

PART C–THE RENEWAL CHARTER

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

A Plan for Evaluating Student Performance must address the following components:

- the types of assessments, in addition to the statewide mandated testing, that will be used to measure student progress toward achievement of the NM Standards and the school's student performance expectations;
- 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;
- remediation for students not achieving standards, including a timeline for implementation of the remediation plan; and
- the process for documenting and reporting of student data to students and parents.

<p><i>Statutory & Regulatory Reference(s):</i> <i>NMSA 1978 Section 22-8B-8E</i> <i>6.80.4.9E NMAC</i></p>
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The types of assessments, in addition to the statewide mandated testing, that will be used to measure student progress toward achievement of the NM Standards and the school's student performance expectations are the following: NWEA, ACT, Explore, PLAN, Accuplacer, Compass, Reading Plus, Lexia, SRA, Brigance, teacher-made assessments, ASVAB, and textbook assessments.

The procedures for taking corrective action in the event that student performance falls below the State Standards and/or the school's student performance expectations are as follows:

- Provide supplemental classes in the areas of the student's low performance.
- After school, assign one-on-one tutoring, as well as Saturday school, when student's grade drops below a 70% average.
- Schedule a parent/student/teacher conference to plan and implement corrective action.
- Advise the principal and athletic director of students who are performing below expectation.
- Provide additional student support during the school day with class work.
- Explore and identify best learning strategies for students.

Remediation for students not achieving standards, including a timeline for implementation of the remediation plan will include:

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- Attend a summer Math or English Institute to address those standards that are lacking. This will involve a 3-week intensive program 3 hours a day, during the summer.
- Take summer school classes when credit recovery is necessary. These classes will be completed during the summer break.
- Enroll in IDEAL-NM classes to supplement instruction in the classroom. These classes will be completed during fall or spring semester.

WHCS uses the Next Step Plan, 3-week progress reports, 9-week report cards, and online access to report and document student data to students and parents. The school currently uses a web-based service called Skyward to collect and report student data. Administration, teachers, parents, and students can access grades and attendance to determine student progress. Progress reports and report cards are also generated from this service. The Next Step Plan is a template that encapsulates the academic, extracurricular, and career preparation of each student. This document is shared and distributed to each parent within the first month of each new semester. Parents and students can see in a one-page format the classes taken, grades received, cumulative GPA, standardized test scores, colleges visited, organizations the student has joined, and extracurricular activities. A copy of this template can be found in Appendix I

E. SPECIAL POPULATIONS

An educational plan must provide a description of the how the charter school's educational program will meet the individual needs of Special Populations and must address the following components:

- suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
- 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;
- how the charter school will provide access to ancillary services including, but not limited to, counseling and health.

<p><i>Statutory & Regulatory Reference(s):</i> <i>NMSA 1978 Section 22-8B-8D</i> <i>6.80.4.9D NMAC</i></p>
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Meeting the needs of At-risk, Bilingual Students, Students with Disabilities and others. WHCS is committed to maximizing the academic and social growth of all students with special needs, including at-risk students, special education students with IEPs (Individual Education Plans), limited-English proficient students, Title I students, and gifted/talented students. The Jemez

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Comprehensive Health Clinic and Behavioral Health Dept. provide extensive services to our local schools, as needed, including clinical, preventive, acute and intervention, to community members. Health and Human Services currently manages a wide variety of programs □ from healthy alternatives (eating/living), substance abuse, physical fitness, traditional diet/foods, and behavioral health counseling and mental/physical wellness that are available to WHCS students. Our community schools work with the Health Department to incorporate current programs and direct services, as well as explore opportunities to initiate innovative projects that meet the specific needs of Jemez students.

In addition, WHCS contracts with ancillary service providers through our local regional educational cooperative and New Mexico Cooperative Education Services. WHCS has a school health and behavioral team (Student Assistance Teams) that implements and monitors interventions for students identified as at-risk.

1) **Meeting needs of Bilingual students.** The majority of the students are fluent in both English and Towa. Towa-speaking personnel on staff can communicate whenever a need arises between the school and home that may require parents and grandparents or members of the extended family to participate in the educational process and student support. The instructional staff however, have received training in TESOL, second language teaching techniques and strategies to help students acquire the requisite skills in English Language.

2) **Meeting needs of Limited English Proficient (ELL) students.** The instructional staff have received training in TESOL, second language teaching techniques and strategies to help students acquire the requisite skills in English Language.

- Provide access to appropriate age-level and culturally enriched curriculum.
- Provide primary language support through bilingual teachers and community volunteers as much as possible.
- Use appropriate language assessments.
- Given the commitment to dual language proficiency, use of a buddy system that pairs limited English speaking students with proficient English speakers. Provide curriculum supports to enable fluency in the home language, Towa, that builds confidence and secures a more effective foundation for successful academic English achievement.
- Develop in-class support through assessment, language development, and educational adjustment techniques.
- Provide second-language instruction to all students. Students will be learning a language other than their home language.

3) **Meeting needs of students with disabilities.**

- Use appropriate at-risk strategies as mentioned above, as needed.
- Adhere to the provisions required by state and federal law such as:
- Nondiscriminatory multi-disciplinary assessment
- Individualized educational plan
- Least restrictive environment
- Procedural safeguards (rights and protection)
- Provide inclusion in the regular classrooms.

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- Provide additional instruction, as needed, in the classroom by a specialist teacher who will work and coordinate with the regular classroom teachers.
- Provide after-school small group homework assistance for all those who would benefit from it.

V. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws.

FISCAL MANAGEMENT

- Provide a detailed plan indicating how the charter school manages its fiscal responsibilities. Plan must identify processes to be implemented to ensure compliance with state and federal financial requirements.
- Provide a description of the school's internal control procedures utilized 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.

Statutory & Regulatory Reference(s):
NMSA 1978 Section 22-8B-8F
NMSA 1978 Section 22-8B-8G
6.80.4.9G NMAC

Walatowa High Charter School's business manager possesses a Master's Degree in Business Administration. She holds a Level 3 NM School Business Manager professional license and has been employed in the above capacity with WHCS for approximately 7 years. She works closely with the principal and the Public Education Department school finance staff assigned to the charter school. She has established an audit trail system to ensure that each expenditure is known, requisitions are developed on each request, and invoices are received before payment is made. The business manager utilizes a software program known as APTafund which meets all of the financial needs of the school in the most effective manner. The school receives funds from the State Equalization Guarantee (SEG) and federal resources such as Public Law 89-10 Title 1, as amended. Other sources include Title VII and Public Law 81-874 Title VIII-Impact Aid. The business manager and principal ensure that federal fund expenditures comply with the requirement to supplement, and never supplant. WHCS will also follow all of the state and federal requirements when it receives private and foundation funding. Documentation is on file and available for review.

The business manager and principal have established procedures to safeguard school assets, segregate its payroll, conduct monthly reconciliations, provide monthly reports to the local governing board to include bills paid, financial expenditures, and budget adjustment requests to promote operational efficiency and in compliance with all state and federal rules and regulations. The charter school hires an experienced, consultant who is a retired certified business manager to conduct periodic review of the status and condition of

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the school's financial records. They also contract the services of experienced federal program personnel to conduct desk top audits as needed. The business manager and Principal are members of the New Mexico Association for School Business Officers which provide professional development training on the most current fiscal management procedures, including state and federal statutes, regulations and procedures.

VI. GOVERNANCE/MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school is governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals have, and how those groups relate to one another. The Plan should outline how decisions are made at the school site and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

A. GOVERNANCE /MANAGEMENT STRUCTURE

- Describe the over-all school governance and site-based management structure.
- Provide an organizational chart for the school to illustrate the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader and administration. Include on the chart all proposed administrative/staff positions, parent councils, advisory committees and community groups (if any). A organizational chart can be seen in Appendix J
- Provide a narrative description of the chart.

Statutory & Regulatory Reference(s):
NMSA 1978 Section 22-8B-8I(3)
NMSA Section 22-8B-8J
6.80.4.9H & 6.80.4.9I NMAC

Walatowa High Charter School operates under the governance and oversight of a community-based Governing Board. The Walatowa High governance structure provides a high level of participation and involvement by all stakeholders in the charter school community. WHCS operates as a public school in tribal owned facilities on tribal land in compliance with all applicable federal and state laws and regulations, as well as local laws and regulations, including those of Pueblo of Jemez. Because our charter school exists in a special relationship with the Pueblo of Jemez, as a matter of respect and custom, we accommodate traditional/cultural activities, as well as observe laws, rules and directives from Tribal Officials that affect our students, staff members, families and school operations, generally.

Following guidelines for Governing Board Accountability from New Mexico Coalition of Charter Schools, the WHCS Governing Board recognizes its proper role with respect to governance:

"The governance council sets policy, approves the budget, and hires and/or terminates or does not renew the principal. The governance council of the charter school. . . The governance council does not run the school, but only sets policy; the

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principal/administrator/CEO of the school handles the day-to-day matters of the charter school. Governance council members should not be seen as micro-managing the school.” After the charter is renewed, specific elements of the Board’s role will change vis-à-vis its new authorizer. The Board [of Finance] and charter school principal will be accountable to the Public Education Commission, directly and maintain the appropriate reporting relationship through the Charter School Division, which represents the Public Education Commission.

WHCS’ governing board structure is empowered to execute the terms of the charter, hire the head administrator, or principal, and otherwise oversee facilities and operations for the entire charter school. Policies regarding school goals and charter revision, budget development and approval, the school calendar and school climate are the responsibility of the Governing Board.

B. DESCRIPTION OF THE GOVERNING BODY

- Provide policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act. Policies and procedures must address:
 - board powers and duties as a whole, individual members, and officers of the governing body;
 - governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;
 - description of governing body committees; including a Finance Committee and an Audit Committee;
 - the criteria and the process that will be used to select the school’s head administrator;
 - budgeting and operation of the school; and
 - how decisions will be made.
- List each of the members of the school’s governing body.
- Explain the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

<p><i>Statutory & Regulatory Reference(s):</i> <i>NMSA 1978 Section 22-8B-8I</i> <i>6.80.4.9H(1-5), (8) NMAC</i></p>
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(See Appendix K for WHCS INDEX 100 SERIES board policies and procedures).

Overview of Board Powers and Duties. The WHCS Governing Board is the responsible agent for the accountability requirements established by the NM

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Charter School Act of 1999 and the charter itself. The Governing Board may initiate subcommittees as needed, e.g. school finance and audit, and delegate authority as deemed necessary. The WHCS Governing Board operates under By-laws, revised and ratified in September, and follows policies established by the district board at their request. Following the re-authorization of the charter in 2012, the WHCS Governing Board will prepare and ratify a new set of charter school board policies, independent of the local school district, in order to govern the school's operations in compliance with all applicable statutes and regulations.

The WHCS Governing Board is responsible for:

- Hiring the Principal
- Approving the general policies of the school; monitoring the implementation of these policies by the Principal, including policies and services affecting student achievement, and/or duly constituted committees;
- Approving and monitoring the school's annual budget and other financial matters; oversight for facilities and meeting state standards;
- Receipt of funds for the operation of the School in accordance with state charter school laws;
- Solicitation and receipt of grants and donations consistent with the mission of the school;
- Any other responsibilities provided for in State law, the Bylaws, or this charter that are necessary to ensure the proper operation of the school.

Under the current charter structure, the governing board for the charter school communicates with the local school board on a monthly basis through the district's monthly board meetings. The charter school's principal provides a written and oral report to update the local school board on WHCS activities during the month. The report includes membership, attendance, academic performance, parental participation, facilities, professional development, curriculum, PED communications, staffing and other pertinent matters, as well as a financial report prepared by the charter school business manager. Following the next reauthorization, the charter school administration will report as required to the Public Education Commission.

Regarding WHCS' existing relationship with its authorizer, Jemez Valley Public Schools, the Governing Board has followed JVPS Board Policies during its charter term. However, under the renewal charter, the Board (Board of Finance) will prepare, approve and observe its own Board Policies and practices consistent with federal, state and charter school law.

The 2010-2011 Governing Board consists of five (5) appointed members representing the community of Jemez Valley and its constituents. However, in proceeding with the new renewal charter, WHCS will expand its governing board to seven (7) members. The Governing Board elects its president, vice-president and

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board secretary at the first meeting of the new academic term. The Governing Board is dedicated to enhancing the academic experiences of the students attending Walatowa High Charter School and enriching the educational environment for the residents of the Pueblo of Jemez. Priority is given to persons who clearly demonstrate a sincere commitment to the Walatowa High Charter School philosophy and academic experience. Vacancies are filled by qualified volunteers based on criteria determined and approved by the Governing Board in consultation with legal counsel. The charter school recruits individuals who represent a cross-section of the community, including tribal members, government employees, parents, educators from Jemez Day School (BIE), San Diego Riverside Charter School, tribal agencies, or Jemez Valley Public Schools.

Recruitment, Selection, Orientation and Professional Development. New board members are recruited by current board members who recommend potential candidates based on their interest, experience and community involvement and commitment to fulfilling WHCS' vital mission. If there appears to be a good fit between the candidate's level of commitment and the board's needs, the board will, upon full board deliberation, agree to approve the appointment. The newly appointed governing board member is asked to attend a short orientation to receive more detailed information about responsibilities and the operation of WHCS and to review the school's current charter. Board members are encouraged to participate in professional development opportunities offered regularly through the New Mexico Coalition for Charter Schools, the New Mexico School Board Association, New Mexico Association of Business Officials, and New Mexico Coalition of School Administrators.

Criteria and Process to Select the Head Administrator. The Governing Board follows a selection process consistent with local school board personnel practices and state procurement law, based on qualities and requirements identified by the WHCS school community to be essential to effective charter school leadership. Teachers, parents and students participate at various stages in the recruitment process, until the final stage when the board must decide from among the final candidates presented. The Governing Board follows New Mexico statutes 22-10A-11(G) NMSA and employs HOUSSSE, the highly objective uniform statewide standard of evaluation, as a basis for selection and monitoring criteria related to the principal's responsibilities.

Budgeting and Operation of the School. The Governing Board reviews budget information and receives reports, monthly, from the Business Manager. These include expenditure reports, bills paid, and budget adjustment requests, and cash balances. The School Finance and Audit Committees conduct regularly scheduled meetings as required and are kept current on the status of the school's fiscal position. During the period leading up to the preparation of the annual operational budget, both committees provide input and recommendations to the Business

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Manager and Principal to draft the new budget for the board’s final approval. The principal reports to the board about any school related developments. These may include school finance topics, personnel updates, professional meetings pertinent to charter school operations, published articles, academic initiatives and student performance, community-based partnerships and PED memoranda to name a few. Based on information and recommendations presented by the principal, the governing board makes decisions using a consensus approach in matters of direct oversight such as finance and facilities. The principal, in turn, may solicit the board’s input as needed, e.g. annual calendar preparation, community outreach activities and governing board professional development.

Day-to-day administration of the school is managed by the Principal with input as appropriate, by students, parents, teachers and other administrators. Broad involvement makes sense for democratic, educational and practical reasons: it recognizes multiple perspectives, provides invaluable opportunities for learning, and makes it more likely that decisions will be fair, wise, and supported.

How Decisions Are Made. The Governing Board must continually focus on the mission of Walatowa High Charter School, which is to help support students in development of their character, reinforce community and cultural values and promote academic potential through academically rigorous, content-rich educational programs. It is understood that for the mission of WHCS to be accomplished it is necessary that all the stakeholders of WHCS play a vital role. The stakeholders of WHCS are: students, teachers, parents, principal, charter school Governing Board, staff, aides, secretary and other community members. The Governing Board must create an environment to encourage all stakeholders to work together to accomplish the mission of WHCS.

WHCS school policy is based on the following principles of governance. The Governing Board must exhibit its leadership to develop policy and procedures that allow for the efficient management of WHCS. The leadership of WHCS is the responsibility of the Governing Board, but not the day-to-day management of the school. The Governing Board recognizes the importance of the relationship between itself and the Principal and need to achieve an effective working relationship. Both parties must recognize that it is impossible to create a model that covers every situation that might arise in leading WHCS. Therefore, it is essential that a cooperative relationship is created where the Governing Board and the Principal can contribute honest input and those decisions reached in such fashion are supported among the other stakeholders. The development of an effective governance system for WHCS is the responsibility of all its stakeholders.

Governing Board Roster and Description of Governing Body Committees

- WHCS Governing Board Member Roster 2011-2012:

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Odessa Waquie, President
Resident, Jemez Pueblo, administrative staff Tribal Education Dept.

Kenneth Sando, Vice President
Resident, Jemez Pueblo, Parent

Kari Fragua, Board Secretary
Resident, Jemez Pueblo, Parent

Juanita Toledo
Resident, Jemez Pueblo, Walatowa High graduate first senior class

Alfred Casiquito
Resident, Jemez Pueblo, Parent

Corine Yepa
Resident, Jemez Pueblo, Parent

- WHCS Audit Committee 2011-2012:
Kenneth Sando, Governing Board Member
Kari Fragua, Governing Board Member
Gary Gaylord, District Auditor
Arrow Wilkinson, Principal
Kay Toya, Business Manager

- WHCS School Finance Committee 2011-2012:
Odessa Waquie, Governing Board Member
Juanita Toledo, Governing Board Member
Arrow Wilkinson, Principal
Kay Toya, Business Manager

Nature and Extent of Staff, Families/Parents and Community Involvement. In order to ensure significant parent involvement, the school has (1) a standing Parent/Teacher Organization, (2) Parent Committees and (3) significant outreach efforts that include substantial collaboration with Pueblo of Jemez through MOUs (Memoranda of Understanding) and under formal guidance documents such as the Indian Policies and Procedures (IPP) required for federal compliance with Impact Aid funding.

In the interest of supporting greater transparency and better understanding of the board's governance practice, parents and staff are invited to attend public board meetings as often as possible. Parental participation and representation occurs through direct involvement as a Governing Board or committee member, e.g.

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finance, audit and others. Additionally, parents are actively recruited to fill any vacant board positions. Although staff members do not hold a formal position on the governing board, they are encouraged to express their opinions and offer recommendations for consideration by the board.

Parents and staff members receive information in multiple formats regarding opportunities for involvement through the governing board process, the PTO and various school committees. The charter school informs the public about school related activities and governing board meetings via newsletters, the local newspaper (Jemez Thunder), or written communications, either mailed, or hand-carried by students. Telephone or e-mail is also used, extensively, to communicate with households where these forms of communications are available.

Parental, staff and community involvement is a vital component of WHCS' governance practice and is encouraged in all aspects of the life of the school. Further, the WHCS Governing Board recognizes the importance of administrative leadership to set expectations for both parents and educational staff that creates a climate conducive to effective and meaningful family involvement.

Parental and teacher involvement is actively supported through the Parent Teacher Organization (PTO) and its board, comprised of parents/guardians of students attending WHCS and charter school staff. The PTO meets monthly and/or as needed. Agenda items relative to the curriculum, athletics, academic achievement, attendance, graduation rates, safety, discipline and classroom management, internships, and studies abroad are topics for discussion and follow-up.

The Governing Board appreciates that a student's education is a responsibility shared by the school and family during the entire period the child attends school. To support the goal of WHCS to educate all its students effectively, parents and teachers must work together as knowledgeable partners. The Governing Board emphasizes parental participation through parent participation programs reflecting these principles:

- Communications between home and school is regular, two-way and meaningful.
- Responsible parenting is promoted and supported.
- Parents play an integral role in assisting student learning.
- Parents are welcome in the school and their support and assistance is sought.
- Parents are full partners in the decisions that affect children and families
- Community resources are made available to strengthen school programs, family practices and student learning.

Parents are strongly encouraged to participate regularly in their student's schooling. Meaningful parental participation can include parents attending athletic activities, serving as chaperones on field trips, fundraisers, tutors, native language instruction, etc. The underlying philosophy of WHCS is based on the premise that a direct correlation

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exists between academic achievement and parental participation. At least one teacher attends each monthly meeting to provide a progress/activity report to the PTO. Frequently, guest speakers are invited to talk on a school related topic. All funds raised by the PTO are reported and deposited into a revenue account controlled by the school's Business Manager Office. Meeting minutes and reports of all fundraising activities and expenditures are maintained by PTO officers.

C. PARTNERSHIPS (optional)

If the school has a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions, provide the following information:

- Name of the partner organization.
- Name of the contact person at the partner organization and that person's full contact information.
- A description of the nature and purpose of the school's partnership with the organization.
- An explanation of how the partner organizations will be involved in the governance of the school, if applicable.
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

<p><i>Statutory & Regulatory Reference(s):</i> <i>NMSA 1978 Section 22-8B-8P</i></p>
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***A List of Additional Partnering Organizations are included in Appendix L**

1) _____

- Name of the partner organization. The University Of New Mexico
- Name of the contact person at the partner organization and that person's full contact information. Pam Agoyo 505-277-3970
- A description of the nature and purpose of the school's partnership with the organization. To serve as a post-secondary partner in developing WHCS as an Early College High School site under the Antioch Center for Native Education plan
- An explanation of how the partner organizations will be involved in the governance of the school, if applicable. N/A

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- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization. MOU

2) _____

- Name of the partner organization. The Institute of American Indian Arts
- Name of the contact person at the partner organization and that person's full contact information. Alissa Chavez 505-424-2341
- A description of the nature and purpose of the school's partnership with the organization. To allow WHCS students to earn dual credit for coursework completed at IAIA
- An explanation of how the partner organizations will be involved in the governance of the school, if applicable. N/A
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization. MOA

3) _____

- Name of the partner organization. San Diego Riverside Charter School
- Name of the contact person at the partner organization and that person's full contact information. Tony Archuleta, Principal, Po Box 99, Jemez Pueblo, NM 87024, Phone: 575-834-7419
- A description of the nature and purpose of the school's partnership with the organization. SDRCS is a feeder middle school to WHCS. The schools' faculties collaborate on transition planning, curriculum development and professional development. The two charter schools are Gear Up partners.
- An explanation of how the partner organizations will be involved in the governance of the school, if applicable. N/A
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization. Letter of evidence

D. SCHOOL ORGANIZATIONAL STRUCTURE

- Based on the organizational chart provided under subsection A. *GOVERNANCE/MANAGEMENT STRUCTURE* above, provide job descriptions that identify key roles, responsibilities and accountability for each staff position listed on the organizational chart.

Statutory & Regulatory Reference(s):
NMSA 1978 Section 22-8B-8P
6.80.4.9F(2) & 6.80.4.9I(5-7) NMAC

Job Description: Principal

Job Objective: Through the utilization of leadership, supervisory, and administrative skills, is required to manage assigned school to promote the personal, social, and academic development of each student.

Qualifications: Must possess an administrative certificate in education administration as per the Public Education Department Licensure Unit criteria.

Administrative Functions:

1. Assist in supervising, recruiting, hiring, and training, assigning and evaluating all personnel. Will also arrange to have substitute instructors when need arises.
2. Assist in supervising the design, development, implementation, and evaluation of the curriculum and all local, state, and federal educational programs. Will ensure all required reports are completed in a neat, complete, and accurate manner as per state or federal agency(s).
3. Assume responsibility for the implementation and observance of all board policies
4. Assume responsibility for the safety and administration of the school plant and facilities as per state and federal regulations to include attendance, behavior, the health and wellness of students, fire drills and inform staff and student about emergency preparedness program.
5. Will ensure that the school handbook addresses disciplinary measures for all students to include consequences. Parents/guardians will be provided by the principal a copy of said information.
6. Will serve as a liaison between the instructional staff, the governing board, and the community relative to schedules, policies, safety issues, and academic criteria.
7. Assist in the preparation and management of the school budget.
8. Will visit classrooms and visit with instructors to ensure standards and benchmarks are followed as per PED requirements.
9. Will identify person(s) the authority and responsibility to oversee the maintenance of the school facilities and academic operations of the school in the event of his/her absences.
10. Will oversee and evaluate extracurricular activities within the school.
11. Will be responsible to the local governing board and provide monthly reports at each scheduled meeting.

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12. Will attend all required professional development activities such as the New Mexico Coalition on School Administrators, New Mexico Coalition for Charter Schools, and the National Indian Education Association.

Job Description: Business Manager

Directly Responsible to the Principal or CEO of the Charter School

Term of Employment: 12 months or 240 days

Qualifications: Must possess a Level 1 New Mexico professional school business official license

The Business Manager will be responsible for the administrative and management of all the financial affairs of the Charter School in accordance with the requirements of the Public Education Department – Public School Finance Division and the local governing board.

The Business Manager will operate under the approval of the Principal or CEO of the Charter School and responsible for the financial management and accounting of all Charter School funds to include both SEG, federal and private foundation funding. The Business Manager will oversee financial reports, monthly reconciliations, purchases, inventories and any transactions relative to the operations of the Charter School. The Business Manager reports monthly to the local governing board on all financial matters and professional development activities in which is required to participate.

The Business Manager will ensure that all of the following matters are addressed:

- Prepare in detail the annual budget at a required public meeting and the local governing board
- Implement system to verify all receipts utilizing the necessary software or program such as
- Classify all Charter School income from SEG, federal, and private foundations
- Will utilize a software to maintain record of all expenditures and current balances
- Administer budget expenditures approved by the Principal or CEO of the Charter School
- Will reconcile bank statements for the following components:
 1. Operational
 2. Cafeteria
 3. Federal programs
 4. Academic and Athletic activities
 5. Insurances, annuities, payroll and deductions
 6. Assist and develop salary schedules based on specific criteria to include T&E factors
 7. Will have budget and maintain budget records on all expenditures for future references
 8. Will visit with Principal or CEO periodically and provide running account on all expenditures and purchase orders
 9. Will perform other activities as required and requested by the Principal or CEO and the local governing board

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Job Description: Classroom Teacher

Purpose of Job: To teach students grades 9-12 personal, social, and academic skills in a Charter School.

Qualifications: Will possess minimum requirements such as a Bachelor of Arts degree and endorsements in the appropriate content areas.

Essential Functions:

- Prepare teaching syllabus for course of study
- Develop lesson plans and instructional materials to render meaningful teaching to students in small and large groups in order to adapt curriculum to the needs of each student
- Will present subject matter by utilizing a multiplicity of instructional delivery material, equipment and approaches such as lectures, small group projects, individual projects, search and research projects, computer based instruction, experiential learning activities to ensure the New State standards and bench marks are addressed
- Convert lesson plans into meaningful learning experiences in order to maximize instructional time
- Establish and maintain standards & expectations of student behavior needed to accomplish a functional learning atmosphere in the classroom
- Prepare, administer and correct teacher developed assessments and record results
- Evaluate student academic and social growth and maintain appropriate progress reports and records
- Assign home work that is meaningful and productive
- Will establish effective communications with parents/guardians through conferences, telephone, notes or via email
- Will cooperate, coordinate, and collaborate with the instructional staff and administration to maximize instructional and support services to all students
- Will supervise playground activities as per assigned schedule
- Will maintain attendance through the SKYWARD which is data based system
- Will attend all required professional development activities
- Will perform all other teaching/learning activities which impact student learning to include the administration of standardized and non-standardized assessments

Job Description: Technology and Student Services Coordinator

Will serve under the supervision of the Principal or CEO of the Charter School.

Student Services Coordinator, in collaboration with faculty, identifies and coordinates a variety of services that support the school's mission in student academic development and college preparation.

PART C–THE RENEWAL CHARTER

As Technology Coordinator performs the necessary tasks and services to maintain a major computer system and network in the Walatowa High Charter School.

- Establish service request procedures.
- Assist Business Manager in the Accountability Data System
- Manage web/email.
- Manage the phone system.
- Manage servers at the Charter School.
- Manage firewall.
- Establish and maintain email accounts.
- Maintain and update district web site.
- Familiarize school and site license programs.
- Serve as the schools contact on soft/hardware vendors.
- Perform soft/hardware troubleshooting.
- Will load new and upgrade software.
- Configure hardware when needed or seek technical assistance.
- Maintain inventories of software and hardware in the school.
- Clean and Set up new hardware.
- Will be responsible for equipment deletion procedures.
- Will assure confidentiality and security of data.
- Will Co-chair the technology committees.
- Establish and maintain policies and procedures on technology.
- Will develop and establish a next step plan for each student.

E. EMPLOYEE RELATIONS

- Provide an explanation of the relationship that exists between the school and its employees, including evidence that the terms and conditions of employment are addressed with affected employees and their recognized representatives, if any.
- Provide a description of the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- Provide salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act.
- Describe the evaluation process for staff that includes evaluation of teachers by a licensed school administrator.
- Explain the school's staff discipline process that provides for due process.

<p><i>Statutory & Regulatory Reference(s):</i> <i>NMSA 1978 Section 22-8B-8K</i></p>
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PART C–THE RENEWAL CHARTER

6.80.4.9.I(1-3), (5) NMAC

Explanation of Employee Relationship. Walatowa High Charter School encourages a positive, collaborative environment in which all staff can contribute and express their opinions regarding the school’s operations and mission. The Principal maintains a climate at the school where participatory democracy is encouraged and promoted. The Principal ensures all staff members, regardless of their responsibilities and level of educational attainment, are treated with dignity and respect, and as full partners in the educational enterprise.

WHCS does not have an employee union to deal with terms and conditions of employment. However, the charter school subscribes to the district’s policies, as the local authorizer currently requires, in dealing with any employee concerns and/or issues. WHCS endeavors to hire employees and contract personnel are best-suited to carry out Walatowa’s mission, consistent with budget constraints, applicable legal requirements, and time constraints. Through their respective job description, employees know what they are required to fulfill as part of their daily responsibilities and assignments. Job descriptions on every employee at WHCS are on file and available for review.

Compliance with Applicable Laws. The charter school follows all pertinent federal and state regulations and practices, including the New Mexico State Personnel Act. Each employee contract outlines requirements and expectations for that individual.

See Appendix M for a detailed index (200 Series) of Personnel Policies followed by WHCS where applicable.

Salary Schedules Comply with State Salary Requirements. The salary schedule is in alignment with the state’s 3-tier process. WHCS maintains a roster of all staff by area of specialization and documentation, updated regularly, relative to their academic credentials. Teachers on Level 1 are required to develop and submit a dossier, plus meeting all other PED requirements prior to an upgrade in salary or status. Tier 1 teachers will be placed on a Professional Development Plan (PDP) to ensure they become highly qualified as per NCLB/PED requirements. All teachers follow a PDP to maintain high levels of effectiveness and to enhance their skill set.

See Appendix N for WHCS’ Salary Schedule.

Evaluation of Personnel, including Licensed Staff. The evaluation process for staff conforms to specific sections of School Personnel Act. All certified staff receive a formal evaluation annually by the principal, and are routinely monitored through classroom observation to support PDPs and appropriate teacher competencies. Evaluation results are utilized to make re-hiring determinations. A formal evaluation instrument is used to conduct evaluations. Teacher evaluation results are treated as confidential and kept on file per the School Personnel Act requirements.