



New Mexico Public Education Commission

2015 New Charter School Application Kit Part C. Application & Rubric



School Information:

Name of Proposed Charter School: SAHQ Academy
School Address (if known): 1404 Lead SE
School Location (City/Town): Albuquerque
School District within which your school will be located: APS
Grades to be served: 7-12
Projected Enrollment Cap: 300

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Founder (if different from above): _____
Address: _____
City: _____ State: _____ Zip: _____
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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school you will not answer questions about graduation), where indicated in red below. Use the rubrics following the prompts to guide your answers and responses. As you will see from those rubrics, it is best to provide clear, comprehensive, cohesive, reasonable, and at times, innovative responses. Too often, an applicant leaves something out (comprehensive) or does not explain how pieces in their proposal fit together (the educational program aligns with the budget—cohesive). The reviewers are also interested in reasonable answers; often applicants are excited to try many new things and this can be taken too far. Finally, remember to showcase the innovation in your charter school proposal whenever possible. Charter Schools are in existence for this reason.

Please note: The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased if your answers receive “Exceeds” or “Meets” score as indicated in the scoring rubric as set forth below.

Academics

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

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	180	7-10	15:1
Year 2	225	7-11	16:1
Year 3	270	7-12	16:1
Year 4	270	7-12	16:1
Year 5	270	7-12	16:1
At Capacity (Enrollment Cap)	270 (internal) 300 (external) Internal cap is to allow for sibling enrollment without having to get approval for increase	7-12	16:1

The Student / Teacher ratio includes Teachers, Trainers and Special education staff.

	Included	Meets—3	Partially Meets - 2	Not included
A. School Size	The applicant provides all of the required information.			The application does not provide the required information.
	← Satisfied		Not Satisfied →	

B. Mission. Note: The School shall report each year on implementation of its mission as set forth in the mission-specific indicator(s) as set forth in the Performance Framework, Academic Framework (see glossary).

B. State the mission or the driving force that guides this school proposal. The mission should answer questions such as: 1) what does your school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about your school? The best mission statements are clear, cohesive,

comprehensive, reasonable, and innovative, and have a focus on outputs rather than inputs.

Please provide your Mission statement here

Mission / Vision

Excellence Together!

A rigorous, team based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a student's emerging talent, energy and curiosity in a community centered facility. We prepare and expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well prepared for higher education. SAHQ Academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems.

VALUES

- **Trust yourself:** Who, not what, do you want to become? Regardless of what other people think.
- **Honor your team:** No one succeeds alone
- **Challenge the Norm:** Think outside the box
- **Don't listen to the naysayers:** Don't pay attention to those who say it can't be done
- **Work your butt off:** Start counting when it hurts
- **Give something back:** Be someone else's inspiration

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. School Mission	The mission statement incorporates all three questions above and therefore meets or exceeds the expectation by providing a clear, cohesive, comprehensive, reasonable, and innovative purpose for the school.	The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level by providing a clear and reasonable purpose for the school.	The mission statement does not adequately address the three questions above and therefore partially meets expectations.	The mission statement is inadequate or incomplete. --OR-- The application does not respond to this prompt.

Comments:

Meets

The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level.

The mission statement provided by the applicant answers the first of the required questions. 1) What does your school seek to accomplish? The applicant seeks to accomplish the following, "We prepare and

expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well prepared for higher education.” The mission statement provided by the applicant answers the second question. 2) How will it accomplish that? The applicant will accomplish the mission by ensuring that “SAHQ Academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems.” Further, the applicant states it will achieve its purpose by, “build[ing] relationships that maximize a student’s emerging talent, energy and curiosity in a community centered facility.” The applicant expanded on the meaning of “community centered facility” during the capacity interview, stating that the facility will be open year-round and students will be able to access their education and support year-round.

The applicant does not clearly answer what is innovative and unique about the school which is the third part of the mission question.

C. Indicators/Goal(s) Related to the School’s Mission. The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school’s ability to implement the school’s mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

For instance, if a school’s mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: The criteria for SMART Format is as follows:

- Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- Attainable. A goal should be challenging yet attainable and realistic.

- Rigorous. A goal should present the challenge of rigor.
- Time-Bound with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.

C.(1) Mission-Specific Indicators/goals *Required*

Identify and provide at least two mission-specific indicators/goals in the following section. Include the following key elements:

- First, ensure that the annual indicators/goals provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicators/goals. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.” NOTE: **Please see examples in the glossary or in Part A of this application.**

Goal/Indicator 1 related to School's Mission: Pacing and Wellness Goal (Foundational)

All SAHQ Academy students will have at least one Success Coach to monitor their progress towards graduation and to support their focus on living a healthy and balanced life.

Exceeds Standard: 100-85% of SA students will demonstrate progress on short cycle assessments.

Meets Standard: 84-75% of SA students will demonstrate progress on short cycle assessments.

Does not meet Standard: 69-50% of SA students will demonstrate progress on short cycle assessments.

Falls far below the standard: Less than 50% demonstrate progress.

Goal/Indicator 2 related to School's Mission: College and Career Goal (Applied)

SAHQ Academy students will meet or exceed all NMPED graduation requirements, complete the PSAT in the fall of their sophomore and junior year, take ACT or SAT by the end of their senior year and apply to at least five colleges or career opportunities.

Exceeds Standards: 100-85% of SA students meet graduation requirements, college and career objectives

Meets Standards: 84-70% of SA students meet graduation requirements, college and career objectives

Does not Meet Standards: 69-50% of students meet graduation requirements, college & career objectives

Falls Far Below Standard: <50% of students meet graduation requirements, college and career objectives

Other Mission-Specific Goals/indicators, if appropriate: Community and Business Goal (Experiential)

SAHQ Academy will use the skills they have learned to host or partner with at least two sporting events annually that engages families and contributes to the health and wellness of our community.

Exceeds Standards: 100-90% of SA students' families will participate in 1 community event each year

Meets Standards: 89-70% of SA students' families will participate in 1 community event each year

Does Not Meet Standard: 69-50% of SA students' families will participate in 1 community event each yr

Falls Far Below Standard: <50% of SA students' families will participate in 1 community event each year

Ranking	
← Satisfied	Not Satisfied →

	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet- 1
C.(1) Goal(s) Related to the School's Mission	The applicant includes all key elements in the indicators/goals provided. As such, the indicators/goals reflect the implementation of the school's mission, are in SMART format, and include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The applicant includes most of the key elements in the indicators/goals provided. As such, the indicators/goals may somewhat reflect the implementation of the school's mission, contain most elements of the SMART format, and attempt to include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The applicant includes some or a limited amount of the key elements in the indicators/goals. As such, what is provided may not reflect implementation of the school's mission, may not be written in SMART format, and/or the measures and metrics provided are unclear.	The applicant's response to the indicators/goals are inadequate or incomplete. --OR-- The applicant does not state indicators/goals.

Comments:

Partially Meets

The applicant includes some of the key elements in the indicators/goals.

Goal 1 is not specific as there is no mention of what assessments, in what subjects will be given, when or to whom. The applicant submits a goal simply stating that students will show progress but not indicating how much or by what measurement. This goal is neither measurable nor rigorous. Without dates for assessments and action taken from data analysis there is no time bound aspect to the goal. It is unclear how this goal reflects implementation of the mission. The applicant provides limited information regarding the connection between this assessment and "...their progress towards graduation and to support their focus on living a healthy and balanced life."

Goal 2 has reference to college testing such as PSAT, ACT or SAT but the goal lacks measurement, and rigor. The goal is not measurable as there is no indication of what score a student must make on the college entrance exam to meet or exceed standard. The goal lacks rigor as the meeting of requirements for graduation is a state requirement and isn't appropriate for a supplemental school goal. In addition the goal states "... and apply to at least five colleges or career opportunities. The measurement is one of counting rather than one requiring rigor.

Goal 3 contains no academic rigor as the measurement is to attend a community sporting activity. The goal as written is not specific, the goal states, "...to host or partner with at least two sporting events annually that engages families and contributes to the health and wellness of our community," it is unclear whether students are expected to contribute one or two events per year. The goal states two but the metric for exceeds is one, "...Exceeds Standards: 100-90% of SA students' families will participate in 1 community event each year. The goal is not time bound as the only guideline for completion is "per year."

While the goals provided by the applicant somewhat reflect the mission of the school, for example it is

not clear how the short cycle assessments in goal 1 will measure “living a healthy and balanced life,” and in goal 3 it is not clear how attending a sporting event will promote the health and wellness of the community, none of the goals, as written, are sufficient to warrant a meets rating as none of them are entirely in SMART format.

There was limited clarity provided around the goals during the capacity interview. When asked about the measurement and rigor of the goals the school suggested they hoped to see a year’s worth of growth on short cycle assessments and that all students should be on track to graduation. The applicants provided no further information on the missing elements of SMART format within the submitted goals.

The applicant included measures and metrics for the indicator, using a clear table to identify the percentages that will constitute “exceeding standards,” “meeting standards,” “not meeting standards,” and “falling far below standards.” What’s missing is clarity regarding the measurement to the mission of the proposed school.

C.(2) Provide a clear, comprehensive, cohesive, and reasonable rationale for the indicators/goals developed. In that rationale, offer a detailed plan, and specific methods of assessment to be used annually for the indicators/goals listed above. It is best to use an assessment developed by experts outside of the school (i.e. Discovery short cycle assessment) rather than using grades provided by teachers in the classroom.

Our team based system is personal with strong cross-accountability measures as you would see in a well-coached sports program. It has three strategic levels to ensure the breadth, depth and extension of our student’s knowledge. Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they’ve acquired.

1. *Foundational Knowledge: Digital delivery, dynamically grouped classes, high dosage tutoring*
2. *Applied Knowledge: Cross curricular project based learning*
3. *Experiential Knowledge: Service work, shadowing, mentoring, internships, entrepreneurship*

Rationale for Goal/Indicator 1: Pacing and Wellness Goal (Foundational)

All SAHQ Academy students will have at least one Success Coach to monitor their progress towards graduation and to support their focus on living a healthy and balanced life.

- *Success Coaches will assist each student in their personal wellness and academic goals and remain with them until they graduate from SAHQ Academy. Their goal is to build strong relationships, provide consistent accountability and insure adequate resources are available for a student to achieve their goals.*
- ***Rationale:*** *Positive teacher-student relationships improve a student’s motivation and desire to learn (Wentzel 1998; Pajares & Graham 1996; Ryal, Stiller & Lynch 1994). Intervention studies aimed at improving academic outcomes for low income students showed that positive relationships between students and teachers improved GPA over the course of five months. (Murray & Malmgren 2005). Motivational theorists suggest that students’ perception of their relationship with their teacher is essential in motivating students to perform well (Bandura 1997;*

Fan & Williams 2010) According to the CDC and a multitude of studies they cite, healthy students are better learners.

- *SAHQ Academy founders believe that students are not only intellectual but also social and emotional beings, and they are still developing the full range of intellectual, social and emotional skills. As they enter high school and gain greater autonomy over what, when and how they study and learn, motivation plays a critical role in guiding the direction, intensity, persistence and quality of the learning habits they develop.*

Creating a personal, communicative and positive climate can energize students, spur creativity and inspire them to interact with their own intelligence as well as those around them. Each student-athlete brings different strengths and talents to a team. Although they are all taught the same skills, they contribute differently and in ways that are aligned with their abilities. When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn. (Theory and Research based Principles of learning)

Methods of Assessment: *NWEA Maps Testing 3x per year*

Healthy, well balanced students who are being appropriately supported should be making academic gains. To monitor this, we will measure academic growth using NWEA Map short cycle assessments. Success Coaches will also track student data for personal and academic goals through the student's portfolio, test results, stakeholders meetings, real-time data derived from their online coursework as well as feedback from the professional team (other teachers). We will track this data at least three times per year (beginning, middle and end of the school year)

Rationale for Goal/Indicator 2: College and Career Goal (Applied)

SAHQ Academy students will meet or exceed all NMPED graduation requirements, complete the PSAT in the fall of their sophomore and junior year, take ACT or SAT by the end of their senior year and apply to at least five colleges or career opportunities.

- **Rationale:** *SAHQ Academy is a life prep school. We will prepare our student-athletes for higher education or careers regardless of what form that might take and we want them to have as many opportunities available upon graduation as possible. As a required test for admission to most schools, we have chosen to focus on the ACT and the SAT, however, we realize that there are many dimensions of college success and preparedness that are not measured by these exams, therefore we also have the students maintain a portfolio and complete a capstone project. This portfolio and project will demonstrate not only what the students have learned but how they have applied that knowledge to something meaningful to them.*
- **Methods of Assessments:** *On time Test Completion; College and Career applications submitted We will continuously monitor a student's progress towards graduation, test performance and college and career interest and applications. As a school, we will track and compare student's grades, standardized test performance, AP test performance, SAT and ACT scores and college admission, attendance and graduation data. As the baseline numbers are established, we will look for ways to increase the positive outcomes school-wide.*

Rationale for Other Indicators/goals, if appropriate: Community and Business Goal (Experiential)

SAHQ Academy will use the skills they have learned to host or partner with at least two sporting events annually that engages families and contributes to the health and wellness of our community.

- Rationale:** *Learning cannot be limited to coursework and a student's impact cannot exist solely within the school walls. What we learn has more to do with how it will positively affect our families and our community than what grade we received in a class. In order to explore what it means to be a leader, how you can organize like-minded individuals to make a difference and how your academic, athletic, financial, social, and organizational skill can be used to create something bigger than yourself, we will take on at least two projects during the year that will utilize the talents of our SAHQ family and positively impact the community at large.*
- One project that has already been discussed with County Commissioner Maggie Hart Stebbins is a large youth and adult basketball tournament called "The Hunger Games" to be played the weekend following Thanksgiving. This event is intended to collect food for local charities and draw awareness to the food insecurities our NM children face.*
- Methods of Assessment:** *Participation of students and families tracked and recorded As part of the event planning process, students will be involved in tracking volunteerism and attendance of each event. Every student, family and staff member will be identified with their participation level noted and recorded. The data collected on students, families and staff will be used to determine if our goals have been met. Each student will include the academic, social and personal impact of the event in their Student Portfolio. We will also formulate feedback methods to discuss the ways to measure and increase the event's impact in subsequent years.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet- 1
C.(2) Rationale for Goal(s) Related to School's Mission	The school provides a clear, comprehensive, cohesive, and reasonable rationale , for their goal/indicators as related to their mission. The school provides a detailed plan , and specific methods of assessment to be used annually for the indicators/goals listed above.	The school provides a clear and reasonable rationale for their goal/indicators as related to their mission. The school provides a plan , and methods of assessment for the indicators/goals listed above.	The school provides a general rationale for its indicators/goals as related to their mission. The school provides a limited plan , and may or may not offer general methods of assessment for the indicators/goals listed above.	The school provides an inadequate or incomplete rationale for indicators/goals as related to their mission. --OR-- The application does not provide a rationale for indicators/goals as related to their mission. The school provides an incomplete and inadequate plan and methods of assessment for the indicators/goals listed above.
Comments:				
Partially Meets				
The applicant provides general rationale for their goal/indicators as related to their mission.				

Specifically for the first goal/indicator the applicant states, “When students find positive value in a learning goal or activity, expect to successfully achieve a desired learning outcome, and perceive support from their environment, they are likely to be strongly motivated to learn. (Theory and Research based Principles of learning”) The school hopes to measure motivation through short cycle assessments three times per year using NWEA MAPS testing. The metric is as follows, Meets Standard: 84-75% of SA students will demonstrate progress on short cycle assessments. It is unclear how MAPS testing will gauge “... progress towards graduation and to support their focus on living a healthy and balanced life.” Additionally, the applicant does not provide any rationale to connect this indicator/goal to the mission.

For the second goal/indicator the applicant states, “SAHQ Academy is a life prep school. We will prepare our student-athletes for higher education or careers regardless of what form that might take and we want them to have as many opportunities available upon graduation as possible.” The applicant will measure this goal by, “As a school, we will track and compare student’s grades, standardized test performance, AP test performance, SAT and ACT scores and college admission, attendance and graduation data.” It is unclear what score on the college preparatory testing will meet or exceed the metric provided by the applicant. Furthermore, this goal requires seniors to apply to 5 colleges or career opportunities. It is unclear how applying for these will be a measure of success.

For the third goal/indicator the applicant states, “Learning cannot be limited to coursework and a student’s impact cannot exist solely within the school walls... we will take on at least two projects during the year that will utilize the talents of our SAHQ family and positively impact the community at large.” The school proposes to measure this goal by, “As part of the event planning process, students will be involved in tracking volunteerism and attendance of each event. Every student, family and staff member will be identified with their participation level noted and recorded. The data collected on students, families and staff will be used to determine if our goals have been met.”

The applicant provides a limited plan, and methods of assessment for the indicators/goals listed above.

For goal #1 there are questions as to the specific academic content the MAPS testing will cover, who will be tested or when the testing will occur. There is also concern that this testing is not related to the specific goal or mission as it is difficult to determine how the measurement of MAPS testing will gauge student wellness.

For goal #2 the use of college preparatory testing with no target score included in the metric makes this goal problematic in its ability to measure the mission stated goal of college/career readiness. Additionally, the goal requires students to apply for either 5 colleges or careers. It is problematic to use an application as a measure of success.

For goal #3 the plan is limited as there is no specificity regarding the events or the timeframe for completion. In addition, there is a discrepancy between the stated goal and the metric. The goal states the student will host or partner in two sporting events, the metric for exceeds states that the student will participate in one per year.

D. Curriculum, Instructional Program, Student Performance Standards.

D.(1) Provide a description of a curriculum and instructional program with the potential to raise the achievement of the intended student population. The description provided must be research-based,

clear, comprehensive, cohesive, reasonable, and innovative, and clearly align with the New Mexico Common Core State Standards, and the school's mission.

If approved, the PEC recommends one semester's curriculum to be fully completed by the charter school during the planning year and approved before commencement of operations is approved.

Curriculum, Instructional Program, student performance standards OR Timeline for Development Process

Please see Appendix A for course scope and sequence.

SAHQ Academy will offer a sports science focused, blended curriculum and utilize a three tiered educational system that is aligned with our mission specific goals and weaves fitness, nutrition and personal wellness into the school's cultural fabric.

We have a proven curriculum fully aligned with New Mexico content standards and Common Core and already proven to get exceptional results in New Mexico. The digitally delivered core, AP and elective coursework will be purchased from Edgenuity, the same curriculum utilized by Taos Academy and Rio Rancho Cyber, both "A" rated schools providing a blended model of education. Edgenuity courses embed the principles of universal design for learning incorporating multiple means of representation, expression and engagement to meet all students' individual needs.

With an instructional model grounded in research, Edgenuity offers fully aligned courses developed by experts in the fields of online learning, neuroscience, educational psychology and instructional design. Classes provide rigorous content with embedded supports and scaffolds in every lesson to ensure all students can be successful. Even those students who are far below grade level work with age appropriate content and are provided extra supports.

Teachers at SAHQ Academy will support the online curriculum with face to face, dynamically grouped classes and high dosage tutoring. Open source digital curriculum like "KAHN Academy" will be used to support individual advancement and remediation on topic. Our entire SAHQ Academy staff will enhance the base curriculum to integrate sports science and project based learning with year one planning being completed by May of 2016. Year two enhancements will be outlined during the spring of 2017 taking into consideration what was gleaned from year one.

Each year, the curriculum will be evaluated for its effectiveness. Our educators, including new hires, will discuss, plan, develop, integrate and refine teaching strategies and introduce current and relevant material. By July of subsequent years, the curriculum will be finalized.

Individualized Learning:

In order to provide an education that is meeting the needs of each individual, SAHQ Academy will emphasize the input of all stakeholder into the development of a student's course map. Once a student is enrolled, they will be given a baseline assessment.

After the baseline assessment results are available, a stakeholder's interview will be scheduled so that parents, students and staff can become acquainted. Members of the SAHQ Academy staff will utilized motivation interviewing techniques to expose students' ambitions and possible barriers to their success. We place a great deal of importance on getting to know the student as an individual, understanding their goals, strengths, weaknesses and personal experiences that have helped or hindered their achievements in the past.

Once this process is complete, students will create the first entry into their living yearbook where they will record themselves vocalizing their goals, hopes and dreams and how they intend to achieve them. These entries will be made at least three times per year and be integrated into their student portfolio.

Staff will analyze the information gathered through the stakeholder's interview and design a schedule and team placement that offers the highest potential for success. This schedule will include a course map that will define classes and timelines for achieving the student's individual goals. If someone would like to attend Harvard upon graduation, their course map and timeline will look different than someone wanting to attend CNM or open their own business. This plan will always align with NM State standards but is fluid and can be modified at any time by the student and their Success Coach.

The development of SAHQ Academy is based on the precept that a student's intrinsic motivation determines, directs and sustains what they do to learn. Performance = Habit + drive. Applying the athletic model to the student's learning environment allows for the development and rehearsal of fundamental skills until they are automatic, guided by coaches who are personally invested in their success. The ability to apply these skills in a meaningful way and integrating them into their life experience creates a feeling of pride and enjoyment.

Minimum Acceptable Standard:

Utilizing information derived from a student's stakeholders meeting, a course map is completed that includes the student's Minimum Acceptable Standard for each subject. In most traditional schools, the lowest acceptable standard is a D-, no matter what the ability of the student might be. "D's get Diplomas" is a popular saying. Not at SAHQ Academy.

Setting a Minimum Acceptable Standard ensures that each student stays on track to meet their goals and is not permitted to perform at a level that is incongruent with their capacity. To begin a course, it is determined what the expectations will be for each student. This expectation is established by the stakeholders by discussing the student's goals, strengths, weaknesses and past performance record. If it is determined that Student X should be able to complete the course at a "B" level or above, that student's Minimum Acceptable Standard is set at 80%. All work must be completed with a "B" or above or be repeated. A student's Minimum Acceptable Standard can vary by subject or even by course. This standard encourages students to complete their work properly the first time without adding any burden to the teacher. If a student has to repeat a section due to an academic shortcoming, the teacher can address the specific subject matter by providing the necessary support. Technology provides the data necessary to make that determination.

Although digital delivery allows for a great deal of flexibility to a responsible student-athlete, it is expected that everyone stay on pace to complete their work on time. Additional seat time is required for those who fail to maintain pace.

SAHQ Teams: Academic and Professional

Academic teams consist of at least one Success Coach, 25 or less students and a volunteer team parent. (Our goal is establish teams of 15) The teams have the opportunity to meet daily to address needs and set the tone for the day. The teams function as a unit with goals and accountability measures built in, especially for attendance and each individual's progress towards graduation. A student's Academic

team and Success Coach stay together through graduation, supporting one another in their pursuit of college placement.

The Professional Team consists of all instructional staff. To address student needs, outcomes and agendas, the teachers meet each morning and on Wednesday afternoons. This Professional Team sets goals and works to achieve them together. They develop strategies and share ideas to help support one another with the work they have to accomplish as a school and within their own Academic Team.

SAHQ Academy's Three Tiered System:

The development of SAHQ Academy is based on the precept that a students' intrinsic motivation determines, directs and sustains what they do to learn. For most athletes, sports and close relationships provide that motivation. Similar to the Paideia approach, applying the athletic model to the student's learning environment allows for:

- The development and rehearsal of fundamental skills until they are automatic (Tier 1), guided by Coaches who are personally invested in their success.*
- The ability to apply these skills in a meaningful way (Tier 2) and*
- Integrating them into their life experience (Tier 3) creates a feeling of pride and enjoyment.*
- Recognition of achievements and repeated goal-setting maintains that motivation.*

Our team based system is personal with strong cross-accountability measures as you would see in a well-coached sports program. It has three strategic levels to ensure the breadth, depth and extension of our student's knowledge. Students must develop not only the component skills and knowledge necessary to perform complex tasks, they must also practice combining and integrating them to develop greater fluency and automaticity. Finally, students must learn when and how to apply the skills and knowledge they learn.

Foundational Knowledge: Digital delivery, dynamically grouped classes, high dosage tutoring

Applied Knowledge: Cross curricular project based learning

Experiential Knowledge: Service work, shadowing, mentoring, internships, entrepreneurship

Tier 1 : Foundational Knowledge

A student's grasp of fundamentals are foundational to higher learning at every level. Without the proper foundation, they will crumble under the weight of high standards and expectations. It is our job to prepare them properly then push them further than they would go on their own.

Every student's course map starts with Foundational Knowledge in order to provide them with the fundamentals needed to grasp in depth and abstract concepts. This portion of their education involves online coursework, dynamically grouped classes and individual or small group tutoring.

The completion of the online coursework is sufficient to meet all state standards and qualify a student for graduation in New Mexico, however, it is not enough to earn a diploma from SAHQ Academy.

Our curriculum is built for content mastery, not simply course completion, and provides a unique environment for individualized learning and assessment. With a student's minimum acceptable standard in place, each one moves through a course stopping only to address their individual needs, insuring the fundamentals of each course are adequately understood before moving forward. In order for teachers to introduce more complex projects to solidify learning, it is very important to complete foundational work

at a proficient level. For example, a student should be literate in Algebra before taking Biology and Geometry before taking Chemistry.

Technology allows students 24/7 access to their coursework while tracking, grading and evaluating each student's performance in real-time without the need for a teacher to spend hours grading papers. Parents are emailed progress reports each morning and can log in for more detailed information. This efficient use of technology frees a teacher to use his or her time in addressing specific needs of individual students.

Teachers utilize the formative and summative assessments embedded in the curriculum along with a student's goals to immediately address a student's need for support, enrichment or individual tutoring. This process is what we refer to as dynamic grouping. This is a personal environment that allows teachers to reinforce difficult concepts or take students deeper into course material. Classes are grouped by competencies, interests or need and are developed by the individual instructor.

Building the student's strong foundational base is just the first step. Coaching them to utilize those facts, developing their usefulness with their own intellect and creativity, applying them to problem solve and produce meaningful results is next. Then finally, you extend that knowledge into the workplace and use it to positively impact the community as a whole.

Tier 2 : Applied Knowledge

Applied Knowledge takes Foundational Knowledge and goes deeper. It is where the teacher's expertise, energy and creativity impact the students most directly and where sports, sports science, nutrition and performance can be used as lens to engage and motivate student athletes.

Foundational knowledge has a tendency to be completion oriented with repetition being the primary tool used to build capacity. Baseline skills are necessary for deeper thinking but do not, in and of themselves, provide a student with the ability to fully understand, retain and apply the subject matter.

A 2013 LFC report found that 77% of New Mexico students who completed Algebra II still needed to take remedial math their first year in college and 42% of those who completed trigonometry in high school needed remedial work. SAHQ Academy will provide an environment that not only teaches the broad based standards required by the state, but goes deeper; reinforcing the skills with meaningful application and stimulating the mind in a manner that supports long term memory.

Applied learning builds on the foundational knowledge – it's where learning starts to make sense. SAHQ Academy's approach provides a unique opportunity for teachers to develop classes and projects that take learning deeper, support and challenge a student's foundational knowledge and provides opportunities for them to interact with their own intelligence as well as their peers.

Teachers will utilize the assessment data and their understanding of the student's personality, interests and goals to develop cross curricular, applied learning projects that provide depth and meaning to the skills the students have acquired.

This three tiered approach frees teachers from performing the role of being the "source" of all knowledge and they become a "resource" for knowledge, allowing a student to take ownership of their own education.

Applied Knowledge encourages the students to interact with a group and expands their ability to discuss, debate and build on one another's ideas. Learning doesn't always occur as the result of instruction; it's often spontaneous and happens through the creative free flow of social interaction and thought where being right isn't the objective. Cooperative learning experiences can be powerful and productive where ideas are shared and filtered by a group, fully engaged in the outcome and not their own performance.

In other words, students are practicing the essential competencies to begin employment and will continue to adapt and expand their capabilities through a working lifetime.

Tier 3 : Experiential Knowledge

Experiential Knowledge takes Applied Knowledge into the real world where students are introduced to the concept of knowledge merging with capital and the opportunities it provides. It challenges the students to take the skills they've acquired and apply time in the community and the workplace as a volunteer, apprentice, intern or business owner.

SAHQ Academy will utilize service learning, shadowing, presentation, debate, internships, etc to extend each student's capabilities. Mentors will be sought for both teachers and students to engage them with professionals within our community who have successfully applied their academic and personal skills to their profession. Students who have entrepreneurial tendencies, as many athletes do, will be encouraged and supported.

Nutrition/Fitness/Wellness

An important component of SAHQ Academy woven into the daily routine is the attention paid to physical and emotional health and wellness. Beyond the academic benchmarks, nutrition education, daily workouts and time set aside to address individual social and emotional health plays a vital role in the school's culture.

If students or teachers are struggling with their health, learning and teaching becomes difficult. SAHQ Academy will provide a social network of individuals and teams that recognize and support students and staff as they develop healthy habits. Our team based system creates an environment that supports the individual and puts team members in a position to be aware of and respond to those personal needs.

Simply having a facility that is open long hours and on weekends provides our SAHQ community access to supportive programs and people.

Recognition:

Recognition of achievements and repeated goal-setting maintains students and staff motivation. We believe that our goals should be SMART-ER, to include Exciting and Recognized. SAHQ Academy goals will be well defined, stakeholders energized and motivated to "win" by achieving the desired outcome with results measured and posted for all to see.

Individual, team and school successes will be celebrated and a regular part of our weekly agenda. Assemblies, newsletters, websites, social media as well as simple notes and photos will be used to recognize the efforts, attitudes and achievements of our SAHQ Family.

Student Portfolio:

Each SAHQ Academy student will be required to keep a Student Portfolio. When completed, the Portfolios will be a clear portrait of a student's interests, personal, athletic and academic accomplishments, scholarly abilities, technical, applied and athletic skills and abilities, thoughts and attitudes towards their future, independent and critical thinking acumen, research skills, and a detailed account of their college and career choice process.

The Portfolio is a living document that will be used throughout the student's tenure, guided by their Success Coach. It is a self-correcting project with numerous points of intervention to ensure student success. At the core of the Portfolio's development are the stakeholder's meetings, the course map and the student's progress towards graduation.

Please see the Appendix A3 for the Student Portfolio Draft.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(1) Academic Program & Curriculum	<p>The description provided has the potential to raise the achievement of the intended student population. What is provided is research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly aligns with CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided and described a clear, comprehensive, and reasonable timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS,</p>	<p>The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided a clear timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description provided is limited and does not support or partially supports CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided a limited timeline and plan for its development, including limited identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description OR the timeline provided is incomplete or inadequate.</p> <p>--OR--</p> <p>The application does not respond to this prompt.</p>

	NM Content Standards, and the school's mission.			
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant does not appear to have fully developed a curriculum by the time the application was submitted and has therefore provided a limited description of the instructional program and partially supports CCSS and NM Content Standards.</p> <p>The applicant has presented a curriculum framework that incorporates a three tiered approach. The blended learning model, including Edgenuity, along with identified minimal acceptable standards and academic teams and monitoring are presented as the bulk of the educational materials. This material is considered to be what the applicant calls tier 1 instruction. The applicant provides a scope and sequence for the blended learning curriculum which will be utilized as tier 1, foundational knowledge, but there is no scope and sequence provided for the second or third tiers mentioned in the applicant's response. It is unclear whether the Edgenuity curriculum is aligned with CCSS from the material presented in the attached appendix.</p> <p>The curriculum not fully developed in that there is no curriculum for the second or third tiers described in the applicant's response. The applicant states, "Our entire SAHQ Academy staff will enhance the base curriculum to integrate sports science and project based learning with year one planning being completed by May of 2016."</p> <p>Tier 2 instruction is referred to as applied knowledge by the applicant. The applicant indicates that this is a point in which the classroom teacher would begin to create curriculum to support tier 1. There is no information provided in this section that speaks to a timeline for creation of this curriculum as it was not provided in the attached appendix.</p> <p>Tier 3 instruction is referred to as experiential knowledge by the applicant. The applicant states that this is the point in which project-based learning will occur. There is no information provided in this section that speaks to a timeline for creation of this curriculum as it was not provided in the attached appendix.</p> <p>The applicant stated during the capacity interview that missing curriculum would be created by teachers and coaches in conjunction with determined student needs during the school year.</p> <p>The applicant provided a limited timeline and plan for the development of the second and third tiers of the curriculum, with limited identification of responsible staff (entire SAQH Academy staff) and only one final deadline for completing the curriculum, but no timelines along the way. The applicant has not sufficiently identified how these curriculum tiers will support and align with CCSS, NM Content Standard.</p>				

D.(2) Substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. (Required if a curriculum program is provided)

Research/Data

Please see Appendix A2 for complete, detailed efficacy studies on Edgenuity curriculum. The studies are summarized below.

You can find more studies online at <http://www.edgenuity.com/the-difference/efficacy/>

Rio Rancho Cyber Academy

Results demonstrated that RRCA students excelled academically in their Edgenuity coursework. Further, students outperformed their state peers on the NMSBA and ACT. This study provided evidence from multiple measures that participation in Edgenuity courses had a positive impact on students' achievement.

Carpe Diem High School – Yuma, AZ

When 2012 AIMS HS Reading and Math Test data were examined, results confirmed that tenth-grade CDCHS students' scores outpaced the state average for Arizona schools (see Graph 2). Data revealed that 11percent more CDCHS tenth graders passed the AIMS HS Reading and Math Tests than their state peers.

Lufkin, Texas

Students who participated in Edgenuity courses made significant improvements on the TAKS Mathematics test. The percentage of Edgenuity students who passed the TAKS Mathematics test more than doubled between 2011 and 2012. Furthermore, despite all being at risk, none of the students withdrew from school.

Barnsdall, Oklahoma

Early in the 2011–2012 school year, Principal Sayra Bryant noticed that a small group of students in the 8th grade math class were outperforming their peers. “They ran the risk of becoming bored with the curriculum, and the school did not have enough teachers to create a separate class for these five students,” Principal Bryant explains.

As a former Online Education Coordinator, she recognized the possibilities inherent in online learning, and the students who were scoring above grade level in math were placed in the 9th grade coursework—Algebra I—using Edgenuity.

“Edgenuity gave us the chance to serve every student, even our most advanced,” Principal Bryant says of the pilot program. “I wanted every high-performing student to have the opportunity to try his or her hardest. I wanted them to push themselves. Edgenuity helped with that.” Students were placed in a 55-minute computer lab during their math class, where they worked on the Edgenuity Algebra I curriculum. Their math teacher oversaw their work, and was able to provide extra, in-person support when necessary.

Central Texas

Students who participated in Edgenuity courses during both the 2010–2011 and 2011–2012 school years demonstrated significant improvements in performance on the TAKS assessments. As a result of these successful findings, the program was offered to 3,500 students during the 2012–2013 school year.

Wellness Philosophy

There is strong evidence that wellness plays an important role in improving student outcomes as well as a person's perception of their quality of life. Students that received full interventions for wellness

reported more commitment and attachment to school, better academic achievement and less misbehavior (Hawkins et al, 1999). Wellness practices focused on Social Emotional Learning have demonstrated significantly improved social and emotional skills, attitudes, behavior and academic performance. (Durlak et al., 2011)

According to a report entitled “Preventing Childhood Obesity Health in the Balance” by the Committee on Prevention of Obesity in Children and Youth, there is an epidemic of obesity in children and adolescents in all states and across socio-economic strata and ethnic groups. It has been ranked as a critical public health threat.

Childhood obesity involves immediate and long term risk to physical health as well as considerable economic costs. Many social norms have shifted in our lifetime including the number of hours parents work outside the home, the school food environment, more meals eaten out and the amount of time adolescents expend in school and leisure activities. Use of computers, video games and cell phones influence levels of physical activity for youth.

Proven methods for obesity prevention and life-long health are founded in supportive environments that promote consistent, daily physical activity, nutrition education and healthy food choices. SAHQ Academy integrates these measures into our daily routine.

Team Based Accountability / Strong Relationships

Positive teacher-student relationships improve a student’s motivation and desire to learn (Wentzel 1998; Pajares & Graham 1996; Ryal, Stiller & Lynch 1994). Intervention studies aimed at improving academic outcomes for low income students showed that positive relationships between students and teachers improved GPA over the course of five months. (Murray & Malmgren 2005). Motivational theorists suggest that students’ perception of their relationship with their teacher is essential in motivating students to perform well (Bandura 1997; Fan & Williams 2010) According to the CDC and a multitude of studies they cite, healthy students are better learners.

SAHQ Academy is centered on developing strong personal relationships to improve all student's social emotional health and promote high academic performance. According to a national survey of middle and high school students, less than one third indicated that their school provided a caring, encouraging environment, and less than half reported that they had competencies such as empathy, conflict resolution and decision-making skills (Benson, 2006; cited in Durlak et al., 2011).

By strengthening students' social support networks and their skills in self-management, Social Emotional Learning can help to unleash the potential within academic environments to support students' well-being and success Researchers have documented the importance of caring teacher-student and student-student relationships in fostering students' commitment to school and in promoting academic success (e.g. Blum& Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009; cited in Durlak, et al., 2011). Safe and orderly environments that encourage and reinforce positive classroom behavior have been identified by research as one of the necessary conditions for academic achievement (Marzano, 2003).

Using small learning communities to meet individualized needs without segregating special needs students:

SAHQ Academy's unique academic approach allows teachers to individualize student’s curriculum while maintaining a unified method of delivery for all. A study by Ames McPartland of John Hopkins University

states that the flexible use of resources where the neediest students receive extra quality time and extra focused help is the best way to achieve high learning standards for all.

Academic Rigor Preparing Students for College:

SAHQ Academy will start from the first stakeholders meeting through matriculation steering the students towards college readiness and academic rigor. One test of a college preparation program is actual college enrollments, the second is the lack of remediation once enrolled. SAHQ Academy will use matriculation and remediation data to drive their curriculum.

According to the NACAC, the percentage of College admissions officials citing criteria as "considerably Important" in admissions decisions, the following information was provided:

- * College Prep Courses - 84%*
- * Class Rank: 42%*
- * SAT / AP scores: 39%*
- * Grades / GPA: 35%*
- * Essay Writing: 19%*
- * Work and extracurriculars: 4%*

Digital Delivery:

SAHQ Academy will use digital delivery to provide Foundational Knowledge and Increase instructional and administrative efficiencies.

- *Increased Efficiency:*
According to the Intelligent Campus, 2014 Q2 report, intelligent technologies that support real-time information delivery are increasing efficiencies on Campuses and enabling educators to lower costs and focus on educating students.
- *Preparing students for the workplace.*
E-learning has now been adopted and used by various companies to inform and educate both their employees and customers. Companies with large and spread out distribution chains use it to educate their sales staff about the latest product developments without the need of organizing physical onsite courses. Compliance has also been a big field of growth with banks using it to keep their staff's CPD levels up. Other areas of growth include staff development, where employees can learn valuable workplace skills.

Project Based Learning

SAHQ Academy integrates Project Based Learning into every student's curriculum to deepen the foundational knowledge and acquire applied knowledge. Studies comparing learning outcomes for students taught via project-based learning versus traditional instruction show that when implemented well, PBL increases long-term retention of content, helps students perform as well as or better than traditional learners in high-stakes tests, improves problem solving and collaboration skills, and improves students' attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009).

Fitness:

SAHQ Academy is committed to the health and wellness of the entire SAHQ Family, staff and students. Forget the term "dumb jocks." According to the latest research, that's an oxymoron. New findings from biology and education research show that regular exercise benefits the brain in numerous ways. Not only can regular workouts in the gym or on the playground improve attention span, memory, and learning, they can also reduce stress and the effects of attention-deficit hyperactivity disorder and even delay cognitive decline in old age. In short, staying in shape can make you smarter. "Memory retention and learning functions are all about brain cells actually changing, growing, and working better together,"

says John J. Ratey, clinical associate professor of psychiatry at Harvard Medical School and the author of Spark: The Revolutionary New Science of Exercise and the Brain. "Exercise creates the best environment for that process to occur."

Nutrition:

Nutrition and wellness represent one of SAHQ Academy's core values. The concepts of making healthy choices will be integrated into their daily routine. Increasingly, educators are finding that a healthy lifestyle promotes higher academic performance.

Two years ago, Anthony Elementary School, a K-5 school in Leavenworth, Kansas, implemented a health-oriented program for its 350 students, which requires that they exercise, eat more nutritious lunches, and take two vitamin-mineral supplements daily.

Before the program, Anthony was ranked ninth in standardized math tests and tenth in English exams in a district of ten schools. One year into the health program, the school's test scores rose to first in math and second in English. Student behavior also improved: Office referrals plummeted from 438 incidents in one year to 18. Additionally, the number of students who met the Presidential Fitness Standards rose from three to 40 in the first year.

Hunger and food insufficiency (including poor diets) in children are associated with poor behavioral and academic functioning (Source: Center for Disease Control, National Center for Chronic Disease Prevention and Health Promotion)

Experiential and Service Learning:

SAHQ Academy is committed to the third tier of our academic model experiential learning. An estimated 10.6 million students volunteered through their schools in 2004, according to the Corporation for National and Community Service -- up from 6.1 million in 1997 and just less than 1 million in 1984.

SAHQ Academy's academic third tier includes internships. Research supports the potential benefits of real-world experiences for increasing student engagement and helping make school more relevant to students' lives. Integrating academic and workplace experiences can even have potential positive impacts on students' earning potential later in life, and are key factors in making students ready for college and their future careers.

Teacher morale, competence and dynamic professional development:

SAHQ Academy cannot be successful without motivated, energized and committed teachers. The school is committed to developing and maintaining a positive work environment for teachers to effectively impact their student's lives, collaborate with other professionals and stretch and extend their own abilities through outside opportunities.

According to a University study of 2.5 million kids over 20 years by researchers, Raj Chetty and John Friedman of Harvard and John Rockoff of Columbia University, they found that effective teachers are linked not only to better academic outcomes for students but also many other positive life outcomes. The study findings indicate students of better teachers "are more likely to attend college, earn higher salaries, live in better neighborhoods, and save more for retirement," "They are also less likely to have children as teenagers."

This study reinforces and extends the view that the quality of teachers is extraordinarily important," said Eric Hanushek, a senior fellow at the Hoover Institution at Stanford University. "The findings show that it

really matters how good teachers are, not just in terms of achievement scores but also in terms of life outcome" If you leave a low value-added teacher in your school for 10 years, rather than replacing him with an average teacher, you are hypothetically talking about \$2.5 million in lost income [for her students]," Friedman said.

Blended Learning:

SAHQ Academy will use a dynamic and personalized approach to blended learning. Blended Learning is an emerging mode of delivery that utilizes both face to face instruction and digital delivery. Because of its promising outcomes, it has received attention from the education press and the foundation world.

In 2009, the US Department of Education published a meta-analysis of evidence based studies of K-12 and postsecondary online learning programs. The study reported that, "Students who took all or part of their class online performed better, on average, than those taking the same course through traditional face to face instruction."

According to 2012 edition of Keeping Pace with K-12 Online and Blended Learning, full time blended schools are the fastest growing sector.

Small Schools:

SAHQ Academy is designed to be a small school, building relationships and meeting student's individual needs. Research from 2011 from the non-profit, non-partisan MDRC organization on small schools of a similar scale shows significant positive impact on graduation rates when the personalization of an intimate learning environment is coupled with a strong mission focus and careful attention to continuous program improvement based on student performance data.

SAHQ Academy embraces the small school, data driven approach with a unified theme of personalized learning and personal accountability.

Studies by the Institute for research and reform in education; John Hopkins and University of Michigan suggests that the largest leak in the educational pipeline where most students fall off, occurs in the transition between the 9th and 10th grade. Fewer than 20% of those students who fail to get promoted go on to graduate. Small learning communities that provide self-contained groups of students who take classes together from interdisciplinary teacher teams have emerged as the potentially most effective approach in combating this trend.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Research/Data	The applicant provides clearly defined research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides some research and data that appears to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The school provided incomplete or inadequate research or data. --OR-- The application does not respond to this prompt.

Comments:

Not Rated

Because the applicant has not provided a fully developed curriculum program, this area should not be rated, however, it is worth noting the applicant provides some research to substantiate how the curriculum and instructional program will help the proposed school achieve high outcomes for students.

The applicant arranges short narratives around the following topics:

- Team Based Accountability / Strong Relationships
- Using small learning communities to meet individualized needs without segregating special needs students:
- Academic Rigor Preparing Students for College:
- Digital Delivery:
- Project based learning
- Fitness
- Nutrition
- Experiential and service learning
- Teacher morale, competence and dynamic professional development
- Blended learning
- Small schools

The applicant's data and research that is less than clear as the material presented relies heavily on narrative rather than quantifiable evidence or application of cited strategies. For each of the short narratives mentioned above the school stops short at relating itself to the indicated research associated with the topic. There is little indication from the presented evidence how the school compares to the example or how it will implement the variety of modalities cited. There is no indication from what is presented how the applicant will ensure high outcomes for students through the school's programming.

D.(3) Provide a **clear, comprehensive, and reasonable** Scope and Sequence that **clearly** aligns with the description of the curriculum and instructional program and is aligned with the school's mission. Insert Course Scope and Sequence as Appendix A. (Required if a curriculum and academic program are provided)

Scope and Sequence

Please See Appendix A for the scope and sequence.

All SAHQ Academy courses are aligned to the New Mexico Standards and Common Core. Our curriculum is currently being used in three New Mexico schools that have all received "A"'s from the NMPED. SAHQ Academy teachers will enhance the curriculum with foundational support, applied projects and experiential work that reflect our focus on Sports Science, Health and Wellness and Community involvement.

Although we are a life prep school with a college focus, we recognize there are many students wanting to enter the workforce upon graduation. Courses will be developed for work related certifications in areas such as Personal Training and Officiating. These sports related fields offer income potential as a career or in conjunction with college attendance. The Student Graduate Portfolio will provide the documentation and preparation needed to apply for a job or start a business.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(3) Scope and Sequence	The school provides a clear, comprehensive, and reasonable Scope and Sequence that clearly aligns with the description of the curriculum and instructional program and is aligned with the school's mission.	The school provides a clear and reasonable Scope and Sequence that aligns with the description of the curriculum and instructional program and school mission.	The school provides a limited Scope and Sequence that partially aligns or does not align with the description of the curriculum and instructional program or mission.	The school provided an incomplete and inadequate Scope and Sequence. --OR-- The application does not provide a description of the school's Scope and Sequence.

Comments:

Not Rated

Because the applicant has not provided a fully developed curriculum program, this area should not be rated.

The Scope and Sequence that the school provides does not fully align with the description of the curriculum and instructional program or mission.

The associated scopes and sequences for the online core instruction are included in the appropriate appendix.

There is no scope and sequence associated with project based learning, or performance curriculum.

The school provided a three tier instructional model that includes the following:

Tier 1 - Foundational knowledge, this is accomplished through the Edgenuity online curriculum and scope and sequence for core classes and elective classes are provided as an appendix.

Tier 2 – Applied knowledge, this is accomplished through teacher intervention and teacher created curriculum in conjunction with the student's team academic coach. There is no scope and sequence, curriculum, or timeline for creation of this material provided.

Tier 3 – Experiential knowledge, this project based learning is accomplished through teacher intervention and teacher created curriculum in conjunction with the student's team academic coach. There is no scope and sequence, curriculum, or timeline for creation of this material provided.

As the scope and sequence provided by the applicant is incomplete, covering only one aspect of the indicated academic plan the provided answer does not meet the requirements for this question.

E. Graduation Requirements.

E.(1) Identify your school's proposed requirements for graduation, if applicable, and explain any

additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following link:

<http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

Graduation Requirements

SAHQ Academy will require students to earn at least 28 credits in order to graduate. In addition to meeting state requirements, SAHQ Academy will develop individual course maps that require additional credits in science, fitness and nutrition. The number of credits in a student's coursemap will depend on the individual college and career goals. These additional credits expose students to Sports Science and incorporate fitness and nutrition into their daily routine, encouraging habits that support life-long health and wellness and gives some a jump start on college credit.

NM High School Courses and Graduation Requirements

<i>English</i>	<i>4 units</i>
<i>Mathematics</i>	<i>4 units</i>
<i>Science (including 2 lab science courses)</i>	<i>3 units</i>
<i>Social Science</i>	<i>3.5 units</i>
<i>Physical Ed</i>	<i>1 unit</i>
<i>Health</i>	<i>.5 units (may be taken in MS)</i>
<i>Career / language</i>	<i>1 unit</i>
<i>Electives</i>	<i>7.5 units</i>

In addition, SAHQ Academy students will include the following in their personalized coursemap to reach the required credits, subject to the student's college and career goals,

Take the PSAT in grades 10 and 11 and the SAT or ACT prep course and test by grade 12

At least two years of a foreign Language

At least three years in Sports Science Lab

Completion of the Student Portfolio

At least two dual enrollment courses with a grade of C or higher

At least four years of SAHQ Academy's performance curriculum

All elective courses for credit must include 3 components.

- 1. Coursework and learning objectives*
- 2. Report or Test to establish competency*
- 3. Presentation of skills learned*

Students are expected to pass all components of the NM Competency Exam to be administered during the second semester of the sophomore year and during the junior and senior year.

Requirements for students with disabilities may vary depending upon their IEPs and determined pathway, or program, for graduation. The IEP Committee can also set Pass/Fail levels for students on a

Career Pathway for graduation. The New Mexico Alternative Performance Assessment (NMAPA) can serve as a graduation assessment for students who are graduating on the Ability Pathway. The IEP Committee can set the passing levels.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) (2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only	<p><i>Only applicable for high school proposals</i></p> <p>High school graduation requirements are clearly articulated and meet state requirements. Any change proposed by the school that vary from state minimum requirement are clearly explained.</p>			<p><i>Only applicable for high school proposals</i></p> <p>The application does not address graduation requirements.</p>
<p>Comments:</p> <p>Does Not Meet</p> <p>The application does not address graduation requirements that are clearly articulated and meet state requirements. There is lack of clarity around the required assessments and passing scores for the various pathways to graduation. The school provided limited information when questioned about this during the capacity interview. The applicant's response indicated an awareness of different pathways to graduation for special education students but little understanding of the requirements for such graduation certificates/diploma.</p> <p>An example of this apparent misunderstanding is found in this statement, "Students are expected to pass all components of the NM Competency Exam to be administered during the second semester of the sophomore year and during the junior and senior year."</p> <p>There is little clarity about what is being referred to here. When questioned further it became apparent the applicants were not sure what tests were required for graduation and at what grade level required assessments were administered.</p>				

F. Instruction.

F.(1) Provide a **clear, comprehensive, and cohesive** overview of the instructional strategies and methods to be implemented that **clearly** support and align with your school's mission, curriculum, instructional program and performance standards.

Instructional Strategies and Methods

SAHQ Academy's utilization of a blended curriculum is based on the philosophy that students' academic success can be optimized through smart use of data and technology side by side with personal, individualized face to face instruction by expert, passionate teachers in an environment that motivates and inspires them through sports.

Each student will be established with the following process:

- *Baseline testing at the time of enrollment*
- *Assigned a Success Coach*
- *Placed on an Academic Team*
- *Stakeholders meeting held to define their coursemap and minimum acceptable standards*
- *Parent portal is registered for access to student's performance data*
- *Student Graduate Portfolio is initiated*
- *Schedule is provided and online coursework is available 24/7*
- *Classes, Electives, projects, training and sports science schedule provided*

The guiding principle for school culture at SAHQ Academy is flexibility and individualization in exchange for personal accountability in a high expectation environment. The highly flexible, expandable and interactive program accommodates varying learning styles and facilitates differentiated instruction techniques.

Every student has a personalized learning plan or coursemap tailored to his or her particular learning requirements developed and refined by all stakeholders. This allows SAHQ Academy to be a fully inclusive school in which students receiving special education services, ELL, accelerated learners and those in need of academic intervention are all equal members of the SAHQ Family, tackling curriculum and interacting with their expertly trained teachers in the same ways as their peers. The flexibility of the curriculum and school environment means that any additional support services that students need can be provided with a minimum interruption to their overall, success focused SAHQ Academy routine.

At their unique SAHQ Academy campus, students will be guided by a dedicated staff that includes a Principal, a Special Education Coordinator, a professional team of Success Coaches and support staff, personal trainers and volunteers. Our facilities will accommodate the student's need for online access to curriculum, independent study, small group class work, projects, large group presentations and athletic training. Open spaces provide clear sightlines, natural lighting, and open work areas to allow staff to maintain visual contact with students while classrooms allow for teachers to openly discuss material without creating a distraction. The special curriculum strand focusing on Sports Science along with the onsite fitness center staffed with a personal trainer promote student and staff wellness and focus.

The SAHQ Academy instructional strategies and methods are built around each student, with the daily routine driven by data about his or her learning and activities designed to maximize both academic performance and social/emotional growth. Key elements include:

ENGAGING TECHNOLOGY FACILITATED CURRICULUM:

SAHQ Academy will use a high quality curriculum that has a proven record of success and produces strong academic results. Throughout the flexible school day and beyond, students can access their curriculum which allows them to work anywhere, anytime within the school campus and beyond - and produce a rich stream of learning data to guide every instructional decision.

BLENDED INSTRUCTIONAL MODEL:

As part of its flex approach to blended learning, SAHQ Academy combines the best of face to face and online teaching to maximize the impact of highly qualified teachers. The school's face to face teachers

work in small groups or individually to quickly address the data – documented needs of their students as well as the needs recognized by their professional instincts.

DATA POWERED INSTRUCTION WITH DYNAMIC DIFFERENTIATION:

As student's work through their engaging online curriculum, they generate rich streams of performance data that the school's professionals and certified teachers use to maximize a student's performance. Teachers use data on students to dynamically group students for intervention, enrichment, project work, labs, seminars and individual study. Students meet with their teachers individually and in small groups multiple times per week and are supported in their drive for academic excellence by their Success Coach.

PERSONALIZED LEARNING PLAN

This plan is developed collaboratively for each student by the staff with input from all stakeholders and guides the tailoring of curriculum and instruction aligned with their personal goals, to meet the student's individual needs. Special attention will be paid to meeting the special needs of students with disabilities and English Language Learners, whose Personalized Learning Plans will reflect necessary modifications and accommodations but who are otherwise fully integrated into the daily learning routines of the school.

COOPERATIVE LEARNING

Education Week defines cooperative learning as “A method of instruction that encourages students to work in small groups, learning material, then presenting what they have learned to other small groups. In doing so, they take responsibility for their own learning as well as their classmates.” SAHQ Academy values cooperative learning as it shifts the responsibility for learning from teachers to students and in the process creates a new dynamic where students feel empowered, motivated and eager to succeed on their own. SAHQ Academy seeks to give the students a voice while supporting their leadership skills, innovation and passion.

FLEXIBLE USE OF SPACE AND TIME:

Rather than rows of forward facing desks and teacher lectures, SAHQ Academy blended campus provides a combination of comfortable Team zones and inspiring subject specific classrooms where students and teachers meet in small groups and on one to engage in active learning. The school day maximized flexibility so the students who need more intensive intervention and direct instruction will get it, while students who are ready to move ahead can do so. SAHQ Academy also allows for time and space for special focus on elite sports performance training, community service, dual credit college courses, internships and family obligations.

SMALL CLASS DESIGN:

SAHQ Academy is small by design, serving no more than 300 students. Recent research on small schools show significant positive impact on graduation rates when an intimate learning environment is coupled with a strong mission focus and careful attention to continuous program improvement through the use of performance data. This intimate learning environment forms a year round support system and true learning community. Students, parents, teachers, administrators, staff and volunteers are all part of what we call the “SAHQ Family”, building relationships that inspire performance.

ACTIVE BODIES, ACTIVE MINDS:

SAHQ Academy is dedicated to the research based supposition that exercise helps ensure academic and emotional success for students while laying the foundation for lifelong health, combating the obesity and

chronic disease challenges facing many New Mexico youth. Neuroscience research tells us that exercise improves memory functions and relieves symptoms of depression. The SAHQ Academy campus has an on-site fitness center staffed by dedicated personal trainers. Each student is ensured a personalized exercise plan and a rich array of fitness options from yoga to sport specific skills work.

A COACH FOR EVERY STUDENT

In addition to highly qualified teachers in every subject, each student will be associated with an Academic Team lead by a Success Coach who constantly monitors and motivates them in their personal goals and progress towards graduation. The Success Coach and Academic Team stay together throughout their SAHQ Academy career and develop strong personal relationships with their teammates and their Coach; reinforcing the value of their contributions and holding them accountable to a group of peers. Beyond high school, navigating the college and career landscape can be overwhelming. SAHQ Academy will actively support student's endeavors beyond high school, recognizing their innate strengths and abilities, encouraging them to pursue excellence as they move forward.

EXPANDED LEARNING OPPORTUNITIES

Service Learning, internships, entrepreneurial support, dual credit, event planning and volunteerism are all vehicles that students can use to engage with their community and extend and strengthen the skills they have learned in the classroom. Experiential learning makes learning meaningful and real. Instead of learning material out of textbooks, students work to tackle real world problems. By fostering learning through doing, SAHQ Academy students will be developing the necessary skills to become leaders in their schools, their families and their communities.

PARENT AND FAMILY INVOLVEMENT

The term "SAHQ Family" extends to everyone who is invested in our children's success. SAHQ Academy seeks to make learning more engaging and relevant, motivating students to discover their own unique abilities and strive to be the best they are capable of becoming, regardless of their background. This requires support at all levels; at school, home, with peers and teammates. We believe that the SAHQ experience will produce community leaders and innovators and provide a center of activity that is welcoming to the entire family. We currently have and will continue to offer fitness classes for adults as well as nutritional guidance, welcoming siblings, cousins, friends and family at all of our SAHQ activities.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The school provides a clear, comprehensive, and cohesive overview of the instructional strategies and methods to be implemented that clearly support and align with the school's mission, curriculum, instructional program, and performance standards.	The school provides a clear overview of the instructional strategies and methods to be implemented that adequately support and align with the school's mission, curriculum, instructional program, and performance standards.	The school provides a limited overview of the instructional strategies and methods to be implemented that partially or do not support and align with the school's mission, curriculum, instructional program, and performance standards.	The school's overview of instructional strategies and methods is incomplete or inadequate. --OR-- The application does not address instructional strategies.

Comments:

Partially Meets

The applicant provides a limited overview of instructional strategies and methods to be implemented that partially support and align with the school's mission, curriculum, instructional program, and performance standards.

The applicant states, "SAHQ Academy's utilization of a blended curriculum is based on the philosophy that students' academic success can be optimized through smart use of data and technology side by side with personal, individualized face to face instruction by expert, passionate teachers in an environment that motivates and inspires them through sports."

The overview is limited as the section entitled "Expanded learning Opportunities" reflects on the "Service Learning, internships, entrepreneurial support, dual credit, event planning and volunteerism are all vehicles that students can use to engage with their community and extend and strengthen the skills they have learned in the classroom."

This section is mission oriented yet does little to describe how the various programs will be implemented in the school, at what grade levels, and through what credit mechanisms.

The instructional strategies partially support the academic achievement of the presumed demographic. In addition to the blended learning curriculum the applicant states that there will be academic coaching and a support team should a student fall behind. There is little indication at what point these supports will engage with the student.

F.(2) Provide a **clear, comprehensive and cohesive** explanation of how the proposed methods/strategies are effective with the target student population.

Effectiveness

SAHQ ACADEMY's primary target population are athletes who are motivated by sports.

By nature an athlete has certain traits that, if utilized, improve their academic performance and job prospects. These characteristics are integrated into SAHQ Academy's curriculum and method of instruction and help student-athletes to take on academics with the same passion as their sports, making it more relevant and engaging.

Teamwork: *They understand the team concept and like to bond with other athletes*

Active lifestyle: *Their bodies crave movement – Our curriculum integrates activity*

Performance acuity: *They train to perform – Our approach applies this to academics as well*

Thrive under pressure: *High expectations are the norm for competitive athletes*

Communication: *Teams can't function properly without good communication*

Quick Decision-making: *Athletes learn skills repetitively so they can process quickly*

Time management: *Athletes cannot waste time and accomplish their goals*

Training to win: *Athletes don't practice to be mediocre – The same goes for the classroom at SA*

Leadership: *Athletes have to lead in one aspect or another. Good coaches set them up for opportunities*

Ability to improvise to get a desired result: *The competitive circumstances change – the goal is the same*

Accept a challenge: *Coaches push athletes to be their best*

Accept your role: *The essence of a team is that everyone has a job and must do it to be successful*

Problem solving: *Nothing goes as planned, you have to adjust*

Getting along with teammates: You won't necessarily like everyone but you have to work together

Effort/Attitude: Two things you have complete control over – Effort and Attitude

Trust and Respect: The only two rules at SAHQ Academy

Choices affect others: When you don't take care of your responsibilities, others are affected

School first: Sports are a privilege, if you don't take care of your classwork, you don't play

Improves job prospects: Research by the Universities and Sport show that involvement in sports boosts employment prospects. "Employers have said that sporting students have the traits they are looking for, particularly an ability to balance their academic schedule with other commitments, teamwork and decision-making."

ANALYZING DATA TO DETERMINE EFFECTIVENESS

In addition the daily monitoring of a Success Coach, data from both Summative and Formative Assessments, formal and informal, will be collected and analyzed monthly to determine if students are making the expected progress. The data used will determine appropriate placement in skill groups in addition to evaluating students' strengths and weaknesses in the core content areas. The data from all assessments will be disaggregated to show a trend analysis for each student as well as a student composite to identify possible needs within our curriculum. SAHQ Academy will use the results of the data to drive instruction and support student goals. Adjustments will be made to the curriculum, instructional delivery and any other areas necessary to improve student achievement.

Ranking				
← Satisfied		Not Satisfied →		
F.(2) Effectiveness	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive and cohesive explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a clear explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a limited explanation of how the proposed methods/strategies are effective with the target student population.	The school provides an inadequate and/or incomplete explanation of how the proposed methods/strategies are effective with the target student population. --OR-- The school does not address the prompt.
Comments: <p>Does Not Meet</p> <p>The applicant states, "By nature an athlete has certain traits that, if utilized, improve their academic performance and job prospects. These characteristics are integrated into SAHQ Academy's curriculum and method of instruction and help student-athletes to take on academics with the same passion as their sports, making it more relevant and engaging."</p> <p>The applicant's proposal is that motivated students will strive to perform at their best personal level and seek coaching when falling short. The applicant states, "They train to perform – Our approach applies this to academics as well, and Coaches push athletes to be their best."</p>				

These are not instructional strategies and the applicant does not address instructional strategies and how they will be effective.

F.(3) Provide a **clear and comprehensive** description of how instruction will be differentiated based on identified student needs and provide **specific** examples.

Differentiated Instruction

For general education students who are presenting concerns, teachers will meet with the Professional team to develop strategies and enlist support. Interpersonal relationships and mentoring will always go hand in hand with any corrective action. Utilizing observation and data, teachers may employ techniques such as differentiation, scaffolding, small group instruction, cognitive strategies to aid the student in learning. The Professional team will set up systems of methodologies to address student needs that may include data based goals, reflection and review of instruction and methodology, differentiation of the instruction and other targeted interventions as well as formal and informal assessments. As recommended in the New Mexico PED "Response to Intervention Manual", the three tiered RTI approach can be implemented for both struggling and gifted students. The RTI model is as follows:

Tier I

In Tier 1, SAHQ Academy will ensure adequate universal screening in the areas of general health and well-being, language proficiency status and academic levels of proficiency has been completed for each student enrolled.

Within the classrooms, students will be assessed at the beginning of each year based upon Benchmark data for each grade level in each core content area that is developed by the school. In addition to progress that is being observed in the classroom, all students will be monitored three times per year utilizing short cycle assessments. Throughout the year student progress will be monitored and data will be collected to identify those who are struggling as well as areas within the curriculum that can be strengthened.

Struggling students will first receive assistance in this Tier through the use of universal interventions within the classroom. These interventions include small skill group or one on one instruction and behavior management strategies. The Success Coach as well as each individual teacher within the Professional team will continue to identify and address issues that are causing the student to struggle academically or behaviorally.

Tier II

The purpose of Tier 2 is to provide targeted, supplemental and individualized support for students who have not adequately responded to Tier 1 interventions. In Tier 2, SAHQ Academy will form a Student Assistance Team (SAT) that includes at least

- * The Student*
- * The Parent(s)*
- * The student's Success Coach*

In addition, specialists, such as speech therapists, special education teachers, bilingual education teachers, reading teachers, nurses or social workers can bring valuable needed perspectives and ideas to the team. A varying number of other individuals will serve on the team, depending on the types of concerns and expertise needed.

In addition to reviewing information collected at the Tier 1 level, the SAT shall address culture and acculturation, socioeconomic status, possible lack of appropriate instruction in reading or math, teaching and learning styles and instructional delivery mechanisms in order to rule out other possible causes of the student's educational difficulties. The SAT, at this level, may develop a written, individual SAT Intervention Plan or a Section 504 plan.

Based upon data that indicates the student has shown, over time, a significant deviation from their grade level peers and or persistent behavioral problems, a plan can be developed that includes more intense instruction that is provided individually or in small groups and occurs in addition to the general education curriculum. In the area of behavior, an assessment and intervention plan can be developed. If interventions are warranted, SAHQ Academy may consider the following interventions:

- * Limiting distractions in the student's learning space.*
- * Providing instruction in smaller groups*
- * Mentoring the student on additional learning and studying strategies*
- * Change scope and sequence of tasks*
- * Monitor student's progress more frequently*
- * Establish a written intervention plan with measurable outcomes*
- * Create a progress monitoring schedule using a variety of data gathering methods*

Tier 2 interventions will be used consistently for at least two months. After two months or less the SAT will reconvene for evaluation, determinations and refinement. Because referral to Tier 3 or special education is based on response to intervention data, SAHQ Academy will document the implementation of the interventions to insure consistency in the data that is collected as the progress is monitored.

Students with disabilities who do not qualify for special education services can be served at this tier through Section 504 accommodations plan. The SAHQ Academy SAT will be the Section 504 team as well. Academic Improvement Plans for students facing retention or have been retained are also the responsibility of the SAT in this Tier. When it is determined that a student has an obvious disability or a serious, urgent problem, the SAT shall address the student's needs promptly on an individualized basis, which may include a referral for a multi-disciplinary evaluation (Tier 3) to determine possible eligibility for special education and related services consistent with the requirements of Subsections D-F of 6.31.2.10(B) NMAC and federal regulations at 34CFR Sec. 300-300.

Tier III

If the student does not respond adequately to significant Tier II interventions, the student will be referred for a Multidisciplinary Evaluation to determine their need for special education services. Prior to the referral, the SAT will determine if the student has received instructions and interventions that are scientific and research based. Students identified with a disability are deemed eligible for special education and related services, and an IEP will be developed by the properly constituted team, pursuant to Subsection B of 6.31.2.11 NMAC and federal regulations at 34 CFR Sec. 300.321. Either a parent of a student or members of the SAHQ Academy SAT can initiate a request for an initial evaluation to determine if the student has a disability with the consent requirements in 34 CFR Sec 300.300 and NM AC 6.31.2.10.

If the student qualifies for special education services under the IDEA or the state criteria for gifted specially designed instruction and related services will be provided through an IEP. If the student does not qualify for special education services, he/she can return to the SAT team and continue to receive Tier II interventions or a Section 504 accommodation plan if appropriate. As one resource, SAHQ Academy will utilize PED manual, "The Student Assistance Team and the Three Tier Model of Student Intervention," guiding the implementation of the student intervention system.

Staff training will include:

- * Instructional and Behavioral Interventions*
- * Educational Plan for Student Success (EPSS): As required by NMAC6.30.2.9 implementations,*

SAHQ Academy's SAT will provide information to the EPSS team that will assist the team in identifying student needs and educational programs. As data analysis of student needs is analyzed and reviewed by the SAT for interventions and support, they will provide suggestions for strategies and activities to enhance academic improvement to the EPSS committee to benefit all students in the classroom

Ranking				
<div style="display: flex; justify-content: space-between; align-items: center;"> ← Satisfied Not Satisfied → </div>				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(3) Differentiated Instruction	The school provides a clear and comprehensive description of how instruction will be differentiated based on identified student needs and specific examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs and at least one specific example is provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs and no examples or inadequate examples are provided.	The school provides an incomplete and/or inadequate description of how instruction will be differentiated. --OR-- The application does not address differentiated instruction.
Comments: <p>Partially Meets</p> <p>The applicant has outlined a limited description for how instruction will be differentiated based on student needs. The applicant expounds on their proposed use of the RTI process, "For general education students who are presenting concerns, teachers will meet with the Professional team to develop strategies and enlist support. Interpersonal relationships and mentoring will always go hand in hand with any corrective action. Utilizing observation and data, teachers may employ techniques such as differentiation, scaffolding, small group instruction, cognitive strategies to aid the student in learning."</p> <p>The applicant does not describe how the RTI process will be used to differentiate instruction based on identified student need. Rather the applicant states students will be provided with "universal interventions" in Tier I, and a "written, individual SAT Intervention Plan or a Section 504 plan" in Tier II.</p> <p>The applicant provides a limited description of a process by which "SAHQ Academy's SAT will provide information to the EPSS team that will assist the team in identifying student needs and educational programs." As part of this process, the applicant proposes that the SAT will conduct "data analysis of</p>				

student needs” and “provide suggestions for strategies and activities to enhance academic improvement to the EPSS committee to benefit all students in the classroom.” While this description indicates the proposed school will use some data analysis to identify student needs, it does not provide sufficient to understand how the proposed school will differentiate instruction based on identified student needs.

Additionally, there are no examples provided to clarify the outlined processes.

G. Special Populations. This includes those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

G.(1) Special Education.

G.(1)(a) Provide a **clear, cohesive, and comprehensive** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ in special populations access to the general education curriculum.

Access to Services

SAHQ Academy will be fully inclusive - students receiving special education services, English Language Learners and those in need of academic intervention will all be equal members of the community, tracking curriculum through technology, their Success Coach and the Professional Team. They will interact with their teachers in the same manner as the mainstream students. The flexibility of an online curriculum and school environment means that any additional support services that a student may need can be provided with a minimum amount of interruption to the overall school routine.

For students who are in need of special education and ELL support, the school understands that it has a duty under federal and state law to provide a free and appropriate public education to children with disabilities who require special education, ELL and related services. SPED staffing and ancillary staff are supported in our budget.

During our planning year, SAHQ Academy will consult with appropriately trained individuals to assure the school adheres to and addresses all federal and state laws and regulations pertaining to special education students in addition to working with the curriculum to determine how student progress can be assessed, monitored and analyzed. SAHQ Academy will comply with all state and federal laws to insure all its enrolled students with special needs are properly identified and the appropriate services are delivered pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act of 2004 (IDEA), as amended and the IDEA implementing regulations, founding 34 CFR Part 300 (December 1, 2008).

Students enrolled at SAHQ Academy and previously identified as qualifying for special education services will receive the special education services outlined in their current IEP, which will be reviewed annually or sooner if requested by school staff or the parents. The student's eligibility will be reevaluated every three years or sooner if requested.

If an incoming student's IEP does not already reflect a blended learning environment, the stakeholders will meet to discuss blended learning and its ability to meet the student's needs in the least restrictive environment. When enrollment has been finalized, an IEP conference will be scheduled to revise the IEP and document the student's official change of placement.

For students who have not been identified as students in need of services, SAHQ Academy may use the Student Assistance Team process as outlined in the NMPED Student Assistance Team manual and NMPED Response to Intervention guidance document for general education students who demonstrate a need for education support for learning or behavior. SAHQ Academy, led by the Special Education / ELL Coordinator, will be responsible for developing, implementing, reviewing and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school.

At an IEP meeting, the Individualized Education Plan for a student will be developed by a team including the student, parents, general education and special education teachers, the Success Coach, and appropriate ancillary staff. The IEP will focus on academic, behavioral and / or social competence and will include therapies necessary to both help the student overcome difficulties in these areas and have as much access to the general education curriculum as appropriate and possible. The services, as required by IDEA, will be delivered in the least restrictive environment. The IEP will be reviewed annually or sooner if requested by the school staff or the parents.

To the maximum extent appropriate, students who qualify for special education services will be educated with non-disabled peers. Segregation or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that their needs in general education classes, even with modifications, accommodations and the use of supplementary aids and services cannot be satisfactorily met. The IEP Team will determine what services are needed, the level of service and where the service will occur for each student. SAHQ Academy will offer a continuum of services as required.

Section 504, the Americans with Disabilities Act, requires students with disabilities to be provided with a free, appropriate public education (FAPE). SAHQ Academy agrees to provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) Special Education	The school provides a clear, cohesive, and comprehensive explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a clear explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a limited explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides an incomplete and/or inadequate explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum. --OR-- The application does not address Special Education.
Comments:				

Does Not Meet

The applicant states it will comply with basic legal requirements, "To the maximum extent appropriate, students who qualify for special education services will be educated with non-disabled peers. Segregation or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that their needs in general education classes, even with modifications, accommodations and the use of supplementary aids and services cannot be satisfactorily met. The IEP Team will determine what services are needed, the level of service and where the service will occur for each student. SAHQ Academy will offer a continuum of services as required."

The applicant identifies that it has not yet identified or developed the practices or strategies the proposed school will employ to provide a continuum of services, instead stating "During our planning year, SAHQ Academy will consult with appropriately trained individuals to assure the school adheres to and addresses all federal and state laws and regulations pertaining to special education students in addition to working with the curriculum to determine how student progress can be assessed, monitored and analyzed."

In addition to providing limited information about the practices and strategies the proposed school will employ to provide a continuum of services, the applicant's response raises questions about the enrollment practices for students with IEPs. The applicant states, "If an incoming student's IEP does not already reflect a blended learning environment, the stakeholders will meet to discuss blended learning and its ability to meet the student's needs in the least restrictive environment. When enrollment has been finalized, an IEP conference will be scheduled to revise the IEP and document the student's official change of placement." This language indicates the proposed school may be planning to engage in enrollment practices that do not completely comply with statute and that may not ensure equal access for all students.

From the evidence provided by the applicant, it is difficult to determine if special education students will indeed have equal access to general education curriculum.

G.(1)(b) Provide a **clear, cohesive, and comprehensive** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

IEP Monitoring

In essence, all students at SAHQ Academy have an individualized education plan established by their coursemap with progress towards graduation monitored closely by their Success Coach and the entire Professional Team. Although this form of monitoring is very comprehensive, Special education and ELL students have an additional layer of support through the mechanism of IEP reporting and a dedicated SPED/ELL professional coordinator. As with other students, if they fall behind in pace and are not making appropriate progress towards graduation, the Professional Team will meet to discuss additional strategies, support or modifications needed to assist in getting the student back on track.

A special education / ELL student will have their coursemap formulated using the formal IEP as a guide. Progress towards graduation with all necessary accommodations and support will be mapped out and

paced in the same manner as every SAHQ Academy student. All students, including SPED / ELL will be required to produce a video yearbook within their Student Portfolio that expresses their goals, accomplishments and personal approach to reaching graduation.

If the student continues to struggle, his or her IEP may be re-evaluated. A special education student's IEP is generally re-evaluated to determine whether the student continues to be a child with a disability and continues to require the provision of special education services and / or related services. This re-evaluation will establish whether the student may have an additional or different disability, whether the student is not adequately progressing in achieving the goals and objectives set forth in his/her IEP and whether the student's current special education and related services are appropriate.

The determination to conduct or not conduct a re-evaluation that meets all the elements of an initial evaluation must be made by an IEP team. This should be done at the annual IEP meeting prior to the time the triennial evaluation would be due. In order to determine the scope of the re-evaluation, the IEP team must review existing data, current classroom observation and assessments, teacher and related service provider information and decide what assessments are or are not necessary for making the determinations set forth above.

Re-evaluations will be conducted if it is determined that the student's educational needs, including performance, warrant a re-evaluation or the parent or teacher requests a re-evaluation. Although a formal re-evaluation will not typically be held more than once every three years with formal testing, in essence, the student's needs are assessed, monitored and refined continuously. Parents or guardians will be provided with written notice. They will be provided documentation that states the determination and the reason for the determination, including the existing data reviewed, a summary of the student's current coursemap and progress towards graduation, a summary of staff observations, progress towards goals, summary of present levels of performance, results of any other assessments.

Ranking				
← Satisfied		Not Satisfied →		
G.(1)(b) Special Education	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, cohesive, and comprehensive description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a clear description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a limited description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides an incomplete and/or inadequate description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. --OR-- The application does not address the regular evaluation and monitoring of students with special needs.

Comments:

Partially Meets

The applicant provides a limited description of how the school will evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. The applicant states, "In essence, all students at SAHQ Academy have an individualized education plan established by their course map with progress towards graduation monitored closely by their Success Coach and the entire Professional Team. Although, this form of monitoring is very comprehensive, Special education and ELL students have an additional layer of support through the mechanism of IEP reporting and a dedicated SPED/ELL professional coordinator. As with other students, if they fall behind in pace and are not making appropriate progress towards graduation, the Professional Team will meet to discuss additional strategies, support or modifications needed to assist in getting the student back on track.

The response is limited in the description of the delivery and monitoring of services. There is no description of how often monitoring will take place or the specific duties of individuals on the IEP team. This limited response lacks timelines, goals and specific individuals involved in ensuring the success of this student population.

G.(1)(c) If applicable, provide a **clear, cohesive and comprehensive** plan for graduating students with special education needs that complies with federal and state regulations. (high schools only)

Graduation

SAHQ Academy's IEP team will work in collaboration to determine the most appropriate program of study for graduation based upon the students' needs and impact of the disability. Based on this information, the IEP team will select from the four New Mexico approved graduation options.

- 1. Standard Graduation Option*
- 2. Career Readiness Option*
- 3. Ability Alternative Option (NMAPA)*
- 4. Certificate of transition*

Regardless of a students' pathway, SAHQ Academy's unique system provides special education students with the SPED staff and services, a personal Success Coach and Academic Team whose primary responsibility is to ensure that the student stays on track to graduate on time. This effort is not left to an IEP, but part of the student's daily priorities and routine.

Ranking				
← Satisfied		Not Satisfied →		
G.(1)(c) Special Education	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	High Schools Only	High Schools Only	High Schools Only	High Schools Only
	The school provides a clear, cohesive and comprehensive plan for graduating students with	The school provides a clear plan for graduating students with special education needs that	The school provides a limited plan for graduating students with special education needs.	The school provides an incomplete and/or inadequate plan for graduating students with special education needs. --OR--

	special education needs that complies with federal and state regulations.	complies with federal and state regulations.		The application does not address graduating students with special education needs.
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Comments:

Partially Meets

The applicant provides a limited plan for graduating students with special education needs. The applicant states, "SAHQ Academy's IEP team will work in collaboration to determine the most appropriate program of study for graduation based upon the students' needs and impact of the disability. Based on this information, the IEP team will select from the four New Mexico approved graduation options."

The applicant's response does not clearly identify 1) the criteria for determining the appropriate program to utilize that is appropriate for each student, 2) a timeline and identification of responsible parties to implement a plan for graduating students with special education needs that complies with federal and state regulations, 3) information on how the proposed school will ensure the plan complies with federal and state regulations.

There is also question at what point in the student's academic coursework this determination will take place.

G.(1)(d) Provides a **clear, cohesive and comprehensive** plan that addresses how the school will provide ancillary staff support for special need students

Address Staffing Needs

SAHQ Academy will seek teachers with dual licenses and multiple certifications. The number of special education staff will meet or exceed requirements for caseloads; this includes special education teachers and any ancillary staff needed to implement a student's IEP. The formula used for the proposed budget allows for 1.13 SPED teachers with a ration of 1:12 per session. Special education staff and service providers will be hired as employees or contracted privately. SAHQ Academy will contract with agencies that can supply ancillary service providers such as speech therapy, occupational therapy and diagnostic services. Special education teachers and ancillary staff will work closely with SAHQ Academy general education teachers to provide services and support in the general education classrooms. Special education staff may work in the general education classrooms with students and/or work with teachers on curriculum modifications, accommodations, instructional strategies, etc. Services to students will also be provided in smaller group or individual settings when appropriate.

Each SPED student is also a member of a small academic team and has a personal Success Coach devoted to their needs and progress towards graduation.

The school's first year budget will rely on general operating funds to support the special education programs in the first semester as we understand that IDEA-B funds are provided on a reimbursement basis and it will be unlikely that the school will be reimbursed prior to the second semester of operation. The school's Governing Council will ensure all required plans, documents and budget amendments are signed and submitted in a timely manner in order to expedite the allocation and reimbursement process.

Ranking

		Satisfied		Not Satisfied	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(d) Special Education		The school provides a clear, cohesive and comprehensive plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan fully addresses how the school will provide ancillary staff support.	The school provides a clear plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan adequately addresses how the school will provide ancillary staff support.	The school provides a limited plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan does not or minimally addresses how the school will provide ancillary staff support.	The school provides an incomplete and/or inadequate plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. --OR-- The application did not address budgeting, staffing, and ancillary services.

Comments:

Partially Meets

The applicant has provided a limited plan for providing and paying for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The applicant states, "SAHQ Academy will contract with agencies that can supply ancillary service providers such as speech therapy, occupational therapy and diagnostic services. Special education teachers and ancillary staff will work closely with SAHQ Academy general education teachers to provide services and support in the general education classrooms."

The plan minimally addresses how the school will contract for ancillary services. There is no indication in the narrative who will be contracted or how ancillary services will be determined.

G.(2) Students with Section 504 Accommodation Plans.

H.(2) Provide a **clear, comprehensive, and cohesive** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

Monitoring 504

SAHQ Academy protects all qualified students with disabilities, defined as those persons having a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment or is regarded as having such an impairment.

The components of evaluation assessment for Section 504 are determined by the type of disability suspected, data required to define the impact of the disability in the education environment, and the type of services/accommodations that may be needed. There are no evaluation requirements such as those which exist under IDEA. However, the evaluation will be sufficient to accurately and completely assess the nature and extent of the disability and the impact of the disability on the student's participation in the activity of learning and in school related activities. Section 504 services will be determined by the SAT team.

The decisions about 504 eligibility and services will be documented in the student's file, and if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the SAT Team. Procedural safeguards will be adhered to as required. SAHQ Academy may contract with independent contractors or agencies to provide ancillary services as determined by the student's IEP, the SAT or by the SAT in conjunction with a 504 plan.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(2) Students with Section 504 Plans	The school provides a clear, comprehensive, and cohesive description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a clear description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a limited description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides an incomplete and/or inadequate description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. --OR-- The application does not address Section 504 Plans.

Comments:

Does Not Meet

The applicant provides an inadequate description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. The applicant has indicated that the school will follow law regarding the evaluation of 504 plan students. The description of how they will follow law is inadequate as there is no specific plan to serve, evaluate, or monitor the progress and success of students with Section 504 Plans.

The applicant states, "SAHQ Academy may contract with independent contractors or agencies to provide ancillary services as determined by the student's IEP, the SAT or by the SAT in conjunction with a 504 plan."

This response does not identify specific timelines, action steps, or identification of who is responsible for documenting the services, providing services, or reviewing progress.

G.(3) English Language Learner (ELLs):

G.(3)(a) Provide a **clear, comprehensive, and cohesive** explanation of how English language learners will be identified.

Identifying ELL

All students enrolling at SAHQ Academy will be required to complete the Home Language Survey during the registration process. School staff will make the necessary efforts to assure that parents are aware of the language form and ELL assessments as well as the types of services SAHQ Academy provides for ELL students and families. Any student who uses a home language other than English is considered a language minority student and will be screened for language proficiency. Students whose first learned

language is not English or who speak another language most of the time will be screened for English Language proficiency.

Within the first month of the school year, SAHQ Academy will administer the ACCESS placement test to incoming students who may be designated as English Language Learners. The test will measure proficiency levels in each of the four language domains: Listening, Speaking, Reading and Writing. It will assist SAHQ Academy educators with the programmatic placement decision such as Rti strategies, ELL placement, developing language curricula and progress monitoring for ELL identified students. Students will be assessed annually for English proficiency.

English Language Learners (ELL) fall into three categories: (1) Students whose primary home language is other than English, (2) students from heritage language groups needing enrichment and further development in English while maintaining fluency in their heritage language, and (3) any other students needing enrichment and further development of academic English.

The goal of English as a second language programs shall be to enable limited English proficient students' equitable access to their curriculum by increasing their English language capacity in comprehension, speaking, reading and composition through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of the English language skills as well as mathematics, science and social studies, as integral parts of the academic goals for all students.

In order for an ELL to be exited from a language education instructional program, he or she must attain levels of English proficiency in speaking, reading, writing and comprehension so that the student will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of his/her English speaking peers. If an ELL scores full English proficiency on the English Language Development Assessment (ELDA) or equivalent, in listening, speaking, reading and writing, the school will no longer provide specialized language programs or services.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(a) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive explanation of how English language learners will be identified.	The school provides a clear explanation of how English language learners will be identified.	The school provides a limited explanation of how English language learners will be identified.	The school provides an inadequate and/or incomplete explanation of how English language learners will be identified. --OR-- The application does not address the identification of English Language Learners.
Comments:				
Does Not Meet				

The applicant provides an inadequate explanation of how English language learners will be identified. The applicant states, "All students enrolling at SAHQ Academy will be required to complete the Home Language Survey during the registration process. School staff will make the necessary efforts to assure that parents are aware of the language form and ELL assessments as well as the types of services SAHQ Academy provides for ELL students and families. Any student who uses a home language other than English is considered a language minority student and will be screened for language proficiency. Students whose [sic] first learned language is not English or who speak another language most of the time will be screened for English Language proficiency."

While the applicant states that the home language survey will be provided to all students during the registration process, followed by the ACCESS. They do not clearly articulate what the student must demonstrate in order to identify the need for support. For this reason, the response is not in alignment with BMEB Technical Assistance Manual for the identification of English Language Learners.

Furthermore, there is no indication of a process for the testing of students who may enter proposed school at a later date than the beginning of the school year.

There is some concern about the applicant's definition of proficiency, the applicant states, "If an ELL scores full English proficiency on the English Language Development Assessment (ELDA) or equivalent, in listening, speaking, reading and writing, the school will no longer provide specialized language programs or services."

This is contrary to federal and state law, which states that schools must monitor ELL students who have achieved FEP Fluent English Proficient for two years. A student who demonstrates academic difficulty may be reclassified back to ELL status.

In conclusion, the evidence presented in this section provides an inadequate representation of identification of ELL students.

G.(3)(b) Provide a **clear, comprehensive, and cohesive** explanation of how the school will provide services/supports to identified students.

Services

Educational programs that SAHQ Academy will provide for English Language Learners will be based on sound theory, ensure that ELLs will learn English in a timely manner and provide them with equal access to the full range of the school's academic programs and content that other students have.

When developing a specialized language program for ELLs, the school will foster collaboration among Administrators, teachers, counselors' staff, parents and volunteers who work with the school's ELL population. SAHQ Academy affirms that all students, regardless of language proficiency, will be provided the necessary curriculum and instruction to allow them to achieve the high standards set for all students in the school.

The Special Education / ELL Coordinator will maintain ELL Student's files, provide instructional consultation and modifications of lessons, assignments and assessments of ELL students. They will provide progress monitoring throughout the school year using various tools and measures. They will create and implement interventions based on student need and data from progress monitoring and stay

current on state legislation pertaining to ELL students. This teacher will also provide assistance within the classroom to the student if needed.

Within the classroom, the ESL teacher can provide support to the teacher in the areas of scaffolding, which is providing instruction to aid in student comprehension of content and objectives. This includes strategies and technology such as adjusting speech or providing appropriate background information and experiences to assist the students to grasp the content. In addition, other appropriate strategies will be used as a way to transcend language barriers including the use of visuals, assistive technology and demonstrations to communicate content and develop language skills. The approaches to ELL programs are multifaceted due to diverse student populations and variant language groups represented. Services provided for second language learners should be addressed as an instructional continuum, not as a wholly separate curriculum, and delivery should be dependent on the student's needs, focusing on the acquisition of content knowledge.

SAHQ Academy's unique methodology and flexible schedule provide ample opportunities for ELL instructors and teachers to identify a student's individual needs and formulate instructional time and resources to meet them. Beyond the human element to differentiated instruction, technology is a valuable tool, allowing a student access to their curriculum with language support 24/7. The use of technology provides valuable tools for ELLs as well as any student with unique learning styles such as translation tools, word prediction, text readers, screen readers, audio books and screen magnifiers.

For students who are in need of special education and ELL support, the school understands that it has a duty under federal and state law to provide a free and appropriate public education to children with disabilities who require special education, ELL and related services.

During its planning year, SAHQ Academy will consult with appropriately trained individuals to assure the school adheres to and addresses all federal and state laws and regulations pertaining to special education students in addition to working with the curriculum to determine how student progress can be assessed, monitored and analyzed. SAHQ Academy will comply with all state and federal laws to insure all its enrolled students with special needs are properly identified and the appropriate services are delivered pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American with Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Improvement Act of 2004 (IDEA), as amended and the IDEA implementing regulations, found in 34 CFR Part 300 (December 1, 2008).

Ranking				
← Satisfied		Not Satisfied →		
6 5 4 3 2 1	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school provides a clear, comprehensive, and cohesive explanation of how the school will provide services/supports to identified students.	The school provides a clear explanation of how the school will provide services/supports to identified students.	The school provides a limited explanation of how the school will provide services/supports to identified students.	The school provides an inadequate and/or incomplete explanation of how the school will provide services/supports to identified students. --OR-- The application does not address how the school will provide services/supports to identified students.
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Comments

Does Not Meet

The applicant provides an inadequate explanation of how the proposed school will provide services/supports to identified students.

The applicant states, "During its planning year, SAHQ Academy will consult with appropriately trained individuals to assure the school adheres to and addresses all federal and state laws and regulations pertaining to special education students in addition to working with the curriculum to determine how student progress can be assessed, monitored and analyzed."

This statement demonstrates the applicant has not developed any specific plan for how the school will provide services/supports to identified ELLs, but rather has indicated the processes for providing services will be developed at a later date.

The applicant also states, "SAHQ Academy's unique methodology and flexible schedule provide ample opportunities for ELL instructors and teachers to identify a student's individual needs and formulate instructional time and resources to meet them." This description does not provide any detail on how instructors will identify needs or provide services.

Additionally, the applicant indicates an assigned ESL teacher, "... will provide progress monitoring throughout the school year using various tools and measures. They will create and implement interventions based on student need and data from progress monitoring and stay current on state legislation pertaining to ELL students." This statement is unclear as there is no indication elsewhere in the application that the school will employ ESL teachers, or what the various tools, measures and interventions are.

In conclusion, the applicant's response in this section makes it difficult to understand how the school will provide services/supports to identified students.

G.(3)(c) Provide a **clear, comprehensive, and cohesive** description of how instruction will be differentiated or sheltered based on identified ELL student needs. Please include relevant examples.

Differentiated Instruction

In content-area courses, English language learners (ELLs) have a double challenge: they must learn language and content at the same time. ELLs may struggle in content-area courses such as literature, science, math, and social studies because they haven't acquired the literacy, language skills, or background knowledge necessary to master that new content knowledge. SAHQ Academy's unique methodology and flexible schedule provide ample opportunities for ELL instructors and teachers to identify a student's individual needs and formulate instructional time and resources to meet them. ELL programming can include small group or individualized instruction built into a student's regular class schedule. Beyond the human element to differentiated instruction, technology can provide access to curriculum with language support 24/7.

For digital delivery coursework, varying degrees of curricular supports can be built in. For classwork or project based learning, the teacher will first establish a common lesson objective for the majority. Adaptations to this lesson, called "differentiation", can then be made for ELLs and other special needs. The connection between differentiation and sheltering techniques from which teachers wishing to differentiate instruction for ELLs at varying levels of English proficiency may draw.

ESOL is an approach to teaching content area subject matter through specific teaching techniques to homogeneous language leveled groups. These techniques facilitate learning a second language through content area curriculum. Teachers use challenging materials at appropriate reading levels, which help students acquire the content, as well as vocabulary in the target language. The teacher uses clear concrete language with plenty of visuals, supporting clues and relevant teaching strategies combined with appropriate manipulatives allowing the students to have real world experiences. Teachers control their speech speed and vocabulary and use few idiomatic expressions. In order to be productive, the material or task is not being watered down but restructured, reconceived, or simplified in linguistic demands such that the learner can be actively involved in the learning.

Below is an example of Differentiated Instruction for ELLs in a Secondary English Classroom.

Base activity: Designed for native-English speaking students

- *Students will read the complete Maya Angelou poem, "And Still I Rise" and then write a paragraph to describe the speaker's tone, citing evidence from the poem to support their argument.*

Differentiated activity: Designed for non-native English speaking students

- *Content Activity: Provide ELLs an abridged version of the poem with only stanzas 1 and 8. Selected words and word phrases will be glossed in margin notes, such as: "bitter, twisted" and "trod".*
- *Explanation: These are print modifications. Shortening the length of the material but retaining its authenticity is especially important for teaching tone. The word selection by the author will be analyzed as it is crucial in creating tone. Unfamiliar words are glossed as word strings or chunks by the teacher, since ELLs often do not have enough language or context understanding to select the correct definition from a dictionary. Many vocabulary items are loaded with connotation that depend upon cultural knowledge and cannot be understood through a dictionary denotation.*

Process Activity:

- *Play these two stanzas (the first and last) only on audio for the whole class to hear the way the poet reads her work. ELLs will work on the writing with a partner.*

- *Explanation: These are scaffolding techniques, designed to create more access to the content. By playing the poem as read by the author, much of the emotion and tone will come through, transcending limited vocabulary knowledge. By being able to work with a partner, the ELL will have an opportunity to negotiate meaning, thus supporting understanding. At this point, students who share a common first language will discuss the task, a principle of culturally responsive teaching.*

Product Activity:

- *ELLs will concentrate on the meaning of tone in the poem by writing several sentences, which will be supported through the use of sentence starters and a word bank.*
- *Explanation: The adaptations here minimize the linguistic load of the activity while allowing ELLs to participate in arriving at the main understandings of their peers. The word banks direct the learner to descriptive adjectives, which are useful to focus on when writing about tone or characterization. By highlighting several lines of the text that show the speaker's tone, students can focus on the writing rather than attempting to understand the entire passage.*

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(c) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of how instruction will be differentiated or sheltered based on identified student needs. Relevant examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs. Examples are provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs, Limited or inadequate examples are provided.	The school provides an incomplete or inadequate description of how instruction will be differentiated based on identified student needs. --OR-- The application does not address differentiated or sheltered instruction for English Language Learners.

Comments:

Partially Meets

The applicant provides a limited description of how instruction will be differentiated based on identified student needs.

There is an example lesson plan associated with this question that indicates an inadequate understanding of appropriate ELL strategies:

“Differentiated activity: Designed for non-native English speaking students

- Content Activity: Provide ELLs an abridged version of the poem with only stanzas 1 and 8. Selected words and word phrases will be glossed in margin notes, such as: “bitter, twisted” and “trod”.
- Explanation: These are print modifications. Shortening the length of the material but retaining its authenticity is especially important for teaching tone. The word selection by the author will be analyzed as it is crucial in creating tone. Unfamiliar words are glossed as word strings or chunks by the teacher, since ELLs often do not have enough language or context understanding to select the correct

definition from a dictionary. Many vocabulary items are loaded with connotation that depend upon cultural knowledge and cannot be understood through a dictionary denotation.”

The applicant’s response does not identify when supports would be initiated and how they would shift at different language proficiency levels. In addition, the applicant does not provide information to understand how this lesson plan with differentiation strategies would be executed in the context of an online learning curriculum.

The applicant states, “For digital delivery coursework, varying degrees of curricular supports can be built in. For classwork or project based learning, the teacher will first establish a common lesson objective for the majority. Adaptations to this lesson, called “differentiation”, can then be made for ELLs and other special needs.” The applicant does not provide any detail to understand how adaptations will be developed or how they will be based on identified student needs or how curricular supports will be built into the digital coursework.

In conclusion, the applicant has provided an unclear strategy for differentiation and an inadequate example of how the proposed school will serve identified students in a blended learning school environment.

G.(3)(d) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners.

Monitoring

The Special Education / ELL Coordinator will maintain ELL student files; provide instructional consultation and modification of lessons, assignments and assessments of ELL students; provide progress monitoring throughout the school year using various tools and measures; create and implement interventions based on student need and data from progress monitoring; and stay current on state legislation pertaining to ELL students. The school will conduct the required ongoing assessments of progress and improvements in English proficiency for its ELL students. All mandated state tests for ELL students will be administered as required by law.

The goal of English as a second language programs shall be to enable limited English proficient students’ equitable access to their curriculum by increasing their English language capacity in comprehension, speaking, reading and composition through the integrated use of second language methods. The English as a second language program shall emphasize the mastery of the English language skills as well as mathematics, science and social studies, as integral parts of the academic goals for all students. SAHQ Academy’s unique system will provide educators with rich data to evaluate where an ELL is progressing and where they need extra support. Student’s needs can be supported individually, providing them with customized lessons to address language deficiencies.

In order for an ELL to be exited from a language education instructional program, he or she must attain levels of English proficiency in speaking, reading, writing and comprehension so that the student will be able to meaningfully participate in general education classes and reach levels of academic achievement commensurate with that of his/her English speaking peers. If an ELL scores full English proficiency on the English Language Development Assessment (ELDA) or equivalent, in listening, speaking, reading and writing, the school will no longer provide specialized language programs or services.

All students, including ELL and others with special needs, will be have a Success Coach that they meet with daily and is responsible for tracking the student's progress towards graduation and insuring that the necessary steps are taken to keep the students on pace. When support is needed, the entire Professional team will work with the Success Coach and student.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(d) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners.	The school provides a clear plan to regularly evaluate and monitor the progress of English language learners.	The school provides a limited plan to evaluate and monitor the progress of English language learners.	The school provides an incomplete and/or inadequate plan to evaluate and monitor the progress of English Language Learners. --OR-- The application does not address evaluating and monitoring the progress of English language learners.
<p>Comments:</p> <p>Does Not Meet</p> <p>The applicant has provided an inadequate plan to regularly evaluate and monitor the progress of ELLs. The applicant states, the Special Education / ELL Coordinator will “provide progress monitoring throughout the school year using various tools and measures” and the “school will conduct the required ongoing assessments of progress and improvements in English proficiency for its ELL students.” The applicant does not describe how the Special Education / ELL Coordinator will provide progress monitoring, what tools and measures the Coordinator will use, or timelines that will govern a monitoring process.</p> <p>Additionally, the applicant does not demonstrate it understands the requirement to continue monitoring students who test proficient for two year. Specifically, the applicant states “If an ELL scores full English proficiency on the English Language Development Assessment (ELDA) or equivalent, in listening, speaking, reading and writing, the school will no longer provide specialized language programs or services.”</p>				

G.(3)(e) Provides a **clear, comprehensive, and cohesive** description of how the school will budget and staff to meet the needs of ELLs.

Staffing

SAHQ Academy will have on site a full time Special Education / ELL Coordinator. In addition, as reflected in our budget, the school will contract with ancillary staff necessary to meet our student's needs. SAHQ Academy will seek teachers who are dual licensed and hold multiple certifications.

ELL and other students with special needs are surrounded by staff members invested in their success. In addition to the ELL Coordinator, each student has a Success Coach they meet with daily and a Professional team to provide both the Success Coach and student necessary support and resources.

SAHQ Academy will be fully inclusive - students receiving special education services, English Language Learners and those in need of academic intervention will all be equal members of the community, tracking curriculum through technology, their Success Coach and the Professional Team. They will interact with their teachers in the same ways as the mainstream students. The flexibility of an online curriculum and school environment means that any additional support services that a student may need can be provided with a minimum amount of interruption to the overall school routine.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(e) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a clear , description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a limited description of how it will budget and staff itself to meet the needs of ELLs.	The school provides an incomplete and/or inadequate description of how it will budget and staff itself to meet the needs of ELL students. --OR-- The budgeting and staffing does not meet the needs of ELLs.
Comments: <p>Partially Meets</p> <p>The applicant provides an incomplete description of how it will budget and staff itself to meet the needs of ELLs. The applicant has indicated that the staffing pattern includes an ELL administrator within the budget construction. "SAHQ Academy will have on site a full time Special Education / ELL Coordinator. In addition, as reflected in our budget, the school will contract with ancillary staff necessary to meet our student's needs. SAHQ Academy will seek teachers who are dual licensed and hold multiple certifications."</p> <p>There is no mention of budgeting for teacher development or other material items that will work to assist identified students. The only supports indicated are related to the blended learning program.</p>				

H. Assessment and Accountability. A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards as well as with the school's student performance indicators/goals, and should be presented along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should

include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., PARCC, SBA, Discovery, DRA, DIBELS, NWEA MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards.

H.(1) Provide a **clear, comprehensive, and cohesive plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Please provide **clear** evidence that the school has considered the common core standards, the state-mandated PARCC and SBA, the school's targeted student population, and how the assessments will be used to inform instruction.

Use of Assessments

Data from an array of assessments will be used by staff to continually adjust the curriculum and instruction for each student, not only to improve the capacity of our students but our teachers as well. The assessment approach will allow teachers to easily assign supplementary or enrichment assignments, change pacing or sequencing of lessons, or otherwise personalize the program. Online coursework is fully aligned to Common Core and New Mexico state standards. The applied learning developed by the instructional staff challenges students to raise the bar towards college prep standards as determined by ACT and SAT, addressing weaknesses that may arise in SBA and PARCC testing.

The assessment program measures student progress and improvement on a daily, weekly, monthly and annual basis. The ongoing performance assessment built into the program provides a constant stream of student data that the school and its teachers will use to dynamically differentiate instruction on a daily basis. Performance data drives intervention, remediation, acceleration and enrichment for each student on an individual and group basis.

To the extent that the state standardized test results are available for an incoming student, teachers will integrate these results into the student's portfolio and coursemap. This data will be used to track student progress from year to year and also within a year.

As part of the registration process, the teachers and administrators work with a student's stakeholders to determine their appropriate course placements. Baseline test results, previously completed courses, test scores, and other data will be taken into account at the stakeholders meeting.

SAHQ Academy will use a commercially available assessment, approved by the PED to gauge students' annual growth and help drive progress toward graduation, college and career readiness. Results will be analyzed and used by teachers to plan targeted lessons based on identified skill weaknesses. The school expects for each student to demonstrate at least a year of academic growth for a year in school, but aims higher. Students will participated in Maps short cycle assessments in August, December and post testing each May.

SAHQ Academy's curriculum include embedded summative and formative assessments into each course including quizzes, unit tests, midpoint and final exams. Portfolio and performance assessments will include written compositions, science lab reports, short answers, essays, book responses and a variety of work samples. These assessments require direct teacher evaluation rather than being machine graded.

In addition to embedded, performance based and short cycle assessments, SAHQ Academy will administer the PARCC in accordance with the law. Academic expectations in the curriculum will not only be aligned with Common Core, State Standards and the SBA, but also with ACT and SAT levels. The school is dedicated to meeting and exceeding all New Mexico standardized testing requirements.

Testing is just one aspect of the overall performance data available to the student and their stakeholders. Student data will be accessible for viewing by school staff, teachers and parents or guardians online at all times. Digital data is available in real time and parents will have their own username and password to use in viewing their student's grade book, exploring their student's curriculum and communicating with teachers and staff.

In addition to tracking the students' progress for in-house use, this data will be used for formal reporting to various stakeholders on the students' and the schools' instructional progress. School leadership will account for school progress against its student performance measures to all stakeholders including parents, the authorizer, the PED and the community periodically. The Governing Council will prepare an annual report of academic progress for distribution to all stakeholders as well as the submission to the school's authorizer.

Alongside the formative and summative assessments embedded in our curriculum, the following State mandated and teacher developed assessments will be applied.

<i>Grade</i>	<i>Assessment</i>	<i>Type</i>	<i>Frequency</i>	<i>Purpose</i>
<i>Registration</i>	<i>Placement exam</i>	<i>Formative</i>	<i>entrance</i>	<i>Proper placement</i>
<i>7/8</i>	<i>PARCC / SBA Reading, Math, Writing</i>	<i>Summative</i>	<i>Spring Semester</i>	<i>Tests student mastery of CCSS: school grades</i>
<i>7-11</i>	<i>MAPs</i>	<i>Formative</i>	<i>Aug / Dec / May</i>	<i>Baseline and progress</i>
<i>9-12</i>	<i>PARCC Reading, Math, Science</i>	<i>Summative</i>	<i>Spring Semester</i>	<i>Tests student master of CCSS: school grades</i>
<i>9-12</i>	<i>EOC Exams</i>	<i>Summative</i>	<i>End of course</i>	<i>Tests student mastery</i>

	<i>Writing, Social Studies</i>			<i>of course content</i>
<i>10-12</i>	<i>PSAT, SAT, ACT</i>	<i>Summative</i>	<i>PSAT: 10/11 SAT ACT : 11/12</i>	<i>Tests College Readiness</i>
<i>9-12</i>	<i>Accuplacer</i>	<i>Diagnostic</i>	<i>Prior to enrolling</i>	<i>Dual enrollment eligibility</i>
<i>7-12</i>	<i>Teacher developed interim tests</i>	<i>Formative</i>	<i>Variable</i>	<i>Tests course unit mastery</i>
<i>7-12</i>	<i>Teacher developed end of course exam</i>	<i>Formative</i>	<i>Variable</i>	<i>Tests course mastery</i>

Results that are made available to the school will be used to identify and address gaps in student learning and make adjustments to school curriculum. The Head Administrator and teaching staff will review the data and discuss ways to enhance pacing standards, differentiate lessons, remediate skills or content, refine dynamic groupings, identify students and teachers needing support, assess areas for professional development and communicate results and actions to the school's stakeholders.

Ranking					
← Satisfied		Not Satisfied →			
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1	
	The school provides a clear, comprehensive and cohesive plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Clear evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides a clear plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Some evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides a limited plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Limited or no evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school’s targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides an incomplete and/or inadequate assessment plan. --OR-- The application did not address plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.	
	Comments:				
	Meets				

The applicant provides a clear plan for assessments that will be used and a timeline for the administration of the assessments. "The school expects for each student to demonstrate at least a year of academic growth for a year in school, but aims higher. Students will participated[sic] in Maps short cycle assessments in August, December and post testing each May." The proposed plan indicates at what grade levels assessments will be given, the frequency of assessment, and PARCC and SBA dates are indicated.

There is an explanation of how the assessments will inform instruction, the school states, "To the extent that the state standardized test results are available for an incoming student, teachers will integrate these results into the student's portfolio and course map. This data will be used to track student progress from year to year and also within a year."

"As part of the registration process, the teachers and administrators work with a student's stakeholders to determine their appropriate course placements. Baseline test results, previously completed courses, test scores, and other data will be taken into account at the stakeholders meeting."

"Results that are made available to the school will be used to identify and address gaps in student learning and make adjustments to school curriculum. The Head Administrator and teaching staff will review the data and discuss ways to enhance pacing standards, differentiate lessons, remediate skills or content, refine dynamic groupings, identify students and teachers needing support, assess areas for professional development and communicate results and actions to the school's stakeholders."

There is some evidence that the school has considered the common core standards and PARCC/SBA assessments, though there is indication of the school administering a PARCC test for science which does not exist.

In conclusion, the applicant has put forth a clear plan, with some discrepancies, for assessments that will ensure students are making academic progress.

H. (2) Provides a **clear, comprehensive and cohesive** description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. A **complete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.

Individual and School-Wide Corrective Action

"Excellence Together" : SAHQ Academy has a shared philosophy of commitment, ownership, vision, mission and goals that promote a culture of excellence. Therefore, if SAHQ Academy falls short of achieving student academic goals or growth expectations as a school, all staff will demonstrate a sense of personal accountability for the professional role in school improvement.

The Corrective Action Plan will start with the Head Administrator meeting with the entire school staff three times per year, aligned with the short cycle assessments, to construct a corrective plan to improve the education program. These meetings will be scheduled to utilize data collected through short cycle assessments. SAHQ Academy's Professional Team will evaluate performance and collaborate to refine student services and support processes which would lead to the school-wide academic improvement.

This plan will utilize research based strategies, interventions and programs. School leadership will work with teachers and supply them with added Professional Development training in targeted areas to meet the specific needs of the school and individual improvement. The staff will develop processes to support and increase both vertical (within 1 subject) and horizontal (cross curricular) collaboration to bring about quality improvement.

The support for the school-wide Corrective Plan is based on a culture that embraces the need for continuous improvement. Weaknesses are identified through data analysis and with significant input from all stakeholders. The plan will be reviewed and updated three times per year by leadership, staff and stakeholders. School-wide performance updates will be posted on the school's website. All relevant data generated is collected, analyzed, communicated and utilized to guide improvement efforts at the school.

SAHQ Academy's schedule was designed to provide instructional staff with flexible time to plan, collaborate and address student's individual needs. Our Head Administrator is responsible for conducting frequent classroom observations in order to monitor instruction and to provide feedback and support to classroom teachers. Formal evaluations will identify areas of strength and / or deficiencies, providing valuable feedback needed to improve practices and provide appropriate professional development.

The Governing Board is responsible for evaluating the effectiveness of the school's Head Administrator. In the event that implemented strategies and efforts do not improve student achievement for two consecutive years, SAHQ Academy's Governing Board will work with the Head Administrator to develop an improvement plan to increase the effectiveness of instructional leadership at the school. The plan will be aligned to the goals of the charter and an approved performance contract.

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

.(2) Individual and School-wide Corrective Action	The school provides a clear, comprehensive and cohesive description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a clear description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. An adequate explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a limited description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A limited or incomplete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.
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Comments:

Partially Meets

The applicant provides a limited description of corrective actions that will take place if the school falls short of performance goals. There is indication of shared responsibility with the ultimate responsibility for student achievement falling to the head administrator. The plan does not indicate specifically when corrective actions would be initiated, or at what level of less than expected student achievement specific steps would be taken.

“This plan will utilize research based strategies, interventions and programs. School leadership[sic] will work with teachers and supply them with added Professional Development training in targeted areas to meet the specific needs of the school and individual improvement. The staff will develop processes to support and increase both vertical (within 1 subject) and horizontal (cross curricular) collaboration to bring about quality improvement.”

The applicant’s response is incomplete as the trigger mechanism for corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is not provided.

The applicant's response does not address the corrective actions that will be taken at the individual (remediation/at-risk student) level at all.

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Body, the school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

Reporting on Progress

Communicating expectations and performance data will be communicated to the Governing Board, SAHQ families and stakeholders and the community at large. Student, teacher and schoolwide data will be analyzed and tracked to continuously improve our performance.

The Head Administrator will review and analyze the short cycle assessment data for reporting and provide results to the Governing Board along with any corrective action plan developed by the Professional Team. The schoolwide results will also be shared with parents and the community through our website, newsletter, parent meetings and school sponsored events.

At an annual retreat, the Governing Board's Academic Efficacy Committee and SAHQ Academy staff will meet to assess the school's progress. This discussion will include mission specific goals, student outcomes, test results, school grades, professional development needs, school culture and teacher morale.

Student progress is reported daily to parents electronically and report cards documenting their progress will be sent at least four times per year. Student led stakeholders meetings will be held three times per year mirroring the short cycle assessment schedule. Students will review their own progress towards graduation with parents and teachers and discuss the successes and challenges they have faced in reaching their goals. Stakeholders meetings will be followed with an entry into the student's video yearbook. Prior to each meeting, students will ensure that their Portfolio is up to date and can be used to reflect on and demonstrate their accomplishments.

SAHQ Academy understands its obligation to submit student data through the STARS system to the Public Education Department several times during the school year and has included those responsibilities in the job descriptions. Further, SAHQ Academy is aware of the Public Education Commission authorized schools monitoring plan, the site visits that will be conducted at the school, and the renewal application process. SAHQ Academy is committed to being held accountable and will provide its authorizer all required assessment data.

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

H.(3) Reporting on Progress	The school provides a clear, comprehensive, and cohesive plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Body, the school's Authorizer, and the broader community.	The school provides a clear plan that explains how student assessment and progress will be appropriately communicated to parents and the school's Governing Body.	The school provided a limited plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The school provides an inadequate or incomplete plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application does not address the communication of student assessment and progress.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provides a limited plan for the reporting of data.</p> <p>The applicant provides a clear plan that explains how student assessment and progress will be appropriately communicated to parents. Specifically, the applicant states, "Student progress is reported daily to parents electronically and report cards documenting their progress will be sent at least four times per year. Student led stakeholders meetings will be held three times per year mirroring the short cycle assessment schedule. Students will review their own progress towards graduation with parents and teachers and discuss the successes and challenges[sic] they have faced in reaching their goals."</p> <p>In relation to reporting to the governing body, the applicant states "The Head Administrator will review and analyze the short cycle assessment data for reporting and provide results to the Governing Baard [sic] along with any corrective action plan developed by the Professional Team. " The applicant's response also states "at an annual retreat, the Governing Board's Academic Efficacy Committee and SAHQ Academy staff will meet to assess the school's progress. This discussion will include mission specific goals, student outcomes, test results, school grades, professional development needs, school culture and teacher morale."</p> <p>The limited plan outlined does not provide a clear timeline for when the head administrator will report to the governing body only that reports will be made; the response also does not identify the content of the reports.</p>				

Organization

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with your school's administration). Provide comprehensive "bylaws" or specifically explain how your governing

body will develop its governing documents or “bylaws” if not submitted with application. If complete, attach governing documents as Appendix B.

Governance Description

Please see Appendix B for complete Governing Council Policies, Procedures and Bylaws.

The operations of the Governance Council are fully supported in our proposed budget.

SAHQ Academy will be governed by a volunteer Governing Council whose collective role is to uphold the school mission and establish educational and operational policies as a Board of Finance. Additionally, the Governing Council will be responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill the school's obligations to the authorizer, the PED and the school's stakeholders. The Council will not be involved in the day to day operations of the school but delegate that responsibility to the Head Administrator giving them the authority to implement the charter contract and all approved policies and procedures.

One of the primary responsibilities of the Governing Council is to ensure the school is a fiscally solvent organization and to identify resources and safeguard assets to support the school in fulfilling its mission. The Governing Council will approve and annual budget, set salary schedules and spending priorities, monitor implementation of the budget, participate in fundraising, grant writing, volunteer recruitment and public relations. The Council will focus on the big picture by strategically planning and setting yearly goals for the school then analyzing school progress and making necessary policy adjustments. No members of the Governing Council will receive compensation from the school.

The Governing Council will have 5-15 members serving 4 year staggered terms to facilitate continuity and institutional memory. Initial Council members have been involved in the planning and development of the school representing a broad range of backgrounds, skills and expertise. New members of the Governing Council will likewise be committed to the SAHQ Academy mission and goals. They will strive to develop strong partnerships between the school and the local community that foster both student and community success.

SAHQ Academy will seek members that collectively constitute a wide range of backgrounds, knowledge and abilities. Council members will be selected based on their ability to contribute to the success of the school. Some examples of this expertise are:

- Educational Leadership*
- Legal*
- School finance*
- Organization and process*
- Sports*
- Higher education*
- Technology*
- Facilities planning*

Leadership positions include Chair, Treasurer and Secretary. Selection of officers of the Governing Council will occur at an open public meeting in every odd numbered fiscal year; the members of the Governing Council shall elect officers. The Chair shall convene and preside over regularly scheduled meetings or arrange for other members of the Board to step in. The Secretary shall be responsible for

keeping records of Council actions, including overseeing the taking of minutes and / or recording all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each Council member, and ensuring that records are maintained. The Treasurer shall chair the Finance and Audit Committees, assist in the preparation of the budget, help develop fundraising plans and make financial information available to the Governing Council, parents, stakeholders and the public.

The Council will establish the following working committees to provide a focus on different components of the school's programs.

- *School advisory council (parents / community)*
- *Finance*
- *Audit*
- *Academic Efficacy*
- *Council Development*
- *Ad hoc committees will be formed to address other areas as needed.*

The Governing Council will hire, oversee and annually evaluate the performance of the school's Head Administrator. The council officers and chairs of the committees will work closely with the Head Administrator in between monthly meetings to gather data and develop monthly agendas. The Head Administrator will attend every Council meeting and make a presentation.

The Head Administrator will lead the school's efforts to understand and interpret information on student achievement. On a quarterly basis and in alignment with student progress reports, a report will be provided to the Governing Council summarizing student performance on assessments, attendance, discipline trends, service learning and other information requested by the Council.

In alignment with the narrative above, the Governing Council will:

- * Maintain the public trust through ethical behavior*
- * Protect the legal interests of the charter school and set policy*
- * Preserve the vision / mission of the school*
- * Exercise sound legal and ethical practices and policies*
- * Ensure that the school adheres to health, safety, civil rights and disability rights requirements*
- * Manage liabilities wisely*
- * Ensure adequate resources and manage them effectively*
- * Advocate good external relations*
- * Engage the community, school districts, media, neighbors, parents and students*
- * Practice strategic planning and assess the organization's performance*

The Governing Council responsibilities include overall capital planning and decision making with guidance and input from the Head Administrator.

The Governing Council will meet regularly, approximately 10x per year, in open, public meetings to fulfill its duties. Special or emergency meetings shall be held as needed. All meetings involving a quorum of the GC will be noticed and conducted in accordance with the Open Meetings Act. The GC will keep written or digital or tape recorded minutes of all its meetings.

Upon approval of the charter, the Governing Council will embrace the roles and responsibilities of an effective school board. The founding members and inaugural Council will recruit members to form a

diverse and well balanced Governing Council, utilizing the Council Development Committee to maintain a perpetually committed and effective Council. Young adults, parents, coaches, business professionals and community members with a shared vision and the ability to contribute constructively will be encouraged to become involved with the Governing Council.

New members will be nominated by current board members and voted on during an open meeting of the Governing Council. However, prior to nomination, the candidate will engage in conversations about the school with both the Head Administrator and the existing Council members who will ensure there is no conflict of interest. The candidate will submit a letter of interest after attending at least one board meeting and reading the charter application to assess for themselves their own interest and ability to commit.

Any member of the Governing Council may at any time, resign by giving written notice to the Chair or Secretary. Members can be removed whenever it is in the best interest of the school such as if a member were to be convicted of a crime. This action item would be listed on a Council meeting agenda and voted on by the Governing Council.

More details on the process for electing board members, roles and responsibilities of officers and committees are included in the bylaws located in Appendix B

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(1) Governance Description	The school incorporates all key components of their governance structure, specifically outlining the roles and responsibilities of the GB members. The school provides comprehensive “bylaws” or specifically explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The school provides adequate “bylaws” or explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates some of the key components of their governance structure partially outlining the roles and responsibilities of the GB members. The school provides “bylaws” or somewhat explains how its governing body will develop its governing documents or “bylaws” if not submitted with application	The school provides an incomplete or inadequate outline of their governance structure. --OR-- The application does not address the governance structure.
Comments:				
Exceeds				
The applicant incorporates all key components of their governance structure specifically outlining the roles and responsibilities of the GB members.				

The applicant states the role of the governing body, "SAHQ Academy will be governed by a volunteer Governing Council whose collective role is to uphold the school mission and establish educational and operational policies as a Board of Finance. Additionally, the Governing Council will be responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill the school's obligations to the authorizer, the PED and the school's stakeholders."

The Governing Council will have leadership positions including Chair, Treasurer and Secretary. Selection of officers of the Governing Council will occur at an open public meeting in every odd numbered fiscal year; the members of the Governing Council shall elect officers.

The Governing Council will meet regularly, approximately 10 times per year, in open, public meetings to fulfill its duties.

The applicant has indicated the council will have "5-15 members serving 4 year staggered terms to facilitate continuity and institutional memory." The applicant provided a list of officers including "Chair, Treasurer and Secretary" with their roles and responsibilities. The applicant also identified it will "establish the following working committees to provide a focus on different components of the school's programs.

- School advisory council (parents / community)
- Finance
- Audit
- Academic Efficacy
- Council Development
- Ad hoc committees will be formed to address other areas as needed."

The applicant has provided comprehensive bylaws in appendix B as well.

A.(2) Provide a **compelling and relevant list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that your **membership reflects (or will reflect)** the diverse experiences and skills necessary to oversee all aspects of the school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school's compliance with legal obligations).

Description of Prospective Governance Expertise

The strength of SAHQ Academy is built upon a vision driven by exceptional people invested in the school's success. It is especially important as we establish the school initially but equally important to set up a detailed, quality processes that ensures its long term viability.

The expertise represented within SAHQ Academy's Governing Council will reflect the school's mission and are be filled by individuals who are personally invested the schools success. One of our goals regarding council membership and diversity is to build team around the school's process needs with individuals who have a passion for service. Identification and recruitment of new council members is a long-term process and takes fidelity to a step-by-step approach. Upon approval of the charter proposal, the founding

members will form a Council Development Committee to identify and recruit additional members to this vital role.

SAHQ Academy will seek new members that collectively constitute a wide range of backgrounds, knowledge and abilities. Council members will be selected based on their ability to contribute to the success of the school. Some examples of this expertise are:

- *Parent(s) of current SA student*
- *Educational Leadership*
- *Legal*
- *School finance*
- *Organization and process*
- *Visionary*
- *Sports*
- *Higher education*
- *Technology*
- *Facilities planning*
- *Board governance*

By reviewing the charter school strategic plan, the performance requirements of the charter school contract, as well as the profile of the current board strengths and weaknesses, the Council Development Committee will establish a matrix by seeking to identify the gap between the skills and knowledge needed on the council and what council members currently possess. Based on this analysis, the Council Development Committee will set clear recruiting priorities for future council recruitment.

Current Board Members : *All coaches are intimately involved in the day to day operations at Student Athlete Headquarters as volunteers, mentors and trainers.*

Richard Luarke

Raised by his grandparents at the Pueblo of Laguna, Richard was exposed to an upbringing that was rich with New Mexico Pueblo culture & values, a deep tradition of contribution to community, and with inspiration to live a great life.

Most recently, Richard has served two-terms as the Governor for the Pueblo of Laguna. In the role of governor, Richard engaged at the local, state and national levels on education issues, policy, data and fiscal management. Education and self-improvement continue to be motivators of Richard's work.

Richard has a passion for strategy, analytics, designing of economies & economic advancement. His professional experience includes being a small business owner, as well as working for international companies like American Management Systems and AT&T - Global Strategy & Solutions. The majority of Richard's professional career has been in the areas of technology, strategy & economic advancement. Richard has grown his credibility as a thought leader and speaker on topics ranging from economics, strategy, culture, inspiration and leadership. Currently, Richard is the CEO of 96 Degrees, a professional services firm focused on Strategy, Data and Analytics, and Economic Advancement.

Richard has a Bachelor of Arts in Economics from the University of New Mexico, a Masters of Business Administration from New Mexico State University, and a Ph.D. from Arizona State University-School of Social Transformation.

Coach Mike Madonia

Michael Madonia is a Project Management Consultant with over 25 years' experience supporting industrial and government customers. He has developed and applied solutions in scheduling, cost estimating, performance tracking, and risk management; applied to programs in excess of \$500M. Mr. Madonia has had direct project management control on multiple projects ranging to \$12M. He is a certified Project Management Professional (PMP) with technical background in engineering and nuclear sciences.

Mr. Madonia and Dr. Luarke will be ongoing members of the Governing Council. Other founding members will move into other roles within the Academy or SAHQ Backers organization at the end of our planning year and after a fully functioning Governing Council is in place.

***Michael Vigil, CPA** is licensed as a Certified Public Accountant in the State of New Mexico and is a Level II Licensed Business Manager. Michael has worked in public school finance since 1990. Michael's previous work experience includes over 16 years in the Albuquerque Public School District in the positions of Director of Internal Audit, Chief Financial Officer, Chief Business Officer, Associate Superintendent; and lastly, Superintendent for Business. Michael was the Executive Director and the Chief Operations Officer of the New Mexico Coalition for Charter Schools for approximately 2 years. Michael has previously worked in a local CPA firm and the financial industries arena in various capacities. Michael has been licensed as a Certified Public Accountant since 1983. Michael graduated from the Anderson School of Management at the University of New Mexico.*

- ***Coach Lindsey Kerwin** received her bachelor's degree from the college of education at the University of New Mexico and is a licensed NM teacher. She spent seven years at the Martineztown Community Learning Center facilitating an after school literacy program. She is the currently the Math department chair at an Albuquerque charter school working on curriculum and staff development. Ms. Kerwin has been awarded two National Community service awards and has been a volunteer at SAHQ since day one.*
- ***Coach Brennan Rode** is an emerging leader and female pioneer in the boys' basketball community. She has a degree in international business from the University of San Francisco, received a full scholarship to play basketball at Cal Berkeley out of Rio Rancho High School where she received All American honors. She coached collegiately at SFSU and Dominican University but returned to Albuquerque to found Student Athlete Headquarters and serve New Mexico Youth.*
- ***Coach and Officer LaReylle Cunningham** is a New Mexico State Policeman and Student Athlete Headquarters Lead Trainer. He is a graduate of Cal Berkeley where he played football and is a fluent Spanish speaker. Officer Cunningham received Officer of the Year in his division and is an outstanding role model for our youth. He is one of the most feared, loved and respected coaches we have because of his no nonsense, high expectation approach. Coach Cunningham moved to New Mexico from California to help found Student Athlete Headquarters and spends time everyday contributing as a trainer, coach, mentor and friend.*
- ***Coach Charlotte Rode** is a New Mexico native, lifelong community volunteer, education advocate, mother of seven, grandmother and basketball coach. She attended both Pepperdine University and UNM and has been married for almost 30 years. She is a full time volunteer at Student Athlete Headquarters, an appointee to the Bernalillo County Sports Commission, the Youth Health Equity Commission and a former State Fair Commissioner.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A.(2) Description of Prospective Governance Expertise	The school provides a compelling and relevant list of all GB members and describes their experience, skills, and qualifications. Membership reflects (or will reflect) the diverse experiences and skills necessary to oversee all aspects of the school.	The school provides a list of all GB members along with a description of their experience, skills, and qualifications. Most of the membership appears to reflect (or will reflect) the diverse skills necessary to oversee all aspects of the school.	The school provides a list of GB members. However, the GB membership description appears to lack appropriate and diverse experiences and skills necessary to oversee all aspects of the school.	The school provides an inadequate or incomplete list of GB members; or the provided list fails to include descriptions of the members' experience, skills, and qualifications. --OR-- The application does not address the description of the GB members and their experience, skills, and qualifications.
<p>Comments:</p> <p>Meets</p> <p>Most of the membership appears to reflect (or will reflect) the diverse skills necessary to oversee all aspects of the school. The applicant provides a list of all beginning governing board members. Current members have experience with education, school finance, business management, government, and technology.</p> <p>The applicant has indicated that there will be a committee formed to grow the current board with like-minded, dedicated and skilled volunteers.</p> <p>The applicant states, "SAHQ Academy will seek new members that collectively constitute a wide range of backgrounds, knowledge and abilities. Council members will be selected based on their ability to contribute to the success of the proposed school. Some examples of this expertise are:</p> <ul style="list-style-type: none"> • Parent(s) of current SA student • Educational Leadership • Legal • School finance • Organization and process • Visionary • Sports • Higher education • Technology • Facilities planning • Board governance" 				

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how future governing body members will be selected as vacancies arise.

Enumerate the qualifications desired for members that will assure your school's governance is competent to operate a public school.

Selection of Members

The following steps will be utilized for board member recruitment:

- Step 1: Establish a Council Development Committee*
- Step 2: Prepare for active council member recruitment*
- Step 3: Develop a profile of the current council*
- Step 4: Determine strategies to build council diversity*
- Step 5: Develop an initial list of prospective council members*
- Step 6: Conduct first round of personal contact with top recruiting prospects*
- Step 7: Schedule and conduct orientation sessions with prospective members*
- Step 8: Selection / appointment of new members to the Board*

In order to have an effective council recruitment and nominations process the following elements will be considered:

- * Establish year round committees: Because council members' recruitment and nominations is such an important activity, a year round committee will be established.*
- * Link recruitment to the strategic plan: The council, or the council development committee, will review the mission, vision, goals and strategies and then determine new skills, knowledge, personal contacts and other attributes future council members will need to possess in order for the council to do its part in advancing the strategic plan.*
- * Profile the current council: The Council Development Committee will create a profile of the current council using a matrix designed for this purpose. Key factors that define sought-after expertise, knowledge, skills, experience as well as relevant demographic factors will be arranged down the side of the matrix.*
- * Focus the recruiting priorities: By reviewing the charter school strategic plan, the performance requirements of the charter school contract, as well as the profile of the current council strengths and weaknesses, the Council Development Committee will identify the gap between the skills and knowledge needed on the council, and what council members currently possess. Based on this analysis, the Council Development Committee will set clear recruiting priorities for future council recruitment.*
- * Write Governing Council job descriptions: To operate a successful charter school, each council member must understand and accept the specific duties and responsibilities that come with council directorship. Key responsibilities include the following:*

- Consistent attendance at regular council meetings*
- Participation as an active member on at least one committee*

- *Participation in the fund-raising activities of the school in a manner appropriate for that member*
- *Preparation in advance before regular council meetings*
 - *Reading and studying materials sent in advance regarding key actions the council is expected to take at the next meeting.*

The Governing Council is self-perpetuating with new members vetted by and approved by a majority of the existing members, in keeping with the bylaws. New members can be added upon expiration of a member's term, upon resignation or removal of a member, or upon expansion of the Governing Council.

When the charter is approved, members of the founding group and inaugural council will either volunteer for the Council or participate in the recruitment of new SAHQ Academy's Council members. There will be a minimum of five members the first year of operation.

We recognize that parent involvement is essential as we partner to educate our students and to prepare them for being active, contributing members of society. The inaugural Council will seek out a parent representative to serve on the Governing Council as well as parent's active participation in GC Committees.

The Governing Council will have a School Advisory council that incorporates the parents and the community into the school. Parents, families and school community members will annually assess the effectiveness of the school programs, including the family and community engagement component. SAHQ Academy will hold a public meeting for and with parents, family, and school community members to inform, explain and discuss yearly school and student progress data and school program plans, including financial program information.

By reviewing the charter school strategic plan, the performance requirements of the charter school contract, as well as the profile of the current board strengths and weaknesses, the Council Development Committee will establish a matrix by seeking to identify the gap between the skills and knowledge needed on the council and what council members currently possess. Based on this analysis, the Council Development Committee will set clear recruiting priorities for future council recruitment. Identification and recruitment of new council members is a long-term process and takes fidelity to a step-by-step approach.

The Governing Council will have at least five members serving 4 year staggered terms to facilitate continuity and institutional memory. Initial Council members have been involved in the planning and development of the school and represent a broad range of backgrounds, skills and expertise. New members of the Governing Council will likewise be a diverse group, committed to the SAHQ Academy mission and goals.

As mentioned previously, SAHQ Academy will seek members that collectively constitute a wide range of backgrounds, knowledge and abilities. Council members will be selected based on their ability to contribute to the long term viability and success of the school. Some examples of this expertise are:

- *Educational Leadership*
- *Legal*
- *School finance*
- *Organization and process*
- *Sports*
- *Higher education*

- *Technology*
- *Facilities planning*
- *Personal wellness*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(3) Selection of Members	The school provides a clear and appropriate process or plan for selecting new GB members that is focused on selecting quality leaders who have the identified skills necessary to govern the proposed school. The school fully enumerates the qualifications desired for members and those qualifications clearly demonstrate how the school's governance will be well qualified to operate a public school.	The school provides a clear process or plan for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The school somewhat enumerates the qualifications desired for members and those qualifications demonstrate how the school's governance will be adequately qualified to operate a public school.	The school provides a limited process or plan for selecting new GB members, but skill sets are not identified. The school provides a limited enumeration of the qualifications desired for members and those qualifications not clearly demonstrating whether or not the school's governance is qualified enough to operate a public school.	The school provides an inadequate or incomplete process or plan for selecting new GB members. --OR-- The application does not address the process for selecting new GB members.

Comments:

Partially Meets

The applicant provides a limited process or plan for selecting new governing board members.

The applicant states, "Council Development Committee will establish a matrix by seeking to identify the gap between the skills and knowledge needed on the council and what council members currently possess. Based on this analysis, the Council Development Committee will set clear recruiting priorities for future council recruitment. Identification and recruitment of new council members is a long-term process and takes fidelity to a step-by-step approach."

In regards to the step by step approach the applicant identifies the "following steps will be utilized for board member recruitment:

- Step 1: Establish a Council Development Committee
- Step 2: Prepare for active council member recruitment
- Step 3: Develop a profile of the current council
- Step 4: Determine strategies to build council diversity
- Step 5: Develop an initial list of prospective council members
- Step 6: Conduct first round of personal contact with top recruiting prospects
- Step 7: Schedule and conduct orientation sessions with prospective members

Step 8: Selection / appointment of new members to the Board.”

Limited detail is provided about how each of their steps will be carried out or what the timelines will be. With regard to selecting new members, the applicant states, “The Governing Council is self-perpetuating with new members vetted by and approved by a majority of the existing members, in keeping with the bylaws. New members can be added upon expiration of a member's term, upon resignation or removal of a member, or upon expansion of the Governing Council.” This does not provide sufficient information to understand how this process will be carried out or how this process will be focused on selecting quality leaders.

The applicant enumerates the qualifications desired for members, citing the following areas of expertise,

- Educational Leadership
- Legal
- School finance
- Organization and process
- Sports
- Higher education
- Technology
- Facilities planning
- Personal wellness

This list of areas of expertise does not identify skills or characteristics desired for members. The applicant does not explain how the limited qualifications demonstrate how the school’s governance will be adequately qualified to operate a public school.

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for Governing Body training that complies with state requirements, including the Open Meetings Act, and is **completely supported** by the budget you propose.

Governance Training

Council Governance Training will meet or exceed the standards required by current law.

In order to establish a strong foundation, orientation and training is necessary for council members to understand the school laws, accountability and compliance requirements and their overall responsibilities. Upon approval of the charter proposal, the founding members and any appointed council members will organize an orientation.

Initially, the Council will focus on process of becoming a Board of Finance and the responsibilities of that role. Members will be trained on the Open meetings act and the process of negotiating a performance contract with the Public Education Commission. The Governing Council will seek legal counsel and training as it explores options for its Personnel Policies and HR Responsibilities. The Governing Council will immediately begin the process of recruiting and hiring a Head Administrator.

Subsequent orientations will be conducted by the Secretary. Each confirmed new member will be provided with a binder that includes all relevant information including the charter contract, bylaws, conflict of interest policy, school budget and financial statements.

In addition, Council members will receive 12 hours of training during their first year of service. The Council members training will include six major topics, in addition to a complete orientation to the blended learning model. These topics are:

- 1. School law and ethics*
- 2. Public records and Accountability*
- 3. Open meetings*
- 4. School finance including procurement codes and policy*
- 5. Health and safety*
- 6. Public accountability and Education policy (ie testing, ELL, SPED etc)*

To complete this twelve hours of training, Council members will participate in workshops, seminars and conferences, supported by the school budget. Additionally, professional consultants, lawyers, educators who have extensive knowledge and expertise in those six areas will be resourced to provide board training workshops. At the end of each training, Council members will take a written test review on those topics or provide the Council with a written summary or report at the next scheduled Council meeting. The Treasurer and the entire Governing Council will participate in regular board training with an emphasis on fiscal management and oversight.

The Council training required will be 5 hours for returning members. Council trainings will be on going and will address issues pertinent to nonprofit governance, school management and administration

There will be on going opportunities for additional training and professional development for the Council including, but not limited to, visits to other top performing public and private schools. Members of the Council will be encouraged to participate in annual meetings and trainings of the New Mexico Coalition for Public Charter Schools and New Mexico Public Education Department.

It is vital for Council members to understand their uniquely important role in overseeing and providing policy direction for this innovative charter school and to ensure that its members are both active and effective in fulfilling their duties.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(1) Governance Training	The school provides a clear, comprehensive, and cohesive plan for GB training that complies with state requirements and is completely supported by the budget.	The school provides a clear plan for GB training that complies with state requirements and is supported by the budget.	The school provides a plan for GB training but it is not clear if it complies with state requirements and/or support in the budget is unclear .	The school provides an inadequate or incomplete plan for GB training. --OR-- The application does not address the training of GB members.
Comments:				

Does Not Meet

The applicant provides a plan for GB training but it is not clear if it complies with state requirements.

State statute requires 6 hours initially and 5 hours annually of PED approved training. The applicant states, "There will be on going opportunities for additional training and professional development for the Council including, but not limited to, visits to other top performing public and private schools. Members of the Council will be encouraged to participate in annual meetings and trainings of the New Mexico Coalition for Public Charter Schools and New Mexico Public Education Department." The language used by the applicant does not clearly indicate whether these 5 hours are required or merely "encouraged."

The plan presented is unclear as it doesn't provide sufficient information to understand whether the members will receive the state-required training.

The budget supports governing board training and travel as line items in the 5 year budget plan.

The applicant also has not provided any information to understand how the governing body will ensure training plan complies with the Open Meetings Act.

B.(2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

Governance Evaluation

The Governing Council will be required to conduct a self-evaluation on an annual basis. The self-evaluation process will include evaluations for individual members as well as the entire governing body in a peer to peer exchange. An evaluation matrix will be established by the Council Development Council upon approval of the charter proposal.

Beyond attendance and individual contribution, the Governing Council will review and refine processes and procedures based on the assessment tools developed by the Council Development Council. Topics will include, but not be limited to, Leadership Roles, Composition, Committees, Meetings, Governance Effectiveness and Fund Raising.

The standards for each topic will be assessed to determine if the Council is Strong, Satisfactory or Weak in each of the topics.

Examples of strong evaluation results are listed below:

Leadership Roles: *There is a written statement of Board Member responsibilities and commitment expected which is consistent with by-laws and has been adopted by Board. Board Members demonstrate awareness of their responsibilities through appropriate actions.*

Composition: *5-15 members are seated; There is a target profile of expertise and perspective needed on the Council which sets current and future recruitment priorities; Expertise in key fields is currently on the Council; A Council member matrix has been established and integrated; Council has diversity relevant to*

community and school population; Defined terms and Officer Election Process is open and transparent resulting in diverse, independent candidates with appropriate skill sets; There is a defined orientation process.

Committees: *Council has functioning committees focused on key issues: Finance and Audit, Academic Efficacy, Council Development, School Advisory etc. The specific configurations of the committees may vary depending on the size and expertise of the Council; Staff responsibilities in relation to each committee are clearly defined and practically implemented.*

Meetings: *At least 10 meetings with schedule planned in advance; additional meetings scheduled when required; The public is given advance notice of meeting schedule in a regular and accessible manner; Meetings held in location convenient to the public; agenda and relevant background information provided at least five days in advance of meetings; Meetings average 90 minutes to 2 hours; Agenda focused on issues to be addressed by the Council - not just reporting sessions; Council is appropriately deliberative; Over 50% of board meeting time is focused on school performance; Minutes and records of attendance are maintained for all meetings, major debates and clearly recorded motions and votes; Council members utilize and understand an appropriate system of procedural rules (i.e. Roberts Rules of Order) which facilitate deliberation and the taking of appropriate actions.*

Governance Effectiveness: *All Council members have read and fully understand the critical components of the Charter; Council sets policies to achieve mission and standards in Charter with input from stakeholders; There is a clear evaluation process with benchmarks and performance measures for the School Leader, process is implemented; There is a formal evaluation process to evaluate partner organizations performance; Council determines personnel policies which include grievance procedures and whistleblower policy; Council pays attention to test results and considers action to improve when necessary; Council members adhere to the bylaws, which are in accordance with Charter School standards; There is a schedule for the regular review of the bylaws.; The Council has an annual strategic planning process and is prepared to address critical changes, such as new location or change in student population; The Council fully understands its oversight responsibilities, and has procedures and scorecards for accomplishing it; The Council has adopted a comprehensive set of policies, is aware of their content, and implements them consistently; The Council has an appropriate dispute resolution policy that addresses and resolves most disputes with a minimum level of rancor.*

Fund Raising: *There is a clear statement of the support expected from the Council members; All Council members make a personal contribution; The Council Resource Development Committee works efficiently with staff in planning a fundraising strategy; All Council members participate in Fund Raising Activities.*

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	

B.(2) Governance Evaluation	The school provides a clear, comprehensive, and cohesive plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	The school provides a clear plan for an annual self-evaluation of the GB that reflects that body's effectiveness.	The school provides a limited plan for an annual self-evaluation of the GB.	The school provides an inadequate or incomplete plan for an annual self-evaluation of the GB. --OR-- The application does not address the self-evaluation of GB members.
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Comments:

Partially Meets

The applicant provides limited plan for an annual self-evaluation of the GB. The applicant states, "The Governing Council will be required to conduct a self-evaluation on an annual basis. The self-evaluation process will include evaluations for individual members as well as the entire governing body in a peer to peer exchange. An evaluation matrix will be established by the Council Development Council upon approval of the charter proposal." The applicant then identifies that assessment tools will be developed by the council, but does not identify when or how these tools will be developed.

The applicant also provides "examples of strong evaluation results."

The information provided in the response is unclear, lacks detail, and doesn't constitute a plan for evaluation. The applicant has not provided metrics, action steps, or timeline for completion.

C. Leadership and Management.

C.(1) Describe how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that your school is successfully meeting its mission and providing a quality education.

Monitoring

The Governing Council will be a policy making board, of which the Head Administrator must implement. In order to monitor the impact and effectiveness of these policies, a reporting system will be in place that allows the Council to stay informed without being directly involved in the day to day operations.

The Governing Council will conduct monthly public meetings and develop various committees which will meet on a monthly basis as well. Standing agenda items at all monthly Governing Council meetings shall include the Head Administrator's and Business Managers monthly report on the school's financial statements, organizational reports, and quarterly academic performance reports that include such information as student achievement levels based on state content and performance standards, attendance, enrollment from year to year, post-secondary readiness and other metrics.

The Governing Council's primary source of data will be the Principal and the Business Manager. All decisions made by the Council will be passed through these individuals and they will be accountable to the Council for their successful implementation. Information needed to assess the school's performance academically, operationally and fiscally will be provided to the Council by the Principal, the Business Manager or one of their designees..

Each committee will have a duty to closely monitor the school information that directly relates to their area of responsibility. For example, the Academic Efficacy committee will oversee the academic performance of the school and report monthly to the Council, the Finance and Audit committee will do the same with regards to the school's finances.

In addition to monthly financial reports, periodic internal audits will be conducted by the Finance Committee to identify any financial corrections required or risk identified as well as those required by law. Internal Audits may include specific areas of concern such as AP, AR, Attendance, Cash, Budget Formation, Capital Projects, Data Processing, Financial Reporting, Maintenance and Operations, Personnel and Payroll, Travel Expenses, Purchasing, Inventory, State and Federal Grants, Food Service, Assets and Liabilities, Energy and Utilities.

Annually the full Governing Council will conduct a performance evaluation of the Head Administrator that consists of three parts.

- 1. General Evaluation of their leadership and management abilities*
 - a. Effective fiscal and operational controls*
 - b. Ability to cultivate partnerships and collaborate with others*
 - c. Ability to effectively communicate with the Council, subordinates, students, parents, community*
- 2. Assessing the ability to reach specific goals and objectives set forth by the Council*
- 3. Performance evaluation for the purpose of identifying areas for professional development*

Similarly, the Head Administrator will conduct performance evaluations on staff and faculty.

Parents, faculty and the public are invited to attend and speak at the monthly Governing Council meetings as an additional form of external monitoring.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
C(1) Monitoring	The school's descriptions of how the Governing Body will monitor outcomes clearly demonstrate an understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission, and able to manage and sustain a quality school.	The school's descriptions of how the Governing Body will monitor outcomes adequately demonstrate its understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission.	The school's descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to help the school meet its mission.	The school's description of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The school does not address the prompt.
Comments:				

Partially Meets

The applicant demonstrates a limited understanding of the role of the governing board in the monitoring of the financial, and academic success of the school.

The applicant states, “The Governing Council will conduct monthly public meetings and develop various committees which will meet on a monthly basis as well. Standing agenda items at all monthly Governing Council meetings shall include the Head Administrator’s and Business Managers monthly report on the school’s financial statements, organizational reports, and quarterly academic performance reports that include such information as student achievement levels based on state content and performance standards, attendance, enrollment from year to year, post-secondary readiness and other metrics.” The applicant does not clearly describe what the purpose of the governing board’s monitoring is or how this monitoring will be carried out. The applicant specifically does not identify the information it will use to monitor operational performance.

The applicant continues, by briefly describing the role of committees in the process, stating “Each committee will have a duty to closely monitor the school information that directly relates to their area of responsibility. For example, the Academic Efficacy committee will oversee the academic performance of the school and report monthly to the Council, the Finance and Audit committee will do the same with regards to the school’s finances.” Again, the applicant does not provide sufficient detail to describe the process.

The applicant does provide additional detail on financial monitoring, but fails to provide sufficient detail on academic and operational monitoring

The applicant also does not identify how the described reporting will ensure the implementation of the school’s mission.

C.(2) Identify and provide a **clear, comprehensive, and cohesive** description of the leadership characteristics and qualifications for the head administrator needed to run your school. In your description, take **into account the mission of the school**. Accordingly, include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running your school and delivering its unique mission.

Finally, provide **evidence of a clear plan** to both hire and subsequently evaluate a highly- qualified administrator.

Head Administrator Selection

SAHQ Academy needs a dynamic leader. The Governing Council is responsible for recruiting and supporting an administrator who can provide vision and leadership to the charter school, while building on and fostering the founding mission and vision for our school. One of the most important decisions made by the Council is the person they choose as first Principal.

A Complete job description for the Head Administrator and other staff can be found in Appendix C and D.1 respectively.

The school's administrative leader will be the Principal, who is selected and employed by the Governing Council. This person will ideally hold an advanced degree with teaching and administrative licensing; an administrator with considerable classroom experience who is technologically literate with superior communication skills.

The Principal will build consensus and manage the school's daily administrative operations and ensure compliance and proper reporting to PED and our Authorizer. In the first year as the staff builds capacity, the Principal will also take on all academic responsibilities including curriculum, instruction and assessment. They will be a champion for our school within the community and the halls of government and facilitate grant writing that help SAHQ Academy serve our students, staff and community effectively.

The Head Administrators job will evolve from setting up systems for implementing the school charter and its goals to developing systems of improvement and sustainability. During the first two years, SAHQ Backers, an established 501c3, will garner support from the community with GO teams. Go teams will assist the school in implementation, as requested by the Principal, and address areas such as facilities, marketing, volunteers, IT, mentorship etc.

SAHQ Academy has not hired a Head Administrator yet. Upon charter approval, the Governing Council will immediately begin a search according to the following timeline.

TIMELINE

Recruitment of the Head Administrator will begin in January of 2016. After all members of the Governing Council become a Board of Finance, officers are elected and bylaws are ratified, the Board will make an offer to the Head Administrator. The start date of the Head Administrator will depend on funding.

SEARCH

The Governing Council Chair will head a Search Committee that will meet to discuss the criteria for potential candidates, marketing of the position, recruitment process and names of qualified individuals that should be contacted.

RECRUITMENT

The Search Committee will establish a recruitment, screening and selection process that ensures a pool of highly qualified candidates. They will also use their personal networks to identify applicants that should be contacted.

CANDIDATE REVIEW

Following the deadline established by the Governing Council, resumes will be reviewed by the Search Committee and select the top candidates based on established criteria and SAHQ Academy's mission and educational strategies, the individuals experience and recommendations.

INTERVIEWS

The Search Committee will develop a set of questions to ask potential candidates and schedule in person interviews. A second round of interviews may be scheduled if necessary. Potential candidates will be asked to submit a statement of leadership philosophy and vision for the school, based on past

experience, their knowledge of our school and their personal passion for achievement. They will be asked to highlight their strengths as they relate to SAHQ Academy's mission and vision.

RECOMMENDATION TO THE COUNCIL

The Search Committee will develop recommendations following the in person interviews and present the candidate or candidates to the full Council for discussion and a vote.

OFFER

Prior to making a final offer to a candidate, he or she will be asked undergo fingerprinting and a background check.

One of the best ways to gauge the organizational health of our school is to look at the quality of the working relationship between the Governing Council and the Head Administrator given that He/She serves as a bridge between the Council and the staff. They are designated to act on behalf of the Council to implement decisions. The Administrator is given the authority to hire, organize, and supervise the staff, develop appropriate policies and procedures, and allocate resources within budgetary guidelines. They must have an excellent understanding of financial matters as they relate to the operations of a charter school.

The Governing Council will look for a Head Administrator who is qualified, passionate and shares the school's vision. During the search process for an Administrator, the Council should clearly communicate to prospective candidates the following:

- * What the mission and vision are for SAHQ Academy*
- * How the Council defines its roles and responsibilities*
- * How the Council defines the roles and responsibilities of the administrator*
- * How the Council views the working relationship between itself and the administrator.*

At the same time, there will be an opportunity for the prospective candidates to talk about their own view of the Council - staff relationship in order to make sure that the philosophy and style of the Council and candidate are compatible. This is one of the evaluation tools the Council will use to determine if the candidate shares the vision and has the passion to add energy that cements it into the school's culture.

Written job descriptions for both the Council and the Administrator will be utilized in the recruitment process. The Council is responsible, and has the authority for developing the administrator's job description, although we have provided one in the charter application.

Job description for the Head Administrator can be found in Appendix C

Ranking				
←		Satisfied	Not Satisfied	→
∞	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

	The school provides a clear, comprehensive, and cohesive description of the desired or, if selected, the head administrator's leadership characteristics and qualifications and takes into account the mission of the school. The school provides evidence of a clear plan to hire and evaluate a highly-qualified administrator.	The school provides a clear description of the desired, or, if selected, the head administrator's leadership characteristics and qualifications and may or may not clearly take into account the mission of the school. The school provided evidence of a plan to hire and evaluate a highly-qualified administrator.	The school provides a limited description of the desired, or, if selected, the head administrator's qualifications. The school provided some evidence of a plan to hire and evaluate an administrator.	The school provides an inadequate or incomplete description of the head administrator's qualifications, and the plan to hire and evaluate an administrator. --OR-- The application provides no plan to address the head administrator's qualifications and the hiring and evaluating of an administrator.
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Comments:

Partially Meets

The applicant provides a limited description of the desired head administrator's qualifications. The applicant provides a job description in the appendix and an overview in this question that speaks to the general requirements the school is looking for in a leader.

There aren't specific skills cited that would ensure the leader's ability to enact the mission of the proposed school. The applicant provides the following requirements, "The school's administrative leader will be the Principal, who is selected and employed by the Governing Council. This person will ideally hold an advanced degree with teaching and administrative licensing; an administrator with considerable classroom experience who is technologically literate with superior communication skills."

As the proposed school is a sports-oriented academic program that utilizes online learning this should be articulated in the description. The applicant mentions the need for a "technologically literate" candidate but it unclear how this is interpreted.

The applicant provided evidence of a limited plan to hire an administrator including an overview of the steps including "Search. Recruitment, Candidate Review, Interviews, and Recommendation To The Council." The applicant did not describe the action steps, and provided an insufficient timeline ("begin in January of 2016").

The applicant did not describe any process or plan for evaluating a head administrator in this response. In the response below, the applicant provides a limited job description, stating that the head administrator will be evaluated. The applicant does not provide timelines, action steps, or sources of data that will be used to complete the evaluation.

C.(3) Describe how the governing body will convey and delineate the roles and responsibilities of your

school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as C.

Head Administrator Evaluation

Please see a Head Administrator Job Description in Appendix C

The Head Administrator will be evaluated by the Governing Council with data demonstrating the effectiveness of the Head Administrator in all areas of the day to day operations of the school will be aligned to New Mexico administrator evaluation systems.

The Head Administrator shall be employed by the Governing Council, adhere to policies adopted by the Council and shall uphold and enforce the Charter Contract.

The Head Administrator shall be responsible for all matters pertaining to the school's affairs, including recruitment and supervision of faculty and staff; discipline of students; maintenance of school property; and the relationship among students, parents and faculty. The Head Administrator shall approve the payment of proper bills for school expenditures.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(3) Head Administrator Evaluation	The school describes a clear and comprehensive plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides a detailed job description for the head administrator that includes a comprehensive list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a clear plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides an adequate job description for the head administrator that includes a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a limited plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides a limited job description for the head administrator that may or may not include a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school provides an inadequate or incomplete plan to hire and evaluate an administrator. --OR-- The application provides no plan to hire and evaluate an administrator.
Comments:				
Partially Meets				
The applicant provided a limited plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator.				

The applicant does not provide any description of how it will convey and delineate the roles and responsibilities of the school's head administrator. Instead, the applicant states, "The Head Administrator will be evaluated by the Governing Council."

As stated above this plan is limited as there is no indication of what the "data demonstrating the effectiveness of the Head Administrator" may be, timelines for completing the evaluation, or action steps.

The applicant provides an adequate job description for the head administrator that includes a list of responsibilities that are significant and unique to charter school leaders, but that does not speak directly to the specific skillset required to implement the school's mission. The applicant has provided a list of responsibilities that include upholding the charter contract, maintain the budget, ensuring legal compliance, overseeing curricular development, hiring and supervising all instructional staff, and implementing employee evaluations.

While the descriptions states the administrator is responsible for "Articulating and facilitating the implementation of the mission, vision and values of SAHQ Academy," it does not specifically address the duties of creating and overseeing an online learning environment that connects to project-based learning as outlined in the mission and academic plan.

D. Organizational Structure of the School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.

Organizational Structure

The organizational chart is attached as Appendix B2

(a) GOVERNING COUNCIL

SAHQ Academy shall be governed by the Governing Council and managed by its Principal pursuant to the school's charter and duly adopted Bylaws. The Governing Council will not be involved in the day to day operations but be responsible for adopting policy, overseeing the management of the school and ensuring financial compliance and responsibility. In addition, the Governing Council will ensure that the mission and goals of the charter are carried out by engaging in strategic planning. The Governing Council will evaluate the Principal's performance and ensure that the Principal manages SAHQ Academy in compliance with the Charter Schools Act and all state and federal laws and regulations.

The Governing Council will stay informed of the school's outcomes and will routinely assesses its own performance. Governing Council members will participate in and develop short cycle and long range plans for Council and its Committees. It will monitor the school's outcomes and determine if the principal is providing the leadership needed for the school to achieve its goals.

Although the Governing Council does not hire staff, it is responsible for setting the salary schedule and approving the annual budget for staffing needs.

(b) THE PRINCIPAL

The Principal, also called the Head Administrator, serves as the school's educational leader and chief administrator of the school and reports directly to the Governing Council serving as liaison between SAHQ Academy and the school's authorizer. The Principal will be required to attend all Governing Council meetings. The Principal will be expected to be a problem solver for teachers, parents and students.

The Principal will be responsible for overseeing the teaching staff including the planning, operation and supervision of the educational program of the school and may appoint a lead teacher to provide additional support. The Principal shall have the responsibility for all personnel matters including having the authority to hire, discipline and terminate any school employee. The Principal will periodically evaluate SAHQ Academy employees as provided for by New Mexico law and SAHQ Academy policy.

The Principal will establish and maintain an appropriate community relations program. They are responsible to uphold and enforce the charter contract, SAHQ Academy Governing Council policies and local, state and federal laws and regulations. Personnel under the supervision of the Principal, as identified in the Organizational Chart, include the Business Manager, Administrative Assistant to the Principal, Teachers, Trainers and ancillary or contract staff.

(c) BUSINESS MANAGER

The principal will hire the SAHQ Academy Business Manager who will assist the Principal in preparing, planning for and presenting an annual school budget to the Governing Council. The Business Manager is also expected to be available at all Governing Council regular meetings to report on the financial status of the school and present budget adjustment requests to the GC. The Business Manager will be an ex-officio member of the Council's Audit Committee and attend all meetings of the Finance Committee. The Business Manager will also be expected to keep the Governing Council apprised of changes in the law, regulation and rules applicable to public school finances and to ensure that they are made aware of any potential concerns about the school's finances. The Business Manager will work cooperatively with the school's Principal so that both can keep the Council well informed about the school's financial health.

(d) LEAD TEACHER (if one is appointed by the Principal)

The Lead Teacher will head the Professional Team (all teachers) and be responsible for the implementation of the educational plan for students and will head the Leadership team to insure the mission related goals are met or exceeded. The Lead Teacher will answer directly to the Principal and attend all GC meetings to answer questions about the academic performance of the school

(e) TEACHERS, TRAINERS AND STAFF

Teachers and academic staff will have regular meetings with the Professional Team. The Lead Teacher will communicate the Professional Team's activity to the Principal.

All administrative personnel will report to the Principal and the Principal will make herself/himself available for teaching staff as needed.

The Principal will determine the most appropriate staffing requirements and structure of the administrative office, who will report directly to the Principal. From time to time, school administrative

staff will be asked to assist the Council in preparing Council packets, agendas, notices, etc. However, they will remain under the direct supervision of the Principal or her/ his designee.

(f) PARENTS AND COMMUNITY

Parents and community members can hold a direct leadership position and influence the management of the school by serving on the Governing Council or one of its committees. Parents who are not members of the Council are actively encouraged to attend GC meetings and become involved.

(g) COMMITTEES

The Governing Council is required by law to have a Finance Committee and an Audit Committee. The Finance Committee shall assist the Council in carrying out its budget and finance duties. At least two members of the Council shall serve on the Finance Committee. The Business Manager shall be required to attend all Finance Committee meetings.

*Specifically, the **Finance Committee** shall make recommendations to the Council in the following areas.*

(1) Financial planning, including reviews of the charter school's revenue and expenditure projections. (2) Review of financial statements and periodic monitoring of revenue and expenses, (3) annual budget preparation and oversight, (4) procurement, and (5) serve as an external monitoring committee on budget and other financial matters.

*The **Audit Committee** shall consist of two Governing Council members, one volunteer member who is a parent of a student attending the charter school and one volunteer member who has experience in accounting and financial matters. The Principal and Business Manager shall serve as ex-officio, non-voting members of the committee. The Audit Committee shall*

- (1) Evaluate the request for proposal for annual financial audit services*
- (2) Recommend the selection of the financial auditor*
- (3) Attend the entrance and exit conferences for annual and special audits*
- (4) Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit*
- (5) Be accessible to the external financial auditors as requested to facilitate communication with the Governing Council and the Principal*
- (6) Track and report progress on the status of the most recent audit findings and advise the Council on policy changes needed to address audit findings*
- (7) Provide other advice and assistance as requested by the Governing Council*
- (8) Be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school board by the Audit Act rules of the state Auditor*

Academic Efficacy Committee

This committee will monitor the effectiveness of SAHQ Academy's academic programming by evaluating outcomes. The evaluation criteria will be established in cooperation with the Principal and Lead Teacher.

*SAHQ Academy will constitute a **School Advisory Council** to assist the school Principal with school based decision making and to involve parents in their children's education, promote volunteerism, developing parental and community involvement at the school. SAHQ Academy anticipates that parents will be directly engaged in tutoring, coaching, preparing resource material, providing support and assistance to staff, sponsoring, chaperoning and supporting SAHQ Academy's off site activities. The Principal will*

communicate to the Committee the need for volunteer support. The Committee, in turn, will communicate through community meetings, organizations and councils and monthly parent meetings with the staff the needs of the school and ways in which volunteers can connect and have an impact. On site parent involvement will be consistently encouraged and facilitated.

In addition, Committee members at every level will represent various constituencies to the Council on matters that involve the school. It is anticipated community and committee members will be given opportunities to address concerns or ideas to the Council during regular meetings, providing an important communication channel regarding governance of the school.

The School Advisory Council (similar to a PTA) will

(1) Work with the Principal and give advice, consistent with state and charter school rules and policies, on policies relating to instructional issues and curricula and on the school's proposed and actual budget

(2) Develop creative ways to involve parents in the school and foster volunteerism

(3) Where appropriate, coordinate with any existing work force development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities

(4) Serve as the champion for students in building community support for schools and encouraging community participation in the school.

We have already begun the process of building support among the community for our proposed charter school. Community relations will continue to be important and all the founding members and community center participants will act as good will ambassadors for SAHQ Academy.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(1)Organizational Structure	The school provides a clear, comprehensive, cohesive, and reasonable organizational chart and narrative that align structures with the mission of the school and demonstrate a clear understanding of appropriate relationships between governance, administration, teaching, support	The school provides a clear organizational chart and narrative that demonstrate an adequate understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides a limited organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides an inadequate or incomplete organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school. --OR-- The application does not include an organizational chart and supporting

	staff, and external agencies that are essential to the school.			narrative.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provides a limited organizational chart that does not reflect the provided narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.</p> <p>The chart does not address relevant external agencies. The organizational chart includes the SAQH backers as part of the school organization without a sufficient description to understand the relationship and how the principal oversees the SAHQ backers.</p>				

D.(2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and then **appropriate** reporting lines that are consistent with the organizational chart. Attach staff job descriptions as Appendix D.

Job Descriptions

Please see a complete listing of Job Descriptions in Appendix D

SAHQ Academy will seek K-12 licensed teachers with multiple core subject endorsements and/or Special Education who have played and coached sports. They must possess above average technology skills, embrace collaborative teaming, facilitate learning in all core subjects across grades 7-12 and be willing to take on leadership roles.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(2) Job Descriptions	The school provides clear, comprehensive, and cohesive job descriptions for all key staff, including qualifications and clear, appropriate reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides clear job descriptions for most of the key staff, including clear reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides limited job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides inadequate or incomplete job descriptions for key staff.] --OR-- The application does not address job descriptions for key staff.

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Comments:

Meets

The applicant provides clear job descriptions for most of the key staff, including clear reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.

The applicant provides job descriptions for nine identified proposed school roles. All job descriptions are mirrored in the organizational chart with the exception of IT. The job description notes the individual each role would report to.

The job descriptions include a list of required duties. The only qualifications listed are the basic New Mexico licensure requirements and preferred years of experience. Qualifications do not specifically speak to charter experience/knowledge, blended or Project Based Learning, or other critical components of the proposed charter mission and educational program.

Staff Evaluation

The Principal will conduct a performance evaluations aligned to the teaching standards, school goals and student performance outcomes.

The Performance Evaluation System will support a high performance school by encouraging employees to put forth their best effort, focusing all employees on the school's main goals, rewarding and retaining employees based on outcomes/results, and providing continuous feedback for employee development. The system provides detailed data in designing goals and determining performance metrics in relationship to student performance.

SAHQ Academy will follow the New Mexico Public Education Teacher Evaluation system, with 50% of the professional evaluation based on improvements, 25% based on locally adopted other multiple measures and 25% based on classroom observation. The Head Administrator will be responsible for evaluation instructional staff. During orientation, faculty and staff will receive extensive training on the process including information regarding the combination of measures and student achievement measures that are required by the NMPED, Head Administrator and the Teacher Evaluation Model.

A structured observation process will be adopted that includes:

- A Pre-observation conference to determine areas of focus and goals*
- A formal observation conducted by the Head Administrator or other licensed administrator*
- A post-observation debrief/reflection that includes actionable feedback for teachers*

First and second year teachers will be formally observed each month with tenured teachers evaluated at least twice a year. Teachers will be rated at one of five levels; exemplary, highly effective, effective, minimally effective and ineffective. Those rated as minimally effective and ineffective must work with SAHQ Academy's Head Administrator or Lead Teacher to determine prescriptive steps with measurable outcomes and timelines that must be completed by the teacher in order to correct the identified deficiency. The Head Administrator will also evaluate non-instructional duties base on an individual's job description.

In addition, the Professional Team and staff will regularly participate in mentoring, collaborative observations, constructive critique and professional development. Leadership will participate in all necessary trainings with the NMPED in order to ensure that implementation is in alignment with current NMPED requirements to conduct and track teacher observations and collect the data needed to successfully implement the system from day one.

D.(3)(a) Provide a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of the school's staffing needs and is reasonable and adequate to support effective and timely implementation of the academic program/ curriculum.

Staffing Plan

SAHQ Academy has strategically created a staffing plan that is fully supported by the budget and meets the educational needs of SAHQ Academy. It was designed to meet the school's educational goals and objectives based on projected SEG utilizing the 910B-5 form. We developed our budget to cover the cost of essential staff and resources to fulfill our mission and goals referencing data from other district schools and charters. We utilized a high side average of the state's three tier salary schedule to simplify our salary projections taking into account the time and dedication our teaching style will require of our staff. All staffing projections are tied to student population and formulated to accommodate fluctuations in enrollment.

	Y1 total	Y2 total	Y3-5	Formula
Enrollment	180	225	270	
Principal	1	1	1	1
Adm. Asst.	1	1	1	1
Bus. Manager	contract	contract	contract	
Bookkeeper	1	1	1	1
Regular Ed Teachers	8	10	12	4:90
Trainers	3	3.75	4.25	1:60
Special Ed Teachers	1.13	1.13	1.13	caseload 1:12/sec
Student Support	1	1	1	1
IT	1	1	1	1
Ancillary	contract	contract	contract	

Please see the budget location for staff in the next section.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3)(a) Staffing Plan Need	The school provides a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a limited staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is inadequate or, incomplete. --OR-- The application does not provide a staffing plan.
<p>Comments</p> <p>Partially Meets</p> <p>The applicant provides a limited staffing plan to support adequate implementation of the academic program/curriculum.</p> <p>The plan includes an appropriate number of teachers to keep teacher/student ratios low. Also included are the necessary support personnel, including an IT person, essential for a blended learning environment.</p> <p>The applicant does not provide evidence to support the timely implementation of this staffing plan. The narrative accompanying the table does not speak to a timeline for implementation and thus does not have the requisite characteristics of a plan.</p>				

D.(3)(b) Provide a **clear, comprehensive, and cohesive** staffing plan that is clearly aligned with the budget, projected enrollment, and implementation schedule.

Staffing Plan Alignment with Budget

	UCOA #'s	Y1 total	Y2 total	Y3-5	Formula
Enrollment		180	225	270	
Principal	11000-2400-51100-0000-xxx-xxx-1112	1	1	1	1
Adm. Asst.	11000-2400-51100-0000-xxx-xxx-1217	1	1	1	1

Bus. Manager	11000-2500-53414-0000-xxx-xxx-0000	contract	contract	contract	
Bookkeeper	11000-2500-51100-0000-xxx-xxx-1217	1	1	1	1
Regular Ed Teachers	11000-1000-51100-2000-xxx-xxx-1412	8	10	12	4:90
Trainers	11000-1000-51100-9000-xxx-xxx-1618	3	3.75	4.25	1:60
Special Ed Teachers	11000-1000-51100-2000-xxx-xxx-1412	1.13	1.13	1.13	caseload 1:12/sec
Student Sup.	11000-2100-51100-0000-xxx-xxx-1217	1	1	1	1
IT	11000-2500-51100-0000-xxx-xxx-1511	1	1	1	1
Ancillary	11000-2100-53218-2000-xxx-xxx-0000	contract	contract	contract	

Ranking				
← Satisfied		Not Satisfied →		
D.(3)(b) Staffing Plan Alignment	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school's staffing plan is clearly aligned with the budget, projected enrollment, and implementation schedule.	The school's staffing plan is clear and complete and generally appears to be aligned with the budget.	The school's staffing plan is adequate and partially aligned with the budget.	The school's staffing plan is inadequate or incomplete and does not align with the budget. --OR-- The application does not provide a staffing plan.

Comments:

Partially Meets

The proposed school's staffing partially aligned with the budget.

The applicant has provided a table with line items rather than associating the SEG calculation from the 910B5.

As stated above, the narrative accompanying the table does not speak to a timeline for implementation and thus does not have the requisite characteristics of a staffing plan.

D.(5) Provide a calendar and schedule (length of school day and school year including total number of days/hours of instruction) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

School Day/Year

SAHQ Academy's school calendar will mirror that of Albuquerque Public Schools with regards to major holidays and vacation, however the facility will be open most days, excluding Sundays. Instructional hours are Monday – Friday 8am to 4pm. The number of contract hours will be 1200 and include hours accumulated year-round as it is expected that Success Coaches maintain contact with their Academic team during school breaks.

2015-2016 School Calendar

Aug. 7	First day back for teachers, school staff
Aug. 13	First day of school
Sept. 7	Labor Day (schools and administrative offices closed)
Oct. 8-9	Fall break (schools closed)
Nov. 11	Veterans Day (schools closed)
Nov. 25-27	Thanksgiving break (schools closed; administrative offices closed Nov. 26-27)
Dec. 21-Jan. 1	Winter break (schools closed; administrative offices closed Dec. 24-Jan. 1)
Jan. 4	Professional Development Day (no school for students)
Jan. 5	First day of second semester
Jan. 18	Martin Luther King Jr. Day (schools closed)
Feb. 15	Presidents Day (schools and administrative offices closed)
Feb. 16	Professional Development Day (no school for students)
March 25	Vernal Holiday (schools and administrative offices closed)
March 28-April 1	Spring break (schools closed)
May 25	Last day of school

SAHQ Academy is a Community School and therefore open year-round in cooperation with Student Athlete Headquarters. They currently serve the community weekdays until 9 pm and on Saturdays.

The day is divided into a morning and afternoon sessions with the morning blocks focusing on classroom instruction and the afternoon on sports science lab and electives. At SAHQ Academy, sports and fitness

classes are co-curricular and will be integrated into the daily class schedule.

SAHQ Academy' schedule allows for daily interaction with the Success Coach and a student's academic team as well as regular Professional Team collaboration. Its flexibility provides ample opportunities for individualized instruction as well as the creative space for teams to explore and develop applied learning projects. Service learning, Internships and dual credit can be integrated into the school day for those students who are at pace with their progress towards graduation.

SAHQ Academy is a year round community school with programming for both students and the community twelve months a year. In cooperation with the SAHQ Backers and the community center already in operation, the students will be able to have their academic, athletic and social needs met without interruption. It is our intention to have the school become a centerpiece in the student's life.

	Monday	Tuesday	Wednesday	Thursday	Friday
8-11:55	HS online	MS online	Assembly	HS online	MS online
	MS Project	HS Project	MS online	MS Project	HS Project
12-12:55	Lunch / huddle	Lunch / huddle	Lunch / huddle	Lunch / huddle	Lunch / huddle
1-4	Electives	Electives	Electives	Electives	Electives

Ranking				
← Satisfied			Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
School Day/Year	The school provides a calendar and schedule that completely comply with all state requirements and ensure effective, successful implementation of the educational program/curriculum. The school provides a detailed description of how the calendar optimally supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with most state requirements and are sufficient to ensure successful implementation of the educational program/curriculum. The school provides some detail regarding how the calendar supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with some state requirements. The school provides few details regarding how the calendar supports the target student population.	The school provides an incomplete or inadequate calendar and schedule that may or may not comply with state requirements. --OR-- The application does not address a school calendar and schedule.

Comments:

Partially Meets

The applicant provides a calendar and schedule that comply with some state requirements.

The calendar provides for 177 instructional days. The school provides few details regarding the specific schedule of courses for online classes. As provided, the schedule makes it impossible to confirm if

students will be getting the course work and instructional hours required by state statute. The schedule appears to provide for 6 hours and 55 minutes per day, but without additional information about the electives period it is unclear if this calculation is correct.

The applicant provides few details regarding how the calendar supports the target student population. The applicant states, "Its flexibility provides ample opportunities for individualized instruction as well as the creative space for teams to explore and develop applied learning projects. Service learning, Internships and dual credit can be integrated into the school day for those students who are at pace with their progress towards graduation." This description is vague as it does not articulate a relationship to the table provided that breaks down the school day. For example, it is not clear what MS project and HS project are referring to and how those sections are different from electives later in the day.

D.(6) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

Professional Development Plan

Professional Development will focus on increasing the capacity of our staff and our ability to fulfill the school's instructional goals and mission. It is vitally important to students' academic performance and the staff's workplace satisfaction, for all members of our SAHQ Academy family to be optimally equipped to deliver effective and inspirational instruction in a blended learning environment while addressing the New Mexico Common Core State Standards in their daily instructional practice.

The comprehensive professional development program will address the following as a baseline:

- *Implementing pedagogy, strategies and best practices for teaching in a blended learning environment.*
- *Developing a working knowledge of the curriculum and developing meaningful enhancements as well as state and district testing and graduation requirements*
- *Utilizing and navigating the tools of the Digital Delivery Curriculum program*
- *Developing Personalized Learning Plans and conducting Stakeholders meetings*
- *Understanding assessments and utilizing results to guide instruction and improve strategies*
- *Gaining knowledge of school processes and policies*
- *Collaborating on continuous improvement of the curriculum*
- *Using project based technology tools in the classroom*
- *Connecting with professionals in the community that support and extend our vision and mission*

Teachers will be trained on the selected curriculum. The training will prepare them to start the year prepared to get the most from our resources. Training will cover curriculum, personalized instruction,

school year events, grading and report cards, communication and technology tools. Before school begins each year, staff will engage in up to two weeks of face to face training and orientation, delivered in part by the curriculum provider.

We will require the curriculum and technology provider to develop a manual as a resource for teachers and school based personnel to use all year. It will contain policies, procedures and "how to" components that aid teachers and staff on a day to day basis. These "how to" components also have accompanying online tutorial segments that visually demonstrate each process.

The school will provide teachers with ongoing professional development activities throughout the year and can be integrated into the Professional team's regularly scheduled collaboration time. Presenters with various backgrounds and areas of content expertise will conduct sessions on a rotating basis throughout the year. If necessary, these sessions will result in professional development certificates needed for maintaining certification.

Personal professional development plan: Each teacher and trainer will be required to submit a professional development plan at the beginning of each school year detailing the steps they will take to advance their skills and performance. If funds are being requested, a written proposal must be included along with how their participation will benefit SAHQ Academy and its outcomes.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(6) Professional Development Plan	The school provides a clear, comprehensive, and compelling plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission and performance goals. The plan is completely supported by the budget.	The school provides a clear plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission and performance goals. The plan is mostly supported by the budget.	The school provides a limited plan for Professional Development that meets state requirements and appears to be somewhat supported by the budget.	The school provides an inadequate or incomplete Professional Development Plan. --OR-- The application does not address a Professional Development Plan.

Comments:

Partially Meets

The applicant provides a limited plan for Professional Development that meets state requirements.

Specifically, the applicant briefly states there will be four elements to the professional development program. First, there will be a "The comprehensive professional development program will address" several instructional topics. Next the applicant states that "Teachers will be trained on the selected curriculum". Third, the applicant states teachers will be provided "ongoing professional development

activities throughout the year”, which it states can be integrated into the Professional team’s regularly scheduled collaboration time. Finally, the applicant states it will require the creation of professional development plans.

The applicant provides no indication of “who” is responsible for designing and implementing any of the elements of this professional development program, with the exception of the software provider. The applicant also do not identify “when” these elements will be implemented, or provide an annual timeline for implementation. PDP’s are discussed, but there is a nebulous timeline of “at the beginning of the year” rather than a distinct timeline as required by the state.

The applicant’s program appears to be somewhat supported by the budget. There is money in the budget for professional development; however as described above, the applicant does not provide sufficient information to understand whether the plan is supported by the budget.

There is question as to whether or not the training from the education provider as indicated in the budget is included as part of the cost of the material or should be listed as a separate line item. Teachers will be trained on the selected curriculum. “The training will prepare them to start the year prepared to get the most from our resources. Training will cover curriculum, personalized instruction, school year events, grading and report cards, communication and technology tools. Before school begins each year, staff will engage in up to two weeks of face to face training and orientation, delivered in part by the curriculum provider.”

With the exception of the blended learning training there is no mention of specific training associated with mission implementation. The applicant states, “Professional Development will focus on increasing the capacity of our staff and our ability to fulfill the school's instructional goals and mission.” There is no further mention of training associated with the school’s mission.

E. Employees.

E.(1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Please offer a **complete and appropriate explanation of** how you will address employees’ recognized representatives.

Employer/Employee Relationship

Governing body Personnel Policies can be found in the Employee Handbook in Appendix E

The Governing Council will employ all personnel. There Governing Council will oversee and evaluate the Head Administrator who will in turn oversee and evaluate all other staff.

Contract and non-contract employees are considered at will and may be discharged at any time under the conditions and due process defined in section E. Employees are expected to meet the performance expectations daily.

Hiring:

The school will follow a consistent process for hiring school employees. Offers of employment are contingent upon satisfactory reference and background checks (conducted by a national firm and including statewide / national criminal checks for addresses in the previous seven years; social security number verification; sex offender check or US criminal indicator search) as well as receipt of valid certification documents and fingerprint clearances as required or any other approvals as listed in the offer letter. The school reserves the right to conduct additional background checks periodically during employment. Employment may be denied or terminated if the result of any of the background checks performed would affect an individual's ability to do his or her job and /or the safety of the students or workplace. Background checks and other clearances are conducted at the time of hire and every two years thereafter. Employees will provide original documents of identity and eligibility to work in the United States.

Evaluation:

SAHQ Academy will evaluate its licensed teaching and licensed administrative staff in accordance with the School Personnel Act and as mandated by the Public Education Department. Professional development plans will be completed by the 40th day for all teachers, and all required observations and evaluation forms will be completed before the school year ends.

SAHQ Academy will implement a staff evaluation process that includes establishing measurable, student performance focused goals for each employee at the beginning of the year, evaluating each employee at least twice each year and thoroughly documenting any performance issues and improvement plans. The Head Administrator will be evaluated twice a year by the Governing Council. In turn, the Head Administrator will evaluate the Dean and all other employees.

Dismissal:

While non-certified employees may be terminated at any time for any reason in conformity with the New Mexico School Personnel Act, certified staff are entitled to due process prior to discharge consistent with NMSA 1978 22-10A-24 through 22-10A-28.

The school will strive to ensure that departures are conducted in a manner least disruptive to the school and its students. The Head Administrator will ensure complete documentation of performance issues and improvement plans as developed through the evaluation process. Employees facing termination may be given the option to resign, with two weeks or longer notice as long as their presence does not pose a safety risk to the school or hinder the students' ability to learn. When possible, previously unplanned departures will be timed with the end of the semester or school year.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer/Employee Relationship	The school clearly describes the employer/employee relationship and provides clear terms of employment for all classes of employees. The	The school describes the employer/employee relationship and provides the terms of employment for all classes of employees. The school explains how it will address	The school provides a limited description of the terms of employment for all classes of employees and may or may not address how the school will address employees' recognized	The school's description of the employer/employee relationship is incomplete or inadequate. --OR-- The application does not address the

	school completely and appropriately explains how it will address employees' recognized representatives.	employees' recognized representative.	representatives.	relationship between the employer and the employee.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant has provided an limited description of the terms of employment for all classes of employees.</p> <p>The applicant addresses classes of employment as "Contract and non-contract employees are considered at will and may be discharged at any time under the conditions and due process defined in section E. Employees are expected to meet the performance expectations daily." The applicant also does not address part-time, full-time, exempt, or non-exempt employees.</p> <p>There is no specific breakdown of terms for teachers, administrators, or other support personnel including ancillary services. The applicant provided a narrative that did not include specific terms of employment for all classes of employees.</p> <p>The applicant did not address job responsibilities, required work days, hours, breaks, vacation and sick days all of which define the employer/employee relationship. Additionally, the narrative does not include information about health insurance, life insurance or retirement plans.</p> <p>The applicant does not address how the school will deal with employee's representatives.</p>				

E.(2) Provide a **clear, comprehensive, and cohesive** set of governing body personnel policies and procedures **that are aligned** with the stated employer/employee relationship, and comply with all applicable state and federal statutes and regulations (attach as Appendix E). **OR** If you plan to develop those governing body personnel policies and procedures later, state how and when they will be developed and how you will ensure that they comply with applicable federal and state statutes and regulations.

Personnel Policies

Federal Equal Opportunity Employment guidelines will be applied to all aspects of employment including recruiting, hiring, assigning, training, compensation, extension of benefits, termination, providing educational assistance, social / recreational programs, promoting and transferring.

Please see the employee handbook in Appendix E

SAHQ Academy is committed to creating and fostering a work environmnet free from unlawful discrimination and harassment and one in which decisions and terms of employment are not based in any way on race, creed, ethnicity, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, marital status, disability, or veteran status, or other category protected by law.

School leadership will be charged with making a personal commitment to practice and enforce the principles of this policy, including the following responsibilities:

- Recruit, hire, train, promote, transfer, and provide opportunities without regard to race, creed, ethnicity, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity or expression, marital status, disability, or veteran status, or non job related characteristic.*
- Ensure that promotion decisions are made in accordance with federal and state equal employment opportunity requirements by imposing only valid, job related requirements for promotional opportunities.*
- Ensure that all personnel actions relating to compensation, benefits, , terminations, layoffs, training and education assistance are administered in a nondiscriminatory manner.*

SAHQ Academy is committed to maintaining a safe, healthy and efficient working environment for employees, students, and families. Therefore, we require a drug free workplace. Employees are strictly prohibited from misusing controlled substances, intoxicants, inhalants, alcohol and prescription drugs, or purchasing, selling, manufacturing, distributing, possessing or working under the influence of illegal substances. Employees are also prohibited from consuming alcohol, tobacco products or nicotine delivery systems in the presence of any students or families enrolled in the school or attending school functions.

Staff members who take over the counter or prescribed medications are responsible for being aware of any adverse effect the medication may have on the performance of their duties, and must promptly report to the Head Administrator and / or the Lead Teacher if the use of the medication might impair their ability to perform the job safely and / or effectively. Depending on the circumstances, employees may be reassigned, or prohibited from working if they are judged unable to perform their jobs safely and / or properly while taking prescribed medication. It is a violation of this policy for any employee to take over the counter or prescribed medication contrary to its proper use.

Staff may not use school property and equipment or use their own personal vehicle or rented vehicle in performance of their job responsibilities while under the influence of illegal drugs, intoxicants, inhalants, or alcohol.

Human resource policies will be detailed in the Employee Handbook and will be reviewed and approved by the Governing Council and provided to each employee. The school will ensure that all staff members are fingerprinted and undergo criminal record and background checks. All personnel will be in compliance with the Drug Free Public Work Force Act of 1990.

Employees must maintain high standards of personal and professional conduct and behavior and realize that they have a moral responsibility to act in a professional manner.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	

E.(2)Personnel Policies	<p>The school provides a clear, comprehensive, and cohesive set of personnel policies and procedures that are aligned with the stated employer / employee relation-ship, and comply with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a clear, comprehensive, and cohesive plan that states how and when personnel policies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations.</p>	<p>The school provides a clear set of personnel policies and procedures that mostly complies with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a clear plan that states how and when personnel policies will be developed and how it will ensure that they comply with most of the applicable federal and state statutes and regulations.</p>	<p>The school provides a limited set of personnel policies and procedures that somewhat comply with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a plan that states how and when personnel policies will be developed and how it will ensure that they comply with some of applicable federal and state statutes and regulations.</p>	<p>The school provides an incomplete or inadequate set of personnel policies and procedures.</p> <p>—OR—</p> <p>The application does not address personnel policies and procedures or plans to develop the policies.</p>
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Comments:

Meets

The applicant provides a clear set of personnel policies and procedures that mostly complies with all applicable state and federal regulations (attached as Appendix E).

The policies provided in appendix E are clear. Policies are in place that speak to the school's responsibilities regarding,

- Recruit, hire, train, promote, transfer, and provide opportunities without regard to race, creed, ethnicity, religion or religious affiliation, national origin, citizenship, age, sex, sexual orientation, gender identity or expression, marital status, disability, or veteran status, or non-job related characteristic.
- Ensure that promotion decisions are made in accordance with federal and state equal employment opportunity requirements by imposing only valid, job related requirements for promotional opportunities.
- Ensure that all personnel actions relating to compensation, benefits, terminations, layoffs, training and education assistance are administered in a nondiscriminatory manner."

The attached 46 page personnel document appears to provide a comprehensive set of policies.

E.(3) Provide a staff discipline process that is **clear, comprehensive, and cohesive** and that is aligned with the stated employer/employee relationship, and follows an appropriate route ensuring due process.

Staff Discipline Process

Employees must maintain high standards of personal and professional conduct and behavior and realize that they have a moral responsibility to act in a professional manner not only to fellow employees but to students and parents.

Employees must display the highest integrity and the best judgement and ethics, and use their professional skills to the best interest of all. Employees must aid in the professional development of those who enter the educational services profession by assisting them to understand the functions, duties and responsibilities of the profession; and endeavor at all times to improve the school.

Employees are expected to meet certain standards of work performance and conduct. This includes, but is not limited to, those standards outlined in the Employee Handbook as well as in the job descriptions. These standards not only involve sincere respect for the rights and feelings of others, but also demands that employees refrain from any behavior that might be harmful to themselves, co-workers, SAHQ Academy, or that might be viewed unfavorably by the current or potential students and families or by the public at large. Employee conduct reflects on the SAHQ Academy. Employees are, consequently, encouraged to observe the highest standard of professionalism at all times. All employees will be required to follow the Code of Ethical Responsibilities of the Education Professional, 6.60.9 NMAC.

Employees who do not meet the standards and expectations may be given the opportunity to improve performance and / or conduct through the disciplinary process. The nature of the discipline used, up to and including immediate termination of employment will depend upon the conduct of the employee and the relevant circumstances. It is not a guarantee of continued employment when an employee is placed on an improvement plan as part of the disciplinary process. Employees are expected to meet the performance expectations daily. Types of behavior and conduct that SAHQ Academy considers inappropriate include, but are not limited to, the following.

- * Falsifying employment or other SAHQ Academy records*
- * Violating the SAHQ Academy anti-harrassment policy*
- * Soliciting or accepting gratuities from students or their families*
- * Excessive absenteeism or tartiness*
- * Excessive, unnecessary or unauthorized use of SAHQ Academy property and supplies*
- * Reporting to work under the influence of drugs or alcohol*
- * The illegal manufacture, possession, use, sale, distribution or transportation of drugs*
- * Fighting or using obscene, abusive or threatening language or gestures*
- * Theft of property from co-workers, customers, SAHQ Academy or the community*
- * Unauthorized possession of firearms on SAHQ Academy premises or while on SAHQ Academy business*
- * Disregarding safety or security regulations*
- * Failing to maintain the confidentiality of SAHQ Academy, employees, students or family information.*

Should an employee's performance, work habits, conduct or demeanor become unsatisfactory based on violations either of the above or of any other SAHQ Academy policy, rules or regulations, the employee will be subject to disciplinary action, up to and including termination.

Before or during imposition of any discipline, employees may be given an opportunity to relate their version of the incident or problem at issue and provide any explanation or justification they consider relevant.

Where appropriate, a policy of progressive employee discipline may be followed if the SAHQ Academy Principal deems it appropriate under the circumstances. At no time will the Principal be precluded from taking any disciplinary action he/she deems appropriate. Progressive discipline can include:

Verbal Reprimand: A verbal reprimand may be imposed as an initial disciplinary step. A verbal warning can be given to an employee whose conduct is unacceptable, and whose repeated or continued failure to conform his/her conduct or performance to SAHQ Academy standards will result in more severe disciplinary action. A record of the notice of the verbal reprimand may be made and retained in the employee's personnel file.

Written Reprimand and Probation: If verbal reprimands do not encourage the employee to correct his/her conduct, the Principal or Lead Teacher may impose a written reprimand. This reprimand will describe the unacceptable conduct or performance of the employee and specify needed changes or improvements. A copy of the written reprimand and probationary period will be retained in the employee's file.

Suspension (leave without pay): When an employee's conduct is severe and warrants a stricter penalty short of discharge or termination, he/she may be suspended without pay for a period of time at the discretion of the Principal. If the suspension exceeds 10 or more working days, he or she will be entitled to due process.

Termination / Discharge: The final step in the disciplinary procedure is the termination (non contract) or discharge (contracted employee). If an employee fails to conform his/her conduct to the standards that SAHQ Academy requires, SAHQ Academy may, for any reason it deems appropriate, terminate a non-contract employee. If a contract employee is discharged as a result of disciplinary action, the employee will only be discharged for just cause as defined in the School Personnel Act. A contract employee who is discharged mid contract will be entitled to due process as described in NMSA 1978 22-10A-27. (i.e. opportunity for hearing before the Governing Council and right to appeal to and independent arbitrator.) If a non-contract employee is terminated, he /she will be entitled to due process and the right to appeal to an independent arbitrator.

SAHQ Academy reserves the right to administer discipline in such a manner as it deems appropriate under the circumstances, and may, at its sole discretion, eliminate any or all of the steps in the discipline process, except as required by the School Personnel Act.

In the case of serious misconduct, it may be necessary to protect the safety and security of the workplace by suspending or place the involved employees on administrative leave in order to remove them from the workplace. In addition, in some instances, while your supervisor is investigating and considering appropriate action, you may be relieved from duty pending a full investigation of the circumstances. The investigation may have one of the following results: (a) if the circumstances do not justify suspension, you will be allowed to return to work, although other disciplinary action may be taken; (b) if the circumstances do justify suspension you will be notified of the suspension and dates and conditions for returning to work. You will not be paid or accrue sick leave (if applicable to you) for the period suspension occurs; or (c) if the circumstances justify termination, and you are not a "tenured" employee within the meaning of New Mexico School Personnel Act, you will be dismissed and a final paycheck will be issued excluding time of unpaid suspension. If you are a "tenured" employee and the circumstances justify termination or discharge, the process outlined in this handbook will be followed.

Ranking				
		Satisfied	Not Satisfied	
E.(3) Staff Discipline Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a staff discipline process that is clear, comprehensive, and cohesive and aligned with stated employer/employee relationship, and follows an appropriate route that ensures due process.	The school provides a staff discipline process that is clear and follows an appropriate route that ensures due process.	The school provides a limited staff discipline process that partially follows an appropriate route that ensures due process.	The school provides an inadequate or incomplete staff discipline process. --OR-- The application does not address a staff discipline process.

Comments:

Partially Meets

The applicant has provided a limited staff discipline process that partially follows an appropriate route to ensure due process.

The applicant's response describes "an opportunity for hearing before the Governance Council and right to appeal to an independent arbitrator," however, the statement by the school that it "reserves the right to administer discipline in such a manner as it deems appropriate under the circumstances" is unclear. The circumstances which would warrant passing the stated progress of discipline should be stated.

Due to the lack of clarity around the discipline process described above, the response does not clearly follow an appropriate route that ensures due process.

E.(4) Provide a **clear, comprehensive, and cohesive** employee grievance process that is aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines.

Grievance Process

The proposed employee handbook with detailed information on the grievance process can be found in Appendix E

The Governing Council encourages open and direct lines of communication between employees. Examples of issues that should be handled through SAHQ Academy's resolution process include: concerns about the application of school policies and procedures within the school to school staff, parents and students; concerns about personnel decisions directly involving an individual or decisions affecting other individuals at the school; work conditions; questions about the competence and overall fitness of a colleague or a supervisor; and regulatory compliance.

The Employee handbook and policies will provide a clear dispute resolution process.

Step 1. All problems should be taken to your immediate supervisor first for discussion. Your supervisor is always ready and willing to answer your questions about your work or your progress. If you have ideas for doing things a better way or encounter a problem about practices discussed herein or if any problems

arise in the course of your work, talk to your supervisor. In most instances, the problem can be immediately solved after this first step is taken.

Step 2. If, after talking to your supervisor, you have not received a satisfactory explanation or decision, you should notify your supervisor that you wish to present the problem to the Principal. To do this, write a statement to the Principal that includes:

- *Your name and position;*
- *What the problem is;*
- *When you discussed it with your supervisor;*
- *What your supervisor's response was;*
- *Why you disagree; and*
- *What you suggest as the proper response to the problem you raised.*

The Principal will investigate and will discuss the outcome of his/her review of the supervisor's proposed resolution of the problem with you.

Step 3. If you feel you did not receive a satisfactory resolution from the Principal or decision, you should notify the Principal that you wish to present the problem to a neutral third party. To do this, write a statement to the Principal that includes:

- *Your name and position;*
- *What the problem is;*
- *When you discussed it with your supervisor;*
- *What your supervisor's response was;*
- *Why you disagree; and*
- *What you suggest as the proper response to the problem you raised.*

The person designated by the Principal will make recommendations for a proposed resolution to the Principal and will discuss the recommendation with you. The Principal may, but is not required to accept the third party neutral's recommendation, or meet with you and the third party to reach a compromise solution, or the Principal may reject recommendation and reach a decision about the grievance that will be final.

In all cases if an immediate decision is possible, it will be given to you; if not, you will be informed of a time when an answer will be available.

We urge that you begin all problems or complaints out into the open since only in this manner can any action be taken by the company. All complaints should be brought no later than ten (10) school days from the complained of incident. This is so to insure that a proper investigation and fair evaluation can take place.

Ranking				
←		Satisfied	Not Satisfied	→
E	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school provides a clear, comprehensive, and cohesive employee grievance process that is completely aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines.	The school provides a clear employee grievance process that mostly aligns with the stated employer/employee grievance process, and includes provisions for appropriate protections and appeals, time frames, and that follows legal guidelines.	The school provides an employee grievance process that partially follows appropriate legal guidelines.	The school provides an inadequate or incomplete employee grievance process. --OR-- The application does not address the school's employee grievance process.
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Comments:

Partially Meets

The applicant provides an employee grievance process that partially follows legal guidelines. The described three step process includes an informal discussion, investigation and review by the principal, and recommendations from a neutral third party. This process does not include the governing body, does not appear to provide for appeals, or the opportunity to present evidence. The applicant's response also does not provide for timelines to ensure a timely response along each step of the process.

F. Community/Parent/Employee Involvement in Governance.

F.(1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how **parental involvement will help to advance** the school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

Community Involvement

SAHQ's current structure has thrived on parent and community participation with regards to its operational and programmatic success. All coaches, trainers and tutors are volunteers. Many of them started out being served by our programs then stepped forward to become more involved. Team travel arrangements, building maintenance and repairs are a group effort. Businesses who believe in what we are doing have stepped forward to donate needed items or provide special treats for the kids. Adults and parents of youth participants regularly make donations of supplies to help with our facility. Our neighbors supported us in our charter school zoning. School or no school, we are already a SAHQ Family, serving each other to better our community.

To assist in the creation of a school, several community meetings have been held over the past two years to identify needs of families we serve and gather information on what they believe are the gaps in their children's education and to develop strategies that would help their children be successful. We have met with our young student athletes to discuss their current educational programs and ask about ways that schools can better meet their needs and fuel their dreams.

School Advisory Council

During enrollment and orientation, we will encourage parents and families to become involved with the school. The School Advisory Council will meet on a monthly basis at our facility to discuss various ideas, issues and concerns. Although the council will not have official decision making authority, it is expected that they will provide suggestions and feedback to the school staff, administration and the Governing Council.

The head of our student support services will attend their meetings and serve as a liaison. The liaison will report to the parents and families on activities, opportunities and challenges at the school. They will assist in scheduling facilities or other resources for events and report information or suggestions back to the Council and school staff. This two way facilitation will provide SAHQ Academy staff, Council and parents a personal way to communicate with each other on a regular basis. We expect that our Governing Council will always be representative of the interests and concerns of our students and our educational community.

Community Events

SAHQ Academy will use the skills they have learned to host or partner with at least two sporting events annually that engages families and contributes to the health and wellness of our community.

What we learn has more to do with how it will positively affect our families and our community than what grade we received in a class. In order to explore what it means to be a leader, how you can organize like-minded individuals to make a difference and how your academic, athletic, financial, social, and organizational skills can be used to create something bigger than yourself, we will take on at least two projects during the year that will utilize the talents of our SAHQ family and positively impact the community at large.

We will engage students and their families with purposeful volunteerism, centered on the school's educational focus, benefitting the needs of a targeted group. These events will be family focused.

One project that has already been discussed with County Commissioner Maggie Hart Stebbins is a large youth and adult basketball tournament called "The Hunger Games" to be played the weekend following Thanksgiving. This event is intended to collect food for local charities and draw awareness to the food insecurities our NM children face.

Website and Social Media

SAHQ Academy will be active online and with social media, recognizing student, staff and school achievement, posting notices of event meeting and giving stakeholders an additional feedback loop.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

F.(1) Community involvement.	The school provides a clear, comprehensive, and cohesive plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how parental involvement will help to advance the school's mission.	The school provides a clear plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school.	The school provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the school.	The school provides an inadequate and incomplete plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the school. --OR-- The application does not address community involvement.
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Comments.

Partially Meets

The applicant provides a limited plan that identifies opportunities for involvement in governance of the school.

The plan proposed does not directly describe meaningful parental, professional and community involvement in the governance and operation of the school rather provides an indirect path for community input and relies heavily on electronic media.

The applicant states, "To assist in the creation of a school, several community meetings have been held over the past two years to identify needs of families we serve and gather information on what they believe are the gaps in their children's education and to develop strategies that would help their children be successful. We have met with our young student athletes to discuss their current educational programs and ask about ways that schools can better meet their needs and fuel their dreams."

The applicant describes outreach that has been conducted in the context of an after school program but has no clear distinction how or if that will differ should the school become a chartered entity.

There are three described avenues for community outreach:

School advisory council,
Community events, and
Social media.

The applicant's response does describe that the School Advisory Council will meet on a monthly basis at the proposed facility to discuss various ideas, issues and concerns. The applicant's response indicates that suggestions will be reported back to the Council and school staff.

It is unclear how any of these three avenues will specifically influence the governance of the school.

The applicant also does not address professional educator involvement.

F.(2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GB.

Complaint Resolution

Please see the student handbook in Appendix F

SAHQ Academy is committed to creating a positive, well balanced and high energy community. Although we recognize that you will never get 100% consensus on issues, we will work very hard to gain our communities trust. We take our responsibility to provide quality educational services to students very seriously and know that this task is accomplished to a greater degree when the families have ownership and a meaningful voice.

We will encouraged to resolve unsatisfactory situations concerning their student as soon as possible and interact directly with teaching or training staff first. However, it is recognized that an intermediary is helpful for both sides to move beyond an impasse, therefore the following policy is provided for resolving situations that are not otherwise covered by the formal dispute resolution process.

- 1. Meet with the person with whom there is a concern. Bring your concerns in writing with your hope for a resolution so that the conversation can be centered on the desired outcome. Teachers are required to document meetings and submit the issues and outcomes to the student support office.*
- 2. If a resolution cannot be reached at this level, then the parent or guardian may contact the Student Support office for assistance and / or mediation. Parents will submit their original concerns in writing along with the outcome of the initial meeting and their suggested resolution. The student support office will attempt to resolve the problem without further involvement of the staff. If a meeting is necessary, one will be arranged with the student support staff, parent, student and appropriate staff members.*
- 3. If a resolution cannot be reached after this process, the parent will submit the documentation and desired outcome to the Chairman of the Governing Council and request a meeting. A meeting will be scheduled as soon as practical after the complaint is received. Matters concerning a student or employee dispute will not be addressed in an open meeting unless specifically requested by the parent in writing.*

The school will also ensure the family and student adhere to their responsibilities as stated in the School Handbook, and when necessary will discipline a student for violation of school policy. If a parent has concerns, they may institute the Grievance Process.

The Principal will make themselves available personally to hear concerns and provide direction, however they above process will be followed to allow for proper documentation and consideration of all sides. At no time will the Principal be the first order of resolution. If a complaint is taken by a staff member, it will be documented and forwarded to the student support services who will engage the appropriate staff members.

Ranking		
←	Satisfied	Not Satisfied →

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Complaint Resolution	The school provides a clear, comprehensive, and cohesive plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GB.	The school provides a clear plan to receive and process concerns and complaints from the community and parents. The plan is somewhat transparent, fair, accessible to the community, and assures a timely and meaningful response from the school administration or the GB.	The school provides a limited plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the school administration or the GB.	The school provides an inadequate or incomplete plan to address community and parent complaints. --OR-- The school does not address complaint resolution.

Comments:

Partially Meets

The applicant provides a limited plan to receive and process concerns and complaints from the community and parents.

The applicant states the first step is to, "Meet with the person with whom there is a concern. Bring your concerns in writing with your hope for a resolution so that the conversation can be centered on the desired outcome. Teachers are required to document meetings and submit the issues and outcomes to the student support office. The applicant then states, if a resolution cannot be reached at the first level," then the parent or guardian may contact the Student Support office for assistance and / or mediation." The third step is to "submit the documentation and desired outcome to the Chairman of the Governing Council and request a meeting."

This process does not appear to provide timelines to ensure a timely response along each step of the process. The applicant's response also does not provide sufficient information to understand how the process will be transparent and fair.

G. Student Policies.

G.(1) Provide and attach as Appendix F, **clear, comprehensive, and cohesive** Student Discipline Policies (6.11.2 NMAC) that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a **detailed explanation** of how it will take into account the rights of students with disabilities.

Student Discipline Policy

Please see the Student Handbook in Appendix F

SAHQ Academy is committed to providing a safe, positive, productive and nurturing educational environment for all of its students, and conveys this commitment through its written policies in the form

of the School Handbook, collaboratively developed to define our school culture. All students and parents will review these policies as part of the enrollment process.

*SAHQ Academy students will be provided with graduated, relevant learning experiences that will enable students to develop to their full potential. It is necessary to establish an orderly environment for this learning to occur. Students must possess self-discipline and are responsible for their own actions and must respect the rights of others. SAHQ Academy has only two rules – **Trust and Respect**.*

Opportunities will be provided for staff to develop skills in teaching decision making, responsible behavior, how to honor oneself and others, and how to work together, all within the context of learning what trust and respect encompass.

These disciplinary lessons will be employed by school personnel in order to maintain an effective educational environment where students and teachers can focus on learning. Because behaviors are complex chains of events, there will be no specific criteria for the use of discipline procedures other than the preceding description of self-discipline. However, the discipline procedures shall be administered fairly, with respect for the dignity of all persons involved, and without anger, malice or prejudice.

SAHQ Academy values every child and will work with students and their families to handle problems, however threats to the safe and positive educational environment will not be tolerated.

Teachers will not have to deal with disruptive or disrespectful students. For minor infractions, students will be referred to the student support staff discuss expectations and resolve any issues that are affecting the student's behavior or to the training staff who will monitor the SWAT team (Student's wanting additional training) for short term daily referrals. For more egregious or repetitive infractions, parents will be notified in writing and the student will be placed on corrective action plan, assigned to the SWAT team for a specified length of time and, if necessary, make restitution.

A student will not be suspended or expelled and thereby be deprived of a free education provided in the public schools without due process. Due process requirements guarantee all students the right to fair notice, fair procedures, and a fair hearing. The student and his or her parents or guardians have the responsibility to follow the procedures set forth herein a respectful and timely manner.

SAHQ Academy encourages the promotion of positive interpersonal relations between members of the school community and defines harrassment, intimidation, bullying, cyber-bullying, or hazing toward a student, whether by other students, staff or third parties as "prohibited behaviors" that will not be tolerated.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

G.(1) Student Discipline Policy	The school provides clear, comprehensive, and cohesive Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a detailed explanation of how it will take into account the rights of students with disabilities.	The school provides a clear Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides an explanation of how it will take into account the rights of students with disabilities.	The school provides limited Student Discipline Policies that partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules.	The school provides incomplete or inadequate Student Discipline Policies set forth in the Public Education Department rules. --OR-- The application does not address student discipline policies.
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Comments:

Partially Meets

The applicant provides limited Student Discipline Policies that partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides an explanation of how it will take into account the rights of students with disabilities.

The applicant provided student discipline policies that include processes for administering all student consequences, and specifically students with disabilities. The policies include information that correlates to Title 6 Chapter 11 Part 2 (6.11.2) NMAC. Specifically, they addressed the sections: basis for disciplinary action, detention suspension, and expulsion, and discipline of students with disabilities.

The applicant's proposed discipline policy does not address the requirements of 6.11.2.10.B NMAC Search and Seizure including: 1) notice of search policy, 2) who may search, 3) When search is permissible, and 4) conduct of search.

The applicant does not provide a code of conduct that identifies behaviors that may result in disciplinary action.

The applicant's proposed policy does clearly provide the appropriate protections for discipline of students with disabilities.

G.(2) Provide a **clear, comprehensive, and cohesive** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. Ensure that the plan is consistent with the Students' Rights and Responsibilities rules.

Alternative Placements

Reflected in the student policies will be careful protection of the rights of disabled students through the fair application of due process. School staff may order the removal of a student from school for disciplinary reasons to the extent the removal is applied to non disabled students, as long as the removal does not constitute a change in placement. A change in placement occurs if the student is removed from

school for disciplinary reasons for more than 10 consecutive school days or if the student is subjected to a series of removals that constitute a pattern of removal.

To address long term suspension, if a student has been removed from his/her current placement for more than 10 days during a school year, the school staff will provide services to the student to the extent necessary for the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP. The school staff may order a change of placement to an appropriate alternative setting for no more than 45 days to the extent removal for disciplinary reasons is applied to non disabled students if a student carries a weapon to school or to a school function or knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance or causes serious bodily harm to another person while at school or a school function. The interim alternative setting must enable the student to continue to progress in the general curriculum and to receive those services and modifications to enable the student to progress on the goals set out in their IEP.

If the school staff is considering a disciplinary action that involves changing a student's placement, the parent will be notified of that decision and a review will be conducted to determine the relationship between the student's disability and the behavior subject to the disciplinary action. If the result of this review is that the behavior was not a manifestation of the student's disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities. However, the school must provide services to the extent necessary to enable the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals set out in their IEP.

After changing a student's placement for disciplinary reasons, school staff will conduct a functional behavioral assessment and convene the IEP team to develop a behavioral intervention plan; or if a behavior plan was in place it must be reviewed and modified as necessary by the IEP team.

If expulsion is necessary of a student without an IEP, the Head Administrator, student support staff and the parent may refer a student to a school other than SAHQ Academy. The student support staff will follow up to ensure that the student has enrolled and transitioned into another institution.

Ranking				
← Satisfied		Not Satisfied →		
G.(2) Alternative Placements	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students' Rights and Responsibilities rules.	The school provides a clear plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students' Rights and Responsibilities rules.	The school provides a limited plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is somewhat consistent with the Students' Rights and Responsibilities rules.	The school provides an inadequate or incomplete plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. --OR-- The application does not address alternative placement of students.

Comments:

Partially Meets

The applicant provides an inadequate plan for alternative placement of a student suspended (short or long term) or expulsion. While the applicant identifies that it understands students with IEPs must be provided services if a long term suspension or removal is put into effect, stating "school staff will provide services to the student to the extent necessary for the student to appropriately progress in the general curriculum and appropriately advance toward achieving the goals in their IEP." The applicant does not provide a plan, including timelines, action steps, or responsible parties, for doing this.

Further, in relation to interim alternative settings the applicant states, "interim alternative setting must enable the student to continue to progress in the general curriculum and to receive those services and modifications to enable the student to progress on the goals set out in their IEP." Again, the applicant has not provided a plan, including timelines, action steps, or responsible parties, for addressing alternative educational settings for eligible students who are long-term suspended or expelled.

Additionally, the statement by the school "If expulsion is necessary of a student without an IEP, the Head Administrator, student support staff and parent may refer a student to a school other than SAHQ Academy" may be contrary to state statute. Students who are expelled from a Charter are also expelled from the district in which the charter resides. This may indicate a lack of legal acumen concerning charter law.

H. Student Recruitment and Enrollment.

H.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are **reasonable**. Ensure that the outreach/ marketing plan is supported by the budget.

Student Recruitment

SAHQ Academy will have no more than 300 students and expects to launch with 180 in grades 7-10. We will target our outreach efforts to reach the broadest cross-section of families, including collaboration with community based organizations serving youth city wide.

The plan for student recruitment will fulfill three goals: assembling a student body that reflects the Sports Science focus, ensuring the families have the facts to make informed choices, and providing equal access to any family interested in the school. In order to meet these goals, we will use an appropriate mix of the following marketing processes:

- **School Website:** *More than simply a description of the school, the website will serve as an active recruitment tool, with rich media, interactive elements and the ability to register for enrollment. We currently have volunteers who are willing to assist in launching the website.*
- **Online and Social Media:** *SAHQ Academy will have a vibrant, active presence on Twitter, Facebook, Instagram, Youtube and any other network that becomes popular. These modes of advertising are free, and we currently have volunteers willing to launch this effort.*

- We will conduct **email and mail campaigns** sending program promotional materials to students and families in a cost effective manner. Email will be used as the primary means to reach interested families, direct mail only if necessary and if the budget allows. We currently have volunteers to assist in the web design portion of direct email campaigns. Mail Chimp is a free mass email service that we will use.
- **Information sessions:** The school will host parent and student information sessions in which parents and families can ask questions and see firsthand how the program works.
- **Enrollment service:** Assistance will be provided via telephone and online and in person to help families complete online enrollment forms.. Phone calls will be handled by our founding members until such time as office staff is hired.
- **Service work:** SAHQ Academy will maintain a visible presence in the community through service work and support of community events.
- **SAHQ Programs:** Student Athlete Headquarters will continue to serve the community through events and programs. This consistent access to training allows potential students to participate in and evaluate the appropriateness of it for their objectives and allows new students to immerse themselves into the school culture prior to the start of a new school year.

Once a student is enrolled, the focus will shift to ensuring his or her successful completion of the program, with appropriate ongoing guidance, consultation, tutorial and wrap around services.

Timeline

Fall 2015	Initial outreach to students and families in the community. Information sessions. Collect registrations applications.
December 2015	Governing Council establishes enrollment period / deadline
January 2016	Begin initial enrollment process
January - March 2016	Enrollment push with strong marketing, information sessions and outreach
April 2016	Enrollment deadline (tentative) followed by lottery if initial enrollments exceed 180
April - July 2016	Students complete enrollment process, attend orientation
August 2016	School begins

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

H.(1) Student Recruitment	The school provides a clear, comprehensive, and cohesive outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are reasonable . The outreach/ marketing plan is completely supported by the budget.	The school provides a clear outreach and recruitment plan that ensures equal access to the school. Adequate recruitment /enrollment timelines are presented. The outreach/ marketing plan appears to be supported by the budget.	The school provides a limited recruitment plan for ensuring equal access to the school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is partially supported by the budget.	The school provides an inadequate or incomplete outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the school. The outreach / marketing plan does not appear to be supported by the budget. --OR-- The school does not address student recruitment.
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Comments:

Partially Meets

The applicant provides a limited outreach and recruitment plan. The programming includes both online, in person at site and community based options. The plan has the following elements, but no detail about each:

Proposed school website:

Online and Social Media

Email and mail campaigns

Information sessions- at the site

Enrollment service- for prospective students over the phone or at the site

Service work- volunteerism at community events

SAHQ Programs- hosting community events

The timeline is adequate as it outlines events starting in fall of 2015 and culminating in the beginning of school August 2016.

The marketing plan appears to be supported by the budget with \$10, 000 reported in the budget for year 1.

H.(2) Provide a **complete, comprehensive, and cohesive** description of your lottery process and procedures that comply with state statutes, and **support equal access** to the school (include how you will maintain a wait list). Please provide tentative timeframes or dates.

Lottery Process

SAHQ Academy is a public school and will provide a tuition free, rigorous and engaging learning experience to any age and grade appropriate individual regardless of gender, race, disability, academic standing or other specific condition.

As per NMSA Section 22-8B-4.1 NMSA 1978 enrollment and the lottery will be governed by the following rules.

- *A start up school may either enroll students on a first come, first served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start up school: and,*

SAHQ Academy will give enrollment preference to:

- *Students who have been admitted to SAHQ Academy through an appropriate admission process and remain in attendance through subsequent grades, and*
- *Siblings of students already admitted to or attending SAHQ Academy*

If a parent or guardian (collectively referred to as "Parent") wants to enroll a student, the parent must submit an electronic Letter of Intent during our enrollment period for each student requesting admission. A complete and timely Letter of Intent is required to ensure that the student will be included in the lottery. A lottery is required when the number of students wanting to enroll exceed the number of seats available at the school.

- *Student applications will be taken up to 5:00 pm on the day of the application deadline.*
- *All registration documents must be provided to SAHQ Academy prior to a potential student's being entered into the lottery.*
- *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.*
- *The students will be listed as admitted in the order they are drawn until all slots are 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 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 in writing regarding their placement and*
- *Parents of selected students will be asked to complete registration and schedule a stakeholders meeting within 10 days of being notified.*
- *A student may apply for one slot only. Students who apply for more than one slot will be removed from the lottery. A student must apply using his/her legal name. Using an alias could result in disqualification from the lottery or dis-enrollment at a later date.*

Waiting List:

Students who are not selected through the lottery and have submitted a Letter of Intent will be placed on a waiting list. As openings become available, the top of the waiting list will be notified of the opening by email and phone. The parent will be given five (5) business days to accept the student's position and to complete the enrollment packet. If the parent does not respond within five (5) business days, the slot will be offered to the next student on the waiting list and so on. If a student is on the waiting list and he/she declines a slot when offered, he/she will be removed and be required to submit another Letter of Intent and follow in the process described above.

Following the planning year, SAHQ Academy will open the enrollment and lottery each year in the spring for a limited period that will be advertised publicly and on our site. If there is a waiting list from the previous enrollment period those students will remain on the list until they decline a position or remove their name from the list. Students who participate in a new lottery process will be added to the end of the waiting list if one remains from the prior enrollment period. Their names will be added in the order they are drawn at the lottery for the current enrollment period.

Ranking				
← Satisfied		Not Satisfied →		
H.(2) Lottery Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a complete, comprehensive, and cohesive description of its lottery procedures that comply with state statutes, and support equal access to the school. Tentative dates are provided.	The school provides a clear description of its lottery procedures that comply with state statutes. Tentative dates are provided for the most part.	The school provides a general description of lottery procedures that comply with state statutes. Some tentative dates are provided.	The school provides an inadequate or incomplete description of its lottery procedures or what is provided does not comply with state statutes. --OR-- The school does not address the lottery process.

Comments:

Does Not Meet

The applicant provides an inadequate description of its lottery procedures which appear to be contrary to law.

The requirement that parents submit a “letter of intent” along with “all registration documents must be provided to SAHQ Academy prior to a potential student’s being entered into the lottery” is contrary to law. Unless the student was chosen in the lottery there would be no need to submit registration documents. To be submitted into the lottery, the student/parent need submit only identification and contact information.

Follow up questions during the capacity interview did not sufficiently clarify this misunderstanding; the applicant was unable to specifically identify what information would be required in order for a potential student to be entered into the lottery. The school intends on requesting registration documents in order to be involved in the lottery.

The Applicant also proposes to provide preference for students who were on the wait list in the prior year, this is not allowable.

The applicant’s description of the lottery process is limited. It does not provide tentative dates in this response, does not provide a clear description of how spots will be filled by grade level, where the lottery will take place, whether it will be public or not, etc.

Enrollment Process

If a parent or guardian (collectively referred to as “Parent”) wants to enroll a student, the parent must submit an electronic Letter of Intent during our enrollment period for each student requesting admission. A complete and timely Letter of Intent is required to ensure that the student will be included in the lottery.

This enrollment process consists of multiple stages.

- The Letter of Intent initiates the enrollment process and enters the child into the lottery*
- If a lottery is not required, the Letter of Intent will be followed with the enrollment procedures described below.*
- Siblings of students enrolled are automatically eligible for enrollment*
- Upon notification of acceptance, parent and student are required to attend an entrance interview. These interviews will be scheduled within 10 days of the drawing.*
- Parents will receive an admission packet at the interview*
- Students will be given a placement exam that will provide data for the subsequent stakeholders meeting*
- Parents must provide a birth certificate, updated immunizations records or certificate of objection, Social Security number, proof of residence, copy of the most recent IEP or 504 plan, student interest survey, parent compact and complete the SAHQ Academy admission forms.*

Withdrawal:

- Parent or guardian completes a withdrawal form*
- Transcripts / Records are sent to the students new school*
- Transcripts / Records are held if there is a fine pending*

Disenrollment

- A student is dis-enrolled when they have been absent from school for 10 or more consecutive days and neither the student nor the parents have responded to communication from SAHQ Academy administration.*

Re-enrollment

- A student will be re-enrolled if there is space for the student. If there is no space available, the student will be put on the waitlist for that year. The waitlist will carry over from year to year and the student’s place held if the letter of intent is renewed by the enrollment deadline.*

The Governing Council may fine tune these procedures and adopt revised enrollment policies prior to enrollment in any given year.

All students who meet the State of New Mexico eligibility requirements for attending a public school may apply for admission to SAHQ Academy. SAHQ Academy does not discriminate among applicants on the basis of age, disability, gender, ethnic or national origin, religion or academic standing. SAHQ Academy is a non-sectarian school. There are no tuition or requirements. In accordance with the Charter School Act, siblings of students enrolled are automatically eligible for enrollment in the school. SAHQ Academy will begin accepting Letters of Intent as soon as the website is established with the first lottery, if necessary, to be held in March with subsequent lotteries held as need each month.

SAHQ Academy will adhere to state laws and regulations and require the following documents when enrolling students.

Timeline

<i>Fall 2015</i>	<i>Initial outreach to students and families in the community. Conduct Information sessions Establish website and accept Letters of Intent</i>
<i>December 2015</i>	<i>Governing Council establishes enrollment period / deadline</i>
<i>January 2016</i>	<i>Begin initial enrollment process</i>
<i>January - Feb 2016</i>	<i>Enrollment push with strong marketing, information sessions and outreach.</i>
<i>March 2016</i>	<i>Enrollment deadline (tentative) followed by lottery if initial enrollments exceed 180</i>
<i>March - July 2016</i>	<i>Students complete enrollment process, attend interview</i>
<i>August 2016</i>	<i>School begins</i>

I. Legal Compliance.

I.(1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

Conflict Of Interest

Please see Appendix B4 for a sample Conflict of Interest form and Appendix G for Conflict of Interest policy.

The Governing Council is committed to high standards of ethical conduct. The purpose of the Conflict of Interest policy is to protect the school when it is contemplating entering into a transaction or arrangement that might impermissibly benefit the private financial interest of an Officer of the Governing Council, and to provide the Governing Council with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though the Governing Council has, or may have, a Conflict of Interest with respect to the transaction. The GC will adhere to all applicable laws in operating a charter school, including but not limited to the laws regarding interested parties and conflict of interest. In addition, the GC will adopt and regularly update its Conflict of Interest Code under the Political Reform Act. An employee of the school will not be eligible to serve on the Governing Council as a voting member.

Article I : PURPOSE

The purpose of the conflict of interest policy is to protect SAHQ Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the school or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II : DEFINITIONS

1. Interested Person Any director, principal officer, or member of a committee with governing council delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

a. An ownership or investment interest, other than de minimis, in any entity with which the school has a transaction or arrangement,

b. A compensation arrangement with the Organization or with any entity or individual with which the school has a transaction or arrangement, or

c. A potential ownership or investment interest, other than de minimis, in, or compensation arrangement with, any entity or individual with which the school is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

Article III : PROCEDURES

1. Duty to Disclose In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing council delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing council or committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing council or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining council or committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any governing council or committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the school to an organization that is tax exempt under under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

3. Procedures for Addressing a Conflict of Interest:

- a. An interested person may make a presentation at the governing council or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.*
- b. The chairperson of the governing council or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.*
- c. After exercising due diligence, the governing council or committee shall determine whether the school can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.*
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing council or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the school's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.*

4. Violations of the Conflicts of Interest Policy:

- a. If the governing council or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.*
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing council or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.*

Article IV : RECORDS OF PROCEEDINGS

- The minutes of the governing council and all committees with council delegated powers shall contain:*
- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing council's or committee's decision as to whether a conflict of interest in fact existed.*
 - b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.*

Article V : COMPENSATION

- a. A voting member of the governing council who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.*
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school for services is precluded from voting on matters pertaining to that member's compensation.*
- c. A voting member of the governing council or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the school either individually or collectively, is prohibited from providing information to any committee regarding compensation.*

Article VI : ANNUAL STATEMENTS

Each director, principal officer and member of a committee with governing council delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,*
- b. Has read and understands the policy,*
- c. Has agreed to comply with the policy, and d. Understands the school is educational and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.*

Article VII : PERIODIC REVIEWS

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.*
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further educational purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.*

Article VIII :USE OF OUTSIDE EXPERTS

When conducting the periodic reviews as provided for in Article VII, the school may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing council of its responsibility for ensuring periodic reviews are conducted.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

I.(1) Conflict of Interest	The school provides a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to meet the requirements of the law. The school provides a sample disclosure statement of any real or potential conflict of interest.	The school provides a clear Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law.	The school provides a limited Conflict of Interest Policy. However, the school's response may raise questions or concerns about understanding or capacity regarding the requirements of the law.	The school provides a Conflict of Interest Policy that is inadequate or incomplete or does not meet the requirements of the law. --OR-- The application does not address a Conflict of Interest Policy.
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Comments:

Does Not Meet

The applicant provides an inadequate Conflict of Interest Policy. The school's response also raises questions or concerns about understanding or capacity regarding the requirements of the law. The applicant provided a sample disclosure statement of any real or potential conflict of interest.

The applicant's response states, "A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing council or committee decides that a conflict of interest exists." This appears to conflict with the requirements of 22-8B-5.2, which states "A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the charter school is contracting."

The same statute indicates, that a "person shall not serve as a member of a governing body of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly, for professional services, goods or facilities." It is unclear whether the policies proposed by the applicant would comply with this requirement.

The applicant's policy further appears to conflict with the same statute, which states "No member of a governing body or employee, officer or agent of a charter school shall participate in selecting, awarding or administering a contract with the charter school if a conflict of interest exists." In contract to that requirement, applicant's policy states "An interested person may make a presentation at the governing council or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest." By allowing interested parties to make a presentation, the policy appears to allow interested parties to participate in selecting or awarding the contract.

During the capacity interview, concerns regarding the relationship between three non-profit agencies were raised these entities include the proposed school, the current entity SAHQ, and the SAHQ Backers.

The applicant's conflict of interest policy heightens the questions and concerns regarding the interaction of these three entities.

I.(2) Provide a **comprehensive and clear** explanation that demonstrates a **complete understanding of, and capacity to** comply with the Open Meetings Act in its several parts (agendas posted in advance, quorums, executive or closed session procedures, minutes, etc. NMSA 1978 Section 10-15-1 to 4), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc. NMSA 1978 14-2-1 to 12) that meets the requirements of the laws. For further information please see the following link: <http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

Transparency

The Governing Council will meet regularly (at least 10x per year) in open, public meetings to fulfill its duties, and will create subcommittees or task forces to carry out special tasks. Special and emergency meetings shall be held as needed. All meetings involving a quorum of the Governing Council shall be noticed and conducted in accordance with the Open Meetings Act. The Governing Council shall keep written or digital minutes of all its meetings. All Governing Council members will be trained on the Open Meetings Act, Inspection of Public Records, Roberts Rules of Order and given a binder that includes the Governing Council Policies, Procedures and Bylaws.

- **Annual Meeting:** *The Annual Meeting will be held each year in June*
- **Regular meetings:** *In compliance with the Freedom of information Act and the Open Meetings Act, the Governing Council will provide for regular meetings to be held at a fixed time and place. Notice of the scheduled meeting will be provided to the public as required by law.*
- **Special Meetings:** *Special meetings of the Governing Council may be held at any time and place for any purpose or purposes, unless otherwise perscribed by FOIA, on the call of the President or Secretary or Treasurer and will be called by the Secretary on ther written request of any two of the directors. Notice to the public will be given 72 hours in advance of such meeting*
- **Teleconference and Virtual Meetings:** *Teleconferencing, videoconferencing or other virtual meetings are permissible for remote or those unable to attend in person. This will be reflected in the Bylaws and is applicable when the meeting is held in a fixed location with available technology where the majority of the officers in attendance are present.*

Ranking				
← Satisfied		Not Satisfied →		
I(2) Transparency	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a comprehensive and clear explanation that demonstrates a complete understanding of, and capacity to comply with the Open Meetings Act in its several parts (agendas posted 24 hours in advance, quorums, executive or closed session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a clear explanation that demonstrates an adequate understanding of and capacity to how it will comply with the Open Meetings Act and most of its parts (agendas posted 24 hours in advance, quorums, executive- or closed-session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a general explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. However, the school's response may raise questions or concerns about understanding or capacity regarding all components and requirements of the law.	The school provides an incomplete or inadequate explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. --OR-- The school does not address how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.

Comments:

Does Not Meet

The applicant provides an incomplete explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.

There is no timeline for adoption of the OMA Resolution required by law. The founding members would need to create a timeline and clear plan for adoption of this act to be in compliance. There is indication in the applicant's response of an understanding of the basic stipulations of the requirements with some gaps explained below, but no specific plan to implement them.

There is no specific mention of what requirements indicate the need for emergency meetings. The applicant states, "Special and emergency meetings shall be held as needed." This response does not indicate an understanding of the requirements for calling an emergency meeting.

There is no submitted outline and procedure for the Inspection of Public Records Act.

J. Evidence of Partnership/Contractor relationship. (If Applicable.)

J.(1) If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the school.

Third Party Relationships

Not Applicable

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
rd Party Relationships	<p><i>If Applicable</i> The school indicates that there is /are third party relation-ship(s), and the school provides a clear, comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a complete understanding of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a clear description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides some information about the relationships and how it/they will support the school. The school may or may not indicate a limited knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school's response is inadequate or incomplete. --OR-- The school indicates that there is /are third party relationship(s), but the application does not address the relationship.</p>
<p>Comments:</p> <p>Not Applicable</p> <p>Although the applicant states there are no third party relationships, there is an existing SAHQ 501c3. It is unclear if that organization is distinct from or the same as the organization frequently referred to as SAHQ Backers. As stated in the evaluation of I.1. the relationship between the two (or potentially 3) entities is unclear. It appears at least one of the organizations will continue to participate in the school.</p> <p>It is unclear whether this organization is in operation solely for the school or exists for the afterschool programming now in existence.</p>				

The capacity interview confirmed the function of the SAHQ Backers organization as being in existence for the purpose of the charter school, but there is still the question of the interaction with the potentially separate organization SAHQ and there is no indication of an MOU with that organization.

J.(2) If applicable, provide and attach as Appendix H, a proposed, **signed, clear, formal** agreement between the school and each third party relationship **OR** memorandum of understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

Not Applicable

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(2) Proposed Agreement	<i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed, clear, formal agreement between the school and each third party relationship OR memorandum of understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.	<i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed formal agreement or MOU between the school for most prospective third-parties, delineating major roles and responsibilities OR the school provides some formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.	<i>If Applicable</i> The school offer and limited proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) OR signed letter(s) of intent between the school and prospective third-parties. Roles and responsibilities provided may be general .	<i>If Applicable</i> The school provides an inadequate or incomplete response --OR-- Does not address the prompt.
Comments: Not Applicable The applicant provides an incomplete response. There is no MOU for the 501C3, SAHQ Backers.				

K. Waivers.

K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. Ensure that the rationale **clearly demonstrates** how requested waivers **align with the school's proposed autonomy, its mission, and the educational program and curriculum**. For further information please see the following link:
http://ped.state.nm.us/admin.personnel/waiver_requests.html.

NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	x	<input type="checkbox"/>	SAHQ Academy would like to waive the individual class size

			requirements to provide the flexibility to configure staff to best meet the needs of the students in a blended learning environment.
Teaching load	<input type="checkbox"/>	x	Not requested
Length of school day	x	<input type="checkbox"/>	SAHQ Academy requests flexibility in the length of the school day
Staffing pattern	x	<input type="checkbox"/>	SAHQ Academy requests flexibility to configure staff to ensure all needs of the school are met.
Subject areas	<input type="checkbox"/>	x	Not Requested
Purchase of instructional materials	x	<input type="checkbox"/>	SAHQ Academy requests to be waived the requirement to purchase textbooks and other instructional materials from the state adoption list.
Evaluation standards for school personnel	<input type="checkbox"/>	x	Not requested
School principal duties	x	<input type="checkbox"/>	SAHQ Academy requests flexibility in the school's Head Administrator duties
Drivers education	<input type="checkbox"/>	x	Not requested

Class load waiver is requested to insure the ability of SAHQ Academy to implement its team based blended curriculum. Actual face to face instruction is conducted in small group sessions or one on one. Computer work is done en masse, requiring larger groups with more indirect supervision.

Staffing patterns may need to be adjusted to allow for teacher collaboration, administrators or staff may be assigned to this indirect supervision for a short time.

With the flexibility provided through online classwork, actual seat time on campus may vary depending on the needs and elective schedule of each individual. Some may require less and others much more than a traditional school. There is required attendance, login and pacing schedules attached to every student.

The base curriculum is accredited and being utilized in several New Mexico schools. The tools teachers utilize to enhance or remediate this accredited program may or may not be on the state adoption list.

K.(2) Only for schools seeking local district authorization.

Provide a list of Authorizer policies for which a waiver is requested (see NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code), including a rationale for why the waiver is being requested. Ensure that the **rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.** (If you require additional space, attach as an Appendix.)

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Not Applicable	Insert
Insert	Insert
Insert	Insert
Insert	Insert

Ranking	
← Satisfied	Not Satisfied →

	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0
K.(1)(2) Waivers	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, its mission, and the educational program and curriculum.	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The school provides a limited list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the school fails to identify the waivers in III.K.(1) and (2). Or, the application does not address waivers.
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0 □
	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a general statement is provided for why the waiver is being requested.	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested.	<i>Only for schools seeking local district authorization.</i> The school provides and inadequate or incomplete list. The school does not provide a list of Authorizer policies for which a waiver is requested.

Comments:

Partially Meets

The applicant provides a limited rationale for the list of waivers requested.

The applicant had marked the waivers that have been requested, but has not provided a list of statutes or state rules for which a waiver is requested. For the most part, the applicant has described each waiver and has provided a limited description of how each waiver will be used.

The applicant seeks waivers for Individual class load, length of school day, staffing pattern, purchase of instructional materials, and school principal duties.

Rationale for the need of the waivers is given for all waivers sought with the exception of the school principal duties waiver; no rationale is given.

L. Transportation and Food.

L.(1) *If Applicable*, state how your school plans to offer transportation to its students. Provides a **clear description** of how student transportation needs will be met that is supported by the proposed budget. For further information please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>.

Transportation

SAHQ Academy will not generally provide direct student transportation but may help subsidize mass transit passes for students in need. The school will be located near public transportation options and has bus stops located very near our entrances on both Lead and Coal Ave. As a charter school, we reasonably expect students to transport themselves to school via public transportation, family transportation or personal vehicle. We do not anticipate transportation to be a barrier to participation. We will provide transportation for any student in which his or her IEP specifies that transportation must be provided and will do so through an appropriately licensed and bonded provider.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1)Transportation	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides a clear description of how student transportation needs will be met that is supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an adequate description of how student transportation needs will be met that appears to be supported by the budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. Only a limited description of how student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an inadequate or incomplete description of how student transportation needs will be met.</p> <p>--OR--</p> <p>The school does not state whether or not it</p>

				plans to offer transportation to its students.
Comments:				
Not Applicable				

L.(2) *If Applicable* Provide a plan to offer food services to students (i.e, contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

Food Services

At this time, there are no plans to provide food service. SAHQ Academy students will be expected to pack their own lunch. Each student will be actively involved in nutrition and wellness education to help in making smart food choices.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(2) Food Services	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>	<i>If Applicable</i>
	The school plans to offer food services to its students. The school provides a clear description of how food services will be provided that is supported by the proposed budget.	The school plans to offer food services to its students. The school provides an adequate description of how food services will be provided that appears to be supported by the proposed budget.	The school plans to offer food services to its students. Only a limited description of how food services will be provided is included OR the school has not fully addressed food services in the budget.	The school plans to offer food services to its students. The school provides an inadequate or incomplete response of how food services will be provided. --OR-- The school plans to offer food services to its students but provides no other information.
Comments:				
Not Applicable				

M. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 24th, 2015**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_38_2012.pdf.

M.(1) Describe in detail the charter school's projected facility needs and the desired school environment. **Complete, submit, and attach as Appendix I**, the Facilities Master Plan Ed / Spec Checklist to the Public Schools Facilities Authority (PSFA) for review and approval, and attach the **approved form** as Appendix "J."

Projected Facility Needs

Please see attached Appendices

- I. PSFA Facilities Master Plan*
- I2 Approval letter*
- I3 APS Letter*
- I4 APS Response*

- *The instructions say to list the approval as Appendix J, but Appendix J is also assigned to the 910B5 SEG computation. The letter to APS is Appendix I3 and their response is Appendix I4*

SAHQ Academy submitted a Facilities Master Plan in 2014 and the approved copy is attached in Appendix I : Martica Casias at the PSFA confirmed that the building has been approved and the 2014 facilities master plan is sufficient for the 2015 application and therefore no modifications were made.

SAHQ Academy has specific facilities needs that have been defined through exploration of similar school models implemented around the country and modified for our specific educational plan and our chosen facility. Capital needs for the leased facility have been defined based on the feedback from the PSFA and the participation of our landlord. Our staff will continuously monitor our facility use, solicit feedback from staff, students and parents and implement programs, policies and improvements to support successful learning. Through the use of bright, clean and open facilities, the school provides active learning spaces that accommodate various learning styles and studying habits.

The school intends to lease 1404 Lead SE, currently used for a non profit community sports and tutoring program and has been a focus of community involvement. The facility serves as a community center and event space, hosting meetings for the the local schools and charters, neighborhood associations, sports teams, chess clubs, drivers ed and others, all who have shown a tremendous interest in the development of our charter school. The Neighborhood Associations worked with the city to approve our zoning change to accommodate a Charter school. With easy access to I-25 from the recently beautified LEAD / Coal corridor and with close proximity to Presbyterian Hospital, CNM, UNM, downtown, and Roosevelt Park, participation in these evernts has not limited to the immediate geographic area, but represents and large cross section of residential zip codes , interests and socio economic backgrounds.

A letter was sent to APS to request information on existing facilities that would meet our needs, and the response is included in the Appendices. APS officials stated that they did not have any available facilities

and that one with this location was not possible. They also stated that to build a similar building at today's rates would cost over \$8 million.

SAHQ Academy will combine open spaces with comfortable seating and multiple work surfaces with technology enhanced classrooms. Our proposed education model calls for a blended learning environment. The facility will accommodate the student's need for online access to curriculum, independent study, small group class work, projects, seminars, large group presentations and athletic training. Open spaces provide clear sightlines and open work areas allow staff to maintain visual contact with the students at all times while classrooms allow teachers to openly discuss material without creating a distraction. The special curricula focusing on Sports Science with an onsite fitness center create a culture that promotes student and staff well being.

The facility needs as stated in the Facility Master plan include:

4 classrooms: (400-500 square feet)

Each subject classroom will serve students in groups of no more than 25, much more typically the group size will vary from 5-15 students. Class periods are typically 30 minutes and are focused on small group instruction, remediation and acceleration.

4 team zones: (800-1000 square feet)

Team zones are not enclosed classroom but rather semi enclosed seating areas that must accommodate up to 35 students and a success coach.

1 sports science / athletic training room (400-500 square feet)

1 conference room for meetings and small group study (200-300 square feet)

1 reception office (200-300 square feet)

1 Principal and guidance counselor office (150 square feet each)

1 fitness gym (4000 square feet)

1 film room (400-500 square feet)

1 yoga room (400-500 square feet)

Restrooms : 6 bathrooms, 3 male, 3 female (800 square feet)

Cleaning room (50 square feet)

Maintenance room (150 square feet)

Data Room (300 square feet)

Storage areas include secure fireproof storage for student records (700 square feet)

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(1) Projected Facility Needs	The school has clearly and comprehensively described its projected facility needs and desired school environment. The school completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as	The school has described its projected facility needs and desired school environment. The school provides evidence from PFSA that it has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though	The school has provided a limited description of its projected facility needs and desired school environment. The school has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The school does not address the Facilities Master Plan Ed / Spec checklist, i.e. has not

	Appendix "J."	the review process has not been completed, the plan has received PSFA's tentative approval.	approval, but the review and approval process has not been completed.	attached the completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J.
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Comments:

Exceeds

The applicant has clearly and comprehensively described its projected facility needs and desired school environment. The school completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix "J."

The applicant has indicated a chosen location, the same as the existing after-school program the founders operate at 1404 Coal SE.

M.(2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location.** Include evidence of a **clear plan** to prepare the facility/property in time for the school's opening.

Facility Plan

SAHQ Academy has specific facilities needs that have been defined through exploration of similar school models implemented around the country and modified for our specific educational plan and our chosen facility. Capital needs for the leased facility have been defined based on the feedback from the PSFA and the participation of our landlord. Our staff will continuously monitor our facility use, solicit feedback from staff, students and parents and implement programs, policies and improvements to support successful learning. Through the use of bright, clean and open facilities, the school provides active learning spaces that accommodate various learning styles and studying habits.

The school intends to lease 1404 Lead SE, currently used for a non profit community sports and tutoring program and has been a focus of community involvement. The facility serves as a community center and event space, hosting meetings for the the local schools and charters, neighborhood associations, sports teams, chess clubs, drivers ed and others, all who have shown a tremendous interest in the development of our charter school. The Neighborhood Associations worked with the city to approve our zoning change to accommodate a Charter school. With easy access to I-25 from the recently beautified LEAD / Coal corridor and with close proximity to Presbyterian Hospital, CNM, UNM, downtown, and Roosevelt Park, participation in these evernts has not limited to the immediate geographic area, but represents and large cross section of residential zip codes , interests and socio economic backgrounds.

A letter was sent to APS to request information on existing facilities that would meet our needs, and the response is included in the Appendices. APS officials stated that they did not have any available facilities and that one with this location was not possible. They also stated that to build a similar building at today's rates would cost over \$8 million.

Ranking	
← Satisfied	Not Satisfied →

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(2) Facility Plan	The school provides evidence that it has researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic location. The evidence includes a clear plan to prepare the facility/property in time for the school's opening.	The school provides evidence that it has researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.	The school provides evidence that it has done some research on potential facilities/properties in the desired geographic location.	The school does not provide evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application does not address the school's facility needs.

Comments:

Partially Meets

The applicant failed to provide evidence that it has researched potential facilities/properties. The applicant has, however identified appropriate, viable facility/ property in the targeted geographic location.

The applicant indicated that no research was conducted as an entity associated with the proposed school already owns the current site. The applicant has not identified that it conducted research to identify this was the most appropriate site for the proposed school. Instead, the applicant stated they communicated with APS officials who "stated that they did not have any available facilities and that one with this location was not possible. They also stated that to build a similar building at today's rates would cost over \$8 million."

The applicant has identified a site at 1404 Lead SE which is currently used for a nonprofit community sports and tutoring program run by the organization SAHQ. As stated in the analysis above, during the capacity interview, concerns regarding the relationship between three non-profit agencies were raised these entities include the school, the current entity SAHQ, and the SAHQ Backers. It appears the building is currently owned by SAHQ, which is an existing entity. The building may later be owned by SAHQ Backers an entity created for the purpose of supporting the facility needs of the proposed school, the discussion at the capacity interview did not provide sufficient clarity on this issue.

This facility has an e-occupancy.

M.(3) Provide a **description** of the school's potential capital outlay needs, including projected requests for capital outlay assistance that are reasonable and sufficient to support the school program. Recognizing that facility needs may change in the future provide a **reasonable projection** for facility maintenance, repair, and equipment needs.

Projected Facility Costs

Twenty-two states have laws encouraging or requiring schools to make facilities available for use by the community through shared use agreements. These agreements allow school districts, local governments and community-based organizations to overcome common liability concerns and costs involved with opening school property to the public after hours.

Projected Facility Costs

Although much of the facility is usable as it was designed, an open “white box” space is ideal as a starting place for the SAHQ Academy instructional space build out and will be provide for by the Landlord. Achieving this open state often requires demolition of walls.

The SAHQ Academy design does require sufficient electrical and wireless internet coverage for a large number of students and staff to be working online simultaneously without slowness or interruption. This connectivity framework will also be provided for by the Landlord.

SAHQ Academy provides a secure learning environment by ensuring clear sightlines and open work areas throughout the space, as opposed to closed offices and hallways, allowing staff to maintain visual contact with the students. We hope to have a key card access point to serve as both a security measure as well as an attendance verification system. Funding for start- up equipment will be determined based on a priority list, federal grant money availability, community and governmental support.

Capital Plan

It is anticipated that the build out of the SAHQ Academy floor plan at 1404 Lead Ave SE will require the following renovations and improvements.

- *Demo of walls to create open space*
- *Construction of window walls for classrooms*
- *Construction of half walls for team rooms*
- *Finishes and built ins*
- *Any improvements in mechanical and electrical systems*
- *Any necessary improvements to the internet access*

The Landlord has agreed to prepare the building structurally for the charter school. Certain finishes, equipment, furnishings and other improvements might be available for the school to use as well. Members of the founding committee are currently assessing the costs involved in achieving this build out. The PSFA evaluation has graded and approved our facility and we are waiting for instructions for the 18 month plan. Please see Appendix I2

As a 501c3, SAHQ Backers will be applying for grants to assist in the implementation of our capital plans.

Ranking				
←		Satisfied	Not Satisfied	→
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

M.(3) Projected Facility Costs	The school provided a thorough description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided a reasonable projection for facility maintenance, repair, and equipment needs.	The school provided a description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided adequate estimates for facility maintenance, repair, and equipment needs.	The school provided a limited description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are sufficient to support the school program.	The school provides only an incomplete or inadequate description of the potential capital outlay needs. --OR-- The application does not address the school's capital outlay needs and potential costs.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provided a description of the school's potential capital outlay needs. This description includes a general list of renovations that will be needed, including, "demo of walls to create open space, construction of windows for classrooms, construction of half walls, finishes and built ins, mechanical and electrical improvements, internet access."</p> <p>The applicant did not provide adequate estimates as the school states the landlord will provide the renovations.</p>				

Finance

A. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the budget.

A.(1) Provide, and attach as Appendix J, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding.

Budget Narrative

Please see Appendix J for the 910B5

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet clearly demonstrates understanding of and capacity to implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet contains some errors that may raise questions about understanding of and capacity to implement New Mexico public school funding.	The school provides an incomplete or inadequate 910B5 State Equalization Guarantee (SEG) Computation Revenue Worksheet for each of the 5-year budget plan. --OR-- The application does not include a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
<p>Comments:</p> <p>Exceeds</p> <p>The applicant provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan.</p> <p>All sections of the worksheet are completed correctly and as expected for a beginning school.</p> <p>The worksheet clearly demonstrates understanding of and capacity to implement New Mexico public school funding.</p>				

A.(2) Provide, and attach as Appendix K, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the school's mission and aligns with the school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

Budget Narrative

Please see Appendix K for the 5 year budget plan

Ranking				
← Satisfied		Not Satisfied →		
A(2) 5-Year Budget Plan	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
	The school provides a five-year budget that clearly supports the school's mission and aligns with the school's five-year growth plan, including staffing, facilities, educational program, and services. The draft budget clearly demonstrates the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that appears to support the school's mission and the school's five-year growth plan, including staffing, facilities, educational program and services. The draft budget adequately demonstrates the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that generally supports the school's five-year growth plan. However, the draft budget may raise some questions about the financial capacity or the long-term sustainability of the school.	The school provides an inadequate or incomplete five-year budget. --OR-- The application does not include a 5-year budget.

Comments:

Meets

The applicant provides a five-year budget that appears to support the school's mission and the school's five-year growth plan, including staffing, facilities, educational program, and services.

There is some lack of clarity around the creation of curriculum for classes or programming in addition to the online instruction. In the school's academic plan this instruction is referred to as tier 2 and tier 3 instructions. These programs include project-based learning and community service. The applicant has stated that these programs will be built out in-house and should not affect budget.

The draft budget adequately demonstrates the financial capacity and long-term sustainability of the school. The applicant has submitted a 5 year budget plan which includes conservative student growth and per pupil funding of related supplies.

A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school's mission, educational program, staffing, and facility. The budget narrative demonstrates the school's thorough understanding of the budget and of budgeting.

Budget Narrative

The proposed budget of SAHQ Academy is offered as evidence of its fiscal soundness. In the appendices are five years of revenue projections, utilizing the New Mexico Public Education Department's spreadsheet, the 910B-5. Budget narratives for revenue and expense spreadsheets follow below. Finally, there is a five year projected budget based on the current unit values. Because the projection has the school reaching capacity in year three (all grades operating and staffed), many budget items from year three to five are identical to year three.

BUDGET NARRATIVE DESCRIPTION

Budget Assumptions (for Expenses and Revenue Spreadsheets in Appendices)

Revenue Assumptions:

1. All budget figures are based on current economic conditions. The State Equalization Formula (910B-5) used to project uses key data that will change based on the legislature and the school. Listed below are items which will change.

- a. Unit Value. The projection uses the initial unit value assigned for FY2016, \$4,027.75. It is not possible to predict future allocation by the legislature including funding for education. All revenues and expenses are preliminary and should be interpreted with great caution.*
- b. Training and experience index. The projection uses the index of the local school district, Albuquerque Public Schools. In October of Year 1, the school will submit its own T&E report and generate its own index for Years 2 and thereafter.*
- c. Risk Factor. The school will use the local school district's Risk Factor. Annually, the NM Public Education Department recalculates each district's index. The school will continue to use the district's index, as required.*
- d. Nationally Board Certified Teachers. The school will report any teachers hired with this credential to the NM Public Education Department. The projection does not include any at this time.*

2. SAHQ will see its student enrollment grow from 180 to 270 students from Year 1 to Year 5. Year 1 will begin with grades 7-10. Year 2 will add grade 11 and Year 3 will add grade 12. The school will be classified a senior high school on the 910B-5 for the school size adjustment calculation. This school will qualify for small school size adjustment.

3. State statutes require that schools be funded based on prior year counts. For the first year of operation, the school will initially be funded using the projection provided to the NM Public Education Department School Budget and Finance Analysis Unit. The 40 day count will be used to "true" up the SEG revenues to be received for the FY1. For Years 2-5, the 910B-5 reflects this in the projection by using the prior year count in the form under the Basic Program. Growth for the budget year reflects the amount projected to attend that year. SAHQ understands the average of the prior year's 80th and 120th days, are used to complete the Basic Program numbers.

4. Special education enrollment is estimated at 15% of the total student population. Of this amount, to be conservative in revenue estimates, 75% will be C level and 25% will be D level students. To remain conservative in the revenue projection, we did not project any A/B level, or ancillary FTEs. Funds received from these students will be used to fund the required services in addition to funds already budgeted.

Expenditure Assumptions:

5. SAHQ understands that the teaching staff of the school will be the largest component of the budget. The budget reflects growth in staff to open with 180 students, grades 7-10, in Year 1, growing to 270 students, grades 7-12, in Year 3 and continuing. Raises are not included in the projection. It is assumed the legislature will fund future salary increases but those will be included as required. Staffing of teaching staff at the school will be as follows:

- a. Staffing of regular education teachers will be made up of teams. For each 45 students, there will be a team of 1 teacher FTE each for English, Math, Science and Sports Science. Each team will work 2 sessions for a total of 90 students per team.
- b. In addition, 1 trainer FTE for each 60 students will work with the students and the teams.
- c. Because the school will have 2 sessions; the staffing for special education teachers, was determined by allocation an average caseload of 12 students per special education FTE per session.

6. The average teacher salary used for budget development purposes was \$50,000 for all five years. The average salary is used for regular education teachers, special education teachers and trainers. This figure allows the school to hire a mix of Level I, II, and III teachers. All salaries include budgeted benefits.

7. The support staff of the school has also been budgeted using the following amounts:

- a. The Principal is projected to be paid \$80,000.
- b. The Principal's administrative assistant is budgeted at \$30,000.
- c. The business office is projected to have a support staff/bookkeeper at \$30,000.
- d. The school will have an Information Technology (IT) support employee budgeted at \$35,000.
- e. The school will also have a student support advocate budgeted at \$24,000.

8. Ancillary services, such as diagnosticians, occupational therapists, physical therapists, social workers, and speech therapists, are projected to be contracted with private service providers. After the fortieth day of the first year of operation and in subsequent years, if the SEG increases due to the enrollment of special education students, additional funds will be available to pay for ancillary services. The budgets reflect the projected ancillary budget in the budget under the operational budget, function 2100, Specialists – Contracted. The school will also apply for Federal IDEA-B funding to supplement this funding.

9. The school will initially contract with a licensed business manager. The projected costs are included under Function 2500 contracted professional services (11000-2500-53414-xxxxxx-0000-0000).

10. The projection includes a formula based allocation for the budget development for student software; supplies, and, supply assets. The software is budgeted at \$500 per license with 3 students sharing each license. The supplies are budgeted at \$100 per student. The supply assets are budgeted at \$250 per student.

10. Projected budgets have also been included for professional services including Nursing and Counseling. Also budgeted are general supplies and supply assets for these services. These budgets increase based on the percentage increase in the school student population.

11. The school has projected budgets for other charges including background checks and the using operational funds to supplement the initial Instructional Material allocations.

12. The school has projected budgets for a Cybrary and health room supplies at \$50 per student. In addition, general supplies in function 2200 are also budgeted to pay for state mandated tests at \$50 per test per student.

13. The projected budget for the annual audit, legal fees, memberships for the school and the mandated training for the governing council. The projected budget also sets aside budget for school advertising so that the public will be aware of registration and lottery dates, etc.

14. The projected budget provides for supplies and small equipment to the support staff. It also provides funds for the principal to attend the Annual Spring Budget Workshop.

15. The projected budget provides the purchase of a student and financial information systems to be in compliance with state reporting on STARs and OBMS. Advertising for teacher positions is also in the projected budget. General supplies include check stock, w-2's, 1099's and other required items.

16. The projection has included amounts to pay leases for the school facility. The amount listed for rental –land and building is for the current facility. The amount projected would be used with the amount of funds awarded through the Public Schools Capital Outlay Council Lease Reimbursement awards to pay the lease. The current facility is approximately 27,000 square feet.

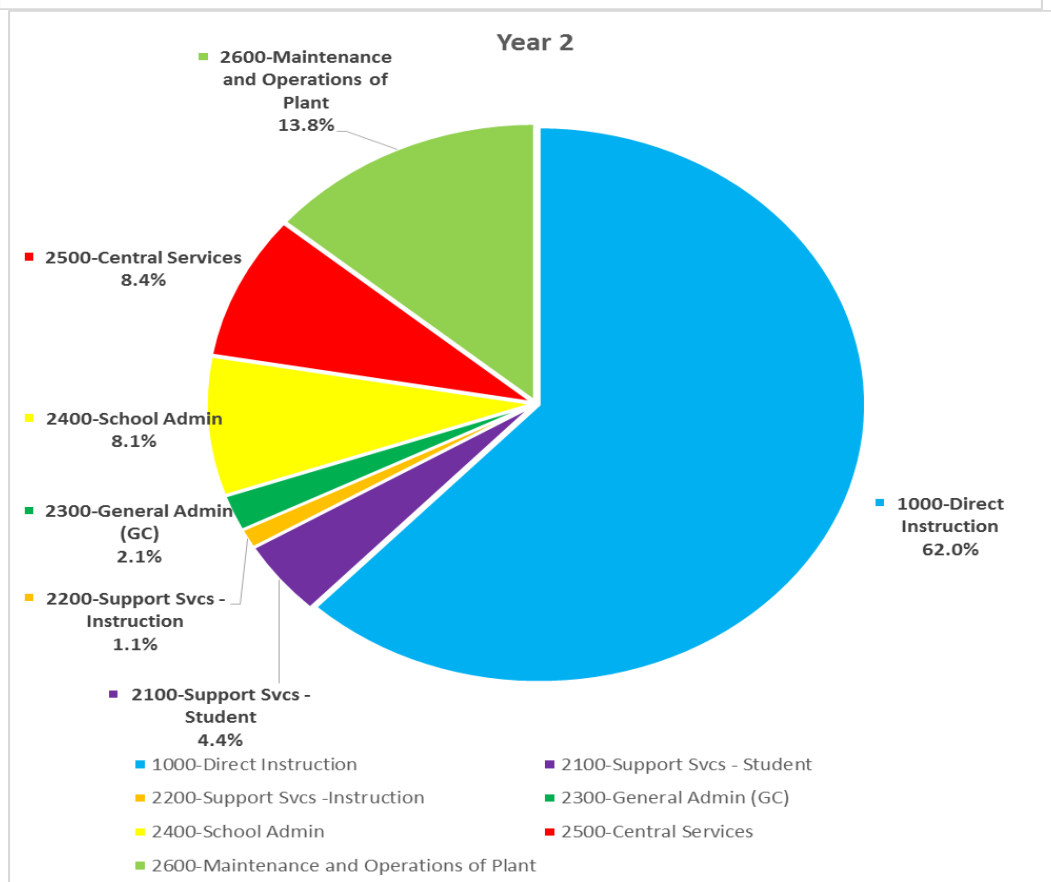
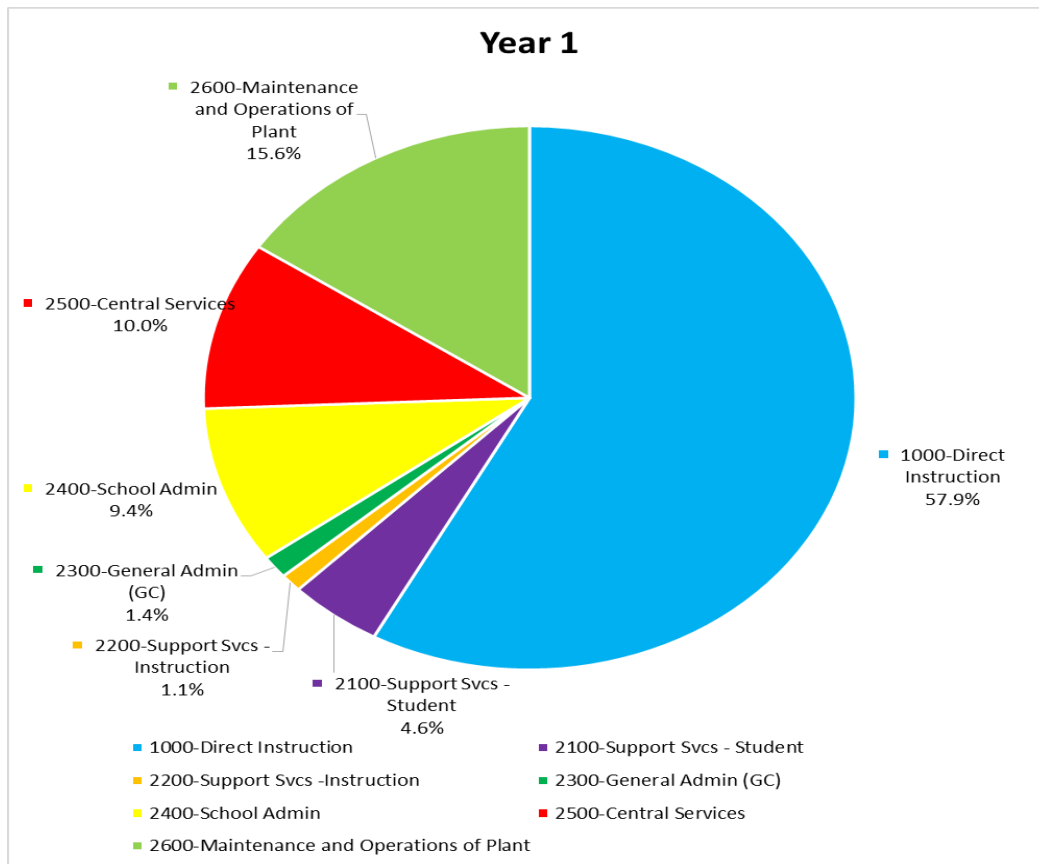
17. The projection also includes utility costs estimated for the facility. The costs have an inflationary factor of 5% per year to recognized increased student use and other utility increases. With the use of the student software, communication services is projected.

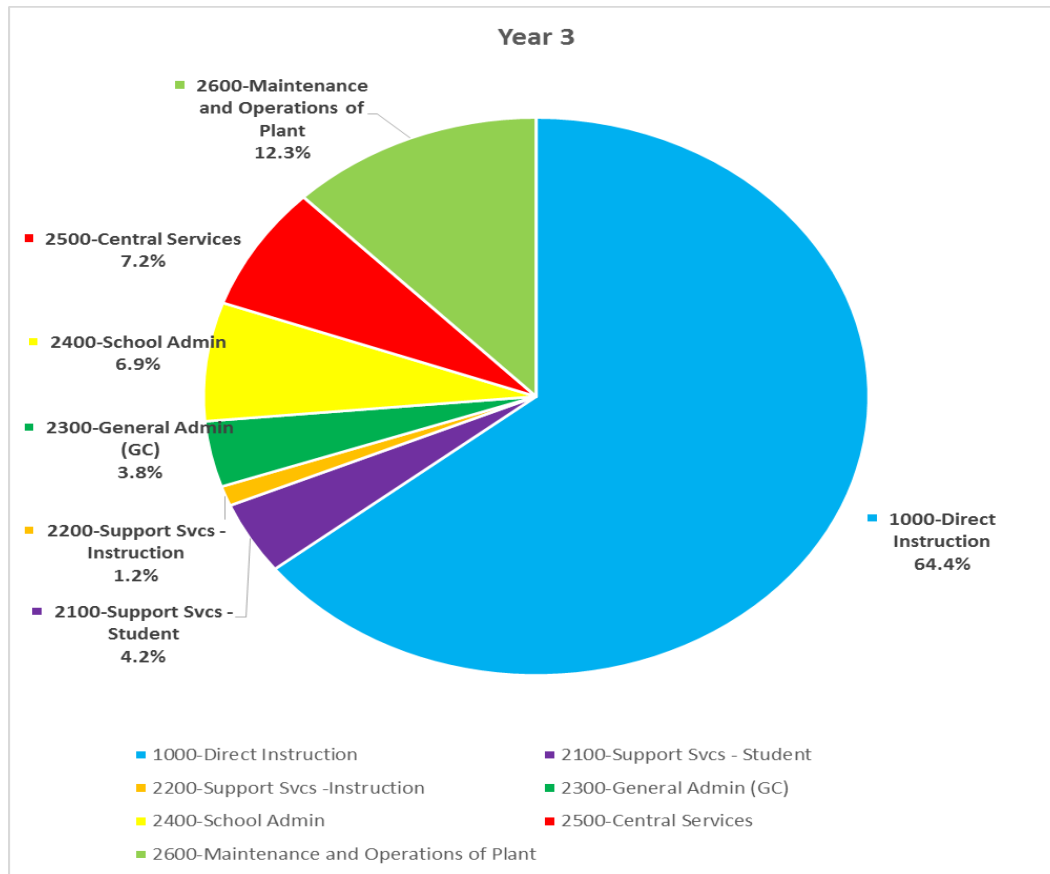
18. NMPSIA property/liability insurance is estimated based on the size of the school and schools of similar size and their premium. The rate increases based on student growth. However, the school knows the premium is established annually using the loss ratios of public schools throughout the state.

19. Custodial supplies and equipment as well as maintenance of equipment is projected within the budget. Custodial supplies is estimated at \$50 per student.

20. SAHQ will apply, if qualified, for the following non-State Equalization Guarantee funds, which are not reflected in the projected 5-year budget:

- Title I
- Title II
- IDEA-B
- PSCOC -Lease Reimbursement
- SB-9 state match





	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(3) Budget Narrative	<p>The school provides a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school's mission, educational program, staffing, and facility. The budget narrative demonstrates the school's thorough understanding of the budget and of budgeting.</p>	<p>The school provides a clear budget narrative with some meaningful detail that explains basic assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the school's mission, educational program, staffing and facility. The budget narrative demonstrates the school's general understanding of the budget and of</p>	<p>The school provides a limited budget narrative that explains some basic assumptions, how those were determined, and identifies some priorities. The budget narrative may raise some questions about the school's understanding of the budget and of budgeting.</p>	<p>The school provides an incomplete or inadequate budget narrative. --OR-- The application does not provide a budget narrative.</p>

		budgeting.		
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provides a limited budget narrative.</p> <p>The budget narrative does not explain how those were determined based on reliable sources.</p> <p>The applicant states,</p> <p>“1. All budget figures are based on current economic conditions. The State Equalization Formula (910B-5) used to project uses key data that will change based on the legislature and the school. Listed below are items which will change.</p> <ul style="list-style-type: none"> a. Unit Value. The projection uses the initial unit value assigned for FY2016, \$4,027.75. It is not possible to predict future allocation by the legislature including funding for education. All revenues and expenses are preliminary and should be interpreted with great caution. b. Training and experience index. The projection uses the index of the local school district, Albuquerque Public Schools. In October of Year 1, the school will submit its own T&E report and generate its own index for Years 2 and thereafter. c. Risk Factor. The school will use the local school district’s Risk Factor. Annually, the NM Public Education Department recalculates each district’s index. The school will continue to use the district’s index, as required. d. Nationally Board Certified Teachers. The school will report any teachers hired with this credential to the NM Public Education Department. The projection does not include any at this time.” <p>In the entirety of the budget narrative there is only one indication of mission specific spending plans. That applicant states,</p> <ul style="list-style-type: none"> a. Staffing of regular education teachers will be made up of teams. For each 45 students, there will be a team of 1 teacher FTE each for English, Math, Science and Sports Science. Each team will work 2 sessions for a total of 90 students per team. b. In addition, 1 trainer FTE for each 60 students will work with the students and the teams. c. Because the school will have 2 sessions; the staffing for special education teachers, was determined by allocation an average caseload of 12 students per special education FTE per session.” 				

A.(4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how your school will modify the budget when there are students with special education needs currently attending the school, but under the funding formula the school will only receive additional funding during the next school year.

Provide a narrative description of how your school will address the budget in the event that the school has budgeted for more students, based on early enrollment, than actually enroll in the school at the beginning of the school year.

Strategies for Budget Control

SAHQ has developed its budget using formula driven projections. Staffing, supplies, software, small equipment and other contractual services are all formula driven and based on the number of students enrolled. For example, supplies were determined by assigning a dollar value to each student, then multiplying the number of students by that amount. If the enrollment is less than expected, the amount assigned to supplies will be adjusted accordingly. The same method was used for staffing. Teachers and trainers are calculated based on number of students enrolled and the amount will automatically be adjusted if the enrollment falls short. The building has been open and operating for four years and our landlord is a nonprofit committed to the success of the school. Should we experience special concerns within our budget during the first few years, the facility needs will not be affected.

SAHQ Academy's academic strategies allow for a great deal of individualized instruction. In the event that we have special needs students but lack concurrent SPED funding, we can still accommodate our students within the established academic structure. Our budget calls for a full time SPED teacher as well as a Success Coach and Student support services. Our unique and customizable scheduling can accommodate special needs and circumstances, should they arise.

The school will constantly monitor the number of students enrolled in the school and the required staffing and services needed. Based on this monitoring the school's principal and business manager will prepare a budget adjustment request (BAR). The budget adjustment will be recommended by the school's business manager and Principal to the school's finance committee for review. The committee will then forward the BAR to the governing council to be voted on by a quorum of the council in an open meeting. If approved by the governing council, the business manager will submit the BAR to the NM PED School Budget Planning and Finance Analysis Unit for state approval. Upon approval the business manager will input the changes to the schools financial system.

In addition, the school will apply for all applicable grants and resources to help provide the services needed by its students. These funds will also follow the same process for submission of a BAR.

SAHQ Academy will apply sound fiscal practices that comply with New Mexico State statutes and regulations as well as federal and local laws and regulations. To minimize risk inherent in administering the school's finances, SAHQ Academy has clearly defined roles for the Governing Council, the Head Administrator, the Business Manager and other employees responsible for the school's financial assets. These defined roles and a strong internal control structure will provide reasonable assurance of the school's long-term financial health and the school's success. Pursuant to statute, the Governing Council will establish both Finance and Audit Committees.

SAHQ Academy's Governing Council will apply to become a Board of Finance, provide oversight of the school's finances by regularly reviewing and approving financial reports at the monthly council meeting. The Governing Council will also establish and approve the yearly budget, as well as approve the head administrator's contract and the staff salary schedule.

The Head Administrator will have ultimate responsibility for all management and fiscal decisions. These fiscal responsibilities include, but are not limited to, the proper oversight of the school's approved

budget, hiring and dismissing of all employees, and monitoring of the proper reporting of student data. The Head Administrator will ensure that reports to all federal and state agencies (such as the New Mexico Public Education Department and Charter School Division) are completed accurately and submitted in a timely manner. The Head Administrator will hire the business manager who will hold an official State of NM School Business License. The business manager will report to the Head Administrator and be responsible for conducting or ensuring that all fiscal activities of the school are conducted in a timely manner and in full accordance of the law. To this end, the school will use a computerized fund accounting financial software system to process its daily financial business.

	Ranking			
	Satisfied ←		Not Satisfied →	
A(4) Strategies for Budget Control	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide clear evidence that the adjustments are viable and realistic. The suggested budget control strategies demonstrate capacity to manage the budget successfully.	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide some evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a general capacity to manage the budget successfully.	The school provides a limited description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic.	The school provides an inadequate or incomplete description of budget adjustments. --OR-- The application does not address strategies for budgeting control.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provides a limited description of what budget adjustments could be made to meet budgeting and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic.</p> <p>The applicant states that the school will utilize a per-pupil budget formula that adjusts, "...If the enrollment is less than expected, the amount assigned to supplies will be adjusted accordingly. The same method was used for staffing. Teachers and trainers are calculated based on number of students enrolled and the amount will automatically be adjusted if the enrollment falls short." This statement does not explain what "accordingly" means in terms of budget adjustments or how student support costs will be adjusted.</p> <p>The applicant states that oversight will be made by the audit committee, financial committee, GC, business manager and principal, "Based on this monitoring the school's principal and business manager will prepare a budget adjustment request (BAR). The budget adjustment will be recommended by the school's business manager and Principal to the school's finance committee for review. The committee</p>				

will then forward the BAR to the governing council to be voted on by a quorum of the council in an open meeting.” This does not explain how the Director and Business Manager decide which BARs are needed nor how the Governing Council monitors whether these BARs are in alignment with the applicant’s capacity to manage the budget successfully.

The applicant has not clearly addressed the question of special education funding, stating “SAHQ Academy’s academic strategies allow for a great deal of individualized instruction. In the event that we have special needs students but lack concurrent SPED funding, we can still accommodate our students within the established academic structure. Our budget calls for a full time SPED teacher as well as a Success Coach and Student support services. Our unique and customizable scheduling can accommodate special needs and circumstances, should they arise. This does not address how the school will ensure all of the special needs are being met.

The applicant has not provided inadequate description of budget adjustments.

A.(5) Provide, and attach as Appendix L, a **clear, comprehensive, and cohesive** proposed salary schedule for all staff, including teachers, administrators, and other salaried / hourly staff that complies with state requirements.

Please see Appendix L for a proposed salary schedule.

	Ranking			
	← Satisfied		Not Satisfied →	
A(5) Salary Schedule (Appendix)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive proposed salary schedule for all key staff , including teachers, administrators, and other salaried / hourly staff that complies with state requirements.	The school provides a clear proposed salary schedule for most key staff , including teachers and administrators, that complies with state requirements.	The school provides a limited salary schedule for some key staff, including teachers and administrators, that complies with state requirements.	The school provides an incomplete or inadequate proposed salary schedule for key staff. --OR-- The application does not provide a proposed salary schedule for key staff.

Comments:

Does Not Meet

The applicant provides an incomplete salary schedule.

The provided salary schedule is incomplete and only includes information for level 1 teachers and certified staff as well as level 2, 3 teachers. There is no salary schedule for other key staff.

B. Financial Policies, Oversight, Compliance, and Sustainability

B.(1) Provide a **clear, comprehensive, and cohesive** set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls **demonstrate capacity** to appropriately manage public funds.

Financial Policies

The Governing Council will ensure that SAHQ Academy is following general standards of accounting and otherwise sound public school business practices by requiring regular reporting by the Head Administrator and business manager at meetings. The Governing Council will develop sound financial oversight policies and procedures to address the following aspects of the school's business.

- * Adopt policies to implement the New Mexico Procurement Code*
- * Budget policies: fiscal year, budget preparations, budget maintenance standards, budget adj.requests*
- * Segregation of duties; anti nepotism policies*
- * Intenal Controls*
- * Cash management program to safeguard cash in custody*
- * Procedures for expenditure projections to identify school staffing and equipment needs*
- * Receipt of funds*
- * Cash disbursement*
- * Procedures for monthly Bank Reconciliation*
- * Personel and payroll policies (contracts, personnel/payroll action forms, certification records, employment eligibility, federal/state withholding, pay deduction authorizations, Educational RETirement Act plan and direct deposit authorizations).*
- * Compliance with the annual school audit as outlined in the NM Audit Act*
- * Conflict of interest disclosure statement and policy*
- * Such other policies to ensure the school complies with the PSFA Act of the NM Administrative Code and the NM Public School Accounting Budgeting Manual.*
- * Policy defining the relationship to the charter authorizer*
- * Charter amendment procedure*

SAHQ Academy will employ a licensed business manager or contract with a licensed business manager to manage the school's fiscal responsibilities. The Business Manager must attend all required NM Education Department trainings and workshops. The business manger must have the following areas of expertise and knowledge:

- * Public school accounting and budgeting*
- * Budget preparation and management*
- * Preparation and submission of all NM PED Reports*
- * Internal control policies and procedures*
- * Standards for fund accounts and reports*
- * Cash management and controls*
- * Payroll preparation*
- * NM PED Reimbursement request submissions*
- * Procurement oversight*
- * Asset and inventory management oversight*
- * Accounts payable oversight*

* *Accounts receivable oversight*

* *Human resources oversight*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B(1)(2) Financial Policies and Internal Controls	The school provides a clear, comprehensive, and cohesive set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls demonstrate capacity to appropriately manage public funds.	The school provides a set of clear financial policies and internal controls that comply with requirements and financial best practices. The policies and controls appear to demonstrate capacity to appropriately manage public funds.	The school provides a limited description of financial policies and internal controls that comply with requirements. The policies and controls suggest some capacity to manage public funds.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.

Comments:

Does Not Meet

The applicant does not provide financial policies and internal controls that comply with requirements and financial best practices.

The applicant states:

"The Governing Council will develop sound financial oversight policies and procedures to address the following aspects of the school's business.

- * Adopt policies to implement the New Mexico Procurement Code
- * Budget policies: fiscal year, budget preparations, budget maintenance standards, budget adj.requests
- * Segregation of duties; anti nepotism policies
- * Internal Controls
- * Cash management program to safeguard cash in custody
- * Procedures for expenditure projections to identify school staffing and equipment needs
- * Receipt of funds
- * Cash disbursement
- * Procedures for monthly Bank Reconciliation
- * Personnel and payroll policies (contracts, personnel/payroll action forms, certification records, employment eligibility, federal/state withholding, pay deduction authorizations, Educational Retirement Act plan and direct deposit authorizations).
- * Compliance with the annual school audit as outlined in the NM Audit Act
- * Conflict of interest disclosure statement and policy
- * Such other policies to ensure the school complies with the PSFA Act of the NM Administrative Code and the NM Public School Accounting Budgeting Manual.

- * Policy defining the relationship to the charter authorizer
- * Charter amendment procedure”

Financial policies and internal controls were not provided in this response.

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

Internal Control

Please see appendix B3 for SAHQ Academy Internal Control Policies

INTERNAL CONTROL PROCEDURES

The school will adopt Internal Control Procedure during the planning year. Procedures and protocols will always comply with appropriate laws and generally accepted accounting protocols. SAHQ Academy anticipates having an onsite bookkeeper as well as a Business Manager to assist in the recordkeeping and fiscal responsibilities of the school.

SEGREGATION OF DUTIES

Segregation of duties will be implemented at SAHQ Academy to ensure that no staff member has full control of all processes involved in receiving, expending, reconciling and reporting of funds, thus protecting the school's assets and limiting the possibility of fiscal fraud. The procedures that SAHQ Academy will follow will be approved in advance by the Governing Council.

PURCHASING

SAHQ Academy will establish the protocols regarding the issuing of purchase orders and when they will be required. Both the Head Administrator and the Business Manager are required to approve all purchase orders, ensuring that sufficient funds are available for the purchase. Once a purchase order has been approved, it is assigned a number and a copy will be given to the employee who submitted the purchase order. The requesting employee then has authorization to make the purchase. The vendor will receive a copy of the purchase order. Vendors will be asked to include the purchase order number on their invoice.

RECEIVING PURCHASES

When orders are received they will be reviewed for accuracy and items compared to the packing slip for completeness. The packing lists will then be signed and forwarded to the bookkeeper. This will let the bookkeeper know that items have been received and are in good order. If the packing list is not included with the shipment, the staff member receiving the shipment sends a confirmation email to the bookkeeper stating that the order has arrived. If the items received are not in good order, the vendor will be notified immediately. If possible, the delivery will be rejected. If delivery cannot be rejected, the order will be stored and safeguarded until return details are arranged with the vendor.

CASH DISBURSEMENTS

Incoming invoices will be verified for accuracy and then date stamped. Areas on the stamp will provide space for the check number that the invoice was paid and the date the check was written. The

bookkeeper will then attach the invoice to the purchase order and packing slip if applicable. The Business Manager will review and initial all invoices and then return them to the bookkeeper who will input the invoices into the accounting system and print all checks. The Head Administrator will make the final review and grant final approval of all invoices and sign all checks. Blank check stock will be kept in a locked cabinet in the Business manager's office. Neither the Head Administrator nor the bookkeeper will have access. All check stock will be imprinted "void after one year from issue date" as required by state law.

CASH RECEIPTS

The bookkeeper will accept, count and write receipts for all cash and checks received at the school. The Principal will perform a second count, prepare deposits and return the paperwork associated with the deposit to the bookkeeper. The bookkeeper will then enter the deposit into the accounting system and attach the bank deposit receipt to the paperwork after the deposit is made. All deposits will be made within 24 hours of receipt. All receipts and deposits are reconciled by the Business Manager.

A log will be utilized as a final safeguard to reasonably assure that all money collected is deposited into the bank. The bookkeeper will log the date, person received from, form in which received (including check information) and amount. The business manager will initial the log and note the amount on the deposit receipt. All discrepancies will be noted and investigated. If a receipt is voided, this will be noted on the log with an explanation as to why the receipt was voided. The completed log will be placed in the file folder which holds the paperwork from the deposits.

PAYROLL

The office manager will assemble all personnel files. The Governing Council and the Head Administrator approve and sign all staff contracts. The Business Manager inputs the employee information into the accounting system and prepares payroll. When payroll is prepared, a report is printed and given to the head administrator to review and sign. This report will be filed with other payroll reports for the period.

Upon completion of the issuance of a payroll, the Business Manager will prepare the payroll liability reports and submittals as required. This will include the submission of IRS, NM CRS, NMPSIA, RHC, ERA and other payroll liabilities. The reports will be scheduled so that a clear audit trail is maintained verifying all payments have been properly made to the appropriate regulatory and/ or tax authority.

BANK RECONCILIATIONS

The Business Manager will reconcile the bank statement within five business days of receipt. Once the reconciliation is complete, a bank account reconciliation report will be generated in the financial software system and attached to the bank statement. A cash balance report will be attached which will detail each active fund and its corresponding cash balance. The bank provides an analysis statement and, when necessary, a collateral statement; these statements will also be attached to the bank statement. This bank reconciliation will then be given to the Head Administrator who will receive and initial it.

Included with the bank reconciliation will be a listing of outstanding check/ warrants issued. The business manager will work to minimize the aging of outstanding checks by contacting the vendor to whom the check is addressed.

INVENTORY

A member of the staff designated by the Head Administrator will be responsible for maintaining inventories of books, computers and other technology, and other furniture and equipment belonging to

SAHQ Academy. Physical inventories will be conducted each year for all books, computers, equipment and furniture. Any discrepancies in the counts will be reported to the Head Administrator.

JOURNAL ENTRIES

Nonstandard journal entries are prepared by the Business Manager and are reviewed and signed by the Head Administrator on a monthly basis.

PROFESSIONAL DEVELOPMENT AND STAFF TRAVEL

Staff members planning to participate in professional development submit a Request for Professional Development. This request details the need and the benefits for this opportunity as well as the costs involved. It is then forwarded to the Head Administrator. When approved, the staff member can then proceed with any registration and travel arrangements. Staff is reimbursed for all reasonable and customary expenses for travel within the guidelines and limitations of the NM State Per Diem laws and regulations.

PETTY CASH

Petty cash funds shall be utilized only in rare instances to facilitate small payments. Petty cash funds are established by drawing a check made payable to the employee charged with responsibility for the fund. The petty cash fund shall contain cash and/or invoices totaling the full amount of the petty cash fund and is to remain at the amount originally established.

- 1. Petty cash funds are to be reflected on the school's balance sheet as cash on hand.*
- 2. Petty cash and change funds shall not be used to make loans to employees or for cashing checks.*
- 3. Petty cash may not contain more than \$100.*
- 4. Change funds shall be established pursuant to school procedure.*

SAHQ ACADEMY will obtain sufficient coverage through the New Mexico Public School Insurance Authority for persons who handle or manage cash or funds. The coverage shall include Faithful Performance, Depositors Forgery, and Money and Securities and Credit Card Forgery.

INSURANCE AND OTHER EMPLOYEE BENEFITS

SAHQ Academy will work with NM Public Insurance Authority and its third party administrator to determine appropriate insurance and employee benefits.

BUDGET

SAHQ Academy will prepare and adopt an annual budget in accordance with statutory requirements. The budget will be prepared by the business manager under the direction of the Head Administrator with input and oversight by the Governing Council. The Council will establish a Finance Committee as required by law with the required members. This Committee will assist in making decisions around budgetary issues as well as provide additional oversight of all financial decisions.

Once the budget is set, any variances from it may require a Budget Adjustment Request (BAR). BAR types include increase, decrease, maintenance, transfer, and initial budget BARs. These BARs provide for new money received by the school or a change in spending patterns. The Business manager will prepare a BAR to be presented to the Governing Council. When the BAR is approved by the Governing Council, it will be submitted to the PED.

FINANCIAL STATEMENTS / REPORTS

The Business Manager will prepare financial reports that will be presented at the Council's regular meetings. It will be reviewed and approved by the Governing Council and this will be noted in the minutes. The report will be designed by the GC to meet the requirements for effective financial oversight.

ANNUAL AUDITS

Pursuant to state law, the school will create an Audit Committee whose composition will reflect current statutory requirements. The Audit Committee will play a large role in overseeing the annual audit process. Annual audits will be conducted following the guidelines set forth by the Office of the State Auditor and the State Audit Rule. The school's annual audit will be conducted pursuant to the instructions of the NM PED. Currently, it is anticipated that the school will be audited as a component unit of the PED. SAHQ Academy will be responsible for paying its proportionate share of the audit and making all of the requested information available to the auditor at a time and place designated by the PEC/PED auditor upon reasonable advance notice. It is anticipated that the annual audits will be conducted between July and November of every year, with the final report submitted to the Office of the State Auditor by the November 15th due date.

Audit findings assessed against the school will be addressed and become a part of the audit report. An audit finding is any deficiency, major or minor, found during the audit process. State audit guidelines have no "materiality factor" built in, therefore even the smallest deficiency found becomes a part of the audit report. The audit will be presented upon completion in an annual audit exit interview. At a minimum, the school will meet the required attendance of NM statutes and regulations.

SAHQ Academy will make every attempt to minimize the possibility of audit findings and repeat audit findings. The school will respond to all audit findings through a corrective action report approved by the Governing Council. A corrective action plan will be submitted to the authorizer as negotiated or upon request.

REPORTS TO THE PED AND CHARTER SCHOOL DIVISION

SAHQ Academy will provide quarterly financial reports to the PED and the Charter School Division. These reports are prepared and transmitted through the school's financial software. The Head Administrator will report to the Governing Council on the timeliness of the quarterly report and review with them the content provided therein.

End of year reports will also be submitted to the PED. They include the reports described above as well as any other reports required by the PED. These reports will also be provided to the Governing Council during a regular, open meeting.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(2) Financial Policies	The school provides a clear, comprehensive, and cohesive description of the internal control procedures that will be utilized to safeguard assets, segregate	The school provides a clear description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement	The school provides a limited description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial

	payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	policies and internal controls.
<p>Comments:</p> <p>Meets</p> <p>The applicant provides a clear description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.</p> <p>The applicant provides detailed procedures for each of the following: Segregation of duties, purchasing, receiving purchases, cash disbursements, cash receipts, payroll, bank reconciliations, inventory, journal entries, professional development and travel, petty cash, insurance and employee benefits, budget, financial statements and reports, annual audits, and reports to CSD and PED.</p>				

B.(3) Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions.

Financial Personnel

As stated in the Internal Controls Procedures in section B2, the financial personnel include the following:

Head Administrator

SAHQ Academy's Principal will be well versed in financial matters relating to school operations, funding mechanisms and state and federal compliance. The Principal will have the following responsibilities and expertise:

- * A strong working relationship with the Governing Council, Finance and Audit Committees*
- * Is responsible for keeping the Council and Committees informed on all financial matters*
- * Identifies needs and develops strategies and policies to ensure those needs are funded*
- * Prepares annual operating budget recommendations based on guidelines set forth by the Governing Council / Committees.*
- * Works with the Council / Committees to develop the final budget.*

- * Is responsible for implementing the final budget*
- * Insures proper funding for academic success, professional development and building maintenance*
- * Maintains records including financial accounts, business and property records, contracts, documents, securities, title papers, and records of expenditures.*
- * Is accountable for budget management, expenditure of funds and all school business*

Business Manager

SAHQ Academy will employ a licensed business manager or contract with a licensed business manager to manage the school's fiscal responsibilities. The Business Manager must attend all required NM Education Department trainings and workshops. The business manager must have the following areas of expertise and knowledge:

- * Public school accounting and budgeting*
- * Budget preparation and management*
- * Preparation and submission of all NM PED Reports*
- * Internal control policies and procedures*
- * Standards for fund accounts and reports*
- * Cash management and controls*
- * Payroll preparation*
- * NM PED Reimbursement request submissions*
- * Procurement oversight*
- * Asset and inventory management oversight*
- * Accounts payable oversight*
- * Accounts receivable oversight*
- * Human resources oversight*

Bookkeeper

SAHQ Academy's principal will hire bookkeeper whose duties are described in the next section, Financial Oversight. He/She will be required to have an accounting background, be organized and detail oriented and able to maintain records for the Principal and Business Manager. At no time will the bookkeeper be in charge of independently purchasing or paying for school needs.

Complete internal controls and job descriptions are provided in the Appendices and their roles in financial oversight are explained in detail in section B1 and B2.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

B.(3) Financial Personnel	The school identifies the appropriate staff to perform financial tasks, and the staff positions are completely supported in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are clearly provided .	The school identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The school provides some qualifications and responsibilities for those positions.	The school generally identifies the appropriate staff to perform financial tasks.	The school's provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks. --OR-- The application does not address identification of appropriate financial personnel for the school.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant generally identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The outlined positions include the Head Administrator, Business Manager, and Bookkeeper. However, the applicant does not appear to identify a certified procurement officer.</p>				

B.(4) Provide a **clear, comprehensive, and cohesive description**: of how the Governing Body will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and explain how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting.

Financial Oversight

SAHQ Academy will apply sound fiscal practices that comply with New Mexico State statutes and regulations as well as federal and local laws and regulations. To minimize risk inherent in administering the school's finances, SAHQ Academy has clearly defined roles for the Governing Council, the Head Administrator, the Business Manager the Bookkeeper and other employees responsible for the school's financial assets. These defined roles and a strong internal control structure will provide reasonable assurance of the school's long-term financial health and the school's success. Pursuant to statute, the Governing Council will establish both Financial and Audit Committees.

The Governing Council will ensure that SAHQ Academy is following general standards of accounting and otherwise sound public school business practices by requiring regular reporting by the Head Administrator and business manager at meetings. The Governing Council will develop sound financial management policies and procedures to address the following aspects of the school's business.

** Adopt policies to implement the New Mexico Procurement Code*

** Budget policies: fiscal year, budget preparations, budget maintenance standards, budget adj.requests*

- * Segregation of duties; anti nepotism policies
- * Internal Controls
- * Cash management program to safeguard cash in custody
- * Procedures for expenditure projections to identify school staffing and equipment needs
- * Receipt of funds
- * Cash disbursement
- * Procedures for monthly Bank Reconciliation
- * Personnel and payroll policies (contracts, personnel/payroll action forms, certification records, employment eligibility, federal/state withholding, pay deduction authorizations, Educational RETirement Act plan and direct deposit authorizations).
- * Compliance with the annual school audit as outlined in the NM Audit Act
- * Conflict of interest disclosure statement and policy
- * Such other policies to ensure the school complies with the PSFA Act of the NM Administrative Code and the NM Public School Accounting Budgeting Manual.
- * Policy defining the relationship to the charter authorizer
- * Charter amendment procedure

ANNUAL AUDITS

Pursuant to state law, the school will create an Audit Committee whose composition will reflect current statutory requirements. The Audit Committee will play a large role in overseeing the annual audit process. Annual audits will be conducted following the guidelines set forth by the Office of the State Auditor and the State Audit Rule. The school's annual audit will be conducted pursuant to the instructions of the NM PED. Currently, it is anticipated that the school will be audited as a component unit of the PED. SAHQ Academy will be responsible for paying its proportionate share of the audit and making all of the requested information available to the auditor at a time and place designated by the PEC/PED auditor upon reasonable advance notice. It is anticipated that the annual audits will be conducted between July and November of every year, with the final report submitted to the Office of the State Auditor by the November 15th due date.

Audit findings assessed against the school will be addressed and become a part of the audit report. An audit finding is any deficiency, major or minor, found during the audit process. State audit guidelines have no "materiality factor" built in, therefore even the smallest deficiency found becomes a part of the audit report. The audit will be presented upon completion in an annual audit exit interview. At a minimum, the school will meet the required attendance of NM statutes and regulations.

SAHQ Academy will make every attempt to minimize the possibility of audit findings and repeat audit findings. The school will respond to all audit findings through a corrective action report approved by the Governing Council. A corrective action plan will be submitted to the authorizer as negotiated or upon request.

BUDGET

SAHQ Academy will prepare and adopt an annual budget in accordance with statutory requirements. The budget will be prepared by the Business Manager under the direction of the Head Administrator with input and oversight by the Governing Council. The Council will establish a Finance Committee as required by law with the required members. This Committee will assist in making decisions around budgetary issues as well as provide additional oversight of all financial decisions.

	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(4) Financial Oversight	The school provides a clear, comprehensive, and cohesive description : of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a sound understanding of the required GB oversight and financial reporting.	The school provides a clear description of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an adequate understanding of the required GB oversight and financial reporting.	The school provides a limited description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the school's overall governance & management. Stated financial controls demonstrate some understanding of the required GB oversight and financial reporting.	The school provides an incomplete or inadequate description of how the GB will provide fiscal oversight and of the state-required audit and finance committees. --OR-- The application does not provide a clear plan for financial oversight.
Comments: Does Not Meet The applicant provides an inadequate description of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Specifically, the applicant stated “Pursuant to statute, the Governing Council will establish both Financial and Audit Committees.” But the applicant did not identify how the governing body as a whole will oversee these committees.				

B.(5) Provide a **clear, comprehensive, and cohesive description** of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. Please ensure that you consider the sustainability of the school in your description.

School Sustainability

SAHQ Academy's long term vision is to not only create a unique and effective educational program but also to positively impact the community. The program must stay solvent, relevant and rewarding in order to attract students, teachers and families over the years. Establishing a strong school culture with clear objectives is key to transitioning new teachers in as others move on. Most of these concepts and strategies are detailed throughout this proposal, however that is not the same as a concise, action oriented playbook with detailed processes in place for ensuring continuity of vision, building fiscal strength and ensuring year over year growth and improvement, even when the founding members have moved on.

SAHQ Academy's Governing Council in cooperation with the Founders, the Principal and the Business Manager will work together to develop a roadmap by which the school and its leaders will continuously build and refine processes that work. These processes will be passed forward to new generations of leaders so that lessons learned do not have to be repeated and progress is continuous and recorded. This documented roadmap will provide the foundation of sustainability and include:

- *Strategic Plan*
- *Operational Plan*
- *Succession Plan*

STRATEGIC PLAN:

A Strategic Plan is a tool that provides guidance in fulfilling a mission with maximum efficiency and impact, streamlining the entire content of this proposal into a meaningful, useful and dynamic plan of action.

Sustainability encompasses the school's mission and vision, our mission related goals, governance, fiscal health, facilities, community relationships, student body diversity, compliance, testing performance and overall impact on the lives of our SAHQ family. The questions that need to be answered are the following:

- * Why do we exist?*
- * What is the impact of our work?*
- * What are our values, what do we believe in?*
- * What do we want to accomplish?*
- * What can we learn from best practices?*
- * How will we accomplish our work, what is the implementation plan?*
- * How is our work / outcomes prioritized?*
- * How will we measure our outcomes?*
- * What are our strengths?*
- * What are our obstacles to success?*
- * How will we pass this vision on to our successors?*

To a degree, the strategies needed to ensure sustainability can be learned from other successful charter schools, however, SAHQ Academy's vision and the unique and diverse needs of our student body will drive the long term outlook for our school. The strategic plan will articulate specific goals and describe action steps and resources needed to accomplish them. This strategic plan is a roadmap, a guide, but completely useless unless it is utilized in establishing priorities and impacts decision making.

OPERATING PLAN:

Based on the goals set forth in the strategic plan, an operating plan will be developed. The operating plan is a coordinated set of tasks for carrying out the goals delineated in a strategic plan. It provides greater detail, spelling out time lines and roles of particular staff and Council members.

SUCCESSION PLAN:

Charter schools are born out of a vision; they rise or fall based on fidelity to their mission and the fiscal management required to sustain and grow it. Our school leaders are the keepers and promoters of that vision and the school requires a deep pool of passionate and talented people to keep it alive. The challenge for schools, like ours, with unique missions and cultures is that one size does not fit all, unlike

traditional schools where principals are moved from one school to the next with relative ease. Often times that vision is lost when the founding members are no longer actively involved in the school. Like every other organization, SAHQ Academy needs to prepare for leadership turnover as we will succeed or fail largely on who is leading the school.

The Governing Council Committees includes a Council Development Committee. Establishing purposeful processes into the Committee agendas will help to establish and support the leadership pipeline, identifying and recruiting Council members, training and supporting current leaders and identifying and building relationships with other school leaders who might fit well in the SAHQ Academy system.

Fiscal health and transparent financial accountability is vital to the ability of our leaders to perform their duties and implement the plans set forth by the Governing Council and Head Administrator. The school will apply for all federal, state, and local grants that meet the mission and vision of the school. We will work with PED to ensure compliance with all statutes and regulations. SAHQ Academy will be as lean as possible with our staffing formula based on the actual kids enrolled and the specific needs determined by their IEPs. Our school will, through its administration and Governing Council, monitor the financial condition of the school, ensuring cash flows, funding streams and annual financial reports are timely and meet the terms of the charter performance contract.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(5) School Sustainability	The school provides a clear, comprehensive, and cohesive description of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's thoughtful consideration of school sustainability.	The school provides a clear description of long-range goals and strategies that will help build the school's capacity most of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's adequate consideration of school sustainability.	The school provides a general description of long-range goals and strategies that will help build the school's capacity some of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates that the school has a limited understanding of long-range planning and school sustainability.	The school provided an inadequate or incomplete description of long-range goals and strategies that will help build the school's capacity and ensure the school's sustainability. --OR-- The application provides no information regarding the long-term sustainability of the school.
Comments:				
Does Not Meet				

The school provided an inadequate or incomplete description of long-range goals and strategies that will help build the school's capacity and ensure the school's sustainability.

The applicant states:

"SAHQ Academy's Governing Council in cooperation with the Founders, the Principal and the Business Manager will work together to develop a roadmap by which the school and its leaders will continuously build and refine processes that work. These processes will be passed forward to new generations of leaders so that lessons learned do not have to be repeated and progress is continuous and recorded.

This documented roadmap will provide the foundation of sustainability and include:

- Strategic Plan
- Operational Plan
- Succession Plan"

The description demonstrates that the school has an inadequate understanding of long-range planning and school sustainability. Rather than providing a description of goals and strategies, the applicant has stated it will engage in strategic planning later.

Evidence of Support

A. Outreach Activities.

A. Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to ensure that all students have an equal opportunity to enroll. Provide clear descriptions of outreach activities demonstrating that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.

Outreach Activities

STUDENT RECRUITMENT:

SAHQ Academy will have no more than 300 students and expects to launch with around 180, grades 7-10. We will target our outreach efforts to reach the broadest cross-section of families, including collaboration with community based organizations serving youth city wide.

The plan for student recruitment will fulfill three goals.

- 1. Assembling a student body that reflects the Sports Science focus*
- 2. Ensuring the families have the facts to make informed choices*
- 3. Providing equal access to any family interested in the school*

To meet these goals, we will use an appropriate mix of the following marketing processes:

- School Website: More than simply a description of the school, the website will serve as an active recruitment tool, with rich media, interactive elements and the ability to register for enrollment. We currently have volunteers who are willing to assist in launching the website .*
- Online and Social Media: SAHQ Academy will have a vibrant, active presence on Twitter, Facebook, Instagram, Youtube and any other network that becomes popular. These modes of advertising are free and we currently have volunteers willing to launch this effort.*
- Direct Marketing: Currently we have 1729 interested families on our mailing list. We will conduct email and mail campaigns sending program promotional materials to students and families in a cost effective manner. Email will be used as the primary means to reach interested families, direct mail only if necessary and if the budget allows. We currently have volunteers to assist in the web design portion of direct email campaigns. Mail Chimp is a free mass email service that we will use.*
- Information sessions: The school will host parent and student information sessions in which parents and families can ask questions, see first hand how the program works. We have conducted three sessions thusfar, one in May of 2014, September, 2014 and March 2015.*
- Enrollment service: Assistance will be provided via telephone and online and in person to help families complete online enrollment forms.. Phone calls will be handled by our founding members until such time as office staff is hired.*
- Service Work: SAHQ Academy will maintain a visible presence in the community through service work and support of community events. Our staff volunteers out in the community and in the schools on a regular basis.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A. Outreach Activities	The school provides clear, comprehensive, and cohesive evidence that it has developed an effective and thoughtful outreach program. There is sound evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. Clear descriptions of outreach activities demonstrate that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.	The school provides clear evidence that it has developed an adequate outreach program. There is adequate evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides general evidence that it has developed an outreach program. There is some evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides inadequate or incomplete evidence that it has developed an outreach program. --OR-- The application does not provide a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach.

Comments:

Partially Meets

The applicant provides general evidence that it has developed an outreach program.

There is some evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. The applicant submits the student recruitment prior submission as its only outreach. The recruitment plan appears to be limited.

Heavy dependence on electronic media (School Website, Online and Social Media, email, enrollment service) suggests limitation to students and families with internet access.

The information sessions appear to not “fill in the gaps” to create a true equal access to the program.

Additionally the statement by the school that one of the goals of the recruitment process is “assembling a student body that reflects the Sports Science focus” may suggest limited focus on specific students and their families.

B. Community Support.

B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current),

gender or type of current school (home, private, public), or other pertinent data.)

Evidence of Support

- *Since 2011, Student Athlete Headquarters has met a need in the community and served hundreds of youth, adults, organizations and families. Our facility has been a focus of community involvement, serving as a community center and event space, hosting meetings for the the local schools and charters, neighborhood associations, sports teams, chess clubs, drivers ed and others. This large and diverse community of families served have all shown a tremendous interest in the development of our charter school.*
- *The Neighborhood Associations worked with the city to approve our zoning change to accommodate a Charter school and utilized our building for their membership meetings.*
- *Participation in SAHQ programs has not been limited to residents of the immediate geographic area, but represents and large cross section of residential zip codes , interests and socio economic backgrounds.*
- *As evidence of support, SAHQ currently serves over 500 students and adults from age 4 and up annually.*
- *Three informational meetings were attended by parents of athletes in grade school, mid school and high school representing the Albuquerque metro, Rio Rancho, East Mountains, Los Lunas and Santa Fe.*
- *We have collected over 300 postcards in support of our school and have 1729 interested families sign up for our emails. These postcards and master email list include names of families and students so we have not included them in this application, as instructed. Email lists and postcards with emails cannot be desegregated by zip code or grade.*
- *Last years' Community Support hearing held in Albuquerque by the PEC was filled to capacity in support of SAHQ Academy.*

In order to be a legitimate advocate for youth and education, you have to first serve. Our founding members are not waiting to open a school in order to address the needs of our young people but have been actively involved in serving them without pay as an integral part of their lives. It defines who they are and regardless of the outcome, they will continue to work to improve the lives of our children.

	Ranking			
	← Satisfied		Not Satisfied →	
B	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

	The school provides sufficient measurable, quantifiable and qualitative data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population.	The school provides adequate quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population.	The school provides limited measurable evidence of support for the school among residents in the targeted community or student population.	The school provides inadequate or incomplete evidence of community or student support for the proposed school. --OR-- The application does not provide evidence that there is community and student support for the proposed school.
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Comments:

Meets

The applicant provides adequate quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population.

The applicant states that, "Since 2011, Student Athlete Headquarters has met a need in the community and served hundreds of youth, adults, organizations and families. Our facility has been a focus of community involvement, serving as a community center and event space, hosting meetings for the local schools and charters, neighborhood associations, sports teams, chess clubs, drivers ed and others. This large and diverse community of families served has all shown a tremendous interest in the development of our charter school."

As a measurement of this support the applicant identifies "We have collected over 300 postcards in support of our school and have 1729 interested families sign up for our emails. These postcards and master email list include names of families and students so we have not included them in this application, as instructed. Email lists and postcards with emails cannot be desegregated by zip code or grade". The applicant also states that the current SAHQ organization currently serves over 500 students and adults from age 4 and up annually.

C. Community Relationships

C. Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.)

Letters or other documentation of support are provided.

Community Relationships

Please see Appendix O : Letter from County Commissioner Maggie Hart Stebbins stating her support and collaboration efforts between SAHQ Academy and Bernalillo County.

Please see Appendix P : Letter from Arielle Bernier of ARCA stating efforts being made to collaborate with ARCA to help meet the needs of special populations.

The proposed location has been a focus of community involvement. The facility serves as a community center and event space, hosting meetings for the the local schools and charters, neighborhood associations, sports teams, chess clubs, drivers ed and others. Building on this community interest, SAHQ has used information sessions to solicit feedback as well as ways parents and the community involvement.

In addition, the school will develop an ongoing partnership dialog with local businesses and other organizations, such as non profits, advocacy groups and nearby schools regarding community service opportunities, internships and mentorships for SAHQ Academy students and staff. We have begun discussions with APS homeless sports program, Presbyterian hospital, Bernalillo county and ARCA in possible partnerships to reach disadvantaged children.

The Governing Council will also provide a venue for community and parent input. In addition to ensuring a community representation on the GC, the GC will create the school advisory council to provide guidance on particular subjects such as local partnerships and neighborhood outreach. Community members who are not GC members are also encouraged to be involved with the GC activities; contact and other information about the GC will be available through the school website. SAHQ Academy will make all Governing Council minutes available to families and the public on request and will report on activities in the school newsletter.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C. Community Relationships Optional evidence of support.	The school clearly demonstrates that it has developed meaningful, strategic networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.) Robust letters or other documentation of support are provided.	The school demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are provided.	The school provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are not provided.	The school provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals. --OR-- The application does not address the school's networking relationships or other agreements with local community agencies, groups, or individuals.

Comments:

Partially Meets

The applicant provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals.

For example the applicant states, "In addition, the school will develop an ongoing partnership dialog with local businesses and other organizations, such as non profits, advocacy groups and nearby schools regarding community service opportunities, internships and mentorships for SAHQ Academy students and staff. We have begun discussions with APS homeless sports program, Presbyterian hospital, Bernalillo county and ARCA in possible partnerships to reach disadvantaged children."

The relationships discussed and provided as evidence rely on a high level of future planning and there is no specific plan or timeline included to give an idea of what these relationships may provide the proposed school.

Letters or other documentation of support are provided.

D. Uniqueness and Innovation.

D. Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling need for the proposed school's educational program.

Uniqueness of Proposed School

SAHQ Academy's long term vision is to not only create a unique and effective educational program but also to positively impact the community. Our school's uniqueness is rooted in its structure, drawing from the strong relationships athletes share with coaches and teammates along with their daily effort to prepare and improve performance. Student - Athletes have special qualities and character traits that focus on outcomes as the result of consistent, daily effort. Concepts such as cross accountability and doing your best for the benefit of the team are well understood and accepted.

- Traditional schools have a "one to many" system in place, relying on one teacher delivering the same information at the same time to many students. Everyone is expected to start and finish at the same time and moves through the course at the same pace. The teachers is "the source" of information and assistance.*
- At SAHQ Academy, our system is "one to one". Each student can learn and move through their curriculum at their own pace, stopping only to address their individual needs. Teachers have the data and space to develop instruction to meet individual needs. Teachers and Success Coaches are there as a "Resource" for information and assistance, not "the source".*

A rigorous, team based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a student's emerging talent, energy and curiosity in a community centered facility. We

prepare and expose students to careers in sports and health science and graduate productive members of a global economy who thrive under pressure, well prepared for higher education. SAHQ Academy draws on a student's love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems.

- *Traditional schools are not set up to allow teachers to develop strong relationships with their students. The teaching load is heavy and the amount of time they get dealing with students on an individual basis is very limited.*
- *At SAHQ Academy, relationships are how we function. Everything we do is built on connecting with our students, giving them the tools and accountability to stay on task and motivated. Success Coaches communicate with their team on a daily basis. Teachers dynamically group students based on their needs and the professional team meets to discuss strategies to improve individual performance.*
- *Teachers at traditional schools typically work in autonomy. At SAHQ Academy, teachers function as a team, working together to meet the needs of the students and improve the overall performance of the school.*

UNIQUE SUPPORT:

Most charter schools start their existence from scratch, without any history, community relationships or facilities. SAHQ Academy is already a community fixture, serving hundreds of citizens, meeting their academic and fitness needs and providing a meeting space for other community oriented organizations. We have an established support network of families and businessmen and women who believe in what we are doing.

- *Traditional schools are typically involved just in the delivery of education and don't seek out opportunities to partner with the community. SAHQ has reached out to organizations and worked alongside the County to develop programs that community builders.*

UNIQUE FACILITIES:

SAHQ Academy has a 27,000 square foot facility that opened in 2011, is fully functional and equipped, zoned for a charter school, approved by the Public Schools Facility Authority, open daily and serving the community year round. SAHQ's programs have filled a need for student athletes and their families through sports training and academic tutoring, adults seeking wellness programs, the special health and fitness needs of our ARCA friends, and community programs looking for a place to meet. 1729 people have signed up for our mailing lists and we have conducted several informational sessions for parents over the past two years. Children and adults that utilize our community center come from all over the Albuquerque metro, westside and east mountain areas. Our summer programs draw participants from around the state and beyond. All of SAHQ's programs are run 100% by volunteers.

- *Traditional schools do not function as a community center in most cases. They typically close their doors after school and kids get in trouble for being on campus after a certain time.*
- *SAHQ Academy seeks to be the center of activity for our students and their families, open evenings and weekends to address their academic, personal and athletic pursuits. Since 2011,*

SAHQ has been open six days a week serving the community with a staff of committed volunteers.

UNIQUE PEOPLE:

SAHQ's dynamic volunteers are the Academy founders and our inaugural Board of Directors. To this unique group of people the school isn't a concept, it's an extension of what they have devoted their lives to; something they have done every day for the past four years at SAHQ and for decades in our community. An extension of their daily commitment to our student athlete's success, receiving no compensation and not dependent on the approval of this application. Some of these coaches and teachers spend as many as twelve hours a day during the summer working to mentor youth at our facility.

- *At traditional schools, all employees are paid with contracts that limit the number of days and hours they're expected to work. At SAHQ, we have committed volunteers that work year-round without pay or recognition. This is a special group of people with very big hearts.*

UNIQUE EDUCATIONAL PLAN:

No one joins a sports team to be mediocre and athletes never practice with losing as an acceptable outcome. Every day is an opportunity to improve skills, increase speed and develop team chemistry. It should be no different in the classroom.

SAHQ Academy delivers a mastery based education with no ceiling. Our student's will not ever "finish" a course of study but rather gain mastery at one level and continue to the next, regardless of their age or grade. This continuation includes project based and experiential learning. An athlete would never stop training because they're the best on their team or they've acquired a certain skill set. They would never stop practicing a required skill if they had failed to master it. They would continue to practice them repetitively and learn to apply them in more effective ways to improve outcomes. To an athlete they show up every day with one purpose in mind – to get better.

- *At traditional schools students have to wait for their teacher to give an assignment before they can progress in their work. If a subject has been covered, the teacher moves on, regardless of whether or not all students have a good handle on the material.*
- *At SAHQ Academy students have access to their studies 24/7 and can either move forward or repeat their coursework. No student moves on in a class until they have sufficiently mastered the content.*
- *At traditional schools, the teachers workday and rote task of grading papers does not allow them time to get to know their students or address their individual needs.*
- *At SAHQ Academy, the online content provides the teachers rich data on student's strengths and weaknesses and is automatically graded. This allows educators more time to spend face to face with students addressing individual needs.*

UNIQUE ACCOUNTABILITY:

At SAHQ Academy, we establish a student's minimum acceptable standard based on data, goals and stakeholders input. If it is determined that a student should be capable of getting at least a "B" in a particular course, they are expected to learn the material and perform no lower than that standard. All work must be completed at the minimum acceptable standard or be repeated. Through our unique and integrated use of digital delivery curriculum, this method of accountability does not increase the teacher's workload, but it does, however, allow them to identify an individual's weaknesses in order to address them.

- At traditional schools, as long as kids spend the required amount of time in a chair and get at least a D-, they are passed to the next grade. No one is there to hold them accountable besides the parents.*
- At SAHQ Academy each student has a minimum acceptable standard and cannot move through the course at a level below that. They have an accountability team led by their Success coach and includes the other students on their academic team.*

	Ranking			
	Satisfied		Not Satisfied	
D. Uniqueness of Proposed School	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	The school provides clear evidence of the uniqueness, innovation and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.	The school provides adequate evidence of the significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.	The school provides unclear or general descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is limited or weak .	The school provides inadequate or incomplete evidence of the uniqueness, innovation, or significant contribution of its educational program to public education. --OR-- The application does not address the uniqueness or innovation of the proposed school's educational program.

Comments:

Partially Meets

The applicant provides general description of the uniqueness, innovation, or significant contribution of its educational program.

The applicant provides evidence of the school's uniqueness as compared to traditional schools. There is clear indication how the applicant defines this term or any specific school in the geographic area that the school compares or contrasts itself to. "At SAHQ Academy, our system is "one to one". Each student can learn and move through their curriculum at their own pace, stopping only to address their individual needs. Teachers have the data and space to develop instruction to meet individual needs. Teachers and Success Coaches are there as a "Resource" for information and assistance, not "the source." It is unclear that the applicant's proposed school would be the only one in the geographic area that would offer one to one student assistance.

The applicant does not provide meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area. The applicant states, "Traditional schools do not function as a community center in most cases. They typically close their doors after school and kids get in trouble for being on campus after a certain time."

The applicant does speak to contrasting elements of their school to those around them but not in a specific way that establishes compelling need for the proposed school's educational program.

E. Letters of Support.

E. **Optional.** Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

Letters of Support

Letters of support are included in Appendix M. The founders intend to present the PEC with additional letters of support at the Community Hearing.

Appendices and Attachments

Appendix Number	Appendix Description (* indicates optional appendix)	Attached (Check if Yes)
A	Course Scope and Sequence	<input type="checkbox"/>
B	*Governing Documents	<input type="checkbox"/>
C	Head Administrator job description	<input type="checkbox"/>
D	Job Descriptions (of licensed and certified staff)	<input type="checkbox"/>
E	*Governing Body Personnel Policies	<input type="checkbox"/>
F	Student Discipline Policy	<input type="checkbox"/>
G	Conflict of Interest Policy/Disclosure Statement	<input type="checkbox"/>
H	*Proposed contract or agreement with partner or contractor (Required if you have one)	<input type="checkbox"/>
I	PSFA-approved projected facility plan documentation	<input type="checkbox"/>
J	910B5 SEG Computation Revenue Estimate	<input type="checkbox"/>
K	5-year budget plan	<input type="checkbox"/>
L	Proposed salary schedule for licensed staff	<input type="checkbox"/>
Waivers	*Other Waivers	<input type="checkbox"/>
Founders	*Names and descriptions of qualifications/experience	<input type="checkbox"/>

	Ranking			
	Exceeds—4 X	Meets—3	Partially Meets - 2	Does Not Meet—1
Appendices	The school provides all of the required appendices.		The school provides most of the significant appendices	The school does not provide the most significant appendices. --OR-- The application does not include all of the required appendices.