

Appendix A: Course Scope and Sequence

Year 1

English 9 1.0

Government .5

IMP I 1.0

Chemistry 1.0

Spanish 1.0

Advisory-elective .33

P.E. .34

Health .33

Mesa – elective .25

Independent Study .25

Year 2

English 10 1.0

World History 1.0

NM History .5

IMP II 1.0

Physics 1.0

Spanish II 1.0

Advisory- elective .33

P.E. .34

Health .33

Science elective .25

Math elective .25

Year 3

English 11 1.0

US History 1.0

IMP III 1.0

Biology 1.0

Financial Lit 2 1.0

Advisory-elective .33

P.E. .34

Health .33

Elective .5

Math elective .25

Science elective .25

Year 4

English 12 1.0

Economics .5

IMP IV 1.0

Unified Science 1.0

CNM/Distance Learning
1.0

Advisory-elective 1.0

Math elective .25

Science elective .25

Internship Project 1.0

Appendix C: Head Administrator job description

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

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

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

Finance Director

To assure proper and appropriate financial controls over public funds, the Executive Director will hire a licensed business official in accordance with 6.63.12 NMAC

Under the general direction of the Principal, the Finance Director oversees all operations in connection with financial matters, including accounts receivable, accounts payable, payroll 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 serve as a public relations ambassador for NMACE and must demonstrate professional excellence and adhere to standards of quality at all times. Other related duties may be directed by the principal.

Facility Director

Directs and performs program of campus maintenance, custodial, construction, remodeling, and security in a manner that will protect the public's investment and support the HLHS operations objectives. Such maintenance includes all buildings and improvements, grounds and plantings, utilities and mechanical/electrical systems, parking, roadways, equipment and vehicles. Create and maintain annual maintenance budget. The facility director reports directly to the Principal.

Director of Student Support

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

- Social and emotional support services provided by the social workers
- Student nutrition
- Physical education
- Advisory curriculum
- After school programs

The Director of Student Support will be a certified teacher and report directly to the Principal.

Health Coach

The Health Coach will be chiefly responsible for developing an educational program based in the core mission of "learning by doing" at HLHS. This staff member will assist teachers in developing relevant practical health related applications that will be used in all classes. The Health Coach will

assist teachers in project development and delivery to ensure the content is directly related to work in the health field.

Health Coach Responsibilities:

1. Lead the applied health standards in projects in collaboration with teachers
2. Collaborate with teachers and the principal to develop the Gateway assessments
3. Interface with practitioners in the field and post-secondary education to ensure that the school is applying the latest advancements in the industry
4. Create and implement a system for the health profession to participate in curriculum design, instruction, and assessment

The health coach will be an experienced professional with a thorough understanding of the various health careers.

Teachers

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

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

Transition Coach

The Transition Coach is responsible for establishing transition programs for all students after graduation. The position is envisioned to deliver direct services to students in the 11th and 12th grade and program development support to earlier grade levels to ensure the curriculum is designed

backward from the expectations of college and career. Some direct instruction of students will be required and the position will require a teaching certification and will report directly to the Principal. Knowledge of the most advanced practices in project-based learning. Specific duties include:

1. Placing all Juniors in internships
2. Placing all Seniors in Dual Enrollment classes
3. Establishing partnerships with higher education, employers and internship providers
4. Supporting curriculum development that culminates in Gateway exhibitions demonstrating college and career readiness
5. Creating a high functioning alumni network to serve as volunteers at the school
6. Building an alumni network that can fuel the career growth and economic opportunities of graduates

Speech and Language Pathologist

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

Social Worker:

The goal of social work support via the IEP for Special Education students is to reduce barriers to learning so students may more easily succeed academically and socially in the HLHS community. Such barriers to learning may include challenges such as depression, anxiety, stress, family struggles, difficulty getting along with peers, and other social and emotional issues.

Social Workers at HLHS also provide a global service to the whole school environment. Social Workers support the HLHS community in the following ways:

1. Provide individual counseling for Special Education students through the IEP
2. Provide interventions with students and their families
3. Work closely with teachers and other staff members to address concerns in the classroom and develop solutions for that student
4. Attend IEP meetings as an advocate for the student and family
5. Mediate disagreements between students
6. Assist students and families with community resources; i.e., legal issues, advocacy, trainings, referrals to support groups, mental health agencies, etc.
7. Consult with other mental health professionals to address student needs
8. Facilitate discussions in the classroom to promote social/emotional wellness.
9. Educate and promote healthy behavior and provide assistance for sick/injured students.
10. Empower teachers and students in creating safe classroom conditions.
11. Assist faculty/staff with interventions such as counseling or referrals for counseling in the community, support around working with students, stress management, and classroom management assistance.
12. Provide support in discipline situations, as often a social or emotional need will be identified when a student is involved in a behavioral or other disciplinary situation. Social workers work with the Principal and Director of Student support to provide support and intervention in such situations.
13. Assist in building and 're-building' relationships in the HLHS community. Often they are needed to arrange and facilitate mediations between students, or between students and teachers, and to de-escalate situations that have the potential to become volatile.
14. Complete quarterly progress towards goals for caseload students.
15. Document time spent consulting with teachers, families, and students as well as direct work with students regarding social/emotional issues.

Appendix F: Student Discipline Policy

HLHS Proposed Student Discipline Policy

HLHS Student Discipline Policies

At Health Leadership High School, a range of student behaviors will result in a range of consequences for those actions. At all times, the goal of the Principal and other staff is to respond to disciplinary actions with fairness and in as timely a manner as possible. In all cases, this means that respect is extended to the student(s) involved in the case at the same time that the overall safety of the community is upheld.

Disciplinary Consequences

The purpose of disciplinary action at HLHS is to ensure that both individual students and the HLHS community stay focused on growth and learning. Prompt resolution of the problem or issues is expected. Discipline may include a warning to the student, parent notification, and a written commitment by the student to improve his/her behavior and/or performance. In addition, depending on the nature of the infraction and the student's past performance, any or all of the following consequences imposed by different parties may be appropriate:

Teachers/Staff/Advisors: Teachers have the right to impose consequences if a student misbehaves. Some of the consequences a teacher may impose include, but are not limited to:

Classroom behavior contracts communicated to Advisor, assigning community service or another way to repay the community, time-out of from classroom, staying after or before school, loss of participation points, loss of classroom privileges, reassignment of seating location, parent phone calls.

Principal: In addition to most of the consequences listed above, the Principal may also mandate a school-wide behavior contract designed in conjunction with the Advisor, suspend a student, or request a disciplinary hearing to seek a student's long-term suspension or expulsion from HLHS.

DEFIANCE OF SCHOOL PERSONNEL/AUTHORITIES

We expect all HLHS students to speak and act in a respectful manner. Refusing to comply with a reasonable request or demand by any school authority at places or times when school officials have jurisdiction is prohibited.

HARASSMENT

We prohibit any behavior that is intended to or has the effect of harassing, denigrating, or intimidating another person on the basis of sex, race, color, religion, national origin, age, disability, or sexual orientation.

Although the determination of what constitutes harassment may vary with the particular circumstances, it can be described generally to include verbal and/or non-verbal forms of conduct or communication or physical contact which is intended to, or which has the effect of coercing, degrading, humiliating, intimidating, or threatening another.

Sexual Harassment

Sexual harassment is a serious issue and can result in severe disciplinary action. Sexual harassment is a form of gender discrimination as defined by Title IX of the Education Amendments of 1972. Sexual harassment is a violation of federal law. Any improper language or behavior that victimizes a member of our community because of gender or sexual orientation is forbidden. Such behavior may also be grounds for legal action and fines through the civil justice system. The message to students here is simple: Do not use suggestive, rude, or offensive sexual words, gestures, or actions in any way, at any time, while you are a member of the HLHS community. Examples of sexual harassment include but are not limited to: sexual assault, unwanted touching, inappropriate comments or conversation, certain non-verbal behaviors, inappropriate PDA's (public displays of affection) and gestures which threaten to belittle others on the basis of gender. Such behaviors are strictly prohibited. If you are seen, heard, or reported behaving in such a way, you may be charged with sexual harassment.

Consequences:

1st offence: written referral, parent conference, possible short-term suspension

2nd offence: written referral, parent conference, possible long-term suspension or expulsion

Any student who experiences or observes ANY harassment should talk with a Student Support Person, Advisor, or Principal immediately

PROFANITY

Using language that is crude, offensive, insulting, rude or irreverent is not acceptable. This includes swearing and the use of words that show contempt or disrespect. No one wants to hear it, and it has no place in school. It causes much bad will and resentment. Students who use profanity will suffer disciplinary consequences from individual classroom teachers and may also be called to a disciplinary hearing if the behavior doesn't change.

In addition, music containing inappropriate lyrics is not permitted at school at any time. Printed material, magazines, CD's, tapes or other forms of recorded music containing inappropriate words, pictures or lyrics will be confiscated and returned only to the student's parents/guardians.

ASSAULT/BULLYING

Threatening physical harm to another or causing a present fear of imminent danger to a person (including threats, gestures and verbal assaults) is prohibited at all times.

Consequences:

1st offence: written referral, student/teacher contact

2nd offence: written referral, family contact

3rd offence: written referral, family conference, possible suspension or expulsion for further incidents

PUBLIC DISPLAY OF AFFECTION

HLHS is a school that respects students' relationships with each other; however, appropriate display of affection requires good judgment and consideration of all parties. Students and staff are asked to refrain from inappropriate public displays of affection. Holding hands or walking arm in arm is acceptable contact between couples and friends. Kissing, excessive hugging, sitting on top of other students, etc., is not acceptable. A student's inability to control their actions in this area will necessitate the involvement of parents and can include disciplinary action on behalf of the school.

CLOSED CAMPUS POLICY

Overall, HLHS has a closed campus policy. Students are expected to remain on campus during the school day (including lunch periods) unless they have obtained permission from the parent/guardian and the Principal or it is their off campus lunch day. Because of their responsibilities in Concurrent Enrollment and Senior Project, HLHS Seniors are asked to develop an off-campus proposal for their class that must be approved by the Principal. This proposal must include a component of self-regulation, monitoring, and enforcement by the Senior class.

Students are also expected to remain in appropriate areas during the school day. Students may not enter a school office or classroom without permission from the appropriate teacher or staff member.

TRUANCY

Students who ditch or skip school or are found in areas not approved by the school will face disciplinary consequences. Ditching will result in written referral, family contact, detention and/or restorative efforts to the community, and legal referral for truancy.

Being out of bounds, off campus or in an unsupervised area will result in written referral, family contact, detentions and/or short-term suspension. Repeated offences will result in longer suspensions.

LOUDNESS & HORSEPLAY

Loudness is a disruption to all of the people in the building, whether they are studying in nearby classrooms, working in offices, or simply trying to converse with others in a public space. Horseplay can result in injury/and or damage to property. It also can easily lead to misunderstandings and fights, which could result in suspension or expulsion.

HANDS-OFF POLICY

Students are expected to respect the personal space of others by keeping their hands off one another. This includes but is not limited to: inappropriate wrestling, horseplay and inappropriate public displays of affection.

LEAVING CLASS/ASSEMBLY BY REQUEST

There will be times when a teacher feels it is important to have a student leave the room. This may result from an argument, a student not being willing or able to participate, or other circumstances. A teacher, administrator, or other staff member always has the right and the authority to ask a student to leave the room and the student must do so immediately and without disruption.

All students have the right to appeal to an administrator, an Advisor, or a member of the Student Support Team, and to have a conference with the teacher later. However, the student does not have the right to refuse to leave the area. Students have the right to examine a staff member's decision after the fact and through proper channels. Do not challenge this rule or the teacher in a heated moment. Violations of this rule will result in a suspension.

FOOD AND DRINK ON CAMPUS

Students are not allowed to eat food during class without teacher permission. Advisory celebrations, birthdays, etc. should happen in appropriate areas. Students may bring water or other non-soda drinks to school and class in re-sealable containers only.

GUM IS NOT ALLOWED AT ANY TIME.

Students are also responsible for playing an active role in keeping the school clean by depositing trash in designated trash cans.

SMOKING

HLHS is a non-smoking facility and smoking within the building is cause for suspension. This includes the areas in the vicinity of the school building.

DRUG, ALCOHOL, TOBACCO POSSESSION/USE:

HLHS has a Zero Tolerance Policy for drug and alcohol use. In accordance with the State Board of Education Regulation 81-3, HLHS prohibits students from using, possessing, distributing or trafficking in alcohol and/or other harmful and illegal substances. This is defined as any substance capable of producing a change in behavior or altering a state of mind or feeling including 'look alike' substances, including but not limited to: narcotics, cocaine, hallucinogens, amphetamines, barbiturates, marijuana—as well as federally controlled substances, prescription drugs not assigned to that person, and other intoxicating substances.

This rule applies on school property, at school or any school-related events. This includes being under the influence or looking, smelling or acting as if under the influence of a controlled or illegal substance.

Also strictly prohibited is possession, use or distribution of any paraphernalia such as lighters, pipes, bongs, rolling papers which or other materials associated with drugs, alcohol or tobacco.

In addition, students may not possess or use tobacco products of any sort on school property or in the areas immediately surrounding the school property during school or at school sponsored events.

Consequences:

Under the influence: Written referral, parent conference, short or long-term suspension

Possession** of illegal drugs, alcohol, tobacco, paraphernalia or controlled substance: written referral, family conference, referral to legal authorities if applicable, suspension or expulsion.

**Please note that "possession" as used herein, includes not only possession on one's physical person, but also custody and control. Thus, a student may be found in possession of any item if the item is in the student's backpack, car, or elsewhere, if subject to the student's custody and control.

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ALPHABETICAL LIST OF FURTHER DISCIPLINARY OFFENSES

Following is a list of disciplinary offenses in alphabetical order. Included are actions and behaviors that occur less frequently but still need to be addressed. This list is not all-inclusive; acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school

staff. The criterion used for defining unacceptable behavior is whether or not it has the potential to disrupt the educational process.

As stated previously, the purpose of disciplinary action at HLHS is to ensure that both individual students and the HLHS community stay focused on growth and learning. At HLHS we recognize that making mistakes is a part of learning, in both academics and in social-emotional growth. We will work to support students regardless of the choices they make, but it must be noted that certain actions or behaviors will necessitate firm consequences on behalf of the school, including suspension and/or expulsion from the school, and could involve consequences from outside legal agencies.

ARSON

Maliciously, willfully and/or neglectfully starting or participating in by any means, a fire or causing an explosion on school property or at any school related event is prohibited.

Consequences: For any offence, written referral, family conference, restitution, possible referral for legal actions and suspension (long or short term) or expulsion.

ASSAULT/BULLYING (AGGRAVATED)

Intending or performing assault with a weapon, instrument or any means of force likely to produce bodily injury (including sexual assault and/or offences) is prohibited.

Consequences:

1st offence: written referral, family conference, referral for legal actions, short-term suspension

2nd offence: written referral, family conference, referral for legal action, suspension or expulsion

BATTERY/FIGHTING

HLHS has a Zero Tolerance Policy on violence. This means that resorting to physical violence is never acceptable. Employing hostile contact in which at least one party has contributed to a situation by verbal action and/or bodily harm is prohibited.

Consequence for any offence: written referral, family conference, short-term suspension and possible long-term suspension or expulsion.

BATTERY/FIGHTING (AGGRAVATED)

Employing hostile contact with any kind of weapon or causing great bodily harm is prohibited.

Consequence: For any offence, written referral, family conference, short-term suspension, referral for legal action, possible long-term suspension and expulsion.

BOMB THREAT/FALSE ALARM

Falsely and maliciously stating to another that a bomb or other explosive has been placed in such a position that a person or property are likely to be injured or destroyed or interfering with the proper functioning of a fire alarm system or giving a false alarm, whether by means of a fire alarm or otherwise are prohibited.

Consequences: For any offence, written referral, family conference, short-term suspension, referral for legal action, possible long-term suspension or expulsion.

EXTORTION

Using intimidation or the threat of violence to obtain money, information or anything else of value from another person is prohibited.

Consequences:

1st offence: written referral, restitution, family conference, possible short-term suspension

2nd offence: written referral, restitution, family conference, short-term suspension, possible long-term suspension or expulsion.

INTERROGATIONS

Any person not employed by HLHS without the approval of the Principal may not interrogate individual students. All other policies regarding student interrogation will be established by the school's Governing Board as need arises.

GANG-RELATED ACTIVITY

A gang can be defined as any group of students and/or non-students whose group behavior is threatening, delinquent or criminal.

Gang-related activity can be intimidating to students, faculty and staff and can also be disruptive to the educational process. Although this list is not all-inclusive, examples of inappropriate and unacceptable gang-related behaviors include: gang graffiti on school property, intimidation of others, gang fights, initiation rituals, wearing gang attire and colors.

Since gang behavior, markers and colors are variable and subject to rapid change, the Principal and staff will exercise sound judgment and discretion based upon current circumstances in area neighborhoods and schools when evaluating gang-related activity. Gang-related indicators that will be considered include:

The student associates with admitted or known gang members.

The student wears attire consistent with gang dress.

The student displays gang logos, graffiti and/or symbols on personal possessions

The student displays gang hand signs or signals to others

The student talks about gang activity to others.

Consequences for any offence: written referral, family contact, possible suspension or expulsion.

General Disruptive and/or Disrespectful Behavior

HLHS is an academic community that maintains a serious and supportive learning environment. We expect respect from all members of the community. Student behaviors perceived by teachers or other staff as disruptive and/or disrespectful will result in disciplinary referral.

Consequences:

1st offence: written referral, teacher/student contact

2nd offence: written referral, teacher/parent conference, two days after school or four lunch detentions

3rd offence: written referral, parent conference, short-term suspension

Additional referrals: short or long term suspension or expulsions.

HAZING

Hazing of other students, which includes forcing others to engage in humiliating or dangerous activity to be included in a group, is expressly forbidden. Hazing is not permitted as a condition of membership to any group associated with HLHS.

Consequences: Any offence will result in family conference and suspension or expulsion.

ROBBERY

Taking the property of another through means of force or fear is prohibited.

Consequences:

1st offence: written referral, restitution, family conference, short-term suspension, referral for legal action

2nd offence: written referral, restitution, family conference, referral for legal action, long term suspension or expulsion

THEFT

Unauthorized possession and or sale of property of another without consent of the owner is prohibited at all times.

Consequences:

For any offence, written referral, parent conference, restitution, referral for legal action, possible short or long-term suspension.

THREATS

No member of the HLHS community may threaten another. Threats to harm or commit violence against any other individual are taken very seriously, even those uttered while joking or kidding around. A threat is never a joke.

Consequences:

Any offence: written referral, family conference, suspensions short or long term and possible expulsion and/or referral for legal action.

TRESSPASSING

Entering or being on school grounds or in a school building without explicit permission is prohibited.

Consequences:

For any offence: written referral, family conference, possible short or long term suspension.

VANDALISM

Deliberately, maliciously or thoughtlessly destroying, damaging and or defacing school property or the property of another individual is prohibited.

Consequences:

For any offence, written referral, family conference, restitution, possible short or long-term suspension.

WEAPONS/FIREARMS

Possession or use of any kind of weapon or firearm while at school or any school-related events is strictly prohibited. Weapons include but are not limited to guns (BB guns and look-alike guns, including squirt guns), knives of any kind including sharp objects designed to harm or scare, pepper spray and any other form of chemical spray.

Consequences:

The school will comply with all applicable local, state, and federal laws regarding weapons and firearms.

For any offence, confiscation of weapon or firearm, family conference, referral to law enforcement authorities, short term suspension and possible long-term suspension or expulsion.

DEFINITIONS OF DISCIPLINARY CONSEQUENCES

In general, disciplinary consequences include:

- Written referral: A brief documentation of the issue or action of concern. This is routed to the student's Advisor.
- *Family contact/conference: A phone conversation and/or meeting including student, Advisor, appropriate teachers, student support members, and/or Principal.
- Please note that in certain instances, especially in the case of concerns around physical or social/emotional safety, the Principal may elect to have student not report to class until a family meeting has occurred to problem solve the issue. This meeting will be set up as soon as possible, but will not always occur immediately the next day.
- *Detention: Students may be assigned to detention during lunch and/or before or after school hours. Students are assigned at the discretion of the Principal and other school staff. Student behavior during detention must be respectful and responsible. Students who do not observe the rules will serve additional detention time and may also be subject to suspension.
- *Disciplinary Hearing: In serious cases and/or cases in which a student has exhibited a pattern of inappropriate behavior that is disrupting the educational process, the Principal will call for a Disciplinary Hearing. Typically, the hearing is conducted by an A.P.S. Hearing Officer. The disciplinary hearing will occur within 10 days from the first full day of suspension and student is suspended from school until the hearing occurs.

Consequences of Hearing May Include: short or long term suspension, expulsion.

Students or their parents/guardians may waive their right to a hearing by signing a hearing waiver.

A student with an identified disability may not be suspended in excess of 10 days without an IEP review to determine whether the student's IEP is appropriate and whether the behaviors in question are a manifestation of the student's disability.

1. Upon review of disciplinary cases, all state and federally guaranteed due process laws for students will be followed in accordance with New Mexico Statute 22-5-4.3, School Discipline Policies, "The school's Governing Board ...shall establish student discipline policies and shall file them with the department of education."

2. All students have the right to a fair hearing and procedure process and an appeal process.

Equal Education Opportunity Statement: At HLHS, every student has a right to an education relevant to his or her need or ability. No student will be subjected to harassment, prejudicial treatment not to abridgement of his or her right to attend and benefit from public school experiences on the basis of any of the following: ethnic identity, religion, culture, race, gender, sexual orientation, political belief, mental, physical or sensory disability or the exercise of his or her rights within this policy. This also includes marital status and pregnancy. HLHS observes all provisions of Section 504 and the ADA.

- *Suspension: Period of time away from school in which student reflects upon what it means to be a part of the HLHS community. The Principal or Principal determines suspensions upon review of disciplinary cases. Long term suspensions (10 days or more) or expulsions follow the ABCS Student Disciplinary Hearing Procedures. According to state law, students who are long-term suspended or expelled from HLHS are considered suspended or expelled for all Albuquerque Public Schools.
- *Behavior Contract: A behavior contract outlines a plan to which the student must adhere. The contract specifies targeted behaviors the student is expected to correct, the desired behaviors, specific supports and strategies needed, and consequences for success or failure.
- *Restitution: Restitution involves repaying or making amends to the community for damage or wrong done. Restitution entails giving an equivalent compensation for loss, damage, or injury caused to the HLHS community.
- *Mediation: During mediation members of the HLHS Support Team work with students, families, and faculty in an attempt to resolve a dispute or misunderstanding. The goal of the process is to arrive at a common understanding of accepted responsibility and a shared commitment to positive future interactions.
- *Expulsion: Removal from the HLHS community. According to state law, students who are long-term suspended or expelled from HLHS are considered suspended or expelled for all Albuquerque Public Schools.
- *Referral to Law Enforcement: Communication with local authorities in certain instances as required by law or at request of Principal and/or Principal.

Appendix G: Conflict of Interest Policy/Disclosure Statement

Conflict of Interest

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

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

4. Members will respect the confidentiality duty appropriate to discussions that take place during properly-noticed executive sessions.

Appendix I: PFSA-approved projected facility plan documentation

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
2019 Galisteo
Suite B-1
Santa Fe, NM 87505
(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

June 20, 2012

Ms. Gabriella Blakey
800B 20th Street NW
Albuquerque, New Mexico, 87102

Dear: Ms. Blakey,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for Health Leadership High School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan. We also request that you send us the plan in a 3-ring binder and include an electronic version once the PED approves your charter.

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

- The Albuquerque Public Schools in which you may be physically located has stated it does not have space in any of its facilities to accommodate your school
- You plan to have a cap of 430 students and consist of 9th thru 12th grades
- Anticipated number of 16 classrooms/spaces
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 843-6272.

Sincerely,

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

William W. Sprick,
Facility Master Planner

cc: Rocky Kearny, Regional Manager
Martica Casias, Planning and Design Manager

Appendix J – 910B5 SEG Computation Revenue Estimate

See attached Appendix J “5 year budget Health Leadership High School.xls”

Appendix K - 5-year budget plan

See attached Appendix K “5 year budget Health Leadership High School.1.xls”

Appendix L – Proposed salary schedule for licensed staff

EXPER.	BA		BA+15		BA+45 or MA			MA+15			MA+45		
	Level I	Level II	Level I	Level II	Level I	Level II	Level III	Level I	Level II	Level III	Level I	Level II	Level III
0	43,000	44,500	43,001	44,501	43,002	44,502	50,000	43,003	44,503	50,001	43,004	44,504	50,002
1	44,000	45,000	44,001	45,001	44,002	45,002	50,200	44,003	45,003	50,201	44,004	45,004	50,202
2	44,500	45,500	44,501	45,501	44,502	45,502	50,400	44,503	45,503	50,401	44,504	45,504	50,402
3	45,000	46,000	45,001	46,001	45,002	46,002	50,500	45,003	46,003	50,501	45,004	46,004	50,502
4	45,500	47,000	45,501	47,001	45,502	47,002	50,600	45,503	47,003	50,601	45,504	47,004	50,602
5	46,000	48,000	46,001	48,001	46,002	48,002	50,800	46,003	48,003	50,801	46,004	48,004	50,802
6	46,500	49,000	46,501	49,001	46,502	49,002	51,000	46,503	49,003	51,001	46,504	49,004	51,002
7	46,750	50,000	46,751	50,001	46,752	50,002	51,250	46,753	50,003	51,251	46,754	50,004	51,252
8	47,000	51,000	47,001	51,001	47,002	51,002	51,500	47,003	51,003	51,501	47,004	51,004	51,502
9	47,250	51,250	47,251	51,251	47,252	51,252	51,750	47,253	51,253	51,751	47,254	51,254	51,752
10	47,500	51,750	47,501	51,751	47,502	51,752	52,000	47,503	51,753	52,001	47,504	51,754	52,002
11	47,750	52,500	47,751	52,501	47,752	52,502	55,000	47,753	52,503	55,001	47,754	52,504	55,002
12	48,000	53,250	48,001	53,251	48,002	53,252	56,000	48,003	53,253	56,001	48,004	53,254	56,002
13	48,250	54,500	48,251	54,501	48,252	54,502	57,000	48,253	54,503	57,001	48,254	54,504	57,002
14	48,500	54,750	48,501	54,751	48,502	54,752	58,000	48,503	54,753	58,001	48,504	54,754	58,002
15	48,750	55,000	48,751	55,001	48,752	55,002	59,000	48,753	55,003	59,001	48,754	55,004	59,002
16	49,000	55,250	49,001	55,251	49,002	55,252	60,000	49,003	55,253	60,001	49,004	55,254	60,002
17	49,250	55,500	49,251	55,501	49,252	55,502	61,000	49,253	55,503	61,001	49,254	55,504	61,002
18	49,500	55,750	49,501	55,751	49,502	55,752	62,000	49,503	55,753	62,001	49,504	55,754	62,002
19	49,750	56,000	49,751	56,001	49,752	56,002	63,000	49,753	56,003	63,001	49,754	56,004	63,002
20	50,000	56,250	50,001	56,251	50,002	56,252	64,000	50,003	56,253	64,001	50,004	56,254	64,002
21		56,251		56,252		56,253	64,001		56,254	64,002		56,255	64,003
22		56,252		56,253		56,254	64,002		56,255	64,003		56,256	64,004
23		56,253		56,254		56,255	64,003		56,256	64,004		56,257	64,005
24		56,254		56,255		56,256	64,004		56,257	64,005		56,258	64,006
25		56,255		56,256		56,257	64,005		56,258	64,006		56,259	64,007
26		56,256		56,257		56,258	64,006		56,259	64,007		56,260	64,008
27		56,257		56,258		56,259	64,007		56,260	64,008		56,261	64,009
28		56,258		56,259		56,260	64,008		56,261	64,009		56,262	64,010
29		56,259		56,260		56,261	64,009		56,262	64,010		56,263	64,011
30		56,260		56,261		56,262	64,010		56,263	64,011		56,264	64,012
31		56,261		56,262		56,263	64,011		56,264	64,012		56,265	64,013
32		56,262		56,263		56,264	64,012		56,265	64,013		56,266	64,014
33		56,263		56,264		56,265	64,013		56,266	64,014		56,267	64,015
34		56,264		56,265		56,266	64,014		56,267	64,015		56,268	64,016
35		56,265		56,266		56,267	64,015		56,268	64,016		56,269	64,017

Letters of Support

Dear Mr. Monfiletto:

Attached for your review, as the person having authority to contract on behalf of your organization (legal designee), is the Grant Agreement for the above project. Please print, review this document carefully, and complete the appropriate section noting your organization's acceptance of this Grant Agreement. Once you have had an opportunity to review and sign the Grant Agreement, please return **all** pages to the W.K. Kellogg Foundation by **one** of the following methods:

1) Fax all pages to the attention of "Program Services" at [269-969-2760](tel:269-969-2760); or

2) Scan all pages and return via email to programservices@wkkf.org; (to prevent your email and attachment from being blocked by spam filters, we recommend naming the scanned document "grant agreement"); **It is important that you return this acceptance information as soon as possible in order to expedite the processing of the payment.** Upon receipt we will mail to you a signed copy of the Grant Agreement, and payment will be processed and forwarded as indicated in the Grant Agreement. Please contact Program Services staff should you have questions or concerns.

Thank you.

Program Services

W.K. Kellogg Foundation [269-969-2330](tel:269-969-2330)



OFFICE FOR COMMUNITY HEALTH

Tony Monfiletto
Principal and Executive Director
ACE Leadership High School
800 20th B, NW
Albuquerque, NM 87104

May 31, 2012

Dear Mr. Monfiletto,

I'm delighted to support the creation of Health Leadership High School. Your success in creating ACE Leadership High School as a state and national model bodes well for this new effort. The leadership of our UNM Office for Community Health is also impressed with your grasp of the social determinants of health. Today, we know that over half the determinants of health are social and economic. So a time commitment and participation in bringing this endeavor to life is of great importance to us, educational attainment being a major correlation with community health.

To bolster the model, I was impressed that you visited different health schools and asked probing questions of us. This is especially important, for jobs in the health sector are growing while others face stagnation. Thus, by preparing students for health careers, their motivation to stay in school increases and their job prospects sharply increases.

Our group at UNM Health Sciences Center has a long history of establishing school-based health centers in Albuquerque and in rural counties. UNM's commitment to this effort has lasted almost 30 years, so when we dedicate our energies to youth development through projects such as Health Leadership High School, the commitment is long term.

Finally, I see another role for the Health Sciences Center in this project—helping medical students and residents mentor youth at the High School, encouraging them to complete school and consider health careers.

Thank you.

A handwritten signature in black ink, appearing to read "Art Kaufman". The signature is fluid and cursive, with a large, sweeping flourish at the end.

Art Kaufman, MD
Distinguished Professor of Family and Community Medicine
Vice Chancellor for Community Health
University of New Mexico



THE UNIVERSITY OF NEW MEXICO • HEALTH SCIENCES CENTER

UNM HOSPITALS

May 30, 2012

Andrew Garrison, Chairman of the Public
Education Commission (PEC).

Dear Mr. Garrison,

We at University of New Mexico Hospitals are very supportive of your health care charter school effort. As we proceed into the coming decades, thousands of current health care workers will retire with the "baby boom" era.

Replacements for these retirees, coupled with the growth of an aging populace, will create a fire storm of need for all levels of health care workers. Those students who attend your charter school will have a tremendous advantage over the typical high school graduate.

It is highly commendable that Principal Monfiletto is reaching out to those in health care to create your curriculum. A "canned" curriculum would be a major mistake, so you are on the right flight path. UNM Hospitals will continue to support your efforts to create and maintain this wonderful effort.

Sincerely,

Jim Pendergast, Administrator
Human Resources
UNM Hospitals

cc: Anthony Monfiletto, Principal
ACE Leadership High School



COMMISSIONERS

Art De La Cruz, Chair
District 2

Michael C. Wiener, Vice Chair
District 4

Michelle Lujan Grisham, Member
District 1

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Tom Zdunek

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Assessor

Maggie Toulouse Oliver
Clerk

Willow Misty Parks
Probate Judge

Dan Houston
Sheriff

Patrick Padilla
Treasurer

County of Bernalillo State of New Mexico

Commissioner Art De La Cruz, Chair, District 2

Dolores Herrera, Commission Assistant
One Civic Plaza, NW 10th Floor, Suite 10111
Albuquerque, New Mexico 87102
Office: (505) 468-7448 Fax: (505) 462-9819
Email: adelacruz@bernalillo.gov

June 25, 2012

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

Dear Mr. Garrison:

The purpose of this letter is to express our full support of the application for the Health Leadership High School to be located in my District's South Valley. Bernalillo County will work with the school and community to produce the anticipated positive results and outcomes.

In your leadership position and as a long-standing South Valley resident you are only too aware of the identified demographic of displaced youth who often slip through the cracks of our society, and who do not participate in traditional high school, yet can succeed in a different setting. The drop-out rate is deplorable and unacceptable and it is our hope that an additional educational venue will afford our children another route to success. The establishment of this school for youth between 18-24 years of age will create a pathway which is based on national and local data. Targeting the need for employable people with that medical inclined expertise, education and skill set to work in hospitals, medical facilities and clinics. These students will have an immediate value based diploma.

The potential success of the Health Leadership High School is envisioned to model the ACE Leadership High School. As you are aware the ACE model offers concentration in the construction industries.

I respectfully ask that you and your colleagues please give this application your full attention and consideration for selection. Please contact me, or my assistant, Dolores Herrera at 505.468.4778 if you would like to speak about this any further.

Sincerely,

Art De La Cruz
Bernalillo County Commissioner
District 2

*Boards & Committees: Albuquerque / Bernalillo County Government Commission (ABCGC), Member • Board of Finance, Member
Albuquerque / Bernalillo County Water Utility Authority, Chair • Community Schools Partnership, Member • Legislative Committee, Member
Mid-Region Council of Governments, Board of Directors, Member • Rio Metro Transit District Board, Member*



June 1st, 2012

Mr. Andrew Garrison
Chair, New Mexico Public Education Commission
PO Box 27244
Albuquerque, NM 87125

Dear Mr. Garrison:

On behalf of the Board of Directors for the Greater Albuquerque Chamber of Commerce, we endorse Health Leadership High School (HLHS) and ask that you to consider their charter application that will be submitted in July of 2012.

HLHS is being created because the health care sector is changing at an unprecedented rate and the sector faces an unknown future. However, in an era of scarce resources, a well-educated and skilled workforce is the best chance to shape a healthy future for the community. The goal of HLHS is to prepare graduates to enter the workforce and begin a career in the health sector or continue to college after they graduate to become highly skilled professionals. HLHS is creating a diploma that would be recognized by health care employers, one that assures these employers that students are prepared to work in the industry.

The Chamber has a long history of supporting educational programs and educational systems that work. We believe HLHS has a formula for successfully educating health professionals for the future, and we endorse their charter application.

Sincerely,

A handwritten signature in cursive script, reading "Jed Fanning".

Jed Fanning,
Chairman
Greater Albuquerque Chamber of Commerce
EVP Group Manager, US Bank New Mexico

A handwritten signature in cursive script, reading "Terri Cole".

Terri Cole
President & Chief Executive Officer
Greater Albuquerque Chamber of Commerce

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Appendix E : Governing Body Personnel Policies Health Leadership High School (HLHS) Personnel Policies

Professional Development

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

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

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

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

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

Employment Information

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

Equal Employment Opportunity

HLHS abides by state and federal laws dealing with equal employment opportunity. Therefore, in order to provide equal employment and advancement opportunities to all individuals, employment decisions at HLHS will be based on merit, qualifications and abilities. HLHS does not discriminate in employment opportunities or practices on the basis of race, color, religion, sex, national origin, age, disability, or any other characteristic protected by law.

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

Employee Background Check

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

Immigration Law Compliance

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

Personnel File

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

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

Medical Records File

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

Employment Classification

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

Non-Exempt and Exempt Employees

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

Regular Full-time Employees

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

Regular Part-Time Employees

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

Work Schedule

Business Hours

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

Absence or Lateness

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

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

Benefits

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

Group Insurance

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

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

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

Medical Plan Pre-Existing conditions Limitations Exclusion

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

Davis Vision Plan Two-Year Lock-In Rule

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

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

Cafeteria Plan from Legacy Financial

Health Insurance/Change of Status

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

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

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

Enrollment of eligibility questions contacts the Benefits Office.

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

(ERISA does not quote or answer benefit questions.)

HEALTHY VISTAS PROGRAM: (The NMPSIA Health Management Program)

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

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

Comprehensive Health Management Program

Featuring:

- Nurse line

- Health Risk Assessment
- Lifestyle Management
- Disease Management

Eligibility

Who is Eligible?

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

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

Initial Enrollment

1. When must initial enrollment be completed?

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

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

2. How is enrollment completed?

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

3. When is coverage effective?

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

status change, such as the employee's marriage, divorce, birth of a child or adoption of a child, death of spouse or dependent or change in spouse's employment (terminated, laid off, start of a new job).

4. When does coverage end?

Coverage ends on the last day of the month.

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

Eligible employees who elect not to enroll during the initial 30-calendar day enrollment period

May enroll **only** during an open enrollment (not a switch enrollment), or in the event of a family death or a spouse or dependent or change in spouse's employment (terminated, laid off, start of a new job).

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

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

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

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

Disenrollment in Medical, Dental and Vision Plans

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

Switch Enrollment

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

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

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

Workers' Compensation

Employees may be eligible for Workers' Compensation benefits if work is missed due to an on-the-job injury. An on-the-job injury is defined as an accidental injury suffered in the course of work, or an illness that is directly related to performing assigned job duties. Any such injury or illness must be reported to the supervisor immediately. Prompt reporting is the key to prompt benefits. Nothing can happen until the

employer knows about the injury. Ensure your right to benefits by reporting every injury, no matter how slight.

Unemployment Compensation

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

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

New Mexico Retirement Plan

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

Social Security

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

Holidays

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

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

Leaves

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

Application for Leave

All leaves of ten (10) consecutive work days or less must be requested through and approved by the employee's principal. Extended leave of more than ten (10) consecutive days, with or without pay, must be requested through the front office. **Employees must complete the required Leave Form and receive the necessary approval before the leave requested may be taken.**

Professional development will not count against your 10 days.

Standards of Conduct

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

Employee Standards of Conduct

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

Sexual and Other Unlawful Harassment

HLHS is committed to providing a work environment that is free from all forms of discrimination and conduct that can be considered harassing, coercive, or disruptive, including sexual harassment. Actions, words, jokes, or comments based on an individual's sex, race, color, national origin, age, religion, disability, sexual orientation, or any other legally protected characteristic will not be tolerated.

Sexual harassment is defined as unwanted sexual advances, or visual, verbal, or physical conduct of a sexual nature. This definition includes many forms of offensive behavior and includes gender-based harassment of a person of the same sex as the harasser. The following is a partial list of sexual harassment examples:

- Unwanted sexual advances.
- Offering employment benefits in exchange for sexual favors.
- Making or threatening reprisals after a negative response to sexual advances.
- Visual conduct that includes leering, making sexual gestures, or displaying of sexuality suggestive objects or pictures, cartoons or posters.
- Verbal conduct that includes making or using derogatory comments, slurs, or jokes.
- Verbal sexual advances or propositions.
- Verbal abuse of a sexual nature, graphic verbal commentaries about an individual's body, sexually degrading words used to describe an individual, or suggestive or obscene letters, notes, or invitations.
- Physical conduct that includes touching, assaulting, or impeding or blocking movement.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

If you experience or witness sexual or other unlawful harassment in the workplace report it immediately to your supervisor. If the supervisor is unavailable or you believe it would be inappropriate to contact that person, you should immediately contact the Principal. You can raise concerns and make reports without fear of reprisal or retaliation.

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

Any supervisor, faculty member, or other staff member who becomes aware of possible sexual or other unlawful harassment must immediately advise the Principal so it can be investigated in a timely and confidential manner. Anyone engaging in sexual or other unlawful harassment will be subject to disciplinary action, up to and including termination of employment.

Staff Conduct with Students

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

Conflict of Interest

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

Unacceptable Activities

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

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

Progressive Discipline Process

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

Administrative Leave Pending Possible Disciplinary Action

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

Employment Termination

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

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

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

HLHS employment policies conform to the State Personnel Act.

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 HLHS or funding source policies.
 - b. Use of alcoholic beverages or non-prescribed drugs on the premises of HLHS.
 - 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 or ED within five working days from the date written notice of termination is served upon him. The employee may also request in writing the reasons for the action to terminate him. The Principal or ED shall provide written reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written request for the reasons were received by the Principal or ED. Neither the Principal, ED, or 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 or ED's written reasons as provided in Subsection C of this section by submitting in writing to the Principal or ED a contention that the decision to terminate him was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the local Principal or ED. The submission of this statement constitutes a representation on the part of the employee that he can support his contentions and an acknowledgment that the local school board or governing authority may offer the causes for its decision and any relevant data in its possession in rebuttal of his contentions.

F. The 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]. The employee and the local Principal or ED may each be accompanied by a person of his choice. First, the Principal or ED shall present the factual basis for his determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee pursuant to Subsection C of this section. Then, the employee shall present his contentions, limited to those grounds specified in Subsection E of this section. The HLHS Governing Board may offer such rebuttal testimony as it deems relevant. All witnesses may be questioned by the HLHS Governing Board, the employee or his representative and the Principal or ED. 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 or ED of its decision in writing within five working days from the conclusion of the meeting.

Salary Schedule and Salary Increases

Teaching and support staff are paid off of a salary schedule that was developed for HLHS. 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.

Purchases of \$50.00 or less are discretionary purchases, used for a special need for your classroom or office or for a special project. 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 \$300 in discretionary spending each year.

Travel Expenditures

A pre-travel authorization, policy and procedures form must be signed before leaving on professional development trips. Normally, the school will book and pay for flights, hotel accommodations and training fees, but occasional exceptions will apply. 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 checks are not issued by a restaurant; 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 at the end of every day, no matter how much was collected.

Lost 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 student's 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.

Textbook Policy

HLHS provides textbooks to students by department through the classroom teachers. Textbooks that are taken home are checked out/in through the class. A hold is put on student records as books that are outstanding. If a student leaves the school and has not returned all textbooks, they must return the textbooks or pay for them before receiving their transcripts. If a graduating senior has outstanding textbooks, the school will hold the diploma/transcripts until the books are returned or payment is received.

Student Records

Attendance

Teachers must take attendance every day at each class period as required by state law. If a student is absent for ten (10) consecutive days that student will automatically be withdrawn as stated by law.

Withdrawals

Students requesting to be withdrawn must go through our process regardless of situation. Withdraw forms must be signed by teachers, parent, student and registrar. They must also complete an exit interview with student support and/or the head of school. If students do not return any school property they will not be able to withdraw.

Grades

- a. Grades should be updated every two (2) weeks. Progress reports are sent out the first four weeks of every quarter. Report cards are sent out every nine weeks at four (4) times a year. Frequent updates are especially helpful for advisors to inform parents of student's status.
- b. If a student's grade needs to be changed, the request must come from teacher requesting change not from advisor. Semester, year, class, and previous grade to changing grade must be included.
- c. If you have arranged a learning contract with a student, provide an outline including detailed information and especially completion each semester to registrar

Transcripts

Students requesting transcripts must complete the transcript request form. Official transcripts are sent institution to institution only. All transcript requests may take up to five (5) days to receive. Teachers or staff requesting transcripts must give at least two (2) days advanced notice.

Testing

There are four (2 national and 2 state) exams held throughout the year.

- a. Proctoring: Teachers will be asked to proctor a test or section on any given day for their prep period or actual class time. Every proctor is **required** by NMPED to attend training (through registrar). Training and schedules for proctors will be given one (1) week prior to exam. Classrooms may also be used for the exams.
- b. Scores will be distributed to advisors for family meetings or to disburse to students and their families. If a teacher or staff member would like copies of all student scores please submit request to registrar.

Data

The registrar can provide any school wide data at your request however, please provide advanced notice, especially if information needs to be modified to your needs. This data can include: demographic, failure rates, test scores, and attrition etc.

End of Year Process

All grades must be completed and grade books should be turned into office.

Advisory

All teachers will be required to have an Advisory class as this is a fundamental component of the student “Wellness” program. While there will be many opportunities for teachers to instruct this class based on the specific needs of the students, all faculty must provide a common instruction developed by the Wellness Director. Advisory is a critical time during the school day and fundamental to creating a high performing institution. Parent communication, student guidance counseling, special education case management support, and culture building are all fundamental expectations of the teacher and the class.

Student Support Center (SSC)

The SSC is a core component of the school design and all faculty are expected to collaborate with the faculty who staff this office. The “care and concern” for students is the primary responsibility of the SSC and the notion that high levels of performance by students require commensurate levels of support from the school. Although the SSC is the center of this work on campus, you are expected to fully integrate its academic, social and emotional support, fitness and nutrition programs in your advisory, classroom, and in the public spaces of the school. This includes, rules regarding food and drink allowed on campus, appropriate dress, profanity, safety language, and an overall “assets-based” based approach to working with families and students.

Professional Development Center

All staff of the HLHS are also staff to the HLHS Professional Development Center (PDC). The mission of the PDC is to propel the growth of HLHS by giving opportunities for self-reflection and growth and to replicate and/or disseminate the practice of the school. This will require that you participate in PDC activities that are designed for both an internal and external audience. The PDC will focus its activities to correspond with the regularly scheduled training that occur every nine weeks, however you will may be expected to participate in PDC center activities when school is in session.

Employee Safety

General Employee Safety

HLHS is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees.

HLHS will maintain safety and health practices consistent with the needs of our industry. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask the Building Manager for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. Therefore, it is a requirement that each supervisor make the safety of employees an integral part of her/his regular management functions. It is the responsibility of each employee to accept and follow established safety regulations and procedures. Communicate with your supervisor or other administrative personnel regarding safety.

Reporting Safety Issues

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to your supervisor. If you or another employee is injured, contact outside emergency response agencies, if needed. If an injury does not require medical attention, a Supervisor and Employee Report of Accident Form must still be completed in case medical treatment is later needed and to ensure that any safety hazards are corrected. The Employee's Claim for Workers' compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred.

Federal law requires that we keep records of all illnesses and accidents that occur during the workday. The New Mexico State Workers' Compensation Act also requires that you report any workplace illness or injury, no matter how slight. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits.

Technology Information

Equipment

Staff is responsible for all equipment issued for use. This includes laptops, projectors, cameras, phones, etc. Teachers are also responsible for laptop carts, when checked out. This includes verifying all laptops are returned at the end of use.

Use of Internet

Staff shall not upload or otherwise transfer out of the school's direct control any software licensed to the school or data owned or licensed by the school without explicit written authorization. Staff shall not use IT resources to reveal confidential or sensitive information, student data, or any other information covered by existing state or federal privacy or confidentiality laws, regulations, rules, policies, procedures, or contract terms. Staff who engage in the unauthorized release of confidential information via the school's IT resources will be subject to sanctions in existing policies and procedures associated with unauthorized release of such information.

Staff shall not download executable software, including freeware and shareware, unless it is required to complete their job responsibilities.

Staff shall not use district IT resources to intentionally disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of the district's IT resources.

Staff shall not access, store, display, distribute, edit, or record sexually explicit or extremist material using district IT resources

All employees who have access to or may have access to personally identifiable student records shall adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and other applicable laws and regulations, as they related to the release of student information.

Other Information

Field Trips

All Field trips must be approved 2 weeks in advance by the Principal. A Permission to Participate form and a list of all students going on the field trip need to be turned into the front office before leaving on the field trip.

Guest Speakers/Visitors on Campus

To provide for the safety and security of employees, students, and the facility, only authorized visitors are allowed in the workplace. Restricting unauthorized visitors helps maintain safety standards, protects against theft, ensures security of equipment, protects confidential information, safeguards employee and student welfare, and avoids potential distractions and disturbances.

All visitors should enter the facilities at the Administration Office. Authorized visitors will receive a visitor's badge and directions or be escorted to their destination. Employees are responsible for the conduct and safety of their visitors.

If an unauthorized individual is observed on HLHS premises, employees should immediately notify and direct the individual to the Administration Office.

Duty

Every teacher will have lunch, before or after school duty. A schedule will be posted each quarter in the office and a copy is given to each teacher for reference. Any changes should be submitted to registrar.

Taking Students Off-Campus

When taking groups of students off-campus, please notify the Office Manager and give her a completed HLHS Off-Campus Form. Please make sure to include a cell phone number on the sheet in case we need to contact you for any reason.

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

Charter Name Health Leadership High School

Charter Number _____

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9			2.00	1.00	71.00	74.00
Grade 10						0.00
Grade 11						0.00
Grade 12			2.00	1.00	33.00	36.00
Totals	0.00	0.00	4.00	2.00	104.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE 0.00
TOTAL GRADES 1-12 110.00
SUBTOTAL MEM 110.00
TOTAL MEM 110.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

Basic Program (Grade Total)

Grade 01	0.00	1.20	0.000
Grade 02	0.00	1.18	0.000
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000
Grade 09 *	74.00	1.25	92.500
Grade 10 *	0.00	1.25	0.000
Grade 11 *	0.00	1.25	0.000
Grade 12 *	36.00	1.25	45.000

* Includes Vocational Weighting

Special Education	MEM	Factor			
C & C-Gifted	4.00	1.00	4.000		
D & D-Gifted	2.00	2.00	4.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)	12.00	0.70	8.400	Special Ed. Units	16.400
Adjusted Ancillary FTE	1.00	25.00		Ancillary FTE Units	25.000
				Total Special Education Units	41.400

Elementary Fine Arts Program

MEM	Factor			
0.00	0.0500		Fine Arts Program Units	0.000

Bilingual Program

HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

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

Elementary P.E. Program

MEM
0.00

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 178.900

T & E Index (Oct 2011) 1.092

National Board Certified Teachers

FTE:
0.00

Factor
1.500

ADJUSTED PROGRAM UNITS 195.359

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	123.136
District Size	16.046

District Size Adjustment Units 16.046
Charter Schools not eligible for District Size (16.046)

School Size Adjustment Units 123.136

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.054 110.00

At Risk Units 5.940

Charter Schools Student Activities

(Districts Only) MEM

Factor
0.100

Growth Units 0.000

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

Home School Student Activities

(Districts Only) MEM
0.00

Factor
0.100

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

TOTAL PROGRAM UNITS 324.435

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

Projected Mem: 110.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 110.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem:
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2012-2013 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2012-13 Operating Budget Calculation 0.000

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 324.435

× Unit Value \$3,668.18

PROGRAM COST \$1,190,085.98

Non-categorical Revenue Credits:

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

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Cash Balance Credit	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00

Less: Other Credits/Adjustments \$0.00

(\$23,801.72)

STATE EQUALIZATION GUARANTEE \$1,166,284.26

SIZE ADJUSTMENT UNITS:

PED 910B-5

STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET BASED ON MEMBERSHIP PROJECTIONS

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
		9-12	104.00	123.136
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				123.136

3. RURAL ISOLATION

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

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

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

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

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

Charter Name Health Leadership High School

Charter Number _____

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9			3.00	2.00	70.00	75.00
Grade 10	PROJECTED PHASE IN GRADE		3.00	1.00	71.00	75.00
Grade 11						0.00
Grade 12			2.00	1.00	32.00	35.00
Totals	0.00	0.00	8.00	4.00	173.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE 0.00
TOTAL GRADES 1-12 185.00
SUBTOTAL MEM 185.00
TOTAL MEM 185.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

Basic Program (Grade Total)

Grade 01	0.00	1.20	0.000
Grade 02	0.00	1.18	0.000
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000
Grade 09 *	75.00	1.25	93.750
Grade 10 *	75.00	1.25	93.750
Grade 11 *	0.00	1.25	0.000
Grade 12 *	35.00	1.25	43.750

* Includes Vocational Weighting

Special Education	MEM	Factor			
C & C-Gifted	8.00	1.00	8.000		
D & D-Gifted	4.00	2.00	8.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)	24.00	0.70	16.800	Special Ed. Units	32.800
Adjusted Ancillary FTE	1.50	25.00		Ancillary FTE Units	37.500
				Total Special Education Units	70.300

Elementary Fine Arts Program

MEM	Factor		
0.00	0.0500	Fine Arts Program Units	0.000

Bilingual Program

HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

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

Elementary P.E. Program

MEM
0.00

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 301.550

T & E Index (Oct 2011) 1.092

National Board Certified Teachers

FTE:
0.00

Factor
1.500

ADJUSTED PROGRAM UNITS 329.293

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	157.084
District Size	26.467

District Size Adjustment Units 26.467
Charter Schools not eligible for District Size (26.467)

School Size Adjustment Units 157.084

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.054 185.00

At Risk Units 9.990

Growth Units 216.700

Charter Schools Student Activities

(Districts Only) MEM

Factor
0.100

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

Home School Student Activities

(Districts Only) MEM
0.00

Factor
0.100

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

TOTAL PROGRAM UNITS 713.067

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

Projected Mem: 110.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 220.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 0.00
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2012-2013 40th Day TOTAL PROGRAM UNITS 0.000
(Not Grand Total Program Units)

Growth Data

2012-13 Operating Budget Calculation 216.700

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 713.067

× Unit Value \$3,668.18

PROGRAM COST \$2,615,658.11

Non-categorical Revenue Credits:

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

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Cash Balance Credit	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00

Less: Other Credits/Adjustments \$0.00

(\$52,313.16)

STATE EQUALIZATION GUARANTEE \$2,563,344.95

SIZE ADJUSTMENT UNITS:

PED 910B-5

STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET BASED ON MEMBERSHIP PROJECTIONS

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
		9-12	173.00	157.084
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				157.084

3. RURAL ISOLATION

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

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

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

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

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

Charter Name **Health Leadership High School**

Charter Number

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9			3.00	2.00	70.00	75.00
Grade 10			3.00	2.00	70.00	75.00
Grade 11	PROJECTED PHASE IN GRADE		3.00	2.00	70.00	75.00
Grade 12			3.00	1.00	66.00	70.00
Totals	0.00	0.00	12.00	7.00	276.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE 0.00
TOTAL GRADES 1-12 295.00
SUBTOTAL MEM 295.00
TOTAL MEM 295.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

Basic Program (Grade Total)

Grade 01	0.00	1.20	0.000
Grade 02	0.00	1.18	0.000
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000
Grade 09 *	75.00	1.25	93.750
Grade 10 *	75.00	1.25	93.750
Grade 11 *	75.00	1.25	93.750
Grade 12 *	70.00	1.25	87.500

* Includes Vocational Weighting

Special Education	MEM	Factor			
C & C-Gifted	12.00	1.00	12.000		
D & D-Gifted	7.00	2.00	14.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)	36.00	0.70	25.200	Special Ed. Units	51.200
Adjusted Ancillary FTE	2.00	25.00		Ancillary FTE Units	50.000
				Total Special Education Units	101.200

Elementary Fine Arts Program

MEM	Factor		
0.00	0.0500	Fine Arts Program Units	0.000

Bilingual Program

HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

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

Elementary P.E. Program

MEM
0.00

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 469.950

T & E Index (Oct 2011) 1.092

National Board Certified Teachers

FTE:
0.00

Factor
1.500

ADJUSTED PROGRAM UNITS 513.185

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	136.896
District Size	40.987

District Size Adjustment Units 40.987
Charter Schools not eligible for District Size (40.987)

School Size Adjustment Units 136.896

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.054 295.00

At Risk Units 15.930

Growth Units 205.125

Charter Schools Student Activities

(Districts Only) MEM

Factor
0.100

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

Home School Student Activities

(Districts Only) MEM
0.00

Factor
0.100

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

TOTAL PROGRAM UNITS 871.136

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

Projected Mem: 220.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 325.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 0.00
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2012-2013 40th Day TOTAL PROGRAM UNITS 0.000
(Not Grand Total Program Units)

Growth Data

2012-13 Operating Budget Calculation 205.125

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 871.136

× Unit Value \$3,668.18

PROGRAM COST \$3,195,483.65

Non-categorical Revenue Credits:

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

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Cash Balance Credit
Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits
Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(63,909.67)

STATE EQUALIZATION GUARANTEE \$3,131,573.98

SIZE ADJUSTMENT UNITS:

PED 910B-5

STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET BASED ON MEMBERSHIP PROJECTIONS

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
		9-12	276.00	136.896
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				136.896

3. RURAL ISOLATION

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

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

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

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

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

Charter Name **Health Leadership High School**

Charter Number

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9			4.00	2.00	69.00	75.00
Grade 10			4.00	2.00	69.00	75.00
Grade 11			4.00	2.00	69.00	75.00
Grade 12			6.00	2.00	92.00	100.00
Totals	0.00	0.00	18.00	8.00	299.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE 0.00
TOTAL GRADES 1-12 325.00
SUBTOTAL MEM 325.00
TOTAL MEM 325.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

Basic Program (Grade Total)

Grade 01	0.00	1.20	0.000
Grade 02	0.00	1.18	0.000
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000
Grade 09 *	75.00	1.25	93.750
Grade 10 *	75.00	1.25	93.750
Grade 11 *	75.00	1.25	93.750
Grade 12 *	100.00	1.25	125.000

* Includes Vocational Weighting

Special Education	MEM	Factor			
C & C-Gifted	18.00	1.00	18.000		
D & D-Gifted	8.00	2.00	16.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)	36.00	0.70	25.200	Special Ed. Units	59.200
Adjusted Ancillary FTE	3.00	25.00		Ancillary FTE Units	75.000
				Total Special Education Units	134.200

Elementary Fine Arts Program

MEM	Factor			
0.00	0.0500		Fine Arts Program Units	0.000

Bilingual Program

HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

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

Elementary P.E. Program

MEM
0.00

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 540.450

T & E Index (Oct 2011) 1.092

National Board Certified Teachers

FTE:
0.00

Factor
1.500

ADJUSTED PROGRAM UNITS 590.171

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	120.796
District Size	44.789

District Size Adjustment Units 44.789
Charter Schools not eligible for District Size (44.789)

School Size Adjustment Units 120.796

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.054 325.00

At Risk Units 17.550

Charter Schools Student Activities

(Districts Only) MEM

Factor
0.100

Growth Units 203.550

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

Home School Student Activities

(Districts Only) MEM
0.00

Factor
0.100

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

TOTAL PROGRAM UNITS 932.067

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

Projected Mem: 325.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 430.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 0.00
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2012-2013 40th Day TOTAL PROGRAM UNITS 0.000
(Not Grand Total Program Units)

Growth Data

2012-13 Operating Budget Calculation 203.550

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 932.067

× Unit Value \$3,668.18

PROGRAM COST \$3,418,989.53

Non-categorical Revenue Credits:

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

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Cash Balance Credit	
Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	
Total Other Credits	\$0.00

Less: Other Credits/Adjustments \$0.00

(\$68,379.79)

STATE EQUALIZATION GUARANTEE	\$3,350,609.74
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SIZE ADJUSTMENT UNITS:

PED 910B-5

STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET BASED ON MEMBERSHIP PROJECTIONS

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
		9-12	299.00	120.796
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				120.796

3. RURAL ISOLATION

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

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

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

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

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

Charter Name Health Leadership High School **Charter Number** _____

	3 & 4 Yr. DD	3 & 4 Yr. A/B	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7						0.00
Grade 8						0.00
Grade 9			5.00	2.00	69.00	76.00
Grade 10			5.00	2.00	69.00	76.00
Grade 11			5.00	2.00	69.00	76.00
Grade 12			4.00	2.00	199.00	205.00
Totals	0.00	0.00	19.00	8.00	406.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE 0.00
TOTAL GRADES 1-12 433.00
SUBTOTAL MEM 433.00
TOTAL MEM 433.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000

Basic Program (Grade Total)			
Grade 01	0.00	1.20	0.000
Grade 02	0.00	1.18	0.000
Grade 03	0.00	1.18	0.000
Grade 04	0.00	1.045	0.000
Grade 05	0.00	1.045	0.000
Grade 06	0.00	1.045	0.000
Grade 07 *	0.00	1.25	0.000
Grade 08 *	0.00	1.25	0.000
Grade 09 *	76.00	1.25	95.000
Grade 10 *	76.00	1.25	95.000
Grade 11 *	76.00	1.25	95.000
Grade 12 *	205.00	1.25	256.250

* Includes Vocational Weighting

Special Education	MEM	Factor			
C & C-Gifted	19.00	1.00	19.000		
D & D-Gifted	8.00	2.00	16.000		
3 & 4 Yr. DD	0.00	2.00	0.000		
3 & 4 Yr. A/B	0.00	0.70	0.000		
A/B MEM (Reg/Gifted)	50.00	0.70	35.000	Special Ed. Units	70.000
Adjusted Ancillary FTE	3.00	25.00		Ancillary FTE Units	75.000
				Total Special Education Units	145.000

Elementary Fine Arts Program	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000

Bilingual Program					
HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

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

Elementary P.E. Program

MEM
0.00

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 686.250

T & E Index (Oct 2011) 1.092

National Board Certified Teachers

FTE:
0.00

Factor
1.500

ADJUSTED PROGRAM UNITS 749.385

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	0.000
District Size	57.919

District Size Adjustment Units 57.919
Charter Schools not eligible for District Size (57.919)

School Size Adjustment Units 0.000

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.054 433.00

At Risk Units 23.382

Charter Schools Student Activities

(Districts Only) MEM

Factor
0.100

Growth Units 203.550

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

Home School Student Activities

(Districts Only) MEM
0.00

Factor
0.100

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

TOTAL PROGRAM UNITS 976.317

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA

Projected Mem: 325.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 430.00
(Enter the District Mem EXCLUDING Charter Mem)

Projected Mem: 0.00
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2012-2013 40th Day TOTAL PROGRAM UNITS 0.000
(Not Grand Total Program Units)

Growth Data

2012-13 Operating Budget Calculation 203.550
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE
40th Day Calculation 0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 976.317

× Unit Value \$3,668.18

PROGRAM COST \$3,581,306.49

Non-categorical Revenue Credits:

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

Less: 75% of Non-Categorical Revenue Credits \$0.00

Other Credits/Adjustments:

Cash Balance Credit
Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits
Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(571,626.13)

STATE EQUALIZATION GUARANTEE \$3,509,680.36

SIZE ADJUSTMENT UNITS:

PED 910B-5

STATE EQUALIZATION GUARANTEE REVENUE ESTIMATE WORKSHEET BASED ON MEMBERSHIP PROJECTIONS

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

2. SENIOR HIGH SCHOOL

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

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
		9-12	406.00	0.000
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				0.000

3. RURAL ISOLATION

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

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

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

0.000

4. NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

$$(\text{MEM for current year}) \times .147 = \text{UNITS}$$

YES?

UNITS

0.000

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$$(\text{MEM for prior year} - \text{MEM for current year}) \times .17 = \text{UNITS}$$

0.000

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