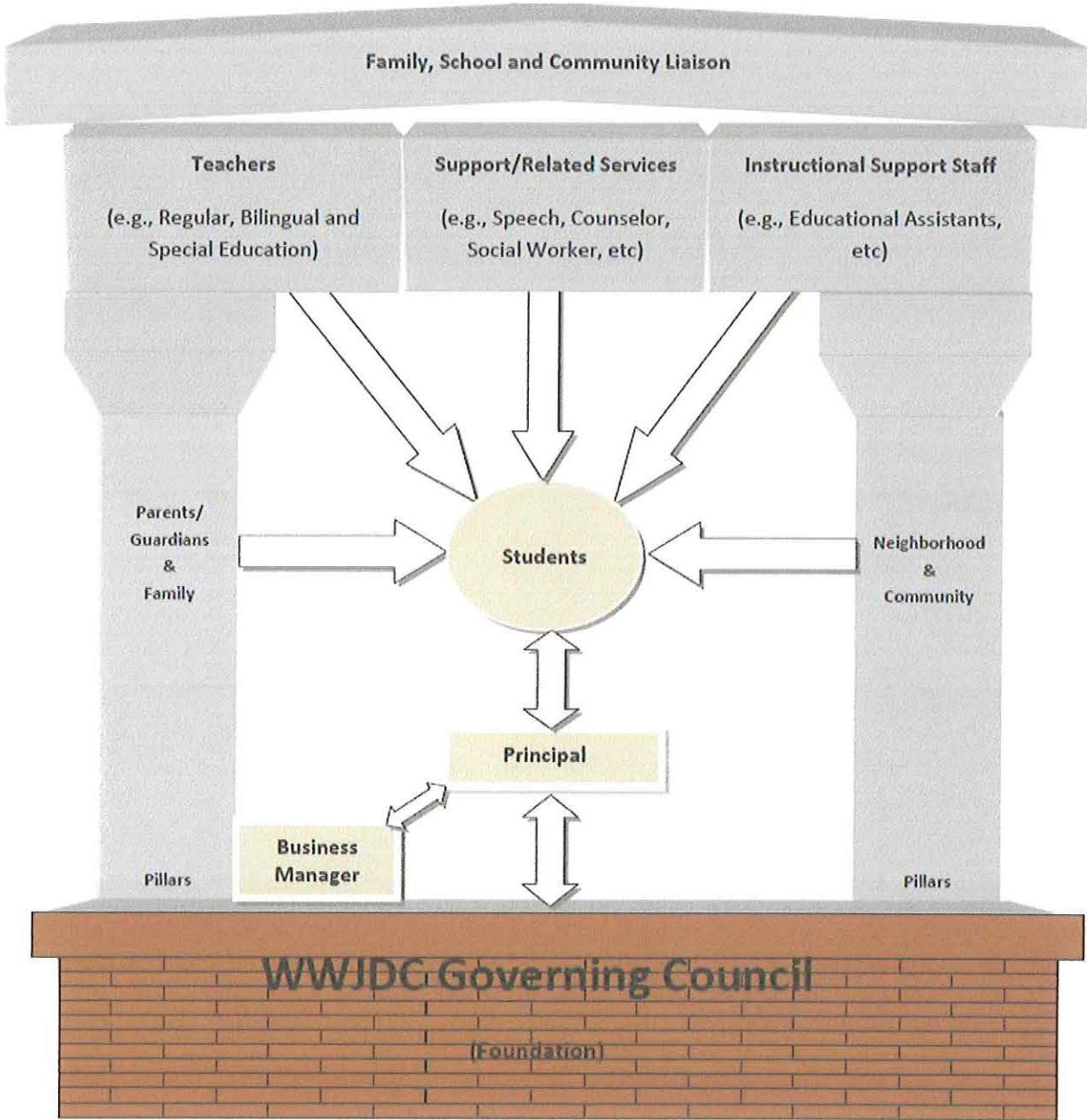


VII. GOVERNANCE/MANAGEMENT PLAN

A. GOVERNANCE/MANAGEMENT STRUCTURE

WWJDC Organizational Chart

The following organizational chart provides the reporting structure for WWJDC.



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

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

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

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

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

B. DESCRIPTION OF THE GOVERNING BODY

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

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

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

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

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

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

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

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

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

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

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

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

C. PARTNERSHIPS

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

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

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

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

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

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

D. SCHOOL ORGANIZATIONAL STRUCTURE

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

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

WWJDC Roles and Responsibilities

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

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

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

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

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

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

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

PRINCIPAL

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

Supervisory Responsibilities:

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

QUALIFICATIONS:

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

Skills:

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

Working Conditions:

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

Responsibilities and duties:

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

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

Indicators:

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

BUSINESS MANAGER

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

QUALIFICATIONS:

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

Skills:

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

Responsibilities and Duties:

Fiscal Management

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

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

Documentation and Law

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

Inventory

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

Personnel Management

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

Community Affairs

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

Supervisory Responsibilities:

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

Job Related Conditions:

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

ADMISISTRATIVE ASSISTANT/CLERICAL

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

Skills:

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

Responsibilities and Duties:

Records and Correspondence

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

Accounting

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

Other

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

Job Related Conditions

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

TEACHER

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

POSITION STATUS: Full Time/Academic Year

Summary Description:

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

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

JOB RESPONSIBILITIES

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

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

CURRICULUM PLANNING

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

PROGRAM IMPLEMENTATION

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

FAMILY AND COMMUNITY PARTNERSHIPS

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

COMMUNICATION AND SERVICE COORDINATION

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

RECORD-KEEPING AND REPORTING

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

ASSESSMENT

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

REQUIREMENTS:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

*Denotes possible contract services as needed

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

E. EMPLOYEE RELATIONS

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

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

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

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

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

Position	Annual
Principal	\$85,000
Family, Community & School Liaison	\$40,000

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

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

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

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

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

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

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

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

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

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

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

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

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

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

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

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

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

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

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

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

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

Student Discipline

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

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

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

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

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

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

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

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

G. FACILITIES

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

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

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

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

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

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

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

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

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

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

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

H. OTHER STUDENT SERVICES

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

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

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

Appendix A
WWJDC's Governing Council Proposed Personnel Policies

Personnel Policies

VII. Personnel Policies

A. GENERAL PERSONNEL ADMINISTRATION

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

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

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

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

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

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

Personnel Policies

B. EQUAL EMPLOYMENT OPPORTUNITY

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

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

Personnel Policies

C. FAMILY AND MEDICAL LEAVE OF ABSENCE

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

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

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

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

Personnel Policies

C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

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

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

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

Personnel Policies

C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

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

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

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

Personnel Policies

C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

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

Personnel Policies

C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

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

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

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

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

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

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

Personnel Policies

C. FAMILY AND MEDICAL LEAVE OF ABSENCE (cont)

17. An employee other than a “key employee,” who has taken family/medical leave will be restored to his or her previous position or to a position of equivalent pay, benefit, and other terms and conditions of employment. Equivalency of positions shall be determined on the basis of WWJDC policy. A “key employee” may be denied reinstatement if it would create a substantial and grievous economic injury for WWJDC. A “key employee” is one whose compensation is within the highest ten (10) percent of the work force of WWJDC.

18. In each WWJDC building there shall be posted a notice to employees, describing the provisions of the FMLA, provided and approved by the Wage and Hour Division of the United States Department of Labor.

Personnel Policies

D. AMERICANS WITH DISABILITIES ACT DESIGNATION OF RESPONSIBLE EMPLOYEE

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

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

Personnel Policies

E. EMPLOYEE CONFLICT OF INTEREST

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

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

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

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

Personnel Policies

F. EMPLOYEE STANDARDS OF DRESS AND CONDUCT

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

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

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

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

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

Personnel Policies

G. VOLUNTEERS

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

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

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

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

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

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

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

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

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

Personnel Policies

G. VOLUNTEERS (cont)

WWJDC VOLUNTEER PERMISSION AND RELEASE FORM

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

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

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

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

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

Signed: _____ Date: _____
Parent/Volunteer

Signed: _____ Date: _____
WWJDC Principal

Copies: Original: WWJDC Principal Office Copy: Volunteer

Personnel Policies

H. VOLUNTARY STAFF EXTENDED DUTY

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

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

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

Personnel Policies

I. SEXUAL HARASSMENT

I.A General Statement of Policy

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

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

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

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

I.B Sexual Harassment Defined

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

Personnel Policies

I. SEXUAL HARASSMENT (cont)

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

I.C Reporting Procedures

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

Personnel Policies

I. SEXUAL HARASSMENT (cont)

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

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

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

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

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

Personnel Policies

J. ESTABLISHING AND FILLING POSITIONS

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

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

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

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

Personnel Policies

K. EMPLOYEE DIRECTORIES

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

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

Personnel Policies

L. TREATMENT OF POTENTIALLY INFECTIOUS MATERIALS

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

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

Personnel Policies

M. ADMINISTRATOR INTERVIEW/SELECTION COMMITTEE POLICY

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

Personnel Policies

N. RECRUITING

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

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

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

Student Discipline Policies

I. Student Discipline

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

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

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

Student Discipline Procedures

Student Interrogations

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

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

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

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

Student Discipline Procedures

Student Dress

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

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

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

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

Student Discipline Procedures

Student Dress: Hats and Caps

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

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

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

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

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

Student Discipline Procedures

Student Smoking and/or Tobacco Use

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

Student Discipline Procedures

Long Term Suspension of Student

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

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

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

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

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

Procedure for Long-Term Suspension through the Hearing Process

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

Student Discipline Procedures

Long Term Suspension of Student (cont)

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

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

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

Student Discipline Procedures

Student Expulsion

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

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

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

To Recommend Expulsion

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

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

Student Discipline Procedures

Student Searches

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

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

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

Types of Searches

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

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

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

Student Discipline Procedures

Student Searches (cont)

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

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

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