, political affiliation, marital status, age, disability.
- C. ensure that equal opportunity applies to all facets of WWJDC personnel policies and practices (recruitment, job advertisement, employment, compensation, promotions, transfers, demotions, layoffs or terminations, and selection of WWJDC' sponsored training programs.
- D. hire the most qualified persons to perform the varied tasks required.
- E. Provide for the prompt, fair, and impartial consideration and disposition of complaints involving issues of alleged discrimination from WWJDC employees.

## Personnel Policies

### C. FAMILY AND MEDICAL LEAVE OF ABSENCE

This policy is adopted to implement the federal Family and Medical Leave Act of 1993 (FMLA) pursuant to the terms, conditions, and limitations of the Act. In the event of any conflict between the provisions of this or any other leave policy of WWJDC and the provisions of the FMLA, the latter shall prevail.

1. To be eligible for leave under the Act an employee must have worked for WWJDC for a total of twelve (12) months, during which the employee must have worked a total of one thousand two hundred and fifty (1,250) hours.
2. Pursuant to the Family and Medical Leave Act, employees are permitted up to twelve (12) workweeks of unpaid leave per year during any twelve- (12) month period. Family and medical leave can be requested for the following reasons:
  - a. childbirth and infant care;
  - b. placement of a child with the employee for adoption or placement of a child with employee by a state agency for foster care (entitlement to leave for birth or placement of a child expires twelve (12) months after the birth or placement of the child);
  - c. care of the employee's spouse, son or daughter or parent with a serious health condition; and
  - d. the inability of the employee to perform his or her duties due to his or her own serious health condition, or the necessary absence from work of an employee to receive medically necessary treatment.

The twelve (12) month period within which the employee may take twelve (12) weeks of leave under the FMLA shall be a "rolling" twelve (12) month period, measured backward for each employee from the first time each such employee uses leave under the FMLA.

3. A "serious health condition" is an illness, injury, impairment, or physical or mental condition that (a) requires in-patient care in a hospital, hospice, or residential medical care facility, or (b) requires continuing treatment by a health care provider and which, if left untreated, would likely result in an absence from work of more than three days, or (c) involves pre-natal care. A "serious health condition" does not include voluntary cosmetic treatments, unless inpatient care is required or routine physical examinations.

## Personnel Policies

### C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

4. An employee requesting leave shall submit a “Request for Leave” form to WWJDC’ Principal.
5. If an employee requests leave for treatment of an employee’s serious medical condition or that of a child, parent, or spouse, the employee must make a reasonable effort to schedule the treatment at a time that is not unduly disruptive to WWJDC.
6. An employee seeking leave for a foreseeable reason such as the birth or placement of a child or for planned medical treatment shall provide WWJDC with at least thirty (30) days advance notice of the leave. If thirty (30) days advance notice is not possible under the circumstances, e.g. in the case of a premature birth, the employee shall give such notice as is practicable, e.g., within one or two business days of the day the employee learns of the need for leave. If an employee’s reason for seeking leave was unforeseeable, such employee shall give such notice as is practicable. An employee who fails to give notice of leave as required herein may be denied such leave until the notice requirements are met.

If less than thirty (30) days notice of leave is provided, the employee must schedule an appointment with WWJDC’ Principal for approval.

7. An employee seeking leave on the basis of the serious medical condition of the employee or the employee’s spouse, son or daughter, or parent, must provide certification issued by the health care provider of the employee or of the employee’s spouse, son or daughter, or parent, stating:
  - (a) the date the condition began,
  - (b) its probable duration,
  - (c) appropriate medical facts, and
  - (d) that, for a specified time, either
    - (1) the employee is unable to perform his/her job functions or will be unavailable to do so while receiving necessary medical treatment, or
    - (2) the employee will be needed to care for the sick family member.

## Personnel Policies

### C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

If WWJDC questions the adequacy of medical certification, WWJDC may require the employee to seek the opinion of a second health care provider, who is not regularly employed by WWJDC, at WWJDC' expense. If the opinions of the first and second health care providers differ WWJDC may require the employee to obtain a third opinion at WWJDC' expense, from a health care provider agreed upon by the employee and WWJDC. The third opinion shall be final and binding.

8. Spouses employed by WWJDC are limited to a combined total of twelve (12) workweeks per year for the birth or placement of a child, or to care for a parent. However, for other covered leaves, such as to care for a spouse or child, or for treatment of the employee's own serious health condition, each spouse may take up to twelve (12) weeks a year.
9. Intermittent leave and reduced work schedules are allowed when such are medically necessary; however, employees may not take intermittent leaves or go on reduced work schedules that reduce the number of hours worked per week or per day for childbirth/infant care or adoption leave.
10. If an eligible "instructional employee" seeks intermittent leave or reduced-schedule leave for the care of a spouse, son or daughter, or parent, or for the employee's own serious health condition, and the leave is foreseeable on the basis of planned medical treatment, and the employee would be on leave for more than twenty (20) percent of the work days during the period, the employee must choose either to:
  - A. Take leave for a period or periods of a particular length, not greater than the length of the planned medical treatment; or
  - B. Transfer temporarily to an equivalent position which better accommodates recurring periods of leave.

"Instructional employees" include teachers, instructional assistants, coaches, and other employees whose duties principally involve the direct provision of instructional services to students. In the event an employee involuntarily takes additional leave time under subparagraph 1, above, the entire leave time shall be counted against the employee's available leave under the FMLA and any WWJDC leave policy.

## Personnel Policies

### C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

11. If any employee requests intermittent leave or leave on a reduced work schedule to care for a seriously-ill family member or for the employee's own serious health condition, and the need for leave is foreseeable based upon planned medical treatment, the employee may temporarily be transferred to an available alternative position with equivalent pay and benefits, if the employee is qualified for the position and the position better accommodates recurring periods of leave than the employee's regular job.
12. The responsibilities of instructional employees near the end of academic grading periods — examinations, grading, etc.—requires that WWJDC be able to limit leave taking by instructional employees at such times as follows:
  - a. Leaves beginning more than five weeks before the end of a semester. If an instructional employee starts a leave more than five weeks before the end of a semester, WWJDC may require the employee to continue the leave until the end of the semester if:
    - a. the leave is of at least three weeks' duration; and
    - b. the employee would return from leave during the three week period preceding the semester's end.
  - b. Leaves beginning five weeks or less before the end of a semester. If an instructional employee begins a leave five weeks or less before the end of a semester, WWJDC may require the employee to continue the leave until the end of the semester if:
    - a. the leave will last more than two weeks; and
    - b. the employee would return from leave during the two-week period before the term's end.
  - c. Leaves beginning three weeks or less before the end of a summer. If an instructional employee starts a leave three weeks or less before the end of a semester, WWJDC may require the employee to continue the leave until the end of the term if the leave will last more than five working days.
13. The employee's supervisor, WWJDC' Principal, must approve all requests for family/medical leave.

## Personnel Policies

### C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

14. Employees who take family/medical leave must utilize any available paid leave they have accrued under another of WWJDC' leave policies when the reason for leave corresponds with the basis for leave under the other policy. Accrued vacation or personal leave shall be substituted for any FMLA-qualifying purpose. If the requested leave period extends beyond the employee's accrued number of paid leave days, the remaining leave days will be unpaid.

[Example A: An employee, who sought leave due to his or her own serious medical condition and inability to perform his or her job duties, has accrued six weeks sick leave. The employee must use the six weeks of paid sick leave and may thereafter use the remaining six weeks of unpaid leave available under this policy].

[Example B: An employee wishes to use four weeks of leave under this policy for birth or adoption of a child. The employee may substitute paid maternity or paternity leave, but is not required to, and may not, substitute paid sick leave, except to the extent allowed by the maternity/paternity leave policy].

Any employee seeking leave shall explain the reasons for the needed leave on forms provided by WWJDC. It shall be WWJDC' responsibility to identify the requested leave as covered by the FMLA and as paid or unpaid on the basis of leave time accrued under other WWJDC leave policies. Such identification shall be made at the time leave is requested or during such leave, on the basis of information provided by the employee.

15. During the period of leave, WWJDC will maintain the employee under WWJDC coverage group health plan if enrolled; however, the employee is responsible for continuing to pay the employee's monthly portion of the premium. If an employee fails to make payment of the employee's share of health insurance premiums for thirty (30) days after such payment is due, coverage of such employee for benefits shall be discontinued. If the employee fails to return to work, following leave under the FMLA for any reason (1) other than the continuation of the FMLA-qualifying circumstances upon which the need for leave was originally based, or (2) circumstances beyond the control of the employee, the employee shall be required to reimburse WWJDC for the cost of the health insurance premiums WWJDC paid to maintain coverage for the employee during the leave period.

16. Employees will not accrue leave or other benefits during the family/medical leave period.

## **Personnel Policies**

### **C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)**

17. An employee other than a “key employee,” who has taken family/medical leave will be restored to his or her previous position or to a position of equivalent pay, benefit, and other terms and conditions of employment. Equivalency of positions shall be determined on the basis of WWJDC policy. A “key employee” may be denied reinstatement if it would create a substantial and grievous economic injury for WWJDC. A “key employee” is one whose compensation is within the highest ten (10) percent of the work force of WWJDC.
  
18. In each WWJDC building there shall be posted a notice to employees, describing the provisions of the FMLA, provided and approved by the Wage and Hour Division of the United States Department of Labor.

## **Personnel Policies**

### **D. AMERICANS WITH DISABILITIES ACT DESIGNATION OF RESPONSIBLE EMPLOYEE**

Pursuant to 28 CFR 35.107 (1) (1991), WWJDC has designated the Principal as the ADA Coordinator for WWJDC' compliance with the nondiscrimination requirement of Title II of the Americans with Disabilities Act (ADA) and implementing regulations of the United States Department of Justice, 28 CFR Part 35 (1991).

Information concerning the provisions of the ADA and the rights it provides are available from the Principal.

## **Personnel Policies**

### **E. EMPLOYEE CONFLICT OF INTEREST**

ALL employees are prohibited from using confidential information acquired by virtue of their associations with WWJDC, for their individual or another's private gain.

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

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

Employees must, in all instances, maintain their conduct at the highest standards. Employees must not engage in activities which violate federal, state, or local laws or which, in any way, diminish the integrity, efficiency, or discipline of the district.

## **Personnel Policies**

### **F. EMPLOYEE STANDARDS OF DRESS AND CONDUCT**

Employees of WWJDC shall serve as positive role models for students and set good examples in conduct, manner, dress, and grooming. While representing WWJDC, All WWJDC personnel are expected to be neat, clean, and appropriately dressed.

Professional personnel are expected to dress in a manner that projects a professional image for the employee, profession and WWJDC. Extremes in personal appearance or dress are not considered to be in good taste. In no case shall WWJDC' standard for employees be less than that described for students as published in the WWJDC Student Handbook.

All administrators are expected to counsel staff assigned to their location on appearance and conduct.

Upon the first violation of the employee standard of dress, the principal shall meet with the employee, cite the violation of the policy and counsel the employee to adhere to the provisions of the employee standards of dress and conduct during the performance of their responsibilities and representation of WWJDC.

Subsequent violations of the policy shall subject the employee to application of the WWJDC' progressive discipline procedures.

## **Personnel Policies**

### **G. VOLUNTEERS**

WWJDC expects that administrators and staff members will actively seek community involvement in the various aspects of classroom and school projects/programs. The use of volunteers strengthens the linkage between WWJDC and its constituent communities.

The Principal and delegated staff members shall provide clear and explicit directions concerning responsibility expectations, assigned duties, and standards of performance.

The supervision of volunteers in the schools shall be the responsibility of the principal and/or delegated staff members.

Volunteers serve without compensation or the expectation of compensation from WWJDC.

All volunteers must comply with WWJDC's policies and procedures. Abuse and harassment of students or other adults of any kind will not be tolerated. All charges of sexual harassment will be investigated according to the provisions of the student and employee sexual harassment policies.

The Governing Committee or the principal may direct the activities of all volunteers. The services of a volunteer may be terminated at any time without requirement for specified cause, proof of cause, or a hearing of any sort.

To facilitate the explanation of volunteer participation within the functions and operations of WWJDC a volunteer handbook is to be developed and provided to all volunteers.

All volunteers in WWJDC are to sign a volunteer permission and release form prior to any participation as a volunteer. The original is to be kept on file in the office of the principal and a copy provided to the volunteer.

WWJDC volunteer's coverage for liability and injury are solely determined by the policies and regulations of the New Mexico Public School Insurance Authority, Workmen's Compensation, or the New Mexico public school statutes.

## Personnel Policies

### G. VOLUNTEERS (cont)

#### WWJDC VOLUNTEER PERMISSION AND RELEASE FORM

I hereby acknowledge the receipt of WWJDC' Governing Boards' *Policy G. Volunteers*. I understand by signing this permission and release form that I am agreeing to abide by all allowances and restrictions of performing volunteer services for WWJDC. It is also understood that I will comply with WWJDC policies and their associated regulations and procedures and perform the functions of a volunteer as directed by the principal and/or his/her designee.

It is understood that I will serve as a volunteer without compensation or the expectation of compensation from WWJDC. Performing the services of a volunteer does not entitle me to any job within WWJDC except by qualifying for employment recommendation through WWJDC's personnel application and hiring procedures.

I acknowledge that the services of a volunteer may be terminated at any time without requirement for specified cause, proof of cause, or a hearing of any sort.

In the performance of a volunteer's responsibilities and duties, the volunteer is hereby informed that any claim, demand, or cause of action, whether now in existence, or hereafter arising from any personal injury or damages arising out of, resulting from, occurring during, or in any way connected with my participation in volunteer activities will be addressed through WWJDC' liability procedures and coverage as determined by the New Mexico Public School Insurance Authority, Workmen's Compensation, or the New Mexico public school statutes. Thus stated, the volunteer acknowledges that he/she understands that this coverage is not all encompassing nor provides any type of guaranteed coverage or insurance benefit.

Each of the undersigned hereby acknowledges receipt of a copy of this release.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
Parent/Volunteer

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
WWJDC Principal

Copies: Original: WWJDC Principal Office      Copy: Volunteer

## **Personnel Policies**

### **H. VOLUNTARY STAFF EXTENDED DUTY**

WWJDC agrees to extend policy status to the language of each current negotiated agreement is regards to staff compensation and working conditions. However, there are situations in which employees may be requested to perform extended duty in school situations to assist WWJDC in its care and instruction of students.

These situations are voluntary in nature and each individual staff member may decline to perform the requested assistance. Since the performance of this extra service is during the contracted workday, its compensation is an agreement between WWJDC and the individual and not bound by negotiations agreement. The following will apply to these extended services.

- Principal and delegated staff members shall provide clear and explicit directions concerning responsibility expectations, assigned duties, and standards of performance.
- Supervision of the extended duty staff in the schools shall be the responsibility of the principal and/or delegated staff members.
- Extended duty staff serve with an agreed upon compensation offered by WWJDC.
- All extended duty staff must comply with WWJDC Governing Council policies and associated regulations and procedures. Abuse and harassment of students or other adults of any kind will not be tolerated. All charges of sexual harassment will be investigated according to the provisions of the student and employee sexual harassment policies.
- The Governing Council or the principal may direct the activities of extended duty staff. The services of a extended duty staff may be terminated at any time following district appraisal procedures.
- All extended duty staff in WWJDC are to sign a extended duty staff permission and release form prior to any participation as a extended duty staff member in WWJDC.

## **Personnel Policies**

### **I. SEXUAL HARASSMENT**

#### **I.A General Statement of Policy**

The Governing Council is committed to a policy of nondiscrimination within all WWJDC programs or activities on the basis of race, religion, sex, age, national origin or handicapping condition. In addition, it is the policy of WWJDC to maintain learning and working environments that are free from sexual harassment. The sexual harassment of employees is specifically prohibited as a form of illegal discrimination.

In WWJDC, sexual harassment, whether verbal, physical, or visual is unacceptable and will not be tolerated, whether committed by fellow employees, supervisors, students, parents, community members or people who conduct business, with the schools.

It shall be a violation of this policy for any student or employee of WWJDC to harass a student or an employee through conduct or communication of a sexual nature as defined by this policy and the student harassment policy contained in the student section of the Governing Council's Policy Manual.

WWJDC will act to investigate all complaints, formal or informal, verbal or written, of sexual harassment and to discipline any student or employee who sexually harasses a student or employee of WWJDC. The Principal is authorized to take appropriate administrative action to prohibit sexual harassment when committed by parents, community members or people who conduct business with WWJDC. It is the express policy of the Governing Council to encourage victims of sexual harassment to report such claims through the Sexual Harassment Procedures.

#### **I.B Sexual Harassment Defined**

1. Sexual harassment consists of unwelcome sexual advances, requests for sexual favors, sexually motivated physical conduct or other verbal or physical conduct or communication of a sexual nature when:
  - a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining or retaining employment, or of obtaining an education; or
  - b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's employment or education; or

## **Personnel Policies**

### **I. SEXUAL HARASSMENT (cont)**

- c. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual's employment or education, or creating an intimidating, hostile or offensive employment or education environment. Any sexual harassment as defined when perpetrated on any student or employee will be treated as sexual harassment under this policy.
2. Sexual harassment may include but is not limited to:
- a. Verbal harassment, such as derogatory comments, insults, slurs, sexually orientated kidding, jokes, double entendres;
  - b. Subtle pressure for sexual activity;
  - c. Physical harassment, such as unnecessary, unwanted or offensive touching;
  - d. Visual harassment, such as derogatory or offensive posters, cards, cartoons, graffiti, drawings, or gestures;
  - e. Demands for sexual favors accompanied by implied or overt threats concerning an individual's employment or educational status;
  - f. Demands for sexual favors, accompanied by implied or overt promises of preferential treatment, threats concerning an individual's employment condition/status, or educational status, such as in the case of a student, a favorable grade;
  - g. Any sexually motivated unwelcome touching; and,
  - h. Such conduct that is designed to, or has the effect of, unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

#### **I.C Reporting Procedures**

Individuals who experience sexual harassment from colleagues or others should make it clear that such behavior is offensive to them whether or not such conduct was previously acceptable. Any person who believes he or she has been a victim of sexual harassment by a student or an employee of WWJDC, or any third person with knowledge or belief of conduct, which may constitute sexual harassment, should report the alleged acts immediately to principal or as designated by this policy. A written complaint form should be used. This form is available from the principal of WWJDC.

## **Personnel Policies**

### **I. SEXUAL HARASSMENT (cont)**

The principal is the person responsible for receiving oral or written reports of sexual harassment at WWJDC. Upon receipt of a report, the principal must notify the Governing Council President and HSC Liaison, Human Rights Officer Designee, immediately without screening or investigating the report. A written report will be forwarded simultaneously to the HSC Liaison. If the report was given verbally, the principal shall reduce it to written form within twenty-four (24) hours and forward it to the HSC Liaison. Failure to forward any sexual harassment report or complaint as provided herein will result in disciplinary action. If the complaint involves the Principal the complaint shall be filed directly with the HSC Liaison.

The Governing Board hereby designates the HSC Liaison as WWJDC' Human Rights Officer to receive reports or complaints of sexual harassment from any individual, employee or victim of sexual harassment and also from the building principals or department supervisors as outlined above. If the complaint involves the HSC Liaison/Human Rights Officer, the complaint shall be filed directly with the Principal. WWJDC shall conspicuously post the name of the Human Rights Officer, including a mailing address and telephone number.

Submission of a complaint or report of sexual harassment will not affect the individual's future employment, grades or work assignments.

Use of formal reporting forms is not mandatory, but strongly advised.

WWJDC will respect the confidentiality of the complainant and the individual(s) against whom the complaint is filed, as much as possible, consistent with WWJDC' legal obligations and the necessity to investigate allegations of harassment and take disciplinary action when the conduct has occurred.

## **Personnel Policies**

### **J. ESTABLISHING AND FILLING POSITIONS**

WWJDC's Governing Council, in consultation with the principal, is responsible for determining the programs of the WWJDC and for establishing the personnel structure and staffing patterns needed to carry out the approved programs within budgetary limits. No employment position with the district may be established without the approval of the Governing Council. Any position may be defined as requiring a combination of functions, skills or abilities.

The Principal with Governing Council approval may establish, abolish, define, and redefine such part-time, temporary, or substitute positions for certified and classified staff to carry out Governing Council authorized educational program and WWJDC responsibilities and requirements.

The principal shall maintain a comprehensive and up-to-date set of job descriptions for all positions in the school system. Standardized job descriptions may be approved for use in essentially identical positions throughout the system to the extent that standardization appears to be managerially sound. The job description for any position may include standard and/or non-standard requirements as deemed appropriate for the particular position.

The approved job description shall constitute the basic statement of qualifications and requirements for a position. Additional performance requirements may be specified by ~~in~~ program requirements, administrative regulations, supervisory directives, other Governing Council policies or applicable state or federal mandates.

## **Personnel Policies**

### **K. EMPLOYEE DIRECTORIES**

Under no circumstances may an employee of WWJDC furnish employee directories or lists of employees' names to persons representing commercial interests.

The Principal and/or his/her designee will establish procedures for furnishing lists of employees' names to those requesting such information.

## **Personnel Policies**

### **L. TREATMENT OF POTENTIALLY INFECTIOUS MATERIALS**

WWJDC desires to protect employees and students from potentially infectious materials while on school property. To accomplish this, WWJDC will follow the established infectious disease control and program with accompanying manual, Exposure Control Plan for Occupational Exposure to Bloodborne Pathogens. This plan is located in the WWJDC Safety Manual. These guidelines will be in accordance with Office Safety Health Association (OSHA) Standards.

All WWJDC employees are responsible for participating in mandated training and following the guidelines and procedures listed in the manual, Exposure Control Plan for Occupational Exposure to Bloodborne Pathogens. The principal will maintain documentation in each employee's personnel record the satisfactory completion of the WWJDC's bloodborne pathogens training.

## Personnel Policies

### M. ADMINISTRATOR INTERVIEW/SELECTION COMMITTEE POLICY

- M.A PURPOSE:** Recognizing the desirability of fair and representative procedures for the interview/selection of WWJDC Administrators, the following procedure shall be implemented.
- M.B SUBMISSION OF NAMES:** Prospective committee member names shall be the roster of employees, maintained by the Principal. Applicants must meet the requirements of the stated job position vacancy description notice.
- M.C PRECLUSION:** Immediate relatives of an administrative applicant may not serve on the interview/selection committee for that applicant. Immediate relatives consist of spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, or sister of the applicant.
- M.D DEMOGRAPHICS:** The composition of the interview/selection committee shall reflect the ethnic composition of residents served by WWJDC, as determined from the most recent United States census.
- M.E GENDER:** The composition of the interview/selection committee shall reflect no gender bias.
- M.F COMMITTEE COMPOSITION/ALLOTMENT:** The committee shall consist of five (5) members, as follows:
1. Governing Council Representative
  2. Current WWJDC Administrator
  3. Two (2) professional teaching staff members
  4. One (1) professional non-teaching staff member

## **Personnel Policies**

### **N. RECRUITING**

The WWJDC Principal and/or his/her designee shall develop and maintain a recruitment program designed to attract and retain the best-certified and classified personnel for the WWJDC within the limitations of the budget and approved salary schedules.

The Principal, with assistance, from appropriate administrators, shall identify and monitor the personnel needs of WWJDC and attempt to locate qualified candidates to recommend for employment.

The search for skilled certified and classified employees shall encompass a wide variety of educational institutions, private business sectors and geographical areas. The recruitment process shall take into consideration the diverse ethnic and cultural characteristics of the district.

## WWJDC Proposed Salary Schedules

Teachers  
Level 1

Step	Range 1 BA	Range 2 BA+15	Range 3 MA or BA +45	Range 4 MA + 15	RANGE 5 EDS or MA + 45
0	34,500	35,338	36,368	37,429	38,886
1	35,003	35,853	36,899	37,975	39,454
2	35,513	36,376	37,437	38,530	40,031
3	36,031	36,907	37,984	39,093	40,616
4	36,556	37,446	38,539	39,664	41,210
5	37,089	37,993	39,102	40,244	41,813
6	37,630	38,548	39,674	40,833	42,425
7	38,179	39,111	40,254	41,430	43,046
8	38,737	39,683	40,843	42,036	43,677

Teachers  
Level 2

Step	Range 1 BA	Range 2 BA+15	Range 3 MA or BA +45	Range 4 MA + 15	RANGE 5 EDS or MA + 45
0	41,170	41,220	41,330	41,430	41,525
1	41,670	41,720	41,830	41,930	42,025
2	42,201	42,202	42,203	42,204	42,205
3	43,035	43,036	43,037	43,039	43,040
4	43,066	43,067	43,069	43,070	43,071
5	44,984	44,985	45,196	45,197	45,198
6	45,015	45,016	45,227	45,228	45,229
7	45,046	45,047	44,258	45,259	45,260
8	45,077	45,078	45,289	45,290	45,291
9	45,108	45,109	45,320	45,321	45,323
10	45,139	45,140	45,351	45,353	45,354
11	45,170	45,171	45,383	45,384	45,385
12	45,201	45,202	45,414	45,415	45,416
13	45,232	45,233	45,445	45,446	45,447
14	45,263	45,265	45,476	45,477	45,478
15	45,295	45,296	45,507	45,508	45,509
16	45,326	45,327	45,538	45,539	45,752
17	45,357	45,358	45,569	45,570	47,180
18	45,388	45,389	45,600	46,406	48,200
19	45,419	45,420	46,073	47,853	49,242
20	45,450	45,533	47,510	48,887	50,305
21	46,331	46,516	48,535	49,942	51,391
22		47,965	49,582	51,019	52,501
23		48,998	50,650	52,120	53,632
24		50,054	51,743	53,243	54,788
25		51,132	52,857	54,390	55,969
26		52,233	53,995	55,561	57,175
27		53,356	55,283	56,887	58,539
28		56,431	58,775	60,508	62,294

Teachers  
Level 3

Step	Range 1 BA	Range 2 BA+15	Range 3 MA or BA +45	Range 4 MA + 15	RANGE 5 EDS or MA + 45
0	51,273	51,274	51,275	51,276	51,277
1	51,274	51,275	51,276	51,277	51,278
2	51,275	51,276	51,277	51,278	51,279
3	51,276	51,277	51,278	51,279	51,280
4	51,277	51,278	51,279	51,280	51,281
5	51,278	51,279	51,280	51,281	51,282
6	52,273	52,274	52,275	52,276	52,277
7	52,289	52,290	52,291	52,292	52,293
8	52,305	52,306	52,307	52,308	52,309
9	52,321	52,322	52,323	52,324	52,325
10	52,337	52,338	52,339	52,340	52,341
11	52,353	52,354	52,355	52,356	52,357
12	52,368	52,370	52,371	52,372	52,373
13	52,383	52,386	52,387	52,388	52,389
14	52,398	52,401	52,403	52,404	52,405
15	52,413	52,418	52,419	52,420	52,421
16	52,428	52,434	52,435	52,436	52,437
17	52,443	52,450	52,541	52,452	52,453
18	52,458	52,466	52,467	52,468	52,469
19	52,473	52,482	52,483	52,484	52,485
20	52,488	52,498	52,499	52,500	52,501
21	52,503	52,514	52,515	52,516	52,517
22		52,530	52,531	52,532	52,938
23		52,546	52,547	52,548	54,071
24		52,562	52,563	53,661	55,230
25		52,578	53,253	54,810	56,412
26		52,849	54,393	55,983	57,621
27			55,685	57,314	58,991
28			59,909	61,676	63,496

Educational Assistant Salary Schedule

Step	Range 1 0-39	Range 2 40-59	Range 3 60+	Range 4 AA/90+	Range 5 BA
0	10.64	10.64	10.73	10.84	11.03
1	10.80	10.80	11.00	11.17	11.17
2	11.12	11.12	11.32	11.39	11.39
3	11.22	11.22	11.65	11.75	12.71
4	12.17	12.41	12.79	13.28	14.36
5	12.48	12.73	13.12	13.62	14.73
6	12.80	13.06	13.45	13.97	15.10
7	13.13	13.39	13.80	14.33	15.49
8	13.47	13.74	14.15	14.69	15.89
9	13.82	14.09	14.52	15.07	16.30
10	14.17	14.45	14.89	15.46	16.71
11	14.53	14.82	15.27	15.85	17.14
12	14.91	15.20	15.66	16.26	17.58
13	15.29	15.59	16.06	16.68	18.03
14	15.68	15.99	16.48	17.10	18.49
15	16.08	16.40	16.90	17.54	18.97
16	16.49	16.82	17.33	17.99	19.45
17	16.92	17.25	17.78	18.45	19.95
18	17.35	17.69	18.23	18.93	20.47
19	17.80	18.15	18.70	19.41	20.99
20	18.25	18.61	19.18	19.91	21.53
21	18.72	19.09	19.67	20.42	22.08

Administrative Assistant/Clerical

Step	Range 1*	Range 2	Range 3	Range 4
0	8.33	9.13	9.93	10.78
1	8.50	9.31	10.13	10.94
2	8.67	9.50	10.33	11.16
3	8.84	9.69	10.54	11.38
4	9.02	9.88	10.75	11.61
5	9.29	10.18	11.07	11.96
6	9.48	10.38	11.29	12.20
7	9.67	10.59	11.52	12.44
8	9.86	10.80	11.75	12.69
9	10.06	11.02	11.99	12.94
10	10.41	11.41	12.41	13.39
11	10.62	11.64	12.66	13.66
12	10.83	11.87	12.91	13.93
13	11.05	12.11	13.17	14.21
14	11.27	12.35	13.43	14.49
15	11.72	12.84	13.97	15.07
16	11.95	13.10	14.25	15.37
17	12.19	13.36	14.54	15.68
18	12.43	13.63	14.83	15.99
19	12.68	13.90	15.13	16.31
20	13.25	14.53	15.81	17.04
21	13.52	14.82	16.13	17.38
22	13.79	15.12	16.45	17.73
23	14.07	15.42	16.78	18.08
24	14.35	15.73	17.12	18.44
25	14.92	16.36	17.80	19.18

Please note that all range levels are determined by additional course work or added responsibility.

**Appendix B**

## **Student Discipline Policies**

### **I. Student Discipline**

The primary goal of discipline in WWJDC is to provide and maintain a safe, just, affirmative, and appropriately challenging environment that promotes learning and positive personal growth. Disciplinary measures will be aimed toward assisting each student in the development of self-control, social responsibility, and the acceptance of appropriate consequences for his or her actions. The Principal will utilize the progressive discipline procedures and options specified in the WWJDC' Student Behavior Handbook.

Parental involvement in matters of school discipline is encouraged. Parents will be advised of disciplinary measures taken in order to elicit their understanding and support. A record of disciplinary actions taken by the principal will be kept at the school.

Corporal punishment, which is defined as any disciplinary action taken by school personnel with the intention of producing physical pain, will not be used as a disciplinary measure in WWJDC.

## **Student Discipline Procedures**

## **Student Interrogations**

School authorities have a responsibility to cooperate with law enforcement agencies and/or child abuse investigators who are seeking to interview students at the school site. Individual students should not be interrogated on campus without the knowledge of the principal.

There is no requirement to notify the parents of the student prior to the questioning if there suspected child abuse; however, school authorities must immediately make a good faith effort to notify the parents or legal guardians of a student if the student has been removed from campus by law enforcement authorities.

If a commissioned law enforcement officer must place a student under arrest, the parents or legal guardians of the student should be notified immediately and have the opportunity to meet the student at the school. The student must be made aware of his/her legal rights by the law enforcement before the student may be removed from the campus for either further questioning or to be held at a detention facility.

In either case, WWJDC will seek to address the situation by seeking positive support for the student and family. This would be accomplished by connecting the student and family to appropriate supports and services that has the potential to mitigate the barriers that the student and family have that led to law enforcement involvement.

## **Student Discipline Procedures**

### **Student Dress**

The Governing Council expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. Student dress may not present a health or safety hazard, violate municipal or state law or present a potential for disruption to the instructional program. Attire or accessories which advertise, display or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry towards any group are not acceptable.

Unacceptable clothing and accessories include, but are not limited to, gang-related attire, excessively tight or revealing clothes, short shorts, and bare midriff, low-cut and/or off the shoulder blouses, spiked jewelry, chains, and belts with more than 2 inches excess. "Sagging", or the wearing of pants below the waist and/or in a manner that allows underwear or bare skin to show, and "bagging", or the wearing of excessively baggy pants with low hanging crotches are prohibited. As a matter of common courtesy and respect, hats/caps are not to be worn while inside buildings except when related to specific instructional, safety, religious or medical reasons.

WWJDC may customize its individual dress codes to address the needs and standards of their communities and neighborhoods through use of a process which ensures input from students, parents, faculty and staff of the school and other interested community members. Students and their parents/guardians have the responsibility to be aware of the school specific dress codes and to conform to those requirements. The responsibility to interpret and enforce the policy rests with the Principal of WWJDC.

This policy should be reviewed periodically with parents, teachers, and student group representatives to enlist their support and encourage pride and good taste. Attire or accessories which advertise, display, or promote any drug, including alcohol and tobacco, sexual activity, violence, disrespect and/or bigotry toward any group may be considered unacceptable.

## **Student Discipline Procedures**

### **Student Dress: Hats and Caps**

The Governing Council expects student dress and grooming to reflect high standards of personal conduct so that each student's attire promotes a positive, safe and healthy atmosphere within the school. With increasing awareness of the prolonged health concerns of prolonged or excessive exposure to direct ultraviolet radiation of sunlight, students are encouraged to wear hats and caps while participating in activities out of doors. Outdoor activities include recess, athletic and sports activities, music rehearsals, and other extracurricular activities.

As with all student dress, the wearing of hats or caps may not present a health or safety hazard, violate municipal or state law or present a potential for disruption to the instructional program. Hats and caps will not advertise, display or promote any drug, including alcohol or tobacco, sexual activity, violence, disrespect and/or bigotry towards any group. Hats and caps that are deemed gang-related attire are prohibited.

As a matter of common courtesy and respect, hats/caps are not to be worn while inside buildings except when related to specific instructional, safety, religious or medical reasons.

WWJDC may customize its individual dress codes to address the needs and standards of its communities and neighborhoods through use of a process which ensures input from students, parents, faculty and staff of the school and other interested community members. Students and their parents/guardians have the responsibility to be aware of the school specific dress codes and to conform to those requirements. The responsibility to interpret and enforce the policy rests with each principal for his/her school.

This policy should be reviewed periodically with parents, teachers, and student group representatives to enlist their support and encourage pride and good taste.

## **Student Discipline Procedures**

### **Student Smoking and/or Tobacco Use**

The use of tobacco or tobacco products on WWJDC property is prohibited for students, faculty, and staff.

# Student Discipline Procedures

## Long Term Suspension of Student

All efforts will be made to prevent long term suspensions by doing whatever it takes to address the barriers that our students may face. However, WWJDC will maintain a long term suspension of student policy in the unlikelihood that there is no alternative.

All students have due process procedures available to them under the Governing Council's Student Behavior Handbook. Any student for whom WWJDC is requesting long-term suspension has the right to a suspension hearing held before an selected independent hearing officer, or other party selected by the student. Students or their parents may waive the right to a hearing by signing a waiver. WWJDC Principal may not encourage the signing of waivers by saying or implying that hearing officers are likely to impose more severe discipline than the WWJDC Principal.

A long-term suspension is defined as the removal of a student from school and all school-related activities for more than ten (10) days and up to the balance of the semester.

A student with an identified disability may not be suspended in excess of ten school days, cumulative, without an IEP review to determine whether the student's IEP is appropriate and whether the behavior(s) in question is a manifestation of the student's disability.

The burden of proving that the student violated a provision of the Student Behavior Handbook to the degree a student must be suspended is the responsibility of school authorities.

### Procedure for Long-Term Suspension through the Hearing Process

- A. Parent and student must be advised of all the charges both orally and in writing a minimum of five (5) days prior to the scheduled hearing. The written notice should be on the form "Notice of Discipline and/or Anticipated Temporary or Long-Term Suspension".
- B. Hearings will be scheduled through the Principal. Hearings must be scheduled within ten (10) working days of the notice of discipline being sent to the parents.
- C. If the hearing will require the services of an interpreter, including sign language, WWJDC will work with parents to arrange such services in a timely manner.
- D. WWJDC must present copies of the following information to the hearing officer during the hearing.
  1. The copy of the "Notice of Discipline and/or Anticipated Long-Term Suspension."
  2. Report of current grades, current attendance, and class progress reports.
  3. Written witness reports, incident reports, and school police reports.
  4. Current IEP Committee report for special education students, inclusive of IEP documents related to the requested action.

## **Student Discipline Procedures**

### **Long Term Suspension of Student (cont)**

5. Student Assistance Team review reports and/or 504 plan reviews, if applicable.
6. Copies of all reports will become part of the official hearing record. Failure to provide these documents may result in student reinstatement.
7. Hearings will be scheduled through the Principal. Hearings must be scheduled within ten (10) working days of the notice of discipline being sent to the parents.
8. Copy of arrangement notice that services of an interpreter will be required for the hearing.

### **Procedures for Long-Term Suspension When Parents Waive the Right to Hearing**

1. The principal or designee must advise parents and student of the charges orally and in writing.
2. The WWJDC Principal must advise parents of their right to a hearing. They must explain the hearing procedure and they may not state or imply that requesting a hearing will increase the likelihood of a more severe penalty.
3. The WWJDC Principal must explain to the parents that the student will not be allowed to attend WWJDC and/or an APS' school while he/she is suspended.
4. The WWJDC Principal must advise parents of students with an identified disability of the availability of alternative continuation services during the term of the suspension.
5. Parents must sign the request to waive the due process hearing.
6. The WWJDC Principal must advise parents and the student regarding possible education alternatives during the term of the suspension.
7. The WWJDC Principal must attach documentation of parent contacts and intervention to the copy of the "Notice of Discipline and/or Anticipated Long-Term Suspension" form.
8. WWJDC must maintain reports on all long-term suspensions on the discipline summary report each 20-day reporting period.

## Student Discipline Procedures

### Student Expulsion

All efforts will be made to prevent expulsion by doing whatever it takes to address the barriers that our students may face. However, WWJDC will maintain a long term suspension of student policy in the unlikelihood that there is no alternative.

An expulsion is a disciplinary exclusion (suspension) from WWJDC that is at least two semesters in length. It may be longer or even permanent.

Generally WWJDC wishes to limit exclusion from school to no longer than the end of the current semester. In some cases, there is a need to implement an expulsion as an **extreme** last resort for disciplining students who exhibit unacceptable behaviors such as drug possession, drug sales, acts of extreme violence, vandalism, weapons possession, weapons use, and other felonies.

### To Recommend Expulsion

WWJDC must follow the same due process procedures outlined for long-term suspension. In addition, the Principal must be prepared to justify to the hearing officer the request for the most severe disciplinary action possible. The following special requirements will apply when the hearing officer elects to uphold the school's recommendation for expulsion.

- A. Unlike long-term suspension actions, the due process hearing for an "expulsion" cannot be waived. Even if the student and parents do not appear, the school must present its case to the hearing officer.
- B. The Principal or designee will review for affirmation all cases in which the hearing officer decides upon expulsion prior to final imposition of the discipline.
- C. Any student who has been expelled may petition for re-entry to WWJDC after one calendar year from the date of expulsion. Students desiring re-entry should submit a request in writing to the Principal requesting a reconsideration hearing.

# Student Discipline Procedures

## Student Searches

To ensure the safety of WWJDC staff and students, school personnel may conduct searches of students. Before any searches occur, the Principal will make reasonable efforts to contact the parent and have them present before a search occurs. WWJDC acknowledges both state and federal constitutional rights which are applicable to personal searches of students, searches of their possessions (e.g., pocket contents, backpacks, handbags, etc.) and vehicle searches. WWJDC officials need only have individualized reasonable suspicion that a particular search will reveal evidence that a crime or breach of the disciplinary code is being committed by the student or that a safety or security issue may exist. Individualized reasonable suspicion is established when the observation of specific and describable behavior or information from a credible informant leads one to reasonably believe that a particular student is engaging in or has engaged in prohibited conduct. The reasonableness of the search will depend upon:

1. The value and reliability of information used as justification for the search;
2. The prevalence and seriousness of the problem to which the search is directed;
3. The urgency requiring an immediate search.

Even if individualized reasonable suspicion exists, the scope of the search must be such that the measures used are reasonably related to the purpose of the search and not excessively intrusive.

## Types of Searches

**Vehicle Searches** - Search of a vehicle while parked on school property may be conducted only if a certified school employee, school security officer, campus security aide or school bus driver has reasonable suspicion that a crime or breach of the disciplinary code is being committed.

**Physical Searches** - Search of a student's person or property may be conducted only where there is individualized reasonable suspicion that the student being searched has committed a crime or a breach of the disciplinary code. Searches may be conducted by a certified school employee, school security officer, or campus security aide.

1. **Minimally Intrusive Searches** - Searches such as emptying of pockets, searches of student backpacks and purses, removal of hats, socks and shoes may be conducted by any certified school employee, school security officer, campus security aide, or school bus driver.
2. **More Intrusive Searches** - Searches such as pat downs and frisks may only be conducted by an authorized person of the same sex as the student being searched.
3. **Most Intrusive Searches** - A strip search shall be conducted only upon individualized reasonable suspicion of a safety concern and shall be conducted by WWJDC administrator of the same sex as the student and in the presence of another authorized person of the same sex.

## **Student Discipline Procedures**

### **Student Searches (cont)**

Strip searches of students shall be conducted only in life-threatening situations or in situations that pose a possible danger to the school population. Administration should only conduct more intrusive or most intrusive searches when they have reason to believe that a student may be in possession of a firearm, a weapon, or a dangerous drug.

WWJDC Principal Designee who conducts a student strip search will report the search to the Principal. Principal will, at least monthly, report the number of most intrusive searches to the Governing Council President.

Student desks, school lockers, storage spaces and school computers are not the private property of a student but the property of WWJDC and may be opened and subject to inspection without student consent.

**Appendix C**  
**WWJDC' Form 910B5 – 1<sup>st</sup> Year**  
**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET**  
**BASED ON MEMBERSHIP PROJECTIONS**

Charter School Name	WWJDC				Charter School Number	
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					30.00	30.00
<b>Basic Program</b>						
Grade 1					30.00	30.00
Grade 2					30.00	30.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	0.00	0.00	90.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	30.00
					TOTAL GRADES 1-12	60.00
					SUBTOTAL MEM	90.00
					<b>TOTAL MEM</b>	<b>90.00</b>

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	30.00	1.44	43.200	Kindergarten Units	43.200
<b>Basic Program (Grade Total)</b>					
Grade 01	30.00	1.20	36.000		
Grade 02	30.00	1.18	35.400		
Grade 03	0.00	1.18	0.000		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	71.400
<b>Special Education</b>					
	MEM	Factor			
C & C-Gifted	15.00	1.00	15.000		
D & D-Gifted	8.00	2.00	16.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	18.00	0.70	12.600	Special Ed. Unit	43.600
Adjusted Ancillary FTE	1.00	25.00		Ancillary FTE Units	25.000
				Total Special Education Units	68.600
<b>Elementary Fine Arts Program</b>					
	MEM	Factor			
	90.00	0.0500		Fine Arts Program Units	4.500
<b>Bilingual Program</b>					
HOURS	MEM	FTE	Factor		
1	45.00	7.50			
2		0.00			
3		0.00			
Total Bilingual	45.00	7.50	0.500	Bilingual Units	3.750
(May not total more than the no. of students in grades K-12.)					

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

MEM 90.00 Factor 0.060

Elementary P.E. Units 5.400

**TOTAL MEMBERSHIP PROGRAM UNITS 196.850**

T & E Index (Oct 2010-11) 1.092

**National Board Certified Teachers**

FTE: Factor 1.500

**ADJUSTED PROGRAM UNITS 214.960**

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

UNITS  
Elementary/Mid/Jr. High 49.500  
Senior High 0.000  
District Size 13.196

District Size Adjustment Units 13.196

Charter Schools not eligible for District Size (13.196)

School Size Adjustment Units 49.500

Rural Isolation Units 0.000

New District Adjustment Units 0.000

**At-Risk Units** At-risk index MEM  
2010-2011 0.066 90.00

At Risk Units 5.040

**Charter Schools Student Activities**

(Districts Only) MEM Factor 0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000  
(Charters not eligible for CS Student Activities)

**Home School Student Activities**

(Districts Only) MEM Factor 0.100

Home School Student Activities Units 0.000  
(Charters not eligible for Home School Student Activities)

**TOTAL PROGRAM UNITS 269.500**

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2010-11 Actual 40th Day MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-2012 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM (Growth):	100.00
<b>Save-Harmless Data</b>	
2011-2012 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
<b>Growth Data</b>	
2011-12 Operating Budget Calculation	0.000
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE 40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

**GRAND TOTAL UNITS 269.500**

X Unit Value \$ 3,585.97

**PROGRAM COST \$ 966,418.92**

**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)  
Federal Impact Aid (44103)  
Federal Forest Reserve (44204)  
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$ -

**Other Credits/Adjustments:**

Cash Balance Credit \$ -  
Energy Efficiency  
Other Misc Credits

Total Other Credits \$ -

Less: Other Credits/Adjustments \$ -

**(\$19,328.38)**

**STATE EQUALIZATION GUARANTEE \$947,090.54**

**SIZE ADJUSTMENT UNITS:**

**PED 910B-6**

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - MEM)/200) \times (1.0 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
WJDC		k-2	90.00	49.500
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				<b>49.500</b>

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = \text{UNITS}$  or  $((400 - MEM)/400) \times (1.6 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				<b>0.000</b>

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.  
 $(4,000 - (MEM / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):  N.A.  
 Enter the number of approved senior high schools not eligible for senior high size units:  0.000

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT  YES? UNITS  
 $(\text{MEM for current year}) \times .147 = \text{UNITS}$  0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT  UNITS  
 $(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$  0.000

**WWJDC' Form 910B5 – 2<sup>nd</sup> Year**  
**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET**  
**BASED ON MEMBERSHIP PROJECTIONS**

Charter School Name	WWJDC				Charter School Number	
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					30.00	30.00
<b>Basic Program</b>						
Grade 1					30.00	30.00
Grade 2					30.00	30.00
Grade 3					30.00	30.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
<b>Totals</b>	0.00	0.00	0.00	0.00	120.00	

\*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	30.00
TOTAL GRADES 1-12	90.00
<b>SUBTOTAL MEM</b>	<b>120.00</b>
<b>TOTAL MEM</b>	<b>120.00</b>

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	30.00	1.44	43.200	Kindergarten Units	43.200
<b>Basic Program (Grade Total)</b>					
Grade 01	30.00	1.20	36.000		
Grade 02	30.00	1.18	35.400		
Grade 03	30.00	1.18	35.400		
Grade 04	0.00	1.045	0.000		
Grade 05	0.00	1.045	0.000		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	106.800
<b>Special Education</b>	MEM	Factor			
C & C-Gifted	15.00	1.00	15.000		
D & D-Gifted	8.00	2.00	16.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	24.00	0.70	16.800	Special Ed. Unit	47.800
Adjusted Ancillary FTE	1.00	25.00		Ancillary FTE Units	25.000
				<b>Total Special Education Units</b>	<b>72.800</b>
<b>Elementary Fine Arts Program</b>	MEM	Factor			
	120.00	0.0500		Fine Arts Program Units	6.000
<b>Bilingual Program</b>	MEM	FTE	Factor		
HOURS					
1	60.00	10.00			
2		0.00			
3		0.00			
<b>Total Bilingual</b>	60.00	10.00	0.500	Bilingual Units	5.000
<i>(May not total more than the no. of students in grades K-12.)</i>					

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

MEM 120.00 Factor 0.060

Elementary P.E. Units 7.200

**TOTAL MEMBERSHIP PROGRAM UNITS 241.000**

T & E Index (Oct 2010-11) 1.092

**National Board Certified Teachers**

FTE: Factor 1.500

**ADJUSTED PROGRAM UNITS 263.172**

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

UNITS  
Elementary/Mid/Jr. High 48.000  
Senior High 0.000  
District Size 17.460

District Size Adjustment Units 17.460

Charter Schools not eligible for District Size (17.460)

School Size Adjustment Units 48.000

Rural Isolation Units 0.000

New District Adjustment Units 0.000

**At-Risk Units** At-risk index MEM  
2010-2011 0.066 120.00

At Risk Units 6.720

**Charter Schools Student Activities**

(Districts Only) MEM Factor 0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000  
(Charters not eligible for CS Student Activities)

**Home School Student Activities**

(Districts Only) MEM Factor 0.100

Home School Student Activities Units 0.000  
(Charters not eligible for Home School Student Activities)

**TOTAL PROGRAM UNITS 317.892**

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2010-11 Actual 40th Day MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-2012 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM (Growth):	100.00
<b>Save-Harmless Data</b>	
2011-2012 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
<b>Growth Data</b>	
2011-12 Operating Budget Calculation	0.000
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE 40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

**GRAND TOTAL UNITS 317.892**

X Unit Value \$ 3,585.97

**PROGRAM COST \$ 1,139,951.18**

**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)  
Federal Impact Aid (44103)  
Federal Forest Reserve (44204)  
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$ -

**Other Credits/Adjustments:**

Cash Balance Credit \$ -  
Energy Efficiency  
Other Misc Credits

Total Other Credits \$ -

Less: Other Credits/Adjustments \$ -

**(\$22,799.02)**

**STATE EQUALIZATION GUARANTEE \$1,117,152.15**

**SIZE ADJUSTMENT UNITS:**

**PED 910B-6**

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - MEM)/200) \times (1.0 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
WJDC		k-3	120.00	48.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				<b>48.000</b>

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = \text{UNITS}$  or  $((400 - MEM)/400) \times (1.6 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				<b>0.000</b>

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.  
 $(4,000 - (MEM / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):  N.A.  
 Enter the number of approved senior high schools not eligible for senior high size units:  0.000

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT  YES? UNITS  
 $(\text{MEM for current year}) \times .147 = \text{UNITS}$  0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT   
 $(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$  0.000

**WWJDC' Form 910B5 – 3<sup>rd</sup> Year**  
**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET**  
**BASED ON MEMBERSHIP PROJECTIONS**

Charter School Name	WWJDC				Charter School Number	
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					30.00	30.00
<b>Basic Program</b>						
Grade 1					30.00	30.00
Grade 2					30.00	30.00
Grade 3					30.00	30.00
Grade 4					30.00	30.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
<b>Totals</b>	0.00	0.00	0.00	0.00	150.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES					ECE FTE	30.00
					TOTAL GRADES 1-12	120.00
					<b>SUBTOTAL MEM</b>	<b>150.00</b>
					<b>TOTAL MEM</b>	<b>150.00</b>

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS			
<b>Kindergarten</b>						
ECE, FDK-New, and FDK	30.00	1.44	43.200	Kindergarten Units	43.200	
<b>Basic Program (Grade Total)</b>						
Grade 01	30.00	1.20	36.000			
Grade 02	30.00	1.18	35.400			
Grade 03	30.00	1.18	35.400			
Grade 04	30.00	1.045	31.350			
Grade 05	0.00	1.045	0.000			
Grade 06	0.00	1.045	0.000			
Grade 07 *	0.00	1.25	0.000			
Grade 08 *	0.00	1.25	0.000			
Grade 09 *	0.00	1.25	0.000			
Grade 10 *	0.00	1.25	0.000			
Grade 11 *	0.00	1.25	0.000			
Grade 12 *	0.00	1.25	0.000			
* Includes Vocational Weighting						
<b>Special Education</b>	MEM	Factor				
C & C-Gifted	15.00	1.00	15.000			
D & D-Gifted	8.00	2.00	16.000			
3 Yr. DD	0.00	2.00	0.000			
4 Yr. DD	0.00	2.00	0.000			
A/B MEM (Reg/Gifted)	30.00	0.70	21.000	Special Ed. Unit	52.000	
Adjusted Ancillary FTE	1.00	25.00		Ancillary FTE Units	25.000	
				<b>Total Special Education Units</b>	<b>77.000</b>	
<b>Elementary Fine Arts Program</b>	MEM	Factor				
	150.00	0.0500		Fine Arts Program Units	7.500	
<b>Bilingual Program</b>	HOURS	MEM	FTE	Factor		
1		75.00	12.50			
2			0.00			
3			0.00			
<b>Total Bilingual</b>		75.00	12.50	0.500	Bilingual Units	6.250
<i>(May not total more than the no. of students in grades K-12.)</i>						

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

MEM 150.00 Factor 0.060

Elementary P.E. Units 9.000

**TOTAL MEMBERSHIP PROGRAM UNITS 281.100**

T & E Index (Oct 2010-11) 1.092

**National Board Certified Teachers**

FTE: Factor 1.500

**ADJUSTED PROGRAM UNITS 306.961**

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

UNITS  
Elementary/Mid/Jr. High 37.500  
Senior High 0.000  
District Size 21.656

District Size Adjustment Units 21.656

Charter Schools not eligible for District Size (21.856)

School Size Adjustment Units 37.500

Rural Isolation Units 0.000

New District Adjustment Units 0.000

**At-Risk Units** At-risk index MEM  
2010-2011 0.066 150.00

At Risk Units 8.400

**Charter Schools Student Activities**

(Districts Only) MEM Factor 0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000

(Charters not eligible for CS Student Activities) 0.000

**Home School Student Activities**

(Districts Only) MEM Factor 0.100

Home School Student Activities Units 0.000

(Charters not eligible for Home School Student Activities) 0.000

**TOTAL PROGRAM UNITS 352.861**

Save Harmless Units 0.000

**GRAND TOTAL UNITS 352.861**

X Unit Value \$ 3,585.97

**PROGRAM COST \$ 1,265,348.96**

GROWTH & SAVE HARMLESS CALCULATION DATA	
2010-11 Actual 40th Day MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-2012 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM (Growth):	100.00
<b>Save-Harmless Data</b>	
2011-2012 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
<b>Growth Data</b>	
2011-12 Operating Budget Calculation	0.000
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE 40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)  
Federal Impact Aid (44103)  
Federal Forest Reserve (44204)  
Total Non-Cat Rev Credits \$0.00

Less: 75% of Non-Categorical Revenue Credits \$ -

**Other Credits/Adjustments:**

Cash Balance Credit \$ -  
Energy Efficiency  
Other Misc Credits

Total Other Credits \$ -

Less: Other Credits/Adjustments \$ -

**(\$25,306.98)**

**STATE EQUALIZATION GUARANTEE \$1,240,041.98**

**SIZE ADJUSTMENT UNITS:**

**PED 910B-6**

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - MEM)/200) \times (1.0 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
WJDC		k-4	150.00	37.500
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				<b>37.500</b>

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = \text{UNITS}$  or  $((400 - MEM)/400) \times (1.6 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				<b>0.000</b>

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.  
 $(4,000 - (MEM / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):  N.A.  
 Enter the number of approved senior high schools not eligible for senior high size units:  0.000

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT  YES? UNITS  
 $(\text{MEM for current year}) \times .147 = \text{UNITS}$  0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT  UNITS  
 $(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$  0.000

WWJDC' Form 910B5 – 4<sup>th</sup> Year

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

Charter School Name	WWJDC				Charter School Number	
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
NEW FDK -						0.00
FDK					30.00	30.00
<b>Basic Program</b>						
Grade 1					30.00	30.00
Grade 2					30.00	30.00
Grade 3					30.00	30.00
Grade 4					30.00	30.00
Grade 5					30.00	30.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
<b>Totals</b>	0.00	0.00	0.00	0.00	180.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	30.00
					TOTAL GRADES 1-12	150.00
					<b>SUBTOTAL MEM</b>	<b>180.00</b>
					<b>TOTAL MEM</b>	<b>180.00</b>

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	30.00	1.44	43.200	Kindergarten Units	43.200
<b>Basic Program (Grade Total)</b>					
Grade 01	30.00	1.20	36.000		
Grade 02	30.00	1.18	35.400		
Grade 03	30.00	1.18	35.400		
Grade 04	30.00	1.045	31.350		
Grade 05	30.00	1.045	31.350		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	189.500
<b>Special Education</b>	MEM	Factor			
C & C-Gifted	15.00	1.00	15.000		
D & D-Gifted	8.00	2.00	16.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	35.00	0.70	25.200	Special Ed. Unit	56.200
Adjusted Ancillary FTE	1.00	25.00		Ancillary FTE Units	25.000
				Total Special Education Units	81.200
<b>Elementary Fine Arts Program</b>	MEM	Factor			
	180.00	0.0500		Fine Arts Program Units	9.000
<b>Bilingual Program</b>	MEM	FTE	Factor		
HOURS					
1	90.00	15.00			
2		0.00			
3		0.00			
Total Bilingual	90.00	15.00	0.500	Bilingual Units	7.500
(May not total more than the no. of students in grades K-12.)					

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

<i>MEM</i>	
180.00	<i>Factor</i> 0.060

Elementary P.E. Units 10.800

**TOTAL MEMBERSHIP PROGRAM UNITS 321.200**

T & E Index (Oct 2010-11) 1.092

**National Board Certified Teachers**

<i>FTE:</i>	
1.500	<i>Factor</i> 1.500

**ADJUSTED PROGRAM UNITS 350.750**

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

	<i>UNITS</i>
Elementary/Mid/Jr. High	37.500
Senior High	0.000
District Size	25.785

District Size Adjustment Units 25.785  
Charter Schools not eligible for District Size (25.785)

School Size Adjustment Units 37.500

Rural Isolation Units 0.000

New District Adjustment Units 0.000

<b>At-Risk Units</b>	<i>At-risk index</i>	<i>MEM</i>
2010-2011	0.056	180.00

At Risk Units 10.080

Growth Units 0.000

**Charter Schools Student Activities**

(Districts Only)	<i>MEM</i>		<i>Factor</i>
			0.100

Charter Schools Student Activities Units 0.000  
(Charters not eligible for CS Student Activities) 0.000

**Home School Student Activities**

(Districts Only)	<i>MEM</i>		<i>Factor</i>
			0.100

Home School Student Activities Units 0.000  
(Charters not eligible for Home School Student Activities) 0.000

**TOTAL PROGRAM UNITS 398.330**

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA	
2010-11 Actual 40th Day MEM: (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM: (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-2012 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	100.00
2011-12 Projected MEM (Growth):	100.00
<b>Save-Harmless Data</b>	
2011-2012 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	398.330
<b>Growth Data</b>	
2011-12 Operating Budget Calculation Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE	0.000
40th Day Calculation Takes Prior Year 40th-Day and compares to Current Year 40th-Day	0.000

**GRAND TOTAL UNITS 398.330**

X Unit Value \$ 3,565.97

**PROGRAM COST \$ 1,428,399.43**

**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114)	
Federal Impact Aid (44-103)	
Federal Forest Reserve (44204)	
<b>Total Non-Cat Rev Credits</b>	\$0.00

Less: 75% of Non-Categorical Revenue Credits \$ -

**Other Credits/Adjustments:**

Cash Balance Credit	\$ -
Energy Efficiency	
Other Misc. Credits	
<b>Total Other Credits</b>	\$ -

Less: Other Credits/Adjustments \$ -

(\$28,567.99)

**STATE EQUALIZATION GUARANTEE \$1,399,831.44**

**SIZE ADJUSTMENT UNITS:**

PED 910B-6

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - MEM)/200) \times (1.0 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
WJDC		k-5	180.00	18.000
				0.000
				0.000
				0.000
				0.000
				0.000
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				<b>18.000</b>

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = \text{UNITS}$  or  $((400 - MEM)/400) \times (1.6 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				<b>0.000</b>

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$(4,000 - (MEM / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):   
 Enter the number of approved senior high schools not eligible for senior high size units:

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT  UNITS  
 $(MEM \text{ for current year}) \times .147 = \text{UNITS}$  0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT  UNITS  
 $(MEM \text{ for prior year} - MEM \text{ for current year}) \times .17 = \text{UNITS}$  0.000

WWJDC' Form 910B5 – 5<sup>th</sup> Year

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

Charter School Name	WWJDC				Charter School Number		
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL	
<b>Kindergarten Program</b>							
ECE/KN						0.00	
NEW FDK - FDK					30.00	30.00	
<b>Basic Program</b>							
Grade 1					30.00	30.00	
Grade 2					30.00	30.00	
Grade 3					30.00	30.00	
Grade 4					30.00	30.00	
Grade 5					30.00	30.00	
Grade 6						0.00	
Grade 7						0.00	
Grade 8						0.00	
Grade 9						0.00	
Grade 10						0.00	
Grade 11						0.00	
Grade 12						0.00	
<b>Totals</b>	0.00	0.00	0.00	0.00	180.00		
*INCLUDE STUDENTS RECEIVING A/B SERVICES						ECE FTE	30.00
						TOTAL GRADES 1-12	150.00
						<b>SUBTOTAL MEM</b>	<b>180.00</b>
						<b>TOTAL MEM</b>	<b>180.00</b>

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	30.00	1.44	43.200	Kindergarten Units	43.200
<b>Basic Program (Grade Total)</b>					
Grade 01	30.00	1.20	36.000		
Grade 02	30.00	1.18	35.400		
Grade 03	30.00	1.18	35.400		
Grade 04	30.00	1.045	31.350		
Grade 05	30.00	1.045	31.350		
Grade 06	0.00	1.045	0.000		
Grade 07 *	0.00	1.25	0.000		
Grade 08 *	0.00	1.25	0.000		
Grade 09 *	0.00	1.25	0.000		
Grade 10 *	0.00	1.25	0.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	0.00	1.25	0.000		
* Includes Vocational Weighting					
				Basic Program Units	169.500
<b>Special Education</b>	MEM	Factor			
C & C-Gifted	15.00	1.00	15.000		
D & D-Gifted	8.00	2.00	16.000		
3 Yr. DD	0.00	2.00	0.000		
4 Yr. DD	0.00	2.00	0.000		
A/B MEM (Reg/Gifted)	36.00	0.70	25.200	Special Ed. Unit	56.200
Adjusted Ancillary FTE	1.00	25.00		Ancillary FTE Units	25.000
				Total Special Education Units	81.200
<b>Elementary Fine Arts Program</b>	MEM	Factor			
	180.00	0.0500		Fine Arts Program Units	9.000
<b>Bilingual Program</b>	MEM	FTE	Factor		
HOURS					
1	90.00	15.00			
2		0.00			
3		0.00			
Total Bilingual	90.00	15.00	0.500	Bilingual Units	7.500
(May not total more than the no. of students in grades K-12.)					

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**Elementary P.E. Program**

MEM  
180.00

Factor  
0.060

Elementary P.E. Units 10.800

**TOTAL MEMBERSHIP PROGRAM UNITS 321.200**

T & E Index (Oct 2010-11) 1.092

**National Board Certified Teachers**

FTE:  
[Redacted]

Factor  
1.500

**ADJUSTED PROGRAM UNITS 350.750**

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

UNITS  
Elementary/Mid/Jr. High 37.500  
Senior High 0.000  
District Size 25.785

District Size Adjustment Units 25.785  
Charter Schools not eligible for District Size (25.785)

School Size Adjustment Units 37.500

Rural Isolation Units 0.000

New District Adjustment Units 0.000

**At-Risk Units** At-risk Index MEM  
2010-2011 0.056 180.00

At Risk Units 10.080

**Charter Schools Student Activities**

(Districts Only) MEM  
[Redacted]

Factor  
0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000  
(Charters not eligible for CS Student Activities) 0.000

**Home School Student Activities**

(Districts Only) MEM  
[Redacted]

Factor  
0.100

Home School Student Activities Units 0.000  
(Charters not eligible for Home School Student Activities) 0.000

**TOTAL PROGRAM UNITS 398.330**

Save Harmless Units 0.000

**GRAND TOTAL UNITS 398.330**

X Unit Value \$ 3,565.97

**PROGRAM COST \$ 1,428,399.43**

**Non-categorical Revenue Credits:**

Tax Levy (41110, 41113, 41114) [Redacted]  
Federal Impact Aid (44103) [Redacted]  
Federal Forest Reserve (44204) [Redacted]  
**Total Non-Cat Rev Credits \$0.00**

Less: 75% of Non-Categorical Revenue Credits \$ -

**Other Credits/Adjustments:**

Cash Balance Credit \$ -  
Energy Efficiency [Redacted]  
Other Misc Credits [Redacted]

**Total Other Credits \$ -**

Less: Other Credits/Adjustments \$ -

**(\$28,567.99)**

**STATE EQUALIZATION GUARANTEE \$1,399,831.44**

**SIZE ADJUSTMENT UNITS:**

**PED 910B-6**

**STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET  
BASED ON MEMBERSHIP PROJECTIONS**

**1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH**

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.  
 $((200 - MEM)/200) \times (1.0 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
WJDC		k-5	180.00	18.000
				0.000
				0.000
				0.000
				0.000
				0.000
<b>TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS</b>				<b>18.000</b>

**2. SENIOR HIGH SCHOOL**

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = \text{UNITS}$  or  $((400 - MEM)/400) \times (1.6 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
<b>TOTAL SENIOR HIGH SCHOOL UNITS</b>				<b>0.000</b>

**3. RURAL ISOLATION**

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$(4,000 - (MEM / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):   
 Enter the number of approved senior high schools not eligible for senior high size units:

**4. NEW DISTRICT ADJUSTMENT**

If district is eligible, enter YES in the appropriate box.

a. NEWLY CREATED SCHOOL DISTRICT  UNITS  
 $(MEM \text{ for current year}) \times .147 = \text{UNITS}$  0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT  UNITS  
 $(MEM \text{ for prior year} - MEM \text{ for current year}) \times .17 = \text{UNITS}$  0.000



	YEAR 1		YEAR 2		YEAR 3		YEAR 4		YEAR 5	
	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals
<b>3. SUPPLIES</b>										
	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals
46 Other Textbooks	\$ 10,500.00		\$ 10,500.00		\$ 2,500.00		\$ 2,500.00		\$ 1,000.00	
47 Software & Software Licences	\$ 10,000.00		\$ 10,000.00		\$ 4,000.00		\$ 2,500.00		\$ 1,000.00	
48 General Supplies & Materials	\$ 36,309.01		\$ 40,952.61		\$ 25,540.98		\$ 2,412.59		\$ 1,052.24	
49 Library & Audio/Visual	\$ 9,328.53		\$ 9,000.00		\$ 2,000.00		\$ 2,000.00		\$ 1,000.00	
50 Food* (for student nutrition purposes only)	\$ 5,500.00		\$ 5,633.74		\$ 5,748.80		\$ 2,864.00		\$ 1,095.67	
<b>SUBTOTAL - SUPPLIES</b>	<b>\$ 71,635.54</b>		<b>\$ 76,086.35</b>		<b>\$ 39,789.78</b>		<b>\$ 12,306.59</b>		<b>\$ 5,147.91</b>	
<b>TOTAL - SUPPLIES</b>		<b>\$ 71,635.54</b>		<b>\$ 76,086.35</b>		<b>\$ 39,789.78</b>		<b>\$ 12,306.59</b>		<b>\$ 5,147.91</b>
<b>4. PROPERTY</b>										
	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals	Amount	Totals
51 Supply Assets (\$5,000 or less)	\$ 10,500.00		\$ 10,000.00		\$ 2,500.00		\$ 2,500.00			
52 Fixed Assets (more than \$5,000)										
<b>SUBTOTAL - PROPERTY</b>	<b>\$ 10,500.00</b>		<b>\$ 10,000.00</b>		<b>\$ 2,500.00</b>		<b>\$ 2,500.00</b>		<b>\$ -</b>	
<b>TOTAL - PROPERTY</b>		<b>\$ 10,500.00</b>		<b>\$ 10,000.00</b>		<b>\$ 2,500.00</b>		<b>\$ 2,500.00</b>		<b>\$ -</b>
<b>GRAND TOTAL OPERATIONAL EXPENDITURES</b>		<b>\$ 947,090.54</b>		<b>\$ 1,117,152.15</b>		<b>\$ 1,240,041.98</b>		<b>\$ 1,339,831.44</b>		<b>\$ 1,339,831.44</b>

**Appendix E**  
Definition of Acronyms

1. AMO – Annual Measurable Objective
2. APR – Annual Performance Report
3. AYP – Adequate Yearly Progress
4. CAP – Corrective Action Plan
5. CRT – Criterion Reference Test
6. CSD – Charter Schools Division
7. DPHO – Due Process Hearing Officer
8. EOY – End of Year
9. EPPS – Educational Plan for Student Success
10. FAPE – Free Appropriate Public Education
11. FFY – Federal Fiscal Year
12. IDEA – Individuals with Disabilities Education Act
13. IEP – Individualized Education Program
14. LEA – Local Education Agencies
15. LEP – Limited English Proficient
16. LRE – Least Restrictive Environment
17. NCLB – No Child Left Behind
18. NMAC – New Mexico Administrative Code
19. NMPED – New Mexico Public Education Department
20. NMSBA – New Mexico Standards Based Assessment
21. RtI – Response to Intervention
22. SEAS –Special Education Accountability System
23. STARS – Student Teacher Accountability Reporting System
24. TA – Technical Assistance

Appendix F  
WWJDC Support Information  
United South Broadway Corporation (USBC)  
“Who We Are”

**THE COMMUNITY DEVELOPMENT CORPORATION**



**UNITED**  
**SOUTH**  
**BROADWAY**  
**CORPORATION**

A Community Development Corporation that works in the older historic neighborhoods of Albuquerque to address housing opportunities, commercial revitalization, crime prevention and youth development.

**•HOUSING OPPORTUNITIES**



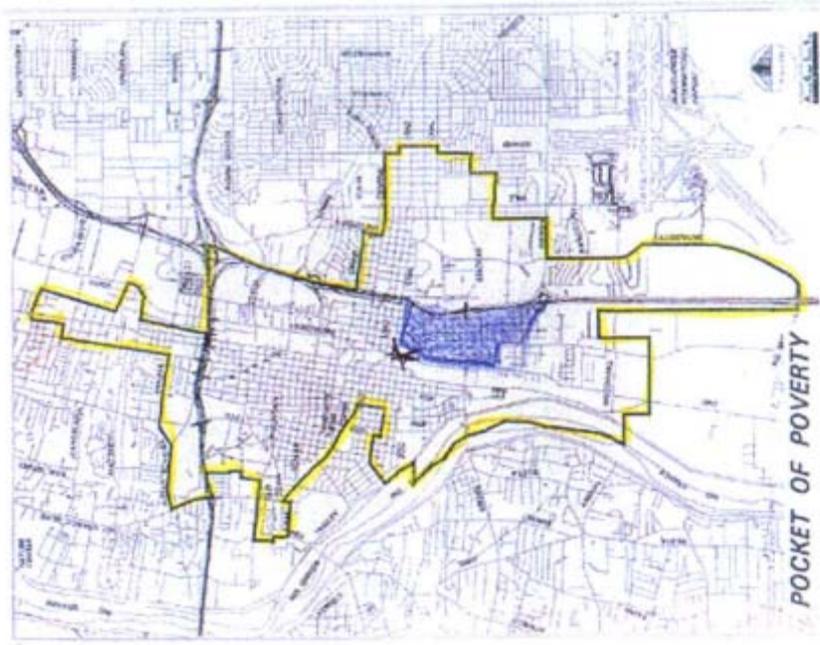
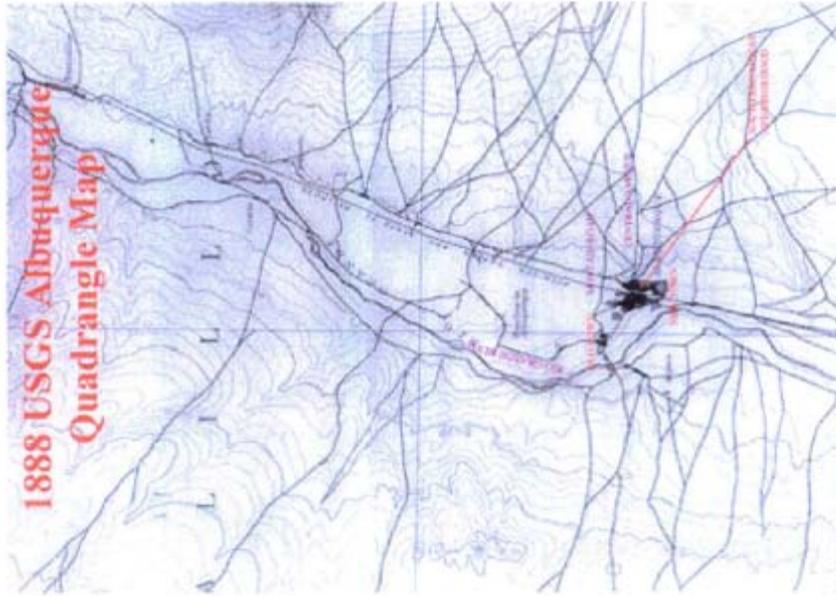
**MORTGAGE COUNSELING**

- First-Time Homebuyers classes
- Foreclosure & Reverse Mortgage Counseling
- Pre-Qualification for Mortgage Loans
- Down Payment Assistance

**HOUSING FAÇADE PROGRAM**

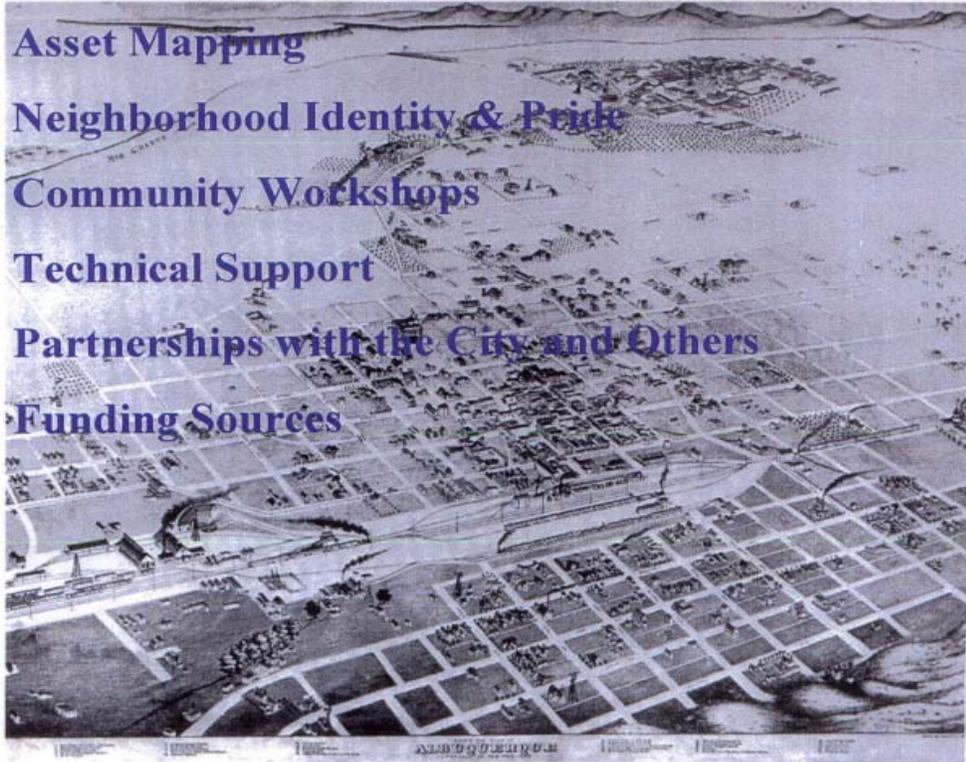
**AFFORDABLE HOUSING DEVELOPMENT**

# HISTORIC NEIGHBORHOODS



\* South Broadway Neighborhood

**•CRIME PREVENTION THROUGH ENVIRONMENTAL DESIGN**



**•COMMERCIAL REVITALIZATION**

**FAÇADE PROGRAM**



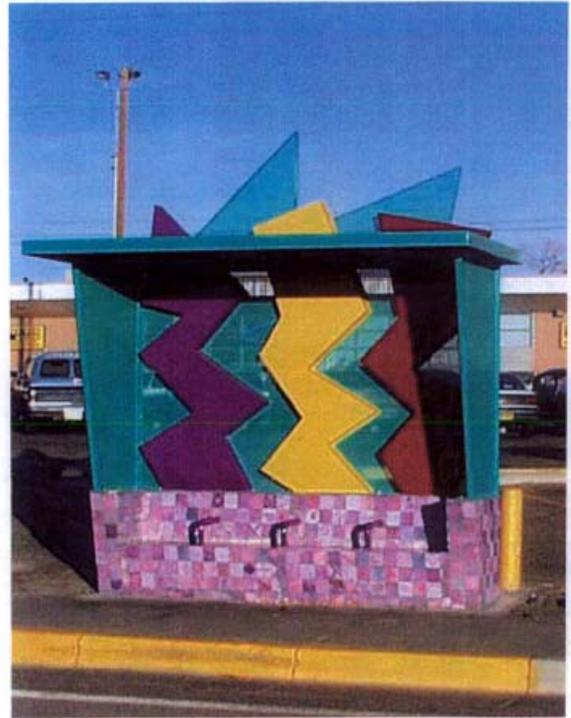
**MAINSTREET PROGRAM**



## •CRIME PREVENTION



**ALLEY CLOSURES**  
**SPEED HUMPS**  
**BUS SHELTERS**  
**PUBLIC ART PROJECTS**  
**SIGNAGE**



## •YOUTH DEVELOPMENT

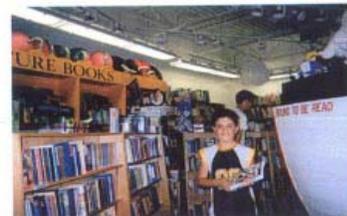
**AFTER SCHOOL &  
SUMMER PROGRAMS**

**MARTHA'S GARDEN**

**SATURDAY ACADEMY**

**BOSQUE YCC PROGRAM**

**FRANCIS PARRISH  
BOOKSTORE**



# NEIGHBORHOOD REVITALIZATION

## Builds Community Capacity

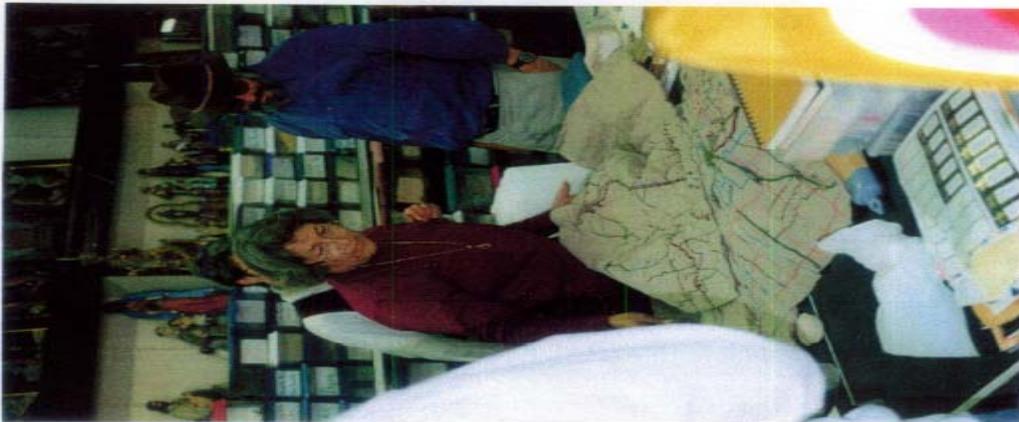
Community development requires multiple/interrelated approaches & strategies.

Revitalization takes **time**.

It is necessary to have local community people committed to investing time and resources.

Keeping people engaged is a must.

The community needs to look for partners and alliances that will collaborate on getting the job done.



## •Neighborhood Participation

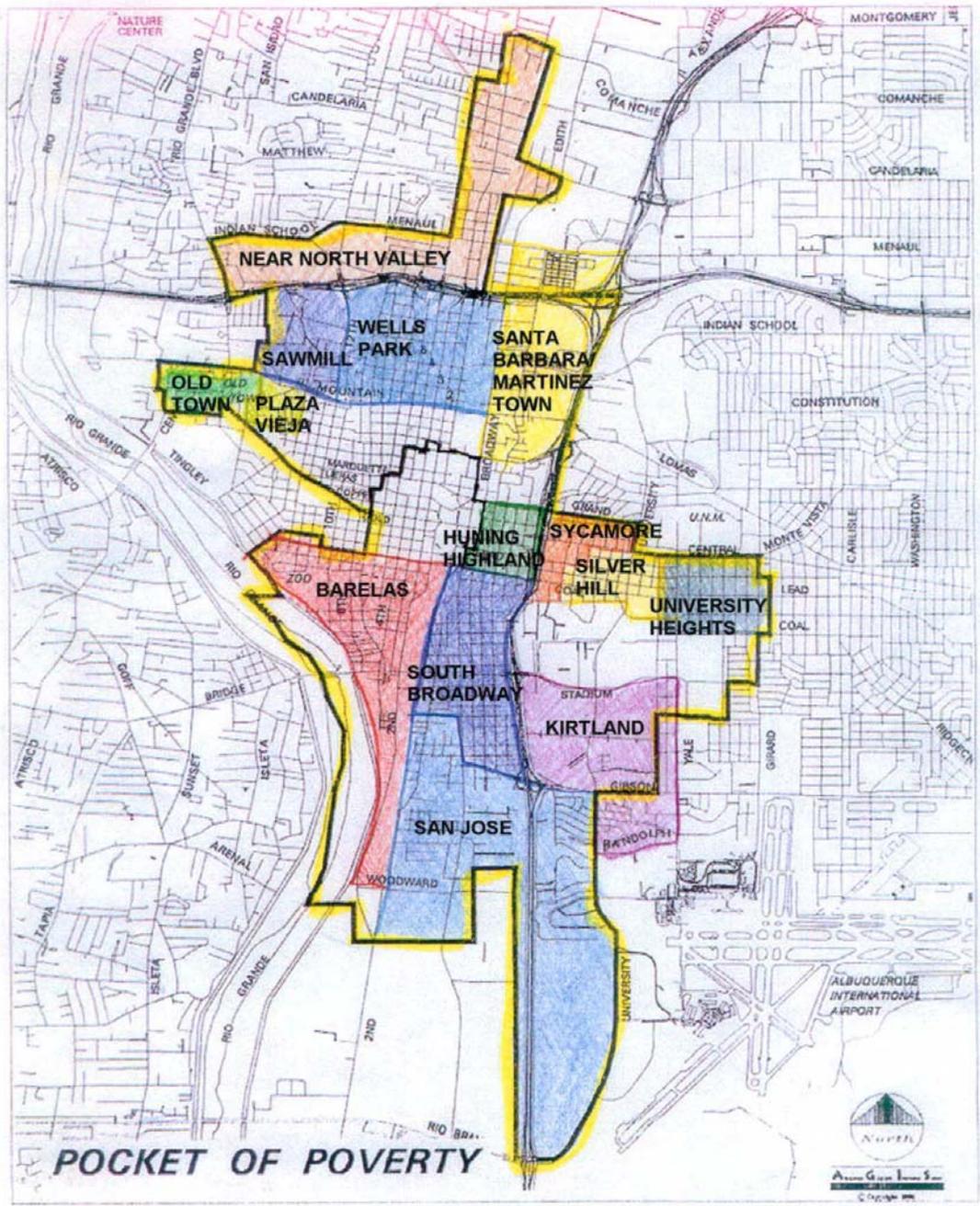


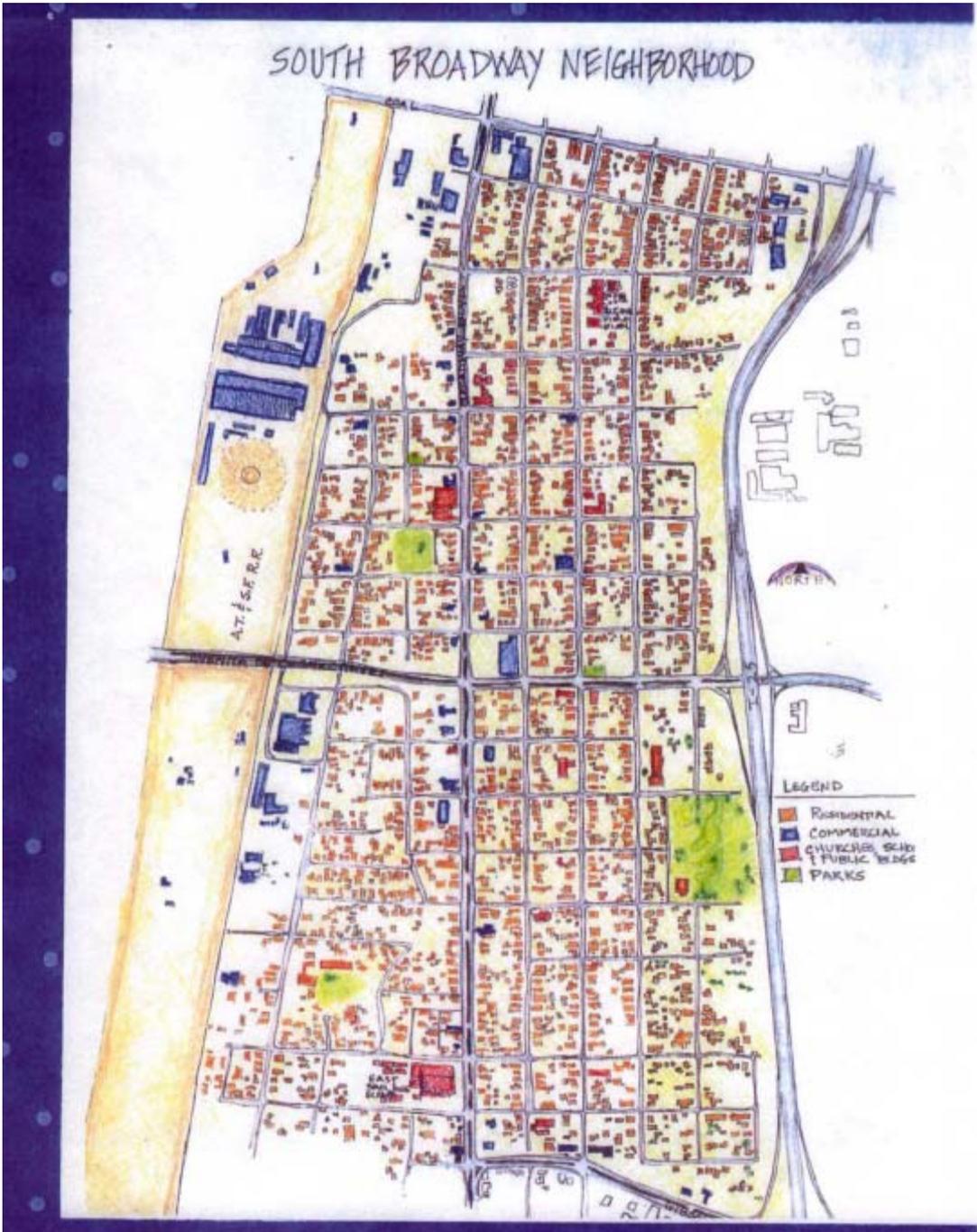
## •Community Workshops



**• Technical Support**







# South Broadway neighbors took a soiled dove and made it soar

A small patch of dirt at Broadway and Thierthal. Too small, it seems, for a sign that begins with sex, tragedy and anger, and ends with gang-ban, salvation and redemption.

For 50 years, there stood a bar called La Paloma. A once-epicurean neighborhood tremors for the railroad workers who inhabited South Broadway. Then the railroad faded. The city grew away — east, west and north. Downtown neighborhoods withered. The bar got mean.

By the 1970s, residents were begging public officials to close La Paloma. To do away with its markers, drug deals, shootings, post-hardcore and underage drinking.

Action was promised, but nothing happened. Until the residents did it themselves. In 1990, members of the South Broadway Neighborhood Association began marching through the streets over which they had lost control. They traced license plates and sent letters to the owners, most of whom lived elsewhere. "Your vehicle was seen in our neighborhood under suspicious conditions."

"For people who received the letters, it was at times funny: 'Who the heck is watching me?'" said Diana Dorn-Jones, a South Broadway native who helped drive the effort.

"We were just making a visible act of confidence in our neighborhood. We realized we couldn't sit back and let public officials do our work for us."

Permanked by the students' evidence, then state Liquor Director May Ann Higgins in 1994 declared La Paloma a public nuisance

and forced its closing. "The bar was torn down, but the neighborhood wasn't ready to rest."

"It's not just about a bar," said Dorn-Jones, executive director of United South Broadway Corp., an affordable-housing and community-revolution agency. "That bar had a culture that all need it to exist. It's important that we build a community that allows it not to exist."

South Broadway became one of several "troubled neighborhoods" that placed the statistics of what became community-based policing, tougher zoning standards, traffic changes to halt the flow of criminals.

Finally, businesses are coming back to South Broadway. Public art is on display. Modern law bookshops. Additional lighting is promised. Next week, problem alleys will be blocked off with decorative gates.

Visitors now pass by signs that welcome

them to the neighborhood.

"These signs mean that you've arrived somewhere, that someone owns this," Dorn-Jones said. "There's clearly been a change in South Broadway. It's more peaceful. There's less gunfire."

The neighborhood still has its problems. Run-down houses. Vacant lots. Poverty.

But United South Broadway has plans it had to begin building 30 houses. The South Broadway Cultural Center draws people from all over the city for national-caliber performances. Chic, vibrant and watermelon have sprouted in a community garden where school children and senior citizens work side by side.

How do you know who owns a neighborhood? By whose decisions emanate. It could be crack dealers and prostitutes. Or it could be little old ladies with green thumbs and little boys with pool tables.

Last week, residents from South Broadway and other Downtown neighborhoods turned ceremonial spades of dirt to signify that they are sowing new life on a small lot at Broadway and Thierthal. Where La Paloma once defiled the land, the city's newest police station soon will blossom. Bernalillo County Commissioner Steve Gallegos, who presided such an occasion when he was the neighborhood's city councilor, came to applaud the event but not to take the credit.

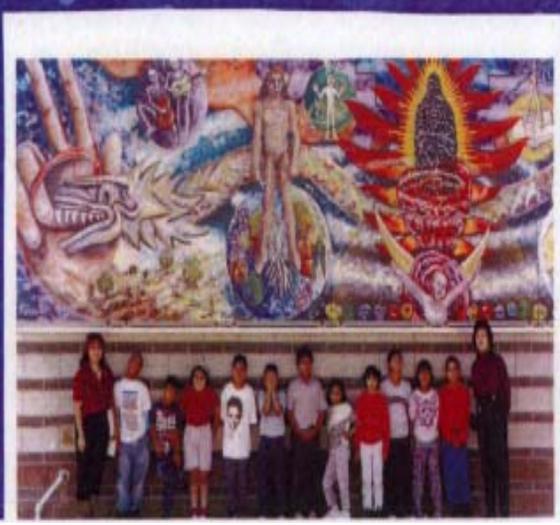
"This is a testament to the neighborhood," he said. "They really took hold of it. Can you imagine? Taking a place like the Paloma Bar from almost a house of ill-repute to a police station?"

"The people of this neighborhood earned it, and they deserve it."

News & column runs on Tuesday, Thursday and Saturday. Call her at 823-9031 or send e-mail to kate@tribune.com



Kate Nelson



# Community-Policing Czar Tours City

## Neighborhood Leaders Describe Their Efforts

By Chuck McCutcheon

JOURNAL STAFF WRITER

Before getting a glimpse of the South Broadway area Wednesday, President Clinton's new community-based policing czar reflected on giving cities money to hire more cops for the crime-fighting concept.

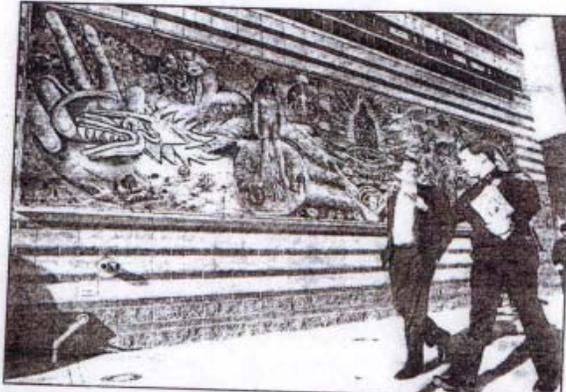
"I never thought that as a police chief, as a longtime cop, I'd be in the position of saying, 'I'm from the federal government. I'm here to help,'" Joseph Brann told his amused audience at the Baptist Neighborhood Center on Edith SE. "But I am."

With that, the outgoing Hayward, Calif., police chief spent the next two hours watching, listening and asking questions as city officials and community leaders described how they're trying to take back some of Albuquerque's poorest neighborhoods from drug dealers, prostitutes and gangs.

By the end of his visit, Brann indicated that what he learned here is likely to become a model for other communities weary of crime.

"What we have to do now ... is point toward things that are being done in various areas of the country and say, 'Here are some places you need to take a look at. Here's some examples of success early on,'" he said.

As director of the Justice Department's police hiring program, Brann will



The nation's new community policing czar, Joseph Brann, left, talks with Albuquerque police Chief Joe Polisar outside the South Broadway Cultural Center on Wednesday.

JEFF ALEXANDER/JOURNAL

oversee efforts to hand out more than \$8 billion over the next few years to add police in cities doing community-based policing. The money comes from the crime law Congress passed this year.

Cities apply for the funding in "rounds" through the year 2000. For the first round, Albuquerque is expected to get \$1.9 million to pay the salaries of 28 officers for three years.

Community policing, which Mayor Martin Chavez has embraced, is geared toward steering officers away from responding to calls in patrol cars and putting them in daily touch with residents. It also is designed to involve neighborhoods in solving crime problems.

Chavez wants to add 150 police officers to APD over the next two years.

Brann came to Albuquerque to look at the efforts of the South Broadway Neighborhood Association, which has spent three years holding rallies in crime "hot spots" and meeting weekly with police to discuss crime problems.

The group also has confronted absentee landlords who rent to drug dealers and has lobbied to shut down homes considered a public nuisance.

The association's co-chairwoman, Diana Dorn-Jones, and San Jose Community Awareness Council Executive Director Dolores Herrera took turns showing Brann their neighborhoods.

A presidential-looking motorcade that included two motorcycle cops and a half-dozen police cars made brief stops at Eugene Field Elementary School, the South Broadway Cultural Center and the former La Paloma bar, which recently shut down after years of complaints from residents.

"We'd like to see some federal support for some of the local initiatives where the police are engaged," Dorn-Jones said. "We've had problems where they've made numerous arrests, but it's a swinging-door system. ... We have some hardcore repeat offenders."

Councilor Steve Gallegos, who represents the area and who accompanied Chavez and police Chief Joe Polisar on the tour, also urged Brann to ensure community policing efforts remain a priority.

"We're communicating, and we're doing all the right things," Gallegos said. "But there's not enough money to do (community policing) completely."

### NUSA AWARDS

**NEIGHBORHOOD OF THE YEAR (NOTY) FINALISTS**  
Finalists' Presentations Thursday, May 26  
Award Presentations Saturday, May 28

#### MULTI-NEIGHBORHOOD

10:30-10:45 AM *No. 2*  
**Silverhill Neighborhood Assn.**  
Albuquerque, New Mexico

A local community college was expanding into the neighborhood with no communication to or involvement of the residents. Three neighborhoods formed an association and found a way to work with the college to benefit the community as a whole.

10:55-11:10 AM *No. 3*  
**Hough Neighborhood Assn.**  
Vancouver, Washington

In order to increase community awareness and active participation, this group of 17 neighborhoods organized a free event. Neighbors of all ages and backgrounds learned about the community and viewed exhibits and displays from local agencies and community groups.

11:20-11:35 AM *No. 1*  
**South Broadway Neighborhood Association**  
Albuquerque, New Mexico

In a concerted South Broadway effort, several neighborhoods have joined together to carry out a Peace in the Streets Campaign. This yearly summer event has sent a message to drug dealers and youth in the community that drugs and gang violence are not acceptable behavior.

#### SINGLE-NEIGHBORHOOD PHYSICAL NEEDS

11:45 AM-12:00 noon  
**Phalen Village**  
St. Paul, Minnesota

to eliminate drug and gang activity that infested the park, reduce crime in the surrounding areas, and make it a safe place for children.

#### SINGLE-NEIGHBORHOOD SOCIAL NEEDS

2:00-2:15 PM  
**Jefferson Park Neighborhood Association**  
Pasadena, California

The object of the association is to preserve and develop the safety of Jefferson Park and the surrounding neighborhood, as well as to enhance and promote the aesthetic and recreational value of the park.

2:25-2:40 PM  
**Indian Orchard Citizens Council**  
Springfield, Massachusetts

This project was designed to document the history of the neighborhood, to

**SOUTH BROADWAY ASSOCIATIONS** - In a concerted South Broadway Area effort, several neighborhoods have joined together to carry out a Peace in the Streets Campaign. Marches and rallies in the streets are conducted in the summer sending a message to children that drugs and gang violence will not be tolerated. The neighborhoods meet with APD weekly to strategize on shutting down "drug houses". Neighbors now monitor license plate numbers of those frequenting drug houses. Letters are then sent to owners of the vehicles. Large signs are posted in neighborhood yards "at great personal risk" opposing drugs and indicating cooperation with APD. Strict enforcement of city code and zoning laws is being applied to reduce the appearance of trashy environments in the belief that such an appearance attracts crime. The neighborhoods also supported a city council "abatement bill" which holds property owners legally responsible for their properties which are knowingly used for illegal purposes.

youths 14 through 21 years of age.

3:15-3:30 PM  
**Navarro Ave.-Tremont Howard Association**  
Pasadena, California

**1994 NUSA NOTABLES Award Presentations**  
Wednesday, May 25

Annual awards are given to individuals and businesses providing support to their neighborhoods. This year's recipients represent a diversity of interests and talents. Michael Gordon, NUSA Board member, will present the awards at the Mayor's Welcoming Reception on Wednesday evening.

**Gary Kanjian and Arto Keyuan**  
Pasadena Armenian Cultural Center  
Pasadena, California

**Florence Wallace**  
Pasadena, California

**First Independent Bank**  
Vancouver, Washington

**Tacoma Public Utilities**  
Tacoma, Washington

**Jaylene L. Moseley**  
Pasadena, California

## Crime Prevention through Environmental Design (CPTED)

After winning National Neighborhood of the Year Award In 1994, the South Broadway Neighborhood Association and the neighborhood sister organization, South Broadway Action Team (SBAT) embarked upon the neighborhoods second generation of crime prevention.....CPTED.

The neighborhood began to look at strategies that would maintain the hard crime prevention work that area residents had engaged in since the inception of its "Peace in the Streets" community safety initiative. The neighborhood received assistance from President Clinton's drug czar, Joseph Brann who had come to South Broadway to look at the neighborhoods "best practices" in crime prevention. Then neighborhood used the HUD funding to hire a national consultant, Dr. Randy Atlas. Dr. Atlas, a criminologist and architect, was known for his CPTED work. South Broadway began to look at the neighborhood through a new set of lenses...CPTED.

What is CPTED? It is "the proper design and effective use of the built environment that can lead to a reduction in the fear and incidence of crime, and an improvement of the quality of life. Simply put, the neighborhood learned that it could build and use its environment to create a safer place to live.

The three CPTED strategies are:

- \*Natural Surveillance
- \*Natural Access Control
- \*Territorial Reinforcement



SBNA P.O. Box 9872 Albuquerque, NM 87119-9872 Tel. 247-2552



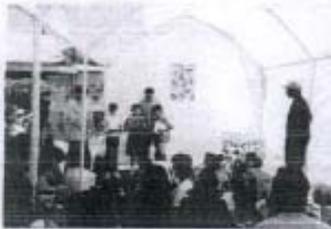
## UNITED SOUTH BROADWAY CORPORATION ALBUQUERQUE COMMUNITY SCHOOLS PROJECT



### BACKGROUND

The South Broadway neighborhood is located east of downtown in Albuquerque's federally designated Pocket of Poverty. It is bordered on the West by the Santa Fe Railroad yards, on the East by 1-25, North by Coal Ave. and on the South by Gibson Blvd. According to the 1990 Census, it is home to approximately 7000 people and its population is expected to drop slightly by 2005 projections. There are 2301 households with an average of 2.69 persons per household. There are fewer adults (18-65 years) and more children and elderly than households in the rest of the county. 30% of the households are at or below the poverty level and the median income is equal to half the median income of the rest of the county. Although the neighborhood consists of primarily single-family residences, over half the population rents. These statistics, along with the fact that a majority of the housing stock was built prior to 1939, have contributed to the deteriorating housing conditions. 14% of the units are considered to be over crowded as defined by the Bureau of the Census. Over 400 students currently attend Eugene Field Elementary School.

In 1994 USBC began to operate after school programming through participation in the city of Albuquerque's middle school initiative. Diana Dorn-Jones, director of USBC, worked with the South Broadway neighborhood to submit a grant for middle school funding. Ms. Dorn-Jones is a lifelong resident of the neighborhood, has served as president of the Neighborhood Association, lead the *Peace In The Streets* campaign, and initiated CPTED (Crime Prevention Through Environmental Design) in the community. USBC also assisted in the formation of an education committee to work to improve basic reading skills and to give neighborhood youth a safe place for out of school activities. Fred March, a third grade teacher at Eugene Field Elementary School and a neighborhood resident, became the site coordinator for after school programming. March is a lifetime resident of the neighborhood who switched careers to become a classroom teacher. He is also an alum of Marva Collins summer training institute in Chicago. The program also received active support from Susan Dixon, a city employee and program specialist for social services. Ms. Dixon is also a lifetime resident of the South Broadway neighborhood and co-chair of the South Broadway neighborhood association. Ms. Dorn-Jones, Mr. March, and Ms. Dixon joined together to rethink how the community might become known as "the neighborhood that reads". Subsequent programming has followed that vision using USBC, one of the neighborhoods most valuable resources, as a vehicle.



Reading Rally in Martha's Garden

### COMMUNITY SCHOOLS

Community Schools, sometimes called "full-service" or "extended-service" schools, are educational institutions that combine the rigorous academics of a quality school with a wide range of vital in-house services, supports and opportunities for the purpose of promoting children's learning and development. The community school unites the most important influences in children's lives—schools, families, and communities – to create a web of support that nurtures their development toward productive adulthood. This web of support incorporates the following three inter-connected systems into one core structure:

- A strong core instructional program designed to help all students meet high academic standards;
- Enrichment activities designed to expand students' learning opportunities and to support their cognitive, social, emotional, moral and physical development; and
- A full range of health and mental health services designed to safeguard children's well-being and remove barriers to learning.



## UNITED SOUTH BROADWAY CORPORATION ALBUQUERQUE COMMUNITY SCHOOLS PROJECT



### 2002 PROGRAM

The South Broadway community schools 21<sup>st</sup> Century Learning Plan will operate with two learning centers: arts & cultural programs and urban agriculture & Bosque Youth Conservation Corps programs. From Monday through Friday the program uses a combination of structured teaching and hands-on activities to inspire the children to expand their minds. Thus, from the time that they enter school until the time they go home, the children will be in a supportive environment for on-going learning. The Design for Literacy goals of Eugene Field Elementary School will be met by increasing the children's *desire* to read and providing them with plenty of time to read, write and share.



#### *Urban Agriculture Program*

Martha's Garden offers children hands-on educational opportunities to learn about gardening and horticulture and provides children, families, and the local community with an inspirational location in the community to come together and share growing experiences. This garden has also invited WIC mothers to have their own spaces for planting.

The community garden work will be expanded to plan, develop and cultivate approximately five (5) backyard gardens that will present an educational opportunity for youth learning as well as address food security for local residents. USBC-ACSP will invite professionals and presenters to share information and skills. There are various resources available in New Mexico to assist USBC in instructing the youth in the fields of health, nutrition, farming, planning, landscape design, culinary arts, and marketing.

Tree New Mexico (TNM) will assist this learning center with urban forestry mapping using geographic information systems (GIS) for tree planting and tree replacement activities in the neighborhood that will result in over 500 trees being planted in the neighborhood. TNM will also conduct community education programs as a part of this learning center. Participants will learn the importance of the urban forest, air quality, water conservation and NM watershed issues. USBC planning staff will train youth and neighborhood residents in city procedures necessary to plant trees in public easements and students will do the door-to-door contact to get resident support to maintain trees planted in front of their properties. Students will also assist in the training of residents in tree maintenance and care.



#### *Art & Culture Program*

This year the program will use creative writing and theatre to meet the school's literacy goals, as well as connect with *Urban Agriculture Program*. The proposed topics include César Chavez and Día de Los Muertos. The youth will put all their work together and hold a performance in the fall.

The South Broadway Cultural Center will host "garden art" activities. The youth will be making stepping stones, with found material, which they can place in their backyard gardens. They will also be making recycled paper art.

This year's Music Arts program will focus on Albuquerque's Jazz heritage. Jazz Artist Andy Bey will



treat children to a performance and a music workshop. Andy Bey will also be performing a community concert to celebrate Heritage Preservation Week in South Broadway and pay tribute to jazz legend John Lewis. Mr. Lewis grew up on Walter Street in the South Broadway Neighborhood, one of the communities United South Broadway Corporation works with. Mr. Lewis is a positive role model for our communities and a symbol of American art and culture.

**READING**



ALBUQUERQUE  
COMMUNITY  
SCHOOL PROJECT



UNITED  
SOUTH  
BROADWAY  
CORPORATION

**ARTS**



ALBUQUERQUE  
COMMUNITY  
SCHOOL PROJECT



UNITED  
SOUTH  
BROADWAY  
CORPORATION

**MUSIC**



ALBUQUERQUE  
COMMUNITY  
SCHOOL PROJECT



UNITED  
SOUTH  
BROADWAY  
CORPORATION

BACK TO

**BROADWAY**



Neighborhood  
Revitalization

BACK TO

**BROADWAY**



CULTURE

ART

DINING

SHOPPING



### Service Corps Site Profile Form

**Name of Site:** USBC/ACSP

**Site Location:** South Broadway

**Site Facilitator:** Ellen Esquibel-Bellamy

**Brief description of Program and Purpose:**

To provide a quality Literacy Based After School and Summer Academy Program that provides a support system to our Families and our students. The program provides a Community Development approach with a holistic focus for our Families and our students. The program constantly hires staff from the South Broadway Community and currently employs 4 staff members who have been in USBC Youth Programs.

**Brief History of Community:**

One of the first Community Schools Projects in Albuquerque, NM working in the South Broadway Neighborhood. Working as a Community School for 15 years as a University Assisted Program USBC/ACSP continues to work in collaboration with the University of New Mexico and The University of Pennsylvania Netter Center. Our program employs Teachers, Educational Assistance, and College Students and hires High School students and mentors Middle School volunteers from the South Broadway Neighborhood to implement a quality Literacy based After School and Summer Academy Program.

**Expected Demographic of Population Served:** Hispanic/Latino, African American, Other

**Current Number of Youth Enrolled:** 45 Fall/Spring 25 Summer

**Current Number of Staff:** 11

**Current Funding Source:** United South Broadway APS Title 1 Program









ENRICHMENT BEYOND THE BELL<sup>®</sup>

C  
a  
l  
e  
n  
d  
a  
r

OF AFTER-SCHOOL ACTIVITIES

2004--2005

# Martha's Community Garden

ACADEMIC CONTENT

Albuquerque WEPIC Initiative  
 United South Broadway Corporation  
 Albuquerque, New Mexico

October 1  
 World  
 Vegetarian  
 Day

## I ntroduction

*In order for after-school activities to support academic skill attainment, the activities must have some academic content. In the most successful activities, the academic skills are integral to the successful implementation of the activity—that is, participants need to apply the skills to do the activity. Activity leaders can seize these teachable moments to stress the importance of using literacy, math, and science concepts, which have been learned in class, in the activity. The activities provide an engaging context for practicing reading, using math skills, and understanding how science relates to everyday experiences.*

## H ow It Works

Martha's Community Garden is a year-long activity in which elementary (and some middle) school students design and nurture a community garden. Students work in groups on various gardening tasks: planning the layout, planting, garden maintenance, harvesting, and selling crops at a local market. Some groups use the produce grown in the garden in their cooking classes. Over the course of a year, between 50 and 75 students work in the garden project. Each group is assigned to the garden three times a week for 30 to 45 minutes each session.

AmeriCorps volunteers who are assigned to each group of "gardeners" lead the activity. They dis-

cuss making choices about appropriate fruits, vegetables, and flowers for the climate and soil conditions. Over the course of the year, participants and leaders learn a great deal about gardening and share in the pride of the harvest. The garden experience brings life to the classroom lessons on botany and agriculture. Students can pose and test hypotheses about which plants will thrive in the arid New Mexico climate. A senior citizen who is a master gardener attends regularly, sharing her passion for gardening and gently instructing the students on the care of the plants. Other seniors from the community also volunteer. Working in multiage groupings provides opportunities for peer mentoring and dividing chores according to abilities.

Some of the crops grown are sold in a local market, which allows participants to research pricing and invest proceeds into garden supplies. Other crops are used in the daily cooking class held at the program site. Recipe planning, based on which vegetables are currently ripe, calls on research skills. Negotiation skills come into play as the students decide what they want to plant and what they can plant. Should they focus on high-yield crops that will bring added dollars at the market? Do they want to grow things they personally like to eat? Should they plant flowers and focus on the aesthetic aspects of the garden?

Students' experiences in the garden activity prepare them for the popular Forest Restoration Program, which is for 14- to 25-year-olds. It involves

active participation in the restoring of local forest preserves and serves as a wonderful introduction to possible careers in forestry. Regardless of future career plans, the young people who participate in Martha's Community Garden develop lifelong skills and grow to have a keen appreciation of nature.

2 0 0 4

## Q uestions to Consider

This gardening activity builds on academic content in math and science. How might you build in authentic literacy activities with a gardening project?

What are the challenges in implementing a gardening activity in an urban setting?

How important is it to have an expert—in this case, the master gardener—involved in a project? Can other staff duplicate the expert's knowledge, skills, and passion for the activity?

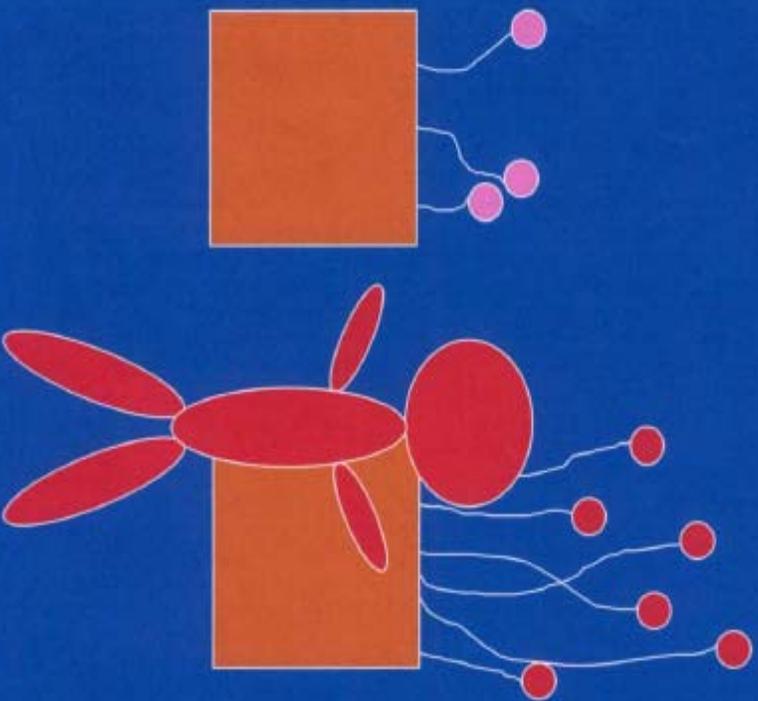


# Levels of Racism:

## A Gardener's Tale

Source: Jones CP, *Am J Public Health* 2000

# Who is the gardener?



- Power to decide
- Power to act
- Control of resources

## Dangerous when

- Allied with one group
- Not concerned with equity

# Measuring institutionalized racism

- Scan for evidence of “racial” disparities
  - Routinely monitor outcomes by “race”
  - “Could racism be operating here?”
- Identify mechanisms
  - Examine structures and written policies
  - Query unwritten practices and norms
  - “How is racism operating here?”

# Policies of interest

- Policies allowing segregation of resources and risks
- Policies creating inherited group-disadvantage
- Policies favoring the differential valuation of human life by “race”
- Policies limiting self-determination

Source: Jones CP, *Phylon* 2003

# Policies allowing segregation of resources and risks

Redlining, municipal zoning, toxic  
dump siting

Use of local property taxes to fund  
public education

# Policies creating inherited group disadvantage

Lack of social security for children

Estate inheritance

Lack of reparations for historical  
injustices

**Policies favoring the  
differential valuation of human  
life by "race"**

**Curriculum**

**Media invisibility/hypervisibility**

**Myth of meritocracy and denial of  
racism**

# Policies limiting self-determination

*De jure* and *de facto* limitations to  
voting rights

“Majority rules” when there is a fixed  
minority

# What is [*inequity*]?

A system of structuring opportunity and assigning value based on [*fill in the blank*], which

- Unfairly disadvantages some individuals and communities
- Unfairly advantages other individuals and communities
- Saps the strength of the whole society through the waste of human resources

# Many axes of inequity

- "Race"
- Social class
- Geography
- Nationality, language, and legal status
- Gender
- Sexual orientation
- These are risk markers, not risk factors

# Health equity

Health equity is the realization  
by ALL people  
of the highest attainable  
level of health.

Source: National Partnership for Action, ongoing discussions, 2009

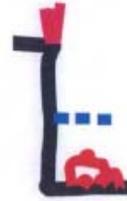
# Achieving health equity

- Requires valuing all individuals and populations equally
- Entails focused and ongoing societal efforts
  - To address avoidable inequalities
  - By assuring the conditions for optimal health for all groups
  - Particularly for those who have experienced historical or contemporary injustices or socioeconomic disadvantage.

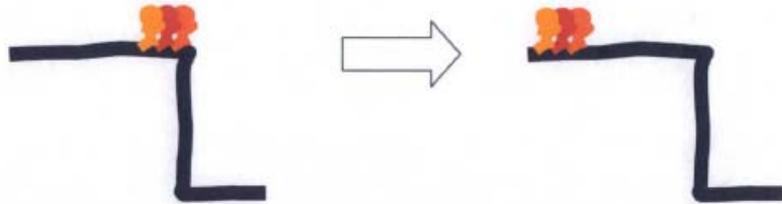
Source: National Partnership for Action, ongoing discussions, 2009

# Our goal: To expand the conversation

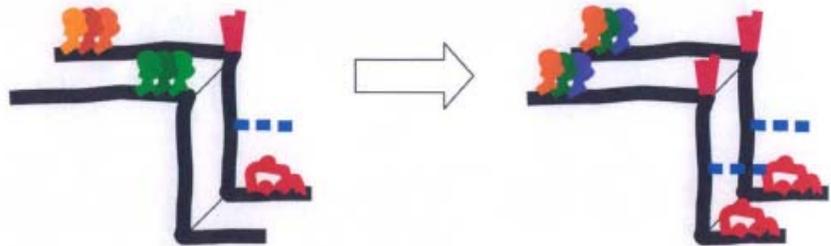
Health services



Social determinants of health



Social determinants of equity



Jones CP et al. Expanding the "Fence or Ambulance" Debate: Addressing the Social Determinants of Health and Equity. Under review, 2009.

# Our tasks

- Put racism on the agenda
  - Name racism as a force determining the distribution of other social determinants of health
  - Routinely monitor for differential exposures, opportunities, and outcomes by “race”

# Our tasks

- Ask, “How is racism operating here?”
  - Identify mechanisms in structures, policies, practices, norms, and values
  - Attend to both what exists and what is lacking

## COMMUNITY

✓ The Creator,  
Takes one pebble,  
Binds it to another,  
And then another,  
And another,  
In this manner,  
A rock is formed,  
And then a mountain,  
And then a world.

✓ We work together,  
Toward a common goal,  
Joining hands,  
One with another,  
and then another,  
In this manner,  
A couple is formed,  
And then a group,  
And then a community.

✓ We must not fear,  
To depend on another,  
Be strong enough,  
To let others depend on us,  
Together we can soar,  
Like the mighty Eagle,  
Apart we drift in chaos,  
Like feathers,  
Tossed to the raging wind.

*Michael D. Avritt  
(San Felipe Pueblo)*

**WWJDC 2012 – 2013 School Calendar**

2012

July							August							September						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
1	2	3	4	5	6	7				1	2	3	4							1
8	9	10	11	12	13	14	5	6	7	8	9	10	11	2	3	4	5	6	7	8
15	16	17	18	19	20	21	12	13	14	15	16	17	18	9	10	11	12	13	14	15
22	23	24	25	26	27	28	19	20	21	22	23	24	25	16	17	18	19	20	21	22
29	30	31					26	27	28	29	30	31		23	24	25	26	27	28	29
														30						

October							November							December						
S	M	T	W	Th	F	S	S	M	T	W	Th	F	S	S	M	T	W	Th	F	S
	1	2	3	4	5	6					1	2	3							1
7	8	9	10	11	12	13	4	5	6	7	8	9	10	2	3	4	5	6	7	8
14	15	16	17	18	19	20	11	12	13	14	15	16	17	9	10	11	12	13	14	15
21	22	23	24	25	26	27	18	19	20	21	22	23	24	16	17	18	19	20	21	22
28	29	30	31				25	26	27	28	29	30		23	24	25	26	27	28	29
														30	31					

- July 6 – 18 Student Enrollment/Lottery
- July 19 & 20 – Student grade/class assignments
- July 27 & 30 – Teacher/Staff In-Service
- July 31 & Aug. 1 Teacher room/instructional preparation
- August 2 - First day of school
- September 13 – End of First 6 weeks grading period
- October 1 – 5 First Intersession
- November 1 – End of Second 6 weeks grading period
- November 19 – 21 Second Intersession
- December 21 – End of Third 6 weeks grading period

January						
S	M	T	W	Th	F	S
		1	2			5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

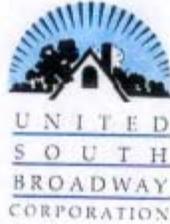
June						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

- January 3 & 4 Teacher/Staff In-Service/Reflection
- February 19 – 22 Third Intersession
- February 25 – End of Fourth 6 weeks grading period
- March 25 – 29 Spring Break
- April 15 – End of Fifth 6 weeks grading period
- April 29 – May 3 Fourth Intersession
- June 4 Last day of school – End of Sixth 6 weeks grading period
- June 5 & 6 Teacher/Staff In-Service/Reflection
- June 5 Summer Break begins for students
- Make-up days will be June 5, 6, or 7 or other days as needed

<b>Holidays and Observances</b>	
<b>Sep 03</b>	Labor Day
<b>Nov 12</b>	Veterans Day Holiday Observed
<b>Nov 22 &amp; 23</b>	Thanksgiving Break
<b>Dec 24 – Jan 04</b>	Winter break (staff report back on Jan. 3 & 4)
<b>Jan 21</b>	M L King Day
<b>Feb 20</b>	Presidents' Day
<b>May 27</b>	Memorial Day

**Appendix G**  
**Letters of Support**



June 27, 2011

Charter Schools Division  
New Mexico Public Education Department  
CNM Workforce Training Center  
5600 Eagle Rock Avenue, Room 227  
Albuquerque, New Mexico 87113

Re: William W. & Josephine Dorn Charter Community School (WWJDC)

To Whom It May Concern:

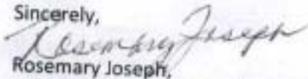
United South Broadway's Albuquerque Community Schools Project has been the catalyst for the WWJDC therefore; United South Broadway Corporation (USBC) wholeheartedly supports the WWJDC and is committed to providing the support necessary to ensure that the needs of students enrolled in the school have a successful school experience.

For over three decades USBC has worked with the children, families and members of the South Broadway Neighborhood Association to develop replicable community development and revitalization programs in Albuquerque's federally designated Pocket of Poverty neighborhoods, the historic neighborhoods that surround the downtown core. Issues of affordable housing, commercial revitalization and crime prevention and educational opportunities for are among the issues that are of importance to the neighborhoods. United South Broadway and the families it works with recognize the importance of a balanced approach to education that nurtures all dimensions of the child so that thinking, feeling, and doing are integrated to help the developing child meet his/her full potential.

USBC takes the position that a quality education for neighborhood children is an economic development strategy. It is crucial that neighborhood children develop the skills required to become the future critical thinkers and leaders of our fragile historic neighborhoods.

USBC thinks that the time has come, after over 15 years of developing creative educational opportunities designed to create a learning environment for South Broadway children, for the neighborhood to put forth a resident-driven model of educating our children using community gardens, tree nurseries and the open space areas of our city as extensions of the formal classroom experience and at the same time cultivating the concept of education being an integral aspect of a community development strategy.

Sincerely,



Rosemary Joseph,

Secretary/Treasurer for: Jacqueline Buckham, President

P.O. BOX 25242  
1500 WALTERS E SUITE 202  
ALBUQUERQUE, NM 87125  
PHONE: (505)764-8867 FAX: (505)764-9121



June 30, 2011 **South Broadway Neighborhood Association (SBNA)**

*1994 National Neighborhood of the Year  
Peace in the Streets Campaign*

This letter is to voice the South Broadway Neighborhood Association's (SBNA) support for the William W. and Josephine Dorn Charter Community School.

The SBNA is aware of the important work that United South Broadway Corporation has done in the area education for neighborhood youth and we are pleased to be a part of this neighborhood effort to develop alternative educational experiences and opportunities for children and families. We support the decision to have the Charter School offer services for children entering kindergarten and elementary education for first grade through fifth grade as we feel it important to address learning at the earliest age possible.

It seems fitting that a place of learning for young children in the South Broadway neighborhood be named after Mr. and Mrs. Dorn.

Mr. Dorn was the first president of the SBNA when it was formed over thirty years ago. Mr. Dorn was also the first Executive Director of the United Childcare Center, Inc. (UCCI), a city-wide service provider that provided early childhood care for low-income children in our city. The fact that the proposed Charter School has a focus on gardening is also fitting because Mr. Dorn was an avid gardener and grew enough fresh produce to share with all of his neighbors.

Mrs. Dorn was also active in neighborhood affairs and was a fierce supporter of safe, decent and affordable housing for families all of the families in the older neighborhoods of our city where housing conditions in the early to mid 1970's were in decline. Mrs. Dorn stood up to HUD and other federal agencies and challenged them to do better by low-income families with small children who were living in substandard housing conditions. Mrs. Dorn was a founding member of United South Broadway Corporation, the neighborhoods community development organization that was formed in 1986 initially to address affordable housing in the South Broadway and East San Jose neighborhoods.

We are certain that if given the opportunity, the residents of South Broadway will greatly benefit from this type of public education school reform.

Sincerely,

*Lory Lucero-Smith*

Lory Lucero-Smith,  
Co-Chair





COMMUNITY LEARNING AND PUBLIC SERVICE  
UNIVERSITY OF NEW MEXICO

To: Charter Schools Division, NM Public Education Department  
From: Kiran Katira, Community Learning and Public Service Director  
Date: June 30, 2012  
Re: Letter of Support

---

Dear Review Committee:

It is with great pleasure that the office of Community Learning and Public Service (CLPS) at the University of New Mexico supports United South Broadway Corporation's (USBC) application for a charter school in the South Broadway neighborhood.

The partnership between Community Learning and Public Service and United South Broadway Corporation has spanned over fifteen years through collaborative efforts including a university-assisted community schools initiative which has expanded to over a dozen neighborhoods in Albuquerque. The university-assisted community schools model was designed to provide neighborhood driven learning opportunities for children, youth, and families. The model utilizes both community and university assets to engage students in long-term civic engagement. The community schools initiative continues to thrive on its mission to value community knowledge, ensure a continued love of learning, and support the capacity building of strong neighborhoods.

More recently, CLPS and USBC are collaboratively launching a new initiative called the Financial Literacy Service Corps. This initiative will include a cohort of university students that will serve in local neighborhood projects where they bring together resources from non-profits organizations, the local community college and community leaders to co-design and implement financial literacy workshops and curriculum for children and families. The two organizations are also collaborating on TeacherCorps which is an opportunity to transform the preservice teacher preparation experience for teacher candidates. This initiative utilizes community knowledge and leadership, providing courses and professional development through a social justice lens, and implementing service-learning projects to address community identified needs.

A charter school in the South Broadway neighborhood would be an ideal opportunity to align all of the existing efforts in mobilizing the neighborhood's assets. I highly recommend the United South Broadway Corporation and have full confidence in the leadership and the strength of the organization. The office of Community Learning and Public will continue to provide support to USBC's efforts in serving our local neighborhoods.

Please call me if you have any further questions.

Sincerely,



Kiran Katira  
UNM Service Corps  
Community Learning and Public Service  
Student Services Building  
Second Floor 255 E  
1 University of New Mexico  
Albuquerque, NM 87131  
505-400-6828

## Appendix H

### Bibliography of Citations

- 
- <sup>1</sup> Kutash, K., Duchnowski, A. J., & Lynn, N. (2006). *School-based mental health: An empirical guide for decision-makers*. Tampa: University of South Florida, Louis de la Parte Florida Mental Health Institute, Dept. of Child and Family Studies, Research and Training Center for Children's Mental Health.
- <sup>2</sup> McDaniel, P. (1998), Project Change, “*Community Forums on Educational Equity*” Final Report
- <sup>3</sup> Wang, M.C.; Haertel, G.D.; Walberg, H.J. 1998. Models of reform: a comparative guide. *Educational leadership* (Alexandria, VA), vol. 55, no. 7, p. 66–71
- <sup>4</sup> American Cancer Society, (1992), National Action Plan for Comprehensive School Health Education
- <sup>5</sup> Harkavy, I. & Blank, M. (2002), “Race, Poverty and Community Schools” Poverty and Race Research Action Council
- <sup>6</sup> Dubois, W.E.B. (1903), *The Talented Tenth*, W.E.B. Dubois “Training in Academic—Higher—Ethical Philosophy” College of Education
- <sup>7</sup> Elias, MJ, (2004), *Sustaining Social/Emotional Learning Program*. Rutgers University
- <sup>8</sup> Hirsch E.D. (1996), *The Schools We Need and Why We Don't Have Them*. NY: Anchor Books, p23.
- <sup>9</sup> Catalano, R., Berglund, M.L., Ryan, G.A.M., Lonczak, H.S. and Hawkins, J.D. (2002) Positive youth development in the United States: Research findings on evaluations of positive youth development programs *Prevention & Treatment*, Volume 5, Article 15.
- <sup>10</sup> Moses, Robert (2011), “*Civil Rights Movement*,”Radical Equations: The Algebra Project. Cambridge, MA  
<http://www.learntoquestion.com/seevak/groups/2001/sites/moses/index.html>
- <sup>11</sup> Academy pacific Rim “*Academy of the Pacific Rim*,” [www.pacrim.org/](http://www.pacrim.org/) (2011)
- <sup>12</sup> Patrikakou et el (2005), *School – Family Partnerships: Dimensions and Recommendations*. Teachers College, Columbia University
- <sup>13</sup> Gergen Cox, T. (2010), “How Have Discussions About Race Changed?” With Maria Hinojosa, Leonard Pitts, and David Gergen; Talk of the Nation Nat'l Public Radio Transcript.06
- <sup>14</sup> Bryk, A & Schneider, B. (2002) *Trust in Schools: A Core Resource for Improvement*. The Russell Sage Foundation; Chicago, Illinois
- <sup>15</sup> Stevahn, L., Johnson, D. W., Johnson, R. T., & Real, D. (1996). The impact of

---

a cooperative or individualistic context on the effectiveness of conflict resolution training. *American Educational Research Journal*, 33(2), 801-823.

<sup>16</sup> Ryan, A. M., & Patrick, H. (2001). The classroom social environment and changes in adolescents' motivation and engagement during middle school. *American Educational Research Journal*, 38, 437-460

<sup>17</sup> Gardner, H.(1993) *Multiple Intelligences: The Theory in Practice*, NY: Basic Books, p. 15

<sup>18</sup> Ryan, K.& Bohlin, K. (2002), "*Building Character in Schools*" Character Counts Digest

<sup>19</sup> Osterman, K. (2000). Students' need for belongingness in the school community. *Review of Educational Research*, 70(3), 323-367.

<sup>20</sup> President's Commission on Excellence in Special Education: *A New Era: Revitalizing Special Education for Children and Their Families*, p.8 (2004)

<sup>21</sup> August, D. & Hakuta, K. (1994). Evaluating the inclusion of L.E.P. students in systemic reform. In *Issues and Strategies in Evaluating Systemic Reform*. U. S. Department of Education, Office of the Undersecretary, Planning and Evaluation Service.