



New Mexico Public Education Commission

2014 New Charter School Application Kit
Part C. Application & Rubric



School Information:Name of Proposed Charter School: SAHQ AcademySchool Address (if known): 1404 Lead SESchool Location (City/Town): AlbuquerqueSchool District within which your school will be located: Albuquerque Public SchoolsGrades to be served: 8-12Projected Enrollment Cap: 300**Contact Information:**Primary Contact Person: Charlotte RodeAddress: 1409 California NECity: Albuquerque State: NM Zip: 87110Daytime Tel: 505-440-6635 Fax: 505-255-8210Alternate Tel: _____ E-Mail: coachrode@comcast.netSecondary Contact Person: George McAfeeAddress: 1401 Rita Dr. NECity: Albuquerque State: NM Zip: 87106Daytime Tel: 505-550-9318 Fax: _____Alternate Tel: 505-262-0509 E-Mail: _____

Founder (if different from above): _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Tel: _____ Fax: _____

Alternate Tel: _____ E-Mail: _____

Founder (if different from above): _____

Address: _____

City: _____ State: _____ Zip: _____

Daytime Tel: _____ Fax: _____

Alternate Tel: _____ E-Mail: _____

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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 an “Exceeds “ or “Meets” score as indicated in the scoring of the rubrics 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	150	8-10	
Year 2	200	8-11	
Year 3	250	8-12	
Year 4	250	8-12	
Year 5	250	8-12	
At Capacity (Enrollment Cap)	300	8-12	

	Included		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.

Mission: SAHQ Academy utilizes a rigorous, college prep blended curriculum and graduates healthy young adults prepared for college and careers in sports science and sports related fields of study.

Vision: A rigorous, team based academic schedule is the foundation of SAHQ Academy. We build relationships that maximize a students 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 students' love for sports to empower, motivate and inspire excellence in every aspect of their lives and expands their ability to solve complex problems.

	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 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:				

C. Indicators/Goal(s) Related to the School’s Mission. The Amended Charter School Act **requires schools to identify 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 the format set forth below, which is a SMART goal format (specific, measurable, 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.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic.
- **Reflective of the School's Mission.** A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- **Time-Specific 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 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, measurable, 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: SAHQ Academy will integrate fitness and nutrition education into our daily routine, improving or meeting the ideal BMI (Body Mass Index) or body fat index annually of 90% of students and faculty combined.

Twenty-one states have laws that require BMI screening or other weight-related assessments. BMI and other health assessments are intended to help schools and communities assess rates of childhood obesity, educate parents and students, and help evaluate obesity-prevention and -control programs. New Mexico is not one of them. The American Academy of Pediatrics recommends that BMI be calculated and plotted annually for all youths, while the Institute of Medicine recommends annual school-based BMI screenings

Fitness and nutrition are foundational principles of SAHQ Academy, and each academic day will be supported by a fitness program based on individual goals and capacity. A baseline health and health risk assessment will be performed annually to provide foundational data in developing personalized wellness programs. This annual Health and Health Risk appraisal will include, but is not limited to, a detailed questionnaire and BMI test. Body fat percentage data will be used for those individuals who are

exceptionally fit or muscular as BMI indexes are not appropriate for this cohort. Longitudinal data will be used to study the connections between wellness and academic performance as well as job satisfaction.

Exceeds Standards: 91% or more of all students and faculty combined improve their BMI score or maintain their ideal.

Meets Standards: 90% of all student's and faculty combined improve their BMI score or maintain their ideal.

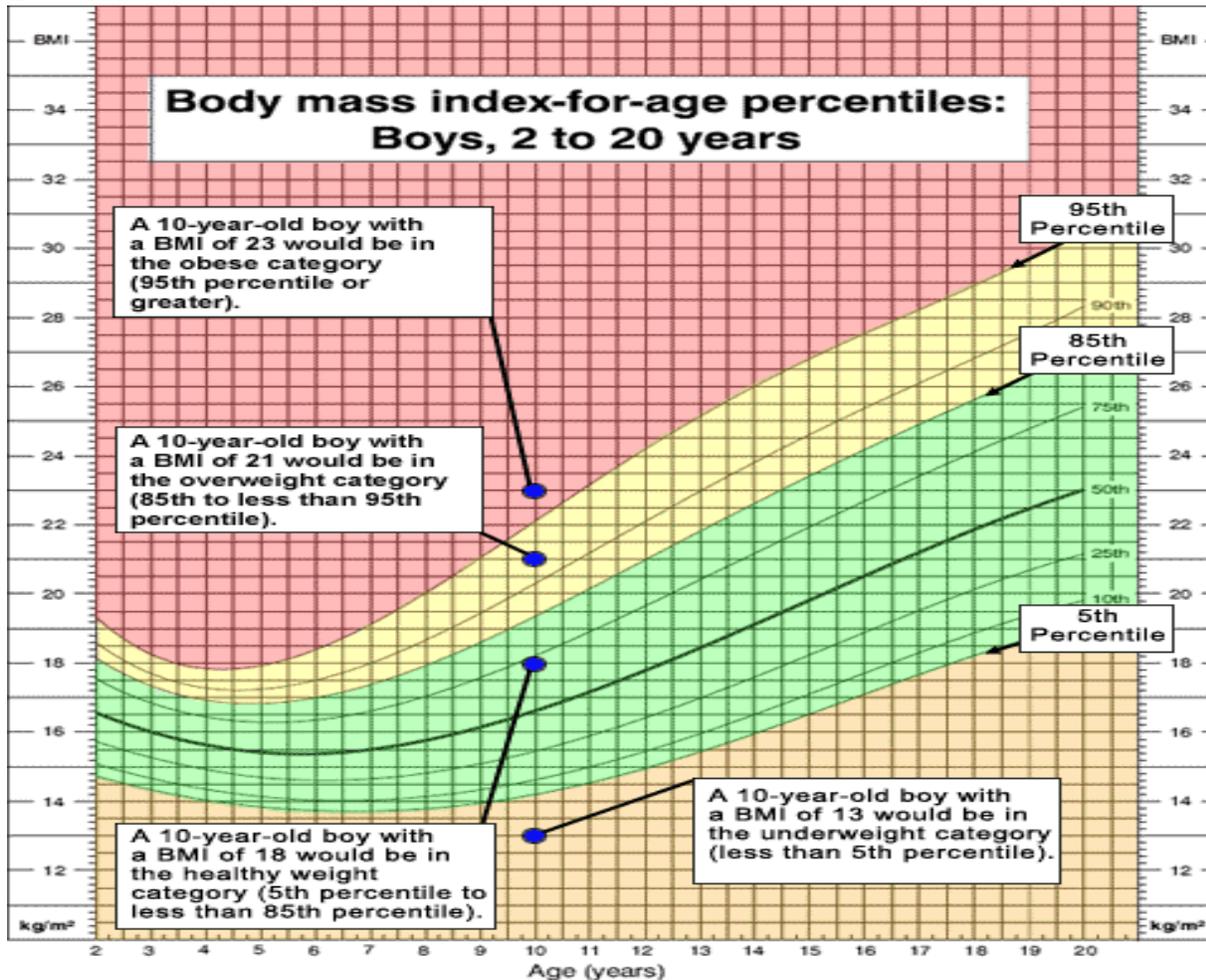
Does not meet standards: 75%-89% of students and faculty combined improve their BMI score or maintain their ideal.

Falls Far Below Standards: Less than 75% of student's and faculty combined improve their BMI score or maintain their ideal.

Your BMI is based on your height and weight. It's one way to see if you're at a healthy weight.

- Underweight: Your BMI is less than 18*
- Healthy weight: Your BMI is 18.5 to 24.9*
- Overweight: Your BMI is 25 to 29.9*
- Obese: Your BMI is 30 or higher*

CDC CHART



To insure that our goals are met, BMI testing will occur three times per year to allow for proper intervention, should additional support be required.

According to the NM Department of Health, nearly two-thirds of NM adults are obese or overweight as well as a quarter of high school students and one fourth of the young children who participate in federal food programs. Preventing overweight and obesity reduces the chance that children will develop chronic diseases such as diabetes at an early age and delays or prevents the onset of these diseases for many adults.

SAHQ Academy culture will promote healthy life choices and educate all SAHQ family members as to the benefits of healthy living vs. the costs of poor health choices. Daily physical activity, healthy food options and visible reminders of the effects of smoking, drinking, obesity and teen pregnancy will be displayed, The quality of life impact as well as costs associated with poor health will be discussed and integrated into Applied Learning Projects. The effects of health and wellness will be discussed and studied to reinforce the long term impact of a healthy lifestyle and the expenses incurred by individuals, employers and society as a result of poor health choices.

Goal/Indicator 2 related to School's Mission: 90 % of all students will, each semester, demonstrate that they are on pace to graduate on time.

SAHQ Academy will evaluate students' transcripts and administer an entry examination to determine each individual 's current status as it relates to his/her progress towards graduation. Transcripts and test performance will be evaluated and goals discussed with all stakeholders. A pacing guide will be established to ensure each student graduates on time with adequate credentials to gain admittance into a post secondary learning institution. This pacing guide will be structured in compliance with New Mexico graduation requirements as well as the admittance policies of the student's university of choice or UNM. Data will be utilized by the student's Success Coach and the Administration to monitor their progress towards graduation and to assess SAHQ Academy's compliance with our Mission Specific indicator #2.

SAHQ Academy will graduate its first class in the year 2018. At least 90% of students will graduate on time. In addition, 90% of graduates will earn acceptance into a post secondary learning institution.

Exceeds Standards: 91% or more of students will maintain pace to graduate on time, determined by their successful course completion at the end of each semester.

Meets Standards: 90% of students will maintain pace to graduate on time, determined by their successful course completion at the end of each semester.

Does Not Meet Standards: 75%-89% of students maintain pace to graduate on time, determined by their successful course completion at the end of each semester.

Falls Far Below Standard: Less than 75% of students maintain pace to graduate on time, determined by their successful course completion at the end of each semester.

If at anytime SAHQ Academy falls below 80% of student's on pace to graduate on time, the Governing Board will form a committee to assist in strategies that will improve graduation and matriculation outcomes and to hold leadership accountable.

With strong accountability measures integrated throughout the program, students' academic success is consistently monitored, evaluated and focused for all stakeholders. SAHQ Academy will utilize a blended curriculum, incorporating digital delivery, classroom and project based coursework and extended learning opportunities in the community. The digital curriculum will have built in assessment tools available to teachers, administrators and parents. These formative and summative assessments produce ongoing data about a student's mastery of objectives. With the data and reporting provided through technology and the daily contact with their Success Coach, student's progress towards graduation will be monitored in realtime. Teachers will be evaluating and refining each student's schedule, ensuring that interventions and appropriate acceleration are developed and implemented on a regular basis. The online coursework allows students and parents to know exactly where they are in a class, what their grades are and what percentage is left to complete. This erases any ambiguity when it comes to expectations.

The accountability measures built into SAHQ Academy's culture includes but are not limited to:

- 1. An individual course map that must be followed on pace by each student*
- 2. Student are held accountable for their attendance and their progress towards graduation by their academic team (a group of 20-25 students) and their success coach with whom they meet with daily and remain connected to throughout their SA career.*
- 3. Success Coaches are directly responsible for each student on their team and their progress towards graduation. Each Success Coach is in turn is held accountable to the Professional team (teachers and Principal) for their team's performance.*
- 4. The school's performance will be measured and communicated continuously to parents and reported monthly to its Governing Council. Additionally, the Governing Council is responsible for ensuring that all aspects of the financial and programatic accountability systems fulfill the school's obligations to its authorizer.*

Meeting this goal starts in the classroom. In order to ensure that SAHQ Academy's graduation and matriculation goals are met, we will utilize a three tiered system to deliver, assess and extend a student's knowleged base. This system is similar to the Paideia approach that focuses on higher level thinking and communication. This type of approach is very familiar to quality athletic coaches who instinctively utilize these techniques to prepare athletes to perform at their best, on and off the field.

First you build a student's foundation of factual skills and knowledge. Second, you coach them to utilize those facts, developing their usefulness with their own intellect and creativity; applying them to problem solve and producing meaningful results. Finally, you extend their knowledge into the workplace and their community.

- 1. Foundational Knowledge*
- 2. Applied Knowledge*
- 3. Experiential Knowlege*

Foundational Knowledge:

All students' coursemaps start with Foundational Knowledge in order to provide them with the fundametals they need to grasp in depth and abstract concepts. SAHQ Academy will engage a student's core subject fundamentals through online coursework, small group classes and individual tutoring.

Although progress is what is measured in this goal, the progress cannot be measured absent of retained knowledge. In order for teachers to build more complex projects to deepen and solidify learning, it is very important to complete the foundational work in its entirety at a proficient level. Digital delivery is mastery based and provides a unique environment for individualized learning and assessment. It provides each student the opportunity to proceed through a course, stopping only to address their individual needs. Students do not progress through a course until they are proficient.

Technology allows students 24/7 access to their classwork while tracking, grading and evaluating each student's performance in real time. Formative and summative assesments that produce ongoing data are inbedded in the curriculum providing valuable tools that allow teachers to immediately address a student's need for support or enrichment. Parents have access to daily reports on their child's grades and progress towards completion.

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

Setting a Minimum Acceptable Standard ensures that students are on track to meet their goals and 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 discussing the student's goals, strengths, weeknesses and past performance with all stakeholders. If it is determined that student X should be able to complete the coursework at a "B" level or above, that student's minimum acceptable standard is set at 80%. All work completed must be done with a grade of 80% or above or repeated. A student's MAS could vary depending on the subject. This creates an incentive 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 that specific subject matter, providing the necessary support. Technology provides the data to make that determination. It is expected that each student stay on pace to complete their work on time at the end of each semester. Additional seat time is required for those who do not maintain pace. The minimum acceptable standard is a tool and not set in stone. It can be adjusted to satisfy the best interest of the student.

This strategy combined with mastery based learning ensures that the fundamentals of each course are adequately understood before moving forward. A student's grasp of the fundamentals are foundational to higher learning at every level. For example, a student should be literate in Algebra before taking Biology and Geometry before taking Chemistry. Foundational means just that. Without the proper foundation, a student 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.

Applied Knowledge

Applied Knowledge takes Foundational Knowledge and goes deeper. Foundational knowledge by itself, creates an environment whereby completion is the goal. Completion and repetition are necessary tools

when building baseline skills but do not, in and of themselves, provide a student with the ability to fully understand, retain and apply the subject matter. The 2013 LFC report found that 77% of NM student's 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 tracks 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 provide opportunities for them to interact with their own intelligence as well as their peers. Teachers will utilize the assessment data and their understanding of a 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. The three tiered approach frees teachers from performing the traditional role of being the "source" of all knowledge, and they become a "resource" for knowledge, allowing the students 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 is 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 merely their own performance. In other words, students are practicing the essential competencies to begin employment and will continue to adapt and expand their productive capabilities throughout a working lifetime. Imagination and a striving human spirit is the closest thing we will ever have to an inexhaustable resource.

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 that provides. It challenges students to take the skills they've acquired and apply them in the community and the workplace as a volunteer, apprentice, intern, or business owner. SAHQ Academy will utilize service learning, shadowing, presentation, debate and internships to extend each student's capabilities. Mentors will be sought out for both teachers and students to engage them with professionals within our community who have successfully applied their academic skills to their profession. Student's that have entrepreneurial tendencies will be encouraged and supported. We hope to interface with Sandia Labs, Presbyterian, UNM, CNM and other related organizations, public and private.

Short Cycle Assesment

Gateway and Capstone Assessments

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet- 1

<p>C.(1) Goal(s) Related to the School's Mission</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The applicant's response to the indicators/goals are inadequate or incomplete. --OR-- The applicant does not state indicators/goals.</p>
<p>Comments:</p>				

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.

Rationale for Goal/Indicator 1: Schools play a critical role in promoting student and faculty health, preventing obesity, and combating problems associated with poor nutrition and physical inactivity.

The Surgeon General recommends that a healthy adult will include 30 minutes of moderate to intensive physical activity everyday in order to lower the risk and prevalence of disease. According to this standard, 70%-80% of the US population does not get enough exercise. 15% of all healthcare costs we pay in the US is due to a sedentary lifestyle. By next year, it is estimated the US will be spending 20% of our GDP on healthcare.

If you are a male tobacco user at 24 and you use tobacco your whole life, it is going to cost an average of \$220,000 to treat illnesses related to your habit. That equates to \$40 of healthcare costs for every pack of cigarettes you smoke. Much of this cost is absorbed by your employer in added insurance premiums, the insurance companies, Medicare and Medicaid. This does not include the costs of lost productivity.

According to the NM Department of Health, nearly two-thirds of NM adults are obese or overweight as well as a quarter of high school students and one fourth of the young children who participate in federal food programs. Preventing overweight and obesity reduces the chance that children will develop chronic diseases such as diabetes at an early age and delays or prevents the onset of these diseases for many adults

Twenty-one states have laws that require BMI screening or other weight-related assessments. BMI and other health assessments are intended to help schools and communities assess rates of childhood obesity, educate parents and students, and help evaluate obesity-prevention and -control programs. The American Academy of Pediatrics recommends that BMI be calculated and plotted annually for all youths, while the Institute of Medicine recommends annual school-based BMI screenings

Rationale for Goal/Indicator 2: The rationale for SAHQ Academy's goal to maintain pace towards graduation is threefold.

- 1. First, we believe that providing students with a clear coursemap that they, themselves were involved in developing, provides them with confidence that graduation and matriculation is not only achievable but expected. The intermediate goals becomes concrete and attainable because they are broken down into a few months worth of work.*
- 2. Secondly, it reinforces the relationships that are constantly present to encourage, support and provide accountability. It is not enough to simply develop tools that educate; children must be inspired.*
- 3. Lastly, it is our belief that college and career readiness is vital to the economic recovery of our state.*

A 2013 report produced by the NM Legislative Finance Committee shows that a majority (51%) of NM graduates attending NM colleges and universities were taking remedial coursework, revealing a serious lack of rigor in our high school curriculum. SAHQ Academy is not only committed to teaching; we are committed to the breadth, depth and extension of each individual student's learning. Raising the bar for education in our state will enrich our base of human capital and positively impact our economy.

Figures compiled by the Alliance for Excellent Education demonstrate the potential economic benefits to individuals and the State of New Mexico by investing in an improved high school system that better prepares its students for graduation. SAHQ Academy recognizes the long term financial and societal impacts, and we feel a strong sense of responsibility and urgency to reverse NM trends by graduating students on time with the necessary tools to be successful in college and the workforce as they ultimately become contributing members of their community. Considering the needs of our state and that our resources are finite, the statistics are staggering.

Approximately 1/3 to 1/2 of students who enter the 9th grade each year drop out of high school. Another 1/3 graduate without the knowledge and skills necessary for success in college or the workplace. These individuals and their families are likely to face serious economic challenges throughout their lives. The state's low graduation rate has a negative impact on jobs, tax revenue, workforce qualifications, attracting corporate investment, crime rates, teen pregnancy, health in both rural and urban communities and the strength of our nation as a whole.

** More than 13,200 students did not graduate from NM's high schools in 2009; the lost lifetime earning in NM for that class of dropouts alone totals more than \$3.4 billion.*

** Almost \$5 billion would be added to NM's economy by 2020 if students of color graduated at the same rate as white students.*

** If NM high schools graduated all students ready for college, the state would save \$31.8 million a year in community college remediation costs and lost earnings.*

** If the male high school graduation rate increased just 5%, NM's economy would see a combination of savings and revenue of about \$57.7 million in reduced crime spending and increased earnings each year.*

	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:				

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 Common Core State Standards, New Mexico Content Standards, and the school's mission.

--OR--

Provide and describe a clear, comprehensive, and reasonable timeline and plan for the development of the curriculum and instructional program including the identification of responsible staff and deadlines (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe here).

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

SAHQ Academy will offer a sports science focused, blended curriculum and utilize a three tiered educational system that weaves fitness and nutrition into the school's cultural fabric. We anticipate being NCA accredited by the end of our third year of operation before our first graduating class.

Once students have completed the enrollment process, they will be provided with a baseline assessment developed by our teachers. A stakeholders interview will be scheduled to help everyone become

acquainted and get to know the student as an individual. It is important to understand the students' goals, their strengths, weaknesses and personal experiences that helped or hindered their achievements in the past. Members of the SAHQ Staff will use "Motivation Interviewing" techniques to expose students' ambitions and possible barriers to success. Once the process is completed, students will create their first entry into their living yearbook where they will record themselves stating what their hopes and dreams are for high school and beyond.

Staff will analyze the information gathered through the stakeholders interview and design a schedule and team placement that offers the highest potential for success. All students who are new to the SAHQ family will be required to take a study skills course that teaches strategies for learning, including the Cornell Note taking system.

SAHQ Academy will focus primarily on core subjects supplemented by courses related to sports science and nutrition. Although we are not a STEM school, the principles of Science, Technology, Engineering and Math mastery will be a byproduct of our teaching methodology. SAHQ Academy's three tiered approach insures that course content is not only learned for a test but retained and appropriately applied in manner that allows the student to explore, refine and extend their understanding of a topic. SAHQ Academy's teachers will build on the student's online learning to add depth and relevance to their coursework.

First you build a student's foundation of factual skills and knowledge. Second, you coach them to utilize those facts, developing their usefulness with their own intellect and creativity; applying them to problem solve and producing meaningful results. Finally, you extend their knowledge into the workplace and their community.

- 1. Foundational Knowledge*
- 2. Applied Knowledge*
- 3. Experiential Knowledge*

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Technology allows students 24/7 access to their classwork while tracking, grading and evaluating each student's performance in real time. Formative and summative assesments that produce ongoing data are inbedded in the curriculum providing valuable tools that allow teachers to immediately address a student's need for support or enrichment. Parents have access to daily reports on their child's grades and progress towards completion.

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

Setting a Minimum Acceptable Standard ensures that a student is on track to meet their goals and 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 discussing the student's goals, strengths, weaknesses and past performance with all stakeholders. If it is determined that student X should be able to complete the coursework at a "B" level or above, that student's minimum acceptable standard is set at 80%. All work completed must be done with a grade of 80% or above or repeated. A student's MAS could vary depending on the subject. This creates an incentive 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 that specific subject matter, providing the necessary support. Technology provides the data to make that determination. It is expected that each student stay on pace to complete their work on time at the end of each semester. Additional seat time is required for those who do not maintain pace. The minimum acceptable standard is a tool and not set in stone. It can be adjusted to satisfy the best interest of the student.

This strategy combined with mastery based learning ensures that the fundamentals of each course are adequately understood before moving forward. A student's grasp of the fundamentals are foundational to higher learning at every level. For example, a student should be literate in Algebra before taking Biology and Geometry before taking Chemistry. Foundational means just that. Without the proper foundation, a student 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.

A second component to Foundational Knowledge is classroom instruction. Teachers will augment the online classes with topic specific learning designed to reinforce difficult concepts or take students deeper into the course material. Classes will be grouped by competencies, interests or need and be developed by the individual instructor.

For the digital delivery with integrated assessment, we anticipate contracting through a competitive bid process with a provider of customized digital curriculum that is high quality, proven and fully aligned with NM Common Core State Standards in ELA and Math and NM State Standards in other subjects. Our on-site teachers will monitor and support online coursework as well as provide classroom instruction and success coaching.

SAHQ Academy's Governing Board will ensure that the selected school curriculum is research based and has been proven effective. Our curriculum will be supported by the deliberate integration of mobile technology in all classrooms and subject matter. SAHQ Academy believes that technology is already a significant tool for today's youth as well as a required resource in the global economy. With that in mind, we will select a curriculum that can be accessed ubiquitously on a student's personal computer, smartphone, tablet or other mobile devices.

We will select a curriculum designed according to national standards and best practices identified over the past decade by the International Association for K-12 Online Learning and others, which require of online / blended learning courses that:

** Curriculum fosters breadth and depth of understanding in each subject area*

- * Content is aligned to national and state standards*
- * Curriculum is supported by quality, reputable, recently published textbooks and/or proven resources*
- * Content and assessments are accurate and unbiased*
- * Content is current, relevant and provides real world applications*
- * Content is appropriate for the learner (age, ability, reading level, learning style)*
- * Instructional design is adaptable and flexible to meet individual needs of students*
- * Instructional design provides students with the opportunities to improve learning skills with technology*
- * Navigation is intuitive and age appropriate*
- * Scope of course is appropriate in content, length of course and lessons, and course requirements*
- * Lesson introduction is effective and presents lesson objectives, access prior knowledge, sets expectations and motivates.*
- * Background information prepares students to access new content, skills and strategies.*
- * Curriculum develops problem solving and critical thinking skills.*
- * Curriculum includes opportunities for collaboration and independent study.*
- * Curriculum includes opportunities to develop oral and written communication skills*

An independent research organization founded by Harvard professor Clayton Christensen, the Innosight Institute, has played a leading role in tracking, defining, and validating blended learning. In its newest taxonomy of blended learning, Innosight distinguishes between the Rotation Model of blended learning, in which students toggle between purely online and purely face to face work based on the school's schedule and the more cutting edge Flex Model, which integrates online and in person instruction in combinations driven by student performance. SAHQ Academy will implement the Flex Model.

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.

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 a "lens" to engage and motivate student athletes.

Foundational knowledge by itself, creates an environment whereby completion is the goal. Completion and repetition are necessary tools when building baseline skills but do not, in and of themselves, provide a student with the ability to fully understand, retain and apply the subject matter. The 2013 LFC report found that 77% of NM student's 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 provide opportunities for them to interact with their own intelligence as well as their peers. Teachers will utilize the assessment data and their understanding of a 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. The three tiered approach frees teachers from performing the traditional role of being the "source" of all knowledge and they become a "resource" for knowledge, allowing the student's 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 productive capabilities throughout a working lifetime. Imagination and a striving human spirit is the closest thing we will ever have to an inexhaustable resource.

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 that provides. It challenges students to take the skills they've acquired and apply them in the community and the workplace as a volunteer, apprentice, intern, or business owner. SAHQ Academy will utilize service learning, shadowing, presentation, debate and internships to extend each student's capabilities. Mentors will be sought out for both teachers and students to engage them with professionals within our community who have successfully applied their academic skills to their profession. Student's that have entrepreneurial tendencies will be encouraged and supported. We hope to interface with Sandia Labs, Presbyterian, UNM, CNM and other related organizations, public and private.

Testing

Aside from the PARCC Assessments, including the PBA (Performance Based Assessment) and the EOY (End of Year Assessment), the Professional Team will evaluate the complete curriculum, once developed, and determine the most effective approach to short- cycle assessments, including EoC exams. The Professional team will choose either a PED approved and funded assessment or produce teacher developed tests that meet PED requirements, support our school's methodology and provide a meaningful assessment of each student's acquired knowledge. Once approved, we will contract with a Testing Coordinator to assist in meeting state requirements.

The Professional Team will be responsible for designing Baseline Assessments, Gateway projects when advancing between courses and a graduate Capstone project. Each of these transitional tests will include a Demonstrated Knowledge Interview whereby students will be questioned by a panel of core subject teachers who will require the them to defend their summative project as well as demonstrate their capacity in completed core subject matter.

Nutrition/Fitness/Wellness

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 childhood obesity in children and adolescents in all states and across all socioeconomic strata and ethnic groups. It has been ranked as a critical public health threat. Childhood obesity involves immediate and long term risks to physical health not to mention considerable economic costs. Many social norms have shifted in our lifetime including the

hours parents work outside the home, the school food environment, more meals eaten outside the home and the amount of time an adolescent spends in school and leisure activities. Use of computers, video games, TV and cell phones influence levels of physical activity for youth. Goals of obesity prevention and life long health are founded in supportive environments that promote consistent, daily physical activity, nutrition education and healthy food choices.

A component of SAHQ Academy's culture that will be woven in the daily routine is the attention paid to physical and emotional health and wellness. Beyond the academic benchmarks, nutrition education and daily workouts built into the curriculum, an individual's socio/emotional health is an important point of emphasis. Barriers to success can present themselves in subtle ways. If students or teachers are struggling with their health, learning 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.

Academic Teams consist of at least a teacher, or Success Coach, 25 or less students and a volunteer team parent. This team meets on a daily basis to address needs and set the tone for the day. The team functions as a unit with goals and accountability measures built in, especially for attendance and progress towards graduation. A student's Academic Team and Success Coach stays together throughout their SAHQ Academy career with the expectation that they graduate together and support one another in their pursuit of college placement.

To address student needs, outcomes and agendas, the teachers meet as a team each morning as well. 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. The Professional Team has a unity in purpose "You haven't taught until they've learned"; SAHQ Academy helps each member to become the best they are capable of becoming.

The Governing Board, Principal and Professional Team set goals and expectations for the school, staff and each Success Coach. Incentives will be developed to encourage the professional team to work together to meet school wide goals. Under certain conditions, Individual teachers will have the opportunity to "graduate" with their team and apply for a flex year. A year prior to graduation, the teacher eligible for Flex will submit a professional development and school improvement plan to be reviewed and approved by the Professional team. The flexible schedule allows them to pursue opportunities that will make them a better teacher and SAHQ Academy a better school. Although FLEX teachers will have a different role during their FLEX year and extra personal time, they will still be supporting the students, the Professional Team and the school as a teacher. The typical cycle would be 5 years in the classroom and 1 year FLEX.

*Gateway and Capstone Assessments
 .Studies on the impact of fitness*

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

<p>D.(1) Academic Program & Curriculum</p>	<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 style="text-align: center;">--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, NM Content Standards, and the school’s mission.</p>	<p>The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the school’s mission.</p> <p style="text-align: center;">--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 style="text-align: center;">--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 iprovided is incomplete or inadequate.</p> <p style="text-align: center;">--OR--</p> <p>The application does not respond to this prompt.</p>
<p>Comments:</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

ACADEMIC RIGOR PREPARING STUDENTS FOR COLLEGE SUCCESS: SAHQ Academy will start from the first stakeholders meeting through matriculation in steering the students towards college readiness and academic rigor. One test of a college preparation program is actual college enrollments. SAHQ Academy will use this metric when selecting the school curriculum and technology provider.

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.

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).

STRONG RELATIONSHIPS: 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).

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 LEARNING: SAHQ Academy's academic third tier is experiential learning which 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.

SERVICE LEARNING: SAHQ Academy is committed to the third tier of our 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.

Kids at both ends of the academic spectrum, the gifted and the struggling, tend to respond strongly to service learning because it gets them out of their seats and away from textbooks. But just about every student can benefit from the hands-on learning, proponents say.

TEACHER MORALE, COMPETANCE 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.

Just how much does teacher quality matter? Quite a bit, according to a new Harvard University study of 2.5 million kids over 20 years. The researchers, Raj Chetty and John Friedman of Harvard and John Rockoff of Columbia University, find 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," Chetty said. "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 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.

Institute for research and reform in education; John Hopkins and University of Michigan: The research 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.

USING SMALL LEARNING COMMUNITIES TO MEET INDIVIDUALIZED NEEDS WITHOUT SEGREGATING SPECIAL NEEDS STUDENTS: SAHQ Academy's unique academic approach allows teachers to individualize students 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.

	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:				

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 a proposed course scope and sequence. All online material is already aligned with NM State and Common Core standards. Any teacher developed curriculum will be as well. Please note that our teachers work collaboratively with one another. There will be a great deal of cross curricular projects developed and integrated into every students class schedule. There are also math pre-requisites for certain science courses and both math and sciene departments will work closely together to ensure the proper skill sets for both.

SAHQ Academy will provide a comprehensive program designed to meet state standards, provide students a rigourous curriculum and enable differentiation based on student needs and college and career goals. The stakeholders will work with the students to determine appropriate course level placement. The school anticipates contracting with a curriculum and technology provider that can provide a robust curriculum with a wide variety of courses.

The program will include substantial teacher directed instruction through small group and one on one instruction as well as Applied Learning Projects. The curriculum will be aligned to NM Learning Standards and the Common Core and integrate digital and or print versions of textbooks from major publishers enhanced by multimedia interactive material, discussions and communication tools.

High school courses will include extensive use of highly interactive, asynchronous tutorials that incorporate graphics, video and audio to show students the concepts and ideas they will need to complete the lessons. Tutorials dramatically increase the effectiveness of the secondary school instructional model.

	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:				

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.

SAHQ Academy Graduation Requirements

New Mexico Diploma of Excellence

English - Four Credits must consist of the following:

~ English Language Arts 1

~ English Language Arts 2

- ~ English Language Arts 3 or AP English and Composition
- ~ English Language Arts 4 or AP or College equivalent

Communication Skills - One Credit

- ~ Communication Skills or college equivalent

Mathematics - Four Credits must consist of 4 of the following:

- ~ Algebra I
- ~ Geometry
- ~ Algebra II
- ~ Pre-Calculus, Calculus, Probability and Statistics
- ~ College Math or above

Science - Four Credits must consist 4 of the following:

- ~ Biology or AP Biology
- ~ Chemistry or college equivalent
- ~ Physics, AP Physics or college equivalent
- ~ At least one Sports science related course
- ~ Any dual credit science college course 101 or above

Social Science - Three and one half credits must consist of the following:

- ~ World History and Geography (one credit)
- ~ NM History (one half credit)
- ~ US History and Geography or AP (one credit)
- ~ US Government or AP (one half credit)
- ~ Economics (one half credit)
- ~ Any college equivalent

PE / Health - One Credit of Physical Education

One Half Credit of Health

Language other than English Two Credits must include Level 1 and Level II of the same language or AP or college equivalent

Technology Applications - One Credit of Computer technology course such as:

- ~ Computer Science or AP
- ~ Desktop Publishing
- ~ Web Mastering
- ~ Video Technology
- ~ College computer technology course

Honor Requirement - Students shall earn at least one credit as an

- ~ honors class
- ~ Advanced placement class
- ~ Dual credit course
- ~ Distance learning course

Final examination shall be administered to all students in all classes offered for credit

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

Stakeholders coursemap and video yearbook entry

All high school students will complete a Stakeholders Coursemap and video yearbook entry at least twice a year from the 8th grade through the 12 grade.

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 to 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.

Internship Programs will be a requirement for SAHQ Academy students. Based on their interests, students will choose a program where they can experience working in a professional environment, enhance their skills, build their resumes, and complete community service hours.

SAHQ Academy staff will continuously monitor each student's progress towards graduation. Based on information obtained from a student's annual stakeholders meeting, individual students could have additional requirements to graduate based on their goals for acceptance into an institution for higher learning. For example, if a student is striving to attend an Ivy league school, his/her academic resume will be built accordingly.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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<p>E.(1) (2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only</p>	<p>Only applicable for high school proposals 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>Only applicable for high school proposals The application does not address graduation requirements.</p>
<p>Comments:</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

To complement what has been covered in detail earlier in this application:

SAHQ Academy's philosophy is 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. Every student has a personalized learning plan 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 mainsream students. The

flexibility of the curriculum and school environment means that any additional support services that such students need can be provided with a minimum interruption to their overall, success focused SAHQ Academy routine. SAHQ Academy will provide an innovative, inspirational and individualized colleg-prep learning environment for students grades 8-12, maximizing their academic potential, engage their families and community, and prepare them for success in college, in work and in life.

SAHQ Academy will achieve this effect through a unique blended learning program that combines the best of face to face and online professional instruction with a steady stream of real time academic performance data that tracks student's individual progress towards course completion and graduation. While on campus and away, students will have access to their entire comprehensive online curriculum and open communication channels to their teachers. Parent's will have 24/7 access to student performance data, thereby stimulating essential family involvement. The guiding philosophy 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.

At their unique SAHQ Academy campus, students will be guided by a dedicated staff that includes a Principal, a Counselor, as Special Education Coordinator, A professional team of Success Coaches and support staff.

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 on a schedule determined by their data documented needs as well as the professional instincts of the instructor.

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.

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 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, college course, internships and family obligations.

SMALL CLASS DESIGN:

SAHQ Academy is small by design, serving up to 300 students. Recent research on small schools 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 through the use of performance data.

ACTIVE BODIES, ACTIVE MINDS :

SAHQ Academy is dedicated to the proposition that exercise helps ensure academic and emotional success for students while laying the foundation for lifelong health - and combating the obesity challenges facing many New Mexico youth. Neuroscience research suggests that exercise improves memory functions and relieves symptoms of depression. The SAHQ Academy campus has an on site fitness center provided through collaboration with Student Athlete Headquarters and staffed by a dedicated Personal Trainer who ensures an exercise plan for every student while bringing in 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 his team on their 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.

EXPANDED LEARNING OPPORTUNITIES

Students seeking academic rigor and an engaging curriculum that allows able students to move forward at their own pace find both at SAHQ Academy. Beyond the individual enrichment provided by the face to face, highly qualified teachers, the SAHQ Academy schedule permits students to participate in internships, pursue athletic passions and take college courses.

COLLEGE PREPARATION:

Students at SAHQ Academy receive individualized and intensive guidance counseling focused on their pathway to college. A SAHQ Academy blended school, the Counselor's work is reinforced by the Success Coaches who work closely with the students to ensure that they are considering all of their college options - often through the lens of career interests - and planning properly the coursework and exams they will need to complete to reach their goal. As noted above, the curriculum offers a wide array of options including the ability to add college courses to the schedule.

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

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 the expected progress. The data used will determine appropriate placement in skill groups in addition to evaluating students strengths, challenges and weaknesses in the core content areas. The data from all assessments will be disaggregated to show a trend analysis for not only each student but for all students. SAHQ Academy will use the results of the data to drive instruction, along with a student's goals. Adjustments will be made to the curriculum, instructional delivery and any other areas necessary to improve student achievement.

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 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 that 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. The data will be used to help determine if there is a problem with the core curriculum.

Throughout the year, student progress will be monitored and data will be collected to identify those who are struggling. 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 multy 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 Bof 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			
	← 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.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	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.
	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:				

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 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.

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 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 Act of 2004 (IDEA), as amended and the IDEA implementing regulations, found in 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.

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 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.

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

Graduation 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 to 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.

SAHQ Academy's unique system not only provides special education students with the SPED staff and services, but 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.

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

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. Special education staff and service providers will be hired as employees or contracted privately. 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.

As relected in our budget, SAHQ Academy will have one or two full time SPED staff as well as ancillary staff contracted for. 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.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) – (d) 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.
	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.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	<i>High Schools Only</i> The school provides a clear, cohesive and	<i>High Schools Only</i> The school provides a clear plan for graduating students	<i>High Schools Only</i> The school provides a limited plan for graduating students	<i>High Schools Only</i> The school provides an incomplete and/or inadequate plan for

	<p>comprehensive plan for graduating students with special education needs that complies with federal and state regulations.</p>	<p>with special education needs that complies with federal and state regulations.</p>	<p>with special education needs.</p>	<p>graduating students with special education needs. --OR-- The application does not address graduating students with special education needs.</p>
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Comments:</p>				

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.

	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:				

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

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. SAHQ Academy will use the required procedures to appropriately serve the language needs of English Language Learner students.

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.

For a student identified as a language minority, SAHQ Academy will use a standard, objective screening instrument to assess their English proficiency. The test will measure proficiency levels in each of the four language domains: Listening, Speaking, Reading and Writing. The designated school staff members will be trained in the administration of the screening instrument in order to place ELL students with limited English proficiencies (LEP) in a specialized language program.

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.

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 Translations 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).

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 is that sheltering is an overarching array of techniques from which teachers wishing to differentiate instruction for ELLs at varying levels of English proficiency may draw.

Sheltered English 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 with their partner should be allowed to use this to 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.

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.

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 .

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 and ELL Coordinator. In addition, as reflected in our budget, the school will contract with ancillary staff necessary to meet our student's needs.

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 wil 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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G. (3)(a)-(e) English Language Learners (ELLs)	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.
	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.
	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.
	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.
	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:				

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 admission process, the teachers and administrators work with a student's stakeholders to determine their appropriate course placements. Previously completed courses, test scores, and other data are 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 participate in pre testing in late september and post testing each May.

Through digitally delivered curriculum, students will engage in assessments that tap into all levels of student thinking. Potential assessment activities may include scored daily assignments and regular online quizzes to measure understanding of newly presented material. More subjective assessment activities may include written journal responses and group discussions.

SAHQ Academy will select a curriculum that includes summative assessments in each course, to include quizzes, unit tests and midpoint and final exams. Portfolio and performance assessments will also be embedded into every course. These assessments may 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 the ongoing assessments embedded in the curriculum, 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.

Student data will be accessible for viewing by school staff, teachers and parents or guardians. Digital data is available in real time and parents will have their own username and password to use in viewing their students grade book, exploring their students curriculum and communicating with teachers and staff.

In addition, 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 schools's authorizer.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
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H.(1) Use of Assessments	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
Comments: T				

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

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 academich 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 all levels of leadership coming together to construct a corrective plan to improve the education program, student services and support processes which would lead to the school's academic improvement. This plan will utilize research based strategies, interventions and programs. The 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.

SAHQ Academy will assess effectiveness of the Corrective Plan through short cycle common assessments for all grade levels and all content areas. Teachers will take time to hold Roundtable interviews with students to insure that they are grasping the content material and can vocalize their knowledge.

Improvement tools that may be used are 1) schoolwide ACE program for writing and problem solving; 2) Engage students in our Training Table tutorig program and SAHQ Saturdays for tutoring.

The support for the schoolwide Corrective Plan is based on a culture that embraces the need for continuous improvement with weaknesses identified through data analysis and with significant input from all stakeholders. The plan will be regularly revised and updated by leadership, staff and stakeholders. Schoolwide, not personal, reveiws and updates are kept up to date on the school's website and available through the school office. All relevent data generated is collected, analyzed, communicated and utilized to guide improvement efforts at the school.

If an individual SAHQ Academy student falls short of his/her academic goals and/or growth expectations will be implemented. First, the student's Success Coach, in collaboration with subject matter specialists, will analyze the individual's academic data and then develop an Improvement Action Plan that targets the areas of concern.

Secondly, the Improvement Action Plan will be discussed and expained to the student and parents at a stakeholders meeting and an agreement signed by all parties. The Plan will be implemented immediately and regularly assessed by the student's Success Coach.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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H.(2) Individual and School-wide Corrective Action	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The school provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.</p>
Comments:				

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 for student learning goals for improvement is achieved using a variety of methods within SAHQ Academy. The system and school websites provide resources and information to stakeholders about the effectiveness of the school system and its school. SAHQ Academy's website is where stakeholders can find the AYP reports and the Annual Report Card for the school. The school website will have links to the School Improvement Plan. Additionally, many teachers will have web pages to keep students and parents informed, such as IParent or Edline.

Other forms of communication are used to disseminate information regarding school performance, AYP status, assessment results, and progress toward achieving system and/or school improvement goals such as announcements, postcards, letters, newsletters, local newspapers articles, brochures, Parent meetings, and School Council meetings. Other events that provide opportunities for communication are parent workshops, Family/Student nights, Awards ceremonies, Open Houses, and regularly scheduled meetings of committees. Individual student performance is usually communicated via parent/teacher conferences, student-led conferences, EIP/RTI/SST/Special Education meetings, student agendas, student portfolios, and transition meetings for EIP, Special Education, Gifted, or ESOL student.

	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.
Comments:				

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. The Governing Council (GC) will oversee the operation of the charter school and be legally accountable for its operations. The GC will set policy, fiscal oversight, assist in facility projects, outreach and public relations. 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 adopt all policies as required for the charter school program and make these policies available for review and inspection by stakeholders. The GC will be organized with officers and committees - a School Advisory Committee, Audit Committee, Finance Committee, a Facilities Committee, and a Marketing / Community Outreach committee or other ad hoc committees as needed. The GC will provide the charter school with leadership as we become established by ensuring support of management and providing direction in accordance with our Vision. The officers include a President, Treasurer and Secretary, elected at the end of each school year for a one year term.

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*
- * Govern the operations of the school*
- * Exercise sound legal and ethical practices and policies. The Governing Council will ensure that the school adheres to the same health, safety, civil rights and disability rights requirements as are applied to all public schools operating in New Mexico.*
- * Manage liabilities wisely and ensure adequate resources and manage them effectively*
- * Advocate good external relations with the community, school districts, media, neighbors, parents and students*
- * Hire contractors, negotiate service agreements and hold and hold contractors accountable for performance under such agreements.*
- * Practice strategic planning and assess the organizations's performance.*

The Governing Council responsibilities include overall capital planning and decision making with guidance and input from the Head Administrator and the staff leadership team once those individuals are in place.

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.

The Governing Council will be ultimately responsible for the overall financial management of the school. The GC will designate one of its members to serve as the Treasurer for the school. This individual will have a financial background to enable him/her to perform this function, working with and providing of the Financial Manager. The school will follow detailed fiscal procedures, which comply with Generally Accepted Accounting Principles (GAAP) and will ensure sound financial management.

The Governing Council will also provide a venue for parent involvement. The GC may create ad hoc parent advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents who are not members of the GC will also be encouraged to be involved in the Governing Council's activities. The GC will make meeting and event information available to families by request and online.

Upon approval of the charter, the Governing Council will embrace the roles and responsibilities of an effective school board. The founding members may recruit members to form a diverse and well balanced Governing Council. The GC will be deemed to be public agents authorized by the Authorizer to supervise and control the charter school.

The school's Administrative leader will be the Principal / Executive Director, who is selected and employed by the Governing Council. This person will ideally hold an advanced degree with teaching and administrative experience; a former principal who is technologically literate with good communication skills is ideal. The Principal / ED will build consensus and manage the school's daily administrative operations and staff, ensure compliance and proper reporting to PED and our Authorizer, be a champion for our school within the community and the halls of government and write grants that help SAHQ Academy serve our students, staff and community.

Daily management of the school's administration will be the Principal's responsibility while overall governance will be the responsibility of the The Governing Council. The GC will annually evaluate the Principal and will adopt pay scales, performance criteria, a performance appraisal system and disciplinary policies for all employees, including the Principal / ED

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:				

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

One of our goals regarding council membership and diversity is to build team around the core values rather than around the unpredictable results of school board elections or friendships. Identification and recruitment of new council members is a long-term process and takes a step-by-step approach to accomplish this goal. Upon approval of the charter proposal, the founding members will form a Council Development Committee to identify and recruit members to this vital role.

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 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.

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. Although the Council

Development Committee will be establishing the matrix, we anticipate the Inaugural Council will include a financial expert, a higher education professional and, in time, a parent of a current SAHQ Academy student.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A.(2) Description of Prospective	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.
Comments:				

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

One of our goals regarding council membership and diversity is to build team around the core values rather than around the unpredictable results of school board elections or friendships. Identification and recruitment of new council members is a long-term process and takes a step-by-step approach to accomplish this goal.

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 by reading and studying materials sent in advance regarding key actions the council is expected to take at the next meeting.*

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*

According to research by Aspen Institute , factors related to building and maintaining council diversity include, but are not limited to the following:

- * Having a nominating committee that is committed to building diversity*
- * Making diversity a priority for the organization*
- * Engaging in diversity training and activities.*

- 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*

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 will either volunteer or recruit the SAHQ Academy's inaugural Council. There will be a minimum of five members the first year.

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 schools, families and community must all be actively involved in developing strong programs and policies that support the academic success of every student in our school. The parent involvement creates a positive bond between the home and the school. As a result, we will create a more responsive and inviting school climate to increase the level of family engagement.

The inaugural Council will seek out a parent representative to serve on the Governing Council as well as parents active participation in GC Committees.

The school will annually 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. Parents, families and school community members will annually assess the effectiveness of the school program, including the family and community engagement component.

	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:				

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. The goals of the orientation will be to:

- * Discuss mission, vision and goals of the proposed school*
- * Communicate the mission, goals and values of the proposed school*
- * Define the roles and responsibilities of the Council*
- * Provide an overview of the proposed school's educational program*
- * Discuss the bylaws of the Council*

In addition to the initial Council orientation, council members along with outside professional consultants and legal advisors will be responsible for developing and implementing an effective training for all council members. Council members will receive 12 hours of training during his or her 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 school law, public records, open meetings school finance, health and safety and public accountability. In subsequent years, the Council training will be 5 hours for returning members. Council trainings will be on going and will address issues pertinent to non profit governance, school management and administration.

To complete this twelve hour training, Council members will participate in workshops, seminars and conferences. 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 on those topics. The Treasurer and the entire Governing Council will participate in regular board training with an emphasis on fiscal management and oversight

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 important for Council members to understand their uniquely important role in overseeing and providing policy direction for this innovative charter school. In order 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:				

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

An evaluation matrix will be established by the Council Development Council upon approval of the charter proposal.

At least annually, 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, Compostion, 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 funtioning committees focused on key issues: Finance, Academic Achievement, Resource Development, Community Relations and Council Development. The existence and role of an Executive Committee and 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.

	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.

Comments:

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 oversee the Principal's performance as well as the school's ability to reach its mission specific goals. The Council will hold the Principal and the Professional team accountable for their performance and results. The Council will access student performance data as well as frequent reporting (at least monthly) on school operations and finance to carry out its mission. The GC will monitor such data closely to ensure that the school is maintaining high academic standards as well as remaining operationally effective and fiscally sound. In addition, the Council will conduct a thorough, high stakes performance review in year three of the charter.

Academic performance will be the purview of the entire Governing Council, with special focus from an Academic Efficacy Committee. The Treasurer will serve as a first reviewer for fiscal data, with assistance from a contracted Business Manager. The Council will appoint members to monitor operations issues such as staffing, facilities and marketing/ recruitment during both the start up and implementation stage.

The Principal is required to submit a Budget Status Report every month. The Council will review these reports in its regular meetings. The Principal and/or Business Manager will provide any further explanation or clarification sought by the Council members. These monthly reports will enable the Council to closely monitor the financial status of the school. In addition, periodic internal audits will be conducted by the Financial Committee to identify any financial corrections required or risk identified.

Internal Audits may include specific areas of concern. A list of areas that may be audited are 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.

	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	The school's descriptions of how the Governing Body will monitor outcomes adequately demonstrate its	The school's descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding	The school's descriptions of how the Governing Body will monitor outcomes is inadequate or incomplete.

	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.	understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission.	of, and capacity to, monitor the organizational, financial, and academic success of the school, to help the school meet its mission.	--OR-- The school does not address the prompt.
Comments:				

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

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

The school has not hired a Head Administrator yet. Upon charter approval, the Governing Council will immediately begin a search. Ideally the Head Administrator will be hired and in place as soon as funding becomes available for that position.

SAHQ Academy needs a good leader. The Governing Council is responsible for recruiting and supporting a dynamic 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.

The Head Administrator acts as a bridge between the Council and the staff. He/She is 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. He/She must have an excellent understanding of financial matters as they relate to the operations of a charter school.

The Head Administrator will ideally possess an administrative credential, classroom experience and some administrative or management experience. The GC will look for a Head Administrator who is qualified, passionate and shares the school's vision. The school aims to hire a Head Administrator with excellent communications skills, both oral and written and a customer focused approach. The ideal candidate will be flexible, demonstrate the ability to work well in a fast paced environment, be a team player and be technologically proficient. A full job description is included in the Appendices.

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.

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 President of the Council and the Head Administrator. The Council President and the Administrator need to meet regularly.

The anticipated timeline for hiring a Head Administrator:

Charter approved: Founding members will form the Council Development Committee and review the job descriptions of the Head Administrator.

One month from charter approval: A Governing Council of at least five members will be in place and the first order of business will be to establish a recruitment plan for the Head Administrator.

Prior to date of funding: The Governing Council will interview prospective head administrator candidates.

Date of funding: The Governing Council will officially hire the successful candidate.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
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C.(2) Head Administrator Selection	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.
Comments: .				

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 Appendix C.

Head Administrator Evaluation

Please see a sample Head Administrator Evaluation Form in Appendix C.

The Head Administrator evaluation system may include the following and will be aligned to New Mexico administrator evaluation systems:

- * Parent Surveys, rating the responsiveness, effectiveness and instructional expertise as a whole.*
- * An Annual performance plan created by the Principal detailing his/her strategies to achieve measurable school goals.*
- * The schools' performance as it relates to compliance, reporting and testing.*
- * The fiscal condition of the school*
- * The ability to work with the Professional team as indicated by a survey or other data.*

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.

	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:				

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 B.a

(a) GOVERNING COUNCIL

SAHQ Academy shall be governed by the SAHQ Academy Governing Council and managed by its Principal in cooperation with the Dean of Students / Lead Teacher pursuant to the school's charter and duly adopted Bylaws. The Governing Council will 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 not be involved in the daily operations of the school, but will hire a Principal, who will be evaluated at least annually. The Principal, in partnership with the entire Governing Council will decide upon a periodic evaluation at the Principal's performance. The GC will make sure 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 also perform ongoing assessments of the school and its programs and its operations. The Governing Council also routinely assesses its own performance. GC members will participate in and develop short cycle and long range plans for the school. It will monitor the effectiveness of the school's programs and implementation to see if the school has met the goals outlined in the plans.

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 or Executive Director, reports directly to the Governing Council at regular meetings about the school's operations and he/she will serve as liaison between SAHQ Academy and the school's authorizer. The Principal shall present his/her recommendations to the Governing Council on any subject under consideration prior to action taken on the subject, if requested. The Principal will be required to attend all Governing Council meetings.

The Principal will be responsible for overseeing the Dean of Students / Lead Teacher, who is responsible for overall instructional leadership for SAHQ Academy, including the planning, operation and supervision of the educational program of the school. 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.

He / She will establish and maintain an appropriate community relations program. The Principal shall uphold and enforce the charter. 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 Dean of Students/ Lead Teacher, the Counselor, Business Manager, Administrative Assistant to the Principal, Teachers, EA's, ancillary and 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 GC apprised of changes in the law, regulation and rules applicable to public school finances and to ensure that the Governing Council is 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) DEAN OF STUDENTS / LEAD TEACHER

The Dean of students is a teacher who will head the Professional Team (all teachers) and be responsible for the implementation of the educational plan for students. The Dean will be attend all GC meetings to answer questions about the academic performance of the school. He /She will head the Leadership team and insure the mission related goals are met or exceeded. The Dean will act as a liaison between the academic staff and the Governing Council. All educational related services will be led by the Dean with the cooperation of the Professional team and staff.

(e) TEACHERS AND STAFF

Teachers and academic staff will have regular meetings with the Dean of Students and the Professional Team. The Dean will ensure that the teacher inputs are regularly communicated to the Council.

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 requiried 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 Coouncil sharl 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 finacial 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) recommed 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*

SAHQ Academy will constitute a School Advisory Council to assist the school as required by statute 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 and the Dean of Students 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 Council will

- (1) work with the Principal and Dean of Students 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 staff, and external agencies that are essential to the school.	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 narrative.
Comments:				

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 the Appendices.

	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	The school provides clear job descriptions for most of the key staff, including clear reporting lines that are consistent with the organizational	The school provides limited job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational	The school provides inadequate or incomplete job descriptions for key staff.] --OR-- The application does

	<p>clear, appropriate reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.</p>	<p>chart. The job descriptions are attached as Appendix D.</p>	<p>chart. The job descriptions are attached as Appendix D.</p>	<p>not address job descriptions for key staff.</p>
<p>Comments: r</p>				

Staff Evaluation

The Principal, with the support of the school Leadership Team, will conduct a performance evaluation 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.

A formal mid year review will be completed in December or January, and a formal end of year review will be completed in May or June. Periodic feedback will be given both formally and informally throughout the school year. All educators and school administrators will be evaluated based on a combination of competencies and goals. Competencies and goals are reviewed with staff at the beginning of the school year, similar to a student's stakeholders meeting.

Recruiting, training, monitoring, supporting and evaluating staff are all integrated into the blended learning environment. All these processes will occur under the supervision of varied combinations of the Professional Team, the Head Administrator and the Governing Council. SAHQ Academy will instill processes that provide checks and balances for all key evaluating, reporting and purchasing activities.

D.(3) 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.

Accordingly, ensure that your plan is clearly aligned with the budget, projected enrollment, and implementation schedule.

Staffing Plan

The total FTE on site staff is 13 the first year and extends to 21 in year 5. The Business Manager, Personal trainers, Nutritionist, IT, Building manager and maintenance are listed as contract workers.

Staffing Plan

	<i>Year 1</i>	<i>Year2</i>	<i>Year 3 through 5</i>
<i>Teachers – Regular Ed</i>	6	10	12
<i>Teachers – SPED</i>	1	2	2
<i>Educational Assistants</i>	1	2	2
<i>Dean of Students / Lead Teacher</i>	1	1	1
<i>Guidance Counselor</i>	1	1	1
<i>Secretary to the Academic Staff</i>	1	1	1
<i>Principal</i>	1	1	1
<i>Administrative Assist / Bookkeeper</i>	1	1	1

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3) a and b Staffing Plan Need and Alignment	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.
	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:

D.(4) 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

The school day consist of five, two hour blocks beginning at 7:00 am and ending at 5:00 pm. Each block is divided into four 30 minute sections to allow personalizaiton of each student's schedule. During the instructional day, the students will be scheduled for :

** Computer Lab*

** Pull out sessions: Labs, Seminars, Discussion groups, Group projects, Review sessions (tutoring), personal training and team huddles*

At SAHQ Academy, sports and fitness classes are co-curricular and will be integrated into the daily class schedule. Each student will be scheduled for 8 instructional hours per day. Teachers will typically be scheduled for 40-50 hours per week.

The number of school days per year will be 182, the number of instructional hours will be 1,456.

This schedule allows for daily interaction with the Success Coach and a student's academic team as well as regular assembly of the Professional team. Its flexibility provides ample opportunities for individualized instruction of fundamental knowledge as well as the creative space for teams to explore and develop applied learning projects. Service learning as well as Internship opporunites can be integrated into the school day for those students who are at pace with their progress towards graduation.

Even though the school year is limited to 182 days, 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. Upon approval of the charter proposal, the Governing Council will evaluate the APS, UNM and CNM schedules, discuss the affects of families with students in more than one school, and determine the exact start date, holidays and summer break schedule,

Given the flexible nature of our innovative educational plan, the blended model allows for students to not only complete daily coursework on campus but allows them the opportunity and gives them the responsibility to stay on pace, even if they are unable to attend school in person. Absences, except for serious illness, should not prevent students from completing their coursework and staying on pace.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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D.(4) 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:				

D.(5) 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 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 enhancements as well as state and district graduation requirements.*
- * Utilizing and navigating the tools of the Digital Delivery Curriculum program.*
- * Developing Personalized Learning Plans and conducting Stakeholders meetings.*

- * *Understanding forms and assessments and utilizing results to guide instruction.*
- * *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.

As part of the competitive bidding process, we will require the chosen curriculum and technology provider to develop an 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. 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(5) 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:

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

The Governing Council will employ all personnel. There Governing Council will oversee and evaluate the Lead Teacher and the Head Administrator who will in turn oversee and evaluate 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 Educaiton 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 school completely and appropriately explains how it will address employees' recognized representatives.	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 employees' recognized representative.	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 representatives.	The school's description of the employer/employee relationship is incomplete or inadequate. --OR-- The application does not address the relationship between the employer and the employee.
Comments:				

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 do 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. 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, gender identity or expression, 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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<p>E.(2) Personnel Policies</p>	<p>The school provides a clear, comprehensive, and cohesive set of personnel policies and procedures that are aligned with the stated employer / employee relationship, and comply with all applicable state and federal regulations (attached as Appendix E). --OR-- 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). --OR-- 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). --OR-- 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. --OR-- The application does not address personnel policies and procedures or plans to develop the policies.</p>
<p>Comments:</p>				

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, particularly for personal use.*
- * Reporting to work under the influence of drugs or alcohol, and 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 o 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: If verbal reprimands do not encourage the employee to correct his/her conduct, the Principal or Dean 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 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(3) Staff Discipline Process	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:				

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. The employee should contact the Head Administrator who will then work with the employee to resolve the dispute. If the dispute is not resolved at this level, the employee may request that the matter be addressed by the Governing Council.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(4) Grievance Process	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.

Comments:

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

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 Academy will soon begin offering multiple information sessions for families and community members about the school. We will use these sessions to provide a complete array of information about our school and educational programs and solicit feedback about the different ways parents and the community can get involved.

In addition, the school will develop an ongoing partnership dialogue 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 and Presbyterian Hospital 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 may create an ad hoc community advisory group to provide guidance on particular subjects such as local partnerships and neighborhood outreach. Community members wha are not GC members are also encouraged to be involved with the GC activites; 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

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.
Comments:				

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 ensuring community, parent and student satisfaction and takes its responsibilities for the provision of educational services to students very seriously. These school responsibilities will be set out in the School Handbook and include such things as; contacting the family regularly, delivering educational materials and equipment, and providing accessible support.

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, he/she may institute the following proposed Grievance Process or one that affords appropriate levels of due process to be adopted by the Governing Council once the charter is approved.

In an effort to avoid serious problems with parents and /or the community, each group will be represented on the Governing Council and its Committees. Open dialog and communication channels will be accessible to any individuals, parents, guardians, community members or concerned citizens with these bodies. The School Council will focus on parent involvement and community relations and be active in obtaining feedback and communicating it to the Council, school leadership and the Committees.

The Principal and the Dean of Students will make themselves available personally to hear concerns and provide direction. If a complaint is taken by a staff member, it will be documented and forwarded to either the Dean for academic matters or the Principal,. If the issue cannot be resolved, a facilitated meeting will be held with the appropriate staff members or Committee.

	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:				

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 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. The School Handbook will explain that this prohibition includes aggressive behavior, physical, psychological or verbal abuse and violence within dating relationships. These types of behavior are forms of intimidation and harassment and are strictly prohibited, regardless of protected group such as sex, sexual orientation, race, color, national origin, marital status, age or disability. The school and the Governing Council will not tolerate any gestures, comments, threats, or actions which cause or threaten to cause bodily harm or personal degradation.

A student handbook is included in the Appendix.

	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.
Comments:				

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 policy 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 behavioural 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(2)Alternative Placements	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:

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 around 150, grades 8-10, weighted towards 8th graders. 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. 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: 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 first hand 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.*

** SAHQ Academy will maintain a visible presence in the community through service work and support of community events.*

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 2014

Initial outreach to students and families in the community. Information sessions. Collect registrations applications.

December 2014

Governing Council establishes enrollment period / deadline

January 2015

Begin initial enrollment process

January - March 2015

Enrollment push with strong marketing, information sessions and outreach

April 2015

Enrollment deadline (tentative) followed by lottery if initial enrollments exceed 150

April - July 2015

Students complete enrollment process, attend orientation

August 2015

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	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	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

	<p>from the targeted population. The recruitment /enrollment timelines presented are reasonable. The outreach/ marketing plan is completely supported by the budget.</p>	<p>plan appears to be supported by the budget.</p>		<p>not appear to be supported by the budget. --OR-- The school does not address student recruitment.</p>
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Comments:

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

Student applications will be taken up to 5:00pm 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. A lottery will be conducted if the number of applicants exceeds the maximum enrollment in accordance with the applicable laws. The lottery will take place within fifteen days after the closing date of admission. Each student will be assigned a number and the numbers will be selected at random by the Principal or their designee from the lottery box under the supervision of Council members. 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 and parents asked to complete registration and schedule a stakeholders meeting within 10 days of being notified or be at risk of forfeiting their seats at the school.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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H.(2) Lottery Process	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:				

Enrollment Process

SAHQ Academy intends to utilize an online enrollment system and process that can be completed at home or anywhere the family can access a computer or onsite at SAHQ Academy. The online component of the process ensures both convenience for families and compliance for the school, guaranteeing that all necessary information is provided to meet the State requirements.

This enrollment process consists of multiple stages. Expression of Interest / Registration, Enrollment Application, Lottery when necessary Pre-Approved and Approved. 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 Lottery Applications in January of 2015. They're first lottery, if necessary, will 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.

- * Proof of age*
- * Copy of immunization records*
- * Special Education information, when appropriate*
- * Emergency Contact Information*
- * Emergency Medical Authorization*
- * Health insurance information*

Timeline

Fall 2014

Initial outreach to students and families in the community. Information sessions. Collect registrations applications.

December 2014

Governing Council establishes enrollment period / deadline

January 2015

Begin initial enrollment process

January - February 2015

Enrollment push with strong marketing, information sessions and outreach.

March 2015

Enrollment deadline (tentative) followed by lottery if initial enrollments exceed 150

April - July 2015

Students complete enrollment process, attend orientation

August 2015

School begins

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) and all other applicable laws). Provide a sample disclosure statement of any real or potential conflict of interest.

Conflict Of Interest

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 GC 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.

Comments:

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 Section 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 may from time to time 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 GC shall be noticed and conducted in accordance with the Open Meetings Act. The Governing Council shall keep written or digital or tape recorded minutes of all its meetings.

** 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 GC may provide for regular meetings to be held at a fixed time and place. Notice of the scheduled meeting will be provided annually 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.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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I(2) Transparency	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Comments:</p>				

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

Upon approval of the charter, SAHQ Academy will conduct a competitive bidding process to contract with a curriculum and technology provider. The Governing Council will at all times be fully in charge of the relationships with all selected providers and maintain all oversight and accountability responsibilities. The GC will regularly review services and will set expectations for reporting. The Governing Council will retain the right to terminate all contracts if selected providers do not meet performance obligations.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(1). Third 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>
Comments:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
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J.(2) Proposed Agreement	<p><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.</p>	<p><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.</p>	<p><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.</p>	<p><i>If Applicable</i> The school provides an inadequate or incomplete response --OR-- Does not address the prompt.</p>
Comments:				

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	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Teaching load	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Length of school day	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Staffing pattern	<input type="checkbox"/>	<input type="checkbox"/>	
Subject areas	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Purchase of instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	Insert
Evaluation standards for school personnel	<input type="checkbox"/>	<input type="checkbox"/>	

School principal duties	<input type="checkbox"/>	<input type="checkbox"/>	
Drivers education	<input type="checkbox"/>	<input type="checkbox"/>	Insert

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.
Insert	Insert

Topic	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—3 <input type="checkbox"/>	Meets—2 <input type="checkbox"/>	Partially Meets—1 <input type="checkbox"/>	Does Not Meet—0 <input type="checkbox"/>
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 <input type="checkbox"/>	Meets—2 <input type="checkbox"/>	Partially Meets—1 <input type="checkbox"/>	Does Not Meet—0 <input type="checkbox"/>

	<p><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 wavier is being requested. The rationale clearly demonstrates how requested waivers align with the school’s proposed autonomy, mission and educational program/curriculum.</p>	<p><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 wavier is being requested.</p>	<p><i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested.</p>	<p><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.</p>
<p>Comments:</p>				

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 no 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</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an</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</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an</p>

	<p>clear description of how student transportation needs will be met that is supported by the proposed budget.</p>	<p>adequate description of how student transportation needs will be met that appears to be supported by the budget.</p>	<p>student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget.</p>	<p>inadequate or incomplete description of how student transportation needs will be met. --OR-- The school does not state whether or not it plans to offer transportation to its students.</p>
<p>Comments:</p>				

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 invloved in nutrition and wellness educaiton to help in making smart food choices.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(2) Food Services	<p><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.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>	<p><i>If Applicable</i> 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.</p>

Comments:

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 25th, 2014.**

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_3_8_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

SAHQ Academy submitted a Facilities Master Plan and the approved copy is attached in Appendix I.

The school 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 Appendix ?. 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 wellness and focus.

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 Appendix “J.”	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 review process	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 approval, but the	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 attached the

		has not been completed, the plan has received PSFA's tentative approval.	review and approval process has not been completed.	completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J.
Comments:				

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

The school 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 iwithin 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 Appendix ?. 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.

	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,	The school provides evidence that it has researched potential facilities/properties and made significant efforts to identify	The school provides evidence that it has done some research on potential facilities/properties in the desired	The school does not provide evidence that it has researched or begun a search for an appropriate facility/property.

	<p>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.</p>	<p>appropriate, viable facility/ property in the targeted geographic location.</p>	<p>geographic location.</p>	<p>--OR-- The application does not address the school’s facility needs.</p>
<p>Comments:</p>				

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.

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

An open “white box” space is ideal as a starting place for the SAHQ Academy 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 I.a

Beyond the goodwill of the benefactors, we are researching grants to assist in the implementation of our capital plans.

	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.
Comments:				

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.

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.).

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 for SAHQ Academy Charter School is offered as evidence of its fiscal soundness. Included within the appendices are five years of revenue projections, utilizing the New Mexico Public Education Department's spreadsheet, the form 910B5. Budget narratives for revenue and expenditure spreadsheets follow below. Finally, there is a five year projected budget based on current unit values.

The proposed budget was developed using the school's Mission, Educational Program and Management Structure. The budget allocates funds for staff, professional contracts, supplies, equipment and other required budget items which support the charter. The proposed budget was reviewed by the founding members and a certified Business Manager to ensure the budget aligned to the instructional goals and objectives.

1. All budget figures are based on current economic conditions. It is not possible to predict future impact of current recession on the state's budget including funding for education. All revenues and expenses are preliminary and should be interpreted with caution.

2. The 910B5 was calculated using projected enrollment numbers. The form also made the following assumptions. The school will enroll 15% special education students. For purposes of the 5 year projection, student numbers were rounded to whole numbers. The school understands actual budgets will be based on the average of the reporting dates (40th and 180th day) validated counts. The Training and Experience factor (T&E) was kept at 1.00, the lowest factor to be conservative. The at risk factor was taken from the local district. A 910B5 was completed for each year projected. The forms are linked to the 5 year Budget Projections.

3. The 5 year Budget Plan funds staff per the 5 year staffing plan. Teachers include regular education and special education. The average teacher salary used for the budget development purposes was \$50,000 for all 5 years. Because of our unique blended model, we will only need a minimal amount budgeted for substitute teachers.

4. Related service personnel include ancillary staff, nurse and counselor are listed as contract employees.

5. The Administration has been budgeted to include a Principal and Administrative Assistant. All benefits have been estimated at 40% of total salaries.

6. The 5 year budget plan provides funding for Professional and Technical services including staff professional development, special education contracted services, the annual financial audit, legal services, contracts for state compliance entries, and other reporting requirements, testing services, trainers, and other contracts as needed. Student travel is budgeted to provide for the transportation of students for school instructional activities. The budgets of these items increase as the student population increases.

7. The facilities operational costs budgeted under Property Services are included with an amount to supplement the application for Public School Capital Outlay Council awards for lease reimbursement. It is assumed as the number of students increase, the lease reimbursement award will increase paying for a greater percent of the facility lease. Utility costs are based on estimates and are increased with an inflation/ useage factor.

8. Other Purchased Services budgeted include employee travel for professional development and other requirements, student travel, property/liability insurances and board travel and training. Property/liability insurances are estimated based on the size of the school and similar billings to existing charter schools. Board travel and training is funded to provide the required training for the governing council.

9. The 5 year Budget Plan budgets for Supplies for instructional, administrative and maintenance supplies for annual operations. In addition, budgets are allocated for textbooks, software, online curriculum, supply assets and fixed assets as the student projection increases each year. Software budgets will partially be used to acquire student information systems required to report to the state and a financial information system to report to the PED.

10. Lastly, the budget allocates funds for supply assets (small equipment) and fixed assets to purchase student equipment as the number of students increase. The school will use a portion of this money to increase technology capabilities.

In addition, the school recognizes the opportunity to receive additional monies for Instructional Material allocations for funding of textbooks and other allowable instructional material. This funding is dependent on annual legislative appropriation and based on the number of students enrolled at the school.

If available, the school will apply for the Federal Charter School Planning Grant to pay for major start up costs. This grant in the past has allowed new charters to pay for their initial costs for furniture, technology, professional development, advertising, and establishment of the school's initial policies and procedures for students, employees and parents as well as the planning and implementation of the

instructional program. However, this funding is not guaranteed and is not included in the proposed budget.

In addition, the school will be applying for Federal IDEA A-B grants to help supplement the operational funding of special education services. The 5 year Budget includes funding for the special education teachers and ancillary contractors. The amount of funding received from this funding source is dependent on the federal awards and state allocations to the school.

The school will apply for PSCOC Lease Assistance Funds. The funding is dependent on the facility to be used and the number of students enrolled. The funds will be used for lease costs as allowed.

	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 Estimate 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.
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
A(2) 5-Year Budget Plan	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	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	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.

	program, and services. The draft budget clearly demonstrates the financial capacity and long-term sustainability of the school.	demonstrates the financial capacity and long-term sustainability of the school.		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(3) Budget Narrative	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.	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 budgeting.	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.	The school provides an incomplete or inadequate budget narrative. --OR-- The application does not provide a budget narrative.

Comments:

A.(4)(a) 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.

(b) 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.

(c) 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 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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A(4) Strategies for Budget Control	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The school provides an inadequate or incomplete description of budget adjustments. --OR-- The application does not address strategies for budgeting control.</p>
<p>Comments:</p>				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(5) Salary Schedule (Appendix)	<p>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.</p>	<p>The school provides a clear proposed salary schedule for most key staff, including teachers and administrators, that complies with state requirements.</p>	<p>The school provides a limited salary schedule for some key staff, including teachers and administrators, that complies with state requirements.</p>	<p>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.</p>

Comments:

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 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*
- * 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 anage 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	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The school provides incomplete or inadequate financial policies and internal controls.</p> <p style="text-align: center;">--OR--</p> <p>The application does not address financial policies and internal controls.</p>	
Comments:					

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 PROCEDURES

The school will adopt an Internal Control Procedure during the planning year. However, the following is a general outline of the types of procedures and protocols that the school anticipates using. However, procedures and protocols will always comply with appropriate laws and generally accepted accounting protocols. As a part of the Administrative Assistants job description, he/she will perform the duties of a bookkeeper.

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 Administrative Assistant / 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 a key to this cabinet. All check stock will be imprinted "void after one year from issue date" as required by state law.

CASH RECEIPTS

The Administrative Assistant / bookkeeper will accept, count and write receipts for all cash and checks received at the school. The Business Manager 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.

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

Non standard 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

SAHQ Academy will not use a petty cash system.

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 and Internal Controls	The school provides a clear, comprehensive, and cohesive 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.	The school 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.	The school provides a limited 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.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
Comments:				

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 / Administrative Assistant

SAHQ Academy's principal will hire an Administrative assistant that will assist in the bookkeeping duties as described in the next section, Financial Oversight. He/She will be required to 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 job descriptions are provided in the Appendices and their roles in financial oversight are explained in detail in section B1 and B2.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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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.
Comments:				

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 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 and Audit Committee whose composition will reflect current statutory requirements. The Audit Committee will play a large role to 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. Sate 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 possiblity of audit finings 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 an 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.

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

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 unique instructional program is key to the sustainability of the school. The program will attract students and families over the years. Establishing a strong school culture with clear objectives to transition 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 strategic plan which provides the foundation of sustainability. 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. Our charter school will be as lean as possible, staffing based on the actual kids enrolled and the specific needs determined by their IEPs. SAHQ Academy 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.

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 discussion and 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.

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. 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 include Council Development and Professional Development Committees. Establishing purposeful processes into the Committee agendas will help to establish and support the leadership pipeline, identifying and recruiting Council members, identifying and grooming current staff and identifying and building relationships with other school leaders who might fit well in the SAHQ Academy system.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(5) School Sustainability	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

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 150, grades 8-10, weighted towards 8th graders. 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 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: 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.*

** 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.*

** SAHQ Academy will maintain a visible presence in the community through service work and support of community events.*

	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:				

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

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, 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. Participation in these evernts is not limited to the immediate geographic area, but represents and large cross section of residential zip codes , interests and socio economic backgrounds.

Building on this community interest, SAHQ Academy will begin offering multiple information sessions for families and community members about the school when it is approved. We will use these sessions to

provide a complete array of information about our school and educational programs and solicit feedback about the different ways parents and the community can get involved.

The Information sessions as well as community volunteering by our founding members will be used for outreach and exposure. In order to be an advocate for youth and education, you have to serve. Our founding members are not waiting to open school in order to get involved in the needs of our young people but have been actively involved in community service as an integral part of their lives,

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. Evidence of Support	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.
Comments:				

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

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 Academy will soon begin offering multiple information sessions for families and community members about the school. We will use these sessions to provide a complete array of information about our school and educational programs and solicit feedback about the different ways parents and the community can get involved.

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 and Presbyterian hospital 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 may create an ad hoc community advisory group 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.

	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:				

D. Uniqueness and Innovation.

E. 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

Uniqueness

SAHQ Academy's uniqueness is rooted in our Mission and Vision and demonstrated in detail throughout this application.

Mission: SAHQ Academy utilizes a rigorous, college prep blended curriculum and graduates healthy young adults prepared for college and careers in sports science and sports related fields of study.

Vision: 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.

Currently, there are no community based schools in Albuquerque, large or small, that offer a 3 tiered, team based, blended model focused on core curriculum and school wide wellness whose academic structure is led by the teachers. Our differences are integrated into our culture and founded on individual outcomes.

Graduation rates continue to be an issue in Albuquerque while standardized testing and requirements fluctuate from year to year. Because of the ever changing measures used to determine graduation rates it is difficult to compare, although we know it is of vital concern. According to national data, approximately 1/3 to 1/2 of students who enter the 9th grade each year drop out of high school. Another 1/3 graduate without the knowledge and skills necessary for success in college or the workplace. These individuals and their families are likely to face serious economic challenges throughout their lives.

In alignment with our mission based goal to ensure students maintain pace in their progress towards graduation, SAHQ Academy's unique team based system insures that a student's progress is monitored in realtime by teachers and a personal Success Coach. In other schools, the Next Step Plan is a once a year meeting with a teacher that is not intimately involved in the daily success of your child, sometimes one who has never had them in class. At SAHQ Academy, relationships drive everything we do. All of the student's stakeholders meet regularly and work together to set academic and college goals that are integrated into a student's daily schedule. At SAHQ Academy, graduation isn't merely a four year goal, it's a non negotiable built into our culture. Students are not a percentage, they are each unique and valued individuals and we are committed to graduating every single member of our SAHQ Family. Graduation and matriculation is not only achievable but expected.

The best measure for determining student's success is not only making it through four years of high school with a passing grade, it's the ability to maximize their potential, stand on their own, and take the next steps towards college or the workplace. A 2013 report produced by the NM Legislative Finance Committee shows that a majority (51%) of NM graduates attending NM colleges and universities were taking remedial coursework, revealing a serious lack of rigor in our high school curriculum.

In other Albuquerque schools, D's get diplomas. This level of proficiency will not get you into college and is not considered to be an achievement at our high school, regardless of how it impacts our graduation rates. SAHQ Academy delivers a mastery based education. Unlike most schools, 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", 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.

The 2013 LFC report mentioned above found that in New Mexico high schools, 77% of NM student's 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. If NM high schools graduated all students ready for college, the state would save \$31.8 million a year in community college remediation costs and lost earnings.

SAHQ Academy is not only committed to teaching; we are committed to the breadth, depth and extension of each individual student's learning. Raising the bar for education in our state will enrich our base of human capital and positively impact our economy. The state's low graduation rate has a negative impact on jobs, tax revenue, workforce qualifications, attracting corporate investment, crime rates, teen pregnancy, and health in both rural and urban communities and the strength of our nation as a whole.

Figures compiled by the Alliance for Excellent Education demonstrate the potential economic benefits to individuals and the State of New Mexico by investing in an improved high school system that better prepares its students for graduation. SAHQ Academy recognizes the long term financial and societal impacts and we feel a strong sense of responsibility and urgency to reverse NM trends by graduating students on time with the necessary tools to be successful in college and the workforce as they ultimately become contributing members of their community. Considering the urgent needs of our state and that our resources are finite, the statistics are staggering.

** More than 13,200 students did not graduate from NM's high schools in 2009; the lost lifetime earning in NM for that class of dropouts alone totals more than \$3.4 billion.*

**Almost \$5 billion would be added to NM's economy by 2020 if students of color graduated at the same rate as white students.*

** If NM high schools graduated all students ready for college, the state would save \$31.8 million a year in community college remediation costs and lost earnings.*

** If the male high school graduation rate increased just 5%, NM's economy would see a combination of savings and revenue of about \$57.7 million in reduced crime spending and increased earnings each year.*

Connecting with the economic sector or our community is an important step in helping high school students grasp the purpose of their education and begins a process of exploring career paths. The third component of our unique educational program, Experiential knowledge, takes Foundational and Applied Knowledge into the real world where students are introduced to the concept of knowledge merging with capital and the opportunities that it provides. It challenges students to take the skills they've acquired and apply them in the community and the workplace as a volunteer, apprentice, intern, or business owner. Unlike most other schools, SAHQ Academy will utilize service learning, shadowing, presentation,

debate and internships to extend every student's capabilities. Mentors will be sought out for both teachers and students to engage them with professionals within our community who have successfully applied their academic skills to their profession. Student's that have entrepreneurial tendencies will be encouraged and supported. We will interface with local corporations, Sandia Labs, Presbyterian, UNM, CNM, and other related organizations, public and private.

SAHQ Academy is not a school meant to reform a broken educational system, we're here to transform it!

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D. Uniqueness of Proposed School	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: a				

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 O.

The founders of SAHQ Academy intend to present the PEC with additional letters of support at the Community Hearing.

Appendices and Attachments

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
A	*Course Scope and Sequence	<input checked="" type="checkbox"/>
B	Governing Documents	<input checked="" type="checkbox"/>
C	*Head Administrator job description	<input checked="" type="checkbox"/>
D	*Job Descriptions (of licensed and certified staff)	<input checked="" type="checkbox"/>
E	Governing Body Personnel Policies	<input checked="" type="checkbox"/>
F	*Student Discipline Policy	<input checked="" type="checkbox"/>
G	*Conflict of Interest Policy/Disclosure Statement	<input checked="" 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 checked="" type="checkbox"/>
J	*910B5 SEG Computation Revenue Estimate	<input checked="" type="checkbox"/>
K	*5-year budget plan	<input checked="" type="checkbox"/>
L	*Proposed salary schedule for licensed staff	<input checked="" type="checkbox"/>
Waivers	Other Waivers	<input type="checkbox"/>
Founders	Names and descriptions of qualifications/experience	<input checked="" type="checkbox"/>

	Ranking			
	Exceeds—4	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.