

## **PART B: CHARTER APPLICATION HEALTH LEADERSHIP HIGH SCHOOL**

### **EXECUTIVE SUMMARY**

#### **I. EXECUTIVE SUMMARY**

Health Leadership High School (HLHS) is committed to providing the best education to the students who need it the most. We will serve poor students and from low socioeconomic families that are between 14 and 24 years of age. Our design is built around the needs of students and the school will operate from 9:00 am to 9:00 pm because roughly 1/3 of students will have dropped out of high school and the remaining 2/3 of students will be in grades 9-12. The school anticipates that most of the students will be under-credited and off track to graduation and we expect that 80% of all students enrolled will fit this profile. Graduation rates in areas of Albuquerque range from roughly 47% to 65% and we expect performance levels of incoming students to reflect the performance levels and demographics:

1. 20% competency in Math
2. 30% competency in Reading
3. 50% ELL
4. 20% special education
5. 90% Latino and roughly 50% who have Spanish as their home language
6. 90% Free/reduced lunch

This demographic of young people need a relevant highly personalized approach to learning. Many studies have documented the need for relevancy and purpose in their learning for at-risk students and the school is committed to making school directly related to their future ambitions to work in the health care sector. HLHS will be based on the ACE Leadership High School model in Albuquerque, New Mexico and part of an emerging network committed to serve the youth in the community that have been lost or left behind in the traditional school system. If these schools provide the best education to the students that need us the most, there will be an immense impact on the community. These students who would ordinarily drop out of our high schools will be reengaged in their education and marketable within the workforce. This school will be located in a community where young people of color are most prevalent in order to capitalize on the assets that these students bring to a sector where they are under-represented.

There is a growing demand for health related career focused education in high school. We know this because of the increase in health care related high school career academies. Also, Nursing and Medical Assistant programs are the third and fifth most popular degrees offered in community college and four year institutions in the United States. Finally, there will be an even greater demand for health care workers in New Mexico over the next few years and beyond. According to the New Mexico Health Policy Commission, thirty-two of 33 counties in New Mexico are federally designated as Health Professions Shortage Areas, Medically Underserved Areas or Populations according to the federal government. The current nursing shortage in New Mexico is roughly 1,000, but it is expected to be 2,800 by 2015.

We expect that these young people will choose HLHS because of the direct connection to the workforce development plans of the fast growing health industry in New Mexico. Our partnerships with employers represent a fantastic opportunity to change their future by putting them on a course to become leaders in the industry. The founders have reached out to all segments of the South Valley and Southwest Mesa; the reception has been enthusiastic. Health care employers in Albuquerque have mirrored the community's embrace. They have worked with us to create a blueprint for the curriculum that will guarantee that a diploma from the school will have currency in the marketplace.

This is the time to re-engineer career preparation in high school. The health sector is changing at an unprecedented rate and we face an unknown future. However, we know that in an era of scarce resources, a well-educated and skilled workforce is our best chance to shape a healthy future for our communities. Regardless of the job any of our graduates hold, they will need a broad understanding of the determinants of healthy communities, families and individuals. They must also understand the systems that can improve the services that support the health of our citizens and that have the capacity to actually serve their clients well. Finally, they will have a diploma with currency in the workplace and be prepared for a career in the sector directly after graduation and/or continue to college after they graduate.

### **The Model of Health Leadership High School —Three Pillars of Effective School Design**

The skills, knowledge and attributes of a graduate from our school are cultivated through a design that includes three inter-dependent functions that are based on the ACE Leadership High School model. Each plays a role in ensuring that students are cared for and fully engaged in their learning.

360 Degree Support—This pillar is responsible developing school culture. Specifically, it leads mental and physical health, fitness, and nutrition programs at the school. This is a leadership role that collaborates with the Community Engagement Center (CEC) to engage families and create partnerships with community-based service providers who can support our students and families (immigration services, mentorship programs, etc.) Finally, this pillar ensures that Positive Youth Development practices are present in order to build a culture that is has high academic expectations and is intellectually and emotionally safe for students.

Curriculum and Assessment—This pillar is responsible for “Learning by Doing, Every Day in Every Class.” We believe that engaging project-based learning is the pathway to student higher levels of student performance. Also, we are committed to a “Mastery” based system where students demonstrate their learning through a variety of rigorous performance assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher development and industry partnerships are the central to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning.

Community Engagement—This pillar is responsible for creating relationships with external partners that are reciprocal in nature. This person shares an office with community-based organization (Sawmill Advisory Council at ACE Leadership) and together they leverage partnerships that are attentive to community and school needs. Service, mentorships, and off-site programs are under this person’s purview. Finally, this person is responsible for understanding community assets and connecting our faculty to partners that can further our mutual interests.

Finally, we are confident that the educational model is sound based on the research in the field and the performance of ACE Leadership High School:

1. Estimate overall math proficiency increased from 20% to 80% (400% increase) from Fall 2010 to Fall 2011
2. Estimated overall reading proficiency increased from 30% to 67% (100% increase) from Fall 2010 to Fall 2011
3. Analysis of raw scores of student growth (1/11-5/11):
  - 50% of cohort improved faster than growth predicted by the NWEA MAPs test for Math
  - 65% of cohort improved faster than growth predicted by the NWEA MAPs Test for Reading
4. 86% retention rate in the first year of students who were present on the 40<sup>th</sup> day and on the last day of school.
5. 100% of students present on the last day matriculated to the next grade.

## II. EDUCATIONAL PLAN

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	110	9-12	1:25
Year 2	220	9-12	1:25
Year 3	325	9-12	1:25
Year 4	430	9-12	1:25
Year 5	430	9-12	1:25
At Capacity (Enrollment Cap)	430	9-12	1:25

B. Vision. State the vision for the proposed school

II B. Vision

Health Leadership High School will prepare underserved students from disenfranchised communities for careers in the health care field. Our vision is to create a new prototype for public high schools in New Mexico and the United States. The focus will be to work with low-income children of color who have not been successful in traditional schools. The approach will focus on “Learning by Doing,” high levels of social and emotional support, and community engagement resulting in the best education for the students who need it the most.

II C. Mission

C. Mission. State the mission for the proposed school

The mission of the HLHS is to create a group of aspiring professionals who will become leaders in creating a healthier community. Our challenge is complex because it encompasses all of the social, economic, and physical conditions of our communities and the people who reside in them. We know that the future workers in our field will be sophisticated thinkers operating in complex systems. These health sector leaders will need a broad understanding of this complexity and the skills to make an impact. Our goal is to be the best school in the United States at transitioning 100% of its graduates to college and/or work in the health field. Fundamental to the school's success is the relationship with partners from the health sector. These relationships are dynamic and adapt to future workforce needs. The partnership involves curriculum planning, training faculty, and assessing student learning. The partnerships also embrace neighborhoods and families. The ultimate goal is to create a school that serves as a platform that connects employers to disenfranchised communities.

To demonstrate success in this area HLHS will benchmark its graduation rate against all other comparable schools that focus on career and technical education in the nation (construction, health care, hospitality, etc.). HLHS will be a public-private partnership and our relationship with the profession will provide unparalleled opportunities for our students to have well-paid and enriching careers. We believe that relevant instruction, teamed with high levels of care and concern, will produce exemplary graduation rates and ultimately an efficient use of public funds. In order to demonstrate our success, the school will compare its cost per-graduate to other schools in New Mexico. We also intend to disaggregate this data and provide analysis by subgroups of the student population (English language learners, special education, income, etc.)

#### D. Student Performance Goals

##### II D. (1) STUDENT ACADEMIC PERFORMANCE

85% of the students who have attended HLHS beginning in 9<sup>th</sup> grade, will demonstrate expected skills outlined in the Common Core State Standards for each grade level via evidence provided during their performance assessments (exhibitions).

##### II D. (2) STUDENT ACADEMIC GROWTH

Students will have reading and math performance scores on the state assessment that are at least 15% greater than the state average for similar cohorts of students.

Students will improve one level (ex: beginning to nearing, nearing to proficient, proficient to advanced) between the first (10<sup>th</sup> grade) and second (11<sup>th</sup> grade) time they take the SBA or PARCC.

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In the spring of 2014, 75% of 9<sup>th</sup> grade students will be proficient in reading and 66% of 9<sup>th</sup> grade students will be proficient in math as measured by the short-cycle assessment (Discovery Education).

In the Spring of 2015, 79% of 10<sup>th</sup> grade students who have attended HLHS for two years will be proficient in reading and 77% of 10<sup>th</sup> grade students who have attended HLHS for two years will be proficient in math, as measured by the spring short-cycle assessment.

#### II D. (3) ACHIEVEMENT GAPS IN BOTH PROFICIENCY AND GROWTH BETWEEN

Student subgroups (ethnicity, gender, and special populations) will have reading and math growth rates that show a 10% closure of any baseline achievement gaps each year as measured by the short cycle assessment (Discover Education).

#### II D. (4) ATTENDANCE;

Students will have an attendance rate of 95% on average as measured by the average of daily attendance records each week for the day program. Students will have an attendance rate of 80% on average as measured by the average of daily attendance records each week for the evening program.

#### II D (5) RECURRENT ENROLLMENT;

HLHS will have a 90% recurrent enrollment each school year as measured by students who return to HLHS for the following school year by the 40<sup>th</sup> day.

#### II D. (6) HIGH SCHOOL COLLEGE READINESS

100% of graduating students will be accepted to a postsecondary program based on their career choice.

#### II D. (7) GRADUATION RATE

The student graduation rates will be at least 10% above the state average in the year of comparison for similar cohorts of students.

#### II D. (8) ACHIEVEMENT GROWTH OF LOWEST SCORING 25%

70% of students scoring in the lowest 25% in reading and math will move one level towards proficiency as measured by the SBA or PARCC assessment (i.e. Beginning Steps and Nearing Proficiency).

100% of students in this group will demonstrate individual growth in reading and math by providing evidence in at least three exhibitions that they are improving skills and knowledge in both reading and math.

#### II E. ORGANIZATIONAL GOALS (Optional)

##### F. Curriculum.

II F. (1) Describe your school's philosophical framework or particular pedagogical approach that supports the school's mission and guides instructional and curricular decisions.

The educational philosophy of the Health Leadership High School (HLHS) is one of mastery and applied learning with a focus on health care professions. The foundation of this framework is based on “Learning by Doing, Every Day in Every Class.” In this framework, engaging project-based learning is the pathway to higher levels of student performance. The school is committed to a “Mastery” based system where students demonstrate their learning through a performance assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher development and industry partnerships are a central piece to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning. Each performance assessment will be developed in collaboration with teachers and health professionals to ensure clarity of expectations for the student, alignment to content and performance standards, alignment to Depth of Knowledge to ensure appropriate rigor, and opportunities for student engagement.

The health care field will be divided into three main themes, or domains: Delivery Systems, Clients, and Determinants. These domains will be used in each classroom and embedded into each project, providing students with experience in a variety of health care professions with the intention that they can make an informed decision on which domain they would like to pursue at the end of their 11th grade year. The learning in each classroom will result in a health-based project designed collaboratively with teachers and the health coach each trimester. Each project will incorporate the standards of the course and include systems, clients, and determinants conventions so that students experience all three domains in all grades.

**Delivery Systems:** What are the systems of the future? How can we create systems that include comprehensive preventative care? What is an efficient system? How can we build systems that reward providers for healthy outcomes?

**Determinants:** What are the underlying conditions of healthy communities? What are the environmental contributors to healthy communities? What are the social and economic policies that can promote healthier communities?

**Clients:** What is the science of care for patients? How do we work with sensitivity toward patients? What are the methods for mental health work? How does the built environment of a hospital or clinic affect health care?

Students will work towards the mastery of skills and concepts outlined in the Common Core Standards and taught through the lens of the health profession. Teachers will use a mastery approach to assessing students’ progress, which require students and teachers to be clear on the skills and concepts that are being taught and evaluated. Performance assessments will be used at the end of each trimester to evaluate student knowledge.

II F. (2) Provide research and/or data that substantiate how this philosophy/approach will help the school achieve high outcomes for students.

Typically, schools develop curriculum without a meaningful infusion of ideas and standards from these work industries. Schools often teach lessons to cover the state standards, rather than using the standards to frame relevant learning (Hirota, 2005). However, what would happen if the education community and work community came together to develop curriculum and interpret the standards through the lens of the work industry?

Health Leadership High School is created based on a connection between these communities. This school envisions a process of bringing health industry leaders and educators together to develop curriculum focused on health care. Health Leadership High School will be the second in a series of four schools to prepare New Mexico youth for careers in high growth areas. The first school in this series is ACE (Architecture, Construction, and Engineering) Leadership High School. The foundation of the school lies within the strong connection between schools and communities. These relationships should be strong and responsive to students (Eccles & J.Gootman, 2002). The model developed for these schools is based on three pillars of the school including: Positive Youth Development, Project-Based Learning, and community engagement. In this environment, the community and school are committed and responsible to each other. The work of the school and community is to follow one of the schools guiding principles, 'our work is asset based.' These partnerships function in a way in which they are accountable to each other. Noguera (2011) describes similar work in with BBA in Newark, "Such partnerships are designed to increase local support for schools and enhance the social capital of students and their families...The theory holds that such support will lead to greater accountability, better functioning schools, and higher levels of student achievement (p. 12)."

The idea of providing an educational experience that is personalized, engaging, relevant, rigorous and non-traditional is not new in the field of education. There are schools successfully providing students and families with educational experiences that are not the comprehensive high school model all around the country and through a variety of programs. However, the common threads are that these schools value all learners, emotional and academic support for students, engage all learners in rigorous, relevant curriculum that students see a direct connection to their adult lives.

Engaging all learners will be a priority for HLHS and providing students a relevant curriculum where they are focused on mastery of skills and concepts rather than grades will be important. When students are engaged, they stay in school and student achievement increases. Practices such as layered curriculum and differentiated instruction will provide students choice in how they show their mastery. In Rick Wormeli's book *Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom*, he references research that shows that traditional grading does not generate interest in learners, does not provide meaningful measures and does not promote healthy academic risk taking, meaning that students do what is safe and easy rather than engage in challenging learning (Wormeli, 2006, p. 94).

Using the mastery approach, evaluated through performance assessments, allows students and teachers to engage in conversation and practices that are about building the students' capacity to fully participate in their post-secondary goals. This approach also allows for the development of depth of knowledge to ensure appropriate rigor. These conversations require that students are treated as individuals and that teachers are able to know their students well enough to personalize the teaching and learning within the classroom. A mastery approach supplemented with collaboration and collective learning will be critical to the Healthcare Professions, which requires that each individual be able to contribute to the collective product in a professional, dynamic and well-informed manner.



The Coalition of Essential Schools (CES) is one network that emphasizes student centered teaching and learning in small schools educating students from all different backgrounds. These schools follow the ten principals of essential schools, though they all have a different focus determined by the needs of their communities. The HLHS intends to use some of the best practices shared by these schools to ensure that the school culture is conducive to the rigorous, applied learning that in which our students will be engaged.

Several schools around the country are seeing great student success offering a relevant high school education program within similar frameworks.

Some examples include:

- Chicago's Young Women's Leadership Academy which specializes in mastery grading for all students in every class,
- San Diego's High Tech High which specializes in project based, applied learning of core content,
- South Los Angeles' Health Services Academy which specializes in Work-based Learning with a health professions career program, and
- Boston's Fenway High School, which specializes in exhibitions and demonstration mastery beyond a standardized test.

These schools focus on aligning curriculum and relevant learning to careers that students are interested in, providing meaningful professional development for teachers and use a variety of assessments to measure student growth. Additionally, these schools offer a variety of placement programs to support their student's transition from high school to their chosen profession. To be successful in preparing students for a specific profession like the health, community partnerships with groups like the First Choice Health Care, UNM Medical Science Center, Casa de Salud, and UNM Hospital is a must. These partnerships have been developed with the school.

This partnership between the school educators and leaders from the health sector is essential to the work of the school. The partnership among these various people will be built on mutually beneficial roles. During previous work sessions, leaders from the health professions were able to teach educators about the future of the sector and educators will use that knowledge to create a school that can produce students capable of making a difference in their community. These leaders in the health care field came together because they not only care deeply about health in the community, but they also care about the youth in our community who are disengaged in the current school system.

Preparing students to be successful for work is on the forefront in the education community around the country. For example, the April 2007 issue of ASCD's Educational Leadership focused on "The Prepared Graduate." Many of the articles published in this edition focused on preparing all students for competitive employment and college. In Marc Tucker writes in response to the report "Tough Choices or Tough Times" published by New Commission on the Skills of the American Workforce in his article "Charting a New Course for Schools" he states that in order for our students to be competitive globally, "we must match the best academic performance in the world and, at the same time, offer the most creative and innovative workers." (Tucker, 2007, p. 48) He does not speak of turning out "cogs" but rather supporting our next generation to access a good quality of living and a fulfilling career.

The High Schools that Work network of high schools focus on rigorous curriculum for all students that will allow them to pursue their career goals after high school because they focus on high-quality, relevant instruction, connections to adults, and high standards for career/technical studies. “Teachers and school leaders must accept responsibility for providing learning experiences that students see as important to their futures.” (Bottoms, 2007, p. 30) Some of these schools like Corbin High School saw graduation rates of 96%. They are seeing students more engaged and better prepared for life after high school. A 2008 report done by Educational Testing Services looked at assessment data and it’s correlation to practices used by High Schools that Work. They found that some of the strongest indicators of student achievement were the practices of engaging science; quality work based learning, and high expectations. (Young, 2008, p. 7) Once again showing that curriculum that is relevant and engaging in addition to supporting students wholly results in higher student achievement.

II F. (3) Provide a general description/design of the curriculum to be used that supports and is aligned with the school’s vision, mission, and stated goals.

HLHS will appeal to students who are inquisitive and are motivated by relevant curriculum and seeing the tangible results of their work. The school staff will create the opportunity for all students to choose a career in the health profession that reflects their passion. This piece of the mission is achieved by the approach of giving students choice to explore each domain in every class and by requiring the three domains of systems, clients, and determinants are incorporated into each project to be completed at the end of each trimester. The content standards of each subject will be aligned and taught through the lens of these three domains. Students will be assessed with the use of mastery grading through performance assessments to ensure the students are mastering skills and concepts rather than just earning grades. Development of these assessments will include depth of knowledge to ensure appropriate rigor. Students will see the importance of learning a skill or concept by actually doing or using it in their classes in the industry related context, a must for students with these learning styles. HLHS plans to be amongst the best high schools in the country at transitioning students to work and/or a post-secondary field of study in the health professions.

HLHS will partner with the health profession to provide meaningful and relevant learning experiences. A Health Coach will be on staff to work with school staff in ensuring the curriculum is aligned to current trends in the industry. This partnership will ensure that all students graduate with diplomas that represent the skills and knowledge necessary for the health industry of the future. Students will have earned a health career certificate as well as explored the career options within the Health Profession. They will be provided with the support needed to successfully transition to the path they choose. By caring for their intellectual, physical, emotional, and social well being they will develop into young adults who will have a dynamic career. As mentioned above, being wholly knowledgeable about each individual learner and utilizing mastery grading to personalize learning, the staff will better meet their needs and support them meeting expectations. When students feel safe and supported in all ways, socially, emotionally, academically, they are more willing to take academic risk and meet high expectations. This gives them the confidence and support to transition successfully to post-high school programs.

Most often career and technical education is provided through high school career academies. A focus such as health care is done by adding meaningful and relevant career focused electives to the basic core curriculum of the traditional school. Instead of taking the incremental approach to program development, Health Leadership High School plans to work in collaborative relationships with the health care communities to re-engineer the school to make the entire day supremely relevant and able to prepare graduates to become leaders in the health care sector.

Below is an outline of the difference between Health Care Leadership High School and a typical career academy:

	Career Academy	Health Care Leadership High School
Career Preparation	I am able to plan for my future by taking classes that will introduce me to some of the career opportunities in the sector	My education prepares me to understand the complexity of the entire sector and how any career contributes to the overall system
Time Horizon	I am being introduced to current opportunities in the health care industry (nursing, health assistant, etc.)	My education prepares me for the career opportunities in the health care sector 5-10 years from now
Knowledge	I understand Math/Science, Humanities and my specialty	I understand Math/Science and the Humanities through the lens of health care
Expertise	I can read, write, and compute at a high level which enables me to be excellent in my specialty	I can synthesize and analyze information through the lens of health care which allows me to solve problems and adapt to new circumstances in the sector
Community	I contribute to my well-being of my community by focusing on a career that is needed in my community	I am highly skilled and I understand why my profession is critical to the well being of my community. And, I am able to build relationships with those who can help keep my community healthy

Leaders in the health care community and educators worked together to define the skills, attributes, and knowledge desired in graduates from the high school pursuing further education or employment in the health field. These qualities in graduates from the school are important to define as the school designs meaningful intellectual work to engage students and prepare them for health care professions. Newmann (2007) describes this type of work, “What is meaningful intellectual work? To define it more specifically, we analyzed the kinds of mastery demonstrated by successful adults who continually work with knowledge; for example, scientists, musicians, childcare workers, construction contractors, health care providers, business entrepreneurs, repair technicians, teachers, lobbyists, and citizen activists. Adults in these diverse endeavors face a common set of intellectual challenges that can serve as guidelines for education that extends beyond basic skills to more complex academic work (p.2).”

The following definitions of skills, attributes, and knowledge derived from the professional discussion and brainstorming between educators and health care leaders:

**Skills:** Learning these skills will allow students to work effectively in the sector regardless of the area where the work. Curriculum designed by the school can encompass any/all of these skills regardless of the focus of the learning. These skills are ubiquitous and they allow students to work in any part of the health work sector.

- Creativity to see beyond the current conditions and visualize innovative solutions to persistent challenges.
- Dexterity to collaborate with colleagues who have diverse perspectives and expertise
- Analyze and synthesis information to make informed predictions about the future
- Detailed and precise thinking that produces reliable work in a job or college setting
- Able to work within a process and appreciate the value of their contribution in a larger context
- Develop and integrate qualitative and quantitative data to analyze problems and propose solutions.
- Write, speak and present ideas to a variety of audiences.

Example: Took complex health concepts and used common language from single work definitions to procedure or ‘definitions to procedures’ or ‘disease paths.’

Example: Practiced developing brochures about health in common language.

**Attributes:** Attributes reflect the core ethos of the professions. These students will act in ways that represent the essence of what is best about the health sector. These attributes underlie all aspects of the profession and provide the framing for a powerful culture of the school.

- Model the most ethical standards of the health professions
- Flexible and able to adapt to new conditions within the workplace and community
- Example: Designed home greenhouses
- Respectful and appreciative of the people we serve
- Open minded and able to see new possibilities

Example: Had active, positive relationships with adults in their lives

Example: Participated in oral history projects at senior nursing home

**Knowledge:** Knowledge is specific to the domains of determinants, delivery systems, and clients. Some knowledge may only live in one area, however all are critical base-line understanding to work in the sector. Also, broad knowledge of the sector keeps open all choices for students when they select a career. This is not intended to be a comprehensive list; instead it reflects many of the ideas presented during the one-day event with health sector professionals. This list will grow deliberately as we develop the curriculum.

- Understand the complexity of health determinants and how they interact (poverty, physical environment)

- Understand the most innovative health care delivery models for serving clients and future trends in health care
- Understand the economics of health care within a world of scarce resources
- Understand the biology and its role in creating healthy people
- Understand the characteristics and conditions of particular sub-groups of the community (women, early childhood, elderly, race, language, etc.)
- Understand the complexity of the health sector and the broad variety of careers and professions in the field
- Understand the multiple factors that play a role in mental health (genetic, family, community)
- Practice Acts (laws that govern specific bodies of practice)
- Understand the policy environment
- Understanding food for consumers and food policy

Example: Completed basic epidemiology exercises

Example: Developed asset maps and community assessments in their community

Example: Examined history from a public health and social justice perspective.

After skills, attributes, and knowledge were defined, leaders from various health care communities within the community developed the profile of a graduate from Health Leadership High School. The members of the group examined the knowledge, attributes, and skills need for students graduating from Health Leadership High School. They found a common thread of those in the health field looking for students who are holistic. To further understand this quality, the facilitators of the session asked the health care professionals to describe an adult in the field who reflects this 'holistic' quality. They described the following adult:

- Always asking why, Going deeper (i.e. they are in a clinic. What treatment do they need? Beyond the immediate ailment... i.e. Domestic Violence - economics, stresses... look for root causes, accept multiple factors, and see from multiple perspectives.)
- Pattern seeking (Are there others, different places?)
- What works? (Injury due to playground equipment high incident of cars hitting pedestrians... What can we do to solve that?)

A second common thread, which is a crucial attribute to a graduate of HLHS, is leadership. Graduates are expected to demonstrate high leadership skills in their final exhibition. These skills will be embedded into each course and measured by the 21st Century Collaboration and Communication Skills Rubric from the Buck Institute For Education:

## 21ST CENTURY SKILLS ASSESSMENT RUBRIC: COLLABORATION

### 1. Taking Responsibility for One's Own Learning and Performance

#### Not YET QUALITY

– Student does not take responsibility for or does not complete his/her tasks within the group (e.g., does not make an effort to do high-quality, on-time work)

– Student is often off-task or disengaged (e.g., doesn't say much; isn't listening attentively; isn't doing related work)

– Student does not use feedback in a constructive way (e.g., becomes defensive, does not use feedback from others to improve his/her work or understandings)

⇐ NY- - - - -  
 - - Approaching - - - - -  
 - - - Q ⇒

⇐ NY- - - - -  
 - - Approaching - - - - -  
 - - - Q ⇒

⇐ NY- - - - -  
 - - Approaching - - - - -  
 - - - Q ⇒

NY = Not Yet  
 Quality      Q = Quality

#### QUALITY

+ Student takes responsibility for and completes his/her tasks within the group (e.g., making an effort to do high-quality, on-time work)

+ Student is on-task and engaged in whatever the group is doing/discussing (e.g., is contributing relevant knowledge, opinions, and skills; is listening attentively to others)

+ Student uses feedback in a constructive way (e.g., does not become defensive, uses feedback from others to improve his/her work or understandings)

Notes:

### 2. Maximizing Group Task Performance

#### Not YET QUALITY

– Student does not pay attention to the quality of the work and understanding of other members and of the group as a whole

– Student does not use discussion facilitation strategies for improving the effectiveness the group's task-related conversations (e.g., does not summarize comments, ask for clarification, build consensus)

⇐ NY- - - - -  
 - - Approaching - - - - -  
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#### QUALITY

+ Student pays attention to the quality of the work and understanding of other members and of the group as a whole, taking action to improve it when appropriate (e.g., offering feedback/assistance to others)

+ Student uses discussion facilitation strategies for improving the effectiveness the group's task-related conversations (e.g., summarizes comments, asks for clarification, builds consensus)

Notes:

### 3. Managing Social Relations

#### Not YET QUALITY

– Student generally does not show respect for the ideas, opinions, values and feelings of other group members (e.g., is rude, does not acknowledge what others have to say, uses putdowns)

⇒ NY-----  
-- Approaching -----  
--- Q ⇒

– Student is generally not able to work well with diverse group members (e.g., withdraws, is uncooperative, causes conflict)

⇒ NY-----  
-- Approaching -----  
--- Q ⇒

– Student does not actively encourage group cohesion (e.g., does not help manage/resolve conflict within the group; does not set a positive tone in words and actions)

⇒ NY-----  
-- Approaching -----  
--- Q ⇒

NY = Not Yet  
Quality      Q = Quality

#### QUALITY

+ Student consistently shows respect for the ideas, opinions, values, and feelings of other group members (e.g., is polite, acknowledges what others have to say, offers only constructive criticism — no put-downs)

+ Student works well with diverse group members; cooperates and does not cause conflict

+ Student actively encourages group cohesion (e.g., by helping to manage/resolve conflict within the group or by setting a positive tone in words and actions)

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Notes:

## 21ST CENTURY SKILLS ASSESSMENT RUBRIC: COMMUNICATION

### Part I—Individual Components\*

1. Style of Presentation			QUALITY	
Not YET QUALITY				
– Student does not choose the style of presentation most appropriate for its goals (e.g., is too informal or does not take it seriously)	⇐ NY----- Approaching - - -----Q ⇒		+	Student chooses the style of presentation most appropriate for its goals (e.g., to persuade, inform, explain, entertain)
– Student does not adjust wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., says too little or too much, or uses unfamiliar terms and concepts without explaining them)	⇐ NY----- Approaching - - -----Q ⇒		+	Student adjusts wording, style of delivery, and the amount and kind of information communicated to fit the needs of the specific audience (e.g., does not say too little or too much, or use unfamiliar terms and concepts without explaining them)
	NY = Not Yet Quality	Q =Quality		
Notes				
3. Response to Questions (from audience or teacher)				
Not YET QUALITY			QUALITY	
– Student does not have a response or the response is not precise or to the point of the question (e.g., too brief or long, or off topic)	⇐ NY----- Approaching - - -----Q ⇒		+	Student’s response is precise and to the point of the question (e.g., not too brief or long, or off topic)
– Student does not respond appropriately to questions that are unclear or problematic (e.g., is impolite in his/her response, gives an answer that shows the question was misunderstood, or tries to give an answer even though he or she does	⇐ NY----- Approaching - - -----Q ⇒		+	Student responds appropriately to questions that are unclear or problematic (e.g., politely asks clarifying questions, repeats or rephrases questions to be sure of understanding, explains that the question is beyond the scope of the project and would require more research)
	NY = Not Yet Quality	Q = Quality		



not know enough)

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Notes:

II F. (4) Provide evidence that the proposed curriculum is research-based and has been or will be effective with the student population the school plans to serve.

Health Leadership High School is committed to serve students of color and from low socioeconomic families. This commitment to social justice was reiterated to the partners in the community as the school described their ideal students. Research has shown health care workers from underrepresented minority groups are more likely to care for minority patients and serve in high-poverty, underserved communities. Based in one of the most disadvantaged and under-resourced communities in the nation, particularly in medical services, there is a need in the south valley community for health care professionals with the same racial and ethnic demographics. HLHS curriculum will work to promote diversity in the health professions and help reduce health care disparities evident in Albuquerque.

Health Leadership High School will serve students who are between 14 and 24 years of age. The school will operate from 9:00 am to 9:00 pm. Roughly 1/3 of students will have dropped out of high school and the remaining 2/3 of students will be in grades 9-12. The school anticipates that most of the students will be under-credited and off track to graduation. The percentage of students fitting this profile could be as high as 80%. Graduation rates in areas of Albuquerque range from roughly 47% to 65%. These students are in need of a relevant highly personalized approach to learning. Many studies have documented the need for relevancy and purpose in their learning for at-risk students and the school is committed to making school directly related to their future ambitions to work in the health care sector.

The schools in the network are committed to serve the youth in the community that have been lost or left behind in the traditional school system. If these schools provide the best education to the students that need us the most, the may be an immense impact on the community. These students who would ordinarily drop out of our high schools will be reengaged in their education and marketable within the workforce. A new health care focused high school could increase the number of minority health care professionals in the sector. This school will be located in a community where young people of color are most prevalent in order to capitalize on the assets that these students bring to a sector where they are under-represented. According to Newsweek (Rodriguez, 2010), 14. 2 percent of the U.S. population is Latino, yet only about 6.4 percent of the students are from that community.

Students often cite boredom and disengagement as reasons they dropout of high school (Bridgeland, Dilulio, & Morison, 2006). Students are not motivated to work hard and do not see connections between school work and the ‘real world.’ However, if educators work to provide authentic intellectual activity students will be more engaged in their schoolwork and more likely to graduate from school (Newmann, King, & Carmichael, 2007). As Newman, King, and Carmichael (2007) describe, “When students have opportunities to construct knowledge, rather than only reproduce what they have been given, to understand topics in depth instead of only superficially, to express themselves by explaining their ideas, and to study topics that have some significance beyond the classroom, they are more likely to care about and be interested in learning and willing to devote the serious effort that learning requires (p. 12).” Although this type of authentic intellectual activity is critical to the engagement of students, it cannot be created within isolation. Therefore, it is necessary to bring communities together to create these opportunities for our youth.

The following describes these three pillars of the school. The goal of the pillars is to develop skills, knowledge and attributes in students through an architecture that includes three inter-dependent functions. Each pillar plays a role in ensuring that students are cared for and fully engaged in their learning.

360 Degree Support—This pillar is responsible developing school culture. Specifically, it leads mental and physical health, fitness, and nutrition programs at the school. This is a leadership role that collaborates with the Community Engagement Center (CEC) to engage families and create partnerships with community-based service providers who can support our students and families (immigration services, mentorship programs, etc.) Finally, this pillar ensures that Positive Youth Development practices are present in order to build a culture that is has high academic expectations and is intellectually and emotionally safe for students.

Curriculum and Assessment—This pillar is responsible for “Learning by Doing, Every Day in Every Class.” We believe that engaging project-based learning is the pathway to student higher levels of student performance. Also, we are committed to a “Mastery” based system where students demonstrate their learning through a variety of assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher development and industry partnerships are the central to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning.

Community Engagement—This pillar is responsible for creating relationships with external partners that are reciprocal in nature. This person shares an office with community-based organization and together they leverage partnerships that are attentive to community and school needs. Service, mentorships, and off-site programs are under this person’s purview. Finally, this person is responsible for understanding community assets and connecting our faculty to partners that can further our mutual interests.

Students who attend and transition from HLHS will have received a rigorous and highly relevant education for their chosen career in the health field. HLHS will not be a trade school per-se. Instead, it will be a school that prepares graduates in an interdisciplinary problem-solving context so that they are prepared for the incredibly fast changing industry of the future. They will have experienced their education in a way that utilizes their learning styles and responds to their learning needs. Because HLHS will focus on the whole learner, our support structures and curriculum expectations, including mastery grading, will provide students with an opportunity to be engaged in rigorous academic learning that is clearly relevant to their chosen profession and personalized their needs. When HLHS students are provided with options to learn through a non-traditional approach that includes learning by doing in every class, they will choose to stay in school, do well, and pursue post high school options that will allow them to have good paying jobs in their profession now and in the future.

HLHS will be a school of choice for students who are interested in the Health Profession. We hypothesize that many of our students will be drawn to HLHS because of learning styles that appeal to young people who “learn by doing.” The mastery approach outlines clear targets for students who are product oriented to aim for and meet expectations as well as allowing for differentiation for different learners within the classroom. Their motivation will be fostered because their kinesthetic, spatial, logical-mathematical, and interpersonal learning styles are utilized daily in all classes and they experience the relevancy of their learning within the construction profession. The Silent Epidemic, a report compiling research on students who have dropped out of high school in the United States found that “nearly half (47%) said a major reason for dropping out was that classes were not interesting.” (Bridgeland, 2006, p. iii) Additionally, research on why students dropout or stay in to finish high school demonstrates a strong connection to student-teacher relationships. When students feel they are cared for and have a sincere connection with an adult in their school, they choose to stay in school rather than drop out. The school culture of HLHS will foster these mentoring relationships between the adults and students as well as student to student because with high academic expectations comes a need for high social and emotional support.

The Health Leadership High School is based on the model designed in ACE Leadership High School. Student achievement scores have increased and the dropout rate has decreased in the past two years. The school has seen success in the following areas:

- Estimate overall math proficiency increased from 20% to 80% (400% increase) from Fall 2010 to Fall 2011
- Estimated overall reading proficiency increased from 30% to 67% (100% increase) from Fall 2010 to Fall 2011
- Analysis of raw scores of student growth (1/11-5/11):
- 50% of cohort improved faster than growth predicted by the NWEA MAPs test for Math
- 65% of cohort improved faster than growth predicted by the NWEA MAPs Test for Reading
- 86% retention rate in the first year of students who were present on the 40th day and on the last day of school.
- 100% of students present on the last day matriculated to the next grade.

II F. (5) Provide an overview of the planned curriculum including a course scope and sequence by subject for each grade level the school plans to serve. Insert Course Scope and Sequence as Appendix "A".

The planning year will be used to align New Mexico Standards and Benchmarks and the Common Core State Standards into an appropriate scope and sequence for each grade level and content area. Leaders of the school believe it is best to create an integrated approach to teaching and each trimester is focused on a project that includes all three domains of the sector. We would begin with a current best practice that encompasses the most comprehensive approach toward promoting healthy communities.

II F. (6) If the curriculum is not fully developed (beyond the scope and sequence and/or courses), provide a timeline outlining the curriculum development process during the school's planning year.

The HLHS principal in collaboration with the HLHS Advisory Council and ACE Leadership Team will develop the HLHS curriculum that will include alignment with the Common Core State Standards, the health industry standards, and building performance assessments for the courses to be taught. This will begin in August 2012 and continue through Spring 2013. The development of the curriculum will include the following:

- The scope and sequence for skills and knowledge in the courses taught in each grade including the connections between courses based on project development
- Aligning the outcomes across all four grades
- Aligning depth of knowledge to ensure appropriate rigor
- Establishing the relationships of the skills and knowledge to the performance assessments
- Transition to college and/or work in the health field after high school.

The expectation is that the curriculum will allow for applied learning that results in public performance assessments and provides deliberate connections between courses to support relevancy of skills and concepts.

Below is an example of Assessment Task Validation that will be developed during the first year to align performance assessments to content and Common Core State Standards:



## Assessment Task Validation: Criteria for High Quality Performance Assessments Assessment Development & Review Guide

Title of Assessment/Performance Task: \_\_\_\_\_

Author(s): \_\_\_\_\_ Gr Level/Dept/Course/Subject: \_\_\_\_\_

Purpose: How will the assessment results be used? \_\_\_\_\_  
(e.g., screening for placement; diagnostic to inform instruction or to provide targeted additional support; formative or interim for progress monitoring; summative for grading/report card; summative for graduation/proficiency decisions; other?)

### Clarity and Focus

- \_\_\_ 1. Addresses an essential issue, big idea, or key concept or skill of the unit/course.
- \_\_\_ 2. Clearly indicates what the student is being asked to do.
- \_\_\_ 3. Includes what will be assessed individually by the student (even if it is a group task).
- \_\_\_ 4. Assesses what is intended to be assessed – will elicit what the student knows and can do related to the chosen standards and benchmarks. Any scaffolding (e.g., task broken into smaller steps; graphic organizer to pre-plan a response) provided does not change what is actually being assessed.
- \_\_\_ 5. Is linked to ongoing instruction (within a unit of study/course)

### Content Alignment

- \_\_\_ 6. Is clearly aligned to specific Content Standards (or intended parts of content standards).
- \_\_\_ 7. Uses appropriate rubric(s) or scoring guide(s) to assess all intended parts of content standards. Scoring guide should be useful in determining what the student knows/does not know, not simply yield a score. (E.g., what does a score of 25 really mean? What additional or next steps in instruction does the student need?)
- \_\_\_ 8. Exemplars/anchor papers illustrate expectations aligned to standards.

### Rigor Alignment

- \_\_\_ 9. Has an appropriate balance of rigor. Approximately how much (Most-Some-None) of the assessment is assessing each depth of knowledge (DOK)? (See also content-specific descriptors of each DOK level.)

\_\_\_ **DOK 1:** recall; memorization; simple understanding of a word or phrase

\_\_\_ **DOK 2:** covers level 1 plus paraphrase, summarize, interpret, infer, classify, organize, compare and determine fact from fiction. There is a correct answer, but may involve multiple concepts.

\_\_\_ **DOK 3:** students must support their thinking by citing references from text or other sources. Students are asked to go beyond the text to analyze, generalize or connect ideas. Requires deeper knowledge. Items may require abstract reasoning, inferences between and across readings, application of prior knowledge or text support for an analytical judgment about a text.

\_\_\_ **DOK 4:** Requires higher-order thinking, including complex reasoning, planning, and developing of concepts. Usually applies to an extended task or project. Examples: evaluates works by the same author, critiques an issue across time periods or researches topic/issue from different perspectives; longer investigations or research projects.

- \_\_\_ 10. Has alignment with intended rigor of the content standards (or parts of the content standards).

### Student Engagement

- \_\_\_ 11. Provides for ownership and decision-making, requiring the student to be actively engaged.
- \_\_\_ 12. Is authentic. Reflects a real-world situation or application.
- \_\_\_ 13. Other: \_\_\_\_\_

The curriculum will be based on other models like ACE Leadership High School in Albuquerque, N.M., High Tech High in San Diego, CA, Health Service Academy in Los Angeles, CA, Fenway High School in Boston, MA, and others used around the country. These schools are similar to HLHS in philosophy and practice. However, HLHS will require an adapted scope and sequence that will be developed in the fall of 2012 and spring of 2013 and then implemented in the 9th grade beginning fall of 2013.

The HLHS intends to incorporate the health profession into all classes rather than only through elective courses. The school staff will use the developed course sequence and “must haves” included in this application, to do the work described above. The 9th grade curriculum will be implemented first, but the entire four year curriculum will be developed from the 12th year backward. The backward planning process will begin with the Senior exhibition and Sophomore and Junior Gateway, so that every experience is aligned to post-secondary goals, the school’s mission, and the common core standards. Because of the mastery approach to earning credits, it is vital that all the staff understand the skills and concepts that are expected for each student in each class throughout all four years at our high school. This work will require trained, experienced leadership that can facilitate the understanding, building, implementation, reflection, and evaluation for improvement of the curriculum to ensure that it is appropriate. This will be an ongoing process throughout the first several years of the school as the curriculum is continually improved based on student performance and best practices.

The need for adequate professional development time for staff to do this work thoughtfully and completely will be in place with our proposed calendar and directly supported all year via the collaboration with school staff and the health industry professionals. We will also have new staff visit ACE Leadership High School and/or bring in staff from ACE Leadership High School to help new staff understand best practices in applied learning within the health profession. Other professional development work might include:

- supporting the whole learner
- exhibitions and performance assessments
- inclusion and differentiation practices
- advisory programs (based on Positive Youth Development)
- critical friends groups (CFGs)
- data driven improvement
- student work to reflect on, inform, and refine teaching and learning

Additionally, the HLHS advisory and wellness program, led primarily by the Director of Student Support, will foster school culture and lead the efforts to build a positive school culture that will be based upon Positive Youth Development Principles. Advisory will support students socially, emotionally as well as academically outside the content classrooms to deal with barriers to achieving high academic standards. This program focuses on the whole student and including the physical and nutritional health of the HLHS students and staff.

The re-engagement program taught in the evening will be an extension of this curricular plan though individualized for students as they “drop back” into high school based on individual high school transcripts. HLHS anticipates these students to complete the core curriculum modules, participate in exhibitions and health career work, and transition to work in the health field upon graduation with a focus on the health care professions.

Examples of trimester projects to be developed include:

### **Pathway to a Career in the Health Care System**

Scenario: The Health Care industry needs to increase the number of people receiving coverage in order to improve the overall health of the community. This increases revenues and reduces overall costs.

Framing Question: “How can systems of care ensure that the maximum number of clients receives coverage?”

Project: Design a client service center that ensures all visitors are fully engaged so that each is captured in the care system.

*Skills*—Reading charts and forms for critical information

*Attributes*—Sensitivity to the conditions of a client

*Knowledge*—Economic impact of the uninsured when they are not receiving regular care

### **Pathway to a Career in Serving Clients**

Scenario: The new paradigm of “Pay for Performance” is forcing new systems of care for clients and providers must adapt to a higher level of accountability for the cost of care.

Framing Question: What incentives can health care providers use to create better health outcomes for their clients?

Project: Devise a high quality health management process for a client that has a chronic illness like diabetes. It must be efficient and high quality.

*Skills*—Disease management techniques (blood pressure, etc?)

*Attributes*—Compassion for the conditions of the client

*Knowledge*—Biological, social and environmental causes of the illness

### **Pathway to a Career in Public Health (determinants)**

Scenario: Most causes of poor health are not a function of client care. Instead they come from other causes (environment, behavior, heredity, etc.). Controlling these determinants would make communities healthier.

Framing Question: Where does good health come from?

Project: Conduct a study on the conditions of a specific community on the environmental factors that contribute to poor health.

*Skills*—Observation and critique

*Attributes*—Attention to detail

*Knowledge*—Demography, geography, and built environment



II F. (7) What will the school do between the charter approval and the school's opening to develop the instructional program, and who will do it?

All units will be planned using the Understanding By Design format of identifying what students will know and be able to do, then how will that be assessed, and finally lesson planning with applied experiences in place to ensure students are prepared for those assessments. The HLHS principal in collaboration with the HLHS Advisory Council and ACE Leadership Team will develop the HLHS curriculum that will include alignment with the Common Core Standards, the health industry work standards, and building Outcomes (mastery) guides and exhibitions for the courses to be taught. Outcome Guides for each unit that outlines the skills and concepts and what proficiency looks like for each skill and concept being taught will allow teachers and students to target specific skills and concepts that are not proficient while expanding on those that are exceeding proficiency.

The principal will work with the ACE Leadership Team, HLHS Advisory Council, and the Buck Institute for Education to develop projects and outcomes for the instructional program. Examples of templates to be used are seen below:

P R O J E C T O V E R V I E W					page 1
Name of Project:				Duration:	
Subject/Course:		Teacher(s):		Grade Level:	
Other subject areas to be included, if any:					
Project Idea Summary of the issue, challenge, investigation, scenario, or problem:					
Driving Question					
Content Standards to be taught and assessed:					
21st Century Skills to be taught and assessed:	Collaboration	<input type="checkbox"/>	Other:	<input type="checkbox"/>	
	Communication (Oral Presentation)	<input type="checkbox"/>		<input type="checkbox"/>	
	Critical Thinking/Problem Solving	<input type="checkbox"/>		<input type="checkbox"/>	
Major Products & Performances	Group:				<b>Presentation Audience:</b> <input type="checkbox"/> Class <input type="checkbox"/> School <input type="checkbox"/> Community <input type="checkbox"/> Experts <input type="checkbox"/> Web <input type="checkbox"/> Other: _____
	Individual:				

# PROJECT OVERVIEW

page 2

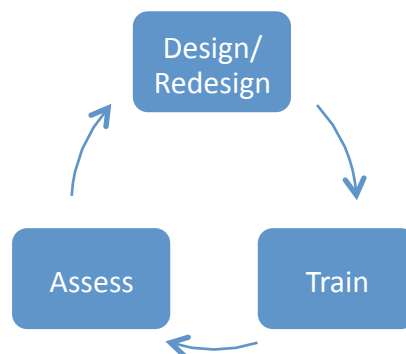
<b>Entry Event</b> to launch inquiry, engage students:					
<b>Assessments</b>	<b>Formative Assessments</b> (During Project)	Quizzes/Tests	<input type="checkbox"/>	Practice Presentations	<input type="checkbox"/>
		Journal/Learning Log	<input type="checkbox"/>	Notes	<input type="checkbox"/>
		Preliminary Plans/Outlines/Prototypes	<input type="checkbox"/>	Checklists	<input type="checkbox"/>
		Rough Drafts	<input type="checkbox"/>	Concept Maps	<input type="checkbox"/>
		Online Tests/Exams	<input type="checkbox"/>	Other:	<input type="checkbox"/>
	<b>Summative Assessments</b> (End of Project)	Written Product(s), with rubric:	<input type="checkbox"/>	Other Product(s) or Performance(s), with rubric:	<input type="checkbox"/>
		Oral Presentation, with rubric	<input type="checkbox"/>	Peer Evaluation	<input type="checkbox"/>
		Multiple Choice/Short Answer Test	<input type="checkbox"/>	Self-Evaluation	<input type="checkbox"/>
		Essay Test	<input type="checkbox"/>	Other:	<input type="checkbox"/>
<b>Resources Needed</b>	<b>On-site people, facilities:</b>				
	<b>Equipment:</b>				
	<b>Materials:</b>				
	<b>Community resources:</b>				
<b>Reflection Methods</b>	<b>(Individual, Group, and/or Whole Class)</b>	Journal/Learning Log	<input type="checkbox"/>	Focus Group	<input type="checkbox"/>
		Whole-Class Discussion	<input type="checkbox"/>	Fishbowl Discussion	<input type="checkbox"/>
		Survey	<input type="checkbox"/>	Other:	<input type="checkbox"/>

PROJECT TEACHING AND LEARNING GUIDE		
Project:		
Major Product(s) and Presentation students need to complete	Knowledge and Skills Needed by Students to successfully complete major products and presentations	Scaffolding / Materials / Lessons to be Provided by the project teacher, other teachers, experts, mentors, community members
		→
		→
		→
		→
		→
		→
		→

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HLHS is a demonstration-based school that relies upon the input of its community partners. Curriculum is developed with their input, teachers receive some training from them, and finally they are asked to help evaluate learning at the school. See below:



II F. (8) Provide a timeline for alignment of the curriculum with NM State Standards, if alignment has not been completed at the time the application is submitted.

The alignment process will include reviewing the standards and benchmarks from the Common Core State Standards. This process will include reviewing English Language Arts, Mathematics, and College and Career Readiness Standards. The staff will identify where the Common Core State Standards will be addressed within the outlined courses and where the industry standards can be incorporated to ensure the curriculum is relevant in how it is implemented. The Health Advisory Council, New Mexico Center for School Leadership, ACE Leadership Director of Curriculum and Assessment, and HLHS Principal will play vital roles in helping the teachers understand the vertical and horizontal alignment of the curriculum as well as the state required and Industry specific skills and concepts that will be integrated into each classroom. Some possible processes to do this could be utilizing practices such as “unwrapping” the standards to identify key skills and knowledge and backward planning (Understanding by Design).

Some of this work will be done easily. For example, the Algebra I and II classes and the Geometry class will easily allow us to integrate the math standards with industry.

Example: Algebra Creating Equations

A-CED. 3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.

Students will represent inequalities describing nutritional and cost constraints on combinations of different foods to analyze determinants and promote healthier communities.

Example: Arithmetic with Polynomials & Rational Expressions

A-APR.1. Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Students will determine work schedules and keep records of patient progress to build an efficient delivery system.

Ultimately, this work will allow the teachers to understand where the standards will be covered specifically including the skills and concepts inherent in those standards and use that as a basis to ensure that the industry standards are also fully incorporated. Outcomes guides for mastery grading will be developed as a second step to this work. This process will happen during the fall of 2012 and spring of 2013 so that the staff can begin designing assessments, exhibitions, and lessons to address the standards identified for each class working from the outlined 12th grade Final Exhibition and potential college and work expectations. The work of ensuring standards are met and that coursework is relevant is never finished and will continue throughout the life of the school as teachers use student work and feedback as well as new technology used in the healthcare profession, to improve assessments, projects, outcomes guides, and lessons.

#### G. Graduation Requirements.

II G.(1) Identify the school’s proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements.

4 units in English

4 units in Mathematics, of which 1 unit shall be equivalent to or higher than the level of Algebra 2  
3 units in Science, 2 units of which shall have a laboratory component  
3 ½ units in Social Science; including: U.S and World History and Geography, Government, Economics, and ½ unit of New Mexico History  
1 unit in Physical Education  
1 unit in one of the following: a career cluster course, workplace readiness or a language other than English.  
.5 unit in Health  
7 ½ elective units  
Students are required to earn one credit in an advanced placement course, an honors course, a dual credit course or a distance-learning course.

In addition the HLHS students will earn the required credits and pass performance assessments required by the state. However, some unique additional expectations HLHS will have are:

Some of the elective course offering will be required and they will be directly related to Health and Wellness.

The Physical Education and Health credit will be earned in a non-traditional format via the Advisory/Wellness. The class incorporates the state standards for physical education and health. Each school day will include Advisory/Wellness class that will incorporate physical movement, nutrition in a positive youth development context positive that will help establish the culture of the school.

The school will require a series of “Gateway” exhibitions that are designed backward from the transition to college and work. For example, the Gateways could include a portfolio of student work and growth in measureable skills that demonstrate that they are ready to transition to post-secondary education (SBAs, PARCC, ACT Plan, etc.). The portfolio could also include a student’s performance in dual enrollment classes, workplace internships, and community-based projects designed to serve a specific client. The school will work with the health care industry and higher education partners to create expectations for Gateway exhibitions.

10th and 11th grade students at HLHS will experience Gateway exhibitions and 12th grade students must pass a Final Exhibition to graduate. These high stakes, public assessments will be directly industry related and require the students to showcase and demonstrate their cumulative and individual learning. Though exhibitions will take place regularly within each course via applied learning projects, these three are the highest stakes and could potentially keep a student from moving to the next grade or graduation. Specifics of these required exhibitions will be determined as the curriculum is aligned and all staff develop clear grade level expectations with the guidance of the Health Advisory Council, New Mexico Center for School Leadership, ACE Leadership Director of Curriculum and Assessment, and HLHS Principal.

The 11th grade Gateway will take place at the end of the school year and will be a combination of a portfolio type demonstration of learning as well as goal setting related to transition planning, reflection, projects completed, and other individual student data like standardized test scores or personal growth. The students will present their work to school staff, family members, peers, and professionals from the industry that will collectively determine if the student met expectations.

The 12th grade Final Exhibition will be a project based task that requires students to work collaboratively as a health care professional and focus on one of the three domains: determinants, clients, or delivery systems. Students will present a completed product in a public forum that demonstrates application and synthesis of skills and concepts learned throughout their high school experience and evaluated by a similar group of people.

II G. (2) If you are seeking a waiver from mandated minimum graduation requirements, state what the waiver is and why you are seeking it. Explain how the graduation requirements will support the school's mission, and ensure student readiness for college or other postsecondary opportunities.

Physical Education will be taught under the Advisory and Wellness program and address the appropriate Standards taught in Physical Education in addition to health, nutrition, and personal wellness.

#### H. Instruction.

II H. (1) Provide an overview of the instructional strategies and methods the school will implement that support and are aligned with the school's mission, vision and educational plan, and are directly relevant and/or necessary to successfully implement the curriculum.

Based on the work and input from the health care professionals, the educators developed the role of the teacher as a project manager. These teachers will collaborate together to complete the same anchor project. The 'project managers' will coach the students in teams on specific projects within the overall anchor project. The structure in which the students will work will be based on a workshop model, delivering instruction to students within content seminars.

In general, teachers will utilize mini-lectures for the skills or concepts that need to be delivered in that way so that the majority of the student's time is spent in activities that use those skills and concepts while the teacher is supporting the learning of her students. The ideas of inquiry and applied, project-based learning will be in the forefront of all lesson planning. Teachers will be supported in differentiating their instruction using outcomes guides so that they can reach each learner in a personalized manner with which will ensure that all students are engaging in their learning and building skills needed to move ahead. Layered curriculum will be one possible strategy to make differentiating effective in our classrooms.

All units will be planned using the Understanding By Design format of identifying what students will know and be able to do, then how will that be assessed, and finally lesson planning with applied experiences in place to ensure students are prepared for those assessments. Using Outcome Guides for each unit that outlines the skills and concepts and what proficiency looks like for each skill and concept being taught will allow teachers and students to target specific skills and concepts that are not proficient while expanding on those that are exceeding proficiency. The Health Advisory Council will collaborate with teaching staff in the planning stages as well as the instructional spaces as a co-teacher to support the necessary connections and contexts for students to see the relevancy in their learning. Teachers will use materials and applied learning experiences within their instruction, providing relevancy to the health profession in every class period.

Leaders of the school believe it is best to create an integrated approach to teaching and each trimester is focused on a project that includes all three domains of the sector. We would begin with a current best practice that encompasses the most comprehensive approach toward promoting healthy communities. Below is an example for each domain. Other anchor projects could any subgroup recommended by our partners from the profession—for example models that serve the elderly or immigrant populations might be natural fits. These projects culminate in a high-quality performance assessment. These assessments are created with aligned instruction to Common Core Standards (including college and career readiness standards); Skills, knowledge, and attributes needed to be an effective member of the health profession, task design with valid rubrics (collaboration with the Buck Institute for Education), and data analysis of student work with educators and professionals in the health field.

Each trimester the curriculum would incorporate the three core domains (Determinants, Systems, and Client), but it would be anchored with a new model that is an exemplar of best practice in the sector and end with a Performance Assessment. The Essential Questions would drive the curriculum in each field of study (Math, Language Arts, Science, etc.) and projects created to re-enforce understanding.

End/Final Reporting:	End of Trimester:	Mid-Trimester:
<p>Transcript:</p> <p>A: 90-100% of all outcomes experienced met</p> <p>*B: 70-89% of all outcomes experienced met (9th grade)</p> <p>*B: 80-89% of all outcomes experienced met (10th, 11th, 12th grades)</p> <p>I: incomplete (a student has a plan in place to complete mastery of outstanding outcomes for a class). Incompletes must be converted to a grade by the end of the last interim school of the current school year.</p> <p>F: 79% and less of all outcomes experienced met</p> <p>Grade Point Average calculations: 90-100% = 4.0</p>	<p>Credit Earning:</p> <p>*Met 70-100% of outcomes experienced for 9th graders AND passed exhibitions to earn credit for the class (.5, 1.0, etc)</p> <p>*Met 80-100% of outcomes experienced for 10th, 11th, and 12th graders AND passed exhibitions to earn credit for the class (.5, 1.0, etc)</p> <p>Grade/credit earning is a reflection of the learning not just an average of numbers.</p>	<p>Outcomes progress check/Progress Report Card showing:</p> <p>Outcomes experienced (met and not yet met) and outcomes not experienced. What have student's mastered and what are they still working on?</p> <p>Interventions along the way: in class, interim school, tutoring</p>

70-89% = 3.0 below 70% = 0.0		
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**II H.(2) Provide an explanation of how these methods/strategies are effective with your target population.**

The foundation of the school lies within the strong connection between schools and communities. These relationships should be strong and responsive to students (Eccles & J.Gootman, 2002). The model developed for these schools is based on three pillars of the school including: Positive Youth Development, Project-Based Learning, and community engagement. In this environment, the community and school are committed and responsible to each other. The work of the school and community is to follow one of the schools guiding principles, ‘our work is asset based.’ These partnerships function in a way in which they are accountable to each other. Noguera (2011) describes similar work in with BBA in Newark, “Such partnerships are designed to increase local support for schools and enhance the social capital of students and their families...The theory holds that such support will lead to greater accountability, better functioning schools, and higher levels of student achievement (p. 12).”

HLHS committed to serve the youth in the community that have been lost or left behind in the traditional school system. As this school provides the best education to the students that need us the most, there will be an immense impact on the community. These students who would ordinarily drop out of our high schools will be reengaged in their education and marketable within the workforce. A new health care focused high school could increase the number of minority health care professionals in the sector. This school will be located in a community where young people of color are most prevalent in order to capitalize on the assets that these students bring to a sector where they are under-represented. According to Newsweek (Rodriguez, 2010), 14. 2 percent of the U.S. population is Latino, yet only about 6.4 percent of the students are from that community.

Students often cite boredom and disengagement as reasons they dropout of high school(Bridgeland, Dilulio, & Morison, 2006). Students are not motivated to work hard and do not see connections between school work and the ‘real world.’ However, if educators work to provide authentic intellection activity students will be more engaged in their schoolwork and more likely to graduate from school (Newmann, King, & Carmichael, 2007). As Newman, King, and Carmichael (2007) describe, “When students have opportunities to construct knowledge, rather than only reproduce what they have been given, to understand topics in depth instead of only superficially, to express themselves by explaining their ideas, and to study topics that have some significance beyond the classroom, they are more likely to care about and be interested in learning and willing to devote the serious effort that learning requires (p. 12).” Although this type of authentic intellectual activity is critical to the engagement of students, it cannot be created within isolation. Therefore, it is necessary to bring communities together to create these opportunities for our youth.

The following describes these three pillars of the school. The goal of the pillars is to develop skills, knowledge and attributes in students through an architecture that includes three inter-dependent functions. Each pillar plays a role in ensuring that students are cared for and fully engaged in their learning.



360 Degree Support—This pillar is responsible developing school culture. Specifically, it leads mental and physical health, fitness, and nutrition programs at the school. This is a leadership role that collaborates with the Community Engagement Center (CEC) to engage families and create partnerships with community-based service providers who can support our students and families (immigration services, mentorship programs, etc.) Finally, this pillar ensures that Positive Youth Development practices are present in order to build a culture that is has high academic expectations and is intellectually and emotionally safe for students.

Curriculum and Assessment—This pillar is responsible for “Learning by Doing, Every Day in Every Class.” We believe that engaging project-based learning is the pathway to student higher levels of student performance. Also, we are committed to a “Mastery” based system where students demonstrate their learning through a variety of assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher development and industry partnerships are the central to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning.

Community Engagement—This pillar is responsible for creating relationships with external partners that are reciprocal in nature. This person shares an office with community-based organization and together they leverage partnerships that are attentive to community and school needs. Service, mentorships, and off-site programs are under this person’s purview. Finally, this person is responsible for understanding community assets and connecting our faculty to partners that can further our mutual interests.

Most often career and technical education is provided through high school career academies. A focus such as health care is done by adding meaningful and relevant career focused electives to the basic core curriculum of the traditional school. Instead of taking the incremental approach to program development, Health Leadership High School plans to work in collaborative relationships with the health care communities to re-engineer the school to make the entire day supremely relevant and able to prepare graduates to become leaders in the health care sector.

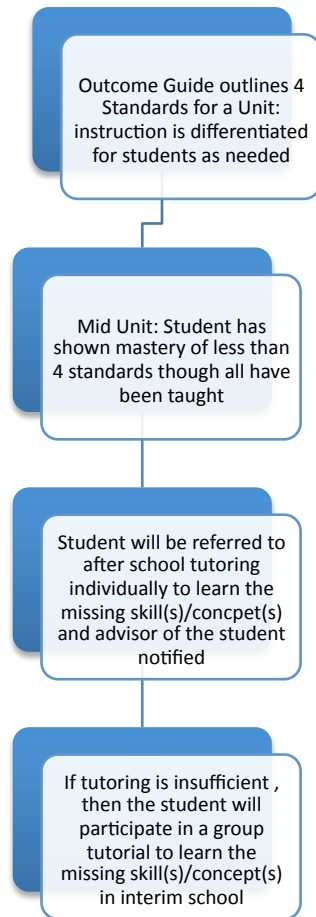
II H.(3) Describe how the instruction will be differentiated based on indentified student needs. Provide specific examples.
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Engaging all learners will be a priority for HLHS and providing students a relevant curriculum where they are focused on mastery of skills and concepts rather than grades will be important. When students are engaged, they stay in school and student achievement increases. Practices such as layered curriculum and differentiated instruction will provide students choice in how they show their mastery. In Rick Wormeli's book Fair Isn't Always Equal: Assessing and Grading in the Differentiated Classroom, he references research that shows that traditional grading does not generate interest in learners, does not provide meaningful measures and does not promote healthy academic risk taking, meaning that students do what is safe and easy rather than engage in challenging learning. (Wormeli, 2006, p. 94) Using the mastery approach allows students and teachers to engage in conversation and practices that are about building the students' capacity to fully participate in their post-secondary goals. These conversations require that students are treated as individuals and that teachers are able to know their students well enough to personalize the teaching and learning within the classroom. A mastery approach supplemented with collaboration and collective learning will be critical to the Healthcare Professions, which requires that each individual be able to contribute to the collective product in a professional, dynamic and well-informed manner.

In addition to providing additional reading and math support for those students who need to build skills to grade level, HLHS will use strategies such as a mastery grading approach aligned to New Mexico standards to earning credit, layered curriculum to allow for differentiation of learning, and analysis of standards based short cycle assessments to support students reaching the state standards. These strategies allow for:

1. Deliberate communication to the students about what they are learning.
2. Deliberate communication to the students about what it looks like to have learned a specific skill or concept.
3. Additional time and place for individual students with adult support to work on standards they have not yet mastered such as a specific course, Interim School or tutorial spaces.
4. Options for students to demonstrate mastery utilizing their dominate learning style.

A flow chart is provided on the next page as an example.



I. Special Populations. Describe the school's overall plan to serve students with special needs, including those with Individualized Education Programs (IEPs), students with Section 504 plans, and English Language Learners.

(1) Special Education:

II I.(1)(a) Explain the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to general education curriculum.

All requirements under IDEA 2004 and corresponding state regulations will be met by HLHS. Two of the most important obligations a school has to students who require special education services are that of a free appropriate, public education in the least restrictive environment. HLHS will put into place best practices to ensure that students who are gifted or have a diagnosed disability are able to participate with their non-labeled peers to the fullest extent appropriate as determined by their IEP.

Students who require the support of special education services will be served appropriately within the schools regular education classrooms to the extent it is appropriate for that student. The continuum of special education service will range from a monitoring level where students are monitored and supported minimally with minor modifications such as extended time on tests needed only, to maximum services that might include 1:1 support via a full time educational assistant, recourse teacher co-teaching in all or most classes, or direct instruction from a licensed special education teacher.

Modified curriculum will be developed in direct collaboration with special education staff for those students who require it. The student, the general and special education staff that work with the student, and the family will review the IEP at least annually in addition to a more informal review at the bi-annual family meetings. The academic and transition goals set at the IEP will be aligned with the student's interests and the state standards and benchmarks as well as informed by data that documents where the student's skill levels are and how much they have improved. This data could be current diagnostics completed for a three-year reevaluation or initial evaluation or short cycle assessments such as results from the Princeton Review. Services and staff support will focus on building the students skills as identified by the IEP team in addition to providing access to the general education classroom and curriculum and working towards the student's transition goals. The student's IEP will also serve as the student Next Step Plan. HLHS will model its' special education services model after the model successfully used at Amy Biehl High School (ABHS) and ACE Leadership High School. The service model has shown to be very successful with students with a wide range of needs and the HLHS Special Education Director will work with ACE and other charters to ensure that best practices are in place to serve these students appropriately.

There will be a scientifically based reading program that will be available for students who require that level of reading support in addition to modified curriculum and/or direct services by specially trained staff such as a special education teachers or TESOL/ELL endorsed teachers. Additionally the Outcomes, mastery grading structure allows for Individual Education Program teams, or other support teams for ELL students or students with 504 plans, to identify what outcomes are appropriate for the student at that time as well as what direct services and modified instruction the student will need for the next 12 months to ensure that she is building skill and making progress towards IEP academic and transition goals and accessing the general education curriculum with non-disabled peers appropriately.

Another example of addressing individual needs could be allowing a student to have an additional course in the third trimester to address missing skill or concepts whether that is learning the English language or addressing deficits in number sense. Other modifications could include, structured 1:1 tutorial spaces, co-teaching, alternative elective courses that address skill deficits or communication needs, accelerated language course to build bilingual skills, an ELL class that addresses English language acquisition, SIOP (sheltered instruction) training to support language skills in the general education classroom, and the use of Interim school to allow for extra time to master a skill or concept.

II I.(1)(b) Describe how the school will regularly evaluate and monitor the progress and success of special education students to ensure the attainment of each student's goals set forth in their IEPs

Progress monitoring is a scientifically based practice that will be used to assess the student's academic performance and evaluate the IEP goals. The special education staff that work with the student will keep record of the student's academic performance measured on a regular basis and evaluate progress towards goals. The student, the general and special education staff that work with the student, and the family will review the IEP and progress towards goals at least annually in addition to a more informal review at the bi-annual family meetings. The academic and transition goals set at the IEP will be aligned with the student's interests and the state standards and benchmarks as well as informed by data that documents where the student's skill levels are and how much they have improved. This data could be current diagnostics completed for a three-year reevaluation or initial evaluation or performance assessments and short cycle assessments such as results from the Princeton Review and Discovery Education Assessments.

II I. (1)(c) If applicable, describe the school's plan for graduating students with special education needs.

HLHS' project based learning framework for curriculum will allow students receiving special education services to receive additional practice or extended learning, as needed, to address post-secondary, employment, independent living, community engagement and leisure activity transition goals and related IEP goals. The school will ensure that the transition coach on staff will work closely with the advisor, student and family to plan for and carry out the required experiences to transition the student successfully to life after high school. These experiences could include internships, dual credit, additional instruction and entrance exams needed to enter the student's program of choice. Because the family, student and advisor will meet four times a year in addition to the annual IEP meeting a focus on monitoring progress towards transition goals will be easy to accomplish. It is important for the school to graduate students who are ready to be successful after high school and we anticipate that some students receiving special education services may require an additional year or more beyond the expected 4-year graduation timeline. Plans for any additional year will be heavily focused on transition activities. All transition goals and activities will be formally updated annually at the student's IEP but progress will be documented on the Next Step Plan at each family meeting. The transition coach will work with community agencies as appropriate to support the student's successful transition after graduating from high school.

II I.(1)(d) Describe the school's plan for budgeting and staffing for meeting the identified needs and educational plans for students needing special education support/services. Include how the school plans to provide ancillary staff support.

HLHS will contract with appropriate agencies for diagnostic and other ancillary services unless or until there is enough services needed to add a staff member for these services. The school will work hard to recruit qualified teachers who are dually licensed in both regular and special education, but will ensure there are enough teachers with a special education license to support the needs of this special population. We will hire resource teachers to co-teach projects as well as facilitate pullout services as warranted by student needs. The school will budget for an educational assistant should the need for one arise, but most of the services will be provided by dually licensed teachers and resource teachers who are special education licensed. Additionally, the school will hire a transition coach to support the transition needs of students.

(2) Students with Section 504 Plans.

II I. (2). Describe how the school will serve, evaluate and monitor the progress and success of students with Section 504 Plans.

Progress monitoring is a scientifically based practice that will be used to assess the student's academic performance and evaluate the student academic goals. The advisory teacher will work with the student on an individual basis and will keep record of the student's academic performance measured on a regular basis, communicate with the teachers. The advisory teacher will follow-up with classroom teachers to ensure accommodations are appropriate and implemented. The school intends to ensure that 504 accommodations are available within the educational plan pursuant to federal and state regulations related to these populations. Incoming student 504 plans will be reviewed before students begin school to ensure that the supports and services are in place for each student on the first day of school.

(3) English Language Learner (ELL) Students.

II I. (3)(a) Explain how the school will identify English Language Learners.

Students who indicate they speak another language other than English primarily at home and/or have not yet scored "Advanced" (proficient) on the New Mexico English Language Proficiency Assessment (NMELPA) will be given the assessment to assess progress and be provided the supports needed to develop English proficiency and meet the New Mexico standards according to federal and state requirements.

II I.(3)(b) Explain how the school will provide services/supports to identified students.

There will be a scientifically based reading program that will be available for students who require that level of reading support in addition to modified curriculum and/or direct services by specially trained staff such as TESOL/ELL endorsed teachers. All staff will be trained in sheltered instruction to ensure appropriate strategies and techniques are being used with the students. The principal will provide guidance using the Bilingual Multicultural Education Technical Assistance Manual from PED. The principal will facilitate the implementation of needed structures and strategies for students to support in obtaining English Language Proficiency, becoming bilingual and biliterate, developing high levels of academic attainment in core academic subjects, and meeting the same challenging state academic standards as all children are expected to meet. Additionally the Outcomes, mastery grading structure allows for ELL students to identify what outcomes are appropriate for the student at that time as well as what direct services and modified instruction the student will need for the next 12 months to ensure that she is building skill and making progress towards academic goals.

II I.(3)(c) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

All teachers will use sheltered instruction, differentiated instruction, and abide by all accommodations as outlined in 504s and IEPs. Project based instruction allows for differentiated instruction to be used in all projects. One example is through heterogeneous teamwork on projects. These groups allow students to not only emerge as productive members of a group, but enables students to learn from each other and use the strengths of each individual student to perform a task. In some cases, students may be grouped by ability level to ensure the teacher can provide intensive work with students as needed. Group work will be balanced with individual work to provide practice on skills that may be difficult for students to grasp. Each project will scaffold content and skills in a variety of ways and allows for students to grasp concepts at their appropriate time.

Another example of addressing individual needs could be allowing a student to have an additional course in the third trimester to address missing skill or concepts whether that is learning the English language or addressing deficits in number sense. Other modifications could include, structured 1:1 tutorial spaces, co-teaching, alternative elective courses that address skill deficits or communication needs, accelerated language course to build bilingual skills, an ELL class that addresses English language acquisition, CALLA (Cognitive Academic Language Learning Approach) to support language skills in the general education classroom, and the use of Interim school to allow for extra time to master a skill or concept.

II I.(3)(d) Describe how the school will regularly evaluate and monitor the progress and success of English Language Learners?

All ELL students will work toward becoming proficient in English as measured by the Annual Measurable Achievement (AMAO) targets and the state assessment. Progress monitoring is a scientifically based practice that will be used to assess the student's academic performance and evaluate the student academic goals. The advisory teacher will be endorsed in TESOL and work with the student on an individual basis and will keep record of the student's academic performance measured on a regular basis, communicate with the teachers. The advisory teacher will follow-up with classroom teachers to ensure accommodations are appropriate and implemented. The NMELPA test will be use as an indicator student progress is being made.

II I.(3)(e) Describe how the school plans to budget and staff itself to meet the needs of ELL students.

All staff will be trained in Sheltered Instruction and best practices will be shared at each professional development opportunity. The school will work hard to recruit qualified teachers who hold a bilingual or TESOL endorsement, but will ensure there are enough teachers with an TESOL endorsement to support the needs of this special population. We will hire resource teachers to co-teach projects as well as facilitate pullout services as warranted by student needs.

## J. Assessment and Accountability

### II J.(1) Optional

II J.(2) In addition to the state-mandated Standards Based Assessment, identify any valid and reliable formative and/or summative assessments, universal screening tools and progress monitoring tools the school will use to determine whether students are meeting academic goals. Identify the grade levels at which the assessment(s) will be used with an anticipated schedule or frequency of assessing.

Multiple measures of student assessment are critical in assessing students and preparing them for careers or post-secondary education in the health field. HLHS will utilize multiple measures of assessment to assess student knowledge and ensure students can demonstrate knowledge. With the emphasis on mastery and demonstrating knowledge, 'Learning by Doing' requires students to show their understanding of skills and standards. Students will be assessed through performance assessments that allow students to demonstrate they have learned higher-order thinking skills necessary for the health field. These skills include the ability to analyze, synthesize and evaluate information. Performance assessments will demonstrate a deep level of understanding from students and be evaluated by educators and professionals in the health field.

Teachers and students will ensure high-quality performances through collaboration with the Buck Institute for Education and the use of "outcomes" created for each course using the state standards to evaluate student work and progress towards meeting the state standards and benchmarks. This alignment will be based on the Common Core Standards and include College and Career Readiness Standards. These course specific evaluations of "outcomes" will include evidence of application of concepts and skills via products and exhibitions designed to demonstrate the outcomes and are industry specific. These performance assessments will be also be used to measure the depth of knowledge and 21<sup>st</sup> Century Thinking Skills (communication, collaboration, and client-driven). These performance assessments will be high stakes, public, and evaluated by teachers and health professionals. Professional development and collaboration with teachers is a critical piece in the structure of HLHS to ensure performance assessments are valid and reliable.

A second measure of student understanding will be through short-cycle assessments. The school will use data from an evaluation tool, such as Discovery Education Assessments, to monitor student progress with meeting the standards annually in addition to the standards based assessment and graduation exam required by the state. These assessments will measure Reading, Math, and Language Usage and be administered multiple times throughout the school year to measure growth. These assessments will also be used to calibrate instruction through the Databased Inquiry process with school staff.

The analysis of ACT Plan and New Mexico Standards Based Assessment (or PARCC) scores may also be used to compare student growth to national and state averages. By using a combination of "outcomes" based assessment and the standardized assessment data, school staff can better target skills and concepts that have not been mastered by individual students and provide the appropriate supports needed for mastery.

Discovery Education will be used a universal screener and on-going progress monitoring throughout the school year. This assessment will identify students' the first week of school for response to intervention.



Finally, the school will require a series of “Gateway” exhibitions that are designed backward from the transition to college and work. For example, the Gateways could include a portfolio of student work and growth in measureable skills that demonstrate that they are ready to transition to post-secondary education (SBAs, ACT Plan, etc.). The portfolio could also include a student’s performance in dual enrollment classes, workplace internships, and community-based projects designed to serve a specific client. We will work with our industry and higher education partners to create expectations for Gateway exhibitions and performance assessments.

II J.(3) Describe how the school will use valid and reliable assessments to evaluate student progress and proficiency, and how the results will be used to improve teaching and learning.

All teachers will use classroom-based measures including demonstrated student-mastery of standards, short-cycle assessments (Discovery Education), and SBA data (or PARCC) to reflect on instructional practice and develop new strategies for targeting instruction. Teachers will analyze data of their student’s each trimester and develop a plan to increase student performance.

II J. (4) Describe the corrective actions the school will take if it falls short of achieving student academic achievement expectations or goals at the individual (remediation/at-risk students) AND school-wide levels. Explain what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess their effectiveness.

All teachers will monitor the academic achievement and progress towards goals of their advisory students. These data will be reviewed with the student and family each trimester. Students will develop a plan for growth and present the plan to their teacher and family members at the Family Conference. The school principal will monitor school-wide levels of performance and work with the classroom teacher to implement a plan to increase academic achievement levels for students not obtaining growth as measured by mastery of performance and short-cycle assessments. A school-wide Response To Intervention will allow for timely, tiered instructional interventions. Interim school will be used for students who need more time to master a skill or concept.

II J. (5) Describe how the school will report student achievement results to parents, the school’s Governing Body, the school’s authorizer and the broader community.

Family meetings will occur at least twice a year (fall and spring) to report student achievement results to parents. Student performance will remain as a standing agenda item at each board meeting and the principal will be expected to report student achievement results on a regular basis. All timelines and regulations will be met by the school to the authorizer to report student achievement data as required. Additionally, student achievement results will be posted on the school’s website and shared with the community in various venues.

### **III. ORGANIZATIONAL PLAN AND GOVERNANCE**

III A. (1) Summarize the key components of your governance structure, including without limitation, the roles and responsibilities of the governing body, number of members, length, of terms, offices to be created, committees, grounds for removal for office, and relationship with the school’s administration. Explain how and when the governing body develops its governing documents or “bylaws” if not submitted with application. If complete, attach governing documents as Appendix “B”.

### Roles and Responsibilities of the governing body:

Officers of the Board shall include a President, Vice-President/Secretary, and Treasurer as more fully stated in the Board by-laws. The responsibilities of the President shall include coordinating all orders and resolutions of the Board. The President shall execute contracts approved by a majority vote of the Board. The President shall further act as the liaison between the Board and the Principal. The President, along with the Principal, shall create agendas for Board meetings with the advice of the Executive Committee. Responsibilities of the Vice-President/Secretary include assuming all powers and duties of the President in the event of the resignation, absence, or incapacity of the President and keep full meeting minutes of the Board in accordance with the Open Meetings Act. The Vice President/Secretary shall act as the clerk thereof and provide copies of all meeting minutes to the public upon request.

The Vice President/Secretary shall assure that all meetings are properly noticed and agendas are duly made available to the public in accordance with the Open Meetings Act and the Governing Board's annually approved policy. The Treasurer shall assure the maintenance of the records for all revenues and expenditures of HLHS. The Board may accept on behalf of the school any contribution, gift, or bequest for the general or special purpose of the school. The Finance Director will report all gifts to the school in writing and assure such gifts are approved and used in accordance with applicable state and federal laws and regulations. The Treasurer oversees the finance functions including gifts to the school and will chair the Finance Committee of the Board.

Membership: The board will have from seven to nine members and the terms will be overlapping to ensure continuity.

Terms: Terms will be from one to three years and members can serve up to three consecutive terms or six years whichever is greater:

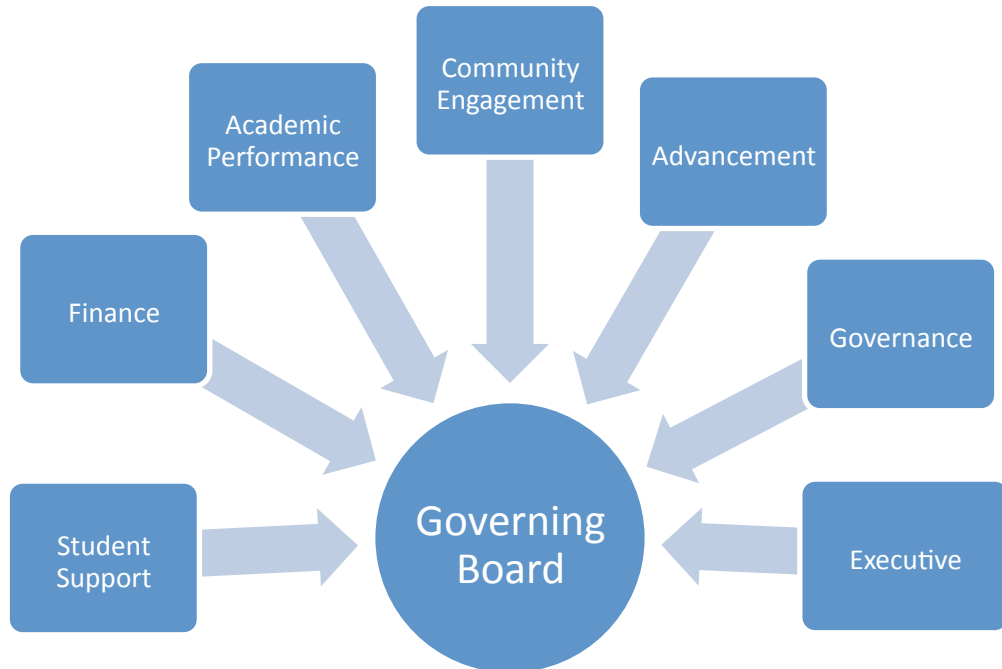
	Term Ends
Member 1	2014
Member 2	2015
Member 3	2016
Member 4	2014
Member 5	2015
Member 6	2016
Member 7	2016

### Offices to be created:

- President
- Vice President/Secretary
- Treasurer

### Committees:

Below is description of the board committee structure. The committees will likely meet monthly and their work focus on the essential areas of strategic planning, performance, fiscal solvency, and compliance with state and federal laws and regulations. The board has the authority to change number and/or configuration of committees, however core purposes outlined in the charter will be maintained. Also, each committee is structured with a board member as chair and at least one community member who can bring a broader perspective to the deliberations. These additional community members also function as a board recruitment strategy by creating a pipeline of members who know and understand the institution.



1. **Executive Committee**—Composed of the board officers (Chair, Vice Chair/Secretary, and Treasurer). This committee oversees the goal setting and agenda development and to serve as a preliminary sounding board for the chair of the board and the administrator. The committee also recruits new members to the board. This group is primarily responsible for the long-term planning and viability of the school. The committee is also responsible for ensuring that the contract with the state under SB446 is adhered to.

2. **Governance**—will likely be chaired by the attorney on the board and with members of the community participating. This committee ensures that the school is following all state laws and avoiding conflicts of interest. This committee oversees and oversees compliance with Federal and State laws. It also oversees policy development, including those effecting students and faculty.

3. **Advancement Committee**—Composed of the committee chair and community volunteers to help raise funds for the school (particularly facility) and build the public profile of the school in the community.

4. **Community Engagement Committee**—will likely be chaired by the parent representative on the board. This committee is also composed of the Director of the Community Engagement Center and community members who can give direction on building reciprocal relationships with families, neighbors, community organizations and the Health sector.

5. **Academic Performance**—will likely be chaired by the education expert on the board and composed of the principal and other community leaders (including parents) who can develop a sophisticated oversight of the academic performance of the school. Data gathering will focus on goals outlined in the charter.

6. **Finance Committee**—will likely be chaired by the finance expert on the board and the members of the Audit Committee required by state statute. This committee cares for the fiscal health of the school and its long-term viability of the financial policies, audit findings, systems, and structures (separation of duties, etc.).

7. Student Support—will likely be chaired by a board member who can provide oversight to the social, emotional and other support structures at the school (School Based Health Center, student discipline policies, out of school time programs, and overall school culture.) Key measurements for this committee are retention rates.

Board Structure:

Officers of the Board shall include a President, Vice-President/Secretary, and Treasurer as more fully stated in the Board by-laws. The responsibilities of the President shall include coordinating all orders and resolutions of the Board. Committees report directly to the board at its regular meeting. Committees are responsible for researching and recommending potential board policies and initiatives that align with their specific goals. Also, the committees retain oversight responsibilities for finance, academic performance and other areas that are within their responsibility. Along with oversight also comes responsibility to bring information and recommendations for future actions to the board.



Grounds for removal from office:

The procedure for removal of Governing Board members will be outlined in the school's official Bylaws. Grounds for removal include, but are not limited to, the following:

**Attendance:** Attendance at Governing Board meetings is mandatory. Missing two meetings in a row without prior Governing Board approval is grounds for immediate dismissal from the Board.

**Conflict of Interest:** Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would result in economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed. Failure to provide prior notice of any conflict of interest is grounds for removal.

**Professionalism/Character:** Board members are expected to conduct themselves with the highest level of professionalism and character at all times. Any misconduct, unprofessionalism, or acts of moral turpitude are grounds for removal."

Board and Administrator Relationship:

The board is solely responsible for hiring the Principal who is the lead administrator. The Principal will hire all other staff members. Ultimately the board's role is to hold this individual accountable for implementing policies set forth by the board. However, HLHS expects that the board will be highly collaborative with the school leaders to create a forward thinking adaptable organization that can accomplish its mission in a dynamic and changing public school and Health sector profession environment (Charter Friends National Network, 2000).

Bylaws:

The bylaws for HLHS have are not yet written. The board members intend to develop them by January 2013. This work will be done using the ACE Leadership High School board of directors and lead administrator as a resource. The board will also complete a review of bylaws from other high functioning charter school boards to create bylaws that will help ensure effective governance of the school.

III A. (2) Describe the expertise of the founding member(s) and his/her/their qualifications and/or experience that is relevant to developing a charter school plan and implementing a charter school's operations.

Tony Monfiletto is the Principal of ACE Leadership High School and the Executive Director of the New Mexico Center for School Leadership (the Professional Development Center at ACE Leadership High School.) Tony has co-founded Amy Biehl High School and ACE Leadership High School in Albuquerque New Mexico. Both institutions are highly regarded for their cutting edge innovation and effective management. Also, the Coalition of Essential Schools recognized Tony's work at Amy Biehl High School and the Gates Foundation when the school was designated a "Mentor" school. This designation allowed him to incubate the Native American Community Academy, which is another highly successful innovative charter school. Tony has a wide variety of expertise in school management, instructional leadership, school finance, and facility acquisition.

Mr. Monfiletto has a broad set of experience. He has a licensed administrator and he has worked in school reform in Chicago Illinois and as an analyst with the Legislative Education Study Committee in New Mexico. In 2012, Tony established the New Mexico Center for School Leadership, which functions as a Professional Development Center within ACE Leadership High School. One of the central goals of the Center is to replicate the ACE Leadership model in other industries like health care.

Everette Hill is the Executive Director of the New Mexico Forum Foundation. Everette has been on the founding team of leaders since the beginnings of the charter school movement in New Mexico. He coauthored the Nuestros Valores charter school application in 2001 and the Camino Real charter application in 2002. He has been on contract with Amy Biehl High School in Albuquerque and provided assistance in their community engagement strategies and overall organizational development. Since that time he has been an integral member of the development team at ACE Leadership High School. He is an expert in organizational development, community engagement, and Positive Youth Development. He has more than 10 years experience in charter school development and a deep understanding of the complexities of creating excellent schools.

III A. (3) Provide a list of your proposed initial governing body members and describe the expertise represented on this governing body that demonstrates capacity to initiate the opening of the charter school.

All board members were selected because of their commitment to the mission and vision of HLHS. Each member has a deep understanding of education and the Health sector and all have executive level experience in their organizations. These attributes are vital for a high functioning board of directors.

Parent (vacant until school begins operations)

Michelle Melendez is a liaison between First Choice Community Health Care and the patients and communities it serves, and with elected officials and community leaders. She leads customer service, communications and public relations. She was a member of the UNM Hospitals Board of Trustees from 2006 to 2011, and now serves on the Con Alma Health Foundation Community Advisory Committee, the Bernalillo County Community Health Council and the Nurse Family Partnership Community Advisory Board. She served on the 2010 Urgent Care Task Force and previously served on the Governor's Committee on Health Coverage for New Mexicans. She is a Fellow in the Robert Wood Johnson Foundation's Ladder to Leadership Program with the Center for Creative Leadership. She is the co-author of *Chicanas in Charge: Texas Women in Politics*, with Gutierrez and Noyola. Alta Mira Press, 2006. She has her Master's degree in Public Administration from UNM.

She began her career as a newspaper reporter after graduating from UNM with a degree in journalism. Michelle reported for 12 years in Albuquerque, Mexico City and Ft. Worth, Texas before returning to New Mexico, where she worked for Albuquerque Public Schools, the New Mexico Department of Health and St. Joseph Community Health from 2001-2010.

Dr. Diego Gallegos is recently retired from public education having previously served as an Assistant Superintendent with the Albuquerque Public Schools where he led the district's student and community support services (health, mental health, family engagement and community schools), support to charter schools, Title IX coordinator, and leader of the district's Cultural Proficiency initiative. He has been a public school teacher and administrator in New Mexico for thirty-nine years, including work as a coordinator of Special Education programs, a regional center director serving rural school districts, State Director of Special Education, and Assistant State Superintendent of Schools. He represented APS on the Hispano Chamber of Commerce Board of Directors. And he was the lead on Hispano/Latino education issues for the District, facilitating the work of the District's partnership with the Latino Education Improvement Taskforce known as the Hispano/Latino Academic Achievement Committee.

Diego Gallegos has been an active member of the Albuquerque community having served as a member of the South Valley Area Council, Economic Opportunity Board of Directors, and member and President of the Youth Development Inc. Board of Directors. He was elected to two terms on the Albuquerque School Board from 1987-1995, serving as President for one year. Diego currently serves as Vice President of the EXPLORA Children's Museum Board of Directors. Dr. Gallegos completed his doctoral dissertation in Educational Leadership in July 2004. He was a finalist for the New Mexico Secretary of Education position and the APS Superintendent position.

Ryan Harrigan practices law in a variety of health care areas: regulatory, fraud and abuse, clinical trial, and compliance matters for major healthcare entities. Mr. Harrigan has extensive expertise in the federal Anti-kickback Statute, the Stark Laws and the federal False Claims Act, as well as cost reporting and other reimbursement issues. Mr. Harrigan has managed and coordinated investigations of healthcare corporations in response to government subpoenas, *qui tam* actions, and other government inquiries involving healthcare fraud and abuse allegations, and has defended major civil and criminal government healthcare fraud litigations and investigations. Mr. Harrigan has conducted numerous internal audits and advised healthcare companies, including academic medical centers, hospital systems, diagnostic medical imaging centers, pharmaceutical and medical device manufacturers on compliance with federal and state fraud and abuse laws.

Mr. Harrigan's practice also involves advising a wide array of healthcare industry clients on issues related to pharmaceutical and medical device marketing, the structure and formation of joint ventures and other corporate transactions, including mergers and acquisitions. Mr. Harrigan assists hospital systems, pharmaceutical and medical device manufacturers and DME manufacturers in the development and implementation of comprehensive compliance programs including the drafting of policies and procedures, creation of databases, and designing of audits and other systems. Mr. Harrigan also has experience assisting healthcare and life sciences clients in the review, preparation and negotiation of agreements related to the clinical trial process and many other types of agreements including agreements between hospitals and physicians and other healthcare vendors. Mr. Harrigan represents a variety of entities in their various roles in healthcare financings and transactions, including issuers, underwriters, hospitals and other tax-exempt organizations.

In addition to his work in the healthcare arena, Mr. Harrigan has experience in a wide array of other business litigation matters involving breach of contract, unfair competition and trademark infringement. Prior to joining Melendres, Melendres & Harrigan, Mr. Harrigan practiced law for eight years at the international law firm Latham & Watkins LLP where he was a member of the Health Care & Life Sciences practice group. Mr. Harrigan is a member of the American Health Lawyers Association and the American Bar Association. Mr. Harrigan is the Co-Chair of the False Claims Act/Qui Tam Sub-Committee of the American Bar Association's Health Law Litigation Section.

Dr. Javier Aceves is the Medical Director of UNM Young Children's Health Center. He has been providing primary health care services for children with chronic conditions and disabilities since 1985, and has been medical director of Young Children's Health Center since 1999. He obtained his medical degree in 1979 at the Autonomous University of Guadalajara and his pediatric residency at the University of Texas HSC in Houston in 1985. He is the chief of the Division of General & Community Pediatrics and Professor of Pediatrics at the University of New Mexico. He teaches about community-based practice and the medical home for children and youth with special health care needs.

Lisa James has over 15 years experience in healthcare finance. She has served as CFO and Controller in many heart hospitals across the country, including: Phoenix, Tucson, Bakersfield, Dayton, Austin. Before taking time out from her career to have children, she most recently served as Chief Financial Officer and V.P. of Finance of the Heart Hospital of New Mexico.

Lisa has been very active in the community serving in a variety of roles and supporting worthy charter and independent school initiatives:

- East Mountain High School Past Board of Trustees - 4 year term completed
- East Mountain High School Gala Chair ( 5 years) -completed
- Communication/Newsletter Director, Sunset Mesa Parent Association - (3 years) - completed in May
- Treasurer, Sunset Mesa Parent Association - current - beginning in August
- Mountain Christian Church Mission Advocate Coordinator for Bolivia region - (3 years) completed

She holds a B.B.A in Accounting from Siena College in Upstate New York and she currently runs her own accounting and management consulting company: LBJ Consulting, LLC.

Arthur Kaufman, MD, Vice Chancellor for Community Health and Distinguished Professor, Family & Community Medicine received his medical degree from the State University of New York, Brooklyn in 1969 and is Board Certified in Internal Medicine and Family Practice. He served in the U.S. Indian Health Service, caring for Sioux Indians in South Dakota and Pueblo and Navajo Indians in New Mexico, before joining the Department of Family and Community Medicine at the University of New Mexico in 1974, where he has remained throughout his career, providing leadership in teaching, research and clinical service. He was promoted to full Professor in 1984 and Department Chair in 1993. In 2007, he was appointed as the first Vice Chancellor for Community Health, and was promoted to Distinguished Professor in 2011.

Dr. Kaufman's has a passion for creating innovative education and service models to better address community, indigent, rural and population health needs. He helped initiate the Primary Care Curriculum in New Mexico, which became an international model for change by innovative track in traditional medical schools. He began to integrate Public Health and Family Medicine as Director of the Rockefeller funded Health of the Public Program in New Mexico. He is Director of New Mexico's World Health Organization Collaborating Center for Innovative Health Workers Education Service and Research Models. In 1999 he was elected Secretary General for the Network: Towards Unity for Better Health-- a WHO-affiliated, non-government organization comprised mostly of academic health centers in developing countries interested in improving their relevance in education and service in addressing health needs of their local populations.

III A. (4) Describe how future governing body members will be selected as vacancies arise. Enumerate the qualifications desired for members that will assure the school's governance is competent to operate a public school.

Governing body members will be selected through the subcommittee process of the board. The work of the board is done through a subcommittee process and each subcommittee is responsible for recruiting members from the public to participate in their deliberations. These public members learn about and contribute to the work of the committees. Ultimately, these individuals should transition into board roles as terms expire or if a member must leave for an unexpected reason.

General Qualifications for board members include:

1. Executive level experience in their own organization
2. Broad understanding of education reform in New Mexico
3. Specific understanding of HLHS goals, mission, clientele, and connection to industry and community.



Specific areas of expertise for board members include:

1. Finance expertise—Practicing accountant with a background in audits and fund accounting
2. Legal expertise—Practicing attorney with a New Mexico License who has expertise in corporate governance.
3. Academic Performance expertise—Understands state accountability systems such as the SBA, and experience with performance assessments.
4. Community Engagement expertise—Experience in working with local communities and able to communicate the vision of the school to outside stakeholders
5. Strategic Planning expertise—Experienced leader who understands strategic planning and capable of facilitating planning for the board.
6. Student Support expertise—Experienced in the social services realm and able to see the connection between achievement and social/emotional support for students.
7. Advancement expertise—Deep understanding of the Health Sector with high-level connections to corporate leaders that can leverage ongoing resources (human and financial) for the school.

#### B. Governing Body Training and Evaluation

III. B. (1) Describe your plan for ensuring the governing body receives the required training and how the school will include these costs in the budget. How will you ensure that the training provided is relevant to the school's governance and oversight requirements?

##### Governing Body Training

Governance Council Training is required by New Mexico State Statute 22-8B-5.1 and 6.80.4.20 NMAC "all governing body members of charter schools shall attend at least 5 hours of training at least annually . . . " The New Mexico Coalition for Charter Schools Conference and/or through webinars provided by NMCCS. This training has been sanctioned by the Public Education Department and therefore it should be relevant. Also, HLHS has budgeted for board development costs in its annual operating budget.

III B. (2) Provide a plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness.

##### Evaluation

Evaluations of Governing Council effectiveness will be done annually. There are multiple assessment tools recommended in the "Creating an Effective Charter School Governing Board Guidebook" that was published in 2000 by the US Charter Schools organization.

Examples include:

1. Board Self-Assessment Questionnaire
2. Self-Assessment for Nonprofit Governing Boards
3. Charter School Board of Directors Self-Assessment Template
4. Board Development Assessment Tool
5. Visionary Board Leadership Assessment

The board will determine which assessment is most applicable during the Spring of 2013. Choosing the most appropriate assessment tool should be based on the consensus of the board and after they have a deeper understanding of each other's skills and talents. Annual evaluations will be conducted every year at the annual retreat.

### C. Leadership and Management

III C. (1) Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

The Governing Board at HLHS will meet regularly (likely each month) to consider operational, financial, and academic outcomes of the school. The board will have a series of committees that will also likely meet each month. Although the board will have the power to take action on any issues it chooses, the committees are tasked with oversight in these areas and most recommendations for new policies or strategic directions will come from their work.

III C. (2) If the proposed head administrator is a founder or already identified, provide a summary of his/her background and qualifications for this position:

Gabriella Blakey has been selected as the Principal for HLHS. Her qualifications and background follow:

Gabriella Blakey has worked in education for 15 years as an advocate for youth. She began her work in education as an AmeriCorps member in Las Cruces, New Mexico. After receiving her Bachelor of Science in Education from New Mexico State University she moved to Seattle, Washington where she taught English as a Second Language. After teaching in Washington, she moved back to Albuquerque, New Mexico where she taught History and English as a Second Language at Highland High School and Albuquerque Evening School. She also worked as the Activities Director at Highland High School encouraging student involvement in school and community. She continued her education to pursue work in school administration and received her Masters of Arts in Educational Leadership from the University of New Mexico where she was recognized with the University of New Mexico Educational Leadership Program Distinction Award. She is currently pursuing her Doctorate in Educational Leadership at the University of New Mexico.

Ms. Blakey has worked as a school assistant principal at Roosevelt Middle School and Eldorado High School. She also served as the principal of Eisenhower Middle School. She has served as a leader in school and district initiatives including middle school redesign, policy advisory committee, athletics advisory committee, executive board member of the APS principal association, chair of the APS administrators' conference, and common core standards professional development leader. In 2010, she was awarded the New Mexico PTA Principal of the Year. As a school administrator she worked to transform schools into learning communities focused on the belief that all students can learn and encourage staff to embrace ideas that are radically different than those that have been used to guide schools in the past. She believes firmly in providing equal education to everyone and developing lifelong learners.

III. C. (3) Describe how the governing body will convey to and delineate the roles and responsibilities of the school's head administrator and how will he/she be evaluated and held accountable for the operations for the school's success. Proposed job description (See Appendix C)

The Principal will have an official annual evaluation that is based on the work plan developed in cooperation with the Governing Board. Evaluation criteria will be based on milestones and performance outcomes that are time sensitive and rooted in the content of the approved charter and resulting contract with the state. Likely milestones will be either monthly or quarterly. Some, (not all) outcomes during the planning year will include:

1. Recruit a sufficient number of students to ensure the school meets its enrollment projections and budget.
2. Identify a location for the school
3. Hire and train faculty and other staff
4. Establish working partnerships with Health Sector and community leaders to finish creating the school's curriculum
5. Ensure that all planning year expectations required by the Public Education Department have been met (policies, etc.)
6. Establish a financial control and budgeting system that ensures solvency over time.

After the first year of operation, and in subsequent years, the Principal will be evaluated based on specific expectations of the contract with the Public Education Department that establishes the school. For example below are some of the performance criteria that have been outlined in the Act:

1. Student academic performance
2. Student academic growth
3. Achievement gaps in both proficiency and growth between student subgroups
4. Attendance
5. Recurrent enrollment from year to year
6. Post-secondary readiness
7. Graduation rates
8. Financial performance and sustainability
9. Governing body performance, including and terms of the charter contract

#### D. Organizational Structure of the School

III D. (1) Describe the organizational structure of the school and provide an organizational chart that clearly delineates the relationships between all parties including the administering of the day-to-day activities of the school.

HLHS will be created on a three-pillar system: 1) Learning by Doing 2) 360 degree support and Community Engagement. These equally important elements of the school's design are equally important to realizing its mission:

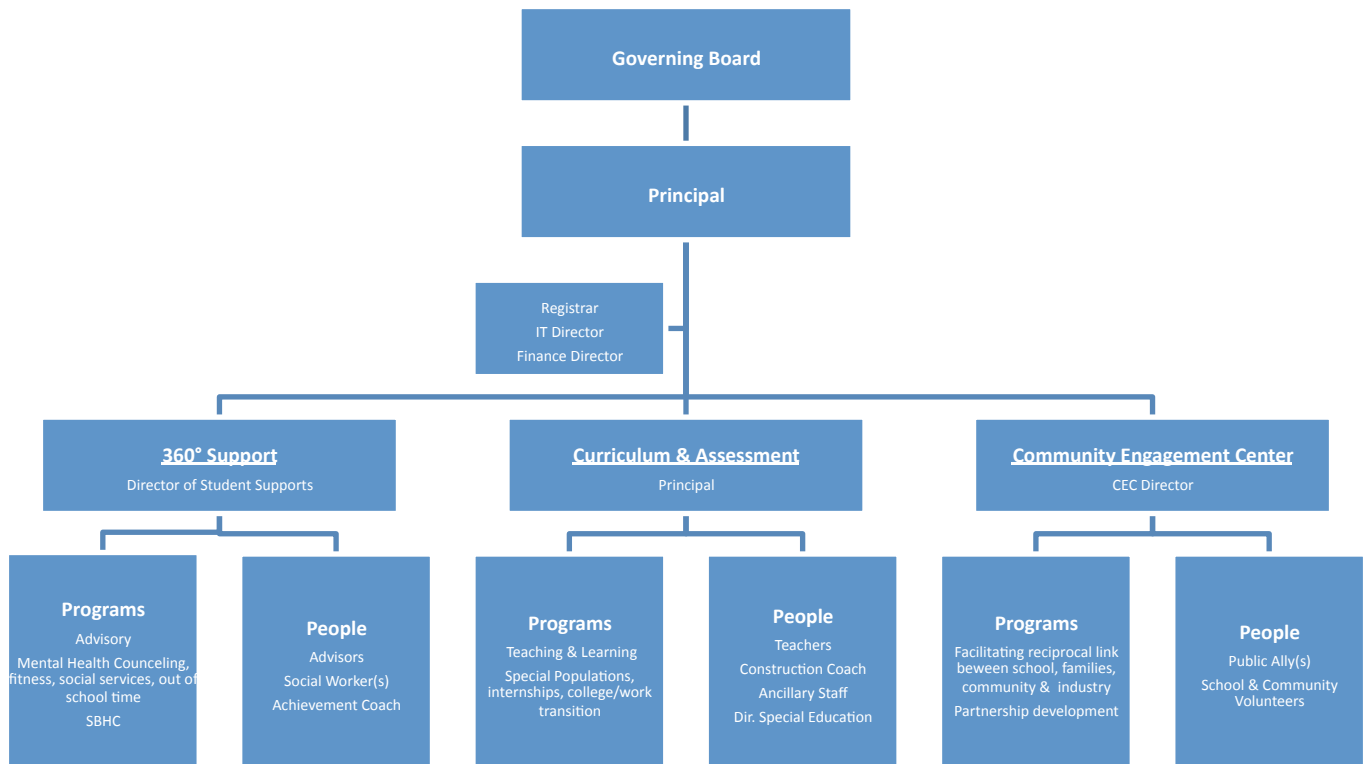


360 Degree Support—This pillar is responsible developing school culture. Specifically, it leads mental and physical health, fitness, and nutrition programs at the school. This is a leadership role that collaborates with the Community Engagement Center (CEC) to engage families and create partnerships with community-based service providers who can support our students and families (immigration services, mentorship programs, etc.) Finally, this pillar ensures that Positive Youth Development practices are present in order to build a culture that is has high academic expectations and is intellectually and emotionally safe for students.

Curriculum and Assessment—This pillar is responsible for “Learning by Doing, Every Day in Every Class.” We believe that engaging project-based learning is the pathway to student higher levels of student performance. Also, we are committed to a “Mastery” based system where students demonstrate their learning through a variety of assessments as opposed to traditional “grading” which is concerned with coverage and seat time. Teacher development and industry partnerships are the central to a responsive and adaptable curriculum that keeps the school on the cutting edge of teaching and learning.

Community Engagement—This pillar is responsible for creating relationships with external partners that are reciprocal in nature. This person shares an office with community-based organization (Sawmill Advisory Council at ACE Leadership) and together they leverage partnerships that are attentive to community and school needs. Service, mentorships, and off-site programs are under this person’s purview. Finally, this person is responsible for understanding community assets and connecting our faculty to partners that can further our mutual interests.

## Organization Chart



III D. (2) Include proposed job descriptions of certified and licensed staff. In addition, if your organization structure included non-traditional roles or positions, explain why these roles are important in implementing the school's mission and educational program. Attach staff job descriptions as Appendix D.

See Appendix D

III D. (3) Provide a description of a comprehensive evaluation process for educational staff, and how it will be tied to student performance and the school's mission and goals.

The Principal will be responsible for designing and implementing an effective personnel supervision and evaluation program for those staff members for which they are responsible. This program will have as its basic interest the improvement and development of the entire staff within the mission of the school HLHS will adhere to applicable state regulations and the highlighted requirements of the plan.

House Bill 212 establishes the New Mexico 3-Tiered Licensure System. The Public Education Department Regulation, 6.69.4 Performance Evaluation System Requirements for Teachers, further defines specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure. New Mexico Statute 22-10A-4.B states that the New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels. However, based on the New Mexico rule 6.69.8 NMAC “Teacher and School Leader Effectiveness, HLHS will follow uniform procedures for conducting annual evaluations of school teachers.

Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved. Goals must include measuring student achievement growth within the classroom. The Principal shall observe each teacher’s classroom practice at least twice annually to determine the teacher’s ability to demonstrate state adopted competencies and indicators for each teacher’s licensure level (6.69.4.8.D and 6.69.4.10.C & D NMAC), no later than forty (40) days after the first day of each school year. In addition to observations, collection of additional forms of data will assure a valid assessment of each employee’s ability to demonstrate the competencies.

Options for additional data collection include but are not limited to: review of videotape; written documentation of activities; locally developed survey of staff, students, and/or parents; review of student work and performance; review of the teacher’s contribution to the school’s vision, mission, and outcomes; portfolios; information gained through peer observation and/or peer coaching; anecdotal records; reflective journals; self-evaluations; instructional artifacts; and other formats satisfactory to the teacher and the Principal.

The HLHS Mentorship Plan will be aligned with EPPS, and resulting in appropriate activities for the mentor/new teacher that are sustained, connected, and founded on scientifically based research.

The Principal or his/her licensed designee will develop an individualized mentorship plan with the New Teacher and his/her mentor that addresses the Level I teacher competencies that are built upon the foundation of the differentiated indicators. Each beginning teacher’s Professional Development Plan (PDP) will include his or her mentorship program participation.

HLHS will provide individual support for new teachers (NT) from designated mentors that includes the following activities and/or services:

- Collaborative curriculum alignment, design, and planning
- Classroom observations of NT by the mentor and of mentor by NT. The observations may also include observation of a master teacher.
- Student Assessment is reviewed by Mentor/NT and evidenced by a supporting document.
- Conferences between Mentor/NT cover classroom management, differentiated instruction, use of standards-based rubrics, lesson planning and instructional resource development.

Mentor teachers will all receive training that includes:

- Understanding the development and needs of the new teacher;
- The process of developing mentor relationships;
- The process of documenting teacher growth;
- Best practices for working with new teachers.

Mentorship for all NTs is mandatory at HLHS

HLHS will have a structured procedure for the selection of mentors. The process will include creation of minimum criteria for the position, an interview process that includes participation by the NT, and be open employees of the school and independent contractors. Mentors will need to demonstrate effective methods for measuring and implementing student achievement growth in their classrooms.

Mentors receive compensation and that amount is to be determined by the Principal.

Mentors will not make evaluative and summative assessment of the teacher, as that is the role of the site administrator. However, they will participate in formative assessments of the NT's progress.

In the case of disputes or grievances between mentors and new teachers, the Principal or his/her licensed designee will conduct mediation between the two parties. If a satisfactory result cannot be found, the NT will be re-assigned to a new Mentor.

At the completion of the first year of mentorship, the Mentor will provide written feedback to the Executive Director or his/her licensed designee on activities of the year. This information will be considered in combination with the standard evaluation process at the school. If the mentorship was not successfully completed, the Principal or his/her designee can provide additional mentorship for 2 or 3 additional years.

HLHS shall create an ad hoc committee to develop a process for including board members, administrators, and other school personnel in the design, implementation, and evaluation of the Mentorship Program. This process shall be completed before the opening of school in July 2013.

III D. (4) Provide a staffing plan that demonstrates a sound understanding of staffing needs and that is viable and adequate for effectively implementing the educational program/curriculum.

<b>Position</b>	<b>Year 2013</b>	<b>Year 2014</b>	<b>Year 2015</b>	<b>Year 2016</b>	<b>Year 2017</b>
Principal	1.00	1.00	1.00	1.00	1.00
Health Sector Coach	1.00	1.00	1.00	1.00	1.00
Dir. Student Support	1.00	1.00	1.00	1.00	1.00
CEC Director	0.60	1.00	1.00	1.00	1.00
Transition Coach	0.00	0.00	1.00	1.00	1.00
Teachers	4.00	10.00	12.00	16.00	16.00
Sp. Ed. Teachers	2.00	3.00	4.00	5.00	5.00
Speech Language Therapist	0.00	0.00	1.00	1.00	1.00
Social Workers	1.50	2.50	3.00	4.00	4.00
Sp. Ed. Assistant	0.00	1.00	1.00	1.00	1.00
Office Manager	0.00	0.00	1.00	1.00	1.00
Registrar	1.00	1.00	1.00	1.00	1.00
IT Director	0.50	0.50	1.00	1.00	1.00
Finance Director	1.00	1.00	1.00	1.00	1.00
Facility Director	0.00	0.50	1.00	1.00	1.00

<b>TOTALS:</b>	<b>13.60</b>	<b>23.50</b>	<b>31.00</b>	<b>37.00</b>	<b>37.00</b>
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III D. (5) State the length of the school day and school year (including a total number of days/hours of instruction). Describe in detail how this schedule supports the school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

The proposed 2013-2014 school year for students begins August 12, 2013 and ends June 20, 2014 though these dates might be moved the total number of instructional days will not change. The school year calendar is broken up into 9-week sections with three-week breaks for students. However, the grading periods will be based on a trimester system lasting 12 weeks each. During these breaks, Interim School will be taught for students who need extra time to address any core skill not mastered before the grading period is completed.

III D. (6) Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.

Teachers will have an extended calendar for professional development. The proposed total number of instructional days for students is 172 totaling 1125 hours for the school year, which is 36 weeks long for the students. The proposed total number of instructional and professional development days for staff is 210 for the school year. Interim School days taught will be on an individual basis determined by student need rather than requiring that all teachers and students are present. These days would be additional instructional days for students and the teachers.

The re-engagement center staff would participate in the professional development work with the high school staff. The total time for the re-engagement center school year of 144 days (Monday through Thursday) plus 10 additional school days on Fridays and Saturdays to provide learning opportunities during the day, which results in a total of 154 school days for the re-engagement students or 770 on campus hours and 1080 total hours including the off campus hours.

Professional Development activities will focus on the following:

1. Critical Friends Group protocols that are directed toward tuning and developing lessons (looking at student work, etc.).
2. Data-Based Inquiry that seeks out solutions to issues raised by close examination of student performance and demographic data.
3. Curriculum development that is done collaboratively with industry partners.
4. Positive Youth Development training that re-orient teachers from deficit minded clinical assessments of students toward an assets-based frame of reference.
5. Community Engagement that allows teachers to leverage their own efforts with community resources to propel student learning/support (home visits, asset mapping, place-based learning, etc.).



## E. Employees

III. E (1) Provide an explanation of the relationship that will exist between the charter school and its employees. This explanation should include a general description of the terms and conditions of employment for each class of employee (administration, professional staff, and administrative staff) and how the school will address employees recognized representatives.

All certified and non-certified Employees are subject to the School Personnel Act, Section 22-10A et. seq. NMSA 1978. Employees are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, employees are classified as non-exempt or exempt in accordance with the Fair Labor Standards Act and applicable state law and compensated according to FLSA overtime guidelines. Employees who work more than 0.25 FTE (Full Time Equivalent) shall participate in the Educational Retirement Board pension for public educational employees. Employees are not covered under any collective bargaining agreement.

Employees of HLHS are not employees of a school district. The school does not intend to have an employee bargaining unit. However, in the event that one is certified, the Board will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act.

III E. (2) Provide proposed governing body personnel policies that comply with all applicable federal and state statutes and regulations (attach as Appendix “E”)

See Appendix E

III. E (3) Describe a staff discipline process that provides for due process in accordance with state law

The following is a section of the personnel policies that relate directly to due process for employees:

### **Progressive Discipline Process**

A number of tools may be used to motivate, correct, and/or discipline employees, including, but not limited to warnings, reprimands, suspension with or without pay, and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.

### **Administrative Leave Pending Possible Disciplinary Action**

If an employee is suspected of violating HLHS policies, procedures, or work rules, they may be placed on administrative leave, with or without pay, pending an investigation of the situation.

### **Employment Termination**

Termination of employment is an inevitable part of personnel activity within any organization, however it is done without careful consideration. Below are examples of some of the most common circumstances under which employment is terminated:

- Reduction in Force (RIF)
- Non-renewal of Year-Long Contracts and School-Term Contracts
- Resignation – voluntary employment termination initiated by an employee
- Discharge – involuntary employment termination initiated by the organization

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

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

**Termination for Cause:**

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

**Termination of Employment**

**A. Voluntary Termination:**

1. Employees may at any time terminate their employment voluntarily. An employee must give at least two weeks written notice of intention to resign in order to be considered as having left employment in good standing. Exceptions may be made on a case-by-case basis if a two-week notice was not possible. In such a case, other conditions will be considered, as such as past performance.

**B. Involuntary Termination:**

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

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

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

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

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

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

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

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

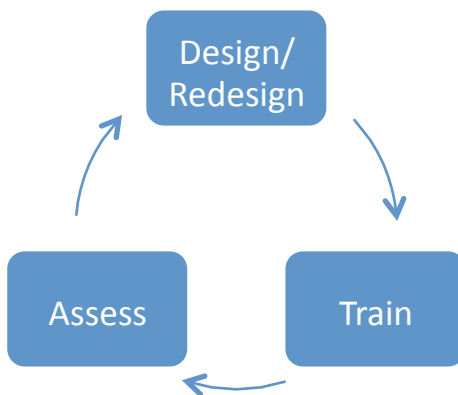
Formal complaints against a co-worker or supervisor shall be submitted to the Human Resources officer (Finance Director) or his designee at HLHS. The HR officer shall conduct an investigation and bring their findings to the affected parties. Final decisions regarding the grievance rest with the Principal or his licensed designate.

F. Community/Parent/Employee Involvement in Governance.

III F. (1) Explain the nature and extent of parental, professional educator, and community involvement in the governance and the operation of the school and how their involvement will help to advance the school's mission and vision.

The Governing Board at HLHS is created with a committee structure that invites community to participate in its deliberations. All committees are composed of board and community members. In addition, the school will have a Community Engagement Center (CEC) that is responsible for reaching out to the community to form partnerships that are reciprocal in nature (good for the school and good for the community). The CEC will create and advisory committee that helps with outreach efforts that can bring public input to the school through structured "Community Conversations" facilitated by our partners at the New Mexico Forum for Youth in Community.

In addition, the school will host four family meetings throughout the year where parents and students meet with school faculty to work together on behalf of the student. Finally, HLHS is a demonstration-based school that relies upon the input of its community partners. Curriculum is developed with their input, teachers receive some training from them, and finally they are asked to help evaluate learning at the school. See below:



Finally, the school will have a deep partnership with the New Mexico Center for School Leadership (the PDC at ACE Leadership High School). Both institutions will operate on a common calendar and share professional development opportunities.

III. F. (2) How will you address complaints from the community, parent, or students about the school. Describe a clear resolution process for complaints.

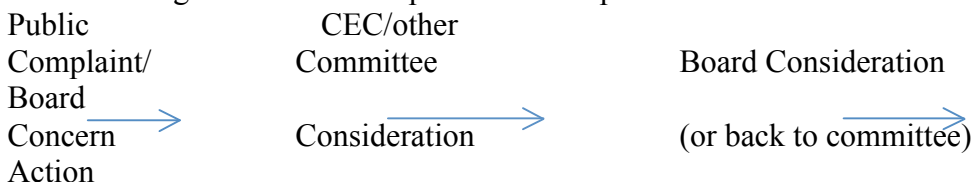
HLHS board meetings are advertised and open to the public and all are welcome to attend a meeting and make comments on any topic related to the school's governance or operations. The school has a committee structure with meetings that are also advertised and open to the public and most concerns would be referred there (although it is within the board purview to deal directly with any topic it chooses.) Complaints that are specific to one of the

areas specific to a committee responsibility will be addressed by that committee and recommendations for changes will be brought to the board if warranted.

Finally, the Community Engagement Center (CEC) is central to the school's operations. The CEC has an advisory committee that includes a board member and the CEC Director. The CEC Advisory Committee can also bring concerns directly to the Board of Directors. The committee will also be composed of other stakeholders in the school including the following:

- Neighborhood association members
- Health Sector representatives
- Parents
- Students

The following outlines the complaint/concern process:



#### G. Student Policies.

III G. (1) Attach as Appendix “F” a proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations at 6.11.2 (NMAC).

See Appendix F

III. G.(2) Describe how you will provide alternative educational setting for eligible students who are long-term suspended or expelled.

In the case of students receiving special education services, HLHS will ensure that their IEP goals are being followed while addressing any issue of misconduct. IEP manifestations will take place to determine if the behavior is a result of the disability and the team will determine the outcome in compliance with all IDEA regulation. Interim Alternative Educational Settings (IAES) will be available for any student facing severe discipline consequences.

The Student Support Team will refer any student without an IEP to a school other than HLHS. Although expulsion is a last resort, the school acknowledges that it is sometimes necessary. Therefore, it has developed strong relationships with other schools who have a specific mission of educating students that have been expelled and the SST will follow up to ensure that the student has enrolled and transitioned to another institution.

#### H. Student Recruitment and Enrollment

III H. (1) Explain the plan and specific strategies for student recruitment and marketing to attract students from the school's targeted population and that will provide for broad circulation of information about the new school. Include a proposed timeline for recruitment and enrollment.

There will be two clientele for HLHS in the initial years and the school will have two complementary recruiting strategies aimed at attracting a clientele that is either off track to

graduating or returning to school after dropping out. Overall we expect that 80 percent of the total population will meet these criteria.

Our mission is to serve a majority of students who are off track to graduation or who have dropped out of school and our recruitment in year one will focus on working with guidance counselors from local high schools to identify students who have not been successful. This strategy has been very successful for ACE Leadership High School and HLHS intends to use the same relationships to school officials in the district to identify students. Also, HLHS will leverage partnerships that currently exist with the following organizations:

- Encuentro and the Partnership for Community Action that work with the immigrant community to recruit students. Members of these organizations.
- Also, the school will recruit students through its corporate partners. UNM Hospital, First Choice, and Presbyterian have community clinics and the school intends to disseminate information about its program with their assistance.
- Bernalillo County Community Centers will host public meetings that will be advertised to residents through the mail and in conjunction with the services they provide on an ongoing basis (athletics, dental care, early childhood services, etc.)

HLHS is also committed to broad circulation of the opportunity to attend the school. The Albuquerque Public Schools provide mailing lists of all students by grade in the district. HLHS will recruit these students by mail and focus on a message that it provides an alternative for students who are not successful in traditional schools.

Timeline:

- September 2012, meet with counselors from local middle and high schools
- December 2012, mailing to regional high schools students following the first semester report cards
- April 2013, second mailing followed up by a public meeting at a community center (first lottery)
- June 2013, third mailing followed up by a public meeting at a community center (second lottery to fill remaining seats if needed). If the school has maximized enrollment by this time it will set a waiting list).

III H. (2) Describe the lottery process to be used by the school to allocate seats including tentative timeframes and procedures for conducting the lottery and for maintaining and using a wait list.

All students who meet the State of New Mexico's eligibility requirements for attending a public school may apply for admission to HLHS. The school will not discriminate among applicants on the basis age, disability, gender, ethnic or national origin, religion, or academic standing. HLHS is a New Mexico non-sectarian, non-home school based public school that does not charge tuition or have admission requirements. There are no criteria for admission. In accordance with the Charter Schools Act, Chapter 22, Article 8B NMSA, siblings of students enrolled or chosen for enrollment in the NMACE will be automatically eligible for enrollment in the school.

HLHS will announce the opportunity to apply for open enrollment beginning in November and ending when sufficient students have been recruited to meet the desired enrollment. Opportunities to enroll will be advertised on the school's website and through venues such as public middle schools, youth development organizations, health care clinics,

neighborhood organizations that provide services to youth, community centers and student academic associations. Enrollment announcements will be provided in both English and Spanish.

Applications for enrollment will be accepted on an ongoing basis. As they are received, the registrar or designee will catalogue all applications. A receipt record of applications will be kept on file at all times at the school. A lottery date will be set for the first open house held by the school (April). In the event more applications are received than there are available openings in the school, a lottery process for admission will be instituted for all applicants. If the school does not have sufficient applications to fill the existing slots, subsequent lotteries will be to fill the openings number available.

Notice of subsequent lotteries will be advertised. The lottery will occur no more than thirty days after the first lottery. Lottery applicants will be eligible for consideration for only one grade based on a transcript evaluation and will depend on the grades and numbers of students applying to each grade. A school official such as the Principal, or a designee, will draw numbers for the lottery. After student openings are filled, all others will be placed on a list and another random drawing will take place.

Subsequent lotteries will be conducted based upon enrollment needs. All students will be notified should they be selected for enrollment via a letter sent US mail or a letter may be delivered in person. Students must acknowledge in writing their intent to enroll in HLHS and complete all registration documents. Students who do not confirm in writing and complete all necessary documents, within the time and date specified in the letter of notification, will forfeit their right to attend the charter school for the year they were chosen to enroll.

After all grades are phased in, each year the Principal shall present the Governing Board the number of seats available for new enrollees for the following school year. This number will be determined by subtracting the number of students who have returned letters of intent from the number of openings available.

#### Anticipated Enrollment Timeline –

November 1, 2012: Applications will be accepted for the lottery drawing. Applications will continue to be accepted and those students not drawn in the lottery(s) will be placed on a waiting list. All applications that are completed and turned into NMACE on the date of lottery drawing(s) will be included in that drawing.

April 1, 2013: Open House and first lottery drawing held. Students will be notified as they are drawn as described in the application.

June 3, 2013: If all advertised slots are not filled, a second Open House and second lottery drawing held.

April 5, 2013: Registration documents and new student orientations will begin. Specific dates of orientations will be determined during the planning year.

June 17, 2013: Enrollment will be finalized, registration and new student orientation completed.

III H. (3) Describe the enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers that comply with NMSA 1978 Section 22-8Bo-4.1, and Subsection D of 6.80.4.12 NMAC.

The enrollment process at HLHS is as follows:

### Enrollment and Transfer in

Step 1—student is drawn in a lottery

Step 2—HLHS calls to confirm enrollment

Step 3—Registration appointment is scheduled

Step 4—Registration packet is completed (verification of birth date, parent or guardian confirms attendance if the student is under 18, contact information, transcripts, 504 and/or IEP are requested)

Step 5—Student starts school same day or following school day.

### Withdrawal and Transfer Out

Step 1—Student completes a withdrawal form and parents confirm if student is under 18

Step 2—Transcripts are sent to new school

Step 3—Transcripts are held if there is a fine pending

### Disenrollment

Step 1—If a student is gone for more than 10 days and parents have not responded to contacts from the school, then students are disenrolled.

III I. (1) Describe how your governing body will ensure compliance with NMSA 1978 S 22-8B-5.2 (2011), which deals with conflicts of interest. Attach as Appendix “G” copy of your proposed Conflict of Interest Policy and a sample disclosure statement of any real or potential conflict of interest.

The bylaw for HLHS will have a section dealing directly with conflict of interest and below is suggested language from ACE Leadership High School.” The bylaws are the governing document for the school and all board members are expected to comply with the principles expressed below:

“Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would result in economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed.”

III I. (2) Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

HLHS shall comply with the provisions of the New Mexico Open Meetings Act. All meeting dates will be published in the local news media and will be posted on the school’s web site and in a prominent place on the school campus. Members of the governing board shall be



trained in the requirements of the Act and it will develop a policy that complies with the act.

In addition, the school will abide by the Audit Act, which requires that all schools have an audit committee and that the findings of audits be made public. This will be done by posting the results of the annual audit on the school's web site. Finally, all policies and procedures (Faculty and student handbooks, etc.) will be posted on the school's web site.

#### J. Evidence of Partnership/Contractor relationship

III J. (1) If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information:
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- a. There is no governance relationship between HLHS and any other organization.
- b. HLHS will become a member of the Leadership High School Network and receive services through its affiliation:

Name the entity or person—New Mexico Center for School Leadership (Professional Development Center at ACE Leadership High School)

Contact Information:

Tony Monfiletto, Executive Director

NM Center for School Leadership

800B 20<sup>th</sup> Street NW

Albuquerque NM, 87104

[tony@leadership-pdc.org](mailto:tony@leadership-pdc.org)

505 573-4024

#### New Mexico Center for School Leadership (the Center)

The Center will incubate a network of four or five schools located in New Mexico as part of the Leadership High School Network (LHSN). The replication mission of the Center is a core function of the ACE Leadership High School charter that was approved in 2010. Each school will become members of a network that is designed to elevate the practice of each member by sharing its expertise. The capacity of all the members will depend upon the pipeline of talented professionals who are expert in the model and developing an interdependent network will give all the participants greater ability to be high performing institutions.

#### High School Leadership Network (HSLN) Functions:

1. The founding principal at HLHS will be the first to participate in a yearlong apprenticeship at ACE Leadership High School. This experience will provide unparalleled access to the strategic decision-making that determines success and all future principals of the LHSN will have the same experience.

2. The Center will also consult with industry leaders and the community to build partnerships that adds value to the school and the future work force.

3. The Center will also provide consultation from a stable of national consultants who are pre-eminent in their respective fields:

- Buck Institute for Education (BIE)—Project-based learning

- Eagle Rock PDC—Professional development systems that support highly effective teaching
  - New Mexico Forum for Foundation—School culture and positive youth development practices and community engagement.
  - Education Resources Consortium—Leadership and institutional development support.
4. After the planning year, HLHS will receive ongoing consultation to ensure successful implementation of the charter in many areas (facility, finance, human resources, instruction, etc.)
  5. Structured “School Quality Review” visits that are rooted in the common expectations of the LHSN. The reviews will calibrate expectations with school performance and make recommendations regarding critical next steps in the school’s development (budget, personnel, instruction, support structures, partnerships, etc.)
  6. Membership in a network of sister schools will provide ongoing structured leadership development and mentorship for principals and other administrators.
  7. Management tools that are proven effective and that can help to ensure high performance (professional development processes, curriculum documentation, student assessment, partnership templates, personnel policies and procedures, etc.)
  8. Access to highly valuable social service resources that have been vetted by the Center.
  9. Fund raising support to help assure that the school has the capacity to participate fully in the HSLN.

### **Consulting Team**

Tony Monfiletto is the Executive Director of the New Mexico Center for School Leadership located at ACE Leadership High School. Tony has 20 years of school reform experience. He has co-founded and led two innovative and high functioning high schools in Albuquerque, been a policy analyst for the New Mexico Legislature, and worked in school reform in Chicago Illinois.

Dr. Larry Myatt was the Founder of Fenway High School in Boston, a pioneer in the small schools movement, and was its Headmaster for twenty years before accepting an assignment to advise Boston's High School Renewal Initiative. He was a key member of the High School Renewal Team and the HSR-Parthenon Group Off-Track Study and led the companion Alternative School Quality Review initiative. He most recently served as Senior Fellow for Leadership and Education Ventures at the School of Education/CPS at Northeastern University.

He co-founded Boston's Center for Collaborative Education and designed and directed the Greater Boston Principal Residency Network at Northeastern University from 2000-2008. Dr. Myatt is a recipient of the Harry S. Levitan Prize from Brandeis University for career accomplishment in education. He is a former CES National Faculty member at Brown University and consultant at the Annenberg Institute for School Reform. He has led and consulted to school re-design efforts in numerous cities and states and is a Founding Convener for The Forum for Education and Democracy, a co-founder of the Education Resources Consortium and the Chair of the Board of Trustees of the Boston Green Academy.

Michael Soguero has been a leader in education reform since 1993 when he was a founding member of Eagle Rock School & Professional Development Center (PDC) development team in Estes Park Colorado, which was created as a laboratory for the most cutting edge instruction for at-risk youth in the United States. This formative experience laid the groundwork for becoming a leader in the burgeoning high school reform movement in New York City. While in New York, he had a series of experiences that concluded in a deep and profound understanding of organizational development and specifically small high school design.

Michael became the Co-Director of the School for the Physical City and later the Founder and Director of the Bronx Guild where his work was held up as an exemplar of effective small school leadership. His success is best seen through significantly higher graduation rates than other peer institutions. He quickly became a trusted mentor to other aspiring principals and a partner for teacher training with the Teachers College at Columbia University. His school was recognized by Teachers College for "Excellence in Teaching." This experience led Michael to become a lead facilitator for the Scaffolded Apprenticeship program within the New York City Leadership Academy where he sharpened his facilitation skills, his broad understanding of urban school reform and the power of dynamic leadership as a means to reform schools and change the lives of students.

Tim Kubik is a consultant with the Buck Institute for Education (BIE) and he works on a variety of initiatives through Kubik Perspectives, LLC, all designed to increase student engagement with an ever-changing world. He earned a Joint Ph.D. in History and Theory from the Johns Hopkins University, and has designed and taught courses at the elementary, secondary, undergraduate and graduate level. With Asia Society and the Buck Institute for Education, he has trained over 2500 teachers in numerous workshops on project- and simulations-based learning. Currently working on a book project, *The World...Immediately*, Tim is also an active and vocal partner in policy and political initiatives to improve education in his home state of Colorado.

Everette Hill is the Executive Director of the New Mexico Forum Foundation. The New Mexico Forum Foundation was established primarily to build an endowment to support itself and the work of the New Mexico Forum for Youth in Community. In addition to that work, the Foundation also plans to work on initiatives around equity, diversity, and opportunity in the philanthropic sector while also providing micro-grants to youth in communities throughout New Mexico.

Executive Director of the New Mexico Forum for Youth in Community the past 6 years, Hill has 20 years experience in the non-profit sector developing and managing programs, developing grass-roots community-based public policy initiatives, and providing organizational development and technical assistance supports to individuals and organizations in the social sectors. He has been a guest lecturer in the Public Policy Department at the University of New Mexico, a member of the New Mexico Children's Cabinet, an appointee to the New Mexico Juvenile Justice Advisory Committee (JJAC), Chairman of the Next Generation Fund, Advisory Board member of Citizens Schools, Board member of Prosperity Works and a charter fellow of the Strategic Leadership Institute, developed and supported by the McCune Charitable Foundation. He has 12 years of charter school development experience at Nuestros Valores, Amy Biehl High School, and ACE Leadership High School.

Hill is a graduate of Occidental College where he earned bachelor's degrees in both Psychology and History, while also studying Sports Medicine and Religious Studies. In 2001, he earned his Masters Degree in Counseling from the University of Phoenix, where the concentration of his work was in Marriage, Family and Child Therapy.

#### K. Waivers.

III K.(1) Identify the waivers as provided for in NMSA 1978 22-8B-5(c) that you are requesting and describe how use of this waiver will support the school's plan.		
Individual Class Load	No	
Teaching Load	Yes	To ensure fidelity of Project Based Learning (PBL), it will be important teachers are flexible with the various subjects they teach each day to create interdisciplinary projects and assessments.
Length of school day	Yes	The school will over a year round schedule and interim school. However, based on the need for mastery learning of content and industry skills the length of the school day may be altered.
Staffing Pattern	Yes	To ensure fidelity of PBL and Advisory flexibility in staffing pattern is necessary.
Subject Areas	Yes	Physical Education and Health will be address the

		appropriate state standards through Advisory and Wellness, including health, nutrition, and personal wellness. Drivers Education will not be offered.
Purchase of instructional materials	Yes	In order to reach the appropriate standards in the industry and state standards, a waiver from the state adopted list is requested.
Evaluation Standards for School Personnel	No	
School principal duties	No	

#### L. Transportation and Food

III L. (1) Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation.

Transportation services for HLHS will be focused on reaching students in the South Valley or Southwest Mesa of Albuquerque who do not have easy access to the school facility. Assuming appropriate accommodations can be made (cost and the schedule aligning with the school day), the school will operate to-and-from services for students with an authorized independent bus company. Funding for transportation services will be applied for from the Public Education Department.

III L. (2) Describe the school's plan for meeting the food services needs of its students and any plans for contracting with approved/appropriate food service vendors. (if applicable.) What are the school's plans for providing food services to students who qualify for the Free and Reduced Lunch program?

HLHS will contract with a food service management company to provide meals on site for our students. The program will generate sufficient funding through the USDA Food Service Fund to operate. The plan is to offer breakfast and lunch to our regular day high school program and an evening dinner to our re-engagement students. All meals will comply with USDA nutritional standards and will be eligible for reimbursements by the National School Lunch Program, USDA. All expenditures would consist of contract services to the food service management company. School staff would be responsible for serving meals and program compliance/logistics. Management of food service - operations would fall under the direction of the Finance Director.

M. Facilities.

III M. (1) Attach documentation that the school's detailed description of the charter school's projected facility needs, including projected request for capital outlay assistance, has been approved by the director of the new Mexico Facilities Authority at Appendix "I".

The facility plan has been approved.

III M. (2) Describe the efforts you have taken to identify a facility for your proposed school (it is not required that you disclose a specific facility that is under consideration).

HLHS has been working with a team of industry leaders to identify a location in the South Valley or Southwest Mesa. A specific location has not yet been identified.

III M. (3) What is the applicant's plan for funding the school's facility, including rent, maintenance, equipment and repairs.

HLHS intends to work with one of its industry partners or Bernalillo County for its school facility. If the building is developed with a private entity, the arrangement will most likely be in the form of a lease-purchase agreement that would allow the school to qualify as a public building. While there is not a specific location yet, HLHS is confident that it can finance the facility with lease payments received from the state. For example, according to loan officers at Wells Fargo Bank, annual lease payments of \$300,000 per year (\$700 per student x 430 students). This amount will finance a \$5.75 million project (\$6.0 million minus \$250,000 in bank fees). The school anticipates \$35,000 square feet of space \$165 per square foot for construction or tenant improvements to an existing building.

Maintenance and equipment costs have been budgeted in the operating budget presented in the Business Plan.

"Facility Director (Administrative Associate) will be paid \$45,000 at a 0.5 FTE beginning in year 2 and expanding it to a 1.0 in year three and beyond. This position will be responsible for managing building strategy of the school.

- Utilities (Gas, Electric, Water/Sewage) estimates are based on costs provided by similar size schools.

- Custodial services (Other Contract Services) are budgeted at \$9,000 to pay the cost of a private contractor to clean the building."

#### IV. BUSINESS PLAN

IV A. (1) Provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the proposed 5-year charter term that will determine the amount of SEG funding the school will receive based on the current unit value, and which will be used to propose the 5-year budget plan.

Attach as Appendix "J."

IV A.(2) Provide a proposed 5-year budget plan based on the 910B5 SEG Revenue Worksheet completed based on the current unit value. The plan must align with the school's 5-year growth plan including staffing, facilities, educational program and mission.

Attach as Appendix “K.”

IV A.(3) Provide a detailed narrative description of the revenue and expenditure assumptions on which they proposed 5-year budget plan is based. Present budget priorities that are consistent with and support key parts of the plan including the school’s mission, educational program, staffing, and facility. Present realistic evidenced-based revenue and expenditures assumptions.

**Revenue:**

Basic enrollment at the school is equal to 110 students for the first year, 220, 325 and 430 in the 2nd, 3rd, and 4th year respectively. Total enrollment cap for the school is 430. The funding is commensurate with that number on each of the 910B-5 revenue estimates worksheets for that particular year. Projected special education enrollment is based upon the experience of the founders. It reflects roughly a 17 percent incidence rate (18 of 110 total students the first year) that is spread across A/B,C, and D levels—the highest percentage being in the least severe needs. The ratio of students classified for special education services continue through 2017-2018.

2—D level student

4—C Level students

12—A/B level students

**EXPENDITURES**

**Instruction:**

\$52,000 x 5 teachers—salary amount equal to a level II teacher with eleven years’ experience at that level. This is a conservative estimate since the school will recruit teachers with less average years of experience.

**Support Services:**

Health Sector Coach (Coordinator/Subject Matter Specialist) is budgeted at \$65,000, which is a competitive salary to recruit a highly experienced health professional from private industry.

Social Workers budgeted at \$75,000; \$50,000 x 1.5 FTE which is a conservative estimate of the salary expected for each position.

Office Manager (Secretary, Clerical, Technical) is budgeted at \$35,000 starting in year 3, which is a very competitive salary and should allow the school to find a highly experienced professional that is capable of also handling data management responsibilities.

Special Education Assistant, \$24,000 starting in year 2. This position is paid significantly higher than the average paid by the local school district (\$15.5 per hour for a 200 day contract).

Speech Language Therapist is budgeted as a contracted position in years 1 and 2, then becomes a 0.5 FTE at \$35,000 starting in year 3.

Director of Student Support is budgeted at \$70,000.

Diagnostic services will be contracted at a cost of \$5,000 in year one and increasing each year based on the projected enrollment in years 2-5.

**General Administration:**

Audit, the school has budgeted \$11,000 for audit services which is based on most recent state chartered school audits, and increasing in future years based on the increased complexity of the organization.

Legal, the school has budgeted \$2,500 for legal services and increasing in future years based on the increased complexity of the organization.

Board Travel/Training is budgeted at \$2,000 to pay the cost of an out of town retreat.

Office materials are budgeted at \$14,000, which is based on the cost of similar size schools.

**School Administration:**

Principal salary is budgeted at \$80,000 which is a nationally competitive salary that will allow the school to recruit the highest caliber candidate

The Information Technology Director (Data Processing) is budgeted at \$36,500 for a 0.5 FTE

**Central Services:**

The Finance Director (Business Manager) is budgeted at \$60,000, which is a competitive salary that should enable the school to recruit a very high quality candidate for the position.

**Operational Management of Plant:**

Facility Director (Administrative Associate) will be paid \$45,000 at a 0.5 FTE beginning in year 2 and expanding it to a 1.0 in year three and beyond. This position will be responsible for managing building strategy of the school.

Utilities (Gas, Electric, Water/Sewage) estimates are based on costs provided by similar size schools.

Custodial services (Other Contract Services) are budgeted at \$9,000 to pay the cost of a private contractor to clean the building.

Notes:

The HLHS budget is developed with long-term sustainability, predictability and alignment to the mission as primary goals. The critical elements of the financial structure include the following:

The Teacher and social worker salary schedule is significantly higher than the statewide minimums at Level I, II, and III. This structure eliminates the impact of cost shocks associated with teachers moving from level to level. A typical schedule that pays salaries equal to or near the minimum state requirement can result in significant increases mandated by law that may not be funded by state increases in the unit value. Charter schools are particularly susceptible to unmanageable increases in teacher compensation because often they hire staff that is relatively inexperienced with significant career growth ahead. HLHS will also have a relatively small number of faculty with which to spread the cost of certification changes which creates a disproportionate effect of the cost increases associated. For example, if two teachers move from level one to level two in one year would result in as much as a \$20,000 increase in compensation which may take the majority of new funding by the state (assuming there is an increase). Salaries at HLHS are budgeted at level II and eleven years of experience that we believe is a conservative assumption since we anticipate hiring staff with an average of seven years of experience.

Compensation levels at the school are higher than most other public schools in the state. This reflects the fact that the all faculty will have contracts that are at least 15 percent longer than the traditional 182 days required by state law. Funding for these days is built into the base



budget of the school that helps the school avoid layers of extra compensation to teacher contracts. The base salary is the entire compensation and pays the cost of six weeks of professional development and remediation programs for students. Also, there will be no need to create a secondary schedule that compensates for additional days or duties in later years.

Special education and/or ELL services will be provided in every classroom and personalization will be ubiquitous at the school. Credentialing allows the resources generated by special education funding will allow for smaller class sizes for all (18-20:1).

The school has a careful plan for growing its administrative competency. In the early years, the funding formula provides more revenue per-student to compensate for the added costs of operation and these added revenues are dedicated to supporting a core administrative team that can adapt to a growing enrollment. Additional staff after 2013-14 will be dedicated almost entirely to teachers and other staff who serve students directly. HLHS will be a member of the NM Center for School Leadership. Membership in this organization will provide innovative professional development opportunities for instructional and administrative staff alike. Trainings will focus on further developing our curriculum, community engagement, and 360 support, the foundational pillars of HLHS. Annual membership dues to this important organization will be graduated from an annual cost of \$0.00 to a maximum of \$50,000 over the term of the charter and will be supported by the Operational Budget.

The 910B-5 and 5 year budget templates provide a budget for the Operational Fund only. In order for a complete financial understanding, this narrative will also include descriptions of 14000-Instructional Materials Fund, 21000-USDA Food Service Fund, 24101-Title I Fund, 24106-IDEA-B Funds, 31200-PSCOC Fund for recurring operations. The school predicts that it will have significant funds from other private and non-profit sources to pay for non-recurring capital costs associated with operating a school dedicated to health professions. Learning by doing will require significant investments in equipment and the school has prepared for this by dedicating non-recurring revenue in 2013, 2014, and 2015 to this purpose.

Instructional Materials – The school will have sufficient resources for instructional materials through the Instructional Materials allocation, fund 14000 as well as from private/direct grants totaling \$7,000 and \$12,000 respectively, totaling \$20,000 in year one. We are confident that in subsequent years, increases in the instructional materials allocation to \$15,000, \$22,000, \$30,000 & \$30,000 in years due to membership increases in years 2-5 will cover most of the costs of future adoptions. All of the curriculum will be developed by our faculty in cooperation with our health partners and will take into consideration these budgets.

Food Service – HLHS will contract with a food service management company to provide meals on site for our students. We expect the food service program to generate sufficient funding through the USDA Food Service Fund – 21000 in order to operate efficiently. We plan to offer breakfast and lunch to our regular day high school program and an evening dinner to our re-engagement students. All meals will comply with USDA nutritional standards and will be eligible for reimbursements by the National School Lunch Program, USDA. We expect Food Service budgets to be approximately \$25,000, \$50,000, \$65,000, \$75,000, and \$75,000 in years 1-5. All expenditures would consist of contract services to the food service management company. School staff would be responsible for serving meals and program compliance/logistics. Management of food service - operations would fall under the direction of the Finance Director.

Facility – HLHS will apply annually for the PSFA Lease Assistance Program under fund 31200-PSCOC Fund. Funds generated under this program would approximate \$75,000,

\$150,000, \$225,000, and \$300,000 in each of the first four years, and \$300,000 each year afterwards. In addition to the PSFA Lease Assistance Funds, HLHS will commit a portion of its operational fund, as much as \$125,000 towards the acquisition of an adequate facility. The combination of PSFA funds and operational funds will ensure that HLHS meets the requirement that charter schools are housed in a public building.

HLHS acknowledges that certain costs with regard to equipment, furniture, information technology, communications, instructional materials, and other related start-up costs are significant, they are non-recurring in nature and they are best paid for with non-recurring revenue. HLHS intends to pay for non-recurring costs from one-time revenue received through the Partners for Developing Futures, a charitable organization dedicated to investing in innovative school reform initiatives. A detailed expenditure plan has been created for the Partner's Grant application is attached:

#### IV A.(4) Present viable strategies for meeting potential budget and cash flow shortfalls, particularly for the first year of operation.

We understand that in the first year of operation, special education funding generated through the SEG funding formula will not be distributed until after the final unit value is set in January 2014. This will result in approximately \$100,000 of SEG funds not distributed in the first 7-8 months of the first year of operation. In order to mitigate the impact, HLHS will partner with the private health industry to raise additional start-up resources of \$100,000 for general operating costs (recurring). Additionally, HLHS will submit applications for the Federal education entitlements, Title I and IDEA-B to supplement our Operational budget.

The HLHS intends to create an ongoing funding stream from corporate investors. A conservative estimate for this funding is \$100,000 and it will be used for general operating support for the school and not specific to any particular program.

Federal IDEA B funding is calculated at \$1,772 per student for students who classify for C and D level services. This funding is based on the amount-received per-student at HLHS High School in Albuquerque.

Title I estimates are based on an 80% poverty rate and \$150 per student. This funding is based on the amount-received per-student at the Native American Community Academy in Albuquerque.

Other Grant Revenue is described in the narrative above to communicate that the school understands that non-SEG funding is likely to occur and the estimate was based on other similar schools. However, this funding requires that the school submit an application to receive the grants and although resources are likely, they are not guaranteed. Therefore, additional revenue discussed above is included in the narrative. The associated expenditures would serve to supplement existing programs and obligations supported by the operational budget. Moreover, this was done to demonstrate additional capacity to raise funds beyond those provided by the SEG.

Since the 910B-5 only calculates SEG, the associated 5-year budget spreadsheets are reflective of only this revenue. We feel confident that the budget provided as a result of the revenue estimates calculated in the 910B-5 and 5-year budget template is sufficient to operate the school over term of the charter.

#### IV. A. (5) Appendix L – Proposed Salary Schedule – Licensed/Certified Personnel

### B. Financial Policies, Oversight, Compliance And Sustainability

IV. B.(1) Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligned with and supports the school's educational program, staffing plan and job descriptions, and that demonstrates an understanding of the school's financial management obligations.

The purpose of this document is to define the financial responsibilities and requirements of the HLHS board members and employees. It is the purpose of these requirements and policies to create an atmosphere of good stewardship and fiscal responsibility to insure the long-term success and viability of the HLHS.

**Board Responsibilities** – The following detail the responsibilities and requirements of the HLHS board. These policies and procedures are designed to create an atmosphere of oversight that, while not requiring daily review and responsibility, will insure that necessary procedures are being followed:

1. The Board will elect or appoint a Finance Committee to oversee help oversee the financial aspects of the HLHS Operations. There should be at least two members appointed to the committee.
2. Annually the Board will approve the fiscal budget, which should include both expected revenues and approved broad spending categories. It is understood, especially in the first year of operations that the budget will have to be reviewed on an ongoing basis (see responsibilities of the Finance committee below) and update the budget to adjust to changing conditions (i.e. unexpected funding sources, funding not received, etc.).
3. Review and approve the monthly financial statements that are presented by the committee and Principal.
4. Review the recommendation of the Finance Committee and Principal for the Accountant / Controller position (in the event that such a position is approved and hiring proceeds).
5. Review and approve of the recommendation of the Finance Committee and Principal for the investment policies of any held funds. Additionally, review and approve the recommendation of the Finance Committee and Principal for the hiring and retention of financial advisors to oversee the investment of held funds.
6. Approve the initial and any future revisions of the Fiscal Policies and Procedures of the HLHS. Revisions will be reviewed and recommended by the Finance Committee.
7. Review and approve of the recommendations of the Finance Committee for the choice of the annual Auditors (where budget allows).

**Finance Committee Responsibilities** – The Finance Committee will consist of two members of the board and the Principal. The duties of this committee will be to perform the

detailed interaction with the Principal and oversight of the financial policies and procedures of the HLHS. The responsibilities of this Committee will be for the following:

1. On an ongoing basis to review the Fiscal Policies and Procedures of the HLHS to insure that safeguards and controls are adequate and effective. In those situations where improvement or changes are appropriate, the Committee will propose and recommend such changes to the Board.

2. Especially in the first years of operations, the annual budget will need to be reviewed for reasonability and adjustments or changes that appear will need to be recommended to the Board for their approval. It will be the duty of the Committee to insure that the Principal is holding to the budget approved by the Board and to discuss and bring to the attention of the Board any perceived shortfalls or problems with the actual versus budgeted results.

3. Monthly, the Committee will review the monthly report from the Principal and accounting personnel. As indicated above, the review should include that any concerns about budget versus actual concerns. The review should also include review of bank reconciliations and any other elements the Committee deems relevant to helping oversee fiscal responsibility and reporting accuracy. The Executive should, on a monthly basis submit to the Committee the following information for review and approval:

- a. Review of the monthly bank reconciliation and bank statement.
- b. Bank statements and cancelled checks to insure that proper signatures and required authorizations are being followed.
- c. Review a list of disbursements with supporting documentation to insure that proper authorization and approvals are being obtained.
- d. Review and approval of the cash receipts and disbursements statement and comparison to budget.
- e. Review and approval of the monthly accrual income statement and balance sheet and comparison to the budget.
- f. Review of the monthly investment statements and investment results.
- g. Approval of overall monthly package to be submitted to the Board.

4. The Committee will also serve as the Audit Committee of the board and make recommendation of the audit firm to audit the HLHS (it is understood that budget restraints may not allow for an audit in the first year). This recommendation will be forwarded to the Board for its approval.

5. Monthly, the Committee will review the investment results and reports to insure that invested funds are being held according to the investment policy and are performing in the expected manner. Any concerns or suggested changes will be forwarded to the board for their consideration, and if required, changes to the investment policy and / or investment advisors.

6. Work with the Principal and/or Finance Director to secure proper assistance to see that annual IRS statements are prepared and filed timely. Make those recommendations to

the Board for their approval of the appropriate forms.

7. Review and approve with the ED any proposed hiring decisions and insure that such decisions are within the budgetary requirements. This responsibility will likely need to be diminished once the school is established as it is not anticipated that the Principal will need to involve his board for hiring decisions, unless they involve the controllership position.

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IV.B(2) Provide a description of the internal control procedures the school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.

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### **Fiscal Procedures**

#### **◇ Salary Schedule and Salary Increases**

Teaching and support staff are paid from a salary schedule that is approved by the HLHS HIGH SCHOOL Governing Board. A copy of the salary schedule will be provided in the faculty handbook. Teaching and support staff are paid strictly by licensure level and years of allowed experience.

Salary increases are determined by the Legislature of the State of New Mexico. Legislation is passed during the January/February legislative session regarding the *on average* percent increase for the following school year. The *on average* percent increase is distributed via the salary schedule. Taking priority are teachers who are changing licensure levels (level one to level two, etc.). Then the step changes are accounted for (3 years' experience to 4 years' experience, etc.). After these two procedures are accomplished, if the *on average* increase is less than the state mandated *on average* increase, the remaining percentage is worked evenly into the salary schedule, moving the entire schedule up. If the Legislature does not fund salary increases in any given year, then the salary schedule remains stagnant and no raises will be available to staff members.

Minimum salaries for the principal (head of school) and assistant principal are determined by the Legislature of the State of New Mexico. Salary increases are also determined by the Legislature of the State of New Mexico. Legislation is passed during the January/February legislative session regarding the *on average* percent increase for the following school year and is distributed to these positions.

Salaries for all other staff are determined at the time of hire and are based on qualifications and experience for each position. Salary increases for these positions are determined by the legislation that is passed during the January/February legislative session regarding the *on average* percent increase for the following school year and is distributed to these positions.

### **Purchasing**

Purchases are defined as any tangible object such as books and classroom supplies and services such as guest speakers, contract personnel and renting of equipment. Purchases in excess of \$50.00 require an approved purchase order before the purchase can be made. Initiating agreements to procure goods or services is not allowed until an approved purchase order has been executed.

- **Goods or Services less than \$10,000 – Purchase using best obtainable price**
  - **Goods or Non-Prof. Services \$10,000 to \$20,000 – Must obtain three written quotes**
  - **Professional services \$10,000 to \$50,000 – Must obtain three written quotes**
  - **Goods or Services more than \$20,000 – Requires Formal Bid/Proposal**
  - **Professional Services more than \$50,000 – Requires Formal Bid/Proposal**
- **Purchase Requisition** - Employees will obtain quotes first, and then complete and submit a purchase requisition along with any backup information/quotes to the Finance Director electronically via email. The employee's printed name on the purchase requisition will serve as their electronic signature.

When a purchase requisition is received, the Finance Director will verify that there is budget available for the purchase, insert the chart of account number for each line item, print the purchase requisition then approve the requisition by signature.

- **Purchase Order** - When the purchase requisition has final approval, the Finance Director will generate a Purchase Order in the school's accounting system.

The Purchase Order will then be given to the Principal for final approval. The Principal will approve the Purchase Order by signature. A copy of the Purchase Order will be issued to the staff member who submitted the purchase order. Upon receipt of the approved Purchase Order, the staff member will then have authorization to make their purchase. The Finance Director will file the original approved Purchase Order and the approved Purchase Requisition until the invoice arrives.

- **Receiving/Packing Slip** - When the merchandise arrives, the staff member will check the contents against the packing slip, note any discrepancies, sign and date the packing slip and forward the packing slip to the Finance Director. If there are any discrepancies, the staff member is to contact the vendor to clear the situation and then notify the Finance Director of the outcome. If there is no packing slip the purchaser will send an email to the Finance Director informing him/her what merchandise has arrived, or that the service has been rendered. This email will be attached to the purchase order in place of a packing slip.

- **Invoice** – The Finance Director or Office Manager will enter the invoice in the school's accounting system. The Finance Director or other staff member will staple together the original purchase order; the packing slip and the invoice together and double check that all signatures are on the purchase order and then stamp the invoice. The stamp will have areas to

insert the following information: Fund, Function, Object, Program and Location Codes (which make up the chart of account number), amount to be paid, check number and check date. There will also be an area for both the Finance Director and the Principal to initial. The Finance Director will fill in all but the check number and date paid information and then enter the invoice into the accounting system and file it until it is to be paid.

- **Vouchers/Warrants** – The Finance Director will print the warrants, fill in the check number and check date on the stamped area of the invoice and attach the check to the accounts payable (A/P) package. The Principal will review and initial the invoices and sign each check. The signed checks will be returned to the Finance Director who will mail the checks and file the paid invoices.

#### ◇ **Employee Reimbursements**

Purchases of \$50 or less are discretionary purchases and are for school business only. These items do not need a purchase order. However, artificially dividing your purchase is prohibited. Artificial dividing is defined as making several purchases, each less than \$50, within a 2 or 3-day period at the same or different store, but the total amount of all purchases is greater than \$50. Each staff member is limited to \$500 in discretionary spending each year.

Staff members will staple receipts to a completed employee reimbursement form and submit it to the Finance Director. Sales tax on purchases is not reimbursed. If a purchase exceeds \$75, only the first \$50 will be reimbursed.

The principal may waive the \$50 maximum discretionary limit on occasions where extenuating circumstances exist that impede small purchases through issuance of purchase orders (i.e. credit cards only). In these circumstances, the employee must get written permission from the principal prior to making a purchase exceeding \$50. This written approval must accompany the receipt and reimbursement form when submitted to the Finance Director.

#### ◇ **Travel Expenditures**

As a policy, HLHS will comply with all the standards set for in the NM Per Diem and Mileage Act, 10-8-4, NMSA 1978 including reimbursable mileage at a rate of 80% of the standard IRS approved rate from the prior. A pre-travel authorization, policy and procedures form must be signed before leaving on professional development trips. Staff members will be reimbursed for actual costs of meals, taxi, shuttle and mass transit costs and airport parking; dollar limits apply to meals and those limits depend on whether travel is in-state or out-of-state. Over the limit costs will not be reimbursed. Costs for a traveling companion or any non-school employee will not be reimbursed. Original, itemized receipts must be turned in with a travel reimbursement request form. Non-itemized receipts, alcoholic beverages and entertainment expenses will not be reimbursed. When several diners share a receipt, each diner must identify their food/drink items. Splitting a check evenly between all diners is not acceptable. Non-original copies of receipts will only be accepted when separate a restaurant does not issue checks; however one person must turn in the original receipt. Restaurant tip reimbursement is limited to 15% of the allowable reimbursable purchase unless the restaurant adds a larger

gratuity. In this instance the larger gratuity must be itemized on the restaurant receipt.

If you are driving to your destination a mileage reimbursement form must be completed. You will be reimbursed for mileage, not for gas receipts (exception is if you are driving a school arranged rental car). If traveling in a group only one person will be reimbursed for mileage. Reimbursement requests must be turned in within 2 weeks of returning from your travel to guarantee reimbursement.

### ◇ **Receiving Cash from Students or Parents**

A receipt book will be supplied to staff members who collect money from students and parents for any purpose. When collecting money fully complete the receipt form with the following information: student name, amount collected and what the money was collected for. Please note if the payment was cash or check. The original receipt goes to the student or parent. The first copy of the receipt gets clipped to the cash/check and turned in to the Finance Director. The second copy stays in the receipt book. If the money collected is for a lost book, DVD or piece of equipment please check with the Finance Director for the replacement cost of the lost item (see below). The Finance Director will not accept cash or checks without a completed receipt. Receipt books must be turned in to the Finance Director when it is full or at the end of the school year, whichever comes first.

If money is being collected from fundraisers (bake sales, etc), individual receipts do not need to be written. Collect the cash for the event and count the cash using a cash collection form. Turn the cash in to the Office Manager, who will count the cash to verify the amount and issue a receipt. The Office Manager will then turn in the money and a copy of the receipt to the Finance Director.

Money must be turned in to the Finance Director at the end of every day, no matter how much was collected.

### ◇ **Deposits**

The Finance Director will verify all cash receipts against the cash collection form and/or receipts on a daily basis. When the receipts total less than \$50, they will remain in the possession of the business office, locked up in a safe or locked file cabinet until the \$50 threshold is met. A deposit will occur once receipts total \$50 or at least once per week, whichever comes first. The Finance Director will prepare a deposit ticket listing the total cash/coin and checks to be deposited. A photocopy of all checks shall be kept with the cash collection form and copy of the deposit ticket and receipt(s). The Finance Director will give the prepared deposit to the Office Manager or other school employee to deposit in the bank. The Office Manager or other employee will make the deposit at the bank, sign/initial the bank deposit receipt and return it the Finance Director. The Finance Director will attach the bank deposit receipt to the copy of the deposit ticket, cash collection form, receipts, and photocopies of all checks. The Finance Director will post the deposit to the General Ledger, indicate on the deposit documentation that it was posted and file it in a Cash Receipts file or binder.



## ◇ Computer and A/V Equipment

All mobile/portable electronic equipment is available for presentations or instructional purposes. Equipment includes laptops, cameras, projectors, and any other electronic or multi-media devices that are mobile in nature. Staff members are required to reserve equipment through the HLHS Google Calendar and are also required to complete the equipment log when they check out and check in equipment.

The procedures for scheduling, checkout and check-in are as follows:

1. Schedule equipment checkout on the HLHS Google Calendar.
  - a. Sign in to your HLHS email account
  - b. Click on Calendar in the upper left hand corner
  - c. Under “My Calendars”, click on the dropdown arrow next to HLHS and select “Create event on this calendar”
  - d. 1) In the “Click to add a title” box, type the description of the equipment followed by your name in the title field. 2) Select the date and time that you will be using the equipment. 3) Click “Save”
  - e. Review the calendar to ensure your equipment reservation is on the calendar. (see figures 1-4)
2. Checking Out & Checking In Equipment
  - a. Staff members must contact a member of the business office on the day and time of the equipment reservation and sign for the equipment.
  - b. Enter the date, time of check out and your name on the equipment log.
  - c. The equipment will then be placed in your possession including any keys or accessories that go along with the equipment.
  - d. Keys shall remain on your person at all times. Do not give a key to any other staff member or student for any reason.
  - e. Laptops/cameras or other devices that are distributed to students shall be documented through permanent student logs. This equipment is only available to the class of the instructor who reserved it. Students from other classes cannot check out a computer and take it to another class.
    - i. A binder in which all students will be required to sign for their machine will accompany equipment of this nature.
    - ii. Students are not allowed to take a device outside the classroom or leave the class/group with the device any reason. This includes searching out tech-support. They can leave the device with their teacher and then search out assistance.
    - iii. Students are prohibited from logging in with other students’ or teachers’ credentials. If they forget their login information, they must leave the laptop with the teacher and leave class to ask for assistance.
    - iv. Instructors will verify by initialing next to each student’s name as the device is returned to the cart.
    - v. Students will not be allowed to leave the classroom until all equipment is accounted for.
    - f. Staff member must ensure that all equipment/keys/accessories are accounted for and are ready to be checked back in.

- g. Return equipment to the Business Office and enter the time of check in on the equipment log.
  - h. Only the staff member that checked out the equipment can check it back in.
- 3. Calendar must Reconcile to Equipment Logs
    - a. The school must ensure that the calendar matches the equipment logs.
    - b. If you need to cancel your reserved equipment, you must DELETE the event on the calendar. This will allow another staff member to reserve the equipment.
    - c. Failure to cancel an equipment reservation will prohibit another staff member to use it, even if it is available.
  - 4. Failure to abide by this policy will be documented in employee performance appraisals and may lead to disciplinary action.

◇ **Petty Cash Fund**

**PURPOSE, ALLOWABLE EXPENDITURES, & LIMITATIONS**

HLHS has identified a need to have a petty cash fund to serve as a resource for student emergencies and small purchases for staff. Allowable purchases shall only be those deemed necessary for students experiencing severe personal and scholastic hardships and for small incidental purchases for the purpose of regular school operations. The funds cannot be used to purchase food/drinks for field trips or other school sponsored events. The money in the fund will come from private donated funds, excluding any state or federal funds.

Petty cash of \$100 has been approved by HLHS. The fund is established and replenished by drawing a check made payable to an HLHS employee charged with responsibility for the fund. The petty cash fund must contain cash and/or receipts totaling the full amount of the fund at all times. Purchases from Petty Cash may not exceed \$200 in any given month.

Questions regarding allowable purchases must be presented to the Finance Director and/or Principal in advance. The Finance Director will determine if the purchase is allowable.

**Petty Cash Internal Control Procedures**

The Finance Director shall possess the Petty Cash Box and is responsible for any missing cash or cash for missing receipts, until signed out to the evening employee, hereinafter, called Custodian. The Custodian checks in with the Finance Director on the first day of each school week. The Finance Director and Custodian shall count the cash and receipts in the cash box together and record the results in the Petty Cash Sign Out Log. The Finance Director will sign over the petty cash box and the Petty Cash Purchases Register to the Custodian using the Petty Cash Sign Out Log. The sign out log will list the following fields:

- **Checkout**
  - Date and time of the handover of the cash box
  - Amount of cash in the box
  - Amount of receipts in the box

- Custodian's name and signature
- Finance Director's initials
- **Check-In**
- Date and time that box is returned to Finance Director
- Custodian's initials
- Finance Director's initials

After the Petty Cash Box is signed out to the Custodian, it is the Custodian's responsibility to secure the cash box at all times, away from other staff and students. While in their possession, the Custodian is responsible for replacing any missing cash or cash for missing receipts. When a purchase is made, the Custodian will remove the needed cash from the box and make/authorize the purchase. The receipt and any change must be immediately returned to the cash box and the purchase must be documented in the Petty Cash Purchases Register. A receipt must be from a registered business and cannot be handwritten. A receipt cannot be an I.O.U. for a loan to a student or an employee. The Petty Cash Purchases Register will list the following fields:

- Date of the purchase
- Amount of Cash Disbursed
- Description of the items purchased
- Amount of the purchase
- Amount of change returned
- Custodian's initials

In addition, the register records the weekly reconciliation to the Petty Cash Box, verified by the Finance Director's signature and date.

On the last day of each school week, the Custodian will turn in the Petty Cash Box and the Petty Cash Purchases Register to the Finance Director. The Finance Director and Custodian will reconcile the cash and receipts in the Petty Cash Box to the Petty Cash Purchases Register. The Finance Director will record on the Petty Cash Purchases Register, the date and if it indeed reconciles on the Petty Cash Purchases Register.

If it does not reconcile, the Finance Director will investigate the nature of the discrepancy, and record the findings in the Petty Cash Purchases Register. Missing cash must be replaced in timely manner.

Failure to comply with these procedures may result in revocation of the Petty Cash Fund and disciplinary action including termination of HLHS Staff.

### ◇ **Lost/Broken Items**

If a student loses or breaks any school property, please follow these procedures: Notify the Finance Director and the Registrar via email of the event. The Finance Director will let the staff member know the replacement cost of the item and the staff member is responsible for giving the student and/or parent the information. The Registrar will note the student's record that the student owes for the item. When the student pays or turns in the found item, notify the

Registrar so that the note will be removed from the students record. If the student has paid, please follow the procedures above, Receiving Cash from Students or Parents. Transcripts and/or diplomas will not be released until the student pays for the lost or broken item or turns in the found item. **ABSOLUTELY NO EXCEPTIONS.**

If a staff member loses or breaks any school property, the staff member is responsible for paying to have the property repaired or for paying the replacement cost for the lost or broken item.

◇ **Inventory:**

The Office Manager is responsible for maintaining the book inventory, the Technology Director is responsible for maintaining all technical inventories and the Facilities Director is responsible for maintaining all furniture, equipment and other building related inventory. Physical inventories are conducted each year.

◇ **Journal Entries:**

Non-standard journal entries are prepared by the Finance Director and are reviewed and signed by the Governing Council treasurer on a monthly basis.

**IV.B (3) Identify the plan for placing adequate personnel in place to perform financial tasks that is supported by the school's organizational structure and budget.**

**Financial Personnel**

The HLHS Board of Directors will work with the Principal to hire qualified people to fill the roles of Finance Director, Office Manager, and Registrar for the schools Business Office. These four positions, including the principal will ensure that there is an adequate number of staff to ensure the necessary segregation of duties with regard to payroll, cash receipts, cash disbursements, purchasing, banking and other financial reporting requirements. Each position is described below:

**Principal Responsibilities** – The Principal will be administratively certified and act as the instructional leader of the school and will be directly responsible for the business functions and overall long-term viability of the institution. She will directly supervise the teachers and administration. In addition, the Principal will be responsible for the day-to-day operations of the school to include:

1. Initiation of disbursements if they are within the approved budget guidelines set forth by the board. Any checks will have to be signed by the Principal. The Finance Director will be responsible for receiving all invoices and preparing the check and forward it to the Principal for signing.

2. Principal and Finance Director will be responsible for preparing the annual budget and reviewing with the Finance Committee for their approval and recommendation to the board. The Principal understands that, especially in the first several years of the HLHS, there will need to be flexibility and close scrutiny to be maintained over the budget to insure that fiscal solvency can be maintained.

3. The Principal will be responsible for the hiring of the Finance Director position.

4. The Principal will be responsible for reviewing any hiring decisions and purchases over \$1,000. The Board should within the constraints of the overall budget approve all such decisions.

5. Monthly, the Principal will review all financial information with the Committee. The Committee will approve and submit to the Board a monthly financial package including monthly income statement and budget to actual comparison.

**Finance Director** - To assure proper and appropriate financial controls over public funds, the Principal will hire a licensed business official in accordance with 6.63.12 NMAC. The Finance Director will also be responsible for the duties of the Office Manager until that position is filled in year three. This position requires a bachelor's degree in business administration or accounting with at least 24 hours in accounting and/or business.

Under the general direction of the Principal, the Finance Director oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll, purchasing and auditing; trains and supervises business office staff. The Finance Director develops and implements all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations. The Finance Director is expected to demonstrate professional excellence and adhere to standards of quality at all times. The Principal may direct other related duties.

1. The Finance Director will put forward a request for checks to the Office Manager, which will be supported by an invoice or statement. The Office Manager will process the invoices for payment. The Finance Director will cut the check and forward it to the Principal for review and signature.

2. The Finance Director will be responsible for reviewing and submitting monthly accounting package to the Committee for their review and submission to the Board.

3. Monthly, the investment statements (if separate from the bank statement) will be forwarded to the Office Manager unopened. They will be responsible for recording the investment activity in the general ledger.

4. The Office Manager to the Finance Director for review will submit the monthly bank statement of the HLHS. The Finance Director will prepare on a monthly basis and present to the Principal the following:

- a. The bank statement and cancelled checks.
- b. The investment statements.
- c. The bank reconciliation.
- d. The statement of income and expenses for the month.
- e. A detailed payroll ledger for the month.

5. The Finance Director will review payroll registers submitted by the Office Manager and prepare direct deposit schedule and manual paychecks on a bi-weekly basis for

the employees of the HLHS. Payroll registers and associated reports, along with manual checks will be forward to the Principal for signature.

6. Procurement – The Finance Director is the procurement officer HLHS. The Finance Director will administer all procurements. This position will ensure that all procurement laws and regulations are adhered to in accordance with NMSA, NMAC, GSA, and EDGAR.

The financial audit will be conducted through the Finance Committee of the Board

1. The independent audit firm will be selected by the PED or recommended by the Finance Committee and hired by the Governing Board
2. The Principal and Finance Committee will be present for the audit conference before the audit is signed by the school
3. The audit firm will have direct access to board members
4. The Finance Committee will report to the Governing Board with recommendations and results
5. The Principal is then tasked with implementing any changes recommended in the independent audit.

**Office Manager** - The responsibilities of the Office Manager are to carry out the functions of the business office, assist in the schools efforts to comply with all applicable state and federal statutes and regulations, accounting standards and principals. The position will require an Associate's Degree in Business and/or Accounting with at least three years' experience in an office setting. The Office Manager is directly responsible to the Finance Director and has the following specific responsibilities:

1. Purchasing & Accounts/Payable - Receiving purchase requisitions and preparing purchase orders for approval. Administering regulations regarding small purchases. Receiving invoices from vendors and entering them into the Accounts Payable system. Documenting the receipt deliveries and service/maintenance calls.
2. Banking and Cash Receipts – Performing monthly bank reconciliations and preparing reconciliation reports for approval. Preparing cash receipts for approval. Making bank deposits as needed.
3. Food Service Administration – Monthly reconciliation of student lunch accounts. Preparation of invoices for student unpaid balances. Preparation of monthly USDA reimbursement reports for approval.
4. Budget – Entering approved Budget Adjustment Requests (BARs) into the school's budget system. Preparing BARs for executive and governance council approval.
5. Internal Controls – Maintaining adequate segregation of duties for cash handling, purchasing, payments, banking, and payroll. Support of control system that manages the schools assets, including equipment, inventory and supplies. Preparing and maintaining asset depreciation schedules, inventory lists and property disposition schedules.
6. Payroll – Preparing payroll registers for approval. Entering payroll deductions and employee leave in the school's payroll system. Preparing payroll vouchers for staff and payroll vendors including NMPSIA, ERB, NMRHCA, IRS, NM Taxation and Revenue, NM Dept. of Workforce Solutions

In addition to the above duties, the Office Manager will participate in the school's budget preparations, to include: Revenue projections-State Equalization Guarantee (SEG) and other operating budget analysis and forecasting, Federal Education Grant budget, Private donations and grant budget, and Capital Projects budget.

**Registrar** – The registrar will have limited financial responsibilities with regard to cash receipts and deposits, along with opening and receiving mail/parcels. The position requires a High School Diploma and 5 years' experience with student records, transcripts and other student data. Excellent computer skills are necessary.

1. Cash Receipts – The registrar will collect cash from students and parents and submit cash, cash collection ticket and pre-numbered receipt to the Finance Director.
2. Cash Deposits – On occasion, the registrar will make the deposits at the bank.
3. Mail – Registrar is responsible for opening mail, stamping received date and distributing mail to the appropriate staff member.

IV B.(4) Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

HLHS will hire an experienced "Business Manager" to oversee the fiscal operations of the school. This person will participate in regular meetings with other Business Managers in the High School Leadership Network for support. Also, the school will have a Finance Committee that will be chaired by the finance expert on the board and the members of the Audit Committee required by state statute. This committee cares for the fiscal health of the school and its long-term viability of the financial policies, audit findings, systems, and structures (separation of duties, etc.). The Finance Committee will meet monthly and the committee chair will set a standing agenda that includes the following:

1. PED 1<sup>st</sup> Quarter Reports
2. October Financials – Budget Report at 10.31.11
3. Audit Fieldwork – Preliminary Audit Findings
4. Current Year Revenue Forecast
5. Audit Committee Recruitment
6. Journal Entries to the GL

IV B.(5) Describe the school's strategic vision (long range Planning for the sustainability of the school. Discuss the plans for addressing enrollment that does not meet the projection stated in your application.

The strategic vision for HLHS is to create a gradual growth plan that allows the school to increase revenues and expenditures at a rate that can be understood and planned for by the institution. Growth will take place over 4 years and based on the plan executed by ACE Leadership High School, revenues should be sufficient to account for expenditures. Also, given the significant experience of ACE Leadership staff, the school expects to easily achieve its enrollment objectives. However, the school has believes it can make budget within a 10 percent margin of expected enrollment. The school expects to receive \$100,000 in

unencumbered funding that can be used to cover an unanticipated enrollment decline of up to 10 percent in year one and at least that much in years following. In addition, there is significant fund raising capacity in the Health Care Industry, foundations, and significant expertise through the affiliation with the New Mexico Center for School Leadership.

Also, the school intends to grow to more than 400 students because it is the optimum enrollment for efficiency. For example, Small School Size Adjustment funding phases out at 400 students and the school is not dependent upon diseconomy of scale and the money that accompanies it through the funding formula to make budget.

Finally, predictions and the budgets that accompany them are likely to change due to unforeseen circumstances. The likelihood that the school will be fiscally solvent is directly related to the capacity of the leadership. Fortunately, the school has a deep partnership with ACE Leadership High School through the NM Center for School Leadership which brings over 20 years of financial expertise at the state and school levels.

## **V. EVIDENCE OF SUPPORT**

VA. Describe the type of outreach the applicants conducted to make students and families aware of the proposed charter school and give evidence of the support you received in response.

In the development of the Health Leadership High School, three types of outreach were conducted to make the community, including students, parents, community organizations and community leaders aware of the proposed charter school. First, meetings were held with individuals to both transfer information about the proposed school as well as to get preliminary feedback around the idea. Second, small community convening in partnership with community based organizations were held to share information with a larger group of individuals about the school and third, focus groups and a non-scientific community survey was conducted to capture data to gauge interest in the development of the Health Leadership High School.

### Individual Meetings

Individual meetings were held with various kinds of stakeholders in the South Valley to gauge interest and secure support. Some of the individuals who have signaled support for the proposed school are Bernalillo County Commissioner Art de la Cruz, Executive Director of Partnership for Community Action Adrian Pedroza, Director of Community Outreach for First Choice Health Michelle Melendez and Dr. Andrew Zeller, Clinical Director of Casa de Salud. As we progress with the development of the proposed school. We intend to engage in more meaningful discussions with each of the aforementioned individuals, as well as may others, to develop substantive partnerships to support the opening and on-going operations of the campus.

### Community Convenings

Generally, educators, experts and professionals have dominated every aspect of the dialogue to the point that input from others-such as parents, community partners, and students-has not yet happened. In our attempt to develop a responsive institution that meets parents and students “where they are”; to develop relationships with partners and acknowledge that there must be a role for the community in education going forward; we have designed and utilized an



asset-based school development process. At the heart of this process is hearing the voices of the community and incorporating those voices into the design of each school such that the school becomes an integral part of the community.

This kind of development model, with community engagement at its' core, is designed to restore and reconcile community by not only changing the nature of our public conversation; but by also changing the make-up and language of those having the conversation. In utilizing this model, our intention, as Peter Block, founder of the Civic Engagement Model says, “ is to create the possibility of an alternative future by [co]-creating a public conversation based on shared accountability and commitment to the good of the whole. Its underlying intent is to shift the context within which traditional problem solving, investment, and social and community action takes place. This shift is from speaking about what others should do, to speaking into the possibilities of what we as citizens have the capacity to create”. In our ongoing work around school development, we have utilized participatory methodological processes and community convenings to achieve such a purpose.

Following is an example of one of three community convenings that were conducted in collaboration with the Partnership for Community Action:

On April 23, 2012, Partnership for Community Action (PCA) convened a group of their parents and young people at the Holy Family Church, to give input to the design of the proposed Healthcare Leadership High School. During the course of the convening, participants were asked three (3) focus questions that were developed utilizing an Appreciative Inquiry framework and asset-based methodologies. To engage the dialogue, a series of questions, developed as focus questions, were asked to generate data from a facilitated conversation. The questions asked during the conversation were:

- Focus Question #1: ***What things are schools doing well in working with your communities? How are the schools currently meeting your needs?***
- Focus Question #2: ***What things would a school have to provide or do to be a good community school? What are schools not doing well and need to do better?***
- Focus Question #3: ***What would a Healthcare High School in your community look like? What would it provide to the community and to students? Would you advocate for the development of a Healthcare High School in your community? Why? Why not?***

The focus questions were translated from English to Spanish. The dialogue was facilitated by Everette Hill with translation support and also primary facilitation by PCA staff in Spanish by Jesse Bunker and Javier Martinez.

#### Focus Groups & Community Surveys

Community surveys can provide useful information to enlighten program development and evaluation. Surveys also provide an important means for parent, community and youth involvement in decision-making and educating people about issues, services available and in this case, the establishment of a proposed health oriented charter high school.

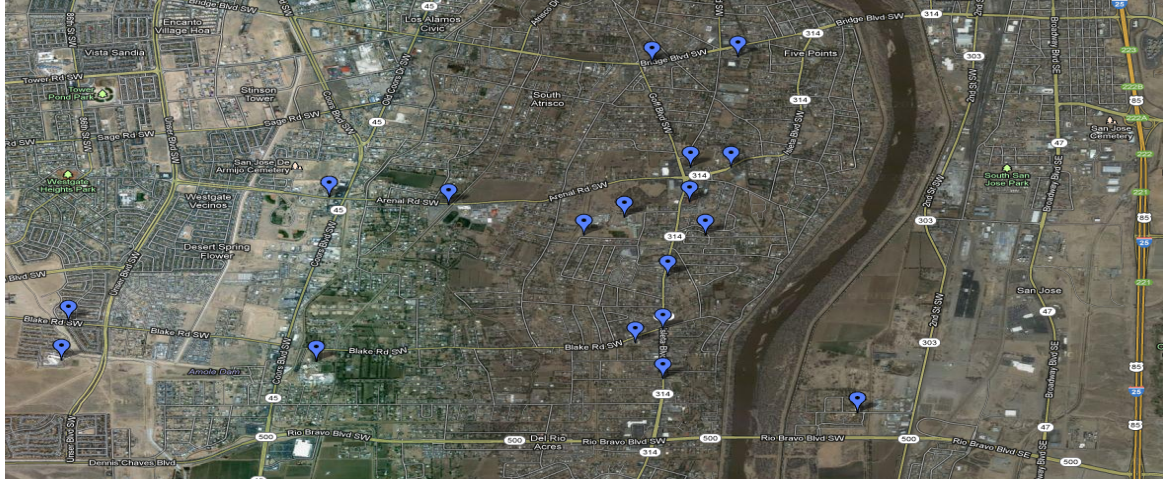
While it is understood that conducting a survey can be a technical endeavor that often requires assistance from people-such as university researchers who are familiar with survey

fundamentals such as sampling procedures and questionnaire design; the information needed for this application was intended to gauge interest only, and so this survey, while adhering to the process of developing a valid survey, would be termed a non-scientific community survey. We believe that achieving success in the survey process is based upon carefully executing each of the aforementioned steps ranging from deciding about how to meet your information needs to presenting the survey findings, we believe that this informal survey provides the range of data required to complete this application.

According to the Partnership in Education and Research through The Community Survey: A Tool for Participation and Fact-Finding; there are six steps to conducting a survey: 1) selecting a sample, 2) wording of the questions, 3) constructing the questionnaire, 4) Implementing the Survey, 5) Analyzing the Data, and 6) Presenting the Findings.

To conduct our survey, we also adhered to these six steps, but without the expectation of others having to be able to duplicate our findings. For us, the first step was to select a general area and a sample of people to be surveyed whom we thought represented the demographics of students that our proposed school would serve. For this data collection, surveyors focused on the Southwest Mesa and South Valley. The second and third steps around wording the questions and constructing the questionnaire were accomplished through a focus group with young people from in and around our target areas who would also eventually carry out the implementation of the survey. The questions utilized for the survey were designed to elicit demographic information and gauge interest in the theme of the proposed high school. The fourth step, implementing the survey, was done through outreach at various sites throughout our target areas-including county summer meal sites, summer school program sites, county community center sites and multiple apartment complexes and residences throughout the target area. Our field surveyors utilizing an Excel spreadsheet also conducted the fifth step, analyzing the data. The Excel spreadsheet is a compilation of the data, but this format also allows us to disaggregate the data by demographic field as necessary. And finally the sixth step, the presentation of the data, is included as summative data, but also as disaggregated data by demographic in the following section of this application.

For a two-week period, our group of youth surveyors conducted the survey to gauge interest in the proposed Health Leadership High School. The surveys were constructed and conducted in both English and Spanish, as necessary. In the following section, provided is a map of the overall area and a listing of the proposed sites that were to be visited while conducting the survey. Each of the plotted points on the map represents a county meal site, school, community center or a residential center. Below the map is a list of the actual sites visited during the data collection process.



#### Locations Visited:

1. Alamosa Community Center
2. Harrison Middle School
3. Westside Community Center
4. Casita Robles Apartments
5. Rancho De Paiz Apartments
6. La Villa Apartments
7. West Mesa Aquatic Center
8. Rio Grande Pool
9. UNM

There were a total number of nine (9) sites visited over a three (3) week time period. In addition to the sites visited, a network of youth from around the targeted areas of the city was also engaged. This youth network, in collaboration with schools and community-based organizations, has developed a database created as part of the work of the TheBoyz Productions, an entrepreneurial enterprise of a group of young Hispanic men who are interested youth and community development. This business has created a large database covering the greater Albuquerque area with a range of youth from ages and schools. This database was utilized to help locate individuals in our surveys targeted sample group and service areas.

Although initially the sites selected were only going to be county meal and community center sites, an expansion on that methodology to include school sites and residential sites was needed due to a lack of attendance in desired locations. The Southwest Mesa and the general pace of human traffic of our sample groups made these expanded sites extremely desirable as well. These locations were acquired and included to the location for data entries.

V B. Provide the total number of students interested in the charter by grade level. DO NOT provide names or specific letters of interest from families or students. If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance, (current), gender or type of current school (home, private, public), or other pertinent data.

### **Aggregated Data**

In all, a total of 328 youth were surveyed about their interest in the proposed Health Leadership High School. This survey sample included youth from ages 13-20. The sample size included ages 13-20 because the proposed Health Leadership High School is proposed to have both a day program and an evening program for students who have previously dropped out of school. Of the 328 surveyed, 244 youth, or 72% stated that they would have an interest in a Health Leadership High School. Of the 328 youth surveyed, 84 youth, or 28% stated that they did not have an interest in a Health Leadership High School.

### **Disaggregated Data**

#### Gender

Male 116

Female 145

#### Ethnicity

Latino—254

Native—7

White—41

African American—31

Asian—7

#### Grade Levels

7<sup>th</sup>—85

8<sup>th</sup>—86

#### Out of School

16-19 years old—132

20-24 years old—37

#### Location

Those surveyed living in the Zip Codes directly affected by the school:

87105—107

87120—50

87121—103

VC. Explain the founder (s) ties to and knowledge of the community the school is intended to serve.

Tony Monfiletto is a co-founder of Health Leadership High School and he is currently the Principal of the school. Based on the last census of students from ACE Leadership, nearly 60 percent of the school populations are residents of the South Valley or Southwest Mesa of Albuquerque. ACE Leadership has recruited students from these areas of Albuquerque and it served these young people well. Over 90 percent of the student body is Latino and nearly 80 percent of students are bilingual on the Home Language Survey (speak Spanish at home). As a result, the school has recruited a faculty that is roughly 50 Latino and 50 percent of the overall faculty is competent in Spanish. This is a terrifically important attribute of the school since outreach includes mandatory face-to-face “Family Meetings” that are held quarterly. Also, the

school has an active home visit program that is staffed by Advisors and the Student Support Team. In addition, bilingualism is treated as an asset at ACE Leadership and it permeates the instruction at the school. For example, Spanish is taught in the context of Architecture Construction and Engineering in order to develop the professional language of the industry for all of the graduates. His experience operating this outreach and academic programs gives him a thorough understanding of the needs of families in the proposed location of the school.

Everette W. Hill, MA, MFCT is co-founder of the Health Leadership High School. A resident of the Los Padillas community of the South Valley of Albuquerque for nearly the past 20 years, he has worked to support programs and initiatives in community development and education for all of that time. Hill is married and a parent of three school-aged children, all of who attend child development centers and public charter schools in the South Valley. From 1994 to 2004, Hill worked as a case manager, job developer and Vice President for Youth Development, Incorporated, or YDI. Initially, Hill was the case manager for the Project Succeed Program, a school-within-a-school modeled program for re-classified 9<sup>th</sup> graders who were in danger of dropping out of school. As the Case Manager/Job Developer, Hill was responsible for supporting the students in the program at Highland, Albuquerque High, West Mesa, Valley and Rio Grande High Schools. After several years of working in the program, Hill became the Division Director charged with oversight of the stay-in-school program, the summer youth employment program, Valencia programs and the GED program at YDI. Two years later, Hill became Vice President of the Education Employment and Job Training Division of YDI.

While Vice President of the Education, Employment & Job Training Division of YDI, Hill was charged with the development of a charter school, which eventually became Nuestros Valores Charter School, located in the South Valley of Albuquerque. At the time of Nuestros Valores' development, the charter law for New Mexico was new policy and one of the unique aspects of the application was that of a non-profit attempting to apply for a school. Programmatically, the unique markers of the school was that it was to combine the small school within a school atmosphere of the Project Succeed program and the emphasis on students with educational and social-emotional needs with the wrap-around services for students and families that had historically been provided by YDI's programs.

By 2004, Hill had served nearly five years as Vice President at YDI and left in November of that year to take the role of Executive Director for the New Mexico Forum for Youth in Community. The New Mexico Forum for Youth in Community, or the Forum, was organized and built as a statewide intermediary organization, charged with 1) changing the paradigm in youth development from deficit-based frames to an asset-based worldview, 2) developing statewide networks of like-minded stakeholders to move the paradigm shift into fields of practice and 3) to provide practical tools, training and technical assistance to help both practitioners and organizations move from paradigm shift to sustained quality practice. The Forum endeavored to do this work by convening community and stakeholder meetings, connecting communities and youth to institutions and systems, and by building capacity in communities and in institutions to better work with each other. This was all accomplished through statewide partnerships, collaborative practice and engaging in community-led policy efforts.

Executive Director of the New Mexico Forum for Youth in Community for 6 years, Hill

is currently a contractor supporting the development and operations of the New Mexico Forum Foundation. In all, Hill has 22 years experience in the non-profit sector working in, developing and managing programs, developing grass-roots community-based public policy initiatives, and providing organizational development and technical assistance supports to individuals and organizations in the social sectors. He has been a guest presenter in the Public Policy Department at the University of New Mexico, a member of the New Mexico Children's Cabinet, an appointee to the New Mexico Juvenile Justice Advisory Committee (JJAC), Chairman of the Next Generation Fund, Advisory Board member of Citizens Schools New Mexico, Board member of Prosperity Works and a charter fellow of the Strategic Leadership Institute, developed and supported by the McCune Charitable Foundation.

Mr. Hill is a graduate of Occidental College where he earned bachelor's degrees in both Psychology and History, while also studying Sports Medicine and Religious Studies. In 2001, he earned his Masters of Arts degree in Counseling Psychology from the University of Phoenix, where the concentration of his work was in Marriage and Family Therapy. Hill was also a co-founder and member of the Charter School Development Team for the Architecture, Construction and Engineering High School located in the Sawmill community in the North Valley of Albuquerque where he designed and managed the development of the Positive Youth Development framing for the school and the community engagement programming, including the establishment of the Community Engagement Center.

VD. Explain any partnerships, networking relationships, and/or any resources or agreements that are planned with these persons or entities.

While we have interfaced with many non-profit, community based and other service organizations who work in and around the South Valley-such as First Choice Community Health, La Plazita Institute, UNM Health & Sciences Center, Centro Savila, Encuentro, Casa de Salud, and Bernalillo County Commissioner Art de la Cruz's office and Partnership for Community Action, a non-profit community-based advocacy organization in Albuquerque, NM.

From their website, Partnership for Community Action is committed to building strong healthy communities through relationship building, leadership development and civic engagement. Since 1990 The Partnership has worked with neighborhood organizations, families and institutions to build stronger communities by taking action around various issues.

Currently, the Partnership for Community Action (PCA) works with communities around educational improvement, immigration, juvenile justice, mentorship, prevention and voter engagement. [They] believe that by building coalitions of community stakeholders and developing local leaders to take action, we can achieve healthier and more just communities for everyone.

Partnership for Community Action currently works in neighborhoods all over the city of Albuquerque, including neighborhoods in the South Valley, Pajarito Mesa, and the Southwest Mesa. Because of their commitment to the community, longstanding work around advocacy, parent engagement and community support.

V E. If there are other public schools in the geographic area within which you are seeking to locate, describe why your proposed school is a needed option for the students served by the existing school (s).

In a geographic analysis of at risk students across New Mexico, the South Valley and Southwest Mesa of Albuquerque have the highest incidence of at-risk indicators in Albuquerque. This geographic area leads the city in every at-risk category effecting or resulting in poor school performance. The unique design of HLHS (Learning by Doing, Student Support, and Community Engagement) is a holistic approach that is perfectly crafted to address the troubling attributes of this community. In a comprehensive analysis of educational conditions across Albuquerque, the University of New Mexico, Center for Education Policy Research, found that this geographic area of the city led the city in every at-risk category. Their 2010 study titled “WHEREARE CHILDREN & YOUTH AT RISK ACROSS THE STATE?” pointed out the following attributes about this area of Albuquerque:

- Highest percentage of students entering 9th grade with one or more Fs and five or more absences in 8th grade core courses.
- Lowest four year graduation rates.
- Highest number of students taking remedial classes in college.
- Lowest six year graduation rates from UNM.
- Highest percentage of students over 25 who have been to high school (grades 9-12) but do not have a diploma.
- Highest percentage of students over 25 who do not have a college degree.
- The highest percentage of students in middle and high school that are habitually truant.
- The highest percentage of high school students who have been in a physical fight.
- The highest percentage of middle and high school students who have had sexual intercourse.
- The highest teen-age birth rates.

In addition, the intersection between education and public health is powerful and it is impossible to separate the effect of one from the other. Instead, they are co-dependent determinants of a community's well being. HLHS will be uniquely positioned to address this convergence and become a catalyst to improve the future for young people in fundamental ways. The intersection between education and public health are illuminated further in a study conducted by the Bernalillo County Place Matters Team. The study was a joint project between Bernalillo County and the New Mexico Department of Health that investigated the determinants of health (poverty, violence, unemployment rates, dropout rates, etc.). The Place Matters study also demonstrated the prominent need in the South Valley and South West Mesa

communities that further demonstrates the overwhelming need for high quality schools in this area of Albuquerque.