

State of New Mexico
Public School Facilities Authority

Robert A. Gorrell, Director



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Website: www.nmpsfa.org

May 19, 2016

Mr. Patrick T. Mason
104 E. Aztec Ave. WEA
Gallup, NM 87301

Dear: Mr. Mason,

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/ Ed Spec's) for the Hozho Academy located in the Gallup-McKinley County Schools District and are requesting to be a State Chartered Charter School. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan.

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

- Hozho Academy did request to locate the school in existing Gallup-McKinley County Schools District facilities on April 14, 2016. As of yet, there has been no written response from the Gallup-McKinley County Schools
- Hozho Academy FMP states the school and Gallup-McKinley County Schools have been working together and have identified the Juan de Onate school as appropriate for initial facility, however identified in the Facility Assessment Database (FAD) this school has a wNMCI of 98.33% and is unacceptable for a charter school to move into this facility in this condition
- Grades requested are k thru 12th grade
- The school anticipates having a total enrollment of 728 students (cap)
- 27 core classrooms required to support 728 students, 23,625 gross square feet (gsf)
- In addition to Core Classrooms, the school requires additional spaces for administration, food service and other programs and activities that total to 16,687 gsf
- 40,312 gsf total needed for educational program
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,

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

William W. Sprick, Facility Master Planner

cc: Richard Dicks, Regional Manager
Martica Casias, Planning and Design Manager

HÓZHÓ ACADEMY

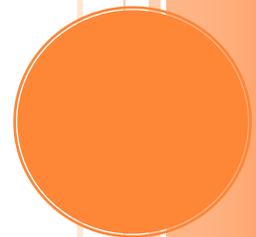
Facilities Master Plan/Educational Specifications



Hózhó Academy is committed to the tradition of a classical liberal arts education and the development of the whole person. We are committed to a rigorous program that will develop students who are educated in all of the liberal arts and sciences as well as in moral character and civic virtue. Our goal is to provide the best education possible while encouraging our students to remember who they are and where they are from.

Submitted by Patrick T. Mason (p.mason@milawfirm.net)

4/21/2016



HÓZHÓ ACADEMY

Facilities Master Plan/Educational Specifications

CHARTER SCHOOL OVERVIEW

Hózhó Academy (“HoAc” is a proposed K-12 Charter School in Gallup, NM, with an enrollment cap of 728. Our application year is 2016, and we have reviewed both the Statewide Adequacy Standards, NMAC §6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance.

On April 14, 2016, we met with Gallup-McKinley County School Superintendent Frank Chiapetti. At that meeting we discussed utilizing existing district facilities, and we were able to identify the current Juan de Onate School (School ID:043158) as a possible initial facility. The Superintendents position is that we would be able to utilize those existing facilities, as long as they met with the States approval. In the alternative, he was willing to provide us with temporary buildings until we were able to construct or find permanent facilities. Our letter of official request to the Superintendent is attached hereto as Exhibit A, at p. 24. No official written response has yet been received, but all indications from our meetings are that the Superintendent approves of our plan.

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GOALS/MISSION

1. Goals/Mission

1.1. Goals

1.1.1. Mission

Hózhó Academy is committed to the tradition of a classical liberal arts education and the development of the whole person. We are committed to a rigorous program that will develop students who are educated in all of the liberal arts and sciences as well as in moral character and civic virtue. Our goal is to provide the best education possible while encouraging our students to remember who they are and where they are from.

To accomplish our mission, HoAc will ground education in the humanities, the sciences, and the arts in several current and research-based curricula/programs in the elementary and middle schools. These include: the Core Knowledge Sequence — a specific, grade-by-grade core curriculum of common learning; Riggs Institute’s The Writing & Spelling Road to Reading & Thinking — a multi-sensory, brain-based approach for teaching “explicit” phonics, reading and language arts; and Singapore Math — a conceptual approach to mathematical skill building and problem solving.

In the high school, students will receive a classical liberal arts education. Students will study all subjects — literature and language, rhetoric, math, history, government, the sciences, music and art—through sound, time proven methods. As in the lower grades, the curriculum will be rigorous. Students will receive homework and seniors will be required to compose and defend a Senior Thesis as a capstone to their academic experience at HoAc. Students at all levels will be trained in Socratic Seminars to encourage intelligent, logical, and independent thinking while studying the great books, primary source documents, and fundamental texts for each discipline. This type of curriculum with the supplemental programs has proven to be successful for all students, including those with special needs and second language issues.

1.1.2. Educational Philosophy

Several unique innovations characterize HoAc. Students will study Spanish, Navajo, or another modern language beginning in Kindergarten. This will facilitate reading comprehension and vocabulary, and bolster performance in all subjects. Students will also take 4 years of Latin, beginning in Sixth Grade. In 10th grade through 12th grade, students will study either Latin or a

modern language. Students will study history and cultures mainly through primary source documents to foster analytical skills and essential insight into their culture and heritage.

Finally, it is a principle of HoAc that one becomes good only by practicing right behavior. Instruction in the virtues will be integrated throughout the curriculum and in all grade levels. The teaching of the four classical virtues—*temperance, fortitude, justice, and prudence*—and Eight Pillars of Character—*citizenship, cooperation, courage, honesty, integrity, perseverance, respect, and responsibility*—will be interwoven throughout the curriculum at every grade level, and documented in teacher lesson plans. Students will be exposed to great stories of self-command and self-sacrifice found in literature and history and engage in Socratic discussions about the moral virtues of the various heroes and heroines. At HoAc, high academic achievement, personal discipline, ethics, and responsibility will consistently be reinforced through the study of subjects in the classical tradition.

As students enter the program, we will use assessments provided by Core Knowledge, Riggs and Singapore Math to determine instructional needs. When student levels are determined, instruction will be targeted to bring students up to grade level and challenge their academic potential for optimal learning. HoAc will also use the state required PARCC test, high school EOC exams, the NWEA Map Assessment, and DIBELS assessments to monitor student achievement and adjust our instructional program as needed.

Classical education is time tested and upholds a standard of excellence. We believe HoAc's high standards and rigorous curriculum, supported by a well-regulated campus, will provide students a complete education that will challenge them to excel both in learning and in character. Students will graduate HoAc highly literate and excellent individuals, ready to become active and responsible members of their community.

1.2. Process

1.2.1. Process for data gathering and analysis

Contact:

Patrick T. Mason

p.mason@milawfirm.net

505-862-9498

104 E. Aztec Ave.WEA

Gallup, NM 87301

Process for Capital Planning and Decision-Making. The Governing Council (the “Council”) of the charter school is responsible for overall capital planning and decision-making, with guidance and input from the Principal and other staff once those individuals are in place. The Council will meet regularly in open, public meetings to fulfill its duties, and may from time to time create subcommittees or task forces to carry out special tasks. Special or emergency meetings shall be held as needed. All meetings involving a quorum of the Council shall be noticed and conducted in accordance with the Open Meetings Act. The Council shall keep minutes of all its meetings.

The Council is responsible for the overall financial management of the school. The Council will designate one of its members to serve as the Treasurer of the school. The individual will have a financial background to enable him/her to perform this function. The Treasurer and the entire Governing Council will participate in regular board training with an emphasis on fiscal management and oversight and will ensure that the school's Business Manager participates in district and NM PED charter school training, when appropriate. The Council will follow detailed fiscal procedures, which comply with Generally Accepted Accounting Principles (GAAP) and will ensure sound financial management.

The school will begin the annual budgetary process each February with an enrollment target set by the Council. The school’s Principal and Business Manager will coordinate the development of revenue and expenditure assumptions based upon this enrollment target. Once an initial budget based on planned events has been drafted, it will be tested against a lower enrollment level to ensure the school can withstand a lower than expected enrollment. As more information is learned, assumptions will be revised and the impact discussed with the Council.

HoAc follows a detailed annual budget development process:

- At its February meeting, the Council sets enrollment target for the coming year, discusses key assumptions such as staff compensation and new initiatives, and confirms per pupil funding rates.
- In March, the HoAc Business Manager develops a draft budget, including a financial narrative that explains all the key assumptions and results. As part of this process, the Council designates individual(s) to review the draft budget and narrative through conference calls and in person meetings.
- In April, the HoAc Business Manager presents the revised draft budget to the Council for adoption.
- In August, the HoAc Business Manager will revise the budget at the start of school, updating key assumptions like enrollment and actual salaries, and the Council may elect to adopt this revised budget as its official school budget for the year.

Community Input. We have built strong partnerships with the Gallup-McKinley County School District, City of Gallup, McKinley County, the Roman Catholic Diocese of Gallup, the Greater Gallup Economic Development Corporation, the Gallup-McKinley County Chamber of Commerce and numerous other organizations. We additionally solicit input at monthly meetings (e.g., Kiwanis, Rotary, Knights of Columbus, and Navajo Nation Chapter Meetings), and from individuals and businesses. The community partnerships we are building are essential to our long term success, and will continue to help shape and improve the educational opportunities we offer student

Steering Committee. The current steering committee includes:

Table 1.2.1		
Name	Role	Qualifications
Rachel Mason	Director	M.S. in Elem. Ed. (May 2016); extensive ed. exp. with target pop.
Patrick T. Mason	President	J.D.; Lawyer; board member/director of multiple non-profits
Michael D. Byrne	Vice-President	Political Consultant, executive director and non-profit experience
Arita Yazzie	Cultural Advisor	Navajo Nation DOJ Lawyer, involvement in Navajo schools
Allison O'Brien	CRT Advisor	M.S. in Education, Teacher, Taught in Zuni Pueblo
Jaime Munozcano	Financial Advisor	President of Pinnacle Bank, Pagosa Springs, CO

The Steering Committee was selected for the diverse skillsets that each individual brought to the table. They meet regularly to discuss and plan all matters related to HoAc. Members also take turns attending meetings and building partnerships for the school. Once our charter is approved, we may modify the makeup of the steering committee to shift focus to planning and enrollment.

PROJECTED CONDITIONS

2. Projected Conditions

2.1. Programs and Delivery Methods

2.1.1. Programs Overview

Overview of Proposed Education Programs and Facilities. The HoAc philosophy of education subscribes to the tried and true form of Classical education: all students — regardless of socio-economic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and challenged by high expectations and meritorious standards.

We also agree with Aristotle that one becomes virtuous by practicing the virtues. We further trust that young people will recognize and emulate

virtuous behavior when introduced to the timeless heroes and heroines of literature and history.

Our facility needs are flexible, and align with traditional facility needs of New Mexico public schools. We anticipate needing flexible classroom spaces that can accommodate the various instructions. We have been working with Gallup-McKinley County schools, and have identified the Juan de Onate school (School ID:043158) as appropriate for our initial facility. It is set to be vacated in January of 2017. This will give us 8 months to prepare it for HoAc, which is set to be opened in August of 2017. In the long term we intend to construct or acquire a more extensive facility, which would satisfy all the needs of our school once it has reached its enrollment cap.

Potential Joint Use Facilities. If our first choice in facility is untenable, we have looked at utilizing portable buildings on land owned by the Knights of Columbus. The Knights of Columbus have an events hall on this land that could be used for restrooms, large common space, and food service. The Gallup McKinley County Schools Superintendent has offered us the use of portables as well. We would also be amiable to other shared or joint use facilities either private or public, if necessary.

Proposed Instructional Program. The curriculum for Kindergarten through 8th grade will be the Core Knowledge Sequence published by the Core Knowledge Foundation. The Sequence is distinguished by a planned progression of specific knowledge in world history and geography, American history and geography, mathematics, science, language arts, visual arts and music. The Core Knowledge Sequence will be supplemented with the Riggs Institute method—The Writing & Spelling Road to Reading & Thinking, and Singapore Math. Instructional standards will align with CCSS and NM Content Standards.

In the high school, HoAc students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with CCSS and NM Content Standards, for all subject areas. The curriculum will be developed so that the content and skills to be taught in each course is clearly articulated; goals and priorities are delineated. Grades will be tied to precise benchmarks and tell exactly what students know and can do. The benchmarks will thus drive the

assessments. Classroom activities will further learning of the specific content or skills articulated for that course. Students will know what is expected of them and what constitutes excellence by the use of grading and assessment rubrics.

Instructional Organization. Kindergarten is a self-contained grade of 1-3 classes in separate classrooms, of no more than 28 students per class/classroom (56 students maximum enrollment). 1st Grade through 6th Grade are self-contained grades of 1-2 classes in separate classrooms, of no more than 28 students per class/classroom (56 students maximum enrollment per grade). Teaching assistants will be used as necessary especially in the younger grades. 7th Grade through 12th Grade are grades of 1-2 classes in rotating classrooms, of no more than 28 students per class/classroom (56 students maximum enrollment per grade).

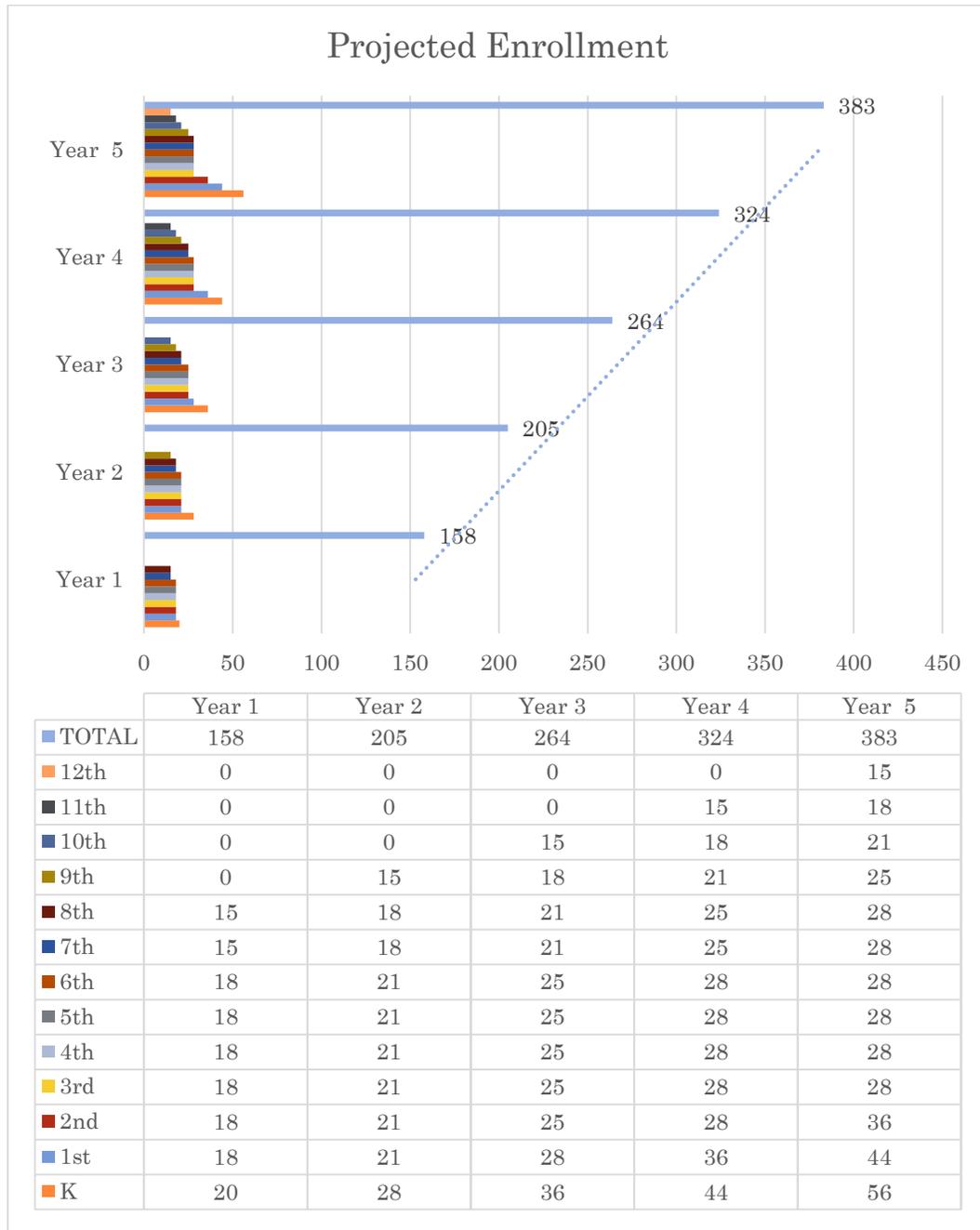
Anticipated Special Curricular and Extracurricular Activities. We additionally intend a wide range of special and extracurricular instruction and activities. This will include language, music, technology, arts and physical education programs as well as other enrichment programs as needed or as desired by our student body.

Scheduling Approach. We intend an extended school day, from 8 am to 5 pm, with the exception of a half-day Kindergarten option. This will include the core curriculum being taught from around 8 am to 3 pm. Most extracurricular programs will be taught from 3 pm to 5 pm, utilizing the same classrooms as the daytime curriculum instruction, if necessary. This ensures not only sufficient time for a full instruction of the students, but also meets the unique socio-economic needs of our population, where many parents would benefit from a school day that aligns with the work day. Kindergarten through 6th Grade are self-contained grades on a period schedule. 7th Grade through 12th Grade rotate classrooms and are also on a period schedule. An example of the type of schedule we propose is attached hereto as Exhibit B, p 25.

2.2. Proposed Enrollment

2.2.2. (sic) Phased Enrollment

Graph of Projected Enrollment Cap. Our total enrollment cap will never exceed 728. We anticipate launching with 140 students in August of 2017. Our grade level cap is 56 per grade, which will not likely be reached in our first 5 years. Graph 2.2.2:



2.2.3. Classroom loading policy

Anticipated Class Loading Policy. Core Classrooms: We anticipate a maximum of 28 students per classroom, and less, if we are constrained by classroom size (square footage). As the enrollment in a particular classroom approaches 28, 1 to 2 teacher aids will be added to assist in instruction.

2.2.4. Classroom needs

Classroom Needs. Based on our enrollment goals, we anticipate needing 9 core classrooms our first year, and a minimum of 13 core classrooms when all grades are open. At maximum enrollment we would require 27 core classrooms. Based on our minimum square footage goals, we would require 9,100 net square feet of core classroom space once all grades are open (11,375 gross) and a minimum of 18,900 net square feet of core classroom space at maximum enrollment (23,625 gross).

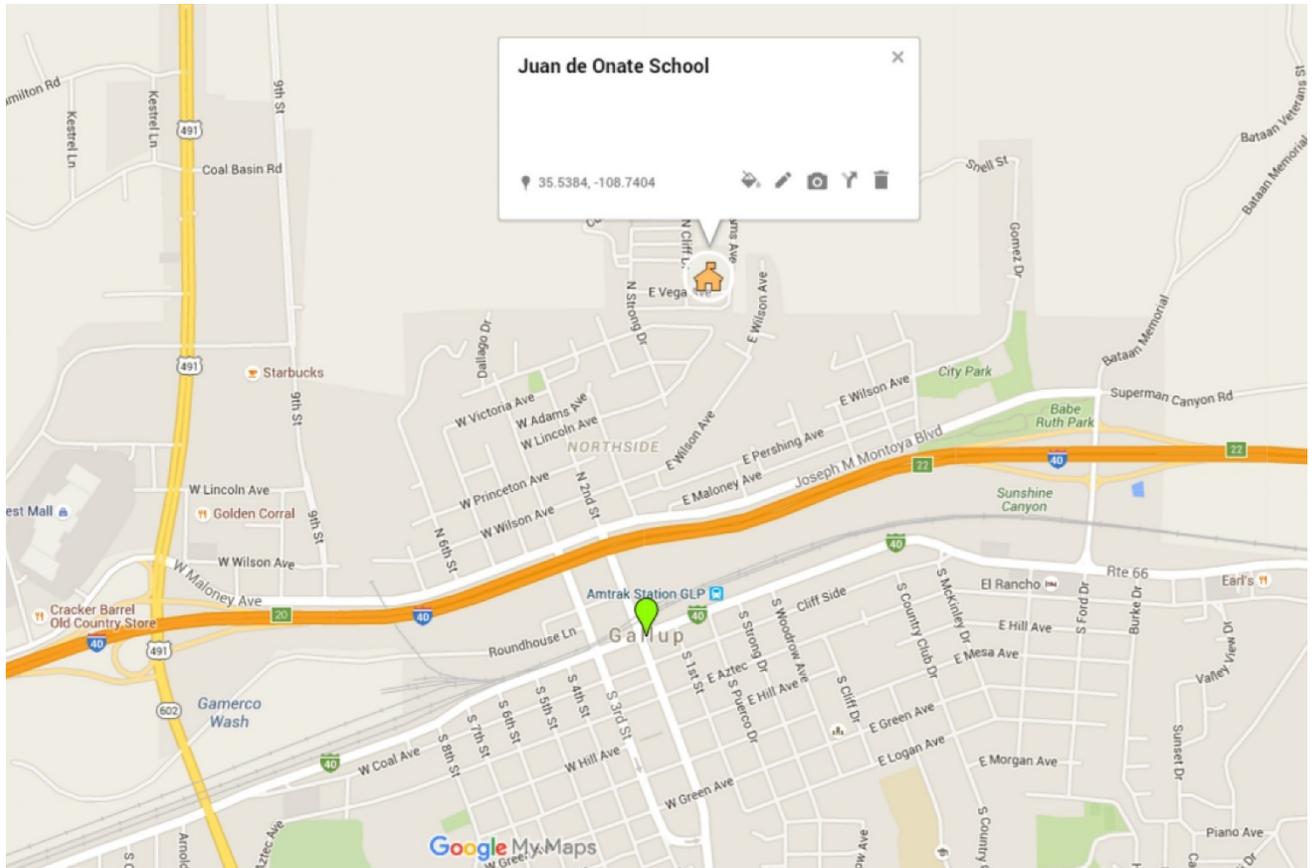
Table 2.2.4(a)	Number of Rooms		Square Feet				
	Grade	Min	Max	Sq/Ft/Occ	Min	Max	Storage
K	1	3	25	700	2,100	90	
1	1	2	25	700	1,400	90	
2	1	2	25	700	1,400	90	
3	1	2	25	700	1,400	90	
4	1	2	25	700	1,400	90	
5	1	2	25	700	1,400	90	
6	1	2	25	700	1,400	90	
7	1	2	25	700	1,400	90	
8	1	2	25	700	1,400	90	
9	1	2	25	700	1,400	90	
10	1	2	25	700	1,400	90	
11	1	2	25	700	1,400	90	
12	1	2	25	700	1,400	90	
Total:	13	27					
Net Sq/Ft				9,100	18,900		
Gross Sq/Ft (x1.25)				11,375	23,625		

Other Spaces. In addition to our Core Classrooms, we will require additional spaces for administration, food service, and other programs and activities. We will utilize Core Classrooms for our extracurricular and special instruction as necessary, but ideally would also have specialized spaces available. We estimate the following for number of special rooms/areas and square footage:

Table 2.2.4(b)	Square Feet
Science 1	700
Science 2	700
Spec.Ed. Type 1	700
Spec.Ed. Type 2	700
Multiuse 1	700
Multiuse 2	700
Multiuse 3	700
Multiuse 4	700
Tech.	500
Gym	5,000
Food Service	1,000
Admin	1,000
Counselor	250
Net Sq/Ft	13,350
Gross Sq/Ft (x1.25)	16,687.5

2.3. Site and Facilities
2.3.1. Location/site

Maps and Aerials.



<https://goo.gl/maps/GUhvYRDsEp42>



<https://goo.gl/maps/2mhENdtCCJA2>

Description of Sites and Facilities. Juan de Onate Elementary, a current Gallup-McKinley County school is merging with another school in January of 2017. This will leave their present building unoccupied. This facility has 25 classrooms in addition to special use areas such as administration and a gym. It is perfect for our initial needs and allows us room to grow towards our cap. While this facility might be insufficient if we were at capacity, it will allow us the stability to begin exploring more long-term option. The information on this facility from the GIS Map is provided below.

Table 2.3.1	
District	Gallup
District Website	More info
School ID	43311158
School Name	Juan de Onate Elementary
Phone	505-721-3300
School Type	Elementary
Grades Served	PK-5
Public or Charter	Public
Street	505 East Vega Drive
City	Gallup
Zip	87301
County	McKinley
State	NM
13-14 Enrollment	325
14-15 Enrollment	336
15-16 Enrollment	325
Capacity W/O Portables	240
Over/Under Capacity	-85
13-14 wNMCI (%)	97.76
14-15 wNMCI (%)	97.68
15-16 wNMCI (%)	101.76
13-14 Ranking	1
14-15 Ranking	1
15-16 Ranking	1
13-14 Gross Square Footage	46834
14-15 Gross Square Footage	46834
15-16 Gross Square Footage	46834
2013 FMAR	21.18
2014 FMAR	No Assessment
2015 FMAR	No Assessment
FMP	More info

2.3.4. (sic) Facility Evaluation

FAD Executive Summary Report. PSFA has not yet evaluated this facility or issued a FAD Executive Summary Report in connection with our proposed schools. We have contacted the PSFA, and are in the process of scheduling an evaluation.

3. Proposed Facility Requirements (Ed Spec)

3.1. Facility Goals and Concepts

3.1.1. Goals to be met by school facility

The HoAc philosophy of education is that all students — regardless of socio-economic background or academic competence — benefit from a rigorous, content-rich, educational program that develops academic potential and personal character. We believe students will achieve their best potential when taught foundational skills and information and challenged by high expectations and meritorious standards. Classrooms will be arranged in a traditional classroom configuration.

Our facility needs are flexible, and align with traditional facility needs of New Mexico public schools. We anticipate needing flexible classroom spaces that can accommodate the various instructions. Kindergarten is a self-contained grade of 1-3 classes in separate classrooms, of no more than 28 students per class/classroom (56 students maximum enrollment). 1st Grade through 6th Grade are self-contained grades of 1-2 classes in separate classrooms, of no more than 28 students per class/classroom (56 students maximum enrollment per grade). 7th Grade through 12th Grade are grades of 1-2 classes in rotating classrooms, of no more than 28 students per class/classroom (56 students maximum enrollment per grade).

Juan de Onate school (School ID:043158) is appropriate for our initial facility, and should serve us well for our first five years. It is set to be vacated in January of 2017. This will give us 8 months to prepare it for HoAc, which is set to be opened in August of 2017. The foundation that Juan de Onate will provide will allow us to pursue our long term goal of constructing or acquiring a more extensive facility that would satisfy all the needs of our school once it has reached its enrollment cap. Once our charter is approved, we intend to immediately undertake an expansive fundraising campaign to finance necessary improvements and ultimately our permanent facility. We are also in the midst of discussions for matching grants.

3.1.2. Concepts

Safety

Juan de Onate has undergone renovations in recent years, and we intend undertake further renovations and cosmetic improvements as necessary that will make the school suitable and safe for the students as a learning environment.

Security

The current Juan de Onate school is very secure following recent renovations. As part of HoAc's plan to conduct further renovations, a complete security evaluation will be utilized to provide better security for the students. The plan will include keeping out unwanted visitors as well as making the site easily monitored.

Space Flexibility

Our facility needs are flexible, and align with traditional facility needs of New Mexico public schools. We anticipate needing flexible classroom spaces that can accommodate the various instructions.

Cultural Design Concepts

The design of the classrooms and other buildings will be based on demographic appropriate cultural design principles wherever possible.

Special Needs

We anticipate no special needs at this time

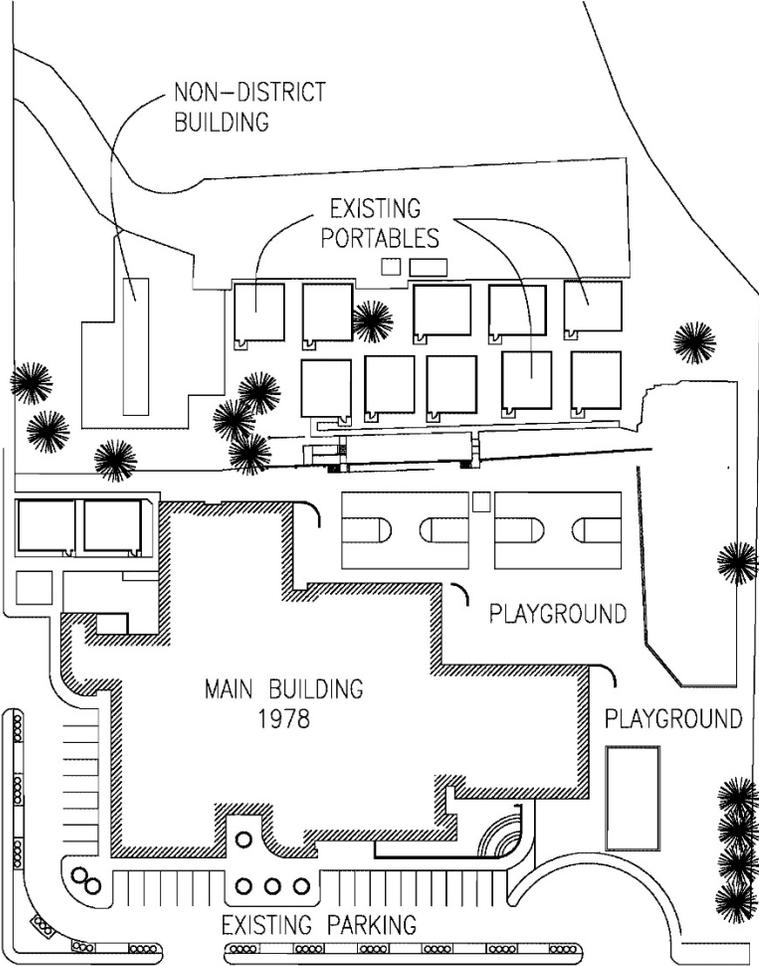
4. Capital Plan

The Steering Committee is currently assessing the costs involved in bringing Juan de Onate school up to a level sufficient for HoAc's needs. After the PSFA evaluation, we will get cost estimates from an architect, contractor, and vendors as necessary. Once our charter is approved, we intend to undertake an expansive fundraising campaign to finance the necessary improvements. We are also in the midst of discussions for matching grants.

5. Master Plan Support Material
 5.1. Sites and Facilities Data Table

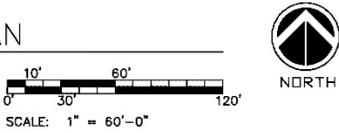
Table 5.1	
Name of Facility	Juan de Onate Elementary
State ID Number	43311158
Physical Address	505 East Vega Drive Gallup, NM 87301
Date of Anticipated Opening	August 14, 2017
Dates of Major Renovations	None applicable.
N.M. Facility Condition Index (NMCI)	101.76%
Age	34
Construction Date	1978
Owned/Leased	District Owned
Total Building Area Gross Sq/ Ft.	46,834
Site Acreage	6.60
Total Number of Permanent General Classrooms	14
Total Number of Permanent Specialty Classrooms	0
Total Number of Portable Classrooms	11
Total Number of Classrooms	25
Percentage of Portable Classrooms Compared to Total	44%
Estimated Enrollment	140 (2017)
Estimate Gross Sq. Ft Per Student	331.31 (2017)

5.2. Site Plan

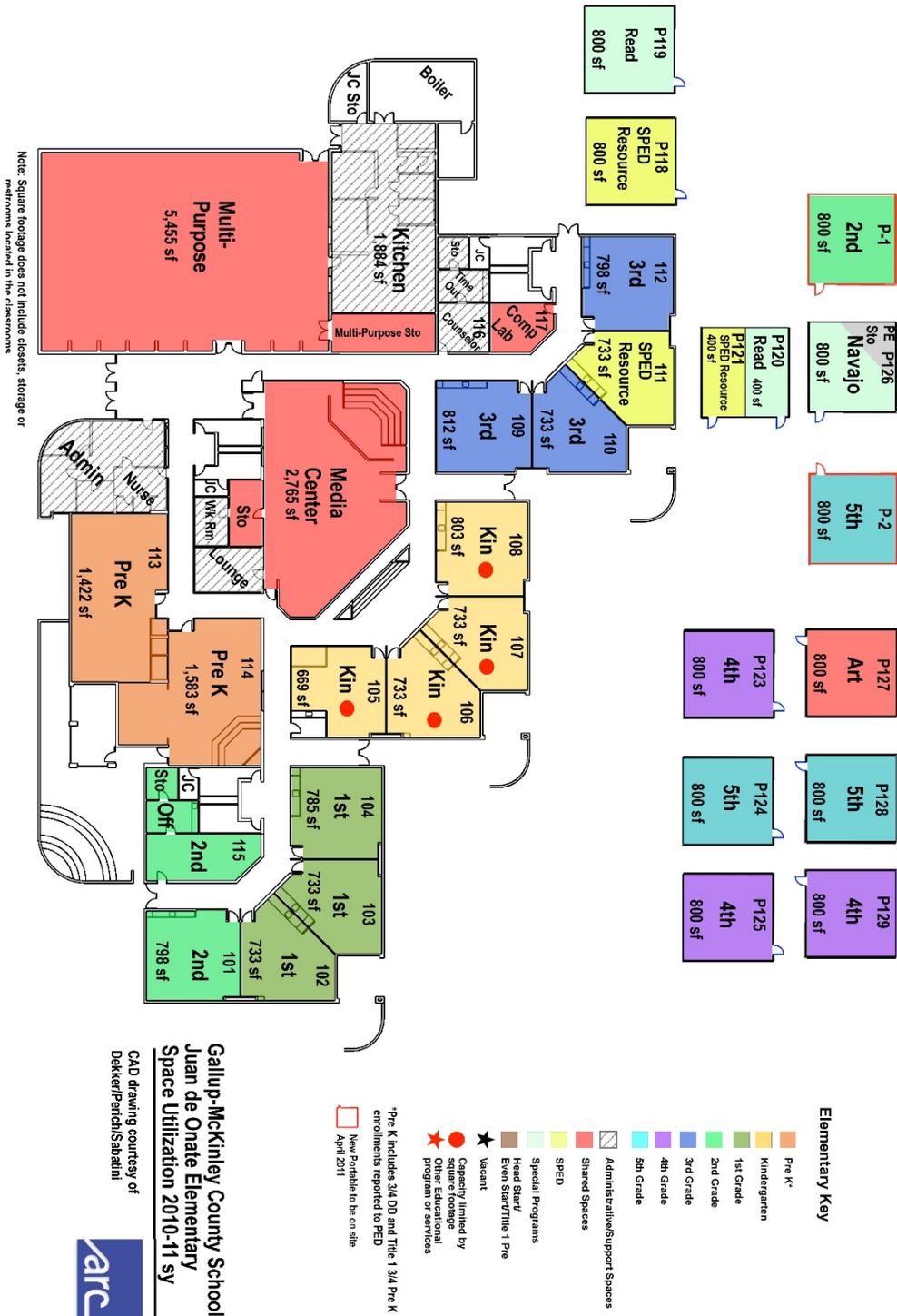


JUAN DE ONATE ES – EXISTING SITE PLAN

6.6 ACRES (4.0 USEABLE)
FOR PLANNING PURPOSES ONLY



5.3. Floor Plan



Gallup-McKinley County Schools
 Juan de Onate Elementary
 Space Utilization 2010-11 sy

CAD drawing courtesy of
 Dekker/Pentch/Sabatini



5.8. Detailed Space and Room Requirements

We have no specific requirements for technology, power, lighting, acoustics, and furnishings. The current setup at the Juan de Onate school is sufficient for our needs. General estimates of criteria follow (no criteria sheets).

5.8.1. Technology and Communications Criteria

Network access should be available in each classroom, workspace, and faculty office or shared workspace. Wireless internet would ideally be available throughout the facility. Phones and intercoms should be available in each classroom and office. High-volume copiers and printers will be available for staff use.

5.8.2. Power criteria

There should be sufficient outlets in each classroom for laptop use and teacher presentation equipment (e.g. projectors, document cameras).

5.8.3. Lighting and day lighting criteria

A light level of at least 50 foot candles is ideal in each general and specialty classroom, measured at a work surface located in the approximate center of the classroom.

5.8.5. Classroom acoustics criteria

The sound level in each general and specialty classroom shall be a one-hour, A-weighted Noise Criteria of less than 55 decibels as measured on a work surface in the approximate center of the room.

5.8.6. Furnishing and equipment criteria

All classrooms will have student work surfaces to accommodate up to 28 students as well as 1-2 teacher desks for teachers and assistants. Additional work settings, such as carpets, and circle or rectangular tables that can move around the classroom, will be purchased as necessary.

4/21/2016

Exhibit A – Letter to Superintendent Frank Chiapetti

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April 14, 2016

Superintendent Frank Chiapetti
640 Boardman Dr,
Gallup, NM 87301

Dear Mr. Chiapetti,

Per our discussions, and in accordance with Public School Facilities Authority policies, this letter will serve as an official request by Hózhó Academy (2016 Charter School Applicant) to utilize the Juan de Onate buildings as our initial facilities. We understand that any use would be contingent on approval by the State, and may involve required improvements. In the alternative, if the improvements are not financially feasible, we would very much be interested in utilizing the temporary buildings you mentioned.

Thank you for meeting with us today, and thank you for the many ideas and input. You are doing great things for education in our community, and we look forward to working with you in this great endeavor.

Sincerely,



Patrick T. Mason
On behalf of Hózhó Academy
(2016 Charter School Applicant)

Exhibit B – Sample Schedule

TIMES	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Literature	History	Math	Science	Latn/Comp	Music/Art	P.E.	
7:30-7:45	Arrival							7:30-7:35	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom	
7:45-7:50	Reading Phonics Spelling	Reading Phonics Spelling	Reading Phonics Spelling	Reading Phonics Spelling	Reading Phonics Spelling	Spelling Grammar Handwriting Composition	Spelling Grammar Handwriting Composition	1st Period	7a	7b	8b	8a			
7:50-8:00								7:40-8:30							
8:00-8:10	Literature	Literature	Literature	Literature	Literature	Sec. 5a For. Lang. & P.E. Sec. 5b Music & Art	Sec. 6a Latin Sec. 6b Music & Art		7b	8b	7a	6a	8a	5 or 6	
8:10-8:20															
8:20-8:30															
8:30-8:40	Sec. Ka For. Lang. & P.E.							2nd Period							
8:40-8:50								8:35-9:25							
8:50-9:00	Sec. Kb Music & Art	Literature	Literature	Literature	Literature										
9:00-9:10															
9:10-9:20	Recess	Recess	Recess	5 min break	5 min break	5 min break	5 min break								
9:20-9:30															
9:30-9:40								3rd Period							
9:40-9:50	Math	Math	Math	Math	Math	Math	Math	9:30-10:20	8a	7b		7a	8b		
9:50-10:00															
10:00-10:10															
10:10-10:20															
10:20-10:30	Sec. Ka Music & Art					Sec. 5a Music & Art Sec. 5b For. Lang & P.E.	Sec. 6a Music & Art Sec. 6b Latin	4th Period							
10:30-10:40	Sec. Kb For. Lang.	Science	Science	Science	Science			10:25-11:15	8b		7a	8a	6b	7b	
10:40-10:50														5 or 6 (elem. teachers lead)	
10:50-11:00															
11:00-11:10	Lunch	Lunch	Lunch	Lunch	Lunch	Literature	Literature	5th Period							
11:10-11:20	Recess	Recess	Recess	Recess	Recess			11:20-12:10	Lunch	7a	8a/8b Alg I	Lunch	Lunch	Student Lunch 7b 8a/8b	
11:20-11:30															
11:30-11:40	Phonics														
11:40-11:50															
11:50-12:00	Science	Literature	Literature	Sec. 3a For. Lang. & P.E. Sec. 3b Music & Art	Sec. 4a For. Lang. & P.E. Sec. 4b Music & Art	Lunch	Lunch							3 or 4	
12:00-12:10								6th Period						Student Lunch 8a/8b 7a	
12:10-12:20	Phonics	5 min break	5 min break	5 min break	5 min break	Recess	Recess	12:15-1:05							
12:20-12:30															
12:30-12:40	Literature	Sec. 1a For. Lang. & P.E. Sec. 1b Music & Art	Sec. 2a For. Lang. & P.E. Sec. 2b Music & Art	History/ Geography	History/ Geography	Science	Science		Lunch	8a/8b Alg I	Lunch	7b			
12:40-12:50															
12:50-1:00	Recess							7th Period							
1:00-1:10								1:10-2:00		8a	Lunch	7b	8b	7a	
1:10-1:20	Phonics	Sec. 1a Music & Art Sec. 1b For. Lang & P.E.	Sec. 2a Music & Art Sec. 2b For. Lang & P.E.	Recess	Recess	History/ Geography	History/ Geography							1 or 2	
1:20-1:30															
1:30-1:40	History/ Geography							8th Period							
1:40-1:50								2:05-2:55	Note: Study Hall from 2:05-2:35 for Choir and PE students					3 or 4	
1:50-2:00															
2:00-2:10															
2:10-2:20															
2:20-2:30															
2:30-2:40	Notes:														
2:40-2:50	Week "A" each grade's section "a" has Foreign Language on MWF and P.E. on TTh														
2:50-3:00	Week "A" each grade's section "b" has P.E. on MWF and Foreign Language on TTh														
3:00-3:10	Week "B" each grade's section "a" has P.E. on MWF and Foreign Language on TTh														
3:10-3:20	Week "B" each grade's section "b" has Foreign Language on MWF and P.E. on TTh														
3:20-3:30	Week "A" each grade's section "a" has Music on MWF and Art on TTh														
	Week "B" each grade's section "b" has Art on MWF and Music on TTh														
	Week "A" each grade's section "a" has Art on MWF and Music on TTh														
	Week "B" each grade's section "b" has Music on MWF and Art on TTh														
	Kindergarten Teacher teaches K music and art														
	10th grade students have a 1 semester required P.E. course														
								Study Hall						7-12 P.E. Elective at 2:40	