

# New Mexico School for Architecture, Construction and Engineering

Where Students  
Learn By Doing



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## **II. APPLICATION COVER SHEET/ABSTRACT**

**School Information:**

Name of Proposed Charter School New Mexico School for Architecture, Construction and Engineering

School Address (if known) Unknown

School Location (City/Town) Albuquerque

School District within which the school will be located Albuquerque Public Schools

**Contact Information:**

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**Partner Organizations (if applicable):**

New Mexico Building and Education Congress

New Mexico Forum for Youth in Community

Eagle Rock High School Professional Development Center

All letters of support or intent to partner agreements included in the appendices.

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**Enrollment Information:**

*Grade span at full enrollment* 9-12 *Total number of students at full enrollment* 435

*Complete the chart, indicating phase-in grades if applicable.*

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	9-12	110
Second Year	2011-12	9-12	220
Third Year	2012-13	9-12	325
Fourth Year	2013-14	9-12	430
Fifth Year	2014-15	9-12	430

**Abstract of Proposed Charter School:**

New Mexico School for Architecture, Construction and Engineering (NMACE)

Our vision is to create a new prototype for public high schools in New Mexico and the

United States. Our school will be located in the Old Town/Saw Mill/Museum District of Albuquerque in order to provide access to young people from across the city. The school, and its programs, will give cutting edge construction specific learning by highly skilled teachers. NMACE is created based the premise that, given the appropriate design, we can significantly reduce the number of low income the students who currently do not graduate in Albuquerque. The school will capture their imagination and prepare them for college and work.

The assessments that we create for students will be based on “mastery” of skills and knowledge . They will also be public, high stakes, and authentic to the needs of employers and post-secondary education. We will be accountable for creating diplomas that have currency in the marketplace. We will also engage in the non-profit and governmental sectors to build a network of support for these young adults. The partnerships will be created to encompass their comprehensive needs (social and emotional, academic, and health) which will be critical for them to succeed in a challenging and intellectually stimulating school and in life.

Our commitment will go beyond graduation and through a successful transition to work and/or college and beyond as we help our graduates establish a professional network of support to advance their careers. We envision an initiative with three distinct yet complementary missions:

### **High School:**

325 students in grades 9-12 who are matriculating directly from middle school

1. A year-round calendar with six weeks of ongoing professional development, interim and summer school and extended day programs to help students develop their academic skills
2. A dual enrollment and/or apprenticeship program for all graduates,
3. A focus on “positive youth development” through mentorship provided by faculty and through partnerships with community members and agencies working with young people.
4. A robust alumni network that is organized by the school that can create economic opportunities for its members

### **Dropout Re-engagement Program:**

Students ages 16-21 (grades 10-12) who have left high school and have not graduated:

1. Credit evaluation to determine the clearest path to a diploma and academic skill evaluation to identify learning styles and the best instructional approaches tailored to fit individual student needs,
2. Access to social services to ensure comprehensive needs are met,
3. Diplomas that certify job readiness in the construction industry,
4. Placement in higher education or apprenticeship with follow through support by NMACE staff when appropriate

### **Professional Development Center:**

Teachers and administrators will be Program Associates of the New Mexico School for Architecture, Construction and Engineering Professional Development Center that will provide an ongoing assessment of the school’s progress. Central to the Center’s work will be the opportunity for the highest level of teacher development that will be available to educators from around the state and nation.



### III. STATEMENTS OF ASSURANCES

*This form must be signed by a duly-authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete if it is not accompanied by the Statements of Assurances.*

STATE OF NEW MEXICO )

COUNTY OF )

I, Anthony Monfietto, after being duly sworn, state as follows:

1. My name is Anthony Monfietto and I reside in Albuquerque NM
2. I am the authorized representative of the governing body, or applicant group, for New Mexico School for Construction Arch: Engineering (name of school) to be located at unknown location in Albuquerque, I certify that, if awarded a charter:

1. The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
3. The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI



*(Statements of Assurances page 2 of 3)*

14. of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
15. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
17. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
18. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
19. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
20. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
21. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
22. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
23. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

I hereby certify that the information submitted in this application for a charter is true to the best of my knowledge and belief. I understand that I am the authorized representative of the applicant group, or the governing body, of this charter school.

*[Signatures required on next page]*

(Statements of Assurances page 3 of 3)

Anthony E. Montalbano  
[Signature]

6/3/09  
Date

Anthony Montalbano, representative of the applicant group, or governing body  
member, of the proposed NMAACE Charter School.

Subscribed and sworn to before me, this 3<sup>rd</sup> day of June, 2009.

[Notary Seal:]

Kelly Boepke  
[signature of Notary]

Kelly Boepke  
[typed name of Notary]

NOTARY PUBLIC

My commission expires: 9/24, 2012.

## **IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED**

### **Mission Statement**

The mission of the New Mexico School for Architecture, Construction and Engineering (NMACE) is to prepare young people to have successful careers in the construction profession.

### **How will the NMACE know if it is achieving its mission?**

1. Our goal is to be the best school in the United States at transitioning its graduates to college and/or apprenticeship. To demonstrate success in this area NMACE will benchmark its graduation rate against all other comparable schools that focus on career and technical education in the nation (construction, health care, hospitality, etc.).
2. NMACE will be a public private partnership and our relationship with the profession will provide unparalleled opportunities for our students to have well paid and enriching careers. Therefore, the school will track the comparative earnings of its graduates and their job satisfaction to determine whether they are more satisfied in their jobs than their peers from other schools.
3. We believe that relevant instruction, teamed with high levels of care and concern, will produce exemplary graduation rates and ultimately an efficient use of public funds. In order to demonstrate our success, the school will compare its cost per-graduate to other schools in New Mexico. We also intend to disaggregate this data and provide analysis by subgroups of the student population (English language learners, special education, income, etc.)

### **Demonstration of Need**

NMACE is currently focused on two potential locations for the school: 1) the first choice would be the Sawmill Community Land Trust which is a new low and moderate income housing development in Albuquerque located on a former industrial site just north of Downtown. 2) the second choice would be Mountain View Community Center which is owned and operated by Bernalillo County and located in the South Valley of Albuquerque, a low income and primarily Hispanic community.

Students in the Areas: In the 2005-06 school year, the total number of students enrolled in traditional comprehensive high schools in downtown and the North Valley was approximately 3,500 and in the South Valley and South West Mesa was approximately 4,300. However, the total number of students enrolled significantly underestimates the total high school age population because the graduation rates at area schools are very low (between 40 and 50 percent in 2006). Therefore, we estimate that the number of young adults (ages 16-21) is at least twice

the number of students enrolled in school. Many of these young people - both in and out of school - are not well served in traditional schools and will be attracted to NMACE because it will appeal to their passion for working with their hands and seeing the tangible results of their efforts.

Below is an analysis of the demographic and performance levels of Hispanic students in schools serving the communities targeted by NMACE:

	<u>West Mesa</u>	<u>Valley</u>	<u>Rio Grande</u>	<u>Albuquerque</u>
Competency Rates				
11 <sup>th</sup> Math	17.7%	26.7%	21.1%	29.9%
11 <sup>th</sup> Reading	41.1%	54.1%	45.1%	39.9%
Graduation Rate	39.9%	43.5%	54.2%	43.3%
Free/Reduced Lunch	61.2%	36.7%	65.1%	54.4%
<b><u>Local Middle Schools:</u></b>				
<b><u>Sawmill Area</u></b>	<u>J. Adams</u>	<u>Taft</u>	<u>Washington</u>	<u>Garfield</u>
Competency Rates				
6-8 Math	10.9%	22.2%	22.3%	16.7%
6-8 Reading	40.1%	53.0%	42%	45.1%
Free/Reduced Lunch	78.3%	67.0%	93.1%	84.7%
<b><u>South Valley</u></b>	<u>Ernie Pyle</u>	<u>Harrison</u>	<u>Polk</u>	<u>Truman</u>
Competency Rates				
6-8 Math	19.8%	17.1%	8.1%	27.0%
6-8 Reading	32.3%	41.3%	26.7%	45.2%
Free/Reduced Lunch	87.2%	89.0%	87.3%	89.1%

There are two charter high schools that provide construction related programs. SiaTech is operated as a partnership with the federal Job Corps and the other is Academy for Trades and Technology (formerly YouthBuild). Performance data from these two schools is not available. The enrollment at SiaTech is 301 and Academy for Trades and Technology is 183. Both schools are enrolled to capacity and the missions of these institutions are created to serve students who have dropped out of school which is a significant different from the day program at NMACE. The evening program at NMACE will be a similar mission to SiaTech and the Academy for Trades and Technology. However, graduation rates of less than 50 percent in the focus area of NMACE should provide a high number of potential applicants (more than 5,000 students will drop out of school in Albuquerque this year).

There is evidence that students in these areas will respond to educational approaches that are rooted in relevant learning. In 2008, the Career and Technical Education (CTE) division of the

Public Education Department found that students enrolled in career education classes outperformed their peers in nearly every category.

## V. EDUCATIONAL PLAN

### A. Curriculum Framework: *The description of the curriculum should provide a sense not only of what the school will teach but also of how and why.*

#### 1. Philosophy and Approach to Instruction

- Describe the educational philosophy and curriculum approach of the proposed school.

The educational philosophy of the New Mexico Architecture, Construction, and Engineering School (NMACE) is one of mastery and applied learning with a focus on the construction profession. The ACE focus will be used in each classroom providing students with experience with Architecture, Construction, and Engineering so that they can make an informed decision on which they would like to pursue at the end of their 11<sup>th</sup> grade year. The learning in each classroom will result in a construction-based project for students individually or in teams. Each project will include architecture, engineering or construction trades conventions so that students to experience all three in all grades.

Students will work towards the mastery of skills and concepts outlined in the state standards and taught through the lens of the construction profession. Teachers will use a mastery approach to assessing students' progress, which require students and teachers to be clear on the skills and concepts that are being taught and evaluated.

The curriculum of the school will be aligned to the New Mexico Content Standards, Benchmarks and Performance Standards and will have a focus on Construction, Engineering, and Architecture with an eye on the future needs of the profession. Every teacher will utilize the idea that every student will "get their hands dirty" to apply the learning of the classroom to a relevant, physical product. NMACE will use the pre-apprenticeship and apprenticeship National Center for Construction Education and Research (NCCER) curriculum to lend relevancy to instruction in each classroom whether it be a core content class or elective. As a result of this blending of a nationally recognized model for instruction, NCCER and the scope and sequence provided in the New Mexico Content Standards and Benchmarks, a new model for instruction emerges for students who have not been served well by the traditional school models.

Additionally, students will not simply be asked to meet high expectations, they will be supported in doing so socially, emotionally, physically, and academically. NMACE staff will work with community partners to provide students with critical life skills and services that will help to ensure their success when they graduate. Staff will ensure that students are known and understood so that the appropriate supports can be in place to help them meet expectations and achieve their post-secondary goals. This will require that staff and students are given time during class and advisory to build relationships with one another to support the positive mentorship that is required to support high academic standards.

- Describe why the particular educational philosophy and/or approach was selected.

The learning styles of people who work in the construction profession are most often hands-on and product-oriented. These are our kinesthetic, spatial, logical-



mathematical, and interpersonal learners (Armstrong, 2000). They enjoy “learning *by doing*.” They are people of action. NMACE will utilize these learning styles that require movement, creating, visualizing ideas, leading, collaborating, and making ideas come to reality in the form of a product to engage students who learn this way in all classes. The construction profession requires that their employees are life-long learners and have mastered the skills and knowledge required to build quality products. Thus, NMACE will use a mastery, or outcomes, approach for earning credits in all classes. This will ensure that teachers and students have evidence that shows the student has mastered a skill or concept before moving on. Mastery approach to grading and assessment allows for personalized instruction when needed, allowing teachers to ensure that the student is truly able to do the skills and concepts expected of her.

Exhibitions will represent the evidence necessary to demonstrate that students have the requisite skills and knowledge to succeed in apprenticeship or college. These exhibitions will be designed in collaboration with local thought leaders within the construction profession and higher education who expect high levels of learning exhibited through interdisciplinary understanding. The capacity to be a problem solver and to think broadly about the construction profession is required if we are to prepare the next generation of leaders that can adapt to the dynamic changes in the future. ACE provides students and teachers with a specific career focus instruction to teach the required concepts and skills via a rigorous, relevant, engaging, and applied curriculum that appeals to these specific learners. Construction industry professionals will inform the curriculum to ensure it is designed for the future needs of the profession, thus allowing students to experience a highly engaging and relevant high school education.

- *Provide documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.*

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

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



require that students are treated as individuals and that teachers are able to know their students well enough to personalize the teaching and learning within the classroom. A mastery approach supplemented with collaboration and collective learning will be critical to the Construction Profession, which requires that each individual be able to contribute to the collective product in a professional, dynamic and well-informed manner.

The Coalition of Essential Schools (CES) is one network that emphasizes student centered teaching and learning in small schools educating students from all different backgrounds. These schools follow the ten principals of essential schools, though they all have a different focus determined by the needs of their communities. The NMACE intends to use some of the best practices shared by these schools to ensure that the school culture is conducive to the rigorous, applied learning that in which our students will be engaged. The founders will present at the CES Fall Forum conference and other conferences to engage colleagues around the country in thinking about applied learning within the construction professions. These presentations will utilize data and student work from the week long applied curriculum prototype, which the founders will run in July 2009. The week long prototype classes will provide feedback from students and teachers about the benefits of teaching the NCCER Core curriculum as well as helping to identify where supports will be needed to engage all students. The founders will continue to visit schools that are doing applied learning, mastery grading and exhibitions to continue to gather best practices throughout the planning year. Some of examples of schools that have been visited include:

1. Chicago's Young Women's Leadership Academy which specializes in mastery grading for all students in every class,
2. San Diego's High Tech High which specializes in project based, applied learning of core content,
3. Boston's Fenway High School which specializes in exhibitions and demonstration mastery beyond a standardized test, and
4. Stanley E. Foster Construction Tech Academy in San Diego a construction profession school who had a 98% graduation rate last year and is similar to NMACE in their goals for student achievement.

Several schools around the country are seeing great student success offering a relevant high school education program within the construction profession. These schools focus on aligning curriculum and relevant learning to careers that students are interested in, providing meaningful professional development for teachers and use a variety of assessments to measure student growth. Additionally, these schools offer a variety of placement programs to support their student's transition from high school to their chosen profession. To be successful in preparing students for a specific profession like construction, community partnerships with groups like the Associated General Contractors (AGC), is a must. Another "must have" for students with this career focus is hands-on, applied learning that means something to the student.

The Associated General Contractors have worked to support the development of Construction Career Academies, as they understand the importance of a skilled work force that has been exposed to quality education that is relevant to the industry needs. They note, "The Construction Labor Research Council predicts that from 2005 to 2015, the annual need for new entrants of craft workers will be 185,000, almost evenly divided by growth and replacement." (Associated General Contractors, 2007, p. 1) Having a

skilled work force is vital to building and maintaining a strong and dynamic economy. They acknowledge that a construction career academy's success is linked to buy-in from the industry, school administrators and teachers who understand the needs of students and the industry, and parents and students who are committed to quality education in these careers. These schools have been replicated around the nation and they are being successful with students who need alternatives to a traditional, one-size-fits all school that traditional comprehensive high schools embody.

One example is published in the Construction Careers Center (CCC) 2008 Annual Report published in October highlighted the student achievement in their CCC Missouri High School. They report the highest percentage of students scoring at the Proficient level in math at 17.3%, the highest score of all regular and magnet schools in the St. Louis Public Schools according to their state mandated test. Their test scores within communication arts were competitive according to this test as well. This school also requires students take the WorkKeys Applied Mathematics and Reading assessments to show academic growth. Their results show continued growth of their senior class average scores from 2005 through 2008 in both math and reading for information.

Another example of a similar school is the Academy for Career Education (ACE Charter High School) in Reno, Nevada. This school has a 90% retention and all students attend elective classes in one of three areas, Diesel Mechanics, Design, and Construction Trades. The teachers are collaborative though the instruction is not interdependent. Upon a school visit, the students observed were highly engaged and held their teachers in high regard because of the focused experiences on their chosen career. The Adequate Yearly Progress (AYP) data for this school indicates they have met AYP for the 2007-2008 school year with higher students meeting standards (62% and 64%) as compared to the district (41% and 55%) and state (46% and 53%) data in reading and math respectively. ACE High School also reports a higher graduation rate (78.4%) compared to the District and State dropout rates of 77.9% and 67.4% respectively. They also met AYP for the 2006-2007.

These schools do vocational training very well. Students are learning and highly engaged, but the core content is largely separated from the trade elective classes. We observed that many students struggle through the content just to get to the electives. NMACE will teach the content core curriculum via an experience that incorporates the relevant, career focused knowledge within the skills and concepts outlined in the state standards and benchmarks. This is the major difference between what NMACE offer students and what is seen in vocational, career academy schools. These schools are successful, but the founders feel there is a more sophisticated model that will be more successful for more students and the industry that employs them. Below is a table that compares what these trade schools or programs are doing well and how NMACE will improve on those best practices.

	Trade/Career School	NMACE
Career Preparation	My education is specific to my specialty.	My education prepares me to understand an entire project and the way my specialty contributes to it.
Time Horizon	I am being trained to take advantage of this year's job opportunities in the construction industry.	My education prepares me for the career opportunities in the construction profession 5-10 years from now.
Knowledge	I understand math, science, humanities and my construction specialty.	I understand construction through math, science and the humanities.
Expertise	I can read, write, and compute at a high level, which enables me to be excellent in my specialty.	I can synthesize and analyze information, which allows me to solve problems and adapt to new circumstances.
Community	I am highly skilled and I contribute to the well being of my community by my hard work and commitment to excellence.	I am highly skilled and I understand why my profession is critical to the well being of my community. And, I am able to build relationships with those who can help me keep my profession strong.
What others say	"Not everyone is made for college."	"Construction is a sophisticated profession and the future requires people who are capable of nuanced and multidisciplinary thinking."

Locally in the Albuquerque Public Schools (APS), there are high schools providing a program for students who are interested in Career and Technical Education programs. These programs are showing improvement in student achievement in reading, math and graduation rates among the students in those programs. For example, Rio Grande High School showed a 23% improvement above their AYP reading goal, a 31% improvement above their AYP math goal, and a 19% improvement above their AYP goal for graduation rate in 2007-08. This data shows that when students are engaged in learning that is relevant to their interests, even for only a few hours per-day, student achievement improves.

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

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

- *Explain why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.*

Traditional education is not relevant for many students as evidenced by the unacceptable graduation rates in New Mexico. For decades, educators have understood this and attempted to make their classes mean something to their students beyond high school. Career Academies are one of the direct results from this movement and studies show that there are significant positive effects for students’ long term with regards to employment and earnings. A most recent study “Career Academies Seen to Pay Off in Higher Earnings” published July 16, 2008 by the MDRC, a non-profit research organization, outlines the results of this research. This extensive study spans decades and demonstrates that relevant education does make a difference for students and that it takes dedication and time to do it well. Often students wonder why they are learning something and when they will ever use that knowledge after high school. As adults, we understand the importance of having a well-rounded education, however this is often lacking in a “one way fits all” system that is not set up to care for “wellness” of students social, emotional, physical fitness and nutritional well being), as well as academically.

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

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

- Describe how the educational philosophy and/or approach aligns with the school's mission and student needs.

NMACE will appeal to young people who love to build things and are motivated by seeing the tangible results of their work. Staff will create the opportunity for all students to choose a career in construction, architecture or engineering that reflects their passion. This piece of the mission is achieved by the approach of giving students choice to explore each perspective in every class and by requiring that the core competencies through NCCER are utilized in addition to the use of mastery grading to ensure the students are mastering skills and concepts rather than just earning grades. Students will see the importance of learning a skill or concept by actually doing or using it in their classes in an industry related context, a must for students with these learning styles. NMACE plans to be the best high school in the country at transitioning students to apprenticeship and/or a post-secondary field of study in the construction profession.

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

## 2. Description of the Curriculum

- *If the curriculum has yet to be developed: Provide a description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.*

The NMACE teaching staff and school leadership, Principal and Construction Coach specifically, will develop the NMACE curriculum that will include alignment with the State Standards, Benchmarks and Performance Standards, alignment with the Introductory Craft Skills NCCER course, industry pre-apprentice standards, and building Outcomes (mastery) guides and exhibitions for the courses to be taught. This will begin with a weeklong prototype, facilitated by the founders, of applied learning as proposed in this charter in July 2009. The program will include approximately 15 students, two teachers, and consultants for applied learning and literacy. The prototype experience will be the starting point for the founders to create curriculum and outcome guides for staff, students, and families. The development of the curriculum will include the following:

1. The scope and sequence for skills and knowledge in the courses taught in each grade including the connections between courses
2. Aligning the outcomes across all four grades
3. Establishing the relationships of the skills and knowledge to the “Gateway” and other exhibitions
4. Transition to college and/or apprenticeship after high school.

The expectation is that the curriculum will allow for applied learning that results in public assessments and provides deliberate connections between courses to support relevancy of skills and concepts. The curriculum will be based on other models like Stanley E. Foster in San Diego, CA, OBC Academy for Architecture, Construction and Engineering in Portland, Oregon, High Tech High in San Diego, CA, Fenway High School in Boston, MA, and others used around the country. These schools are similar to NMACE in philosophy and practice. However, NMACE will require an adapted scope and sequence that will be developed in the spring and summer of 2010 and then implemented in the 9<sup>th</sup> grade beginning fall of 2010.

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

be an ongoing process throughout the first several years of the school as the curriculum is continually improved based on student performance and best practices.

The need for adequate professional development time for staff to do this work thoughtfully and completely will be in place with our proposed calendar and directly supported all year via the Construction Coach. We will also have new staff visit schools that are similar and/or bring in staff from those schools to help new staff understand best practices in applied learning within the construction profession. Other professional development work might include:

1. supporting the whole learner
2. exhibitions and gateway models
3. inclusion and differentiation practices
4. advisory programs
5. critical friends groups (CFGs)
6. data driven improvement
7. student work to reflect on, inform, and refine teaching and learning.

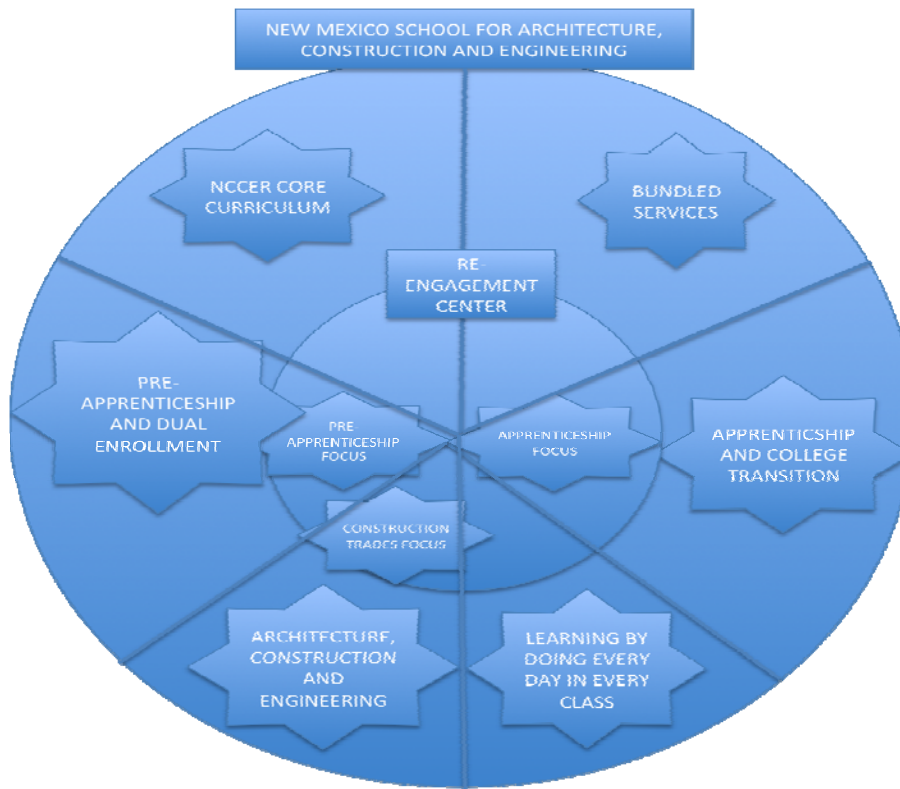
Additionally, the NMACE advisory and wellness program, lead primarily by the Wellness Director, will foster school culture and lead the efforts to build a positive school culture that will be based upon Positive Youth Development Principles. Advisory will support students socially, emotionally as well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

The following chart is the proposed 4-year plan showing only core classes and NCCER Core Curriculum modules for the 9-12 high school. The re-engagement program taught in the evening will be an extension of this curricular plan though individualized for students as they “drop back” into high school based on individual high school transcripts. NMACE anticipates these students to complete the NCCER Core Curriculum modules, participate in exhibitions and pre-apprenticeship work, and transition to apprenticeships upon graduation with a focus on the construction trades. A visual of the 9-12 high school and re-engagement center is follows the 4-year plan.

9 <sup>th</sup> grade	10 <sup>th</sup> grade	11 <sup>th</sup> grade	12 <sup>th</sup> grade
<ul style="list-style-type: none"> <li>• Physics 1 *Intro the Hand Tools, Intro to Power Tools, and Basic Rigging modules</li> <li>• Algebra 1 *Intro to Construction Math module</li> <li>• Geometry *Intro to Construction Math and Intro to Blue Prints modules</li> </ul>	<ul style="list-style-type: none"> <li>• Chemistry and Biology</li> <li>• Algebra 2</li> <li>• Humanities 10 (Language Arts and U.S. History)</li> <li>• Spanish 1</li> <li>• Advisory</li> </ul> <p>*10<sup>th</sup> grade exhibition</p> <p>*NCCER Core Curriculum Introductory Craft Skills practiced throughout each class and final assessment their completion will be</p>	<ul style="list-style-type: none"> <li>• Physics 2</li> <li>• Trigonometry 1</li> <li>• Humanities 11 (Language Arts and World History)</li> <li>• Spanish 2</li> <li>• Advisory</li> </ul> <p>*11<sup>th</sup> grade exhibition and decision of ACE focus</p>	<ul style="list-style-type: none"> <li>• Material Science</li> <li>• Math class specific to ACE focus (Computer Aided Drafting, Pre-Calculus or Calculus, Trigonometry 2)</li> <li>• Language Arts 12</li> <li>• Economics and Government</li> <li>• Advisory</li> <li>• Concurrent</li> </ul>

<ul style="list-style-type: none"> <li>• Language Arts 9</li> <li>• *Basic Communication Skills and Basic Employability Skills modules</li> <li>• New Mexico History</li> <li>• Advisory and Wellness (includes PE and Health)</li> <li>• *Basic Safety module</li> </ul> <p>*NCCER Core Curriculum Introductory Craft Skills (8 modules spread throughout classes listed above).</p>	<p>part of the 10<sup>th</sup> grade exhibition.</p>		<p>Enrollment Course</p> <p>*12<sup>th</sup> grade Final Exhibition.</p>
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### 3. Alignment with New Mexico Standards and Benchmarks

- *The curriculum selected/developed must align to the New Mexico Content Standards, Benchmarks and Performance Standards. Provide a copy of the Alignment document if it was completed, OR, if the alignment has not been completed, describe the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.*

The alignment process will include reviewing the standards and benchmarks from the state, the construction profession, and pre-apprenticeship standards collaboratively as a staff for connections and similarities. The staff can then identify where the state standards and benchmarks will be addressed within the outlined courses and where the industry and apprenticeship standards can be incorporated to ensure the curriculum is

relevant in how it is implemented. The Construction Coach, Director of Apprenticeship, and Principal will play vital roles in helping the teachers understand the vertical and horizontal alignment of the curriculum as well as the state required and Industry specific skills and concepts that will be integrated into each classroom. Some possible processes to do this could be utilizing practices such as “unwrapping” the standards to identify key skills and knowledge and backward planning (Understanding by Design).

Some of this work will be done easily. For example, the Algebra I and II classes and the Geometry class will easily allow us to sort the math standards and benchmarks initially. Ultimately, this work will allow the teachers to understand where the state standards and benchmarks will be covered specifically including the skills and concepts inherent in those standards and use that as a basis to ensure that the industry and apprenticeship standards are also fully incorporated. Outcomes guides for mastery grading will be developed as a second step to this work. This process will happen during the spring and summer of 2010 so that the staff can begin designing assessments, exhibitions, and lessons to address the standards identified for each class working from the outlined 12<sup>th</sup> grade Final Exhibition and potential college and apprenticeship expectations. The work of ensuring standards are met and that coursework is relevant is never finished and will continue throughout the life of the school as teachers use student work and feedback as well as new technology used in the construction profession, to improve assessments, projects, outcomes guides, and lessons.

The sample table below illustrates this example with regards to standards alignment for the Algebra 1 and Geometry course and objectives of industry specific application. Not all the standards, benchmarks and performance standards were included in this sample table.

Strand 2: Geometry and Trigonometry	Strand 1: Algebra, Functions and Graphs	Industry skills and concepts as outlined in the NCCER Core Curriculum: Introductory Craft Skills curriculum
Standard: Students will understand geometric concepts and applications	Standard: Students will understand algebraic concepts and applications	Modules: 00102-04 Introduction to Construction Math 00105-04 Introduction to Blueprints
9-12 Benchmark: (a) Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships Performance Standards: (i) Interpret and draw two-dimensional objects and find the area and perimeter of basic figures (e.g. rectangles,	9-12 Benchmark: (a) Represent and analyze mathematical situations and structures using algebraic symbols. Performance Standards: (xv) Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms	00102-04 Objectives: 1. Add, subtract, multiply, and divide whole numbers. with and without a calculator 3. Add, subtract, multiply, and divide fractions. 4. Add, subtract, multiply and divide decimals, with and without a calculator. 5. Convert decimals to percentages and percentages to decimals.

<p>circles, triangles, other polygons [e.g. rhombi, parallelograms, trapezoids]).</p> <p>(ii) Find the area and perimeter of a geometric figure composed of a combination of two or more rectangles, triangles, and/or semicircles with just edges in common.</p> <p>(iii) Find and use measures of sides and interior and exterior angles of triangles and polygons to classify figures (e.g. scalene, isosceles, and equilateral triangles; rectangles [square and non-square]; other convex polygons.</p> <p>9-12 Benchmark:</p> <p>(d) Use visualization, spatial reasoning, and geometric modeling to solve problems.</p> <p>Performance Standards:</p> <p>(i) Solve real-world problems using congruence and similarity relationships of triangles (e.g. find the height of a pole given the length of its shadow).</p> <p>(vi) Use trigonometric functions to solve for the length of the second leg of a right triangle given the angles and the length of the first leg. (e.g. "A surveyor determines that the angle subtended by a two-foot stick at right angles to his transit is exactly one degree. What is the distance from the transit to the base of the measuring stick?").</p> <p>(vii) Know and use angle and side relationships in problems with special right triangles</p>	<p>9-12 Benchmark:</p> <p>(c) Use mathematical models to represent and understand quantitative relationships.</p> <p>Performance Standards:</p> <p>(ii) Use a variety of computational methods (e.g. mental arithmetic, paper and pencil, technological tools),</p> <p>(ix) Generate an algebraic sentence to model real-life situations</p> <p>9-12 Benchmark:</p> <p>(d) analyze changes in various contexts</p> <p>Performance Standards:</p> <p>(ii) Solve routine two- and three-step problems relating to change using concepts such as exponents; factoring; ratio; proportion; average; percent</p> <p>(iii) Calculate the percentage of increase and decrease of a quantity.</p>	<p>6. Convert fractions to decimals and decimals to fractions.</p> <p>7. Explain what the metric system is and how it is important in the construction trade.</p> <p>8. Recognize and use metric units of length, weight, volume, and temperature.</p> <p>9. Recognize some of the basic shapes used in the construction industry, and apply basic geometry to measure them.</p> <p>00105-04 Objectives and Performance Tasks in order listed:</p> <p>4. Interpret and use drawing dimensions.</p> <p>2. Using the floor plan provided, give the distance from gridline 1 to gridline 3.</p> <p>3. Using the floor plan provided, determine the distance from the edge of the storage room doors across the lobby to the edge of the east set of double doors.</p>
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(e.g. 30-, 45-, 60-, and 90-degree triangles).		
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#### 4. Strategies and Methods

- *Provide a description of the strategies and methods to be used in delivering the curriculum.*

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

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

Below is an example of how the delivery/planning structure could look:

<b>Sample Unit Focus</b>	Enduring Understanding and Essential Question(s)
<b>Skills and Knowledge</b> (aligned to state standards and benchmarks)	Outcomes Guides written in student friendly language that describes the skills and concepts they are responsible for learning in this unit. Also included for each skill and concept will be a description of what it means to be proficient or highly proficient. Students would use this document to track their learning as they move through the unit.
<b>Assessment and Evidence of Mastery</b>	For summative assessment, students will have to show they have mastered the skills and concepts in each unit. They must choose any of the assessment options prepared by their teacher as their final assessment that allows them to demonstrate mastery of the skills and knowledge for the unit. The Construction Coach will be present when needed to certify NCCER skills when mastered.  Formative assessments will be given throughout the unit to ensure that every student is moving towards mastery and to re-teach when needed. These could

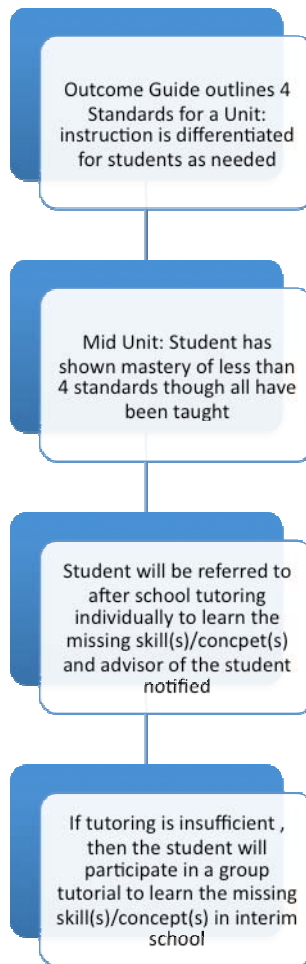
	be 1:1 assessments, project-based team assessments, or individual project based assessments.
<b>Lesson Planning</b>	<ul style="list-style-type: none"> <li>• Inquiry based experiences with a new skill or concept</li> <li>• Applied activities specific to practicing and learning new skills and concepts</li> <li>• Mini-lectures (no more than 20 minutes long)</li> <li>• Construction Site based observations virtually or in person</li> <li>• Direct conversation and learning with construction professionals facilitated by the teacher and Construction Coach</li> <li>• Opportunities to review and re-teach skills or concepts students or a student is struggling with</li> </ul>

- *Provide an explanation of how the curriculum will address students' needs and assist students in reaching the NM Standards.*

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

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

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



- Provide a descriptive example of the curricular strategies and methods in action in the classroom.

A Geometry class is provided as an example of what a classroom experience might be for students and teachers. This example shows the combination of the state standard Mathematics Strand 2, Grades 9-12 Geometry and Trigonometry: Students will understand geometric concepts and applications, Benchmark D. Use visualizations, spatial reasoning and geometric modeling to solve problems, Performance Standard 7. Know and use angle and side relationships in problems with special right triangles (e.g. 30-, 45-, 60-, and 90-degree triangles) and the NCCER curriculum performance task of safely and properly using Carpenter's squares. Pages from the NCCER curriculum text related to Carpenter's squares is provided in the Appendices.

In this example the specific language of "Know and use angle and side relationships in problems with special right triangles (e.g. 30-, 45-, 60-, and 90-degree triangles) and safely and properly use a Carpenter's square" would be the Outcome for this lesson. Students would discuss with their teacher what proficiency for this outcome would look like and what they will be doing to learn and demonstrate mastery. This could happen as a whole group discussion as an introduction to the new Outcome. The teacher would have prepared examples of proficiency so that students could see what

their “target” is. After this brief conversation, students would explore their classroom and perhaps spaces around the school using various Carpenter’s squares. However, before they began using the tool to take measurements they would be shown how to use it safely.

Some students would have the Carpenter’s Square, while others may have the Combination Square, Rafter Angle Square, or the Try Square. They would be asked to take measurements of as many angles as possible and to notice what challenges they may have had taking measurements with the tool and what was easy about using the tool. They would also be asked to notice the resulting shape and size of the objects they were measuring. They would then come back and share their experiences with their table group. Each group would then share out the common trends and this would be recorded for the whole class. The entire class would be included in discussion about the different purposes of the squares. For example, the Carpenter’s Square is usually used to square up sections of work like wall studs so that they are at right angles to each other so measuring 90-degree angles would be very easy to do with this tool. The Combination Square, however, is used to find 30-, 45-, 60-, and 90-degree angles and is used for tasks like checking level and plumb surfaces in addition to testing for squareness and measuring lengths and widths.

Students would practice, briefly, identifying the different angles by sight, and using the tools. Their project would be to build different scaled down roofing frames with different angles with at least one angle being at 90-degrees. They would then determine the changes in length of the sides based on the angles of the triangles and thus the impact on the slope and structural soundness of the model roof. At the end of the lesson, they will have gone back to their Outcome with their products and reflect/assesses their understanding to determine if they have mastered that Outcome. The reflection could be in the form of an individual conversation with the teacher about their product using the models as evidence and a multiple-choice test. This is a similar assessment format as the NCCER module final assessments for the pre-apprenticeship and apprenticeship curriculum. Lastly, these model roofs could then be taken to the physics class where each is tested for weight bearing standards as it relates to best practices in framing roofs for houses in different climates.

- *Provide a description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.*

The NMACE calendar includes roughly six weeks of professional development/training time for staff. We expect the need for significant time dedicated collaboration and opportunities to prepare for the “learning by doing” mantra of the school which may be an unfamiliar to the staff. Teachers that are unfamiliar with the strategies noted in the previous section will need some coaching and support in learning how to use them. For example, staff that has not used student work to inform their teaching will need to be trained in Critical Friends Group protocols. Teachers that are unfamiliar with Outcomes Guides as a way to assess student growth will require training using the guides effectively, and how to communicate academic growth to the student, family, and other teachers. Additionally, because our classes will be grouped

heterogeneously by ability, professional development around inclusive teaching and differentiation will be necessary to ensure our staff is fully ready to teach all learners.

Most staff will need to have some professional development regarding Positive Youth Development and instruction that is created to support overall goal of a successful school culture. Our plan is to provide professional development during the spring and summer of 2010 once staff is hired and the experience and expertise of the faculty is known. We will provide any necessary texts, consultants, and introductory training needed before beginning the work building and aligning the curriculum. The main area where professional development is anticipated is building teacher's capacity to make connections and application of curriculum to the construction professions. A specific plan for the professional development and training time will be determined once the staff are hired and training needs are specifically determined and prioritized.

We have chosen to have a staff member, The Construction Coach, hired directly from the profession to support teachers in building their capacity in this area. This professional development work will happen during individual and collaborative planning spaces as well as co-teaching opportunities and workshops for our teachers. Construction site visits to partner companies, round table discussions with executives will be had to understand the future of the construction profession. "Quality" discussions regarding student work between staff and those in the profession will be needed to determine high levels of competency in the skills and critical thinking needed to be successful in this profession.

Also, by year three, we will have a Director of Apprenticeships that will support students and teachers with expectations of post-secondary programs our students may be attending.

## **B. Educational Program**

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

- State the proposed length of the school day, including the number of instructional hours;

The proposed school day will be from 8:00 AM to 3:30 PM one day a week, 8:00 AM to 2:45 PM two days a week, and 8:00 AM to 2:55 two days of week. The exact times may be adjusted for program need, for example, the start time may be moved to 9:00 AM which would change the ending of the school day but not the hours or minutes per week. The total proposed instructional hours for one week is 31.25 hours or 1,875 minutes. This schedule will allow the school to provide tutorial spaces within the school day for students who need a place to complete homework or get help learning skills and concepts as well as collaborative time for teachers to work together to ensure that the curriculum is applied, connected and relevant.



### Proposed NMACE High School bell schedule

Monday	Tuesday/Thursday	Wednesday/Friday
8-9 Advisory/Wellness	8-9 Advisory/Wellness	8-9 Advisory/Wellness
9:05 - 10:05 Block 1	9:05 - 10:35 Reading Class/Elective	9:05 - 10:45 Block 3
10:10 - 11:10 Block 2	10:45 - 12:25 Block 1	10:55 - 12:35 Block 4
11:15 - 11:40 Advisory	12:30 - 1:00 Lunch	12:40 - 1:10 Lunch
11:45 - 12:15 Lunch	1:05 - 2:45 Block 2	1:15 - 2:33 Block 5
12:20 - 1:20 Block 3	3:00 - 5:00 After school activities and tutorial spaces	3:15 - 5:00 After school activities and tutorial spaces
1:25 - 2:25 Block 4		
2:30 - 3:20 Block 5		
3:45 - 5:00 After school activities and tutorial spaces		

*Italics not included in instruction hours calculations.*

The re-engagement program will take place from 4:00 PM to 9:00 PM with space for advisory and classes addressing the core contents of Humanities, Math and Science with pre-apprentice applications in construction used to teach the required standards and benchmarks modeled after the day program. This schedule would run for 5 hours Monday through Thursday totaling 20 hours per week on campus and additional hours working off campus to bring the total annual hours to 1080 for the school year.

### Proposed NMACE Re-Engagement Program bell schedule

#### Monday – Thursday

4:00 - 4:55 Advisory and financial literacy with Center for Working Family partners
5:00 - 6:00 Block 1
6:05 - 7:05 Block 2
7:05 - 8:05 Block 3
8:05 - 9:00 Advisory and tutorial/academic support

- State the proposed length of the school year, including number of days and total number of instructional hours.

The proposed 2010-2011 school year for students begins July 26, 2010 and ends June 3, 2011 though these dates might be moved the total number of instructional days will not change. The school year calendar is broken up into 9-week sections with three-week breaks for students however the grading periods will be on a trimester basis lasting 12 weeks each. During these breaks, Interim School will be taught for students who need extra time to address any core skill not mastered before the grading period is completed. Teachers will have an extended calendar for professional development. The proposed total number of instructional days for students is 172 totaling 1125 hours for the school year, which is 36 weeks long for the students. The proposed total number of instructional and professional development days for staff is 210 for the school year. Interim School days taught will be on an individual basis determined by student need rather than requiring that all teachers and students are present. These days would be additional instructional days for students and the teachers.

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

#### **NMACE Proposed School Year 2010-2011 Calendar**

July					August					September				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
			1	2	2	3	4	5	6			1	2	3
5	6	7	8	9	9	0	1	2	3	6	7	8	9	0
1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
2	3	4	5	6	6	7	8	9	0	3	4	5	6	7
1	2	2	2	2	2	2	2	2	2	2	2	2	2	2
9	0	1	2	3	3	4	5	6	7	0	1	2	3	4
2	2	2	2	3	3	3				2	2	2	3	
6	7	8	9	0	0	1				7	8	9	0	

October					November					December				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	1	2	3	4	5			1	2	3
4	5	6	7	8	8	9	0	1	2	6	7	8	9	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
1	2	3	4	5	5	6	7	8	9	3	4	5	6	7
1	1	2	2	2	2	2	2	2	2	2	2	2	2	2
8	9	0	1	2	2	3	4	5	6	0	1	2	3	4
2	2	2	2	2	2	3				2	2	2	3	3
5	6	7	8	9	9	0				7	8	9	0	1

January					February					March				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
3	4	5	6	7		1	2	3	4		1	2	3	4
1	1	1	1	1				1	1				1	1
0	1	2	3	4	7	8	9	0	1	7	8	9	0	1
1	1	1	2	2	1	1	1	1	1	1	1	1	1	1
7	8	9	0	1	4	5	6	7	8	4	5	6	7	8
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
4	5	6	7	8	1	2	3	4	5	1	2	3	4	5
3					2					2	2	3	3	
1					8					8	9	0	1	

April					May					June				
M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F
				1	2	3	4	5	6			1	2	3
						1	1	1	1					1
4	5	6	7	8	9	0	1	2	3	6	7	8	9	0
1	1	1	1	1	1	1	1	1	2	1	1	1	1	1
1	2	3	4	5	6	7	8	9	0	3	4	5	6	7
1	1	2	2	2	2	2	2	2	2	2	2	2	2	2
8	9	0	1	2	3	4	5	6	7	0	1	2	3	4
2	2	2	2	2	3	3				2	2	2	3	
5	6	7	8	9	0	1				7	8	9	0	

	Classes in session Trimester 1: July 26 – November 4
	Classes in session Trimester 2: November 8 – February 17
	Classes in session Trimester 3: February 21 – June 2

	Professional Development time for teachers - no students on campus
	Break/Holiday
	Interim School/Break

Saturday school spaces are not represented but will be held most Saturdays from 9-12.

Holidays: Labor Day, Thanksgiving, Martin Luther King Jr. Day, Memorial Day

- Describe how the proposed length of the school day and school year support the Educational Plan.

Class periods will be longer blocks (60-100 minutes each) of time to allow space for students to build products and ensure the learning is relevant. Therefore, a proposed schedule, that gives students time to “get their hands dirty.” The schedule also provides regular time for teachers to collaborate to create implement the “learn by doing”

philosophy of the school. Interim School is scheduled during the middle of grading periods (prior to receiving a failing grade) allows for timely intervention. The daily schedule and annual calendar provides for regular direct remediation during the regular quarterly breaks and before and after school tutoring. Just as critical to the success of the school is the regular staff professional development, which is provided on a regular basis.

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

- State the grade levels the charter school proposes to serve.

The school will serve high school students grades 9-12. The NMACE will also have a re-engagement evening program for students ages 16-21 that will provide a night school program that focuses on providing coursework, aligned to New Mexico state graduation requirements and standards, to earn their diploma and be prepared for a career in construction trades. This re-engagement space will be an extension of the high school's construction focus but will be targeted at getting students re-engaged in their education, earning a high school diploma and transitioning to apprenticeships or post-secondary programs.

- If a phase-in of grade levels is proposed, indicate plans for the phase in by year and grade levels, and provide a rationale for the phase-in plan.

NMACE will begin the school in the fall of 2010 with 9<sup>th</sup> grade students only in the day school and each year after will add the next grade (i.e. 10<sup>th</sup> grade beginning fall of 2011). Phasing in grades will allow NMACE to create a school culture to support the students, and provide time for staff to plan for the next cohort of students. The re-engagement program may have students ranging in grades from 10<sup>th</sup> to 12<sup>th</sup> in year one.

Lastly, because the school's mission is dedicated to preparing students for a career in the construction profession, time is needed to prepare students for the great variety of career choices. For example, admitting students in 11<sup>th</sup> grade would deny them the opportunity to experience the curriculum that prepares them for this entirety of the industry. However, the re-engagement program will have a narrowed Construction trade curriculum enabling the staff to focus on the skills and knowledge needed to enter an apprenticeship. However, post-secondary education programs will be an option for these students as well and we anticipate that some may transition to college.

- State the total projected student enrollment (maximum enrollment for the school).

The NMACE maximum student enrollment will be about 425 students by the 5<sup>th</sup> year. This includes enrollment in the high school and re-engagement programs. The school will open with 103 students between the 9<sup>th</sup> grade high school program and the re-engagement program.

- State the projected class size.

The projected class sizes will range from 16-20 students depending on the needs of the students within the curriculum and grade in both the high school and re-engagement programs.

### 3. Graduation Requirements

- Describe the proposed credits and requirements for graduation.

NMACE will not propose any change in the graduation credit requirements from those required by the state. In addition the NMACE students will earn the required credits and pass exit exams required by the state. However, some unique additional expectations NMACE will have are:

- Some of the elective course offering will be required and they will be directly related to Architecture, Engineering or Construction Trades.
- The Physical Education credit will be earned in a non-traditional format via the Advisory/Wellness. The class incorporates the state standards for physical education and health because students must be physically fit to ensure safety when working with construction tools. Each school day will include Advisory/Wellness class that will incorporate physical movement, nutrition in a positive youth development context positive that will help establish the culture of the school.
- 10<sup>th</sup> and 11<sup>th</sup> grade students at NMACE will experience Gateway exhibitions and 12<sup>th</sup> grade students must pass a Final Exhibition to graduate. These high stakes, public assessments will be directly industry related and require the students to showcase and demonstrate their cumulative and individual learning. Though exhibitions will take place regularly within each course via applied learning projects, these three are the highest stakes and could potentially keep a student from moving to the next grade or graduation. Specifics of these required exhibitions will be determined as the curriculum is aligned and all staff develop clear grade level expectations with the guidance of the Construction Coach, Principal, and Director of Apprenticeships.
  - At the end of the 10<sup>th</sup> grade, students will demonstrate that they have mastered the NCCER Core Curriculum Introductory to Craft Skills via evidence from classroom projects from both the 9<sup>th</sup> and 10<sup>th</sup> grades.
  - The 11<sup>th</sup> grade Gateway will take place at the end of the school year and will be a combination of a portfolio type demonstration of learning as well as goal setting related to transition planning, reflection, projects completed, and other individual student data like standardized test scores or personal growth. The students will present their work to school staff, family members, peers, and professionals from the industry that will collectively determine if the student met expectations.
  - The 12<sup>th</sup> grade Final Exhibition will be a project based task that requires students to work collaboratively as an Architect, Engineer, and Construction Manager to bid for, plan, budget, communicate, build, and present a completed product that demonstrates application and synthesis of skills and concepts learned throughout their high school experience and evaluated by a similar group of people.

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

- *Provide student-centered goals that are SMART and are aligned with the school's mission and the educational plan:*

The following SMART goals have been identified that are student centered and align with the school's mission. For our students to be ready to choose college or apprenticeship in their chosen career, they must:

1. The student graduation rates will be at least 10% above the Albuquerque Public Schools (APS) average in the year of comparison for similar cohorts of students. The first measurement of this goal would happen with our first graduating class in May of 2014.
2. Students will have reading and math performance scores on the state assessment that are at least 15% greater than the APS average for similar cohorts of students. The first measurement of this goal would happen during the 2011-2012 school year when our first grade of 10<sup>th</sup> grade students take the New Mexico High School Competency Exam and then in the 2012-2013 school year when this same group are 11<sup>th</sup> graders and take the New Mexico Standards Based Assessment. The data collection timeline will be adjusted if the state changes the testing schedule or changes in tests required by the state. If there are re-engaged students who need to take these tests prior to the date noted above, there will be data from these students as soon as spring of 2011.
3. Students that are two grade levels behind in reading and math will improve by two grade levels each school year. This will be measured yearly, taking beginning of the year data and end of the year data as measurement points.
4. 100% of graduating students will be accepted to a post secondary or college program or apprenticeship based on their career choice. The first measurement of this goal will be the first graduating class in May of 2014 of the high school program and May of 2011 for the re-engagement program.

### **D. Plan for Evaluating Student Performance**

- *The types of assessments that will be used to measure student progress towards achievement of the NM Standards and the school's student performance expectations;*

Teachers and students will use “outcomes” created for each course using the state standards to evaluate student work and progress towards meeting the state standards and benchmarks. These course specific evaluations of “outcomes” will include evidence of application of concepts and skills via products and exhibitions designed to demonstrate the outcomes and are industry specific. The school will also use data from an evaluation tool such as the Princeton Review content tests to monitor student progress with meeting the standards annually in addition to the standards based assessment and graduation exam required by the state. The analysis of ACT Plan and New Mexico Standards Based Assessment scores may also be used to compare NMACE student growth to national and state averages. By using a combination of “outcomes” based assessment and the standardized assessment data, school staff can better target skills and concepts that have not been mastered by individual students and provide the appropriate supports needed for mastery. This system will allow NMACE to achieve the SMART goals listed in this application and include students and their families in improving skills.

- *The timeline for achievement of the NM Standards and/or the school's student performance expectations;*

The students will attend school for four years to meet the outlined state standards within the high school program. The re-engagement program will determine which standards a student needs based on a transcript review and then create a plan of action and timeline to meet those standards remaining based on the individual's transcript and state requirements. We anticipate students in the re-engagement program to attend from one to four years.

- *The procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school's student performance expectations;*

The school calendar provides several opportunities to address the needs of students who have not meet expectations of mastery. These opportunities include:

1. an elective class focused on academic skill building
2. a scientifically based reading program
3. Interim school
4. tutorial time throughout the week

The school staff will constantly work with students to track their progress in meeting outcomes, thus students with performance below expectations can quickly create a supported plan of action with staff to recover and continue to move towards graduation (see 2010-2011 calendar in the previous section). Some supports could be participation in the scientifically based reading program, additional tutoring time, differentiated instruction, or invitation to Interim school for those who need more time to master skills with additional 1:1 support. Teachers will conduct data analysis each trimester to respond to student performance needs. Completion of outcomes, test scores, and short cycle assessments in reading and math measured by the Princeton will be the data used.

Approximately the first three weeks of the 9<sup>th</sup> grade year will begin with the “gear up” session to assess the skill level of students and plan for their growth over the semester. Some students will be placed in the reading program to address significant reading deficits as defined by being two grades below in reading according to an evaluation tool such as the Princeton Review reading test. Each student's plan and baseline data will be personalized and documented in their Next Step Plan.

The “gateway” exhibitions serve as deadlines for proficiency in the required standards and benchmarks before moving on. The first one is at the end of the 10<sup>th</sup> grade and students will be required to demonstrate via a project and portfolio that they have met expectations for the 9<sup>th</sup> and 10<sup>th</sup> grades based off standards and are prepared to move to the 11<sup>th</sup> grade. A similar gateway will be present at the end of the 11<sup>th</sup> grade year and ultimately there will be a culminating 12<sup>th</sup> grade project based exhibition that includes a synthesis of the learning throughout the four years in this high school. These gateways, described earlier, will be in combination with the earning of state required credits and graduation assessments.

- Assessments that might be considered in addition to the statewide-mandated testing:

The Princeton Review test, NCCER placement and final tests, ACT Plan and PSAT assessments are examples of standardized tests that will be considered in addition to the statewide-mandated testing.

- Documentation and reporting of student data to students and parents.

Student performance data will be reported to parents in a variety of ways. Parents will be asked to attend at least two family meetings a year, one in the fall and one in the spring. These student-facilitated meetings will include narratives from teachers in addition to documented completed outcomes and test scores. The progress information will be used to identify goals with the student and supports needed to reach the goals. The student's Next Step Plan will be updated with the student and family at least twice a year. Students and families will have constant communication via phone, email, and 1:1 meeting with the assigned advisor. Report cards for each trimester and mid-trimester progress reports will be sent home via the mail as well.

#### **E. Special Populations**

- Suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education:

The school intends to ensure that individual student needs, such as bilingual, limited English proficient, 504 accommodations, and special education services are available within the educational plan pursuant to federal and state regulations related to these populations. The founders have experience building service models to support these populations successfully. Students who indicate they speak another language other than English primarily at home and/or have not yet scored "Advanced" (proficient) on the New Mexico English Language Proficiency Assessment (NMELPA) will be given the assessment to assess progress and be provided the supports needed to develop English proficiency and meet the New Mexico standards according to federal and state requirements. Incoming student IEPs and 504 plans will be reviewed before students begin school to ensure that the supports and services are in place for each student on the first day of school. There will be a scientifically based reading program that will be available for students who require that level of reading support in addition to modified curriculum and/or direct services by specially trained staff such as a special education teachers or TESOL/ELL endorsed teachers. Additionally the Outcomes, mastery grading structure allows for Individual Education Program teams, or other support teams for ELL students or students with 504 plans, to identify what outcomes are appropriate for the student at that time as well as what direct services and modified instruction the student will need for the next 12 months to ensure that she is building skill and making progress towards IEP academic and transition goals and accessing the general education curriculum with non-disabled peers appropriately.

Another example of addressing individual needs could be allowing a student to have an additional course in the third trimester to address missing skill or concepts whether that is learning the English language or addressing deficits in number sense.



Other modifications could include, structured 1:1 tutorial spaces, co-teaching, alternative elective courses that address skill deficits or communication needs, accelerated language course to build bilingual skills, an ELL class that addresses English language acquisition, SIOP (sheltered instruction) training to support language skills in the general education classroom, and the use of Interim school to allow for extra time to master a skill or concept.

- *An outline of a special education plan that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;*

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

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

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

NMACE intends to use the New Mexico PED's Special Education Policies and Procedures manual to describe their policies and procedures for special education services. The PED provides technical assistance manuals for behavior, the student assistance team processes, response to intervention processes and practices, supporting

gifted students, writing quality IEPs, and others which the NMACE intends to use as guidance to ensure that all policies and procedures, including best practices, are followed so that students with disabilities or those identified as gifted receive an appropriate education within the least restrictive environment.

A Co-Founder of NMACE, Tori Stephens-Shauger, was the Special Education Director at Amy Biehl High School in Albuquerque, New Mexico where she facilitated the building of a special education services model that showed great success in supporting students of all abilities (gifted to severely disabled) towards graduation (standard, career, and ability options) within a rigorous high school curriculum. In addition to facilitating the capacity of all teachers (general and special education) to address the needs of students with IEPs, ELL instructional needs and students with 504 plans, and resulted in high satisfaction from parents and students based on survey and student achievement data.

- *How the charter school will provide access to ancillary services including, but not limited to, counseling and health.*

Based on student IEP service needs, NMACE anticipates the need to employ at least three full time licensed, independent social workers by the fourth year in both the day and re-engagement programs, and will open the school with one to provided appropriate social/emotional services. These staff members will support the students with social and emotional issues that are barriers to their learning in the school environment and because they will be required to be independently licensed they are able to provide some counseling services. The social workers will also support the overall wellness work done with these students related to nutrition, physical and emotional wellness and self-advocacy as all of these things inform the social and emotional conditions that these students face being a population requiring special education or English language learner services. The social workers will also be a resource and liaison for community services that some students may benefit from as well as supporting relationship building between teachers and students and a positive school culture. Other ancillary services such as speech and language pathologist, diagnostician, and occupational therapy will be contracted out until, or if, the need arises to have this service on a full time basis which would than result in hiring a person to provide that service full time at NMACE.

## VI. FINANCIAL PLAN

### A. BUDGET

- *Provide a completed revenue projection form 910B5*
- *Provide a balanced proposed operating budget covering each year of the charter term based on current unit value using the Budget Spreadsheet*

Included in the Appendices.

- *Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. Address the following:*
  - *major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services;*

#### Revenue:

Basic enrollment at the school is equal to 107 students and the funding is commensurate with that number. Projected special education enrollment is based upon the experience of the two founders. It reflects roughly a 17 percent incidence rate (16 of 110 total students) that is spread across A/B,C, and D levels—the highest percentage being in the least severe needs. The ratio of students classified for special education services continue through 2014-15.

2—D level student

4—C Level students

13—A/B level students

#### Expenditures:

Instruction:

1. \$52,000 x 5 teachers—salary amount equal to the a level II teacher with one year experience at that level. This is a conservative estimate since the school will recruit teachers with less average years of experience.
2. \$4,000 total substitute costs which is equal to 40 days of leave at \$100 per-day (8 days per teacher)

Support Services:

3. Construction Coach (Coordinator/Subject Matter Specialist) is budgeted at \$65,000 which is a competitive salary to recruit a highly experienced construction professional from private industry.
4. \$78,000 for social workers budgeted at \$52,000 x 1.5 FTE which is a conservative estimate of the salary expected for each position
5. Office Manager (Secretary, Clerical, Technical) is budgeted at \$35,000 which is a very competitive salary and should allow the school to find a highly experienced professional that is capable of also handling data management responsibilities
6. Reading Specialist (Specialist) is budgeted as a 0.5 FTE at \$30,000 in year one.
7. Special Education Assistant, \$25,000 that is paid significantly higher than the average paid by the local school district (\$15.5 per hour for a 200 day contract).
8. Speech Language Therapist is budgeted as a 0.5 FTE at \$35,000
9. Wellness Director (School/Student Support) is budgeted at \$65,000
10. Diagnostic services will be contracted at a cost of \$5,000
11. Psychological services will be contracted at a cost of \$1,000

General Administration

12. Audit, the school has budgeted \$10,000 for audit services which should be sufficient given the limited complexity of the financial systems at the school in year one.
13. Legal, the school has budgeted \$10,000 for legal services
14. Board Travel is budgeted at \$1,000 to pay the cost of an out of town retreat
15. Board training is budgeted at \$1,000 to pay the cost of a facilitator for a retreat
16. Office materials are budgeted at \$10,000 which is based on the cost of similar size schools

School Administration

17. Principal salary is budgeted at \$95,000 which is a nationally competitive salary that will allow the school to recruit the highest caliber candidate
18. The Information Technology Director (Data Processing) is budgeted at \$30,000 for a 0.5 FTE

Central Services

19. Executive Director is budgeted at \$47,500 for a 0.5 FTE position that can direct the business functions at the school

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

#### Operational Management of Plant

21. Facility Director (Administrative Associate) will be paid \$45,000 and this person will be responsible for managing building strategy of the school
22. Security staff (Duty) is budgeted at \$12,000 to provide services during the evening Re-engagement Center program (\$12.5 per hour for 6 hours per evening for 160 days.)
23. Utilities (Gas, Electric, Water/Sewage) estimates are based on costs provided by similar size schools.
24. Custodial services (Other Contract Services) are budgeted at \$10,000 to pay the cost of a private contractor to clean the building.

#### Notes:

No funds are budgeted for Food Services since the school expects to have a lunch program that is fully funded by the federal government.

Benefits for positions budgeted at are done so at the amounts suggested by the PED in the worksheets provided.

- spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.

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

1. The Teacher and social worker salary schedule is significantly higher than the statewide minimums at Level I, II, and III. This structure eliminates the impact of cost shocks associated with teachers moving from level to level. A typical schedule that pays salaries equal to or near the minimum state requirement can result in significant increases mandated by law that may not be funded by state increases in the unit value. Charter schools are particularly susceptible to unmanageable increases in teacher compensation because often they hire staff that is relatively inexperienced with significant career growth ahead. NMACE will also have a relatively small number of faculty with which to spread the cost of certification changes which creates a disproportionate effect of the cost increases associated. For example, if two teachers move from level one to level two in one year would result in as much as a \$20,000 increase in compensation which may take the majority of new funding by the state (assuming there is an increase). Salaries at NMACE are budgeted at level II and one year experience (six years total) which we believe is a conservative assumption since we anticipate hiring staff with an average of three years of experience.
2. Compensation levels at the school are higher than most other public schools in the state. This reflects the fact that the all faculty will have contracts that are at least 15 percent

longer than the traditional 182 days required by state law. Funding for these days is built into the base budget of the school which helps the school avoid layers of extra compensation to teacher contracts. The base salary is the entire compensation and pays the cost of six weeks of professional development and remediation programs for students. Also, there will be no need to create a secondary schedule that compensates for additional days or duties in later years.

3. Special education and/or ELL services will be provided in every classroom and personalization will be ubiquitous at the school. Credentialing allows the resources generated by special education funding will allow for smaller class sizes for all (16-20:1).
  4. The school has a careful plan for growing its administrative competency. In the early years, the funding formula provides more revenue per-student to compensate for the added costs of operation and these added revenues are dedicated to supporting a core administrative team that can adapt to a growing enrollment. Additional staff after 2010-11 will be dedicated almost entirely to teachers and other staff who serve students directly.
  5. The school predicts that it will have significant funding to pay capital costs associated with operating a school dedicated to Architecture Construction and Engineering. Learning by doing will require significant investments in equipment and the school has prepared for this by dedicating non-recurring revenue in 2011, 2012, and 2013 to this purpose.
- *Provide a detailed narrative description of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.*
1. The school has received a commitment from the New Mexico Building and Education Congress to support the programs at NMACE. This funding will be \$50,000 in 2010-11 and it will increase to \$100,000 in the years following. The funding is general operating support for the school and not specific to any particular program.
  2. Federal IDEA B funding is calculated at \$1,772 per student for students who classify for C and D level services. This funding is based on the amount received per-student at Amy Biehl High School in Albuquerque.
  3. Title I estimates are based on a 80% poverty rate and \$150 per student. This funding is based on the amount received per-student at the Native American Community Academy in Albuquerque.
  4. Federal Start Up grants are based on a total grant of \$800,000 spread over two years. We realize that the grant is received only once, but it is budgeted over two years to account for the 24 month spending time frame. The school has budgeted \$100,000 for a dissemination grant in the third year of operation.
  5. The school has budgeted \$77,000 for lease assistance from the state. This funding is based on a total enrollment of 110 students and \$700 per-student.
- *Provide a detailed narrative description of the expenditure assumptions for these other revenue sources.*

Not applicable.

## **B. FISCAL MANAGEMENT**

- *Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities.*
- *Provide a description of the school's internal control procedures that it will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.*

Below is a response to the two questions listed in the bullet points above:

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

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

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

6. Approve the initial and any future revisions of the Fiscal Policies and Procedures of the NMACE. Revisions will be reviewed and recommended by the Finance Committee.
7. Review and approve of the recommendations of the Finance Committee for the choice of the annual Auditors (where budget allows).

**Finance Committee Responsibilities** – The Finance Committee will consist of two members of the board and the Executive Director. The duties of this committee will be to perform the detailed interaction with the Executive Director and oversight of the financial policies and procedures of the NMACE. The responsibilities of this Committee will be for the following:

1. On an ongoing basis to review the Fiscal Policies and Procedures of the NMACE to insure that safeguards and controls are adequate and effective. In those situations where improvement or changes are appropriate, the Committee will propose and recommend such changes to the Board.
2. Especially in the first years of operations, the annual budget will need to be reviewed for reasonability and adjustments or changes that appear will need to be recommended to the Board for their approval. It will be the duty of the Committee to insure that the Executive Director is holding to the budget approved by the Board and to discuss and bring to the attention of the Board any perceived shortfalls or problems with the actual versus budgeted results.
3. Monthly, the Committee will review the monthly report from the Executive Director and accounting personnel. As indicated above, the review should include that any concerns about budget versus actual concerns. The review should also include review of bank reconciliations and any other elements the Committee deems relevant to helping oversee fiscal responsibility and reporting accuracy. The Executive should, on a monthly basis submit to the Committee the following information for review and approval:
  - a. Review of the monthly bank reconciliation and bank statement.
  - b. Bank statements and cancelled checks to insure that proper signatures and required authorizations are being followed.
  - c. Review a list of disbursements with supporting documentation to insure that proper authorization and approvals are being obtained.
  - d. Review and approval of the cash receipts and disbursements statement and comparison to budget.
  - e. Review and approval of the monthly accrual income statement and balance sheet and comparison to the budget.
  - f. Review of the monthly investment statements and investment results.
  - g. Approval of overall monthly package to be submitted to the Board.
4. Monthly, the Committee will review for requests from the Executive Director for approval of disbursements in excess of \$1,000. The Committee should insure that all disbursement requests are within budget guidelines and supported by appropriate investigation (i.e. multiple bids if required, etc.). This guideline will be subject to review



and may, in the future, be subjected to certain exemptions (i.e. in the event a school is built, etc.), where overall purchases are approved.

5. The Committee will also serve as the Audit Committee of the board and make recommendation of the audit firm to audit the NMACE (it is understood that budget restraints may not allow for an audit in the first year). This recommendation will be forwarded to the Board for its approval.
6. Monthly the Committee will review the investment results and reports to insure that invested funds are being held according to the investment policy and are performing in the expected manner. Any concerns or suggested changes will be forwarded to the board for their consideration, and if required, changes to the investment policy and / or investment advisors.
7. Work with the Executive Director to secure proper assistance to see that annual IRS statements are prepared and filed timely. Make those recommendations to the Board for their approval of the appropriate firms.
8. Review and approve with the ED any proposed hiring decisions and insure that such decisions are within the budgetary requirements. This responsibility will likely need to be diminished once the school is established as it is not anticipated that the Principal will need to involve his board for hiring decisions, unless they involve the controllership position.

**Executive Director Responsibilities** – It is understood that resources are limited initially and so, required policies should evolve as the budget allows for a full time controller position. In the interim the Executive Director will have to fill multiple roles and fill in as needed.

1. Initiation of disbursements less than \$1,000 if they are within the approved budget guidelines set forth by the board. Any checks will have to be signed by two individuals and the approved signers are a Board member and the Executive Director. The Finance Director will be responsible for receiving all invoices and preparing the check and forward it to the Executive Director and Board Member for signing.
2. Executive Director will be responsible for preparing the annual budget and reviewing with the Finance Committee for their approval and recommendation to the board. The Executive Director understands that, especially in the first several years of the NMACE, there will need to be flexibility and close scrutiny to be maintained over the budget to insure that fiscal solvency can be maintained.
3. Executive Director will be responsible for reviewing and submitting monthly accounting package to the Committee for their review and submission to the Board.
4. The Executive Director will be responsible (when appropriate) to initiate and coordinate with the Committee the hiring of the Finance Director position.

5. The Executive Director will be responsible for reviewing with the Committee any hiring decisions and purchases over \$1,000 to obtain their approval. All such decisions should be within the constraints of the overall budget approved by the Board.
6. Monthly, the Executive Director will review all financial information (see requirements under accounting staff below) with the Committee. The Committee will approve and submit to the Board a monthly financial package including monthly income statement and budget to actual comparison.

**Accounting Staff/Finance Director** - The accounting staff of AGC will serve in the interim until the NMACE can afford to hire their own accounting / controller position. In the interim the following procedures will be followed by the Executive Director and the accounting staff of AGC.

1. The Executive Director will put forward a request for checks to the accounting staff which will be supported by an invoice or statement. The accounting staff will cut the check and forward it to the Board Member for her review and signature. The Executive Director will then provide the second signature on the check.
2. Monthly, the investment statements (if separate from the bank statement) will be forwarded to the accounting personnel unopened. They will be responsible for recording the investment activity in the general ledger.
3. The monthly bank statement of the NMACE should be given to the accounting staff unopened. They will be responsible for reviewing and reconciling the bank statement. Monthly they will prepare and supply to the Executive Director the following:
  - a. The bank statement and cancelled checks.
  - b. The investment statements.
  - c. The bank reconciliation.
  - d. The statement of income and expenses for the month.
  - e. A detailed general ledger for the month.
  - f. A detailed payroll ledger for the month.
4. Monthly, the accounting staff will receive prepare payroll for the Executive Director (and any other employees of the NMACE). Checks will be forward to the Board Member and Executive Director for their signatures.
  - Provide a description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

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

1. The independent audit firm will be recommended by the Finance Committee and hired by the Governing Board
2. The Executive Director and Finance Committee will be present for the audit conference before the audit is signed by the school

3. The audit firm will have direct access to board members
4. The Finance Committee will report to the Governing Board with recommendations and results
5. The Executive Director is then tasked with implementing any changes recommended in the independent audit

## **VII. GOVERNANCE/MANAGEMENT PLAN**

### **A. GOVERNANCE STRUCTURE**

- Describe how the school will be governed.

The purpose of the New Mexico School for Architecture Construction and Engineering is to prepare young people to have successful careers in the construction profession. The charter itself is literally a contract with the state and figuratively a reflection of the public trust in the institution to serve the interests of the community. The governing board will have three primary responsibilities in accordance with the Charter Schools Act, NMSA 1978, Sections 22-8B-1 et. Seq:

1. Provide objective management oversight to ensure that the school complies with all relevant laws and regulations (particularly in the financial, human resource, and student performance realms.) In this realm, the board is ultimately responsible to the Public Education Department.
2. To steer the school through strategic planning and decision making to make the vision a reality.
3. Promote the reputation for excellent cutting edge education through construction profession applications and ultimately further the goals of education reform by disseminating the lessons learned by the school to the greater community.

The board will be composed of not less than five and not more than nine voting members who will elect four officers (President, Vice President, and Secretary). These members will be joined by the Executive Director and Principal who will be ex-officio members. The entire board will

be responsible for the three goals listed above and the bylaws and policies and procedures will be written to reflect the following structure:

### **Executive Committee**

The committee is composed of the leadership positions on the board (President, Vice President, Secretary and Treasurer) with the charge of organizing the work of the entire board. The group sets the agenda for the full board, sorts and delegates decision making responsibilities to the appropriate decision making authorities (school administration, full board, or a non-board committee composed of parents or community collaborators).

### **Finance Committee**

The committee is composed of three board members and it is chaired by the Treasurer who is a Certified Public Accountant. This committee is chiefly responsible for two critical school functions: First, the long-term financial viability of the school and second oversight over the fiscal operations of the institution.

### **Nominating Committee**

The committee will be composed of three members. It will be an ongoing committee that is responsible for identifying new candidates for open board positions.

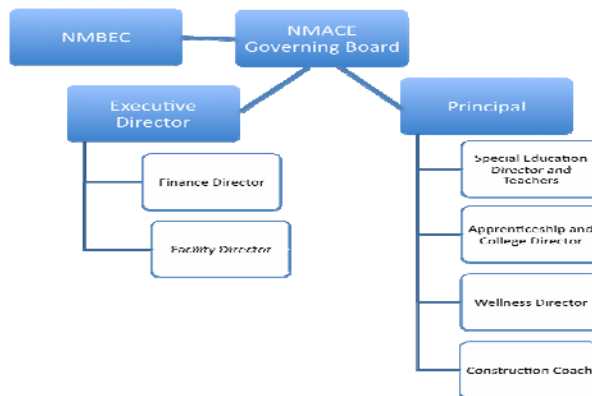
### **Academic Performance Committee**

The committee is chiefly responsible for oversight over the student performance in the institution. This committee is charged with understanding and evaluating whether the school is meeting the performance goals outlined in the charter.

### **Ad Hoc Committees**

These committees are chiefly responsible for issues that are not recurring in nature. They may be specific to a new policy that must be created to address an unforeseen issue such as a change in state law. Or a committee may be established to address an issue that may not require a policy but must be addressed for the well being of the school (facility acquisition etc.).

- *Provide an organizational chart for the school and a narrative description of the chart that explains the proposed school site-based personnel reporting structure to the governing body*



- *Narrative Description; Site-based Reporting Structure; Relationship of the Council to Administration*

The Governing Board, Executive Director and Principal will maintain a traditional public school employee relationship. The Governing Board will hire, oversee, and evaluate both positions. They will be the only employees who work and report directly to the Board. All other employees, consultants and teachers will report directly to the Executive Director or Principal. The Executive Director and Principal will hire, fire, evaluate and oversee all employees and teachers.

The New Mexico Building and Education Congress (NMBEC) will support the Board, ED and Principal to provide additional financial and human resources to the school to ensure its success. To keep the Board appropriately informed about the affairs of the school, the ED and Principal will submit a monthly written report to the Board during each of its regular meetings. The Board will direct the ED and Principal through approved policy or through directives approved at Board

meetings. The Board Chair shall be the liaison with the ED and Principal. On at least a yearly basis, the Board shall render a formal written evaluation of the Ed and Principal.

The Board will have an approved policy stating that all communication among the Board with school employees and teachers regarding school matters shall be conducted only through the Ed and/or Principal.

### **Administrative Leadership Relationship**

The board is solely responsible for hiring the Executive Director and Principal. All other staff members will be hired by one of these two officers. Ultimately the board's role is to hold those individuals accountable for implementing policies set forth by the board. However, NMACE expects that the board will be highly collaborative with the school leaders to create a forward thinking adaptable organization that can accomplish its mission in a dynamic and changing public school and construction profession environment. (1) Creating an Effective Charter School Governing Board Guidebook, Charter Friends National Network, Produced under a grant from the Annie E. Casey Foundation, November 2000.

- *Provide Policies and Procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the open meetings act.*
- 1. NMACE shall have a Governing Board consisting of no less than five and no more than nine members. Efforts shall be made to recruit Board Members from diverse segments of the community including the construction profession, other private and public sector organizations, education, an attorney, parent/s, and a Certified Public Accountant.
- 2. Members of the Governing Board shall serve for a period of three years and until his or her successor is elected. During the first year of the existence, terms of Governing Board Members shall be staggered with three members serving three years; two members serving two years, and two members serving one year. Governing Board Members may serve a maximum of five consecutive terms.
- 3. Vacancies on the Governing Board shall exist (1) on the death, resignation or removal of any director, (2) when term of a current Governing Board Member is up and the Member elects not to renew his/her term; or (3) whenever the authorized number of directors is increased. Upon such a vacancy, the Governing Board will solicit letters of applications from members of the public interested in serving on the Governing Board. Vacancies on the board may be filled by consensus of the Governing Board.
- 4. The property, business and affairs of NMACE shall be managed by the Governing Board. Without limiting the generality of the foregoing, the Governing Board may exercise all such powers as are provided by State and Federal law. The Governing Board will assign duties and responsibilities to its members at its initial meeting. If necessary, these duties and responsibilities may be reassigned at any time at the direction of the Board.

5. Members of the Governing Board shall receive no compensation for their services as members of the NMACE Governing Board.
6. Any Governing Board Member may resign at any time by giving written notice to the President or Secretary of the Governing Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any Member of the Governing Board may be removed at any time, with or without cause, by an affirmative vote of a majority of the remaining Governing Board Members whenever, in their judgment, the best interests of NMACE are served by the removal.
7. Attendance at Governing Board meetings is mandatory. Missing two meetings in a row without prior Governing Board approval is grounds for immediate dismissal from the Board.
8. Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of the Governing Board to maintain public confidence and prevent the use of public office for private gain. In order to avoid conflicts of interest, it is the policy of the Governing Board not to employ Governing Board Members or engage in any action that would result in economic gain for an individual Governing Board Member. Governing Board Members shall notify the Governing Board of any potential conflict of interest prior to the time set for discussion on any such transaction. The written disclosures will be attached to the minutes of the meeting in which Governing Board action occurred relating to the matter disclosed.
9. The Governing Board will meet once a month, but may skip a month when school is not in session, to discuss NMACE operations and to hear reports and updates from Governing Board Members and committees; to consider and to adopt or change policy; and to consider requests and concerns from parents, students and staff. Meetings shall include representation from the Executive Director and Principal of the school.
10. NMACE shall comply with the provisions of the New Mexico Open Meetings Act. All meeting dates will be published in the local news media and will be posted on the school's web site and in a prominent place on the school campus. Members of the governing board shall be trained in the requirements of the Act.
11. For the purpose of transacting business at meetings of the Governing Board, a quorum shall consist of a majority of the members in attendance. Consensus is the preferred method of decision making.
12. All regular and special meetings of the Governing Board shall be open to the public, except that, upon a vote of a majority of the members present, an executive session may be held to discuss any one or more of the following: (1) attorney-client matters, and (2) personnel matters. The motion requesting the executive session shall state the nature of the matter to be discussed. Only those persons invited by the Board may be present during the executive session. The Board shall not make final policy decisions, nor shall

any resolution, rule, regulation, or formal action or any action approving a contract or calling for the payment of money be adopted or approved at any session which is closed to the general public. Matters discussed during executive sessions shall remain confidential among those attending. The Secretary of the Governing Board shall maintain topical minutes of all executive session.

- 13.** The Officers of the Governing Board shall consist of President, Vice President, Secretary and Treasurer. The duties of Secretary and Treasurer may be combined into one office. The duties of President and Secretary may not be held by the same individual.
- 14.** Officers shall be elected annually by the Governing Board. Each Officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.
- 15.** Any vacancy among the Officers shall be filled by the President of the Governing Board. In the event of a vacancy in the Presidency, the Vice President shall be appointed President. An Officer appointed to fill a vacancy shall serve for the unexpired term of his or her predecessor in office. These decisions shall then be ratified by the Governing Board.
- 16.** The Executive Director and Principal of NMACE shall be hired by the Governing Board. He or she shall, in general, oversee the affairs of the school, and shall see that all orders and resolutions of the Governing Board are carried into effect. He or she shall preside at all meetings of the Governing Board. The Executive Director shall execute contracts, except where required or permitted by law to be otherwise signed and executed and except where the signing and execution thereof shall be expressly delegated by the Governing Board to some other Officer or agent of the School.
- 17.** The President of the Governing Board shall coordinate all orders and resolutions of the Governing Board. President of the Governing Board shall work with the Executive Director to execute contracts approved by the Governing Board. The President shall further act as the liaison between the Governing Board, Executive Director and Principal. The President, along with the Executive Director and Principal, shall create agendas for Governing Board meetings.
- 18.** The Vice-President shall have all the powers and perform all the duties of the President in the absence or disability of the President. The Vice-President shall perform such other duties as from time-to-time may be assigned to him or her by the President or by the Governing Board.
- 19.** The Secretary shall keep full minutes of all the meetings of the Governing Board. The Secretary shall attend the meetings of the Governing Board and shall act as clerk thereof and record all the acts and votes and the minutes of all proceedings in one or more books to be kept for that purpose. The Secretary shall see that all notices are duly given in accordance with the provisions of the bylaws or as required by law and shall perform such other duties as may be assigned by the President or by the Governing Board.



- 20.** The Treasurer shall provide financial oversight for the operations of NMACE and perform such other duties as from time to time may be assigned to him/her by the President or by the Governing Board.
- 21.** Any Officer may resign at any time by giving written notice to the President or Secretary of the Governing Board. Such resignation shall take effect at the time specified therein; and, unless otherwise stated therein, the acceptance of such resignation shall not be necessary to make it effective. Any Officer may be removed at any time, with or without cause, by an affirmative vote of a majority of Board Members, whenever, in their judgment, the best interests of NMACE are served by the removal.
- 22.** The composition of advisory committees in areas including Finance, Academic Performance, Executive, Nominating, and other Ad Hoc committees shall be broadly representative and shall take into consideration the specific tasks assigned to the committee. Members will be selected from community members who have an interest in and commitment to the mission of NMACE Charter School.
- 23.** Each committee shall be clearly instructed as to the length of time each member is being asked to serve; the services the Board wishes the committee to render, the extent and limitations of responsibility, the resources the Board will provide, and the approximate dates on which the Board wishes to receive major reports.
- 24.** A Governing Board possesses certain legal powers and prerogatives which cannot be delegated or surrendered to others. Therefore, all recommendations of an advisory committee must be submitted to the Governing Board for official action. The Governing Board shall have the power to dissolve any advisory committee and shall reserve the right to exercise this power at any time during the life of any committee.
- 25.** Advisory committees to the Governing Board shall comply with the requirements concerning public meetings that are specified by the open meetings act.
- 26.** The Governing Board may authorize any member or members of the Board to execute and to deliver any contract in the name of and on behalf of NMACE. Such authority may be general or confined to specific instances or transactions, and may revoked by a majority vote of the Governing Board.
- 27.** The Board, any member of the Board, or their designee may accept on behalf of NMACE any contribution, gift, grant, bequest or device for the general purpose or for any special purpose of NMACE.
- 28.** The Board shall keep correct records and shall also keep minutes of the proceedings of its Governing Board and Committees, and shall keep at the principal's office a record giving the names and addresses of the Governing Board and operating Committees. All records of the NMACE are considered public documents and may be inspected at any reasonable

time. However, student personnel records and any other records protected under privacy laws are excluded.

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

- Provide a description of the responsibilities and obligations of the governing body as a whole, individual members, and officers of the governing body.
- Obligations of the Council as a Whole and Limitations of Authority on Individual Members

The Board will only exercise its authority when formally convened during Board meetings and other official activities. The Governing Board will not be bound by any statement or action on the part of any individual Governing Board member, unless the Governing Board, by majority vote in a properly convened meeting, delegates authority to that individual member to speak on behalf of, or otherwise represent, the entire Board. Unless acting pursuant to said expressly delegated authority from the Board, no Board member shall undertake any individual action to implement any plan or action of the Governing Board. In the event a Governing Board member is assisting the Headmaster to implement school policies, programs, or other directives of the Headmaster, the Governing Board member shall be considered a volunteer and have no special authority beyond that of a volunteer.

- Officer Duties

Officers of the Board shall include a President, Vice-President, Secretary, and Treasurer as more fully stated in the Board by-laws. The responsibilities of the President shall include coordinating all orders and resolutions of the Board. The President shall execute contracts approved by a majority vote of the Board. The President shall further act as the liaison between the Board and the ED and Principal. The President, along with the ED and Principal, shall create agendas for Board meetings. Responsibilities of the Vice-President include assuming all powers and duties of the President in the event of the resignation, absence, or incapacity of the President. The Secretary shall keep full meeting minutes of the Board in accordance with the Open Meetings Act. The Secretary shall act as the clerk thereof and provide copies of all meeting minutes to the public upon request. The Secretary shall assure that all meetings are properly noticed and agendas are duly made available to the public in accordance with the Open Meetings Act and the Governing Board's annually approved policy. The Treasurer shall assure the maintenance of the records for all revenues and expenditures of NMACE. The Board may accept on behalf of the school any contribution, gift, or bequest for the general or special purpose of the school. The Finance Director will report all gifts to the school in writing and assure such gifts are approved and used in accordance with applicable state and federal laws and regulations. The Treasurer oversee the finance functions including gifts to the school and will chair the Finance Committee of the Board.

- List each of the members of the school's governing body and provide a brief description of the qualifications of each member.

Vicki Mora is the Executive Director of the Associated General Contractors, New Mexico Building Branch. Her responsibilities include organizational management and organizing and leading the members to become a strong and economically viable industry into the future. Most

recently elected as the first woman to serve as Vice-Chair of the National AGC Executive Leadership Council. (The ELC is a council of AGC chapter executives throughout the United States.)

Gail Vavruska-Marcum is the Director of Strategic Workforce Planning, Staffing, and Learning at PNM Resources. She has a diverse background in corporate financial management, public accounting, auditing, training and human resources. She is a Certified Public Accountant and a Certified Investment and Derivative Auditor.

Maria Guy is currently Director of the Strategic Project Office (SPO) at JB Henderson Construction. As SPO Director, Maria's immediate goals are centered on the improvement of organizational performance by identifying and removing obstacles faced by those in managerial and supervisory positions directly involved with construction. In addition Maria is responsible for all JBH marketing efforts and the management of the company's Quality Program. Maria is also a member of the Leadership Team at JBH, which provides strategic direction and effective execution of corporate initiatives for the company.

Erin Langenwaller is an Attorney at the Modrall Roehl, Harris and Sisk P.A. She focuses on Employment law and is experienced at training supervisors, and employees. She represents her clients in the areas of mediation, trial and administrative proceedings. She has particular experience in government, civil rights and public schools.

Lawrence Kohn is an Associate Professor of Curriculum and Instruction at Sam Houston State University in Houston Texas. Dr. Kohn is the former principal of Atascocita and Quest High Schools in Humble Texas where he led the district in small high school and smaller learning community design. He is an expert in Service-Learning, assessment and leadership development.

Vicki Mora is the Chief Executive Officer of the Associated General Contractors—New Mexico Building Branch. Ms. Mora has 30 years experience in the organization and deeply understands the needs of the industry as it relates to workforce development. Ms. Mora has also been the leader of an extensive list of education initiatives spearheaded by the organization since the 1980s.

Parent/s will be recruited.

- *Plans for board member recruitment and selection, transition plan; the orientation process for new members and ongoing professional development.*

Upon charter approval, and no later than the end of October, the founding group will transition into a formal Governing Board. The Board will expand to include two parents by the time that the school begins operations and will have at least five members at all times.

The Board shall appoint a nominating committee to recruit on an ongoing basis other potential members for Board. The Nominating Committee shall solicit applications, recruit potential

candidates, and screen applicants for each of the positions on the Board. Names and resumes of potential Board members will be kept on file by the Secretary of the Board.

Should vacancies occur, the Nominating Committee shall submit to the Board a slate of recommended candidates, which shall contain one or more candidates for each position on the Board to be filled, unless the Nominating Committee is unable to identify and recommend any candidate for a particular position. The Nominating Committee's slate shall indicate which of the positions are to be filled. The Nominating Committee's slate of recommended candidates shall be submitted to the Board and publicly announced during a regularly scheduled meeting.

If there is more than one candidate for any Board position ("Elective Position"), then the Board shall vote in an open meeting on a candidate for the vacant position. If there is no candidate recommended by the Nominating Committee for a particular Elective Position, the Board shall appoint an individual who meets the qualifications of the open seat. The term of the "appointed seat" shall be for the duration of that term.

Each new member of the Board will undergo orientation training within two (2) months of election to the Board. Such orientation shall include training on the laws and regulations regarding:

- a. Charter School Act (NMSA 1978, §§ 22-8B-1 et seq.)
- b. School Personnel Act (NMSA 1978, §§ 22-10A-1 et seq.);
- c. Procurement Code (NMSA 1978, §§ 13-1-1 et. seq.);
- d. Open Meetings Act (NMSA 1978, §§ 10-15-1 et seq.);
- e. Public School Finance Act (NMSA 1978, §§ 22-8-1 et seq.);
- f. Introduction to the applicable rules and regulations issued by the New Mexico Public Education Department ("PED") (contained in Title 6, "Primary and Secondary Education," of the New Mexico Administrative Code);
- g. Roles and responsibilities of Board Members; and
- h. Principal and ED/Board relationship.

All members of the Board of NMACE will participate in at least one (1) training each year for the term of the charter. These trainings will include but are not be limited to the following: respecting roles and responsibilities, liabilities, ethics, school finance, budget process, procurement code, the open meeting act, role and relation to the authorizer, the charter school landscape, curriculum and strategic planning. The cost of the Board trainings will be borne by NMACE.

- *Explain how staff, families, and the community will be notified of the opportunity to be involved in the governance of the school.*

The ED, Principal and Governing Board shall be responsible for communicating school-related news to all stakeholders by means of advertising, mailings, handouts, and word-of-mouth, including electronic mailings and postings on the school website. During the planning year, the school will create a structure for parents to engage in regular and meaningful ways in the creation of the school, the programs that are developed and its governance. Two parents will be

recruited to join the Governing Board and they will be tasked with helping the school develop a plan to engage families.

Also, so the Board may receive input from parents and the community on an ongoing basis and within a formal Board setting, members of the community will be afforded the opportunity to address the Board during each of its regular meeting. A standing agenda item, “Community Input,” will be part of each agenda.

### **C. PARTNERSHIPS**

#### **1. New Mexico Building and Education Congress (NMBEC)**

NMBEC is a not for profit organization that was created by the commercial construction firms in New Mexico with the goal of providing educational opportunities to young people in the community. The group has dedicated start up funding to create the NMACE and it has committed to continued operating funds after the school has been established. The organization intends to build the capacity of the NMACE to establish a construction profession school in Albuquerque that can disseminate best practices to teachers and schools across the state. NMBEC believes that it can reach young people who are currently disengaged from school through NMACE through innovative applied learning through construction.

- A. The NMBEC also has a mission to assist NMACE in its effort to replicate itself across New Mexico and possibly the Nation.
- B. The organization will be the conduit for the school to stay abreast of the latest innovations in construction and as a link to internships and apprenticeships for students. Finally, the NMBEC will provide at least one board member for the NMACE. Finally, NMBEC will assist NMACE acquire temporary and permanent locations.

#### **2. New Mexico Forum for Youth in Community (NMFYC)**

The organization recognizes the need to provide organizational development technical assistance and training as a means to establish, support, and expand positive youth development in New Mexico. The NMFYC strongly believes that organizational supports, along with supports for youth (via youth engagement), practitioners (via training), and leadership/professional development are key to building positive in New Mexico. The organization will support NMACE in the following ways:

- A. Recruiting students from communities that will benefit most from the school.
- B. Positive Youth Development (PYD) training for staff to ensure that the school does not treat the principles as an “ad on” to the regular experiences of the school.
- C. Providing a regular supply of public allies that will assist in creating, organizing and operating the “Public Outreach Center” to ensure that the work of the school reflects the aspirations of the community.

D. Ongoing support for the strategic planning and support of the development of the NMACE.

3. Eagle Rock High School Professional Development Center will be a critical partner for NMACE. The organization is highly skilled at providing technical assistance to small high schools. Their work is focused on project-based learning, Positive Youth Development and overall instructional and organizational leadership. NMACE intends to use the Center as a "critical friend" to ensure that the programs at the school and the development of its faculty is the highest caliber possible. The formal relationship with the Center will commence in July 2009 during the prototype session held in Albuquerque. The Executive Director will attend and evaluate the session and consult with the NMACE founders concerning the success of the "learning by doing" instructional strategies. In addition, the Center will be a co-presenter at the Coalition of Essential Schools Fall Forum when the school program is offered for critique from the participants.

A. NMACE intends to avail itself of the retreat center at Eagle Rock and the facilitation services of the Executive Director.

B. NMACE will benefit greatly from critical friend visits to the school campus to ensure ongoing critique of the school programs.

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

Executive Director (ED)—The ED will be Tony Monfiletto (see attached Vita) and he is a cofounder of NMACE. He is administratively certified and he will be directly responsible for the business functions and overall long-term viability of the institution. The Finance and Facility Directors will report directly to the ED. The ED will also be responsible for the external relationships of the school and supervise all contracts or future employees dedicated to that purpose. Finally, the ED will report directly to the GC responsibilities of the two positions overlap. In this capacity, the ED will have short and long-term responsibilities:

1. Successful implementation of policies developed by the strategic the NMACE governing board. These goals are primarily in the organizational realm (finance, facility, and community relations).
2. Creating and implementing a plan for the academic and fiscal viability of the organization (adaptable organizational structures that can respond to external demands, long term facility and relevance to the local, state, and national educational reform communities.)
3. Building a reputation as an institution that is known for the highest quality career specific education in the nation.
4. Developing the ACE model with the ultimate goal of replication throughout the state and nation.
5. Growing construction industry partnerships with private companies and unions
6. Establishing outreach programs that will bring the NMACE instructional methods to other schools and school districts across New Mexico and the nation.

Principal—The Principal will be administratively certified and act as the instructional leader of the school. This person has not yet been identified. He/she will directly supervise the teachers, Special Education Director, Apprenticeship and College Director, the Construction Coach, and the Wellness Director. In addition, the Principal will be responsible for the day-to-day operations of the school (excluding accounting and facility which are the purview of the ED) 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 construction 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 apprenticeship
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 construction profession, expects rigorously evaluated public exhibitions, and is aligned toward the state benchmarks and 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

#### 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 Executive Director, 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 Executive Director.

#### 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 NMACE operations objectives. Such maintenance includes all buildings and improvements, grounds and plantings, utilities and mechanical/electrical systems, parking, roadways, equipment and vehicles. Serves as

foreman, laborer, and contractor on school construction and remodeling projects. Create and maintain annual maintenance budget. The facility director reports directly to the Executive Director.

### Wellness Director

The Wellness Director organizes, manages and leads the wellness program at NMACE. 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 Wellness Director will be a certified teacher and report directly to the Principal.

### Construction Coach

The Construction Coach will be chiefly responsible for developing an educational program based in the core mission of “learning by doing” at ACE. This staff member will assist teachers in developing relevant practical construction related applications that will be used in all classes. The Construction Coach will assist teachers implement the *Core Curriculum for Introductory Craft Skills* in the Math, Science, and Humanities classes.

#### Construction Coach Responsibilities:

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

The construction coach will be an experienced professional with a thorough understanding of the construction trades.

### 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 apprenticeship 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 semester 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 NMACE by providing support for healthy lives outside of school that will allow high performance in school.
8. *Manage a caseload of special education students enrolled in their advisory.*
9. Participate in the development and activities of quarterly training and professional development systems led by the principal and other staff.
10. 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.)
11. Operate classrooms that are open to visitors who wish to learn about the school
12. Staff at least one quarterly “Interim School” session offered on the campus during the regular breaks

#### Apprenticeship and College Director

The Apprenticeship and College Director is responsible for establishing transition programs for all students after graduation. The position is envisioned to deliver direct services to students in the 11<sup>th</sup> and 12<sup>th</sup> grade and program development support to earlier grade levels to ensure the curriculum is designed backward from the expectations of college and apprenticeship. 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 place-based learning. Specific duties include:

1. Placing all Juniors in internships and/or pre-apprenticeship programs
2. Placing all Seniors in Dual Enrollment classes
3. Establishing partnerships with higher education, employers and apprenticeship/internship providers
4. Supporting curriculum development that culminates in Gateway exhibitions demonstrating college and apprenticeship 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

#### Special Education Director

In collaboration with the Principal, this person is responsible for/facilitates the structures, processes, and supports that ensure the needs of special education students are being met appropriately at NMACE and that NMACE is in compliance with state and federal special education regulations. In addition to a teacher and advisor’s duties, including one content prep period, and IEP Consultant duties, this person will do the following with one additional open

class period in his/her schedule:

1. Attends a weekly student support meeting
2. Meets with Principal and SLP regularly (bi-monthly)
3. Facilitates special education team meeting (bi-monthly)
4. Facilitates communication between IEP consultants, parents, leadership, and regular education staff
5. Facilitates special education sections of standardized tests
6. Administers Alternative Assessments
7. Collects data needed to evaluate structures and provides data to administration for required reports; keeps data base current and complete with regards to special education student data
8. Schedules IEPs with notification for both parents and students and obtains consent to test and reevaluation history; sends all documentation out to parents and students
9. Schedules testing for reevaluations and ensure the evaluators have needed space and documentation and communicates testing schedule to ABHS staff
10. Facilitates contracts for ancillary services including tracking of ancillary needs
11. Works with Technology Director to make available technology needed for students who require it
12. Manages paperwork required to maintain compliant documentation for IDEA and state regulations
13. Facilitates professional development activities related to special education
14. Facilitates/Participates in the FBA/BIP process for students with IEPs
15. Attend all IEPs meetings as the LRE unless the SLP or another special education teacher is attending in this role
16. Works with outside agencies and other schools regarding special education needs including APS, PED, and other charter schools
17. Requests files for new students to ensure we have current documentation for student files and creates new student files while archiving students who have left or graduated from NMACE
18. Schedules and facilitates school visits and open houses for potential parents and students
19. Attends transition off campus IEPs for incoming 9<sup>th</sup> graders

- Staffing Plan

Position	2011	2010	2013	2014	2015
Principal	1.0	1.0	1.0	1.0	1.0
Construction Coach	1.0	1.0	1.0	1.0	1.0
Wellness Director	1.0	1.0	1.0	1.0	1.0
Dir Pre-Apprenticeship/Col	-	-	1.0	1.0	1.0
Teachers	4.0	10.0	17.0	21.5	21.5
Sp. Ed. Teachers					

	1.0	2.5	4.0	5.0	5.0
Reading Specialist	0.5	0.5	1.0	1.0	1.0
Speech Language Therapist	0.5	0.5	1.0	1.0	1.0
Social Workers	1.5	1.5	3.0	3.0	3.0
Sp. Ed. Assistant	1.0	1.0	1.0	1.0	1.0
Office Manager	1.0	1.0	1.0	1.0	1.0
Registrar	-	1.0	1.0	1.0	1.0
IT Director	0.5	1.0	1.0	1.0	1.0
Security	0.6	0.6	0.6	0.6	0.6
Executive Director	0.5	0.5	0.5	0.5	0.5
Finance Director	1.0	1.0	1.0	1.0	1.0
Facility Director	1.0	1.0	1.0	1.0	1.0
	16.1	25.1	37.1	42.6	42.6

## E. EMPLOYEE RELATIONS

- An explanation of the relationship that will exist between the school and its employees, including evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any.

Pursuant to Title 6, Chapters 61 and .62 NMAC, NMACE will retain and employ teachers, administrators, and other instructional personnel who hold a valid New Mexico license in teaching and administration as applicable. The NMACE Board will adopt its own written policies in compliance with the No Child Left Behind Act (“NCLB”), and other applicable federal and state law, regarding the recruitment, promotion, discipline, and termination of personnel, methods for evaluating performance, and a plan for resolving employee-related issues.

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

- Description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, and the School Personnel Act.

NMACE personnel policies are intended to standardize personnel procedures throughout the school. Policies shall be reviewed periodically by the Principal, ED and the Governing Board.

An Ad Hoc policy review committee may be appointed by the Governing Board to review policies and receive staff input on any changes on an as-needed basis.

It shall be the responsibility of the Principal and ED to see that all staff implement, adhere to and enforce the NMACE Personnel Policies. Should there be any disputes on interpretation of policy or lack of policy, it will be the responsibility of the ED and Principal to clarify and/or set appropriate interim policy and procedure. Any clarification or setting of interim policy will be effective until rejected, modified or approved by the Governing Board at a subsequent meeting.

NMACE is an Equal Opportunity and Affirmative Action employer; therefore, NMACE shall prohibit discrimination because of age, sex, race, beliefs, color, creed, national origin, political affiliation or disability, gender orientation or other basis prohibited under state or federal law. Concerns regarding discrimination are to be reported to the Principal or Executive Director for investigation. Any concerns will be treated confidentially.

An employee may make a request for reasonable accommodation based upon a disabling condition, as defined in the Americans with Disabilities Act, which affects his or her ability to perform the essential functions of his or her job. The request may be made verbally or in any other mode of communication reasonably calculated to convey the need for accommodation. Reasonable documentation may be requested from the employee regarding his or her functional limitations that arise from a disability that requires reasonable accommodation. Request for accommodation should be made initially to the immediate supervisor. The immediate supervisor shall forward all such requests to the Principal or ED.

Employees shall treat differences of opinion between themselves and their colleagues respectfully. Employees should express their complaints and dissatisfactions only to their supervisors, the ED or the Principal so as not to create dissension among fellow employees. Wherever possible, employees will attempt to settle differences, disputes, etc., among themselves in a respectful and professional manner. Employees shall treat all colleagues and clients without discrimination. Evidence of discrimination based on race, color, religion, national origin, age, physical or mental handicap, political affiliation, gender, or sexual orientation or other prohibited discrimination will be grounds for immediate dismissal.

Employees shall act to support rather than to obstruct colleagues in fulfillment of their responsibilities. No employee of the NMACE should presume to speak for or on behalf of school without the express prior approval of the ED or Principal.

NMACE shall employ no person while he/she or a member of his/her immediate family is a member of the Board of Directors, ED or Principal. The governing body may waive the nepotism rule for family members of the Principal or ED. No person who has served as a member of the Board of Directors or member of a committee will be considered for employment until six (6) months have elapsed since termination of such service. No employee shall hold a job over which a member of his/her immediate family or someone who has a personal relationship with the employee exercises supervisory authority.

All NMACE employees will ensure the health and safety of all children by providing trained staff that are continually alert to potential safety hazards and are constantly providing proper

supervision in the indoor and outdoor learning environments. Staff will also ensure the health and safety of all children by closely supervising the use of all materials in these learning environments.

NMACE recognizes the need to provide a drug-free work environment in the interest of employees and public health and safety, and to ensure public and students that those entrusted with the responsibility of performing and protecting the public rights, public safety, and services are “fit for duty” in an environment free of substance abuse.

NMACE is required by New Mexico state laws and Federal Register Policy N-30-356-1-30 to report any case of suspected child abuse or neglect. These reports are made to the Children Youth and Families Department (CYFD) Child Protective Services (CPS) Centralized Intake. In such cases the highest degree possible of confidentiality will be maintained to protect the integrity of the child and family and NMACE will work cooperatively with all parties.

NMACE is committed to providing a safe working environment for its employees. The possession of weapons, threatened violence against any member of the NMACE community, verbal or physical assaults, and sexual harassment on NMACE property or during working hours are inconsistent with our commitment.

Employees will be informed of the behavior expected and the rules, regulations, policies, procedures and practices by which they must abide. Employees are expected to dress in a professional manner appropriate to their position and proper in respect to specific occasions. The employee is to avoid extremes in dress and maintain a clean and groomed appearance. The nature of the school is such that employee dress and conduct should serve as a model for the students and community.

All advertisements of position vacancies shall contain the statement “Equal Opportunity and/or Affirmative Action Employer.” The ED and Principal are responsible for either hiring the most qualified individual informing an applicant whether he or she has been selected; or informing the applicant(s) whether he, she or they have met the threshold requirements for consideration and will continue to be included in the pools to be reviewed for other available positions within that school year.

When an emergency hire is necessary to ensure that services or activities are not disrupted or hampered, the Ed and Principal may authorize the hiring of an individual who meets the position requirements without following regular hiring procedures. Emergency hires are considered temporary positions until they have successfully completed the hiring process.

All applications for employment shall include the following process:

- a. Screening of applicants will be on the basis of merit and qualifications as outlined on the job description and specifications. In general, the Ed and Principal shall be responsible for screening applications to assure that the applicant(s) to be interviewed meet the minimum qualifications for the vacant position. The ED and Principal may appoint a committee to assist with screening and interviews.

- b. The following statement shall appear on the NMACE application for employment forms. “The facts set forth in my application for employment are true and complete and I authorize The New Mexico School for Architecture Construction and Engineering to verify their accuracy and to obtain reference information on my work performance and qualifications. I hereby release NMACE from any/all liability of whatever kind and nature which, at any time, could result from obtaining reference information and making an employment decision on such information. I understand that if employed by NMACE, false statements on this application shall be considered sufficient cause for dismissal. I understand that I will be required to provide satisfactory proof of identity and legal work authorization within three days of my application or at any later date if employed. Failure to submit such proof within the required time shall result in disqualification for consideration as an applicant or immediate termination of employment, as appropriate. I further understand that neither the policies, rules, regulations of employment, nor anything said during the interview process shall be deemed to constitute the terms of an implied employment contract. NMACE will require that all employees and applicants for employment fully disclose any criminal convictions excluding misdemeanors and summary offenses. Individuals do not have to disclose any arrest(s) which did not result in conviction, unless such an arrest has resulted in formal criminal charges which are then pending.
- c. Interviews are conducted with a set of standardized questions, to be reviewed and approved through an Ad Hoc hiring committee, for each position.

A verbal offer of employment to an applicant is non-binding and must be followed by a Letter of Offer mailed to the prospective new employee. The letter informs the new employee of position title, start date, name of immediate supervisor, compensation and a job description is attached. The new employee must sign and return the letter of offer before commencement of employment.

The salaries of all new employees shall comply with the NMACE salary schedule chart and any applicable funding source regulations. The minimum salary established on the chart is considered the normal starting salary for new employees. The Principal or ED may authorize appointments that are above the minimum salary if the applicant’s training, experience or other qualifications are substantially above the minimum requirements for the position.

All teachers will be highly qualified and participate in an annual PDP in compliance with the New Mexico three-tiered teacher evaluation and in accordance with state statutes and the federal No Child Left Behind Act. All education assistants will be highly qualified in accordance with NCLB.

All new employees will receive a comprehensive orientation during their first month of employment. The orientation will be the responsibility of the immediate supervisor. The supervisor shall provide the employee copies of the following materials:

- Personnel Policy and Procedures
- Organizational Structure

- Job description
- Program-specific manuals
- Professional Development guidelines
- NMACE curriculum materials

NMACE will provide in-service training, within available resources, to improve the possibilities of job progression. Attendance at training seminars and conferences is recognized as an important means for staff development.

All educational training allowances are subject to the employee's first completing the introductory period for new employees and not currently being on disciplinary probation.

NMACE shall comply with 6.69.2.8 NMACE in supervising and correcting unsatisfactory work performance of licensed school personnel before serving them with notice of intent to discharge pursuant to Section 22-10A-27 NMSA 1978, or before requesting the Secretary of Education to suspend a level three teaching license under Subsection F of 6.69.4.10 NMACE. 6.69.2 NMACE 2

A performance evaluation is designed to improve the employee's understanding of the job and the standards for work performed and to encourage employee development. Teachers will participate in annual Professional Development Plans (PDP) in compliance with NM three tiered teacher evaluation system in accordance with NCLB. Education assistants will be highly qualified in compliance with NCLB

The Principal, ED or his/her licensed designee will make out written performance evaluations of each new employee at the end of the introductory period. The Principal or ED and employee will discuss the evaluation, and the supervisor will counsel the employee on areas needing improvement to insure that the employee clearly understands what is expected of the position.

All employees will be evaluated in writing at least annually and/or before any salary increases. The employee being evaluated will have the opportunity to comment upon and sign his/her evaluation. While there are specific time periods and schedules for conducting performance evaluations/appraisals, (new hire, promotions, etc.) supervisors/managers may conduct performance evaluations/appraisals at any time that they feel one is warranted. These performance evaluations/appraisals will also be in writing and made a part of the employee's personnel file.

In matters relating to internal problems, disputes, etc., employees will refrain from making public statements or discussing situations with others until the school has had an opportunity to address the situation internally.

Disciplinary action may result from failure to abide by approved NMACE Policies and Procedures. It shall be the practice of NMACE to put in writing its regulations, policies, procedures and practices. The Principal and/or ED will insure all new employees are

oriented. Every employee of the NMACE will conduct him/herself in such a manner as to be a credit to the school.

Failure to adhere to any of the above or standards set by the Governing Board may be grounds for immediate dismissal

- *Proposed Salary Schedule:*

Years	Level I	Level II	Level III
0*	\$ 43,000		
1	\$ 44,000		
3	\$ 45,000	\$ 45,500	
5	\$ 46,000	\$ 46,500	
7		\$ 47,500	
9		\$ 48,500	
11			\$ 51,000
13			\$ 52,000
15			\$ 53,000
17			\$ 54,000
19			\$ 55,000
21			\$ 56,000
23			\$ 57,000
25			\$ 58,000

\*Certification in Progress

- *Describe the evaluation process for staff which will include evaluation of teachers by a licensed school administrator.*

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

House Bill 212 establishes the New Mexico 3-Tiered Licensure System. The Public Education Department Regulation, 6.69.4 Performance Evaluation System Requirements for Teachers, further defines specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSS) for teacher licensure. New Mexico Statute 22-10A-4.B states that the New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels.

The 3-Tiered Licensure annual teacher performance evaluation system provides a differentiated approach to teacher performance evaluation for each level of licensure: Level I Provisional Teacher, Level II Professional Teacher, and Level III Master Teacher. NMACE will take into account the state's teacher performance evaluation instrument and the Professional Development Plan (PDP) procedures, differentiated for each of the three-licensure levels. The PDP will be developed no later than 40 days after the first day of school and will include measurable



objectives.

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

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

- *Explain the school's discipline process for staff that provides for due process.*

It shall be the practice of NMACE to put in writing its regulations, policies, procedures and practices. The Principal or ED will insure all new employees have reviewed the policies and procedures and Employees will be informed of the behavior expected of them and the rules, regulations, policies, procedures and practices by which they must abide. Disciplinary action may result from failure to abide by NMACE Policies and Procedures. In the event that a violation of policy and procedure has occurred, or when otherwise necessary, the school will make every effort to invoke a progressive disciplinary process. Certain circumstances may dictate the disciplinary action to be taken in a given situation, including skipping and repeating steps. NMACE employment policies will conform to the New Mexico School Personnel Act. In accordance with NMSA 1978 §22-10A-24:

- A. NMACE 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 or ED shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School **Personnel Act** [22-10A-1 NMSA 1978].

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

C. An employee who has been employed by NMACE 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 NMACE Governing Board may not terminate an employee who has been employed by NMACE 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 NMACE 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 NMACE Governing Board may offer such rebuttal testimony as it deems relevant. All witnesses may be questioned by the NMACE Governing Board, the employee or his representative and the Principal or ED. The NMACE 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 NMACE 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.

***Termination for Cause:*** Just cause for termination may include but is not limited to the following:

- a. Failure to abide by written NMACE or funding source policies.
- b. Use of alcoholic beverages or non-prescribed drugs on the premises of NMACE.
- 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.

## **F. STUDENT ENROLLMENT PROCEDURES**

- *Describe the school's enrollment policies and procedures, including an explanation of the enrollment timeline, criteria and/or any preferences for enrollment, and lottery process.*

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

NMACE will announce the opportunity to apply for open enrollment beginning in November and ending when sufficient students have been recruited to meet the desired enrollment. Opportunities to enroll will be advertised on the school's website and through venues such as public middle schools, youth development organizations, neighborhood organizations that provide services to youth, and student academic associations. Enrollment announcements will be provided in both English and Spanish.

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

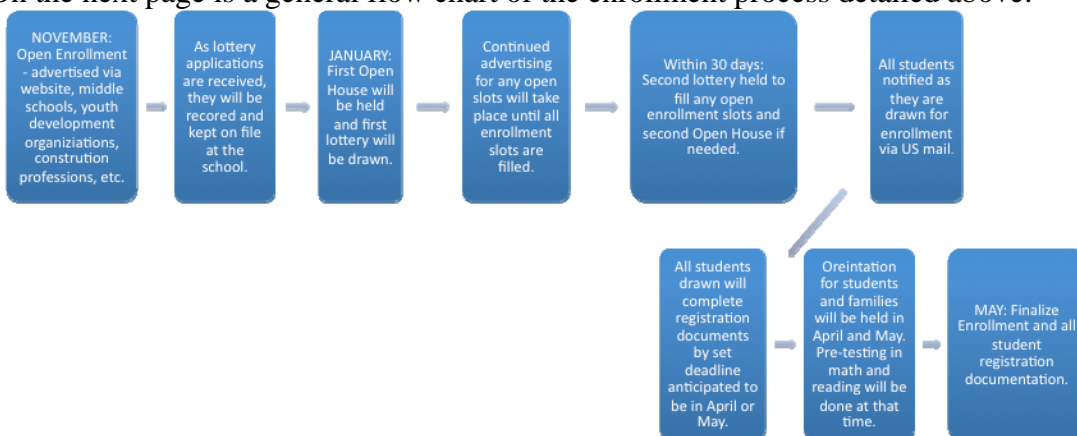
Notice of subsequent lotteries will be advertised made to the applicant pool. The lottery will occur no more than thirty days after the first lottery. Lottery applicants will be eligible for consideration for only one grade based on a transcript evaluation and will depend on the grades and numbers of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

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

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

The recruiting strategy for the school will focus on students who attend low performing schools. Siblings of students attending the school will be admitted without participating in the lottery process.

On the next page is a general flow chart of the enrollment process detailed above:



- *The proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMACE].*

The primary goal of discipline at the New Mexico School for Architecture Construction and Engineering is to provide and maintain a safe, nurturing, and appropriately challenging environment that promotes learning and positive personal growth. NMACE supports equal educational opportunity for students free from limitations based upon ethnic or racial background, religious beliefs, handicaps, sex, economic, social, or medical conditions in compliance with state and federal law.

NMACE is established for the purpose of educating students who are at risk of not completing high school and that wish to pursue a career in the construction profession. Our goal is to create a nurturing and orderly environment based on positive youth development principles. Care and concern for young people is a pillar of the school that will enable the students to grow pursue the most challenging intellectual expectations possible. We expect students to grow to be responsible as partners in this process. We also plan to nurture relationships with parents to that they can be partners in the goal. Students and parents will read and sign an agreement that will be included in the registration packet. The agreement will carefully outline the roles that all must play in the development of the student.

Students and their parents will receive a copy of the NMACE Student Handbook in the first week of school, and whenever a new student enrolls during the school year. Students and their parents are required to review the Student handbook together and to sign the necessary signature pages. The Principal is responsible for ensuring that all Handbook signature pages are signed and returned.

NMACE Student Discipline Policy is based on the premise that students are being prepared for a career in the construction profession. The rules must comply with the individual's constitutional and other legal rights. Staff members who implement this policy will do so under a positive youth development framework that engages students constructively in their own growth. Therefore, when disciplinary action is taken, it is done so with a vision of restorative justice in mind when possible. Guidelines for appropriate consequences are noted in the NMACE student handbook. In some cases it may be determined that a student must be removed from school for an action that threatens the safety of their peers or staff and in such cases the student can be suspended or expelled from school as a last resort.

The NMACE discipline policy fulfills the state requirements regarding school discipline policies. Students should be aware that they are under the jurisdiction of NMACE at any time they are on school premises, at school sponsored activities or in vehicles authorized for transportation to or from school or school activities. Students participating in extracurricular activities may be subject to additional rules of conduct that apply outside the school year and in locations outside the school premises.

The right to attend public school is not absolute. It is conditional on each student's acceptance of the obligation to abide by lawful rules of the school community until and unless the rules are

changed through lawful process. The right to attend public school may be lost temporarily or permanently for violation of school rules. An expulsion from NMACE can jeopardize the student's right to attend other schools.

The school "discipline" structure will exist within a positive youth development framework. Interactions with students who have acted in ways that damage the school community will be engaged constructively in order to advance each young person toward responsible adulthood. When a positive youth development approach is not appropriate, Negative consequences will be employed (detention, expulsion, or the notification of police authority).

Disciplinary measures applicable to special education student shall be addressed pursuant to the appropriate statutes and regulations. As allowed by law, these students may be moved to an appropriate alternative educational setting. They will continue to participate in the general curriculum in accordance with each student's individualized educational plan.

To the extent practical, disputes between students or students and staff will be resolved through mediation or other alternative dispute resolution mechanisms, keeping in mind the responsibility of the administration and staff to preserve a safe and secure learning environment for all and to respect established rules of behavior in the school community

Parental involvement in matters of school discipline will be critical to creating a high functioning and safe school environment. Parents and Advisors will be engaged in strategies to nurture their child's development into adulthood particularly in cases where students have violated the behavioral expectations of a physically and emotionally safe school environment. In the case of disciplinary action, a record of disciplinary actions taken by the Principal will be kept at the school. If a disciplinary matter has been elevated to the Principal, parental involvement will be required, including an action plan for prevention of future incidents. A record of all disciplinary actions taken and plans will be kept on file in the NMACE office. An annual report of disciplinary trends will be incorporated in the school's assessment measures.

## **G. FACILITIES**

- *The facilities plan should demonstrate that the applicant group has carefully considered the school's facilities needs and understands its options for meeting those needs:*

***If "NO" a Facilities section will be complete if the following components are addressed:***

- *An explanation of the school's needs for a facility that will support the implementation of the school's educational plan, including desired location, size and layout of space.*

Additional documentation related to the facilities are included in the Appendices.

The NMBEC has chosen the Old Town/Sawmill/Museum district as its most desired geographic area for the school. The NMBEC has also identified a short and long term potential locations for the school:

1. Former Atomic History Museum—21,000 square feet that is sufficient to accommodate the school for the first three years of its existence (220 students during the day). The architectural firm Dekker Parich Sabatini (DPS) has conducting a program study of the building to determine the costs associated with meeting the short-term needs of the school (years 1-3) and the Educational Occupancy requirement outlined by the state. See the attached layout and space utilization analysis.
2. Sawmill Land Development Trust—roughly six acres of unused space behind the Sawmill Land Trust housing development is available for the permanent location. This space is being pursued as the long-term solution to the school’s facility need (see attached letter of support). The land is owned by the City of Albuquerque but any ground lease revenue is paid to the Trust. NMBEC is in negotiations with both to acquire the land. See the attached layout created by Dekker Parich Sabitini of the site plan, layout and space utilization analysis.

- *A reasonable plan for identifying and securing an adequate facility:*

Atomic Museum: Negotiations are in process with the building owner. The NMBEC Board is representing the NMACE interests. The NMBEC facility committee is leading the discussions (John Ulrich and Shad James) and we believe that the likelihood of coming to a positive resolution is good. For example, the owner has agreed in principle to an escalating lease rate that is equal to the funding received via the state lease reimbursement program for the first three years:

2010-11	$\$700 \times 110 \text{ students} = \$77,000$
2011-12	$\$700 \times 220 \text{ students} = \$154,000$
2012-13	$\$700 \times 325 \text{ students} = \$227,500$

Sawmill Land Trust: The NMBEC board has been in discussions with the Sawmill Land Trust officials concerning locating the school on the site. The idea of a partnership has been warmly received by the Trust. Next steps include a formal proposal to the Trust that can be brought to the community for their consideration. This should take place in Fall, 2009.

- *An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.*

Atomic History Museum: The cost of remodeling the Atomic History Museum will not be an overwhelming obstacle since the building has sufficient infrastructure to allow the school to meet the Educational Occupancy zoning requirements by the state (sprinklers for fire control, ADA compliance, and modern HVAC and electric). Preliminary estimates indicate a cost of approximately \$350,000 (\$17 per square foot). The NMBEC will likely build a portion of this cost into the lease and finance the remaining upgrades through a loan from a local bank.

Sawmill Land Trust: The preliminary cost for this project is roughly \$6.5 million (\$160 x 38,000 square feet). The ground lease is estimated to be roughly \$40,000 per year.

Total Construction Cost:	\$6.5 million
Bonds financed by State Lease Reimbursements:	-\$3.5 million
Non-recurring NMNACE operating fund revenue	-\$1.0 million
Capital Campaign	<u>-\$1.0 million</u>
Balance	\$1.0 million

The school will attempt to raise the remaining \$1.0 million from other sources that might include requests for capital outlay assistance from the State Legislature, PSCOC or other state entities.

## H. OTHER STUDENT SERVICES

- *Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.*

NMACE intends to serve students in the North Valley, Downtown, and West Mesa regions of Albuquerque. The Sawmill area of the city is centrally located to all of these areas and easily accessible by city bus. The school does not intend to operate a separate bus transportation system because that service would be redundant since it would likely overlay the existing city system. Any IEP related transportation needs will be provided by the school.

- *Describe the school's plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.*

Food service is a critical function of the NMACE wellness mission and nutritional programs are a critical aspect of the services provided to students. In the initial years of the school's operations it will be in a temporary facility and it will be limited to contracted food services.



These services will be provided through Provision 2 of the National School Lunch Act. It will include both breakfast and lunch. NMACE anticipates that it will have a very high free and reduced lunch rate participation (75% to 95%) and the Provision 2 category will allow the school to serve all of its students (qualified or not) with the funding received through the program. According to the Food Research and Action Center, the NMACE estimated participation rate should make the program cost neutral to the school.

NNMACE will contract with an outside vendor experienced with the Federal Free Lunch program to provide food services. NMACE school founders have an established relationship with South Valley Academy, and the school has offered to provide assistance in establishing the program if it is necessary.

- *Describe the school's plans for providing student access to counseling services and plans for contracting services, if applicable.*

Counseling services will be ubiquitous in the school as it is a fundamental condition of a Positive Youth Development (PYD) philosophy. As described earlier in this application, all Advisors will receive PYD training and the social work services will be available to all students. Counseling will be available at any time for any student. However, more importantly, the school culture will be created with social and emotional “safety” in mind. Students that require additional services beyond the capacity of the school will be referred to a menu of outside resources created by the social work team.

- *Describe the school's plans for providing student access to health services and plans for contracting services, if applicable:*

NMACE intends to serve a high poverty student body that will have a need for health services. Therefore, the school intends to establish a “school-based health center to provide quality health services to students on the campus of the school. The center will be an important safety net for the students and families by providing easily accessible health care that might otherwise be unavailable.

Below is a description of the role of a student-based health center (SBHC) that is provided by The W.K. Kellogg Foundation:

1. With parents' permission, the centers provide basic, quality health care services such as: immunizations, asthma and diabetes management, nutrition advice, and mental health services, such as grief therapy, help with peer pressure and bullying, and suicide prevention.
2. SBHCs make sure students who don't get medical treatment anywhere else can get it at school.
3. SBHCs give students medical attention when they need it, catching problems like asthma and diabetes now, preventing bigger problems later.

4. Most importantly, the centers keep students healthy and in class so they can learn what they need to know to succeed in life.

The school has relationships/partnerships with the following organizations that can assist in establishing the center (NMFYC, NMCF, Center for Working Families [see letter attached], etc.).

## **VIII. REQUIREMENTS**

### **A. Legal Liability and Insurance Coverage**

NMACE will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

### **B. Waivers**

NMACE does not anticipate requesting any waivers at this time.

## IX. APPENDICES

- *NMACE Proposed Personnel Policies*

### **Our Mission and Guiding Principles**

As individual educators and within this collaborative community, our work begins with our school's Mission and is guided by goal of daily cultivating our mission to "learn by doing."

### **New Mexico School for Architecture, Construction and Engineering (NMACE) Mission**

*The mission of the New Mexico School for Architecture, Construction and Engineering (NMACE) is to prepare young people to have successful careers in the construction profession.*

### **Professional Development**

NMACE 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 ABHS 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**

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

### **Equal Employment Opportunity**

NMACE 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 NMACE will be based on merit, qualifications and abilities. NMACE 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.

NMACE 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**

NMACE 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, ABHS 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. NMACE 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 permission is at the discretion of your supervisor. Also, if you are taking a personal day, 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**

NMACE 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 NMACE 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](http://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 ABHS 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 NMACE coverage. If the spouse loses coverage involuntarily (e.g. laid off or carrier change), the ABHS employee may apply for NMACE 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 NMACE 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 ABHS 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 ABHS 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 NMACE. Eligibility for Unemployment is determined by the Division of Unemployment Insurance of the State Department of Labor. NMACE 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 at 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. NMACE 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](http://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. NMACE 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 ABHS.

- New Year's 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 as allowed by the Family Medical Leave Act ("FMLA") and any other applicable state, federal or local law. In addition, the following leave policies apply:

### **Application for Leave**

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

Professional development will not count against your 10 days.

## **Teacher Support and Evaluation**

At NMACE we strive to create a working environment that supports each of us in our journey to become better, well-equipped, thoughtful, collaborative, reflective, student-centered educators.

One important component to that journey is meaningful, structured, effective support and evaluation. The following plan is designed to provide that support for all teachers in their journey at NMACE.

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

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

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

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

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

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

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

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

3. A teacher reflection on the PDP process for the current year is the third required component of the Teacher Support and Evaluation process. This component is required by the state and there is a specific form that must be used located on the T drive. This form has a place for the

teacher to write his/her reflection of his/her experience with the PDP process for the current school year. It also provides a place for the evaluator to make comments. The comments by the evaluator are usually a result of the post-observation conference. These comments are developed in collaboration with the teacher and the evaluator. This step is to be completed by May 22<sup>nd</sup>.

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

### **Guidelines for writing an Individual Professional Development Plan (PDP)**

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

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

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

Documentation of:

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

Other Evidence:

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

### **Standards of Conduct**

Whenever people gather together to achieve goals, some rules of conduct are needed to help everyone work together efficiently, effectively, and congenially. By accepting employment with us, you have a responsibility to NMACE 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**

NMACE employees serve as positive role models for students and set good examples in conduct. NMACE 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**

NMACE 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 bridgement of student rights.

### **Conflict of Interest**

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

### **Unacceptable Activities**

NMACE 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 NMACE 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 NMACE 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 NMACE premises or when representing NMACE; fighting, or provoking a fight on NMACE property, or negligent damage to property.
5. Theft or unauthorized possession of NMACE 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 NMACE; unauthorized alteration of NMACE 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**

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

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

If you are suspected of violating NMACE 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.

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

NMACE employment policies conform to the State Personnel Act.

### ***Termination for Cause:***

1. The Principal or ED determines all involuntary terminations for reasons that include but are not limited to the following:
  - j. Failure to abide by written NMACE or funding source policies.
  - k. Use of alcoholic beverages or non-prescribed drugs on the premises of NMACE.
  - l. Appearing for work under the influence of alcohol or drugs.
  - m. Fighting, assault or attempting to injure others.
  - n. Falsifying or misusing school records including applications.
  - o. Conviction of any felony or serious misdemeanor crime.
  - p. Theft of school equipment.
  - q. Failure to meet the terms of probation including disciplinary probation.
  - r. 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 NMACE due to reduction of force, budget cutbacks, abolition of position due to reorganization or reassignment of duties, will require NMACE 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 or ED shall establish a fair and equitable method governing the order in which employees are laid off *with the programmatic needs of the school as a primary consideration*.

A. NMACE 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 or ED shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School **Personnel Act** [22-10A-1 NMSA 1978].

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

C. An employee who has been employed by NMACE 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 NMACE Governing Board may not terminate an employee who has been employed by a NMACE 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 NMACE 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 NMACE Governing Board may offer such rebuttal testimony as it deems relevant. All witnesses may be questioned by the NMACE Governing Board, the employee or his representative and the Principal or ED. The NMACE 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 NMACE 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 NMACE. 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 students record. If the student has paid, please follow the procedures above, Receiving Cash from Students or Parents. Transcripts and/or diplomas will not be released until the student pays for the lost or broken item or turns in the found item. **ABSOLUTELY NO EXCEPTIONS.**

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

### **Textbook Policy**

NMACE 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 NMACE are also staff to the NMACE Professional Development Center (PDC). The mission of the PDC is to propel the growth of NMACE 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**

NMACE 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.

NMACE 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 NMACE 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 NMACE Off-Campus Form (found in Appendix A). Please make sure to include a cell phone number on the sheet in case we need to contact you for any reason.

## **Appendix A**

### **Employee Acknowledgement Agreement**

The employee handbook describes important information about NMACE, and I understand that I should consult the Principal or ED or his/her designee regarding any questions not answered in the handbook. I have entered into my employment relationship with NMACE voluntarily and acknowledge that there is no specified length of employment, unless under specific written and executive contractual agreement. Accordingly, absent such specific written and executed contractual agreement, either I or NMACE can terminate the relationship as described herein, at any time, so long as there is no violation of applicable federal or state laws.

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

Furthermore, I acknowledge that this handbook is neither a contract of employment nor a legal document. I have received the handbook, and I understand that it is my responsibility to read



and comply with the policies and procedures contained in this handbook and any revisions made to it.

EMPLOYEE'S NAME (printed) \_\_\_\_\_

EMPLOYEE'S SIGNATURE \_\_\_\_\_

DATE: \_\_\_\_\_

- **NMACE Proposed Student Discipline Policy**

### **NMACE Student Discipline Policies**

At New Mexico School for Architecture, Construction and Engineering, 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 NMACE is to ensure that both individual students and the NMACE 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 NMACE.

### **COLLEGE IMPACT AS ONE DISCIPLINARY CONSEQUENCE**

Possible consequences for serious disciplinary/academic cases includes notification of disciplinary action to the colleges to which student has applied, thus placing at risk student's admissions prospects.

### **DEFIANCE OF SCHOOL PERSONNEL/AUTHORITIES**

We expect all NMACE 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 NMACE 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**

NMACE 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, NMACE 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, NMACE 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.

Consequences: Any violation will result in a written referral and may result in family contact, detention and suspension.

### **OFF LIMITS AREAS**

There will be some areas of the NMACE facility where students are not allowed. The following areas are off-limits to NMACE students:

- 
- 

### **SMOKING**

NMACE 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:**

NMACE has a Zero Tolerance Policy for drug and alcohol use. In accordance with the State Board of Education Regulation 81-3, NMACE 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.

### **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. Please review them and do not engage in these behaviors. 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 NMACE is to ensure that both individual students and the NMACE community stay focused on growth and learning. At NMACE 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**

NMACE 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 NMACE 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

NMACE 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 NMACE.

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 NMACE 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 NMACE, 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. NMACE 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 NMACE 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 NMACE 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 NMACE community.

- \*Mediation: During mediation members of the NMACE 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 NMACE community. According to state law, students who are long-term suspended or expelled from NMACE 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.

- **910B5 and Budget Spreadsheet**

**\*\*Saved as an additional five separate files on the electronic copies of the charter application.**

- ***Letters of Support or Intent to Partner***

**\*\*Saved as an additional three separate files on the electronic copies of the charter application.**

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- **Alphabetical List of Initials or Acronyms Used**

ABHS – Amy Biehl High School  
ACE – Architecture, Construction, and Engineering  
AGC – Associated General Contractors  
APS – Albuquerque Public Schools  
ASCD – Association for Supervision and Curriculum Development  
AYP – Adequate Yearly Progress  
CCC – Construction Careers Center  
CES – Coalition of Essential Schools  
ELL – English Language Learners  
IDEA 2004 – Individuals with Disabilities Education Act  
IEP – Individualized Education Program  
NCCER – National Center for Construction Education and Research  
NMACE – New Mexico Architecture, Construction, and Engineering High School  
PED – Public Education Department of New Mexico  
SBHC – student based health center  
SIOP – Sheltered Instruction Observation Protocol  
TESOL – Teachers of English to Speakers of Other Languages



- ***Carpenter's Square NCCER Curriculum Text***

### 9.0.0 ♦ SQUARES

Squares (see *Figure 17*) are used for marking, checking, and measuring. The type of square you use depends on the type of job and your preference. Common squares are the **carpenter's square**, **rafter angle square** (also called the speed square or magic square), **try square**, and **combination square**.

#### 9.1.0 The Carpenter's Square

The carpenter's square (framing square) is shaped like an L and is used mainly for squaring up sections of work such as wall studs and sole plates, that is, to ensure that they are at right angles to each other. The carpenter's square has a 24-inch blade and a 16-inch tongue, forming a right (90-degree) angle. The blade and tongue are marked with inches and fractions of an inch. You can use the blade and the tongue as a rule or a straight-edge. Tables and formulas are printed on the blade for making quick calculations such as determining area and volume.

The rafter angle square (also called a speed square or magic square) is another type of carpenter's square, frequently made of cast aluminum. It is a combination protractor, try square, and framing square. It is marked with degree gra-

dations for fast, easy layout. The square is small, so it's easy to store and carry. By positioning the square on a piece of lumber, you can use it as a guide when cutting with a portable circular saw.

The try square is a fixed, 90-degree angle and is used mainly for woodworking. You can use it to lay out cutting lines at 90-degree angles, to check (or try) the squareness of adjoining surfaces, to check a joint to make sure it is square, and to check if a **planed** piece of lumber is warped or cupped (bowed).

#### 9.1.1 How to Use a Carpenter's Square

Take the following steps to mark a line for cutting:

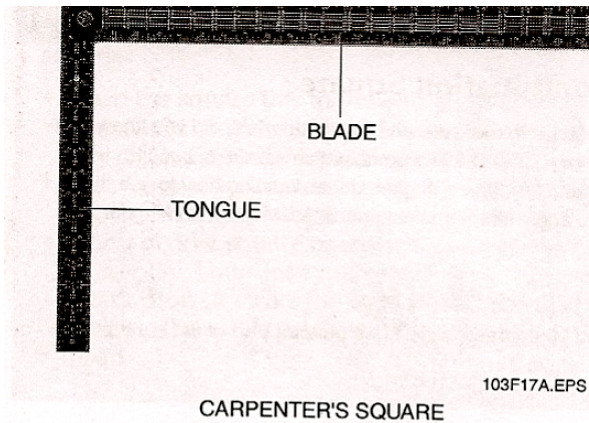
*Step 1* Find and mark the place where the line will be drawn.

*Step 2* Place the square so that it lines up with the bottom of the object to be marked (see *Figure 18*).

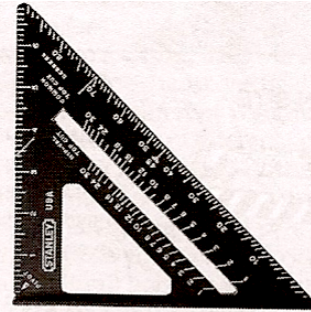
*Step 3* Mark the line and cut off excess material.

To check that joints meet at a 90-degree angle, place the blades of the framing square along the two sides of the angle, as shown in *Figure 19*. If both blades fit there tightly, the material is square. If there is any space between either blade and the side closest to it, the material is not square.

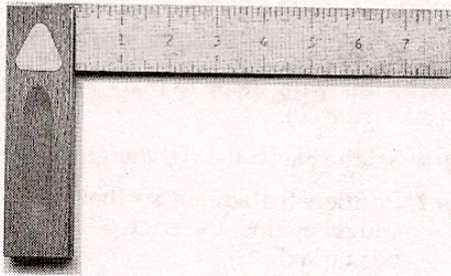




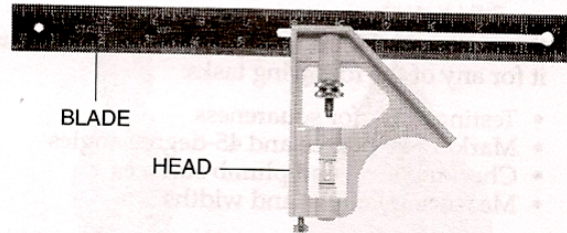
CARPENTER'S SQUARE



RAFTER ANGLE SQUARE



TRY SQUARE



COMBINATION SQUARE

Figure 17 ♦ Types of squares.

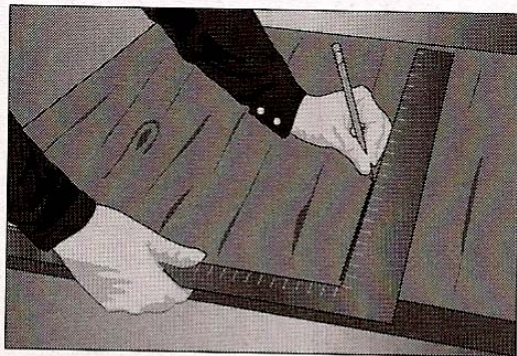


Figure 18 ♦ Marking a line for cutting.

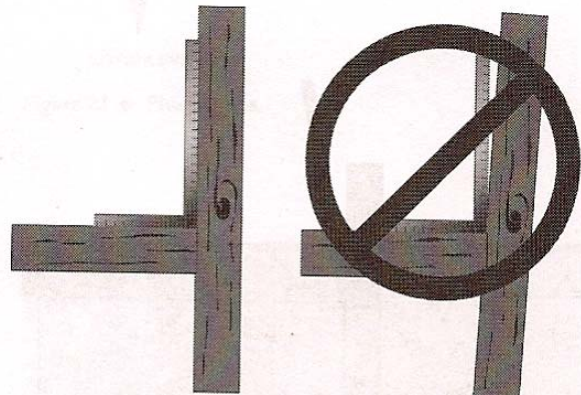


Figure 19 ♦ Checking squareness.

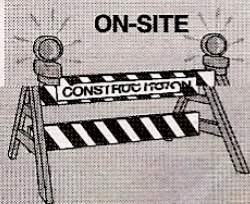
Take the following steps to check the flatness of material:

- Step 1** Place the edge of the blade on the surface to be checked.
- Step 2** Look to see if there is light between the square and the surface of the material. If you can see light, the surface is not flat.

## 9.2.0 The Combination Square

The combination square has a 12-inch blade that moves through a head. The head is marked with 45-degree and 90-degree angle measures. Some squares also contain a small spirit level and a carbide scribe, which is a sharp, pointed tool for marking metal. The combination square is one of





## Geometry and the Combination Square

When you use the combination square to measure and mark materials, did you know that you are applying basic geometry to your work? The combination square is used to measure and mark 30-, 45-, 60-, and 90-degree angles. Understanding how to use this hand tool properly requires you to apply mathematical principles. Math is working for you every day!

### Angles

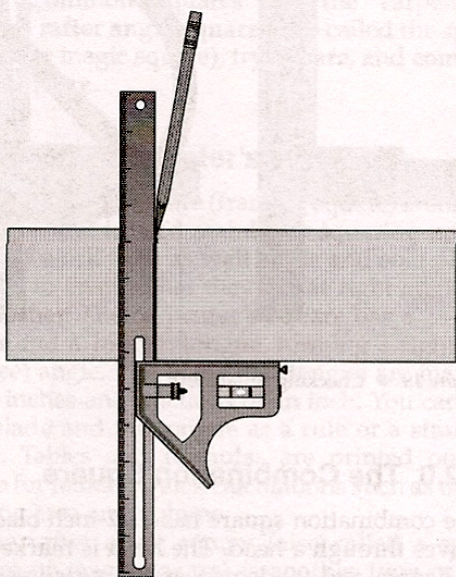
To mark angles other than 45 and 90 degrees, slide the protractor part of the square onto the blade and dial in the desired angle.

the most useful tools for layout work. You can use it for any of the following tasks:

- Testing work for squareness
- Marking 90-degree and 45-degree angles
- Checking level and plumb surfaces
- Measuring lengths and widths

You can also use it as a straightedge and marking tool.

Good combination squares have all-metal parts, a blade that slides freely but can be clamped securely in position, and a glass tube spirit level that is truly level and tightly fastened.



103F20.EPS

Figure 20 ♦ Using a combination square to mark a 90-degree angle.

### 9.2.1 How to Use a Combination Square

Take the following steps to mark a 90-degree angle (see Figure 20):

**Step 1** Set the blade at a right angle (90 degrees).

**Step 2** Position the square so that the head fits snugly against the edge of the material to be marked.

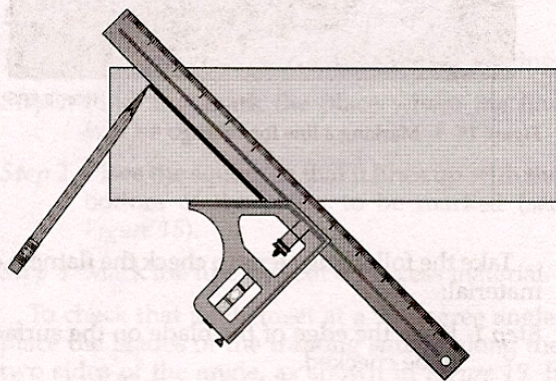
**Step 3** Starting at the edge of the material, use the blade as a straightedge to guide the mark.

Take the following steps to mark a 45-degree angle (see Figure 21):

**Step 1** Set the blade at a 45-degree angle.

**Step 2** Position the square so that the head fits snugly against the edge of the material to be marked.

**Step 3** Starting at the edge of the material, use the blade as a straightedge to guide the mark.



103F21.EPS

Figure 21 ♦ Using a combination square to mark a 45-degree angle.





### 9.3.0 Safety and Maintenance

Here are the guidelines to remember when using squares:

- Keep the square dry to prevent it from rusting.
- Use a light coat of oil on the blade, and occasionally clean the blade's grooves and the setscrew.
- Don't use a square for something it wasn't designed for, especially prying or hammering.
- Don't bend a square or use one for any kind of horseplay. They are expensive!
- Don't drop or strike the square hard enough to change the angle between the blade and the head.

## Review Questions

### Section 9.0.0

1. Squares are used for marking, checking, and \_\_\_\_\_.
  - a. cutting
  - b. bending
  - c. twisting
  - d. measuring
2. The carpenter's square is used mainly for \_\_\_\_\_.
  - a. squaring up sections of work
  - b. placing nails along a beam
  - c. measuring 360-degree angles
  - d. reaching areas where hammers won't fit
3. The try square is a fixed \_\_\_\_\_ angle.
  - a. 45-degree
  - b. 180-degree
  - c. 90-degree
  - d. 360-degree
4. A combination square can be used to test work for squareness; measure lengths, widths, and angles; and \_\_\_\_\_.
  - a. turn nuts and bolts
  - b. check level and plumb surfaces
  - c. hold material in place
  - d. pry apart objects that are stuck together
5. All of the following are appropriate when using squares *except* \_\_\_\_\_.
  - a. using the square for prying or hammering
  - b. wearing the appropriate PPE
  - c. keeping the square dry
  - d. using a light coat of oil on the blade

- **Facilities**

**\*\*Saved as an additional three separate files on the electronic copies of the charter application.**