

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for English Language Arts.

English/Language Arts I

Grade: 9

Credit: 1.00 (2 semesters)

Prerequisites: 8th Grade English

In English/Language Arts I, students begin developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts II

Grade: 10

Credit: 1.00 (2 semesters)

Prerequisites: English I

In English/Language Arts II students continue developing college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of World Literature, including novels, short stories, plays, essays, and poems. Reading instruction centers not on mere comprehension, but focuses on building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin

roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts III

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: English II

In English/Language Arts III students further develop college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of American literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students compose college level analytical papers using appropriate formatting and documentation. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English/Language Arts IV

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: English III

In English/Language Arts IV, students master college level skills in the use and interpretation of language to better understand themselves and their world. Students read and analyze a wide variety of British literature, including novels, short stories, plays, essays, and poems, as well as literature from other cultures. Reading instruction centers not on mere comprehension, but building higher level thinking skills to evaluate the literary techniques of the author and interpret the themes of the work. Students

learn literary forms and terms associated with selections being read and apply these in analysis. Teachers model writing strategies that students apply in their work, centering on the development and mastery of focus and coherence, voice, conventions, depth of thought, and conventions. Students find the tools to express their ideas through vertically aligned vocabulary development stressing mastery of Greek and Latin roots. Students learn to view art and other visual representations as a compliment to the written word and determine an image's connection with the themes of the text. Students develop speaking skills to express their ideas clearly and effectively. Students refine their listening skills to better participate in lecture, classroom discussion, and cooperative group activities.

English I and II (Honors)

Grades: 9-10

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 9th and 10th grade, students may take Honors English Language Arts. Honors English prepares students for high school AP courses in language and literature by further emphasizing students' skills in using and analyzing language. In addition to the goals of on-level language arts courses, students read from more advanced texts and seek to offer more in-depth interpretations. Students compose more advanced analytical papers using a college level rubric with appropriate formatting and documentation.

AP English Language and Composition

Grade: 11

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 11th grade, students may take AP English Language and Composition. Teachers create a course audit approved by College Board for accreditation. College Board states that, "The AP English Language and Composition course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. "The goals of an AP English Language and Composition course are diverse because the college composition course is one of the most varied in the curriculum. The college course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose. But the overarching objective in most first-year writing courses is to enable students to write effectively and confidently in their college courses across the curriculum and in their professional and personal lives. Therefore, most composition courses emphasize the expository, analytical, and argumentative writing that forms the basis of academic and

professional communication, as well as the personal and reflective writing that fosters the ability to write in any context. In addition, most composition courses teach students that the expository, analytical, and argumentative writing they must do in college is based on reading texts from various disciplines and periods as well as personal experience and observation. Composition courses, therefore, teach students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using conventions recommended by professional organizations such as the Modern Language Association (MLA), the University of Chicago Press (The Chicago Manual of Style), and the American Psychological Association (APA).

AP English Literature and Composition

Grade: 12

Credit: 1.00 (2 semesters)

Prerequisites: Administration and Teacher Approval

In 12th grade, students may take AP English Literature and Composition. Teachers create a course audit approved by College Board for accreditation. College Board states that, "The AP English Literature and Composition course is designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. Reading "Reading in an AP course should be both wide and deep. This reading necessarily builds upon the reading done in previous English courses. These courses should include the in-depth reading of texts drawn from multiple genres, periods, and cultures. In their AP course, students should also read works from several genres and periods -- from the sixteenth to the twenty-first century -- but, more importantly, they should get to know a few works well. They should read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students should consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context should provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied. Writing "Such close reading involves the experience of literature, the interpretation of literature, and the evaluation of literature. All these aspects of reading are important for an AP course in English Literature and Composition, and each corresponds to an approach to writing about literary works. Writing to understand a literary work may involve writing response and reaction papers along with annotation, freewriting, and keeping some form of a reading journal. Writing to explain a literary work involves analysis and interpretation, and may include writing brief focused analyses on aspects of language and structure. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument.

MATHEMATICS

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for Mathematics.

Math Sequencing position A

Math 8

This course continues the study of whole numbers, fractions, decimals, and percents. Math 8 Course helps students make the transition from arithmetic to algebra. Students are introduced to integers, solving equations, and the basics of algebra early in the course. Other topics include graphing and probability and statistics. Problem solving, applications, and communication are integrated throughout the course. Students in grade eight mathematics will continue to extend and build upon their foundation of basic understandings of numbers, operation, and quantitative reasoning; patterns, relationships, and algebraic thinking; geometry and spatial reasoning; measurement, probability and statistics, and problem-solving. The areas of emphasis are using algebraic principles to analyze proportional relationships and using probability to describe data and make predictions. Students will continue to experience opportunities to use models, manipulatives, and data collection and interpretation using appropriate technology. Problem- solving, communication, connections of concepts both within and outside mathematics, and informal and formal reasoning will be emphasized. This course is designed to successfully prepare students for Algebra in 9th grade.

Algebra I Middle School Honors:

Grade: 8

Credit: 1

Prerequisites: Administration and Teacher Approval

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Math Sequencing position B

Algebra I:

Credit: 1

Prerequisite: Math 8

Algebra I must be completed before taking Biology

In this two-semester course, students use algebraic methods to explore, model and describe patterns, relationships and functions. There is a strong emphasis on writing, graphing, and solving linear equations. Students will use data collection and analysis; statistics and probability to make inferences, decisions, and arguments as they solve a variety of practical problems. The depth and breadth of the course will develop a strong foundation for the more theoretical and rigorous experience students will encounter at the Advanced Placement level. Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) graphing linear equations and inequalities, (5) pairs of linear equations and inequalities, (6) polynomials, (7) algebraic functions, (8) quadratic, cubic, and radical equations, and (9) mathematical reasoning and problem solving.

Math sequencing position C

Geometry:

Credit: 1

Prerequisite: Algebra I

Geometry must be completed before taking Chemistry

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Geometry (Honors):

Credit: 1

Prerequisite: Algebra I (Honors)

In this course, students use geometric methods, properties and relationships as a means to recognize, draw, describe, connect, and analyze shapes and representations in the physical world. Students will also apply algebraic models and probabilities to physical applications. Students develop powers of spatial visualization while building their understanding of geometric figures. Students develop an understanding of the deductive reasoning method. Through applications and measurements, students use and strengthen their algebra skills. Geometry offers students many opportunities to explore geometric situations, develop conjectures and prove conjectures using a variety of methods. Geometry students examine the properties of two-and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes, (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedral and other solids.

Math sequencing position D

Algebra II:

Credit: 1

Prerequisite: Mathematical Models with Applications

Algebra II must be completed before taking Physics

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Algebra II (Honors):

Credit: 1

Prerequisite: Algebra I (Honors)

Students in this course use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem solving situations. They represent problem situations using discrete structures such as finite graphs, matrices, sequences and recurrence relations. This course reviews and builds on those concepts learned in Algebra I and Geometry. It places more emphasis on applying the basic concepts of Algebra to rational numbers and irrational numbers. The course expands techniques in analytical geometry and trigonometry learned in Geometry as a preview of the next two courses offered. Algebra II is a course which extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic functions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. Graphing calculator technology is frequently used in this course.

Math sequencing position E

Pre-Calculus

Credit: 1

Prerequisite: Algebra II

In Pre Calculus, students use symbolic reasoning and analytical methods to represent mathematical situations, to express generalizations, and to study mathematical concepts and the relationships among them. Students use functions, equations, and limits as useful tools for expressing generalizations and as means for analyzing and understanding a broad variety of mathematical relationships. Students also use functions as well as symbolic reasoning to represent and connect ideas in geometry, probability, statistics, trigonometry, and calculus and to model physical situations. Students use a variety of representations (concrete, pictorial, numerical, symbolic, graphical, and verbal), tools, and technology (including, but not limited to, calculators with graphing capabilities, data collection devices, and computers) to model functions and equations and solve real-life problems. As they do mathematics, students continually use problem solving, language and communication, and reasoning (justification and proof) to make connections within and outside mathematics. Students also use multiple representations, technology, applications and modeling, and numerical fluency in problem-solving contexts.

AP Statistics

Credit: 1

Prerequisite: Algebra I, Teacher Recommendation

Students are introduced to major concepts and tools for collecting, analyzing, and drawing conclusions from data. This course prepares students for the College Board AP Statistics Examination for possible college (one-semester, non-calculus based statistics) credit. Students collect, organize, analyze, interpret, and report data using statistical formulas and processes. Students distinguish between random sampling and biased sampling. Students use statistical measures to analyze real-world phenomena. Upon completion of this course students are well prepared and expected to take the Advanced Placement Statistics test which can result in one semester of college credit. Successful Completion of the AP Exam for any AP course will allow for acquisition of college credit upon approval of the college.. For Advanced Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>.

AP Calculus AB

Credit: 1

Prerequisite: Algebra II, Teacher Recommendation

Students explore functions, graphs, limits, derivatives, and integrals. This course prepares students for the College Board AP Calculus AB Examination for possible college credit (1st semester calculus). For Advanced Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>.

AP Calculus BC

Credit: 1

Prerequisite: Algebra II, Teacher Recommendation

Students explore all topics covered in AP Calculus AB plus additional topics including parametric, polar, and vector functions and polynomial approximations and series. This course prepares students for the College Board AP Calculus BC Examination for possible college credit (a full year of calculus). This exam also has a Calculus AB sub-score grade for students to receive 1st semester college calculus credit. For Advance Placement courses, please access more information on the internet at the web address <http://apcentral.collegeboard.com/course/descriptions>

SCIENCE

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for Science.

Biology

Credit: 1.00 (2 semesters)

Prerequisite: Algebra I

Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the study of cells, DNA, genetics, the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment.

Biology (Honors)

Credit: 1.00 (2 semesters)

Prerequisite: Enrollment in Honor class and teacher recommendation Honors Biology is designed to acquaint students with basic concepts in science process skills, laboratory skills, and the living kingdoms on our earth and how they interact. A study of the fundamental concepts, including the origin and development of life, the similarity of living organisms, the classification, characteristics, structure, reproduction and function of plants and animals, as well as the interrelationships of plants, animals and the physical environment. The first semester's study includes the study of cells, DNA, genetics. The class can be considered college preparatory, suggested for the average to above average student.

AP Biology

Credit: 1.00 (2 semesters)

Prerequisite: Teacher approval

This course covers the first year college curriculum and prepares students to take the AP Biology exam. Emphasis is on developing the conceptual framework, knowledge, and analytical skills necessary to understand, and participate in, the modern field of biology. The curriculum includes the study of molecular, cellular, ecological, and evolutionary biology, presented in a variety of formats, including class discussions, readings, lab work, and lecture. Students interested in this course should be successful independent learners with a strong interest in the field of biology.

Chemistry

Credit: 1.00 (2 semesters)

Prerequisite: Geometry

Chemistry provides a broad survey of basic chemistry. The first semester examines chemical and physical properties, the qualitative nature of chemical reactions, chemical periodicity, and bonding. The second semester continues with the quantitative nature of chemical reactions, states of matter, gaseous behavior, solutions, equilibrium, and acid-base chemistry. Throughout the year, the course makes use of laboratory investigations to develop the relationships between experiment and theory.

Chemistry (Honors)

Credit: 1.00 (2 semesters)

Prerequisite: Biology and Teacher approval

Honors Chemistry covers many of the same topics as Chemistry in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry including the qualitative nature of chemical reactions, atomic structure, chemical bonding and molecular geometry. The second semester opens with stoichiometry and the quantitative nature of chemical equations. These concepts are then applied to various topics such as the kinetic theory of gases, condensed phases of matter, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry. Interested students must meet with the teacher and get teacher's approval.

AP Chemistry

Credit: 1.00 (2 semesters)

Prerequisite: Biology, Chemistry, and Teacher approval

The AP Chemistry course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students in this course should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The curriculum prepares students to take the AP chemistry exam for AP credit. Five general areas are intensively studied: the Structure of Matter, Chemical Bonding, States of Matter, Physical Chemistry and Chemical Reactions. Advanced laboratory work is done in each topic area. Students are expected to take the AP Examination given by the Educational Testing Service in May.

Physics

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world and appreciate the beauty of the natural world.

Physics (Honors)

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

This advanced level physics course will allow students to learn the same physical concepts with more depth and mathematical basis. The purpose of this course is to prepare students for the college level physics courses.

AP Physics

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Teacher approval

This course is designed to introduce a college level, calculus based physics course with a set of advanced laboratory experiments. The students of AP Physics course will be well prepared to the College Board's advance placement physics exam. Also, students will have the opportunity to receive college credits if they can pass the advance placement exam with a satisfactory grade. AP Physics is especially recommended to the students who would like to choose a profession in the fields of science, engineering, and medicine.

Environmental Science

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Physics

Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues.

Environmental Science (Honors)

Credit: 1.00 (2 semesters)

Prerequisites: Biology, Chemistry, and Physics

Pre-AP Environmental Science is designed to provide students the environmental aspects, explore Earth's natural systems, and impacts of human activity on the environment in more details. The topics covered in this course are introduction to ecology, the atmosphere of the Earth, food on Earth, water, and energy. The theory is supported with lab and field investigations, and discussions in cooperative learning groups on environmental issues enable students to improve their critical thinking, and problem solving skills. Students are expected to become more sensitive on environmental issues

SOCIAL STUDIES

The courses align with the New Mexico Content Standards, Benchmarks and Performance Standards for Social Studies.

Social Studies 8

(United States History from the Early Colonial Period through Reconstruction) In Grade 8, students study the history of the United States from the early colonial period through Reconstruction. The knowledge and skills in subsection (b) of this section comprise the first part of a two-year study of U.S. history. The second part, comprising U.S. history since Reconstruction to the present, is provided in §113.32 of this title (relating to United States History Studies Since Reconstruction (One Credit)). The content builds upon that from Grade 5 but provides more depth and breadth. Historical content focuses on the political, economic, and social events and issues related to the colonial and revolutionary eras, the creation and ratification of the U.S. Constitution, challenges of the early Republic, westward expansion, sectionalism, Civil War, and Reconstruction. Students describe the physical characteristics of the United States and their impact on population distribution and settlement patterns in the past and present. Students analyze the various economic factors that influenced the development of colonial America and the early years of the Republic and identify the origins of the free enterprise system. Students examine the American beliefs and principles, including limited government, checks and balances, federalism, separation of powers, and individual rights, reflected in the U.S. Constitution and other historical documents. Students evaluate the impact of Supreme Court cases and major reform movements of the 19th century and examine the rights and responsibilities of citizens of the United States as well as the importance of effective leadership in a democratic society. Students evaluate the impact of scientific discoveries and technological innovations on the development of the United States. Students use critical-thinking skills, including the identification of bias in written, oral, and visual material.

World Geography

Credit: 1.00 (2 semesters)

Prerequisites: Social Studies 8

In World Geography Studies, students examine people, places, and environments at local, regional, national, and international scales from the spatial and ecological perspectives of geography. Students describe the influence of geography on events of the past and present. A significant portion of the course centers around the physical processes that shape patterns in the physical environment; the characteristics of major land forms, climates, and ecosystems and their interrelationships; the political, economic, and social processes that shape cultural patterns of regions; types and patterns of settlement; the distribution and movement of world population; relationships among people, places, and environments; and the concept of region. Students analyze how location affects economic activities in different economic systems throughout the world. Students identify the processes that influence political divisions of the planet and analyze how different points of view affect the development of public policies. Students compare how components of culture shape the characteristics of regions and analyze the impact of technology and human modifications on the physical environment. Students use problem-solving and decision-making skills to ask and answer geographic questions.

New Mexico History

Credit: 1.00 (2 semesters)

This survey course supports students to become more knowledgeable and aware of the historical cultural, economic, and political history of New Mexico and their geographical connections. Students will analyze the role that New Mexico plays in national and international arenas.

World History

Credit: 1.00 (2 semesters)

Prerequisites: World Geography

World History Studies is the only course offering students an overview of the entire history of humankind. The major emphasis is on the study of significant people, events, and issues from the earliest times to the present. Traditional historical points of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to

research, interpret, and use multiple sources of evidence. of reference in world history are identified as students analyze important events and issues in western civilization as well as in civilizations in other parts of the world. Students evaluate the causes and effects of political and economic imperialism and of major political revolutions since the 17th century. Students examine the impact of geographic factors on major historic events and identify the historic origins of contemporary economic systems. Students analyze the process by which democratic-republican governments evolved as well as the ideas from historic documents that influenced that process. Students trace the historical development of important legal and political concepts. Students examine the history and impact of major religious and philosophical traditions. Students analyze the connections between major developments in science and technology and the growth of industrial economies, and they use the process of historical inquiry to research, interpret, and use multiple sources of evidence.

Advanced Placement (AP) World History

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP World History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in world history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format

United States History

Credit: 1.00 (2 semesters)

Prerequisites: World History

In this course, students study the history of the United States since Reconstruction to the present. Historical content focuses on the political, economic, and social events and issues related to industrialization and urbanization, major wars, domestic and foreign policies of the Cold War and post-Cold War eras, and reform movements including civil rights. Students examine the impact of geographic factors on major events and analyze causes and effects of the Great Depression. Students examine the impact of constitutional issues on American society, evaluate the dynamic relationship of the three branches of the federal government, and analyze efforts to expand the democratic process. Students describe the relationship between the arts and the times during which they were created. Students analyze the impact of technological innovations on the American labor movement Students describe the relationship between the arts and the times during which they were methods that historians use to interpret the past, including points of view and historical context.

Advanced Placement (AP) United States History

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP U.S. History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Advanced Placement (AP) European History

Credit: 1.00 (2 semesters)

Prerequisites: Teacher and Administration Approval

The AP European History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The program prepares students for intermediate and advanced college courses. Students learn to access historical materials and scholarship and evaluate their reliability and importance. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

United States Government

Credit: .5 (1 semesters)

Prerequisites: United States History since Reconstruction

In Government, the focus is on the principles and beliefs upon which the United States was founded and on the structure, functions, and powers of government at the national, state, and local levels. This course is the culmination of the civic and governmental content and concepts studied from Kindergarten through required secondary courses. Students learn major political ideas and forms of government in history. A significant focus of the course is on the U.S. Constitution, its underlying principles and ideas, and the form of government it created. Students analyze major concepts of republicanism, federalism, checks and balances, separation of powers, popular sovereignty, and individual rights and compare the U.S. system of government with other political systems. Students identify the role of government in the U.S. free enterprise system and examine the strategic importance of places to the United States. Students analyze the impact of individuals, political parties, interest groups, and the media on the American political system, evaluate the importance of voluntary individual participation in a democratic society, and analyze the rights guaranteed by the U.S. Constitution. Students examine the relationship between governmental policies and the culture of the United States. Students identify examples of government policies that encourage scientific research and use critical-thinking skills to create a product on a contemporary government issue.

Psychology

Credit: .5 (1 semester)

Prerequisites: Teacher and Administration Approval

In Psychology, an elective course, students consider the development of the individual and the personality. The study of psychology is based on an historical framework and relies on effective collection and analysis of data. Students study topics such as theories of human development, personality, motivation, and learning.

Sociology

Credit: .5 (1 semester)

Prerequisites: Teacher and Administration Approval

In Sociology, an elective course, students study dynamics and models of individual and group relationships. Students study topics such as the history and systems of sociology, cultural and social norms, social institutions, and mass communication.

TECHNOLOGY APPLICATIONS

In Computer Science, students gain knowledge and skills in the application, design, production, and assessment of products, services, and systems. Knowledge and skills in the proper application of technology, the design of technology, the efficient production of technology, and the assessment of the effects of technology prepare students for success in the modern world. The study of technology allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant activities, problems, and settings. In addition to their general academic and technical knowledge and skills, students gain an understanding of career opportunities available in technology and what employers require to gain and maintain employment in these careers.

Computer Assisted Art

Credit: 1.00 (2 semesters)

Computer Assisted Art is an introductory course in design, typography, and imaging techniques. The course includes topics such as digital composition, color, imaging, editing, and animation. An integral component in other areas, understanding design elements is essential in the creation of a successful product in this course. The student will use the computer's set of tools, common to bitmapped and object oriented software programs to produce and edit digital designs as well as to incorporate design principles when capturing digital images with the scanner and camera. Students will work with color, resolution, and halftones as well as other image enhancing strategies including outlining, cropping, digital manipulation, color correction, masking, and the use of channels, paths, background, and layers.

Animation, both 2-D and 3-D, will be introduced in this course. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity and telecom tools.

Web Mastering

Credit: 1.00 (2 semesters)

The World Wide Web (WWW) is the fastest growing part of the Internet. The popularity of the WWW is due largely to the ease with which users can not only access and navigate the web but also create pages of information to share with others. Students will learn how to design, create, and maintain web pages. Projects will incorporate tools such as HTML, Dreamweaver, Photoshop, Flash, Fireworks, digital cameras, and scanners.

Mass Media-Production

Credit: 1.00 (2 semesters)

Video production is probably the most universally known of all visual media and is an integral component of many technology applications. The process of editing creates a special mood, tempo, and pace to enhance the subject matter. Video production is not only instructional and analytical, but also artistic. Students will learn video basics as well as participate in pre-production, production, and post production stages of video creation, distribution, and evaluation of the product. Students enrolled in this course will be computer literate and have experience with the basic electronic productivity tools.

Computer Science/Programming

Credit: 1.00 (2 semesters)

Prerequisite: Teacher Recommendation

Computer Science involves the understanding of programming language concepts and how these are applied to problem solving. The enormous growth of programming languages requires a changing curriculum and flexibility in the pace of instruction. Computer Science I is a course covering problem solving, computer architecture, and programming concepts. This knowledge helps students understand how software is written which increases the student's ability to learn application software through understanding of the basic concepts. Students can study Computer Science to comprehend the social, economic and cultural environment of the information age. Programming equips students with skills which involve much more than the syntax of a programming language. Computer programs are a form of communication. When developing program solutions, students consider clarity of expressing (readability), program maintenance, ease of debugging, program extension, reliability, utility, and validity. Concept mastery of a high level language, while creating solutions which are well structured and modular in nature, is the primary emphasis rather than syntax.

Film/Videotape

Credit: 1.00 (2 semesters)

Prerequisite: Teacher approval

Multimedia is a laboratory-based course designed to provide an overview of and experience in multimedia technology. Sounds, images, graphics, and video are the informational projects from which students will construct media rich knowledge structures. Students will develop necessary skills and obtain hands-on experiences working with a variety of multimedia tools to build linear and non-linear interactive products. Students enrolled in this course will be computer literate and have experience with basic electronic productivity tools.

Business Computer Applications

Credit: 1.00 (2 semesters)

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and/or post-secondary education. Students apply technical skills to address business applications of emerging technologies.

Computer and Information Sciences

Credit: 1.00 (2 semesters)

An occupationally specific course (pre-employment laboratory or cooperative education) designed to provide advanced training in concepts and skills related to computer applications. Special emphasis is placed on computer operations, word processing, database management, spreadsheet manipulation, telecommunications, desktop publishing, and other high-level business application software.

Spanish I

Credit 1.0 (2 semesters)

This class serves as an introduction to the basics of the Spanish language. The basics of speaking, reading, listening, writing and comprehension are taught, as are aspects of the culture in countries where Spanish is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required, as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish II - 1.0 credit (2 terms)

Credit 1.0 (2 semesters)

Prerequisites: Spanish I

This class serves to further develop the student's ability to use the Spanish language. Speaking, reading, listening, writing and comprehension of Spanish are taught, as is the culture of the countries where the language is spoken. An emphasis is placed on speaking and comprehension of Spanish. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish III

Credit 1.0 (2 semesters)

Prerequisites: Spanish II

This class serves to further develop the student's ability to use the Spanish language. More emphasis is placed on the culture of Spanish-speaking countries than in previous levels, as well as a higher emphasis on the utilization of Spanish in conversation, presentations, etc. Texts, films and other cultural resources are studied in the target language. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Spanish IV

Credit 1.0 (2 semesters) Prerequisites: Spanish III

This class seeks to develop the student's ability to utilize Spanish to the point of mastery. A higher emphasis is placed on the reading of texts, watching of films and studying the history and culture from the countries where Spanish is spoken. Class participation is required as is daily study and practice time (outside of the classroom) to ensure the student's success in the course.

Sports Science sample of possible courses

Foundations of Exercise and Sport Science

An introductory course aimed at the entry level student. Focuses on the integration of biological, behavioral, and cultural perspectives in Exercise and Sport Science.

Motor Development

Study of physical growth, body type, and motor development through childhood, adolescence, and the adult stages; age and sex differences in motor performance.

Kinesiology

The purpose of this course is to analyze human movement using applied anatomy and biomechanics, with the goal of skill enhancement and injury prevention.

Exercise Physiology

This course will study how exercise affects the structure and function of the human body. Attention will be given to each bodily system as well as the biochemistry of exercise.

Exercise Psychology

Study of the reciprocal relationship of body movement and inner states. Topics include motivation, stress, group and leadership dynamics, psychological skills, body image, burnout, and injury.

Exercise and Disease Prevention

This course examines the mechanisms of chronic disease, including the etiology, epidemiology, and role of exercise in the management and prevention of diseases such as cardiovascular disease, diabetes, and cancer.

Exercise and Health Promotion

The purpose of this course is to provide students with the tools to develop effective exercise and health promotion interventions for a variety of populations.

Neuroscience

The general purpose of this course is to provide students with an introduction to the field of neuroscience. Emphasis is placed on the biological structures and functions of the brain and nervous system in health and disease

Biomechanics

The knowledge and methods of mechanics as applied to the structure and function of the living human system.

Exercise Program Design

This course will train students to develop exercise programs for health people and those with controlled diseases. Benefits and risks of physical activity will be discussed in addition to various methods of human performance and assessment and movement analysis.

Exercise and Healthy Kids

Exercise and Healthy Kids will discuss major issues unique to health for children and youth. This course emphasizes the influencing factors of childhood obesity as well as examining sport participation, physically activity and nutrition from a global perspective

Sport, Culture and Society

Course focuses on local and global forces in the production and promotion of sport and fitness practices, representations, and discourses.

Nutrition for Exercise and Health

This course will study the influence of nutrition on both health and human performance. Students will study how diet affects the prevention of various disease processes as well as nutritional strategies that can be employed to enhance athletic performance.

SAHQ ACADEMY

FOUNDING MEMBERS

Mr. Philip Zuber

Mr. Philip Zuber has a BA in Literature and Philosophy from I.U.P., completed graduate work toward an MA in Philosophy from Duquesne University and University of Pittsburgh and an MEd in Philosophy of Education from the University of New Mexico. Mr. Zuber has been Dean of Students at the Auberle Transitional School for adjudicated delinquents in Pittsburgh, Pa. He has served for twelve years as the English Department Chair at St. Pius X High School where he instituted a very successful college prep writing program. He has coached basketball for twelve of his forty years as a teacher and is currently teaching college level World Literature at St. Pius X High School in Albuquerque. He has been awarded many accolades including KOATV Teacher of the Month, St. Pius X Wall of Honor, Teacher's Hall of Fame at NMSU, the Archbishop's Excellence in Teaching Award, and many others. He has 41 years of experience in education.

Michael Madonia

Mr. Madonia is a Program/Project Management Consultant with over 25 years' experience in development, application, and integration of project management systems for commercial and government clients. He has performed work for over 30 private sector companies including Texas Instruments, Kerr-McGee Corporation, UMETCO, and Pathfinder Minerals. Mr. Madonia has supported a variety of federally-operated facilities including Los Alamos National Laboratory, Sandia National Laboratories, Oak Ridge National Laboratory, and a multiple military bases. His technical background originates from nuclear engineering and health physics backgrounds, with undergraduate and graduate degrees from University of Illinois and Texas A&M University, respectively. Mr. Madonia has extensive experience in project scope planning and management; and monitoring and controlling of projects up to \$250M. He is experienced in the application of a variety of project management and scheduling tools, accounting packages, and performance analysis software.

Mr. David Kovarik

Mr. David Kovarik has a B.S. in Education, 1976, Bowling Green State University, He completed graduate work at the University of Denver Center for Teaching International Relations, UNM and Grand Canyon University. Mr. Kovarik has 38 years teaching experience: 1976-2014. 35 years at St. Pius X High School, Albuquerque, NM. 1 year at the Menaul School in Albuquerque and 2 years in the Toledo Public Schools, Toledo, Ohio. He has been recognized as the SPX Faculty\Staff Wall of Recognition and is former Social Studies Department Head. Mr. Kovarik is a Member of the National Council Social Studies, Former member of New Mexico Council for the Social Studies and College Board certified Advanced Placement Instructor for SPX Social Studies.

Mr. George McAfee

Mr. George McAfee is a graduate of the University of New Mexico and has been in education for 36 years as a science teacher and athletic coach. He has served in both the private and public high schools as a science teacher, department head, athletic director, head coach to multiple sports teams and honored with multiple teaching awards. Mr. McAfee was selected by NASA to assist in the NASA/National institute of Health educational health project titles "Human Physiology in Space: A program for America" and helped to develop a laboratory book for the project. He serves on the Disney, Sea World and San Diego Zoo youth education councils. He spent 3 years as the Highlands University Head Baseball Coach and had his team actively involved with the Big Brothers/Big Sisters program in Las Vegas, NM. As a coach, his accomplishments include 5x NM Baseball coach of the year and 2x NM Girls basketball coach of the year. Mr. McAfee is currently at Sandia High School as science department chair and science teacher.

Mr. Fred Landavazo, III

Mr. Fred Landavazo, III received his BS in Mechanical Engineering from the University of NM and worked for Northrop Advanced System weapons integration, Sandia contractor Geo-Centers Inc, Intel contractor Phillips Semiconductors and Mercado Construction before becoming a public and private school Science teacher in 2001. Mr. Landavazo is currently teaching Physical Science and Physics at Sandia High School.

Edward Baklini, Jr.

Mr. Edward Baklini, Jr. holds a BA in Economics and a MA in Public Administration from the University of New Mexico. He has taught History, Geography, Economics and PE for the past 37 years, 32 at the Albuquerque Academy. He has developed Social Studies course curriculum and has been integrating technology into his history and economics courses since 1992. Coach Baklini has served as Athletic Director, Basketball Coach, Softball Coach and Baseball coach through his years in education. His accolades include the prestigious FX Slevin Award for outstanding teaching, and the JE Wallace Sterling Award for Academic Achievement from Stanford University in 2013. His work has been featured by Intel and Education Week, documenting his work "Hooked on History" and "Teaching Students Better Online Research Skills".

Lindsey Kerwin

Ms. Lindsey Kerwin received her BAS Degree from the College of Education at the University of New Mexico and is a licensed New Mexico teacher. She spent seven years at the Martineztown Community Learning Center facilitating an after school literacy program and serving as a Middle School Facilitator Team Lead where she worked on curriculum and staff development. Ms. Kerwin has been awarded two National Community Service Awards from AmeriCorps and has been actively involved in mentoring and coaching young girls since 2006.

Charlotte Rode

Charlotte Rode is a lifelong community volunteer, education advocate, mother to seven wonderful children, grandmother and has been married to her husband, Mike for 28 years. She has been active in the schools and basketball coaching for nearly 30 years. As a lifelong resident of the state fair neighborhood, Mrs. Rode served on the State Fair Commission as a representative of her community.

2nd Year Salary based on Merit Increase (Performance-Based)

PHD - Level I		Based on Merit Increase %		3%	
Rating					
\$ 32,300	Highly Effective	125%	3.75%	\$ 33,511	\$ 42,300
	Effective	100%	3.25%	\$ 33,350	
	Minimally Effective	70%	2.70%	\$ 33,172	
	Ineffective	0%	0.00%	\$ 32,300	
\$ 32,450	Highly Effective	125%	3.75%	\$ 33,667	\$ 42,450
	Effective	100%	3.25%	\$ 33,505	
	Minimally Effective	70%	2.70%	\$ 33,326	
	Ineffective	0%	0.00%	\$ 32,450	
\$ 32,600	Highly Effective	125%	3.75%	\$ 33,823	\$ 42,600
	Effective	100%	3.25%	\$ 33,660	
	Minimally Effective	70%	2.70%	\$ 33,480	
	Ineffective	0%	0.00%	\$ 32,600	
\$ 32,750	Highly Effective	125%	3.75%	\$ 33,978	\$ 42,750
	Effective	100%	3.25%	\$ 33,814	
	Minimally Effective	70%	2.70%	\$ 33,634	
	Ineffective	0%	0.00%	\$ 32,750	
<u>\$ 32,900</u>	Highly Effective	125%	3.75%	\$ 34,134	<u>\$ 42,900</u>
	Effective	100%	3.25%	\$ 33,969	
	Minimally Effective	70%	2.70%	\$ 33,788	
	Ineffective	0%	0.00%	\$ 32,900	

PHD Level 2

Based on Merit Increase % 3%

Rating

Highly Effective	125%	3.75%	\$ 43,886
Effective	100%	3.25%	\$ 43,675
Minimally Effective	70%	2.70%	\$ 43,442
Ineffective	0%	0.00%	\$ 42,300

Highly Effective	125%	3.75%	\$ 44,042
Effective	100%	3.25%	\$ 43,830
Minimally Effective	70%	2.70%	\$ 43,596
Ineffective	0%	0.00%	\$ 42,450

Highly Effective	125%	3.75%	\$ 44,198
Effective	100%	3.25%	\$ 43,985
Minimally Effective	70%	2.70%	\$ 43,750
Ineffective	0%	0.00%	\$ 42,600

Highly Effective	125%	3.75%	\$ 44,353.13
Effective	100%	3.25%	\$ 44,139.38
Minimally Effective	70%	2.70%	\$ 43,904.25
Ineffective	0%	0.00%	\$ 42,750.00

Highly Effective	125%	3.75%	\$ 44,509
Effective	100%	3.25%	\$ 44,294
Minimally Effective	70%	2.70%	\$ 44,058
Ineffective	0%	0.00%	\$ 42,900

PHD Level 3

Rating

\$ 52,150	Highly Effective
	Effective
	Minimally Effective
	Ineffective

\$ 52,300	Highly Effective
	Effective
	Minimally Effective
	Ineffective

\$ 52,450	Highly Effective
	Effective
	Minimally Effective
	Ineffective

\$ 52,600	Highly Effective
	Effective
	Minimally Effective
	Ineffective

<u>\$ 52,750</u>	Highly Effective
	Effective
	Minimally Effective
	Ineffective

Based on Merit Increase % 3%

125%	3.75%	\$	54,106
100%	3.25%	\$	53,845
70%	2.70%	\$	53,558
0%	0.00%	\$	52,150

125%	3.75%	\$	54,261
100%	3.25%	\$	54,000
70%	2.70%	\$	53,712
0%	0.00%	\$	52,300

125%	3.75%	\$	54,417
100%	3.25%	\$	54,155
70%	2.70%	\$	53,866
0%	0.00%	\$	52,450

125%	3.75%	\$	54,573
100%	3.25%	\$	54,310
70%	2.70%	\$	54,020
0%	0.00%	\$	52,600

125%	3.75%	\$	54,728
100%	3.25%	\$	54,464
70%	2.70%	\$	54,174
0%	0.00%	\$	52,750

Charter's Five Year Budget Plan

Instructions

Revenues

Enter the projected revenues for your five year budget plan. The State Equalization Guarantee (SEG) revenue (code 43101) amount comes from a separate worksheet which we refer to as the 910B5 this is funding based on your Membership Projections.

Expenditures

Enter the projected expenditures for your five year budget plan.

Please refer to Supplement 3 which will provide the definitions for funds, functions, object codes, programs and job classifications. Supplement 3 can be found on the PED Website, Click on A-Z and locate the School Budget and Finance Analysis Bureau.

910B5(SEG)

This worksheet has been provided to you as an attachment.

Charter Name **SAHQ Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC
Kindergarten Program					
ECE/KN					
FDK					0.00
Basic Program					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8			8.00		42.00
Grade 9			8.00	0.00	42.00
Grade 10			8.00	0.00	42.00
Grade 11				0.00	0.00
Grade 12					0.00
Totals	0.00	0.00	24.00	0.00	126.00

*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE
TOTAL GRADES 1-12
SUBTOTAL MEM

TOTAL MEM

Is this a Charter School?	Y
Is this for the 40th Day?	N

	ECE FTE	COST INDEX	PROGRAM UNITS	
Kindergarten				
ECE and FDK	0.00	1.44	0.000	Kindergarten Units
Basic Program (Grade Total)				
Grade 01	0.00	1.20	0.000	
Grade 02	0.00	1.18	0.000	
Grade 03	0.00	1.18	0.000	
Grade 04	0.00	1.045	0.000	
Grade 05	0.00	1.045	0.000	
Grade 06	0.00	1.045	0.000	
Grade 07 *	0.00	1.25	0.000	
Grade 08 *	50.00	1.25	62.500	
Grade 09 *	50.00	1.25	62.500	
Grade 10 *	50.00	1.25	62.500	
Grade 11 *	0.00	1.25	0.000	
Grade 12 *	0.00	1.25	0.000	
<i>* Includes Vocational Weighting</i>				
				Basic Program Units
Special Education	<i>MEM</i>	<i>Factor</i>		
C & C-Gifted	24.00	1.00	24.000	
D & D-Gifted	0.00	2.00	0.000	
3 & 4 Yr. DD	0.00	2.00	0.000	
A/B MEM (Reg/Gft & Inc 3Y&4Y-12th)	0.00	0.70	0.000	Special Ed. Units 24.000
Adjusted Ancillary FTE	0.00	25.00		Ancillary FTE Units 0.000
				Total Special Education Units
Elementary Fine Arts Program	<i>MEM</i>	<i>Factor</i>		
	0.00	0.0500		Fine Arts Program Units
Bilingual Program	<i>MEM</i>	<i>FTE</i>	<i>Factor</i>	
HOURS				
1	0.00	0.00		
2	0.00	0.00		
3		0.00		
Total Bilingual	0.00	0.00	0.500	Bilingual Units
<i>(May not total more than the no. of students in grades K-12.)</i>				
Elementary P.E. Program	<i>MEM</i>	<i>Factor</i>		
	0.00	0.060		Elementary P.E. Units

TOTAL MEMBERSHIP PROGRAM UNITS

T & E Index (Oct 2013)

National Board Certified Teachers

<i>FTE:</i>	0.00	<i>Factor</i>	1.500
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Size Adjustment Units

	<i>UNITS</i>
Elementary/Mid/Jr. High	0.000
Senior High	150.000
District Size(<4,000)	21.656
District Size(<200)	50.000

ADJUSTED PROGRAM UNITS

National Board Certified Teachers Units:

Charter Schools not eligible for District Size

School Size Adjustment Units
 Charter Schools not eligible for District Size
 District Size <4,000 Adjustment Units
 Charter Schools not eligible for District Size

District Size <200 Adjustment Units

Rural Isolation Units

New District Adjustment Units

At-Risk Units

<i>At-risk index</i>	MEM
2014-2015: 0.064	150.00

At Risk Units

Charter Schools Student Activities

<i>MEM</i>	<i>Factor</i>
(Districts Only) 0.00	0.100

Growth Units

Charter Schools Student Activities Units
 (Charters not eligible for CS Student Activities)

Home School Student Activities

<i>MEM</i>	<i>Factor</i>
(Districts Only) 0.00	0.100

Home School Student Activities Units
 (Charters not eligible for Home School Student Activities)

Home School Student Program Units

<i># of Students</i>	<i># of Classes</i>	<i>Factor</i>
(Districts Only) 0.000	0.000	0.250

Home School Student Program Units
 (Charters not eligible for Home School Student Activities)
 (Charters not eligible for Home School Student Activities)

TOTAL PROGRAM UNITS

Save Harmless Units

GROWTH & SAVE HARMLESS CALCULATION DATA	
2013-14 Actual 40th Day MEM: (Enter the District Mem EXCLUDING Charter Mem)	150.00
2014-15 Projected MEM: (Enter the District Mem EXCLUDING Charter Mem)	0.00
2014-2015 Actual 40th MEM (Enter the District Mem EXCLUDING Charter Mem)	
Save-Harmless Data	
2014-2015 40th Day TOTAL PROGRAM UNITS (Not Grand Total Program Units)	
Growth Data	
2014-15 Operating Budget Calculation	0.000
Op-Bud takes 13-14 40 Day compared to 14-15 Mem Proj. FTE	
40th Day Calculation	0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day	

GRAND TOTAL UNITS

× Unit Value

PROGRAM COST

Non-categorical Revenue Credits:

Tax Levy (41110, 41113, 41114)	\$0.00
Federal Impact Aid (44103)	\$0.00
Federal Forest Reserve (44204)	\$0.00
Total Non-Cat Rev Credits	\$0.00

Less: 75% of Non-Categorical Revenue Credits

Other Credits/Adjustments:

Energy Efficiency	\$0.00
Energy Efficiency Renewable Bonds	\$0.00
Other Misc Credits	\$0.00
Total Other Credits	\$0.00

Less: Other Credits/Adjustments

SIZE ADJUSTMENT UNITS:

1. ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH

List each school with a projected MEM (Basic 1-9 and Operational Fund Early Childhood FTE EXCLUDING SPECIAL ED.) of less than 200.
 $((200 - MEM)/200) \times (1.0 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM

TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS

2. SENIOR HIGH SCHOOL

List each school with a projected MEM (Basic 7-12 EXCLUDING SP. ED.) of less than 400 (program units will be computed using the formula which yields the most units):

$((200 - MEM)/200) \times (2.0 \times MEM) = \text{UNITS}$ or $((400 - MEM)/400) \times (1.6 \times MEM) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM
SAHQ Academy		8-10	150.00

TOTAL SENIOR HIGH SCHOOL UNITS

3. RURAL ISOLATION

Based on district MEM (Basic 1-12, Special Education C and D, Non-Profit and Operational Fund Childhood FTE), a district is eligible for units if it has a MEM greater than 10,000 with a ratio of MEM to senior high schools less than 4,000:1.

$(4,000 - (MEM / \text{Eligible Senior High Schools})) \times 0.5 = \text{UNITS}$

Enter the number of approved senior high schools (exclude alternative schools):

N.A.

Enter the number of approved senior high schools not eligible for senior high size units:

4. NEW DISTRICT ADJUSTMENT

If district is eligible, enter YES in the appropriate box.

YES?

a. NEWLY CREATED SCHOOL DISTRICT

$(MEM \text{ for current year}) \times .147 = \text{UNITS}$

b. DISTRICT WHOSE MEMBERSHIP DECREASES AS A RESULT OF A NEWLY CREATED DISTRICT

$(MEM \text{ for prior year} - MEM \text{ for current year}) \times .17 = \text{UNITS}$

schoolbudget

506-001

GRADE
TOTAL

0.00
0.00

0.00
0.00
0.00
0.00
0.00
0.00
0.00

50.00
50.00
50.00
0.00
0.00

0.00
150.00

150.00

0.00

150.00

0.000

187.500

24.000

0.000

0.000

0.000

211.500

1.000

211.500

0.000

150.000

21.656

(21.656)

50.000

(50.000)

0.000

0.000

9.600

0.000

0.000

0.000

0.000

0.000

0.000

371.100

0.000

371.100

\$4,005.75

\$1,486,533.83

\$0.00

\$0.00

(29,730.68)

803.15

\$1,456,803.15

805.13

PED 910B-5

UNITS
0.000
0.000
0.000
0.000
0.000
0.000
0.000

UNITS
150.000
0.000
0.000
0.000
0.000
0.000
150.000

0.000

UNITS
0.000

0.000

SAHQ Academy FMP-Ed Spec PSFA appr letter
May 5, 2014

Good Morning Ms. Rode,

PSFA has received and reviewed the Facility Master Plan/Educational Specification's (FMP/Ed Spec's) for SAHQ Academy. The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your plan. I have attached the PSFA letter above. Please let me know if you have any questions or desire additional information.

Sincerely,

William W. Sprick (Bill)



William W. Sprick | Facilities Master Planner
Public School Facilities Authority
1312 Basehart Road, SE Suite 200 | Albuquerque, NM 87106
Phone: 505-468-0282 | Cell: 505-715-3863 | Fax: 505-843-9681
E-mail: bsprick@nmpsfa.org | Web: www.nmpsfa.org

APS Response to facility inquiry.

Mr. Tolley (Copied) from the Charter School Office is actually the most appropriate person to talk to you at this time. Finding suitable commercial rental property in the area indicated not already owned by UNM or CNM will be next to impossible. Finding rental property ANYWHERE in the greater metropolitan area that matches your technical/educational requirements is just not possible. Please see the rough preliminary cost/benefit analysis for a facility based on your specifications;

Rough Cost/Benefit Analysis for Housing Proposed SAHQ Charter School			
	Square Feet	Construction Cost*	Rental Cost (per month)*
10 Class rooms	8400	\$ 2,184,000.00	\$ 9,240.00
Multi-purpose	4000	\$ 1,040,000.00	\$ 4,400.00
Gym/Court	8000	\$ 2,080,000.00	\$ 8,800.00
Kitchen/cafeteria	5000	\$ 1,450,000.00	\$ 5,500.00
Admin	2500	\$ 650,000.00	\$ 2,750.00
Tare/Bathrooms	3000	\$ 780,000.00	\$ 3,300.00
Storage	1500	\$ 390,000.00	\$ 1,650.00
Total	32400	\$ 8,424,000.00	\$ 35,640.00

*Rental costs DO NOT include cost of bringing up to educational adequacy, furnishings and equipment			
Costs for monthly utilities are separate			
**Construction costs DO NOT include costs for real estate acquisition (Minimal 5 acres to accomm			
***State lease reimbursement for 300 students is approximately \$210,000 a year. Balance of rent			

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**State of New Mexico
Public School Facilities Authority**



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TO: Charlotte Rode, SAHQ Academy
CC: PED Rep, PED Charter School Division
THROUGH: Martica Casias, Planning & Design Manager
DATE: June 30, 2014
Re: Facility Assessment: 1404 Lead SE

At your request, I visited the referenced property on March 6, 2014. The purpose of my visit was to conduct an adequacy analysis, facility condition assessment and change of occupancy analysis of the property that is proposed to house SAHQ Academy, A state chartered school.

BACKGROUND

SAHQ Academy is a team based early college academy with a sports science focus. The curriculum is based on sports science designed to ready students interested in careers in the sports science industry.

FACILITY DESCRIPTION

The proposed facility is an existing church/education building located near downtown Albuquerque. It was originally constructed in 1960 with a major renovation that replaced most major systems and renovated the majority of the interior space in 1981.

ADEQUACY ANALYSIS

The Public School Capital Outlay Council has waived many of the requirements of the Statewide Adequacy Standards for charter schools in recognition of the fact that charter schools, by their very nature, deliver education in a non-traditional manner. As such, this analysis is based only on those areas of the Standards that have not been waived.

GENERAL REQUIREMENTS

The structure is comprised of steel column and beam construction with CMU block and brick envelope that is in great condition.

The majority of the exterior glazing is single pane windows that are original to the construction. Some of the glazing is in need of repair/replacement.

The interior finishes have been well maintained throughout the years. The wall finishes have all been updated in the last few years. The doors are in very good condition.

The mechanical system has been well maintained but is nearing the end of its life cycle. There have been several evaporative coolers installed over the classroom wing in 2012.

The plumbing system was upgraded in 1981 and appears to be working well. There is not currently a fire suppression system installed.

The installation of the fire alarm system/security system is relatively recent though there is no definitive date.

There is no communication system other than telephones installed.

SITE

There is adequate drop off locations, one in the front of the building off of Lead Ave with a pull through entrance/exit and another located in the rear of the facility with a loop.

The facility is located on a hill and the drainage around the building is well maintained and in working order.

All drainage runs down the site and is collected in the city's storm drainage system.

The rear of the facility is completely fenced and secured. There is a newer CMU block wall that separates the facility from the parking area in the front and is well secured.

Academic Classrooms

The following chart indicates the minimum net square footage per student per grade level required for an adequate general classroom.

GRADE LEVEL	REQUIRED NET SQUARE FT./STUDENT
Kindergarten	50
1 st Grade – 5 th Grade	32
6 th Grade – 8 th Grade	28
9 th Grade – 12 th Grade	25

Total required classroom area for your school based on proposed number of students is **Total Area**.

Lighting must be provided at 50 foot-candles of well-distributed lighting. This is to be measured at a work surface at the center point of the classroom between clean light fixtures. The lighting was upgraded throughout in 1981 and appears to be adequate. A number of lighting fixtures were added in the educational wing in 2012.

Classroom temperatures must fall between 68 and 75 degrees Fahrenheit at full occupancy. The temperature shall be measured at the approximate center of the classroom. The HVAC system appears to be able to adequately heat, cool and provide fresh air to the entire facility efficiently.

Classroom acoustics shall not exceed a one-hour A-weighted level of 55 decibels measured at a work surface at the approximate center of the classroom. The classrooms are located in the basement of the facility and are very quiet.

The HVAC system must provide continual air movement and shall maintain a CO₂ level of not more than 1,200 parts per million. The air seemed to be clean and fresh at time of inspection.

CONCERNS

There are no major concerns regarding this facility at this time.

WEIGHTED NEW MEXICO CONDITION INDEX (wNMCI)

The current average wNMCI for all Public Schools, including charter schools, in New Mexico is: 20.38%

The wNMCI for your proposed school facility is: 22.45%

This facility is in relatively good condition though there are a number of systems that are out of date and need to be updated thus the higher than average score of 2.07%.

CHANGE OF OCCUPANCY ANALYSIS

Currently the building has an occupancy classification of E and A2. The portion that has the E classification is currently being used as the gym area. It is suggested that the gym equipment be moved into the basement, under the auditorium area, and the classrooms all be located in the existing classroom wing. The "team builder" has expressed the desire to utilize the entire building for educational purposes. A change of occupancy for the area located under the auditorium would thus have to undergo a change of occupancy to facilitate this desire.

CONCLUSION

It is my opinion that this facility has the potential to adequately fulfill the educational needs of the charter school well into the future and allow for growth as well.



Brad Jackson
Facilities Specialist
Public School Facilities Authority

SAHQ Academy

SAHQ Academy Facilities Master Plan

April 25

2014

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 an active, 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. Success is learned.

Grades 8-12
1404 Lead SE, ABQ
Charlotte Rode
505-440-6635
coachrode@comcast.net

SAHQ Academy

Charter School Overview

SAHQ Academy is a proposed charter school with an anticipated opening Fall of 2015, pending approval. We have reviewed the Statewide Adequacy Standards as well as the Charter variance.

Acronyms/Definitions

SAHQ stands for Student Athlete Headquarters

Several unique terms are useful in understanding the innovative program proposed by SAHQ Academy.

Blended Learning: An innovative form of education that combines active, face-to-face learning and online instruction with technology based curriculum, producing learning data that is used to individualize the student experience.

Digital Curriculum: High quality, technology delivered courses that students can access with a computer or mobile device both on campus and away from campus as part of a customized educational plan. It integrates engaging instructional elements and multiple formative and summative assessments that produce ongoing data about student mastery of curriculum objectives, which are aligned to Common Core and NM Content Standards.

Multi-Tiered Educational Plans: SAHQ Academy will expose students to content on three levels. Foundational Knowledge will be obtained through a mastery based online curriculum, face-to-face instruction and tutoring. Applied Knowledge will be obtained through project based learning and Experiential Knowledge will be obtained through service learning, shadowing and internships.

Sports Science: The study of subjects such as nutrition, physiology and sports technology.

Success Coach: A carefully selected, specially trained to serve two critical face-to-face roles. Success coaches supervise teams of SAHQ Academy students while they are working on their online curriculum, and also provide day to day guidance and motivation regarding college preparation.

Team Zone: The seating area where SAHQ Academy students spend a portion of their on campus time, supervised by their Success Coach.

SAHQ Academy

1. Goals / Mission

a. 1.1.1 Describe the desired state of Schools educational programs.

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 an active, 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 equipped 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. Success is learned.

SAHQ Academy will implement a cutting edge flex plus model of blended learning that uses high quality digital curriculum for all courses along with expertly trained, certified teachers who work with students in small groups both online and face-to-face. Each student's schedule and pathway through the program is personalized for his or her own learning needs based on a steady stream of performance data from the curriculum, with adapts to their needs and focuses their teachers' attention where it matters most.

SAHQ Academy will be an intentionally small school – 300 students maximum. SAHQ Academy will offer specialized instruction in Sports Science subjects such as nutrition, physiology and sports technology. In addition, SAHQ Academy features an integrated wellness program and athletic training with a Personal Trainer and onsite fitness center to help students optimize their physical well-being in support of all around success.

b. 1.1.2 Describe the general educational philosophy

SAHQ Academy's philosophy is that students' academic success can be optimized through smart use of data and technology by expert, passionate teachers – both face to face and online – while their emotional success is supported by specially trained coaches in an innovative team environment. At SAHQ Academy, each and every student has a Personalized Learning Plan tailored to his or her particular learning requirements. This approach allows SAHQ Academy to be a fully inclusive school in which students receiving special education services, English Language Learners, 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 mainstream students. The flexibility for the curriculum and school environment means that any additional support services that such students need can be provided with a minimum of interruption to their overall, success-focused SAHQ Academy

SAHQ Academy

routine. SAHQ Academy will provide an innovative, inspirational and individualized college-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 to optimize learning. While onsite and while away, student's will have access to their entire world-class, comprehensive online curriculum. 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 expectations 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 Guidance Counselor, a Special Education Coordinator and a School Secretary, as well as the following on site-instructional team.

- **Highly qualified teachers**, who rather than delivering a one size fits all curriculum, instead work with students individually and in small groups to intervene and accelerate based on their performance data from the curriculum.
- **Success Coaches**, specially selected and trained to play a dual instructional support and guidance support roles for SAHQ Academy. Success Coaches supervise teams of SAHQ Academy students while they are working in their online curriculum, and also provide day to day motivation regarding academic goals and college preparation.
- **Personal Trainers** who facilitate the use of the on site fitness center, provides sports specific training, helps to coordinate applied aspects of the Sports Science program, and develops individual plans for fitness and lifelong wellness. The personal trainers also coordinate the healthy snacks program that provides fresh fruit and healthy snacks for free to all students.

SAHQ Academy hopes to locate at 1404 Lead Ave. SE in Albuquerque, sharing a facility that already serves as home to a unique community youth fitness center. The SAHQ Academy campus will provide an intimate, innovative and flexible environment unlike any traditional high school but ideally suited for the blended learning approach with a sports science focus. Our Steering Committee has not approached Albuquerque Public Schools for space in a district facility for the school because the target location so well suits SAHQ Academy's unique educational focus.

SAHQ Academy

c. 1.1.3 Describe the desired interaction with the school's community

Our school community consists of our students and staff, their families, our supporters and the community at large. Our decision making is centered on improving student's academic performance and maximizing exposure to a healthy lifestyle. We hope to locate at 1404 Lead SE, a space that is walking distance to CNM, UNM and adjacent to Presbyterian Hospital and professional offices. We will partner with these institutions to the greatest degree possible. The facility itself will provide a variety of active, learning environments, nutrition education and access to healthy snacks, and an integrated fitness program.

To provide the broadest possible opportunities for our students, SAHQ Academy will pursue partnerships with additional higher education institutions for dual enrollment and college planning opportunities as well as developing alliances with local community sports and nutrition programs.

d. 1.2 .1 Describe the process for data gathering and analysis

The process for data gathering and analysis relates specifically to our desired location at 1404 Lead SE. PSFA has already visited our proposed location and are awaiting a copy of the assessment. As soon as the information is available, the steering committee will meet to discuss improvements that can be made immediately and those that will be included in our 18 month plan.

With high quality curriculum and strong accountability measures integrated throughout the SAHQ Academy program, student's academic success is consistently monitored, evaluated and a point of focus for all the stakeholders - parents, students and administrators. The school's performance will be measured and communicated continuously to parents and reported monthly to its Governing Board.

Additionally, the Governing Board is responsible for ensuring that all aspects of the financial and programmatic accountability systems fulfill SAHQ Academy's obligations to its authorizer. Specific plans for monitoring and reporting on the effectiveness of curriculum, instructional methods and practices during year 1 include:

Student Achievement. One of the important measures of accountability will be student achievement. SAHQ Academy will measure student achievement through a number of lenses: measurable learning gains, performance on the state standardized tests, progress towards graduation and performance on SAT, ACT and AP exams.

SAHQ Academy

Parent/Student Satisfaction. SAHQ Academy families will be included in communications loops to ensure timely and productive feedback. We will also conduct a survey at least annually to obtain objective, measureable data. This information will be reported to the Governing Board and all stakeholders.

Compliance with state law. The school will measure itself against compliance with NM state law regarding public education, charter schools specifically under the Charter School Act, 2011 NMSA 1978 (unannotated)/Chapter 22 Public Schools/ Article 8B Charter Schools and other objective compliance criteria. The compliance will include the timely and accurate reporting of required state data.

Fiscal Accountability. The school is fully committed to fiscal accountability. Its budget reflects its commitment to cost control, responsible growth and regular audits.

e. **1.2.2 Identify individuals representing the school authorized as contact on issues and questions relating to this submission**

Contact : Charlotte Rode coachrode@comcast.net 505-440-6635

Identify processes for capital planning and decision making

The Governing Board of the charter school is responsible for overall capital planning and decision-making, with guidance and input from the Principal and the staff leadership team once those individuals are in place. The SAHQ Academy GB will meet regularly in open, public meetings to fulfill its duties, and may from time to time create subcommittees or task forces to carry out special tasks. Special or emergency meetings shall be held as needed. All meetings involving a quorum of the Governing Board shall be noticed and conducted in accordance with the Open Meetings Act. The Governing Board shall keep written or digital or tape recorded minutes of all its meetings.

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

The school will begin the annual budgetary process each February with an enrollment target set by the Governing Board. The school's Business Manager will coordinate the

SAHQ Academy

development of revenue and expenditure assumptions based upon this enrollment target. This will be a very iterative process and involve the appropriate stakeholders – Business Manager, Governing Board, Principal, teachers and others. Once an initial budget based on planned events has been drafted, it will be tested against a lower enrollment level to ensure the school can withstand a lower than expected enrollment. As more information is learned, assumptions will be revised and the impact discussed with the Governing Board. SAHQ Academy follows a detailed annual budget development process.

- Starts in February with Board, by setting the enrollment target for the coming year and discussing key assumptions such as staff compensation and new initiatives, and confirming per pupil funding rates (regular education, special education, add ons)
- SAHQ Academy Business Manager develops a draft budget through a very iterative process, including a financial narrative that explains all the key assumptions and results.
- The Board designates individual(s) to review the draft budget and narrative through conference calls and in person meetings
- SAHQ Academy Business Manager presents the revised draft budget to the Board for adoption
- SAHQ Academy Business Manager will revise the budget at start of school, reflecting updating of key assumptions like enrollment and actual salaries, and the Board may elect to adopt this revised budget as its official school budget for the year.

Identify how community input is considered.

The proposed location of SAHQ Academy, 1404 Lead SE, has been a focus of community involvement. The facility serves as a community center and event space, hosting meetings for local schools and charters, neighborhood associations, sports teams, educational camps and others. Building on this community interest, SAHQ Academy will soon begin offering multiple information sessions about the school, in person and online, for families and community members. SAHQ Academy will use these sessions to provide a complete array of information about its program and solicit feedback about the different ways parents and community can get involved.

In addition, SAHQ Academy will develop an ongoing partnership dialog with local businesses and other organizations – such as non profits and advocacy groups – regarding community service opportunities, internships and mentorships for students. We have discussed with APS about roles the school and its facility can play in supporting district initiatives such as the APS homeless sports program.

The Governing Board also provides a venue for community and parent input. In addition to ensuring community representation on the Board, the Board may create ad hoc

SAHQ Academy

community advisory groups to provide guidance on particular subjects such as local partnerships and neighborhood outreach. Community members who are not Board Members are also encouraged to be involved with Board activities; contact and other information about the Board will be available to families and the public on request and will report on Board activities in the school newsletter.

Identify members of the Steering Committee

The Steering Committee consists of volunteers who have a passion for kids and education. It includes parents, educators, coaches and community members. Currently, the committee consists of:

George MacAfee (Science teacher, Sandia) , Ed Bacallini (SS Abq. Academy), Dave Koverik (History St.Pius), Lindsey Kerwin (Math and AD), Mike Madonia (Sandia Labs), Lareylle Cunningham (Police, coach), Charlotte Rode (Coach)

2. Projected Conditions

a. 2.1.1 Provide overview of proposed educational programs and facilities.

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, 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 curriculum strand focusing on Sports Science along with the onsite fitness center staffed with a personal trainer, plus ubiquitous access to healthy snacks, promote student wellness and focus.

Identify and describe any potential shared/joint use facilities with public or private entities.

SAHQ Academy intends to share the 1404 Lead Ave. SE location with the Student Athlete Headquarters, a community based, non profit youth fitness organization. SAHQ Academy will collaborate with the Student Athlete Headquarters to provide the school fitness center and extend the schools overall wellness and Sports Science program.

Describe the school's proposed instructional program.

The SAHQ Academy educational program is 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:

SAHQ Academy

- **Engaging technology facilitated curriculum:** SAHQ Academy will use 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 its highly qualified teachers. The school’s face to face teachers work in small groups on a schedule determined by their data documented learning needs.
- **Data powered instruction with dynamic differentiation:** As student’s work through their engaging online curriculum, they generate rich streams of performance data the school’s professional, certified teachers use to maximize student’s performance. Teachers use data on students performance to dynamically group students for intervention, enrichment, project work and individual study. Student’s 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 Coaches.
- **Personalized learning plan:** Developed collaboratively for each student by the staff with input from parents and students, this plan guides the tailoring of both curriculum and in instruction to meet the student’s needs. Special attention will be paid to meeting 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, the 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 one on one to engage in active learning. The school day maximizes flexibility so the students who need more intensive intervention and direct instruction will get it, while the students who are ready to move ahead can do so. SAHQ Academy also allows time and space for special focus on elite sports, community service, college courses, internships and family obligations.

SAHQ Academy

- **Small school 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 – fit bodies, fit 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 sit 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 sports specific skills work.
- **A coach for every student:** In addition to highly qualified teachers in every subject, SAHQ Academy will work with specially trained Success Coaches. These Success Coaches deepen and extend the school experience by focusing on the student’s individualized learning needs and ensuring the right mix of motivation and accountability.
- **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. At the SAHQ Academy blended school, the Guidance 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.

SAHQ Academy

Describe the general instructional organization (grade levels, groups, academies)

SAHQ Academy will be a school serving grades 8-12, with a defined progression toward high school graduation and college admission and with multiple opportunities to accelerate toward or exceed those requirements. Students spend part of their on-campus time in cross grade Team Zones, where they work on their individualized learning program and complete their own schedule of online classes side by side with students from different grade levels in different courses. Within the Team Zones, clusters of students can collaborate on projects. For face to face instruction, students are dynamically grouped based on their performance in the curriculum and their specific learning needs.

Describe scheduling approach (periods, block schedule)

SAHQ Academy offers a flexible, non traditional schedule that optimizes face to face, online and personal training while fulfilling and likely exceeding the required 1080 annual hours of school directed programming. A student's daily schedule will be structured to meet his or her individual needs year round. During the regular school year, classes and training will be conducted from 7am-5pm Monday – Friday, divided into five two hour blocks and 9-12 Saturdays. A student's day will include physical training, advisory, online coursework and face to face instruction. Although the programming is flexible, those students falling behind on lesson completion or otherwise struggling will be required to spend additional time on campus.

List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any.

The Sports Science overlay at SAHQ Academy adds an important dimension to the instructional organization of the school. All SAHQ Academy students will participate in foundational Sports Science activities, including at least one college/dual credit course, career exploration and a personal fitness plan. Students then have the opportunity to pursue several specialized Sports Science tracks with additional electives, college courses and internship opportunities.

2.2.1 Indicate proposed enrollment cap

SAHQ Academy will have a maximum enrollment of 300 students and expects to launch with 100 students in grades 8-10 in the fall of 2015.

SAHQ Academy

2.2.2 Describe any plans for phased enrollment

Year	8 th	9 th	10 th	11 th	12 th	Total
1	50	25	25			100
2	50	50	25	25		150
3	50	50	50	25	25	200
4	50	50	50	50	25	225
5	50	50	50	50	50	250

2.2.4 Identify anticipated class loading requirements or district policy

Based on SAHQ Academy's innovative use of space and time, the following loads are expected per room:

- **Classrooms:** 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.
- **Team Zones:** These are not enclosed classrooms but rather semi enclosed seating areas that must accommodate up to 35 students and a success coach.

2.2.5 Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.

- **Classrooms:** Each core subject will have a dedicated classroom. Math, Science, English and Social Studies. (400-500 square feet each)
- **Team zones:** There will be four team zones. (800-1000 square feet each)

SAHQ Academy

Itemize the quantity and sizes of other spaces required to accommodate the instructional program.

In addition to the classrooms and Team Zones described above, SAHQ Academy will require:

- A sports science / athletic training room (400-500 square feet)
- Film room (400-500 square feet)
- Yoga room (400-500 square feet)
- Conference room for meetings and small group studies (200-300 square feet)
- Reception office and snack bar for healthy snacks (200-300 square feet)
- Principal and guidance counselor offices (150 square feet each)
- Fitness gym (4000 square feet)
- Kitchen – nutrition classroom and juice bar (1000 square feet)
- Restrooms 6 bathrooms, 3 male and 3 female (800 square feet)
- Cleaning room (50 square feet)
- Maintenance room (150 square feet)
- Data Room (300 square feet)
- Storage areas, including secure fireproof storage for student records (700 sq. feet)
- If E-occupancy can be obtained for the second floor, we will utilize the Auditorium space and basketball court (8000 square feet)

2.3.1 Include Maps which identify the location of any existing and proposed facilities



SAHQ Academy

Provide a description of sites and facilities, existing or proposed

A description of 1404 Lead Ave. SE is shown below

PROPERTY PROFILE

Project:	Calvary Christian Academy Campus Property
Location:	Outlying University area 1404 Lead Avenue S.E. Albuquerque, New Mexico
Land Area:	1.3774 +/- Acres
Legal Description:	Lots 2 – 6 and Lots 8 – 10, 044 Terrace Addition
Zoning:	SU-2 SU-1 for Church & Related Facilities, City of Albuquerque
Building SF:	+/-27,120 SF Total
# of Stories:	3 Levels
Proposed Property Split:	(1) 16,500+/- SF Bldg Wing (3-story portion w/ sanctuary) sitting on approx. 24,150 SF of land fronting along Lead Avenue (2) 10,600+/- Bldg Wing (1-story portion w/ 10 classrooms) sitting on approx. 35,850 SF of land fronting along Coal Avenue
Year Built:	1960s – Year of Construction being verified
Type of Construction:	Combination of block and brick construction
# of Parking Spaces:	55 on-site parking spaces with additional off-site parking available on Sycamore & Maple Streets
Additional Points:	<ul style="list-style-type: none">• Well established church school property positioned in the South I-25 Corridor in close proximity to Presbyterian Main Hospital, the University of New Mexico campus and Downtown Albuquerque• Excellent opportunity for another church and/or school to establish roots in a centrally located area with close freeway accessibility• Property also lends itself well to a variety of mixed use redevelopment options including office, non-profits, daycare, medical office and residential

SAHQ Academy

2.3.4 Provide a summary of the facility condition evaluation

PFSA evaluated the facility for SAHQ Academy on 4/3/14. We have not received the report as of 4/24/14.

3. Facility Requirements

3.1.1 Outline your plan for being in a public building by 2015 in compliance with HB-283

The building is currently owned by a non-profit whose purpose is to support the school. HB-283, Section 2.D.2.b.2

3.1.2 Identify and describe major facility goals and concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs

As described above, the innovative SAHQ Academy campus design invites students to move freely but work hard. With an open, active floor plan, comfortable seating options, multiple work surfaces, the campus combines elements of a college lounge with the latest in technology-enhanced school design.

An open “white box” space is ideal as a starting place for the SAHQ Academy build out. Achieving this open state often requires demolition of traditional classrooms and 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.

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 at all times. We hope to have a key card access point to serve as both a security measure as well as an attendance verification system.

3.2.1 Space summary

The e campus SAHQ Academy campus requires about 15,000 square feet of space, including the fitness center. If e-occupancy can be achieved for the upstairs, the auditorium, basketball court, entry and reception will add an additional 10,000 square feet. These additional spaces will provide additional learning space as well as enhance our academic programs.

SAHQ Academy

4. Capital Plan

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 necessary improvements in mechanical and electrical systems
- Any necessary improvements in internet access
- Possible installation of a lift or other measures to address accessibility if using more than one floor

The Steering Committee is currently assessing the costs involved in achieving this build out. A follow up can be made after we receive the PSFA evaluation and are able to get cost estimates from an architect and contractor.

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

SAHQ Academy

Name of facility	1404 Lead Ave SE (formerly Calvary Christian Academy)
State Identification number	To be determined
Physical Address	1404 Lead Ave. SE, Albuquerque, NM
Date of opening	March 2015 (six months before school start date – facility open for enrollment and community engagement)
Dates of major additions and renovations	Renovations (consisting of simple wall removal and open space finishing) Dec.2014-Feb.2015
Facility Condition Index and NM Facility Condition Index, if available	Not yet available
Site owned or leased	Owned by non profit
Total Building square gross ft.	15,000 square feet on one level, Coal Ave. elevation. Additional 12,000 square feet on Lead Ave. elevation.
Site acreage	1.37 acres
Total number of permanent general classrooms	4 classrooms
Total number of permanent specialty classrooms	4 Team zones 1 Sports science / Training room 1 Yoga room 1 Film room 1 fitness area Possible auditorium and basketball court
Total number of portable classrooms	0
Total number of classrooms	12 – 14
% of Portable – permanent classrooms	Not applicable
Total enrolment	Cap of 300 students
Number of gross square feet per student	15,000 square feet - 50 sq ft. per student

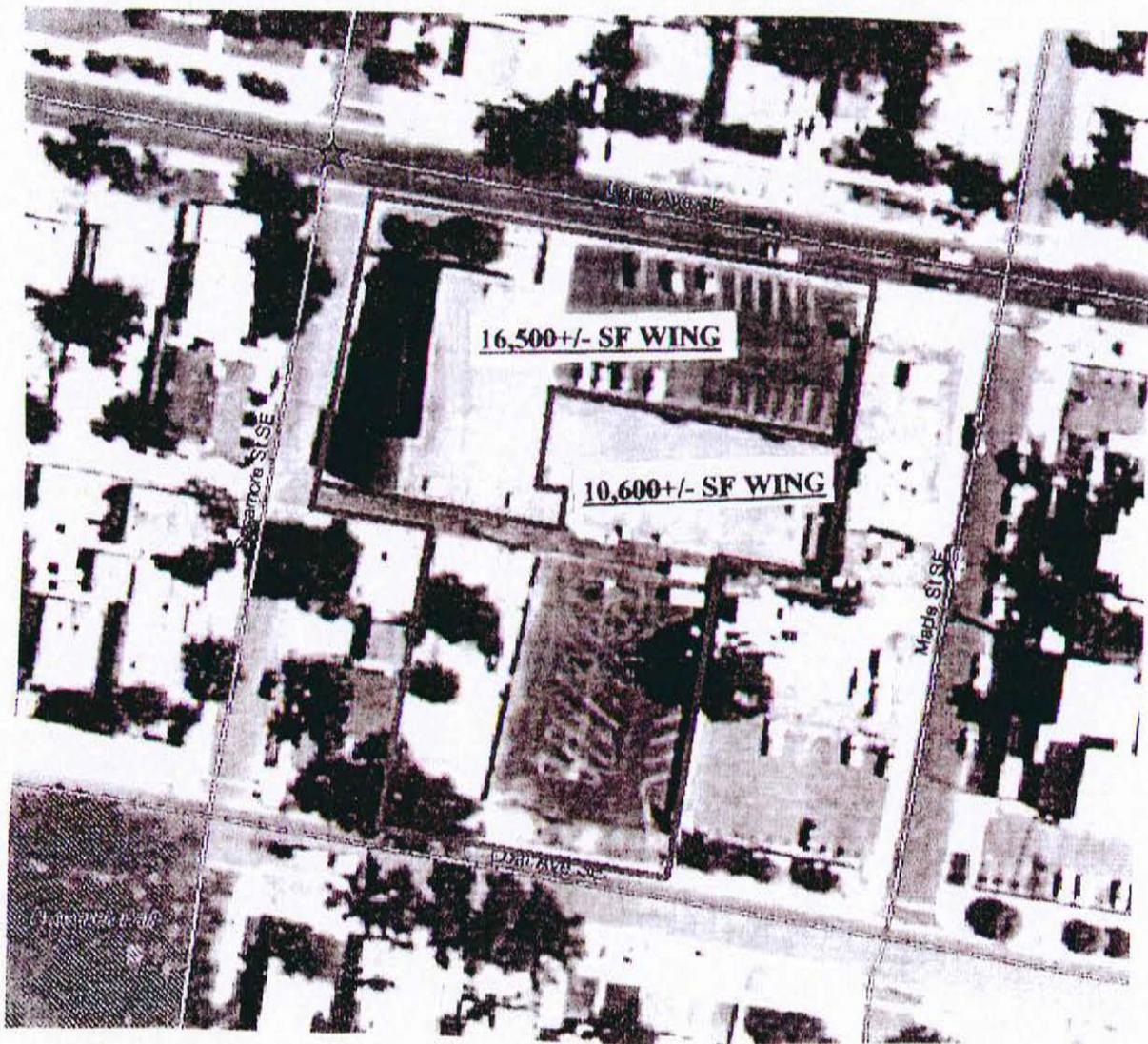
SAHQ Academy

per school facility

27,000 square feet - 90 sq. ft per student

5.2 Sealed school site plan

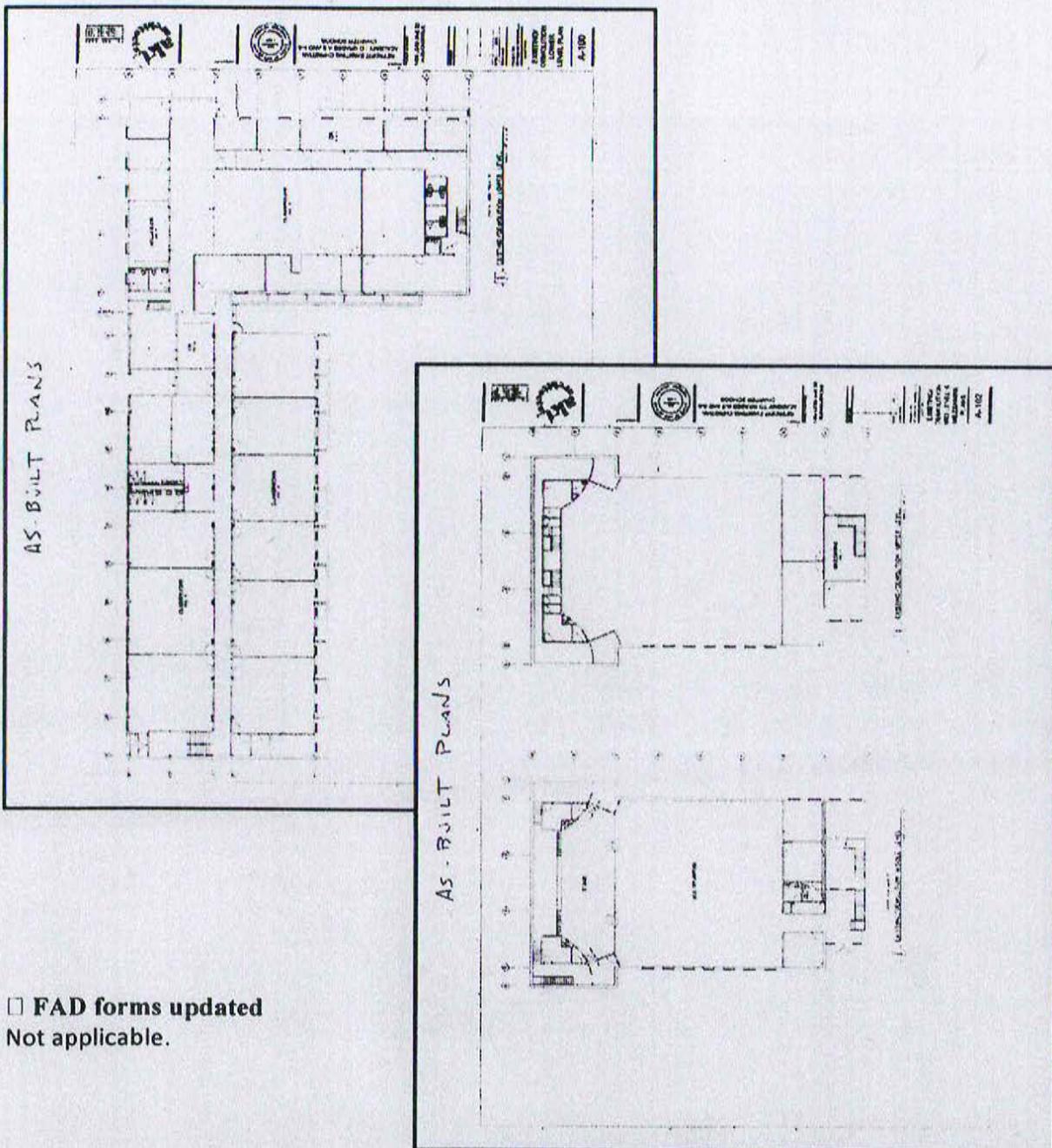
The site plan below shows 1404 Lead Ave. SE in context, including parking lots and off-road drop off and pick up areas.



SAHQ Academy

5.3 Scaled school floor plans with room numbers to match inventory

The as built plans for 1404 Lead Ave SE are shown below. A specific scaled floor plan for SAHQ Academy at 1404 Lead Ave. SE is in development.



SAHQ Academy

5.8 Detailed space and rooms requirements, if applicable.

See specifications below for the SAHQ Academy model

5.8.1 Technology and Communications Criteria

SAHQ Academy provides cutting edge virtual curriculum using state of the art technology, data servers, utilizing bandwidth capacity of 30 megabytes per second.

5.8.2 Power criteria

We utilize standard power in all areas of the school, with the exception of the fitness center and kitchen which may require additional power for treadmills, exercise bikes, appliances etc. However we will not require more power than is available at the facility.

5.8.3 Lighting and day lighting criteria

SAHQ Academy understands the benefits of natural, well lit spaces. We incorporate a mixture of natural light, indirect lighting and artificial lighting techniques to provide sufficient lighting to all spaces within the school to insure a healthy facility.

5.8.4 Environmental conditioning criteria

No specific criteria

5.8.6 Furnishings and equipment criteria

The SAHQ Academy furniture package will be designed to accommodate an active learning environment. With high study tables, low study tables, study lounges, semi-private cubicles and a wealth of open space for collaborative learning opportunities, we are able to accommodate various learning styles and studying habits. We even have standing study counters for those students who do not wish to sit down at all. Our equipment package will complement our desire to provide an excellent learning space for young adults. State of the art technology, accessories and audio / visual equipment, provides access to learning for all students.

5.8.7 Table types

SAHQ Academy will offer table types that are customized for their function. High tables and chairs for collaborative learning and studying opportunities and low tables for those wanting a more conventional and intimate seating height.

5.8.8 Storage types

SAHQ Academy will be equipped with one main storage room as well as smaller storage closets.

5.8.9 Criteria sheets – N/A

Albuquerque Public Schools
Compliance with the New Mexico Governmental Conduct Act - Ethics and Conflict of Interest Disclosures

Date: _____ Location #: _____ Location Name: _____

Name: _____ Employee #: _____

Position: _____ Supervisor: _____

ALBUQUERQUE PUBLIC SCHOOL DISTRICT
BOARD OF EDUCATION OF ALBUQUERQUE MUNICIPAL SCHOOL DISTRICT NO. 12
COUNTIES OF BERNALILLO AND SANDOVAL
NEW MEXICO

I, _____ (*name*), as an employee of Albuquerque Public Schools, a political subdivision of the State of New Mexico, and pursuant to the New Mexico Governmental Conduct Act (§10-16-1 et. al) make this conflict of interest disclosure stating the following:

_____ I shall treat my position with Albuquerque Public Schools as a public trust and shall use the powers and resources of my position to advance the public interest and not obtain personal benefits or pursue private interests.

_____ I shall conduct myself in a manner that justifies the confidence placed in me by the people, at all times maintaining the integrity and discharging ethically the high responsibilities of public service.

_____ I shall not request or receive nor offer a legislator, public official or public employee any money, thing of value or promise thereof that is conditioned upon or given in exchange for promised performance of an official act.

_____ I shall not directly or indirectly coerce or attempt to coerce another public officer or employee to pay, lend or contribute anything of value to a party, committee, organization, agency or person for a political purpose. I shall not directly or indirectly coerce or attempt to coerce the political activities of another employee when they are acting as a private citizen.

_____ I shall not use or disclose confidential information acquired by virtue of my position with Albuquerque Public Schools for my or another's private gain.

_____ I shall fully disclose real or potential conflicts of interest and shall make reasonable efforts to avoid undue influence and abuse of my position.

____ I, or a family member (spouse, domestic partner, parent, sibling and/or child), has a financial interest in:

Financial interest means ownership interest in a business or any employment or prospective employment for which negotiations have already begun

Substantial interest means ownership interest of a business that is greater than 20%

Name of Business	Myself or Family Member	Type of Interest	Does the business currently contract or have a future interest in contracting with APS?
	<input type="checkbox"/> Myself <input type="checkbox"/> Family Member Relation: _____	<input type="checkbox"/> Financial Interest <input type="checkbox"/> Substantial Interest	<input type="checkbox"/> No contract <input type="checkbox"/> Current Contract <input type="checkbox"/> Future Interest
	<input type="checkbox"/> Myself <input type="checkbox"/> Family Member Relation: _____	<input type="checkbox"/> Financial Interest <input type="checkbox"/> Substantial Interest	<input type="checkbox"/> No contract <input type="checkbox"/> Current Contract <input type="checkbox"/> Future Interest
	<input type="checkbox"/> Myself <input type="checkbox"/> Family Member Relation: _____	<input type="checkbox"/> Financial Interest <input type="checkbox"/> Substantial Interest	<input type="checkbox"/> No contract <input type="checkbox"/> Current Contract <input type="checkbox"/> Future Interest

____ I shall abstain from participation in any decision involving this/these business entity(ies) or real property, unless permitted to do so pursuant to the New Mexico Governmental Conduct Act.

____ I am **NOT** engaged in any employment outside of Albuquerque Public Schools.

____ I am engaged in the following employment outside of Albuquerque Public Schools:

Name of Employer	Position	Summary of Duties	Does the employer have a contract with APS?
			<input type="checkbox"/> Yes If so, what services are provided: _____ <input type="checkbox"/> No
			<input type="checkbox"/> Yes If so, what services are provided: _____ <input type="checkbox"/> No

The statements contained herein are based on my personal knowledge and are true and correct. I understand that failure to comply with the above provisions and the Governmental Conduct Act of the State of New Mexico may be grounds for disciplinary action, including dismissal, demotion or suspension, and may be punishable in criminal or civil court. I understand that it is my responsibility to update this conflict of interest disclosure if a new financial interest or employment occurs prior to the annual review of this document.

Name: _____ (please print)

Signature: _____

Date: _____

SCHOOL'S PROPOSED STUDENT DISCIPLINE PROCEDURES

STUDENT DISCIPLINE PROCEDURES PER 6.11.12 NMAC DUE PROCESS RIGHTS

Introduction:

SAHQ Academy students will be provided with graduated, relevant learning experiences that will enable students to develop to their full potential. It is necessary to establish a total environment for this learning to occur. Self-discipline is a major aspect of a total environment.

Self-discipline is best defined as the control exhibited in an individual's behavior, both action, reaction and physical/verbal, so that the civil rights and dignity of others are protected. Situations in which the behavior of any student disrupts, in some way, the learning environment for others, requires discipline procedures initiated by classroom teachers and/or administrative personnel.

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

Prior to the exercise of discipline procedures, due consideration shall be given to individual and unique differences, exceptional circumstances and sanctions imposed by others; and said discipline shall be remedial in content and shall be progressive if repeated behavior problems have occurred. Prior to any decision involving removal from school, parental involvement in the decision making process shall be solicited.

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

DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES:

A. The following rules shall apply when a student with a disability under IDEA violates a rule of conduct as set forth in this rule which may result in:

- (1) long-term suspension or expulsion; or
- (2) any other disciplinary change of the student's current educational placement as specified in the federal regulations implementing IDEA at 34 CFR Secs. 300.530 through 300.536 and these or other department rules and standards.

B. When behavior is not a manifestation of disability. For disciplinary changes in placement that would exceed 10 consecutive school days, if the behavior that gave rise to the violation of the school code is determined not to be a manifestation of the child's disability pursuant to Subsection C of the section, school personnel may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to children without disabilities, except as provided in Subsection 1 of this section.

C. Manifestation determination.

(1) Within 10 school days of any decision to change the placement of a child with a disability because of a violation of a rule of student conduct, the administrative authority, the parent and relevant members of the child's IEP team (as determined by the parent and the administrative authority) must review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine:

(a) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or

(b) if the conduct in question was the direct result of the administrative authority's failure to implement the IEP.

(2) The conduct must be determined to be a manifestation of the child's disability if the administrative authority, the parent and relevant members of the child's IEP team determine that a condition in either Subparagraph (a) or (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met.

(3) If the administration authority, the parent and the relevant members of the child's IEP team determine the condition described in Subparagraph (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met, the administrative authority must take immediate steps to remedy those deficiencies.

D. Determination that behavior is manifestation of disability. If the administrative authority, the parent and relevant members of the IEP team make the determination that the conduct was a manifestation of the child's disability, the IEP team must comply within 34 CFR Sec. 300.530(f).

E. Special circumstances. School personnel may remove a student to an interim alternative educational setting for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, if the child's behavior involves one of the special circumstances listed in 34 CFR Sec. 300.530(g). For purposes of this subsection, definitions provided in 34 CFR 300.530(i) shall apply.

F. Determination of setting. The student's IEP team determines the interim alternative educational setting for services under Subsections B and E of this section.

G. Change of placement because of disciplinary removals. Any decision to change the placement of the child with a disability because of a violation of a rule of student conduct, the administrative authority, the parent and relevant members of the child's IEP team (as determined by the parent and the administrative authority) must review all relevant information in the student's file, including the child's IEP, any teacher observations and any relevant information provided by the parents to determine:

(a) if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or

(b) if the conduct in question was the direct result of the administrative authority's failure to implement the IEP.

(1) The conduct must be determined to be a manifestation of the child's disability if the administrative authority, the parent and relevant members of the child's IEP team determine that a condition in either Subparagraph (a) or (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met.

(2) If the administration authority, the parent and the relevant members of the child's IEP team determine the condition described in Subparagraph (b) of Paragraph (1) of Subsection C of 6.11.2.11 NMAC was met, the administrative authority must take immediate steps to remedy those deficiencies.

H. Change of placement because of disciplinary removals. For purposes of removals of a student with a disability from the child's current educational placement under 6.11.2.11 and 6.11.2.12 NMAC, a change of placement occurs if the conditions provided in 34 CFR Sec. 300.536 are met.

I. Parental notification. On the date on which the decision is made to make a removal that constitutes a change of placement of a student with a disability because of a violation of a code of student conduct, the administrative authority must notify the parents of that decision, and provide the parents the procedural safeguards notice described in 34 CFR Sec 300.504.

J. Services. A student with a disability who is removed from the student's current placement pursuant to this section must continue to receive special education and related services as provided in 34 CFR Sec. 300.540(d).

K. Appeal.

(1) The parent of a student with a disability who disagrees with any decision regarding the placement or the manifestation determination under this section, or an administrative authority that believes that maintaining the current placement of the student is substantially likely to result in injury to the student or others, may appeal the decision by requesting a hearing. The hearing is requested by filing a complaint pursuant to Subsection I of 6.31.2.13 NMAC.

(2) A hearing officer who hears a matter under Paragraph (1) of Subsection J of 6.11.2.11 NMAC, has the authority provided in 34 CFR Sec. 300.532(b).

(3) When an appeal under this subsection has been made by either the parent or the administrative authority, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period specified in Subsections B or E of this section, whichever ever occurs first, unless the parent and administrative authority agree otherwise.

PROCEDURE FOR DETENTIONS, SUSPENSIONS AND EXPULSIONS:

SAHQ Academy will prescribe and enforce standards of conduct for its enrolled students consistent with constitutional safeguards of individual student rights. The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violations of school rules. But it is a property right which may only be denied where school authorities have adhered to the minimum procedural safeguards required to afford the student due process of law. This section prescribes minimum requirements for detention, in school suspension and temporary, long-term or permanent removal of students from the SAHQ Academy. SAHQ Academy may adopt procedures which afford students more protection than this rule requires. The procedures in this section apply only to disciplinary detentions, suspensions and expulsions. They do not apply to disenrollment of students who fail to meet immunization, age, residence or other requirements for valid enrollment, nor to the removal from school membership reports of students who have been absent from school for ten (10) consecutive school days in accordance with Subsection B of Section 22-8-2 NMSA 1978. Nothing in this section should be construed as prohibiting the Governing Council or its administrative authorities from involving other school staff, students and members of the community in the enforcement of rules of student conduct to the extent they believe is appropriate.

A. Post-suspension placement of students. Any student suspended from school shall be delivered directly by a school official to the student's parent(s), legal guardian or an adult designated by the parent(s) or the legal guardian, or kept on school grounds until the usual end of the school day.

B. Students with disabilities. The Section does not apply to long-term suspension or expulsion of students who are disabled pursuant to the IDEA or Section 504. The procedures for long-term suspension or expulsion of disabled students are set forth in Section 6.11.2.11 NMAC and are listed in the DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES section above. School personnel under this section may remove a student with a disability who violates a rule of student conduct from his or her current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than 10 consecutive school days (to the extent those alternatives are applied to students without disabilities), and for additional removals of not more than 10 consecutive school days in that same school year for separate incidents of misconduct (as long as those removals do not constitute a change of placement under Subsection G of the DISCIPLINARY REMOVALS OF STUDENTS WITH DISABILITIES above).

C. Immediate removal: Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school, subject to the following rules.

- (1) A rudimentary hearing, as required for temporary suspensions, shall follow as soon as possible.
- (2) Students shall be reinstated after no more than one school day unless within that time a temporary suspension is also imposed after the required rudimentary hearing. In such circumstances, a single hearing will support both the immediate removal and a temporary suspension imposed in connection with the same incident(s).
- (3) The school shall exert reasonable efforts to inform the student's parent of the charges against the student and the action taken as soon as practicable. If the school has not communicated with the parent by telephone or in person by the end of the school day following the immediate removal, the school shall on that day mail a written notice with the required information to the parent's address of record.

D. Temporary suspension.

- (1) The SAHQ Academy Governing Council may limit temporary suspensions to periods shorter than ten (10) school days.
- (2) A student facing temporary suspension shall first be informed of the charges against him or her and, if (s)he denies them, shall be told what evidence supports the charge(s) and be given an opportunity to present his or her version of the facts. The following rules apply.
 - (a) The hearing may be an informal discussion and may follow immediately after the notice of the charges is given.
 - (b) Unless the administrative authority decides a delay is essential to permit a fuller exploration of the facts, this discussion may take place and a temporary suspension may be imposed within minutes after the alleged misconduct has occurred.
 - (c) A student who denies a charge of misconduct shall be told what act(s) (s)he is accused of committing, shall be given an explanation of the evidence supporting the accusation(s) and shall then be given the opportunity to explain his or her version of the facts. The administrative authority is not required to divulge the identity of informants, although (s)he should not withhold such information without good cause. (S)he is required to disclose the substance of all evidence on which (s)he proposes to base a decision in the matter.
 - (d) The administrative authority is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to

call witnesses to verify the student's version of the incident, but none of these prohibited.

(e) The school shall exert reasonable efforts to inform the student's parent of the charges against the student and their possible or actual consequence as soon as practicable. If the school has not communicated with the parent by telephone or in person by the end of the first full day of suspension, the school shall on that day mail a written notice with the required information to the parent's address of record.

E. In-school suspension.

(1) In-school suspension may be imposed with or without further restriction of student privileges. Any student who is placed in an in-school suspension which exceeds ten (10) school days must be provided with an instructional program that meets both state and local educational requirements. Student privileges, however, may be restricted for longer than ten (10) school days.

(2) In-school suspensions of any length shall be accomplished according to the procedures for a temporary suspension as set forth above. The SAHQ Academy Governing Council may limit the length of in-school suspensions which may be accomplished under temporary suspension procedures. No in-school suspension student shall be denied an opportunity to eat lunch or reasonable opportunities to go to the restroom.

F. Detention.

(1) Detention may be imposed in connection with in-school suspension, but is distinct from in-school suspension in that it does not entail removing the student from any of his or her regular classes.

(2) SAHQ Academy has the authority to supervise and control the conduct of students and includes the authority to impose reasonable periods of detention during the day or outside normal school hours as a disciplinary measure. No detained student shall be denied an opportunity to eat lunch or reasonable opportunities to go to the restroom. Reasonable periods of detention may be imposed in accordance with the procedures for temporary suspension.

G. Long-term suspension and expulsion.

(1) The SAHQ Academy Governing Council shall authorize appropriate administrative authorities to initiate procedures leading to long-term suspension or expulsion. Where prompt action to suspend a student long-term is deemed appropriate, a temporary suspension may be imposed while the procedures for long-term suspension or expulsion are activated. However, where a decision following the required formal hearing is delayed beyond the end of the temporary suspension, the student must be

returned to school pending the final outcome unless the provisions of Subsection G, Paragraph (4), Subparagraphs (j) and (k) below apply.

(2) A student who has been validly expelled or suspended is not entitled to receive any educational services from the SAHQ Academy during the period of exclusion from school. The SAHQ Academy Governing Council may provide alternative arrangements, including correspondence courses at the student's or parent's expense pursuant to NMPED requirements, if the Governing Council deems such arrangements appropriate.

(3) The SAHQ Academy shall establish, or shall authorize appropriate administrative authorities to establish, appropriate processes for handling long-term suspensions and exclusions. Unless the terms expressly indicate otherwise, nothing in the procedures below shall be construed as directing that any required decision be made by any particular person or body or at any particular level of administrative organization.

(4) The following rules shall govern the imposition of long-term suspensions or expulsions:

(a) Hearing authority; disciplinarian. The same person or group may, but need not, perform the functions of both hearing authority and disciplinarian. Where the functions are divided, the hearing authority's determination of the facts is conclusive on the disciplinarian, but the disciplinarian may reject any punishment recommended by the hearing authority.

(b) Review authority. Unless the SAHQ Academy Governing Council provides otherwise, a review authority shall have discretion to modify or overrule the disciplinarian's decision, but may not impose a harsher punishment. A review authority shall be bound by a hearing authority's factual determinations except as provided in Subsection G, Paragraph (4), Subparagraph (o) below.

(c) Disqualification. No person shall act as hearing authority, disciplinarian or review authority in a case where (s)he was directly involved in or witnessed the incident(s) in question, or if (s)he has prejudged disputed facts or is biased for or against any person who will actively participate in the proceedings.

(d) The SAHQ Academy Governing Council may act as hearing authority, disciplinarian or review authority for any cases involving proposed long-term suspensions or expulsions. Whenever a quorum of the Governing Council acts in any such capacity, however, the Open Meetings Act, Section 10-15-1 et seq., NMSA 1978 requires a public meeting.

(e) Initiation of procedures. An authorized administrative authority shall initiate procedures for long-term suspension or expulsion of a student by designating a hearing authority and disciplinarian in accordance with SAHQ Academy Governing Council policies, scheduling a formal hearing in consultation

with the hearing authority and preparing and serving a written notice meeting the requirements of Subsection G, Paragraph (4), Subparagraph (h) below.

(f) Service of notice. The written notice shall be addressed to the student, through his or her parent(s), and shall be served upon the parent(s) personally or by mail.

(g) Timing of hearing. The hearing shall be scheduled no sooner than five (5) nor later than ten (10) school days from the date of receipt of the notice by the parent(s). The hearing authority may grant or deny a request to delay the hearing in accordance with the provisions of Subsection G, Paragraph (4), Subparagraph (i) below.

(h) Contents of notice. The written notice will contain all of the following information, parts of which may be covered by appropriate reference to copies of any policies or regulations furnished with the notice:

- (i) the school rule(s) alleged to have been violated, a concise statement of the alleged act(s) of the student on which the charge(s) are based and a statement of the possible penalty;
- (ii) the date, time and place of the hearing, and a statement that both the student and parent are entitled and encouraged to be present;
- (iii) a clear statement that the hearing will take place as scheduled unless the hearing authority grants a delay or the student and parent agree to waive the hearing and comply voluntarily with the proposed disciplinary action or with a negotiated penalty, and a clear and conspicuous warning that a failure to appear will not delay the hearing and may lead to the imposition of the proposed penalty by default;
- (iv) a statement that the student has the right to be represented at the hearing by legal counsel, a parent or some other representative designated in a written notice filed at least seventy-two (72) hours before the hearing with the contact person named pursuant to Subsection G, Paragraph (4), Subparagraph (h), Sub-subparagraph (vi) below;
- (v) a description of the procedures governing the hearing;
- (vi) the name, business address and telephone number of a contact person through whom the student, parent or designated representative may request a delay or seek further information, including access to any documentary evidence or exhibits which the school proposes to introduce at the hearing; and

(vii) any other information, materials or instructions deemed appropriate by the administrative authority who prepares the notice.

(i) Delay of hearing. The hearing authority shall have discretion to grant or deny a request by the student or the appropriate administrative authority to postpone the hearing. Such discretion may be limited or guided by SAHQ Academy policies not otherwise inconsistent with NMAC 6.11.2

(j) Students status pending hearing. Where a student has been suspended temporarily and a formal hearing on long-term suspension or expulsion will not occur until after the temporary suspension has expired, the student shall be returned to school at the end of the temporary suspension unless:

(i) the provisions of Subsection G, Paragraph (4), Subparagraph (k), of below apply, or

(ii) the student and parent(s) have knowingly and voluntarily waived the students right to return to school pending the outcome of the formal proceedings, or

(iii) the appropriate administrative authority has conducted an interim hearing pursuant to a written SAHQ Academy Governing Council policy made available to the student which affords further due process protection sufficient to support the student's continued exclusion pending the outcome of the formal procedures.

(k) Waiver of hearing; voluntary compliance or negotiated penalty. A student and his or her parent(s) may elect to waive the formal hearing and review procedures and comply voluntarily with the proposed penalty, or may waive the hearing and review and negotiate a mutually acceptable penalty with the designated disciplinarian. Such a waiver and compliance agreement shall be made voluntarily, with knowledge of the rights being relinquished, and shall be evidenced by a written document signed by the student, the parent(s), and the appropriate school official.

(l) Procedure for hearing and decision. The formal hearing is not a trial. It is an administrative hearing designed to ensure a calm, orderly determination by an impartial hearing authority of the facts of a case of alleged serious misconduct. Technical rules of evidence and procedure do not apply. The following-rules govern the conduct of the hearing and the ultimate decision.

(i) The school shall have the burden of proof of misconduct.

(ii) The student and his or her parent shall have the following rights: The right to be represented by legal counsel or other designated representative, however, the school is not required to provide

representation; the right to present evidence, subject to reasonable requirements of substantiation at the discretion of the hearing authority and subject to exclusion of evidence deemed irrelevant or redundant; the right to confront and cross-examine adverse witnesses, subject to reasonable limitation by the hearing authority; the right to have a decision based solely on the evidence presented at the hearing and the applicable legal rules, including the governing rules of student conduct.

(iii) The hearing authority shall determine whether the alleged act(s) of misconduct have been proved by a preponderance of the evidence presented at a hearing at which the student and/or a designated representative have appeared.

(iv) If no one has appeared on the student's behalf within a reasonable time after the announced time for the hearing, the hearing authority shall determine whether the student, through the parent, received notice of the hearing. If so, the hearing authority shall review the schools' evidence to determine whether it is sufficient to support the charge(s) of misconduct.

(v) A hearing authority who is also a disciplinarian shall impose an appropriate sanction if (s)he finds that the allegations of misconduct have been proved under the standards of either Subsection G, Paragraph (4), Subparagraph (1) Sub-subparagraph (iii) or Sub-subparagraph (iv) above. A hearing authority who is not a disciplinarian shall report its findings, together with any recommended sanction, to the disciplinarian promptly after the hearing.

(vi) Arrangements to make an audio recording or keep minutes of the proceedings shall be made by the administrative authority who scheduled the hearing and prepared the written notice. A verbatim written transcript is not required, but any minutes or other written record shall fairly reflect the substance of the evidence presented.

(vii) The hearing authority may announce a decision on the question of whether the allegation(s) of misconduct have been proved at the close of the hearing. A hearing authority who is also a disciplinarian may also impose a penalty at the close of the hearing.

(viii) In any event, the hearing authority shall prepare and mail or deliver to the student, through the parent, a written decision within five (5) working days after the hearing. The decision shall include a concise summary of the evidence upon which the hearing authority based its factual determinations. A hearing authority who is also a disciplinarian shall include in the report a statement of the penalty, if any, to be imposed, and shall state reasons for the chosen penalty. A hearing authority who is not a disciplinarian shall forward a copy of his or her written decision to

the disciplinarian forthwith. The disciplinarian shall prepare a written decision, including reasons for choosing any penalty imposed, and mail or deliver it to the student, through the parent, within five (5) working days of the receipt of the hearing authority's report.

(ix) A disciplinarian who is not a hearing authority may observe but not participate in the proceedings at a formal hearing. If the disciplinarian has done so and if the hearing authority announces a decision at the close of the hearing, the disciplinarian may also announce his or her decision at that time.

(x) The disciplinarian's decision shall take effect immediately upon initial notification to the parent, either at the close of the hearing or upon receipt of the written decision. If initial notification is by mail, the parent shall be presumed to have received the notice on the fifth calendar day after the date of mailing unless a receipt for certified mail, if used, indicates a different date of receipt.

(m) Effect of decision. If the hearing authority decides that no allegation(s) of misconduct have been proved, or if the disciplinarian declines to impose a penalty despite a finding that an act or acts of misconduct have been proved, the matter shall be closed. If the disciplinarian imposes any sanction on the student, the decision shall take effect immediately upon notification to the parent and shall continue in force during any subsequent review.

(n) Right of review. Unless the local school Council was the disciplinarian, a student aggrieved by a disciplinarian's decision after a formal hearing shall have the right to have the decision reviewed if the penalty imposed was at least as severe as long-term suspension or expulsion, an in-school suspension exceeding one school semester or a denial or restriction of student privileges for one semester or longer. A local school Council may grant a right of review for less severe penalties. Local school boards shall establish appropriate mechanisms for review except where the local Council was the disciplinarian, in which case its decision is final and not reviewable administratively. A student request for review must be submitted to the review authority within ten (10) school days after the student is informed of the disciplinarian's decision.

(o) Conduct of review. Unless the SAHQ Academy Governing Council provides otherwise, a review authority shall have discretion to modify the disciplinarian's decision, including imposing any lesser sanction deemed appropriate. A review authority shall be bound by the hearing authority's factual determinations unless the student persuades the review authority that a finding of fact was arbitrary, capricious or unsupported by substantial evidence or that new evidence which has come to light since the hearing and which could not with reasonable diligence have been discovered in time for the hearing would manifestly change the factual determination. Upon any such finding, the review

authority shall have discretion to receive new evidence, reconsider evidence introduced at the hearing or conduct another hearing. In absence of any such finding the review shall be limited to an inquiry into the appropriateness of the penalty imposed.

(p) Form of review. Unless the SAHQ Academy Governing Council provides otherwise, a review authority shall have discretion to conduct a review on the written record of the hearing and decision in the case, to limit new submission by the aggrieved student and school authorities to written materials and/or to grant a conference or hearing at which the student and his or her representative, and school authorities may present their respective views in person. Where a conference or hearing is granted, the record-keeping requirements of Subsection G., Paragraph (4), Sub-paragraph (1), Sub-sub-paragraph (vi) above apply.

(q) Timing of review. Except in extraordinary circumstances, a review shall be concluded no later than fifteen (15) working days after a student's written request for review is received by the appropriate administrative authority.

(r) Decision. A review authority may announce a decision at the close of any conference or hearing held on review. In any event, the review authority shall prepare a written decision, including concise reasons, and mail or deliver it to the disciplinarian, the hearing authority and the student, through the parent, within ten (10) working days after the review is concluded.

(s) Effect of decision. Unless the local school Council provides otherwise, a review authority's decision shall be the final administrative action to which a student is entitled.

I. OVERVIEW OF SAHQ ACADEMY

A. Mission

The Mission of the SAHQ Academy is to utilize a rigorous, college prep blended curriculum and graduate healthy young adults prepared for college and careers in sports science and sports related fields of study.

B. SAHQ Academy Working Environment: SAHQ Academy endeavors to create a friendly working environment for all employees. In pursuit of this goal, SAHQ Academy has adopted the following employee relations objectives:

1. Provide an exciting, challenging, and rewarding workplace and experience.
2. Select employees on the basis of skill, training, ability, attitude, and character without discriminating.
3. Review wages, employee benefits, and working conditions periodically with objective of being competitive in these areas, consistent with sound business practices.
4. Assure employees, after talking with their supervisor, an opportunity to discuss any issue or problem with the appropriate administrator.
5. Take a prompt and appropriate action to resolve complaints which may arise in the everyday conduct of our business.
6. Respect individual rights and treat all employees with courtesy and consideration.
7. Maintain open communications and mutual respect in our working relationships.
8. Promote an atmosphere consistent with SAHQ Academy's vision, mission, and goals.

THE POLICIES IN THIS HANDBOOK ARE GUIDELINES; ARE NOT EXPRESSED OR IMPLIED CONTRACTS WITH EMPLOYEES; AND DO NOT CREATE CONTRACTUAL OBLIGATIONS OF ANY KIND BETWEEN SAHQ ACADEMY AND ANY OF ITS EMPLOYEES. ADDITIONALLY, THIS HANDBOOK IS NOT TO BE CONSTRUED BY AN EMPLOYEE AS CONTAINING BINDING TERMS AND CONDITIONS OR EMPLOYMENT. SAHQ ACADEMY RETAINS THE RIGHT TO TERMINATE ANY EMPLOYEE, AT ANY TIME, CONSISTENT WITH NEW MEXICO LAW AND THE NEW MEXICO SAHQ ACEDEMY PERSONNEL ACT.

The provisions of this Handbook have been developed at the discretion of the Governing Council, and the policies in the Handbook may be amended, revised, supplemented, or rescinded at any time, in the sole direction of the SAHQ Academy Governing Council.

C. What SAHQ Academy Expect From You: As a member of the SAHQ Academy Team, we need your help to make each working day enjoyable and rewarding. Your first responsibility is to perform duties assigned to you promptly, correctly and pleasantly. You are also expected to cooperate with management and your fellow employees. How you interact with fellow employees and those whom SAHQ Academy serves, and how you accept direction can affect the success of you department. In turn, the performance of one department can impact the entire service offered by SAHQ Academy. Whatever your position, you have an important assignment: perform every task to the very best of your ability. We are dedicated to making SAHQ Academy an organization in which you can approach administration to discuss any problem or question. We expect you to voice your opinions and contribute you suggestions to improve the quality of SAHQ Academy. We are all working for the success of SAHQ Academy and to support student success, so please communicate with each other and with management.

SAHQ Academy encourages you to discuss any issue you may have with a co-worker directly with that person. If a resolution is not reached, please arrange a meeting with the Principal to discuss any concern, problem, or issue that arises during the course of your employment. Retaliation against any employee for the appropriate use of communication channels is unacceptable. Please remember it is counterproductive for employees to create or repeat rumors or office gossip.

We encourage all employees to bring forward their suggestions and good ideas about how SAHQ Academy can be made a better place to work and our service to customers enhanced. When you see an opportunity for improvement, please talk it over with the Principal. She/he can help bring your idea to the attention of the people SAHQ Academy who may be responsible for implementing it. All suggestions are valued.

D. Purpose of the Employee Handbook: The purpose of this handbook is to provide guidance and information in regard to the various, in some instances complex, employment issues, terms and policies. This handbook covers a broad range of topics, and is meant to apply generally to all employees. If you have questions, please see the Principal or Business Manager in charge of human relations for SAHQ Academy.

II. EMPLOYMENT POLICIES

A. Equal Employment Opportunity: SAHQ Academy is an equal opportunity employer committed to maintaining a non-discriminatory, diverse work environment. SAHQ Academy does not unlawfully discriminate against any person on the basis of race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, medical condition, status as a Vietnam-Era or disabled veteran, military service, sexual orientation, spousal affiliation, marital status, gender identity or any other basis protected by federal, state or local law. This policy covers all programs, services, policies, and procedures SAHQ Academy.

B. Employees with Disabilities: In accordance with the Americans with Disabilities Act (ADA), SAHQ Academy does not discriminate against any “qualified individuals with a

disability.” Individuals qualify for employment if they meet the educational, skills, and experience requirements of a position and can perform the essential functions of the job with or without a reasonable accommodation. Individuals have a disability if they have an impairment that impacts a major life function such as caring for one’s self, performing manual tasks, walking, hearing, seeing, speaking, breathing, learning, or if the impairment otherwise impacts an individual’s ability to perform a class of jobs or broad range of jobs. Psychological impairments, learning disabilities, and some chronic health impairments, such as epilepsy, diabetes, arthritis, cancer, cardiac problems, and AIDS may also be considered disabilities.

SAHQ Academy is committed to diversity and nondiscrimination and supports the full employment of qualified individuals with disabilities in its workforce. Therefore, a process has been established to assist employees with disabilities in reasonably modifying the work environment to allow the employee to perform the essential functions of his or her job. It is the responsibility of the employee to request an accommodation of his or her physical or mental disability by contacting the Principal. In accordance with the ADA, SAHQ Academy will take such requests seriously and will promptly determine whether the employee is a qualified individual with a disability and whether a reasonable accommodation exists which would allow the employee to perform the essential functions of the job without imposing an undue hardship on SAHQ Academy or other employees. If you believe that you have been unlawfully discriminated against because of a disability, you should discuss the matter with the Principal or the Business Manager and/or follow the complaint procedure described in Section I.C.4., below.

EMPLOYEES WITH SERIOUS DISEASES. SAHQ Academy will not discriminate in employment decisions against individuals with infectious, long-term, life-threatening or other serious diseases as long as they are physically and mentally able to perform the duties of their job without undue risk to their own health or that of other employees or students.

1. “Serious disease” defined. Serious diseases for the purpose of this policy include, but are not limited to, cancer, heart disease, multiple sclerosis, hepatitis, tuberculosis, human immunodeficiency virus (“HIV”) and acquired immune deficiency syndrome (“AIDS”).

2. Non-discrimination policy. Employees affected with a serious disease are to be treated no differently than any other employee. If the serious disease affects their ability to perform assigned duties, such employees are to be treated like other employees who have disabilities that limit their job performance. Reasonable accommodations will be considered as described above in paragraph D.2. To the extent required by law, SAHQ Academy will maintain the confidentiality of the diagnosis and medical records of employees with serious diseases.

C. Anti-Harassment/Discrimination Policy: SAHQ Academy is committed to providing a work place that is free of unlawful discrimination or harassment. Every employee is expected to treat his or her co-workers, visitors, students and guests professionally and respectfully.

Each employee is required to familiarize him/herself with the Anti-Harassment/Discrimination Policy, reporting obligations and procedures. If you have any questions about the SAHQ Academy's policy, please contact the Principal or his/her designee for clarification.

1. No Tolerance Harassment/Discrimination Policy. SAHQ Academy is committed to creating a workplace free of discrimination and harassment. Both the law and SAHQ Academy prohibit any form of discrimination and/or harassment based on race, color, religious creed, age, sex, national origin or ancestry, mental or physical disability, sexual orientation, spousal affiliation, marital status, gender identity, or any other basis protected by federal, state or local law. All of these groups are referred to in this policy as "protected classes." This policy applies to all employees, contract workers, consultants, vendors, students, parents, guardians, visitors and guests, or any other people doing business with or for the SAHQ Academy. It is in effect not only at SAHQ Academy site but during all school-sponsored functions.

2. Discrimination/Harassment Described. Discrimination and harassment include conduct that could reasonably be construed generally as any unwelcome behavior towards another, whether verbal, physical or visual, that is based on a person's belonging to a protected class. This conduct will most likely interfere with other's ability to work and most certainly will be intolerable as an example to our students and our community. All such harassment can be unlawful when it is severe or pervasive enough to affect a reasonable employee's job.

a. **SEXUAL HARASSMENT:** Because sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is described separately here, however, it is no more or less tolerable than harassment based on some other protected status. Sexual harassment is a form of sex discrimination that may include:

- requests for sexual favors;
- sexual advances;
- persistent or unwelcome flirtation or requests for dates, especially if the behavior continues after a clear objection has been made;
- sexually motivated inappropriate conduct such as facial expressions or body language, leering, making sexual gestures or actual touching, kissing, impeding or blocking another's movements;
- displaying sexually suggestive objects, pictures or cartoons; demands to submit to sexual requests in order to maintain employment or avoid some employment-related loss (e.g. salary), and offers of job benefits or favors in return for sexual favors.
- Intimidation and hostility directed to an individual because of sex; or explicit or degrading verbal, written or electronic comments of sexual nature, such as comments about an individual's body or dress.

This list is not exhaustive and applies to conduct by co-workers, supervisors, volunteers and other invited to the SAHQ Academy premises. Sexual harassment can apply to conduct any work-related setting outside the work place as well.

Consensual sexual behavior between adults, outside the workplace and welcome by both parties is not considered sexual harassment; however, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

If you believe that you have experienced or witnessed sexual harassment, following the process described in paragraphs 3 through 6 below.

b. **HARASSMENT/DISCRIMINATION OTHER BASIS.** Other prohibited harassment includes verbal or physical conduct which degrades or shows hostility or aversion toward an individual even partly because of a person's belonging to a protected class. Conduct similar to that described above as sexual harassment and discrimination, if based on one of these protected classifications is illegal. For example, verbal conduct such as epithets, jokes based on ethnicity, age-related derogatory comments, foul or obscene language or racial slurs will likely be unwanted and offensive to others resulting in unwelcome behavior that could be interpreted as harassing or discriminatory.

3. **Employee Responsibilities.** All employees of SAHQ Academy are responsible for taking appropriate action to prevent and eliminate harassment and discrimination at SAHQ Academy. If you experience discrimination or harassment, SAHQ Academy encourages you to firmly and promptly notify the offender that his or her conduct is offensive, even if it is not directed at you. If you choose not to address the issue directly with the person, or if the conduct continues you should report the conduct immediately. If you observe discrimination or harassment of another employee, student, visitor, or guest, by a fellow employee, report the concern immediately. At no time should you assume that inappropriate conduct between a student and an adult is acceptable, "consensual" or that it should not be reported because you are concerned that you misinterpreted the conduct.

4. **Reporting Complaints.** If you experience or observe harassment or discrimination you should bring your concerns directly to SAHQ Academy's Principal or the Business Manager. Your complaint will be promptly investigated by the individual to whom you reported or a third-party investigator, if appropriate. The complainant and the alleged offender will be instructed to limit their work contact with each other immediately, pending the outcome of the investigation.

5. NO RETALIATION. SAHQ Academy WILL NOT TOLERATE RETALIATION OR REPRISALS OF ANY TYPE AGAINST ANY EMPLOYEE WHO COMPLAINS OF HARASSMENT OR PROVIDES INFORMATION IN CONNECTION WITH ANY SUCH COMPLAINT. RETALIATION IS CONSIDERED TO BE MISCONDUCT AND GROUNDS FOR DISCIPLINARY ACTION, UP TO AND INCLUDING DISCHARGE.

6. Complaint Procedure, Investigation and Response. Complaints may initially be made verbally, however, the complainant must complete a “Harassment Complaint Form” to assist with the investigation process. (See Appendix A for a copy of this form).

a. Normally, an investigation will include interviews with the complainant, and the alleged offender (who will be told of all of the allegations against him or her) and all witnesses or other relevant persons as necessary to establish the facts. All employee-witnesses, the complainant and the alleged offender are expected to cooperate in the investigation. Failure to cooperate or deliberately providing false information during an investigation, including the complaint itself, will be grounds for disciplinary action, up to termination or discharge. Other individuals, such as a third party investigator, may be involved to resolve the complaint. The investigator will collect and review all relevant documents.

b. SAHQ Academy will investigate every report of harassment or discrimination. In conducting an investigation, SAHQ Academy will respect the privacy of all concerned; however, complete confidentiality may not always be possible because of the need to conduct a complete and thorough investigation to ensure that both sides’ interests are fairly protected.

c. As soon as the investigation is finished, the investigator will meet with the individual’s supervisor or if appropriate the supervisor’s supervisor(s), and report whether he or she believes that discrimination or harassment has occurred. If the investigation results in a finding of discrimination and/or harassment, then the supervisor will determine the appropriate disciplinary action up to and including a recommendation to terminate or discharge the employee. The supervisor will inform the complainant and the alleged offender of the outcome of the investigation and his/her proposed disciplinary action. The date of the discussion with the respective party shall constitute the “determination date.”

d. Appeal. If the complainant or alleged offender is not satisfied with the outcome of a discrimination complaint, either employee may appeal that decision to the SAHQ Academy Governing Council or to a neutral third party, whichever is deemed appropriate by the Principal under the circumstances. The employee appealing the supervisor’s decision must submit a written appeal to the Principal with copies to the other party within five (5) working days of the determination date. The non-appealing party and supervisor of the appealing party has the option of submitting written materials in support of their respective positions within three (3) working days from the date they receive the appealing parties’ appeal.

e. Final Decision. The Governing Council or neutral third-party will inform the complainant/respondent of the appeal decision in writing within five (5) working days from the date the appeal was submitted. This is the final level of review in the internal complaint process. The time lines set forth in this policy may not be waived or extended by the Governing Council.

D. Religious Accommodation: Sometimes individuals hold religious beliefs or conduct religious practices that conflict with their work schedules or assigned responsibilities. SAHQ Academy will attempt to provide a reasonable accommodation for religious beliefs and practices of such individuals if to do so does not impose an undue hardship for employee's department, or interfere with the employee's ability to perform the essential functions of the position. If you would like to request reasonable accommodation based on your beliefs, you should contact the Principal or the Business Manager. You may be asked to provide appropriate documentation to support your request.

E. Employee Background Check: Prior to becoming an employee of SAHQ Academy, a comprehensive background check consisting of prior employment verification, professional reference checks, education licensure and certification confirmation, and a criminal background check is conducted in accordance with applicable laws.

F. Immigration Law Compliance: All offers of employment are contingent upon verification of your right to work in the United States. You will be asked to provide original documents verifying your right to work and, as required by federal law, to sign a Federal Form I-9, "Employment Eligibility Verification Form." If you at any time cannot verify your right to work in the United States, SAHQ Academy may be obliged to terminate your employment.

G. Personnel Records: The responsibility of handling personnel records and related personnel administration functions at SAHQ Academy has been assigned to the Business Manager. Questions regarding insurance, wages, and interpretation of personnel policies may be directed to him or her. SAHQ Academy strives to balance its need to obtain, use, and retain employment information with each individual's right to privacy. To this end, it attempts to restrict the personnel information maintained to that which is necessary for the conduct of its business or which is required by federal, state, or local law. The Principal (or designee) is responsible for overseeing the record keeping for all personnel information. Employees have a responsibility to ensure their personal records are up to date and should notify the Business Manager in writing of any changes in name; address; contact phone numbers; marital status (for benefits and tax withholding purposes only); number of dependents (for benefits and tax withholding purposes only); addresses and telephone numbers of dependents and spouse or former spouse (for insurance purposes only); in any of these items, please complete an "employee change" form and return to the Business Manager as soon as possible.

1. Contents of File. In addition, an employee's personnel file may contain the following information:

- a. Complete application for employment along with verification of qualifications for the position as outlined in job description;
- b. Professional license;
- c. Official transcript;

- d. Employee's contract;
- e. Signed job description;
- f. Pre-employment references;
- g. Signed acknowledgment that the employee has received the employee policies handbook, which includes separate acknowledgments that employee has received and understands policies on child abuse and neglect, confidentiality, equal employment opportunity, drug free workplace, conflicts of interest, employee complaints and problem solving, termination and discharge, employee discipline, email and computer usage, the employee code of conduct and confidentiality.
- h. Performance appraisals;
- i. Documented attendance education and training programs, including service courses and orientation;
- j. Any complaints, allegations, inquiries or findings of student abuse or neglect, warnings or disciplinary actions;
- k. Documentation of equipment issued to employee: keys, pagers, cell phones, etc.

2. Separate File. The following records will be maintained in a separate file, apart from the personnel file, for each employee:

- a. Employment medical records;
- b. INS (Immigration and Naturalization) I-9 Form;
- c. Worker's compensation records;
- d. Health records;
- e. Drug testing records;
- f. Fingerprint results/background check results.

3. Inspection of Personnel File. Employees may inspect their own personnel records in the presence of the Principal (or designee). Such an inspection must be requested in writing to the Principal (or designee) and will be scheduled at a mutually convenient time. Employees who feel that any file material is incomplete, inaccurate, or irrelevant may submit a written request to the Principal (or designee) that documentation to correct such materials be added to personnel files. Only supervisors and others in management

who have an employment related need-to-know about another employee may inspect the personnel files of a particular employee.

H. Work Schedule:

1. **Business Hours.** SAHQ Academy generally operates from 7:00 am until 5:00pm. Work schedules are determined by the Principal. Please consult with the Principal if you have any questions concerning your work schedule.
2. **Classroom Coverage.** Students must be supervised at all times and are never left unattended. If you need to leave your classroom or work station, you must contact the Principal so adequate coverage can be arranged. If you need to leave the campus for any reason, you are required to notify the Principal, sign out at the front desk, and sign back in upon returning.
3. **Absence or Lateness.** If you are unable to report to work, or if you will arrive late, you are required to contact the office before 7:30 am. If you know in advance that you will need to be absent, you must request this time off directly from the Principal. If you are absent because of an illness, the Principal may require that you submit a written statement from your health care provider stating that you are able to resume your employment responsibilities. Unauthorized absences, lateness, or leaving campus may lead to disciplinary action, including possible dismissal.
4. **Severe Weather and Emergency Conditions.** In the event of severe weather condition or other emergencies, SAHQ Academy will follow the Albuquerque Public Schools schedule.

I. Recruitment

The SAHQ Academy selects applicants for employment on the basis of such factors as experience, character, conformity with SAHQ Academy's mission and philosophy, necessary credentials, and ability to perform their required duties. SAHQ Academy is committed to evaluating each applicant and employee on the basis of personal skill and merit. SAHQ Academy will make every effort to ensure that both the letter and spirit of the laws prohibiting discrimination are fully implemented in all of its working relationships.

SAHQ Academy actively seeks diversity in its student/parent body, faculty, staff and administration. SAHQ Academy is committed to equal employment opportunity. As previously stated, the SAHQ Academy does not discriminate on an individual's race, religion, color, creed, national origin, citizenship, disability, marital status, veteran status, sexual orientation or affection preference, age, sex, or any other classification protected by law. This policy governs all aspects of employment at SAHQ Academy, including hiring, assignments, training, promotion, upgrading, demotion, downgrading, transfer,

lay-off and termination, compensation, employee benefits, discipline and all other terms and conditions of employment.

The SAHQ Academy will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsifications or omissions of any information or date on an employment application may result in your exclusion from further consideration for employment and/or termination of employment.

The SAHQ Academy as all charter schools are required to finger print prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

SAHQ Academy uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include job postings, mailings, informal networking, outside job fairs, on-campus recruiting, on-line internet services, etc.

J. Employee References.

All written or telephone requests for business references, whether addressed to an individual or SAHQ Academy, will be referred to the Principal (or designee) for reply. All information released on employees must be in writing, with a copy retained in the employee's personnel record. Without an employee's prior written authorization to release, the Principal (or designee) will only confirm that the employee works or has worked at SAHQ Academy.

K. Employee Requested Credit Checks.

All requests for business credit checks (salary confirmation) will be referred to the Principal (or designee) for reply when written authorization from the employee has been obtained. Replies to telephone requests for salary confirmation will be limited to confirming title, salary, dates of employment and employment status.

L. Compliance With Laws Affecting Child Welfare

Any employee, volunteer or contractor who knows or has a "reasonable suspicion" that a child has been victim of child abuse is required by law to report the instance immediately to one of the following child protective agencies: local law enforcement, the New Mexico Department of Children, Youth and Families, or a tribal law enforcement or social services agency for any Indian child residing in Indian country. NMSA 1978 § 32A-4-3. Persons who violate reporting requirements are guilty of a misdemeanor. "Reasonable suspicion" arises when the facts surrounding the incident or situation could cause another person in the same situation to suspect child abuse.

1. Reporting responsibility. As noted, child abuse should be reported immediately by telephone to a child protective agency. The telephone call is to be followed by a written report within thirty-six (36) hours. There is no duty for the reporter to contact the child's parents. In fact, if a child is released to a peace officer or a child protective agency agent, the reporter will not notify the parent as required in other instances of removal. Child protective agencies responding to incident reports are prohibited from disclosing a reporter's identity to a reporter's employer.

2. "Abuse" defined. Child abuse is broadly defined as "a physical injury which is inflicted by other accidental means on a child by another person." Child abuse can take the following forms:

- Sexual abuse: Sexual abuse means, in general, sexual assault or sexual exploitation. Sexual abuse does not include children who voluntarily engage in sexual activity with children of a similar age. However, such situations raise the issue of possible neglectful adult supervision. Pregnancy of a minor does not, in and of itself, constitute suspicion of child abuse.
- Neglect: Neglect occurs when a child's custodian has failed to provide adequate "food, clothing, shelter, medical care, or supervision" that may or may not have resulted in any physical injury.
- Unlawful corporal punishment: Unlawful corporal punishment occurs when any person willfully harms or injures a child to such a degree that a traumatic condition results; and
- Willful cruelty or unjustifiable punishment: Child abuse also includes the situation where any "person willfully causes or permits any child to suffer...unjustifiable pain or mental suffering," or when any person endangers a child's health.

III. WAGE AND SALARY

A. SAHQ Academy – an equal opportunity employer: Employee compensation will be structured to attract, motivate, retain, and reward high quality personnel to effectively carry out the objectives of SAHQ Academy without regard to race, color, ancestry, religion, age, sex, national origin, disability, medical condition, status as a veteran, sexual orientation, spousal affiliation, gender identity or any other basis protected by federal, state or local law. SAHQ Academy will prioritize its expenditure of resources to achieve a competitive compensation position in public education in the local area market.

B. Pay Periods: The payroll period is a two week period from Mondays 12:00AM until Sundays 11:59 PM and you will be paid each subsequent Friday following the completion of that pay period. Your check will reflect your compensation for that pay period, less required payroll deduction. If you were hired after a payroll deadline (check with your supervisor), your first paycheck will be delayed until the second payday after you started work. You will be issued pay check every two weeks or 26 times per year.

Your deductions will be itemized on your payroll stub. You should review your paycheck stub carefully each payday. If, at any time, you have any questions about the amounts shown on your paycheck or how they are calculated, you should contact the Business Manager. If you have been overpaid, and it is later discovered, you will be required to return the overpayment in full to SAHQ Academy.

C. Basis for Determining Pay: SAHQ Academy Governing Board adopts a salary schedule each year based upon education, experience, and legislative mandates.

D. Salary Increases: Each job class or licensing level presently has a salary range. Increases beyond the initial or minimum salary for your class or license level may be granted annually until the employee reaches the top step of their salary range. If you receive a new job at a higher or lower level of pay, your salary will be adjusted according to the salary schedule rules that are adopted by the SAHQ Academy governing council.

E. Direct Payroll Deposit: Direct payroll deposit is the automatic deposit of your pay directly into a financial institution account. Contact the Business Manager for details and the necessary authorization forms. This is a benefit we provide for your convenience. We encourage all employees to take advantage of this service.

F. Mandatory Deductions from Paycheck: Federal, state and local income taxes and your contribution to Social Security and New Mexico Educators retirement system will be deducted from your pay check as required by law. These deductions will be itemized on your check stub. The amount of the deductions will depend on your earnings and on the information you furnish on your W-4 form regarding the number of exemptions you claim. If you wish to modify the number of deductions, please request a new W-4 form from the Business Manager. Only you may modify your W-4 form. *Verbal or written instructions are not sufficient to modify withholding allowances.* We advise you to check your pay stub to ensure that it reflects the proper number of withholdings. Other mandatory deductions from your paycheck include court-ordered garnishments or support deductions. If SAHQ Academy receives a court order mandating that your pay be garnished you will be notified and provided a copy of the order. SAHQ Academy will comply with the court order until such time as you provide a subsequently dated and signed court order directing SAHQ Academy to cease making the deduction from your pay check.

G. Reimbursement for Travel and Expenses: Employees will be reimbursed for authorized travel and per diem expenses pursuant to New Mexico Travel and Per Diem Rule, NMAC 2.24.2 as amended. You must obtain prior written authorization for expenditures for which you expect to be reimbursed for by SAHQ Academy. Failure to follow the appropriate procedures prior to incurring an expense for which you want to be reimbursed, may result in a denial of your request for reimbursement.

H. Employment Classifications: Your position at SAHQ Academy is classified as either regular full-time, part-time or short-term. In addition, you are classified as either non-exempt or exempt. Certain policies and procedures outlined in the Employee Handbook may apply

differently to you depending on how your job position is classified. If you have a question concerning applicability of any particular provision, contact the Principal or the Business Manager prior to signing the receipt for the Handbook.

1. **Non-Exempt and Exempt Employees.** At the time you are hired or you transfer to a new position, you will be classified as either “exempt” or “non-exempt.” This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as “non-exempt” in the Employee Handbook. This means that they are not exempt from (and therefore should receive) overtime pay.

Exempt employees are Principals, business managers, teachers, counselors, social workers, and others whose duties and responsibilities allow them to be “exempt” from overtime pay provision as provided by Federal Fair Labor Standards Act (FLSA) and any applicable state laws.

2. **Full-Time Employees.** An employee who works 40 hours per week, is considered a full-time employee.

3. **Part-Time Employees.** An employee who is regularly scheduled to work less than 40 hours per week is considered a part-time employee. If you are a part-time employee working less than 25 hours per week, you are not eligible for the employee benefits described in the Employee Handbook. Benefits will be prorated for employees working between 25-39 hours per week.

4. **Overtime Pay.** If you are a non-exempt employee you will be paid overtime in accordance with state and federal laws. Any overtime must be approved in advance by your supervisor; failure to obtain authorization prior to working overtime may result in disciplinary action. For purposes of determining overtime pay, SAHQ Academy’s work week shall be from 12:00 AM Monday until 11:59 PM Sunday.

IV. PERFORMANCE

A. Performance Reviews: The principal will follow governing council policies and New Mexico Public Education Department requirements when conducting performance reviews for all licensed and certified personnel. The performance reviews will be conducted collaboratively between the Principal and SAHQ Academy employees. Non-exempt employees will be evaluated annually; licensed personnel will be evaluated in a manner consistent with PED regulations. The SAHQ Academy Principal will be evaluated no less frequently than once per year by SAHQ Academy Governing Council.

During a formal performance review the Principal may cover the following areas:

- The quality and quantity of your work.

- Strengths and areas of improvement.
- Initiative and teamwork.
- Attendance
- Customer service orientation.
- Problem solving skills.
- Ongoing professional growth and development.
- All other competencies for your position, level of licensure or certification.

Additional areas will also be reviewed as they relate to your specific job.

Your review provides an opportunity for collaborative, two-way communication between you and the Principal. This is a good time to discuss your interests and future goals. The Principal is interested in helping you to progress and grow in order to achieve personal as well as work-related goals. The Principal can answer any questions you may have about the performance review process.

The Principal uses your annual performance evaluation as a factor in recommending your rate/salary increase, promotions, or award of subsequent contracts, if any. Your performance evaluation may also be impacted by your willingness to follow and cooperate with SAHQ Academy's employee conduct policies as described in this Handbook or other directives or instruction give to you by the Principal or your supervisor.

V. STANDARD OF CONDUCT

Generally speaking, we expect each employee to act in a mature and responsible way at all times. Educational professionals are required to comply with the New Mexico Code of Ethical Responsibility of the Education Profession. 6.30.9 NMAC. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see the Principal for an explanation.

A. Smoking: The use of Tobacco, or tobacco products at SAHQ Academy or any SAHQ Academy-sponsored functions, events or activities is prohibited for students, faculty, and staff.

B. SAHQ Academy and Staff Meetings: On occasion, we may require that you attend a meeting or school function outside your duty day. If you are a non-exempt employee, you will be paid for time spent. Prior approval by the Principal will be required for any overtime.

C. Computer Software (Unauthorized Copying): SAHQ Academy licenses the use of computer software from a variety of outside companies. SAHQ Academy does not have the right to reproduce the software or to grant licenses for other users. Employees shall use the software only in accordance with the software publisher's license agreement. As a rule do not download school-purchased software on any other computer without verifying the right to do so. Illegal reproduction of software can subject an employee to civil damages and criminal penalties,

including fines and imprisonment. In addition, violation of this policy will result in disciplinary action up to and including discharge or termination from your employment.

D. Employee Technology Acceptable Use Policy: SAHQ Academy provides technology resources and business equipment to its staff for educational and administrative purposes. This policy governs the use of business equipment, computers and telephonic communication systems, including email, Internet and Internet systems (collectively referred to as technology resources). The use of SAHQ Academy technology resources is a privilege granted to employees for the enhancement of job-related functions. Violation of which may result in disciplinary actions.

SAHQ Academy does not attempt to articulate all possible violations of this policy. In general, users are expected to use SAHQ Academy computers and computer networks in a responsible, polite, and professional manner. Users are not allowed to:

1. Knowingly send, receive, or display sexually oriented images, messages, or cartoons.
2. Knowingly or recklessly send, receive, or display communications that ridicule, disparage, or criticize a person, a group of people, or an organization based upon race, national origin, sexual orientation, age, disability, religion, or political beliefs or for any other reason.
3. Knowingly send, receive, or display communications that demand, threaten, insult, harass, or defame others.
4. Knowingly send, receive, or display communications that disparage or berate SAHQ Academy, Board Members, or employees, or diminish employee productivity and/or professionalism.
5. Violate any local, State or Federal statute or regulation including, but not limited to copyright laws.
6. Solicit, endorse, or proselytize others for commercial ventures, outside organizations, or religious, social or political causes.
7. Disrupt, disable, damage, or interfere with services, equipment, or other users.
8. Access, assist, or allow others to access equipment, files, passwords, user codes, or information without authorization.
9. Use SAHQ Academy computers for personal business.

SAHQ Academy reserves the right to review, audit, intercept, access, and disclose all matters placed on SAHQ Academy technology resources, as business conditions and/or security considerations warrant, without employee notice, during or after employee working hours. The use of SAHQ Academy provided password by an employee does not restrict SAHQ Academy's

right to access electronic communications. While SAHQ Academy does not regularly monitor electronic communications it reserves the right to do so without notice. **SAHQ Academy reserves the right to access and monitor the use of SAHQ Academy technology resources. No employee should have any expectation of privacy in connection with the use of this equipment or the transmission receipt, or storage of information in such equipment, whether the information is personal or school-related.**

E. Dress Code and Personal Appearance: Please understand that you are expected to dress and groom yourself in accordance with accepted social and business standards. You are expected to be suitably attired and groomed during working hours or when representing SAHQ Academy. If the Principal decides that your attire and/or grooming are inappropriate for SAHQ Academy you may be asked to leave your workplace until you are properly attired and/or groomed. Employees who violate dress code standards may be subject to disciplinary action.

F. Drug-Free Workplace Policy: Employees who work while under the influence of alcohol or drugs present a safety hazard to themselves, their co-workers and students. In addition, employees who work under the influence of alcohol or drugs threaten SAHQ Academy's reputation and integrity. SAHQ Academy policy is to create a drug-free workplace in accordance with the Drug Free Workplace Act of 1988. The unlawful manufacturing, distribution, dispensation, possession, sale, or use of a controlled substance in the workplace or while engaged in business off premises, such as at a parent's home, are strictly prohibited.

Prohibition and Standards.

1. General Prohibition. No employee or student will unlawfully possess, use, distribute, dispense, manufacture or be under the influence of alcohol or drugs while on SAHQ Academy grounds; at SAHQ Academy sponsored or supervised activities (e.g. field trips); in any SAHQ Academy owned, leased or used vehicle; while engaged in or going to or from SAHQ Academy activities; or, while attending a SAHQ Academy-related activity (e.g. workshop).

2. Definition of Drug. For purposes of this policy, the term "drug" will include any "illicit drug," "controlled substance," "marijuana," "cannabis," "opiate," "hallucinogen," "narcotic," or other unlawful drug purposes of federal or state law including, but not necessarily limited to the Drug-Free Workplace Act, the Drug-Free School and Communities Act Amendments, the U.S. Controlled Substances Act and the New Mexico Controlled Substances Act. NMSA 1978 §§30-31-1 et seq.

3. Exceptions. This policy is not intended to prevent possession of a controlled substance if it was obtained directly pursuant of a valid prescription or order, from a physician, dentist or other person duly licensed, registered, or otherwise permitted under federal and state law to distribute or dispense the substance in the course of professional practice. If an employee is taking prescribed or over-the-counter medication that may affect work performance, this information should be immediately reported to the Principal or the designee.

4. Conditions of employment. As a condition of employment, each employee will abide by the terms of this drug-free workplace policy. Every employee is required to notify the Principal of any criminal drug conviction or plea of no contest for a violation occurring in the workplace no later than five (5) days after such conviction.

5. Sanctions. Where an employee violates the terms of this policy or is convicted of violating a criminal drug statute for an offense occurring in the workplace, the employee will be subject to sanctions, consistent with law and policy, which may include either appropriate personnel action against the employee, up to and including termination; or, a requirement that such employee satisfactorily participate in a drug-abuse assistance or rehabilitation program approved for such purpose by a federal, state or local health agency, law enforcement or another appropriate agency. The employee will be responsible for all uninsured costs associated with any such program.

G. Acceptance of Gifts: Advance approval from the Principal is required before an employee may solicit a gift on behalf of SAHQ Academy. SAHQ Academy staff members are not to receive payment for tutoring, counseling, advising or providing services related to special programs from any student assigned to their classroom or other school functions.

H. Employment of Relatives: If you and members of your family are employed by SAHQ Academy, one may not supervise the other nor work in the same department. If the employees are unable to develop a workable solution, the Principal will decide which employee may be transferred in such situations. Family members include the employee's spouse, child, parent, parent-in-law, grandparent, grandparent-in-law, granddaughter, grandson, daughter-in-law, son-in-law, step-parent, domestic partner (a person with whom the employee's life is interdependent and with whom the employee shares a mutual residence), brother, sister, brother-in-law, sister-in-law, daughter or son of the employee's spouse or domestic partner, and any relative living in the household of the employee or domestic partner. Should two employees who work together or supervise each other enter into a personal, non-work related, relationship, one or both employees may have to be transferred.

No person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, of the head administrator may be employed by SAHQ Academy unless approved by the Governing Council. The Governing Council may not hire a head administrator who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law of any member of the Governing Council.

I. Solicitations and Distributions: Solicitation for any cause during working time and in working areas is not permitted. You are not permitted to distribute non-SAHQ Academy literature in work areas at any time during working time. Employees are not permitted to sell raffle chances, merchandise or otherwise solicit or distribute literature without management approval. Persons not employed by SAHQ Academy are prohibited from soliciting or distributing literature on SAHQ Academy property.

J. Confidentiality: As an employee of SAHQ Academy, you may learn confidential information about students, other employees or school business (together referred to as “confidential school information”). During and after employment with SAHQ Academy, confidential SAHQ Academy information may not be shared with non-employees of SAHQ Academy and may only be shared with other SAHQ Academy employees on a need-to-know basis. If you violate this policy, disciplinary action will be taken up to including termination or discharge.

SAHQ Academy will provide employee information to outside agencies only upon written authorization of the employee or as provided by law. Only the Principal is or his/her designee can make decisions about releasing confidential personnel information. Most banks, credit agencies, or other parties requiring employment information will provide you with an appropriate form. You must provide a written and signed authorization form to the school, before SAHQ Academy will release your personal information. SAHQ Academy’s standard reference letters are limited to confirming dates of employment, job title, and current rate of pay. All requests for employment verification must be received by the Principal or Business Manager in writing. SAHQ Academy’s response will be in writing. SAHQ Academy does not provide letters of recommendation.

SAHQ Academy protects employee’s confidentiality and expects the employees to protect confidential school information as well. No one should provide any information about an employee and must refer any phone calls seeking such information to Principal or Business Manager. Under no circumstances will SAHQ Academy verify employment by telephone.

In addition, SAHQ Academy also expects that you respect the privacy of your fellow employees, both with employees and non-employees. Personal information about any employee may not be discussed with other employees or non-employees without written authorization. Breaching confidences may be grounds for disciplinary action up to and including termination or discharge.

K. Employee Privacy: SAHQ Academy reserves the right to search any person entering on its property or offsite while performing services for SAHQ Academy and to search property, equipment, and storage areas including but not limited to, clothing, personal effects, vehicles, buildings, rooms, facilities, offices, parking lots, desks, cabinets, lunch and equipment boxes or bags, and equipment. Any items that you do not want to have inspected should not be brought to work.

L. Basis for Conduct-Related Discipline: In addition to the foregoing described standards of conduct, the following is a list of unacceptable activities that can result in disciplinary action, up to and including termination. This list should NOT be considered comprehensive and nothing in this list alters the at-will nature of employment for some employees.

1. Violation of any SAHQ Academy policy.
2. Violation of security or safety rules or failure to observe safety rules or SAHQ Academy safety practices.

3. Negligence or any careless action which endangers the life or safety of another person.
4. Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of controlled substance in any quantity while on SAHQ Academy premises, except medications prescribed by a physician to the employee in possession and which do not impair work performance.
5. Unauthorized possession of dangerous or illegal firearms, weapons or explosives on SAHQ Academy property at any school sponsored event.
6. Engaging in criminal conduct or acts of violence, or making threats of violence toward anyone on SAHQ Academy premises or when representing SAHQ Academy; fighting, or provoking a fight on SAHQ Academy property.
7. Insubordination or refusing to obey reasonable instructions or directives issued by your supervisor while at work; unreasonable refusing to help out on a special assignment.
8. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
9. Intentional or negligent destruction of or damage to school property, or the property of fellow employees, customers, suppliers, or visitors in any manner.
10. Theft or unauthorized possession of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from administration; unauthorized use of school equipment or property for personal reasons; using school equipment for personal profit or business.
11. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by SAHQ Academy; unauthorized alteration of SAHQ Academy or student records or other documents.
12. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee's ability to perform his/her job; restricting work output or encouraging others to do the same.
13. Immoral conduct or indecency on SAHQ Academy property.
14. Conducting a lottery or gambling on SAHQ Academy premises or when using SAHQ Academy property and/or equipment.
15. Unsatisfactory or careless work, failure to meet work productivity or work quality standards.

16. Any act of harassment as described above.
17. Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of your supervisor; stopping work before time specified for such purposes.
18. Sleeping or loitering during work hours.
19. Excessive use of SAHQ Academy telephones for personal calls.
20. Smoking on SAHQ Academy property or in SAHQ Academy vehicles.
21. Creating or contributing to unsanitary conditions.
22. Failure to report an absence or late arrival; excessive absence or lateness.
23. Obscene or abusive language toward any supervisor, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on SAHQ Academy premises.
24. Speeding or careless driving vehicles.
25. Failure to immediately report damage to, or an accident involving, SAHQ Academy equipment or property.
26. Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or other without authorization during business hours, or at a time or place that interferes with the work of another employee on SAHQ Academy premises.
27. Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, punching or altering another employee's timesheet or records, or causing someone to alter your timesheet or record.
28. Any other act or omission which impairs or restricts the ability of SAHQ Academy to provide a safe and healthy environment for employees and students.

M. Discipline Process: A number of tools are utilized to motivate, correct and/or discipline employees, including, but not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance.

If your work performance is unsatisfactory or if your conduct on the job becomes a problem, your supervisor may counsel you and work with you to help resolve the issues. You may initiate this counseling as well. Your supervisor may but is not required to a progressive, corrective process. This disciplinary process may involve, but is not limited to, oral written warnings, probation for poor work performance/habits, disciplinary suspension, and termination.

If progressive discipline is not considered appropriate, however, the sequence described above will not be followed.

THE PRINCIPAL RESERVES THE RIGHT TO DISCIPLINE AN EMPLOYEE BY TAKING WHATEVER ACTIONS, AT HIS/HER DISCRETION, DEEMS TO BE APPROPRIATE AND IN THE BEST INTERESTS OF THE SCHOOL, UP TO AND INCLUDING TERMINATION OR DISCHARGE.

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

N. Grievance Procedures for on the Job Problems: As an employee of SAHQ Academy and an important member of our team, we are concerned that on-the-job problems are brought to the attention of SAHQ Academy. Many problems tend to arise out of misunderstanding or lack of complete information. If problems are kept hidden, they tend to fester and to grow out of proportion to their seriousness. If you feel that anything has occurred that is in any way unfair to you, or if you have any complaints, request or constructive criticism, the best way to eliminate the problem is to talk it over. If the problem involves harassment of any kind please see Article II, C.4.

1. Applicability. This grievance procedure policy does not apply for complaints about the following situations:

- The contents of an evaluation or the discretionary act(s) of professional judgment relating to the evaluation of the work performance of any employee by his/her immediate supervisor;
- Discharge or termination decisions (See below);
- Situations in which the remedy for the alleged violation resides exclusively in some person, agency, or authority other than SAHQ Academy, its Principal or Governing Council;
- A former employee cannot file a grievance after the effective date of separation from employment.

2. Grievance process.

(a) Step 1. All problems should be taken to your immediate supervisor first for discussion. Your supervisor is always ready and willing to answer your questions about your work or your progress. If you have ideas for doing things a better way or encounter a problem about practices discussed herein or if any problems arise in the course of your work, talk to your supervisor. In most instances, the problem can be immediately solved after this first step is taken.

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

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

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

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

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

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

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

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

VI. TERMINATION AND DISCHARGE

A. Definitions.

1. Termination. In the case of a licensed employee, “termination” means non-renewal of a contact at the end of its term. For all other employees, “termination” means severing or ending the employment relationship.
2. Discharge. Discharge means to sever the employment relationship of licensed personnel or employees under contact before the end of the existing contact.
3. Just cause. Just cause refers to a reason for termination or discharge that is rationally related to an employee’s competence or moral turpitude or the proper performance of his/her duties and that is not in violation of the employee’s civil or constitutional rights.

B. Termination/Discharge Policy for Employees with Less than Three (3) Consecutive Years of Service:

1. General. SAHQ Academy may terminate an employee (licensed or non-licensed) with fewer than three (3) years of consecutive service for any reason it deems sufficient.
 - a. Non-contract employees. Employees with three (3) years or less of consecutive service and who are not employed pursuant to a contract are considered at-will employees. A written notice of termination will be provided to the employee.
 - b. Contract employees. Contract employees with three (30 years or less of consecutive service; i.e., who have not been reemployed under a third consecutive contract, may be terminated by non-renewal of their contacts without cause.
2. Protest Procedure for Employees with Less than Three (3) Consecutive Years of Service. For an employee of less than three (3) consecutive years who was terminated or whose contact was not renewed, there is not protest procedure because such an employee may be terminated or not renewed without cause. However, an employee of less than three (3) years may request a written explanation from the Principal that details the rationale for his/her termination or non-renewal. Requests for an explanation will be made in writing and delivered to the Principal no later than five (5) working days after receipt of the notice of termination or notice of non-renewal. Reasons for the determination will be provided to the employee within ten (10) days of receiving his/her request. The decision of the Principal to terminate is final and not subject to appeal.

C. Termination/Discharge Policy for Employees with Three (3) Years or More Years of Consecutive Service.

1. Non-Contract and Contract: No employee who has been employed by SAHQ Academy for three (3) years or more of consecutive service may be discharged except for just cause.
2. Protest Procedure. SAHQ Academy provides the following procedures for challenges to termination or discharge decisions for employees with three (3) or more years of consecutive service:
 - a. Request for Statement of Rationale. An employee who has been employed by SAHQ Academy for three (3) consecutive years and who receives a notice of termination (for licensed personnel a notice of non-renewal) may request a written statement of the reasons for non-renewal. The Principal will provide a written statement of the rationale within five (5) working days from the date he/she receives the request.
 - b. Hearing Before the Governing Council. If after receiving the Principal's written reasons for termination, the employee contends that the reasons do not constitute just cause, the employee will be granted permission to address his/her objections to termination to the Governing Council by following these steps:
 - i. The employee must submit a written request for a hearing before the Governing Council within ten (10) days after receiving the written rationale for termination from the Principal. The request for hearing must include a statement explaining why the employee believes that he/she was terminated for reasons that do not constitute just cause. In addition, the statement must include facts, supporting documentation and potential witnesses who will support the employee's position.
 - ii. If the employee provides a statement explaining why he/she believes there was not just cause for his/her termination, the Governing Council will meet to hear the employee present his/her statement in no less than five (5) and no more than fifteen (15) working days after receipt of the employee's written statement.
 - iii. At the hearing, both the employee and the Governing Council may have representation of their choice, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing.

iv. Rules of Hearing:

(A) The hearing will be conducted in accordance with the provision of the Open Meetings Act; i.e. the meeting will be held in a public session. The SAHQ Academy Governing Council, however, reserves the right to deny an open meeting if the grounds for termination are based on issues that will include identifiable student information and the employee has not secured a full release from the named student's legal guardian at least three days prior to the proceedings. The employee must provide the original release to the school.

(B) The Principal will first state the reasons for termination and present the factual support for those reasons. The reasons will be limited to those first provided to the employee after his/her request for an opportunity to address the Governing Council.

(C) The employee will next state his/her reasons and factual support for contending that the termination was not for just cause. Those reasons and factual support must be the same as those provided in the employee's written response to the statement provided by the Principal.

(D) The Principal may offer such rebuttal testimony that she deems appropriate.

(E) Each party, including the Governing Council may question all witnesses.

(F) Only evidence presented at the hearing will be considered and the Governing Council is only required to consider that testimony it considers reliable.

(G) No record will be kept of the hearing.

(H) The Governing Council will notify the employee and the Principal of its decision in writing within five (5) working days from the conclusion of the meeting.

[Reference, NMSA 1978 §22-10A-24.]

D. Appeals from Determination by Governing Council: Arbitration. Either the terminated employee or other representative of SAHQ Academy may appeal the decision of the Council. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time. The arbitration process takes place as follows:

1. **Timely Request.** The employee must submit a request for appeal in writing that states his/her reasons for the appeal to the President of the Governing Council within five (5) working days from the receipt of the Governing Council's written decision. The request for appeal must include a statement of facts supporting the basis for appeal. Failure to submit a timely appeal will bar the employee's objection to the decision for the Governing Council and will render the Governing Council's decision final.

2. **Selection of Arbitrator.** The Governing Council and the employee will meet within ten (10) working days from the receipt of the employee's request for appeal to select an independent arbitrator. If they cannot make a choice, they will ask the presiding chief judge of the Second Judicial District Court for the State of New Mexico to select an individual to hear the matter. The judge will make the selection within five (5) days of the request. The arbitrator selected must be experienced in school employment matters and must have no financial, personal or other direct interest in the outcome of the proceedings.

3. **Scope of Arbitration.** The arbitrator will hear all of the evidence presented and not be limited to a review of the Governing Council's decision. The issue before the arbitrator will be limited to whether the evidence presented demonstrates just cause for termination.

4. **Date of Arbitration.** The arbitration will be held within thirty (30) working days from the date the arbitrator is selected. Notice of the hearing will be provided by the arbitrator which will include the date, time and location of the hearing.

5. **Rules of Arbitration:**

a. SAHQ Academy and the employee may have representation of their choosing, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing.

b. Discovery will be limited to depositions and requests for production of documents on a time schedule to be determined by the arbitrator.

c. The arbitrator has the power to issue subpoenas for witnesses and documents and to administer oaths.

d. The New Mexico Rules of Civil procedure will not be strictly enforced, however, the rules will apply to the extent that both contentions and responses are amply and fairly presented.

e. The Rules of Evidence will not strictly apply, but the arbitrator will permit either party to call and examine witnesses, to cross-examine witnesses and to introduce evidence. The arbitrator will require reasonable substantiation of

statements and authentication of records where the accuracy or truth is in reasonable doubt.

f. The Governing Council will have the burden to show by a preponderance of evidence that the employee was terminated for reasons the constitute just cause.

g. If the Governing Council cannot show just cause, or the employee sufficiently rebuts the Governing Council's reasons, then the arbitrator will reverse the decision to terminate and order reinstatement of the employee.

h. Either the employee or SAHQ Academy may record the proceedings at their own expense, but it will not constitute an official record for purposes of further appeal.

i. Departures from these procedures are considered harmless unless the party can demonstrate prejudice.

6. Decision. The arbitrator will issue a written decision within thirty (30) working days of the hearing, which will contain findings of fact and conclusions of law.

7. Remedies. The only remedies available to an employee who has been reinstated by the decision of an arbitrator are: reinstatement; back pay, but subject to any scheduled salary increase to which the employee may be entitled; or, both, less an offset for any compensation received by the employee during the period the compensation was terminated; e.g., unemployment benefits.

8. Binding Decision. Decisions by the arbitrator are final and binding on both SAHQ Academy and the employee. The decision may not be appealed unless the decision was procured by corruption, fraud, deception or collusion, in which case it will be appealed to the Second Judicial District Court for the State of New Mexico.

9. Costs/Fees. The employee and SAHQ Academy will pay their own fees, expenses and costs. The arbitrator can assign to either party or both parties the fees and costs of the independent arbitrator.

E. Report to PED: SAHQ Academy is required to file a record with the New Mexico Public Education Department of all terminations and all actions arising from terminations annually. [Reference NMSA 1978 §22-10A-25 (2003)]

F. Termination/Discharge Policy for Other Personnel Exempt From Protest Procedures: In addition to employees who have less than three (3) consecutive years of employment, the rights to due process protests upon termination do not apply to the following SAHQ Academy personnel:

1. Certified school instructors employed to fill the position of certified school instructor entering military service;

2. Persons employed as licensed school administrators;
3. Non-certified school employees employed to perform primarily school-wide management functions. [Reference NMSA 1978 §22-10A-26 (2003)]

G. Termination/Discharge Policy for Contract Employees Discharged Prior to Contract Term: A contract employee may be discharged prior to the end of his/her contract term for just cause according to the following procedures:

1. Notification and Immediate Removal.
 - a. Notice of discharge. The Principal will serve written notice (certified mail return receipt requested) or will arrange personal delivery retaining a receipt signed and dated by the employee, of intent to recommend to the Governing Council that the employee be discharged. Service otherwise consistent with the rule of civil procedure will be sufficient to complete service as meant by these provisions.
 - b. Stated reasons. The notice will include the reasons for the Principal's decision to discharge the employee along with a written description of the employee's right to a hearing before the Governing Council.
 - c. Immediate Removal. In the event that the Principal determines that it is necessary to immediately remove the employee from the school premises, the employee will be placed on paid administrative leave pending the outcome of a hearing on the Principal's decision to discharge.
2. Protest Procedure/Hearing. A contract employee who receives a notice of discharge may request a hearing before the Governing Council by giving the Principal a written notice of his/her decision to request a hearing within five (5) working days of receipt of the notice to discharge.
 - a. Date of hearing. If the employee timely notifies the Principal that he/she is requesting a hearing on the notice of discharge, a hearing will be scheduled by for no less than twenty (20) and no more than forty (40) working days after the Principal receives the written election from the employee. The employee will have at least ten (10) working days prior notice of the hearing date.
 - b. Hearing Procedures.
 - i. SAHQ Academy and the employee may have representation of their choosing, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing.

ii. Discovery will be limited to depositions and requests for production of documents, which will be completed prior to the hearing.

iii. The Governing Council will have the authority to issue subpoenas for the attendance of witnesses and to produce documents and other evidence at the request of either party and will have the power to administer oaths.

iv. SAHQ Academy will have the burden of proving the just cause for discharge by a preponderance of the evidence. The evidence at the hearing will be limited to the reasons as stated in the notice of discharge.

v. SAHQ Academy will present its evidence first; the employee will present second; either party may present witnesses and introduce documents to prove their respective case.

vi. An official record must be kept of the preceding and the employee is entitled to one copy at the expense of SAHQ Academy.

vii. The Governing Council will render its written decision within twenty (20) calendar days of the conclusion of the hearing and deliver its decision to the employee by certified mail return receipt requested or by personal delivery.

3. Appeal from Decision on Discharge: Arbitration. Either the discharged contract employee or representative(s) of SAHQ Academy may appeal the decision of the Governing Council. The matter will be appealed to an independent arbitrator who will hear all evidence as if presented for the first time.

a. Request Appeal/Arbitration. To request an appeal the employee must state his reasons for the appeal in writing ("request for appeal") and submit it to the President of the Governing Council within five (5) working days from the receipt of the Governing Council's written decision. The appeal must contain a statement of the particular reasons the employee believes the Governing Council's decision was incorrect and include a statement of facts supporting his/her decision.

b. Timely Appeal. Failure to submit a timely appeal will bar the employee's right to object to the decision of the Governing Council and will render the Governing Council's decision final.

c. Selection of Arbitrator. The Governing Council and the employee will meet within ten (10) working days from the receipt of the employee's request for appeal to select an independent arbitrator. If they cannot make a choice, they will ask the presiding chief judge of the Second Judicial District Court for the State of New Mexico to select an individual to hear the matter. The judge will make the selection within five (5) days of the request. The arbitrator selected must be

experienced in school employment matters and must have no financial, personal or other direct interest in the outcome of the proceedings.

d. Scope of Review. The arbitrator will hear all of the evidence presented and not be limited to a review of the Governing Council's decision. The issue before the arbitrator will be limited to whether the evidence presented demonstrates just cause for discharge.

e. The arbitration will be held within thirty (30) working days from the date the arbitrator is selected. Notice of the hearing will be provided by the arbitrator which will include the date, time and location of the hearing.

f. Arbitration Rules:

i. SAHQ Academy and the employee may have representation of their choosing, but at their own expense. Both parties will notify the other no later than 10 calendar days prior to the scheduled hearing date whether either will have an attorney present. Failure to notify the other of having an attorney representative will be good cause to postpone the hearing;

ii. Discovery will be limited to depositions and requests for production of documents on a time schedule to be determined by the arbitrator;

iii. The arbitrator has the power to issue subpoenas for witnesses and documents and to administer oaths;

iv. The New Mexico Rules of Civil procedure will not be strictly enforced, however, the rules will apply to the extent that both contentions and responses are amply and fairly presented;

v. The Rules of Evidence will not strictly apply, but the arbitrator will permit either party to call and examine witnesses, to cross-examine witnesses and to introduce evidence. The arbitrator will require reasonable substantiation of statements and authentication of records where the accuracy or truth is in reasonable doubt.

vi. The Governing Council will have the burden to show by a preponderance of evidence that the reasons provided for the employee's discharge constitute just cause.

vii. If the Governing Council cannot show just cause, or the employee sufficiently rebuts the Governing Council's reasons, then the arbitrator will find in favor of the employee.

viii. Either the employee or SAHQ Academy may record the proceedings at their own expense, but it will not constitute an official record for purposes of further appeal; only the official record prepared by a certified court reporter will constitute an official record.

ix. Departures from these procedures are considered harmless unless the party can demonstrate prejudice.

x. Decision. The arbitrator will issue a written decision within thirty (30) working days of the hearing, which will contain findings of fact and conclusions of law.

xi. Final Decision. Decisions by the arbitrator are final and binding on both SAHQ Academy and the employee. The decision may not be appealed unless the decision was procured by corruption, fraud, deception or collusion, in which case it will be appealed to the Second Judicial District Court for the State of New Mexico.

xii. Costs/Fees. The employee and SAHQ Academy will pay their own fees, expenses and costs. The arbitrator can assign to either party or both parties the fees and costs of the independent arbitrator.

xiii. Compensation after discharge. Payment of compensation to any certified school instructor or certified administrator will terminate as of the date a final decision, provided by the Governing Council. If the contract is to be paid monthly during a twelve (12) month period for services to be performed during a period less than twelve (12) months, the person will be entitled to a pro rata share of the compensation payments due for the period during the twelve (12) months in which no services were to be performed.

H. Phasing Out and Elimination of Positions/Reductions-in-Force: From time-to-time, it may be necessary to phase-out or eliminate a certain job classifications or reduce the number of positions in a particular employment category. An orderly process will be established by the SAHQ Academy Reduction in Force Policy to guide such phase-out reduction in force. A reduction in force carried out pursuant to SAHQ Academy's policy is just cause for termination or discharge.

I. Administrative Leave Pending Possible Disciplinary Action: If you are suspected of violating SAHQ Academy's policies, procedures, or work rules, you may be placed on administrative leave with pay pending an investigation of the situation. However, this should not be interpreted to mean that the Principal cannot suspend an employee immediately, if the situation so warrants.

J. Resignation: Non-exempt employees should give a minimum of two weeks written notice of resignation to the Principal. SAHQ Academy will consider you to have voluntarily terminated your employment if you do any of the following:

1. Resign from SAHQ Academy,
2. Fail to return from an approved leave of absence on the date specified by SAHQ Academy, or
3. Fail to report to work or call in for two (2) or more consecutive work days.

All certified or licensed employees are required to provide written notice of their intent to terminate employment with SAHQ Academy to the Principal at least thirty (30) calendar days in advance. Failure to provide adequate notice may result in a complaint to the PED Licensing Bureau.

K. Retirement: Eligible employees who meet the criteria established by the New Mexico Educators Retirement Board and wish to retire and should contact the Business Manager in advance of the anticipated retirement date to initiate retirement proceedings. Employees anticipating retirement should contact the New Mexico Educators Retirement Board to ensure that the employee follows the most appropriate and current.

L. Return of SAHQ Academy Property: Any SAHQ Academy property issued to you, such as keys, computer equipment, etc. must be returned to SAHQ Academy at the time of your resignation, termination, or discharge. You will be responsible for any lost or damaged items. In most instances, when you are issued SAHQ Academy Property, you will be required to sign a wage deduction authorization permitting SAHQ Academy to withhold from your last paycheck an amount equal to the value of any property issued to you that is lost, stolen or damaged.

M. Safety:

1. General Employee Safety. SAHQ Academy is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment, however, requires the continuous cooperation of all employees. SAHQ Academy will maintain safety and health practices consistent with the needs of our profession. If you are ever in doubt about how to safely perform a job, it is your responsibility to ask the Principal or his/her designee for assistance. Any suspected unsafe conditions and all injuries that occur on the job must be reported immediately. Compliance with these safety rules is considered a condition of employment. We strongly encourage employee participation and your input on health and safety matters.

SAFETY COMMON SENSE:

- Lifting: Ask for assistance when lifting heavy objects or moving heavy furniture. Bend your knees, get a firm grip on the object, hold it close to your body an space

your feet for good balance. Lift using your stronger leg muscles, not your weaker back muscles.

- **Materials Handling:** Do not throw objects. Always carry or pass them. Use flammable items, such as cleaning fluids, with caution. Also, stack materials only to safe heights.
- **Trash Disposal:** Keep sharp objects and dangerous substances out of the trash can. Items that require special handling should be disposed of in approved containers.
- **Cleaning Up:** To prevent slips and tripping, clean up spills and pick up debris immediately.
- **Preventing Falls:** Keep aisles, work places and stairways clean, clear and well lighted. Walk, don't run. Watch your step.
- **Handling Tools:** Exercise caution when handling objects and tools. Do not use broken, defective or greasy tools. Use tools for their intended purpose only. Wear safety glasses or goggles whenever using a power tool.
- **Falling Objects:** Store objects and tools where they won't fall. Do not store heavy objects or glass objects on high shelves.
- **Work Areas:** Keep cabinet doors and file and desk drawers closed when not in use. Remove or pad torn, sharp corners and edges. Keep drawers closed. Open only one drawer at a time.
- **Using Ladders:** Place ladders securely. Do not stand on boxes, chairs or other devices not intended to be used as ladders.
- **Machines:** Do not clean machinery while it is running. Lock all disconnect switches while making repairs or cleaning.
- **Electrical Hazards:** Do not stand on a wet floor while using any electrical apparatus. Keep extension cords in good repair. Don't make unauthorized connections or repairs. Do not overload outlets.
- **Fire Prevention:** Know the location of the fire extinguisher(s) in your area and make sure they are kept clear at all times. Notify your supervisor if an extinguisher is used or if seal is broken. Make sure all flammable liquids, such as alcohol, are stored in approved and appropriately labeled safety cans and are not exposed to any ignition sources. Evacuation exits should be posted. Be familiar with fire drill procedures and plans for evacuating students.

2. **Reporting Safety Issues.** All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the Principal or her designee. If you or another employee is injured, you should contact outside emergency response agencies, if needed. The Employee's Claim for Worker's Compensation Benefits Form must be completed for any instance of employee injury, even if no medical attention is sought at the time of injury. If you fail to report your injury timely, you may jeopardize your right to collect worker's compensation benefits.

N. Weapons: SAHQ Academy prohibits all person who enter SAHQ Academy property form carrying a handgun, firearm, knives or any length, or other weapons regardless of whether the person is licensed to carry the weapon or not. The only exception to this policy will be officers, security guards or other person who have been given written consent by SAHQ Academy to

carry a weapon on the property. Any employee violating this policy will be subject to disciplinary action.

O. Violence in the Workplace Policy: SAHQ Academy has adopted a policy prohibiting workplace violence. Consistent with this policy, acts or threats of physical violence, including intimidation, harassment, and/or coercion, which involve or affect SAHQ Academy or which occur on SAHQ Academy property will not be tolerated. Every employee is required to report incident of threats or acts of physical violence of which he/she is aware to the Principal.

Acts or threats of violence include conduct which is sufficiently severe, offensive, or intimidation to alter the employment conditions at SAHQ Academy, or to create a hostile, abusive or intimidating work environment for one or several employees. Examples of workplace violence include, but are not limited to, the following:

1. Hitting or shoving an individual.
2. Threatening an individual of his/her family, friends, associates, property with harm.
3. Intentional destruction of or threatening to destroy SAHQ Academy's property.
4. Making harassing or threatening phone calls.
5. Harassing surveillance or stalking (following or watching someone).
6. Unauthorized possession or inappropriate use of firearms or weapons.

P. Security: Maintaining the security of SAHQ Academy buildings and vehicles is every employee's responsibility. Develop habits that insure security as a matter of course. For example, when you leave SAHQ Academy premises make sure that all entrances are properly locked and secured.

Q. Parking Areas: You are encouraged to use the parking areas designated for employees. Remember to lock your car every day and park within the specified areas. Courtesy and common sense in parking will help eliminate accidents, personal injuries, and damage to your vehicle and to the vehicles of other employees. If you should damage another care while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other present information you may have, to your supervisor. SAHQ Academy is not responsible for any loss, theft, or damage to your private vehicle or any personal property in your vehicle or kept on SAHQ Academy premises.

R. Prohibited Disclosure of Confidential Information. No person shall sell or use student, faculty, or staff lists with personal identifying information obtained from a public school or a local school district for the purpose of marketing goods or services directly to students, faculty or staff or their families by any means of communication. The provisions of this section shall apply until the students and his/her parent(s) or legal guardians have consented in writing.

S. Prohibited Sales by School Personnel. Employees of the school shall not directly or indirectly, sell or be a party to any transaction to sell or receiving any commission or profit from any contact for sale any instructional material, furniture, equipment, insurance, school supplies to SAHQ Academy. This provision shall not apply in cases in which school employee contracts to perform special services with the school with which they are associated or employed during time

periods wherein service is not required under a contract for instruction, administration or other employment. No employee of the school shall solicit or sell or be the party to a transaction to solicit or sell insurance or investment securities to any employee of the school. Violation of these conflict of interest provisions may constitute a fourth degree felony. In addition, the PED may suspend or revoke the licensure of a licensed school employee for acting in a manner that constitutes conflict of interest.

VII. BENEFITS

SAHQ Academy is committed to sponsoring a comprehensive benefits program for all eligible employees. Literature is available from our insurance companies for details on your health/dental coverage. Please see the Business Manager for information on your benefits and coverages.

**SAHQ ACADEMY RESERVES THE RIGHT TO MODIFY OR TERMINATE
NON-MANDATORY EMPLOYER BENEFITS AT ANY TIME**

If you are a full-time employee, or a part-time employee who works more than twenty-five (25) hours per week, you will be eligible to receive benefits described in this Employee Handbook. For part-time employees, benefits are pro-rated. Coverages are available to you and your dependents as defined in the benefit summary plan descriptions. Please see the Business Manager for details.

A. Group Insurance. A comprehensive, quality insurance program is available to employees and their families. You become eligible for coverage on the first day of the month following your date of hire.

The following benefits are provided, as defined and limited in the literature provided by our insurance company:

- Medical Care Coverage
- Dental Care Coverage
- Vision Care Coverage
- Retirement Savings

Upon enrolling, you will obtain summary plan descriptions describing your benefits in detail. Should you select coverage, you will pay a percentage of coverage yourself and your dependent(s) coverage based on the coverage you select. SAHQ Academy will pay a portion of the insurance premium. According to the federal Consolidated Omnibus Budget Reconciliation Act (COBRA) of 1985, in the event your termination of employment with SAHQ Academy loss of eligibility to remain covered under our group health insurance program, you and your eligible dependents may have the right to continued coverage under our health insurance program for a limited period of time at your own expense.

Charter School shall comply with all state laws and regulations pertaining to employee health and basic life insurance coverage. The requirements of the New Mexico Public School Insurance Authority (NMPSIA) Employee Benefits Group Plan shall apply at all times to Charter Schools in the administration benefits. The charter School is required to provide newly hired employees with appropriate application, information and instructions relating to the enrollment process.

Employees may participate in the NMPSIA Employee Benefits Group Plan, which consists of Group Medical, Dental, Vision, and Basic Life coverage. Employees who are active at work and work the minimum qualifying number of hours shall be eligible for the following:

1. All employees who work a minimum of twenty-five (25) hours or more per week shall be entitled to participate in Medical, Dental and Vision coverage.
 2. Charter School shall enroll and pay premiums at the rate of 100% for Basic Life insurance coverage for any employee who works a minimum of fifteen (15) hours per week, regardless if the employee participates or is eligible to participate in any other line of NMPSIA coverage.
 3. Members of Governing Council are not eligible to participate in medical, dental, vision, and life insurance coverage.
- A. A newly eligible employee is required to enroll within thirty-one (31) calendar days of being hired or within thirty-one (31) calendar days of being upgraded to that of an eligible employee.
- B. An eligible employee who has a change in status is required to complete the appropriate NMPSIA Employee Record Change Card within thirty-one (31) calendar days form the qualifying event.
- C. Pursuant to federal law and NMPSIA rules, an eligible employee may enroll in medical coverage for the occurrence of “special events” as defined by NMPSIA rules. These enrollments do not apply to dental or vision coverage.
- D. The Charter School shall comply with the 1985 Consolidated Omnibus Budget Reconciliation Act (COBRA) in notifying employees of their right to continue health and life insurance coverage upon resignation, termination, or retirement. Dependents who are also losing coverage upon becoming ineligible shall also be informed of the COBRA rights.

II. LIFE INSURANCE COVERAGE

- A. The Charter School shall provide the following Basic Life/Accidental Death and Dismemberment coverage to all employees: \$25,000 Life/AD&D (\$4.00 per month).

B. Charter School employees have the option to select Voluntary Life through Prudential for themselves, spouse or children, which is 100% employee deduction.

C. SAHQ Academy shall provide employees, on a matching basis, long-term disability coverage. The waiting period for coverage shall be thirty (30) days.

B. New Mexico Retirement Plan: The New Mexico Educators Retirement Act is provided to eligible employees (those who have completed sufficient service) with a monthly pension benefit upon retirement. All employees who work more than 25% of time (.25 FTE) are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan. Participation in the Plan begins on *the first day of the month following your date of hire*. SAHQ Academy and the employee are required by State law and contribute to this retirement plan operated by the New Mexico Educators Retirement Board. The details regarding the SAHQ Academy and employee contributions, vesting, administration, and investments are provided in the Summary Plan Description, made available through the Education Retirement Board.

C. Social Security: In accordance with the applicable federal law, all employees are required to participate in and contribute to Social Security. SAHQ Academy also makes a mandatory matching contribution on behalf of employees. Contribution levels are established by law, and are subject to change. To obtain information about Social Security and related programs, you may contact the local Social Security office.

D. Workers' Compensation: SAHQ Academy maintains Worker's Compensation Insurance coverage for employees who sustain an injury or illness compensable under the New Mexico worker's compensation laws. SAHQ Academy pays the full cost of the worker's compensation insurance. All workers' compensation claims are subject to evaluation and investigation by SAHQ Academy and its insurance carrier. If you are injured while performing duties related to your job at SAHQ Academy, you must report the injury promptly to your immediate supervisor. More information is available from SAHQ Academy's Business Manager.

E. Unemployment Compensation: SAHQ Academy employees are covered in accordance with applicable unemployment compensation laws and regulations that also govern eligibility for unemployment benefits. All forms or contacts related to unemployment compensation claims should be delivered or referred to the SAHQ Academy Principal or Business Manager.

F. Leave Benefits: As a part of the benefits package provided to SAHQ Academy employees, the Board may allow approved leaves of absence. Leaves may be granted with or without pay. Requests for Leave forms must be completed and submitted to the Principal for approval. Explanations of the reason for leave request need not be entered on a Request for Leave form for personal leave. However, explanations are necessary for all other types of leave.

G. Sick Leave: Regular full-time employees are entitled for 10 paid sick days per school year; contract personnel are entitled to the number of sick leave days stated in their contract. Unless otherwise provided for or as approved by the Principal, sick leave is to be used by employees in accordance with the following provisions:

- Sick leave is to be used only in the event of illness of the employee, or of the employee's immediate family, and for no other purpose. Misuse of sick leave is cause for disciplinary reason, up to and including termination or discharge. For the purposes of this section, "immediate family" is defined as a spouse, child, sibling, parent, grandparent, any other relative permanently residing with the employee, or any other person as defined by the Principal.
- Notice of absence from work due to illness should be provided to the Principal or his or her designee by 7:30 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable, allowing reasonably enough time for the Principal to find a substitute teacher, in the instance of instructional employees, or temporary help, in the instance of administrative staff. When possible, such as in the event of foreseeable extended illnesses and planned medical procedures, advance notice of the use of Sick Leave should be given to the Principal or his or her designee.
- An employee will not be paid for unused sick leave days upon severance of his/her employment from SAHQ Academy, however, unused sick leave may be carried over into succeeding school years up to a maximum of 200 hours. Accumulated unused sick leave may be used for personal or family illnesses as described in the Family Medical Leave provisions below.
- If an employee misses three (3) consecutive workdays due to illness, the Principal may request that you bring a release to return to work notice from your physician or licensed health practitioner. The Principal may, at any time, request that an employee bring a doctor's note verifying that your leave was necessitated by illness.

H. Personal Leave: Personal Leave of up to two (2) days per year may be granted, upon request, to all eligible employees. This leave is granted to employees for personal matters that require absence during working hours. Requests for personal leave should be made at least two school days in advance and the Principal has the discretion to deny personal leave as she/he deems it appropriate. A request must be in writing and approved prior to taking the leave. Personal leave not taken shall be accumulated the next year as unused with sick leave up to maximum set forth. Employees will not be paid for unused leave when employment with SAHQ Academy is voluntarily or involuntarily served.

1. Family and Medical Leave Policy ("FMLA") SAHQ Academy acknowledges that from time to time situations occur in employees' lives that require time away from work. SAHQ Academy will provide eligible employees unpaid leaves of absence to attend to family and medical needs in accordance with the federal Family and Medical Leave Act of 1993 and as amended in 2008.

(a) Eligibility for FMLA Leave. An employee is eligible for FMLA leave if he/she:

- Has worked for SAHQ Academy for at least 12 months in the last 7 years; and
- Has worked at least 1,250 hours for SAHQ Academy during the 12 calendar months immediately preceding the request for leave.

Employees with any questions about their eligibility with any questions about their eligibility for FMLA leave should contact SAHQ Academy's Principal or his/her designee.

(b) FMLA Leave. Employees who meet the eligibility requirements described above are eligible to take up to 12 weeks of unpaid leave during any 12-month period for one of the following reasons:

- i. To care for the employee's son or daughter during the first 12 months following birth;
- ii. To care for a child during the first 12 months following placement with the employee for adoption or foster care;
- iii. To care for a spouse, son, daughter, or parent ("covered relation") with a serious condition;
- iv. For incapacity due to the employee's pregnancy, prenatal medical or child birth; or
- v. Because of the employee's own serious health condition that renders the employee unable to perform an essential function of his or her position.

(c) Married couples. In cases where a married couple is employed by SAHQ Academy, the two spouses together may take a combined total of 12 weeks' leave during any 12-month period reasons i and ii, or to care for the same individual pursuant to reason iii.

(d) Covered Service member Leave. Eligible employees who are family members of covered service members are entitled to take up to 26 workweeks of leave in a "single 12-month period" to care for covered service member with a serious illness or injury incurred in the line of duty on active duty. The definition of "family members" includes family member covered in 3(b)(iii) and "next of kin," which means the nearest bold relative (including siblings, grandparents, aunts, uncles, and first cousins). The 26 weeks include leave for qualifying exigencies described below. All other provisions of the FMLA apply, such as employee eligibility, appropriate notice, medical certifications, definitions, etc. As with other types of eligibility, appropriate notice, medical certifications, definitions, etc. As with other types of leave, SAHQ Academy has the right to require the employee to support a request for leave with an appropriate medical certification. When two eligible employees are married and work for SAHQ Academy for SAHQ Academy, and when the reason triggering the FMLA event is to care for a service member under this section, a combined total of 26 weeks applies.

(e) Qualifying Exigency. The 12 weeks available to all FMLA-eligible employees is available to eligible employees with a covered military member serving in the National Guard or Reserves to use for “any qualifying exigency” arising out of the fact that a covered military member is on active duty or call to active duty status in support of a contingency operation. “Qualifying exigency” means:

- Military member’s short-notice deployment (leave to address any issue that arises from an impending call or order to active duty in support of a contingency operation seven days or less prior to the date of deployment);
- Military events and related activities (leave to attend any military ceremony, program or event related to the active duty call or to attend family support or assistance programs and informational briefings);
- Arranging for alternate childcare and related activities;
- Addressing certain financial and legal arrangements;
- Periods of rest and recuperation for the service member (up to 5 days of leave);
- Attending certain counseling sessions;
- Attending post-development activities (available for up to 90 days after the termination of the covered service member’s active duty status); or
- Other activities arising out of the service member’s active duty or call to active duty and agreed upon SAHQ Academy and the employee.

(f) Intermittent Leave. Intermittent leave and reduced work schedules are allowed when such are medically necessary. Employees must make reasonable efforts to schedule leave for planned medical treatment so as not to unduly disrupt SAHQ Academy’s operations. Covered Service member Leave due to qualifying exigencies may also be taken on an intermittent basis. Leave may not be taken on an intermittent basis when used to care for the employee’s own child during the first year following birth, or to care for a child placed with the employee for foster care of adoption, unless SAHQ Academy and employee agree to such intermittent leave. If an employee requests intermittent leave, it may be necessary for SAHQ Academy to transfer him/her to another position that will better accommodate an intermittent or reduced schedule.

(g) Pay, Benefits, and Protections During FMLA Leave. Employees taking FMLA leave must use all of their available accrued and unused paid sick and personal days and vacation (if applicable) as part of the leave. Once the employee’s paid leave benefits are exhausted, the employee will continue for the duration of the family and medical leave without pay.

(h) Medical and other benefits. SAHQ Academy will continue to maintain group health insurance coverage for the employee and, where applicable, for his/her dependents during the FMLA leave, up to a maximum of twelve weeks in a

twelve-month period. After an employee's paid leave is exhausted, an employees must arrange to pay the premium contributions with previously had deducted in order to continue group health or other insurance for themselves and, where applicable, their dependents during the family and medical leave. The employee will be required to arrange for and pay for other benefits while on leave without pay. Failure to make arrangements and to pay the premiums for benefits other than health insurance while on leave, may result in termination of those employee benefits.

If an employee fails to return to work at the end of the family and medical leave, SAHQ Academy may require the employee to reimburse it for the SAHQ Academy paid for the employee's health insurance premiums during the leave.

(i) Employee Responsibilities When Requesting FMLA Leave.

1. If the need to use FMLA leave is foreseeable, the employee must give SAHQ Academy at least 30 days prior to notice of the need to take leave. When 30 days notice is not possible the employee must give notice as soon as practicable (within 1 or 2 business days of learning of the need for leave except in extraordinary circumstances). Failure to provide such notice may be grounds for delaying the start of the FMLA leave.

2. Requests for FMLA leave should be submitted to SAHQ Academy's Principal or his/her designee by using the Request for Family/Medical Leave form.

3. When submitting a request for leave, the employee must provide sufficient information for SAHQ Academy to determine if the leave might qualify as FMLA leave, and also provide information on the anticipated date when the leave would start as well as the duration of the leave. Sufficient information may include that the employee is unable to perform job functions; that a family member is unable to perform daily activities; that the employee or family member needs hospitalization or continuing treatment by a healthcare provider; or circumstance supporting the need for leave.

4. An employee undergoing planned medical treatment will be required to make a reasonable effort to schedule the treatment to minimize disruptions to SAHQ Academy's operation.

(j) Employer responsibilities.

1. When an employee requests leave, SAHQ Academy will inform the employee of whether he or she is eligible under the FMLA. If the

employee is, the employee will be given written notice that includes details on any additional information he or she will be required to provide. If the employee is not eligible under the FMLA, SAHQ Academy will provide the employee with a written notice indicating the reason for eligibility.

2. If leave will be designated as FMLA, SAHQ Academy will inform the employee in writing and provide information on the amount of leave that will be counted against your 12 or 26 week entitlement.

(k) Medical Certification.

1. If the employee is requesting leave because of the employee's own or a covered relation's serious health condition, the employee must supply appropriate medical certification. Employees may obtain Medical Certification forms from the Principal or his/her designee. When the employee requests leave, SAHQ Academy will notify the employee of the requirement for medical certification and when it is due (no more than 15 days after you request leave). If the employee provides at least 30 days' notice of medical leave, he or she should also provide the medical certification before leave begins.

2. Failure to provide requested medical certification in a timely manner may result in denial of leave until it is provided. SAHQ Academy, at its expense, may require an examination by a second healthcare provider designated by SAHQ Academy, if it reasonably doubts the medical certification initially provided. If the second health care providers' opinion conflicts with the original medical certification, SAHQ Academy, at its expense, may require a third, mutually agreeable, healthcare provider to conduct an examination and provide a final and binding opinion.

3. SAHQ Academy may require subsequent medical recertification. Failure to provide requested certification within 15 days, except in extraordinary circumstances, may result in the delay of further leave until it is provided.

(l) Reporting While on Leave. If an employee takes leave because of the employee's own serious health condition or to care for a covered relation, the employee must contact SAHQ Academy on the first and third Tuesday of each month regarding the status of the condition and his or her intention to return to work. In addition, the employee must give notice as soon as practicable (within 2 business days, if feasible) if the dates of the leave change, are extended, or were unknown initially.

(m) Exemption for Highly Compensated Employees. Highly compensated employees (i.e., highest-paid 10 percent of employees at SAHQ Academy) may

not be returned to their former or equivalent position following a leave if restoration of employment will cause substantial economic injury to SAHQ Academy. (This fact-specific determination will be made by SAHQ Academy on a case-by-case basis.)

(n) Special Rules for Instructional Employees. Instructional employees are subject to certain limitations on FMLA leave coverage. An “instructional employee” includes teachers, instructional assistants, coaches and other employees whose duties principally involve the direct provision of instruction services to students. The following limitations on FMLA for instructional employees arise when leave is requested near the end of the semester or when intermittent leave is involved.

(i) Leave near the end of a semester:

(A) If an instructional employee begins leave more than five weeks before the end of a semester, SAHQ Academy may require the employee to continue taking leave until the end of the semester if (i) the leave will last at least three weeks, and (ii) the employee would return to work during the three-week period before the end of the term.

(B) If the instructional employee begins leave during the five-week period before the end of a semester for an eligible reason other than his/her own serious illness, SAHQ Academy may require the employee to continue taking leave until the end of the semester if (i) the leave will last more than two weeks, AND (ii) the employee would return to work during the two-week period before the end of the term.

(C) If the instructional employee begins leave during the three-week period before the end of a semester for an eligible reason other than his/her own serious illness, SAHQ Academy may require the employee to continue taking leave until the end of the semester if the leave will last more than five working days.

(ii) Intermittent Leave. If an instructional employee needs intermittent or reduced leave and the employee would be on leave for more than 20 percent of the total number of working days over the leave period, (e.g. five days in a four week period) the employer may require the employee to choose between the following:

(A) taking a certain period of consecutive (full) days on leave, not greater than the duration of the employee’s planned medical treatment, or

(B) transferring temporarily to an available alternative position for which the employee is qualified, which has equivalent pay and benefits, and which better accommodates recurring periods of leave than does the employee's regular position.

(iii) Counting FMLA days: If the employee is required to remain on leave until the end of a semester academic term, the employer may only designate as FMLA leave for the period of time the employee is actually unable to work, not the period of time after which he or she was ready and able to return to work but was asked by the employer to remain on leave.

J. Leave for Jury Duty and Court Subpoena Leave: is available to employees as follows:

- If you are a regular employee, full-time or part-time, and are required by an order of court to serve as a juror, SAHQ Academy will pay you the difference between jury duty pay and your regular straight-line pay for any schedule work time that you miss during the first two weeks of your jury duty. To be reimbursed you must present a court voucher and proof of actual jury duty service.
- To receive jury duty pay, employees must provide SAHQ Academy's Business Manager with a copy of the court order as soon as it has been received. An employee required to be available for jury duty, but not required to be in court, must report to work. Utilization of the court calling system, if available, is required in order to receive jury duty pay.
- If you are served with a subpoena for witness duty and the matter in which you are to testify is directly related to SAHQ Academy, e.g. SAHQ Academy student or employee matter, SAHQ Academy will pay you the difference between your witness fees, plus any mileage reimbursement, and your regular straight-time pay for any schedule work time that you miss. To be reimbursed, you must present the subpoena and a copy of the witness fee payment voucher.

K. Professional Leave: may be granted at the discretion of the Principal, upon request, for professional development, professional organizational activities, school-related professional activities, or other activities related to the employee's assignments.

L. Religious Leave: may be granted, upon request, to all employees for observance of recognized religious events. Personal leave may be used or leave without pay will be granted. This leave may be granted for up to two (2) days per year.

M. Military Leave of Absence: If you are a full-time employee and are inducted into the U.S. Armed Forces, you will be eligible for reemployment after completing military service, provided:

1. You show your orders to the Principal as soon as you receive them.
2. You satisfactorily complete active duty service of five years or less.

3. You enter the military service directly from your employment with SAHQ Academy.
4. You apply for and are available for re-employment within ninety (90) days after discharge from active duty. If you are returning from up to six (6) months of active duty for training, you must apply within thirty (30) days after discharge.

N. Military Reserves of National Guard Leave of Absence: Employees who serve in the U.S. military organizations or state militia groups may take the necessary time off during the school year, with pay up to 15 days, to fulfill this obligation, and will retain all of their legal rights for continued employment under existing laws. These employees may apply accrued personal leave and unused earned vacation time to the leave if they wish, however, they are not obliged to do so. *You are expected to notify your supervisor as soon as you are aware of the dates you will be on duty so that arrangements can be made for replacement during this absence.*

O. Voting Leave: will be granted to employees who are eligible voters and whose work day begins less than two hours after the polls open and ends less than three hours before the polls close. If you qualify you will be granted for a maximum of two (2) hours with pay in order to vote in an election recognized under the law. Written requests for this leave must be submitted prior to the day of the election. Employees utilizing this benefit must vote in the election for which they are granted leave. The Principal will schedule voting leave to ensure department work is covered.

JOB DESCRIPTIONS

SAHQ ACADEMY

DEAN OF STUDENTS / Lead Teacher

Exemption Status: Exempt

Immediate Supervisor: Principal – also reports to the Governing Council on Academics

SUMMARY: Serves as a Teacher and Instructional leader of the school

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation

- Develops, implements and reviews schools academic policies and procedures
- Coordinates implementation of instructional program and ancillary support programs.
- Monitors school's academic activities and policies
- Assesses the appropriateness of school's academic services and programs
- Recommends changes in programs, personnel, facilities, materials and equipment
- Evaluates the work of academic staff; provides reports to the Principal and cooperates in recognition or remediation of academic staff as needed.
- In cooperation with the Professional Team (teachers) designs in service training programs at the school
- Assists in the recruitment and selection of academic applicants for school based positions.
- Establishes programs and communications procedures to encourage committee participation, student organizations, community support and extra curricular activities.
- In cooperation with the Professional Team, develops and maintains student discipline procedures following established guidelines.
- Assists in the development of budget recommendations for the school as they relate to academic programs and needs.
- In cooperation with the Professional Team, oversees all aspects of scheduling, course descriptions and registration and assigns duties if necessary; oversees all aspects of district mandated standardized testing; assists in all aspects of student records; oversees textbook and digital curriculum inventory; creates and serves on committees as necessary inside and outside of the school.

- In cooperation with the Professional Team, establishes attendance and discipline referral and reporting procedures for campus wide use; develops parental notification procedures;

DUTIES: In additions to the essential functions of this job, the incumbent must perform the following duties:

- Comply with state approved Code of Ethics of the Educational Profession and uphold and enforce rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulate and facilitate the implementation of the mission, vision and values of SAHQ Academy
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Attends and / or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by the Principal or the Governing Council.

EXPERIENCE, KNOWLEDGE, SKILLS AND ABILITIES: The minimum expectations for this job are as follows:

- Effective communication skills both verbal and written
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations in person and on the telephone
- Maintain emotional control under stress
- Knowledge of the community, community, financial and legal requirements
- Ability to meet deadlines, work on multiple projects and coordinate work of others.
- Knowledge of policies, state and federal.
- Ten years of teaching experience.
- Three years of leadership position experience.

EDUCATION AND LICENSURE: The minimum requirements for the job are as follows:

- Bachelor's degree
- Valid State Department of Education teaching license

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- The incumbent works with various staff members in a team environment including the Profession Team, the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary
- Duties primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls
- The employee must sit and stand for long periods of time.
- The employee will monitor students around campus.
- Employee must have adequate vision and hearing.
- The employee must be able to move about assigned locations unaided during the workday.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

SUCCESS COACH (TEACHER)

At SAHQ Academy, Teachers are Success Coaches

Exemption Status: Exempt

Immediate Supervisor Title: Dean of Students

SUMMARY: Create flexible, challenging and appropriate programming in an environment favorable to learning and personal growth by encouraging students to develop skills, attitudes and knowledge needed to reach goals established in the student's stakeholder's meeting. Provide students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning by establishing effective rapport with students and their parents. Assist students in developing positive feelings towards themselves, their capabilities, their goals, and those around them. Develop and implement a comprehensive counseling program to address the academic, career and personal/social goals for students on their Academic Team.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodation:

EDUCATING STUDENTS

- Meets regularly with the assigned Academic Team (group of students assigned to a Success Coach)
- Cooperates in the development and implementation of the school program of instruction
- Plans and implements a program of study that meets the individual needs, interest and abilities of students and complies with Public Education Department standards and the SAHQ Academy goals and objectives
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for meeting the needs of the students and state objectives including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at times designed to meet the needs of students.
- Shows commitment to the school's mission, academic program and student academic outcomes as outlined in the approved charter.
- Maintain professional competence through individual and staff training, in service educational activities and self selected professional growth activities.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.
- Regularly attends Professional Team meetings to keep current on policies, procedures and best practices regarding student counseling issues.
- Facilitates the development of the school community social and health assessment as a required component of the state accreditation process.

EVALUATING STUDENT PROGRESS

- Evaluates the learning progress of students on a regular basis using appropriate assessments
- Prescribes effective learning programs and resources appropriate personnel when concerns arise.
- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Is personally accountable for the progress towards graduation of each member of his/her Academic Team.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintains open lines of communication with students and parents concerning students academic, social and behavioral progress
- Cooperates with professional staff and supports personnel in assessing and helping students health, attitude, learning and behavioral problems.
- Communicates and cooperates with other professional staff in academic and growth areas.
- Attends and or conducts staff meetings and participates on committees within areas of responsibility.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.

MANANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for Professional Team members who are covering for them.

- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies and reports safety hazards promptly.

COUNSELING STUDENTS

- Plans and implements programs to address the academic, career and personal/social needs of every student assigned to their Academic Team.
- Evaluates, interprets and insures the Administration has complete records from local, in state, out of state and international institutions regarding every member of their Academic Team.
- Ensures that each student on their Academic Team has a clear understanding of their Course map and maintains pace in their progress towards graduation.
- Works with students on their Academic Team and the Professional Team in creating a class schedule.
- Works with the Registrar to ensure accurate and valid transcripts for use by government bureaus, universities, courts, military, security agencies, employers, counselors, students, parents and others.
- Maintains GPA, class rankings, honor roll, NM High School Competency Exam results and other student academic data for each member of their Academic Team.
- Organizes a stakeholders meeting at least twice a year regarding current and future educational, personal and career goals and objectives.
- Assists in curriculum development, professional development and identification of interventions to assist students.
- Consults with administration, staff and parents regarding mental health issues in order to assist students with attitude, learning and /or behavioral problems.
- Assists with test preparation and interpretation of standardized testing.
- Evaluates school processes and procedures for continuous improvement.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Must maintain a positive, problem solving attitude, never gossiping or undermining the school's mission or student's right to an excellent education.
- Comply with state approved Code of Ethics of the Educational Profession and uphold and enforce rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulate and facilitate the implementation of the mission, vision and values of SAHQ Academy
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives and administrative regulations.

- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Performs other tasks related to area of responsibilities as requested or assigned by the Dean of Students.
- Conforms to SAHQ Academy's policies including attendance, absences and evaluations
- Attendance must be adequate to acceptably perform listed job functions.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job.

- The employee works with various staff members in a team environment including the Profession Team, the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary
- Duties primarily performed inside and outside a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls
- The employee must sit and stand for long periods of time.
- The employee will monitor students around campus.
- Employee must have adequate vision and hearing.
- The employee must be able to use and move/lift a variety of instructional materials in the classroom
- The employee must be able to move about assigned locations unaided during the workday.
- When dealing with students may entail squatting, stooping and bending on an occasional to frequent basis on a given day.

- Must participate in the school's wellness program and have their BMI monitored and recorded to meet the school's mission based objectives.

EMOTIONAL DEMANDS

- Manage repetitive instructional preparation, review and grading of student assignments without experiencing undue stress or lack of instructional energy
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising and monitoring students.
- Address stressful events by hostile, confrontational students by remaining calm and non critically, reasoning objectively and remaining consistent in judgment.
- Ensure that out of classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards
- Recognize the emotional needs of others within your Professional Team and be supportive in their efforts to deal with the emotional demands of being a Success Coach and Teacher.

MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:

- A passion for teaching teenagers
- Valid NM teaching license or professional experience
- Demonstrated content knowledge
- A Bachelor's degree or higher

KNOWLEDGE, SKILLS, ABILITIES AND EXPERIENCE

- Knowledge of effective classroom management techniques.
- Effective communication skills both verbal and written
- Flexibility, organization, decision making and problem solving skills.
- Ability to maintain control under stress

- Interpersonal skills with diverse populations in person and on the telephone
- Knowledge of the community, community, financial and legal requirements
- Ability to meet deadlines, work on multiple projects and coordinate work of others.
- Knowledge of policies, state and federal.
- Ability to maintain positive relationships with students, parents, community members and staff

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

SCHOOL NURSE

may be a contracted service

IMMEDIATE SUPERVISOR: Principal

Duties and Responsibilities include:

- Sharing the school's vision for health and wellness.
- Possessing understanding of nutrition and performance training.
- Communicating and consulting with administrators, medical providers and community agencies around policies, procedures, program development and services.
- Developing an assessment, data collection and evaluation of health services and preparing regular written reports.
- Organizing and implementing state mandates re: immunizations, health screenings etc
- Developing or maintaining effective health records.
- Developing programs in the prevention of communicable diseases in the school and / or community.
- Collecting and reporting data regarding health status of students.
- Administering routine vision, hearing, height and weight screenings.
- Providing nursing and / or medically prescribed interventions.

- Monitoring students per individualized health care plans.
- Performing basic first aid and CPR as needed.
- Caring for school inventory as well as proper and safe use of facilities equipment and supplies and report safety hazards.
- Developing nursing diagnosis and implement student health management plan.
- Providing appropriate health education.
- Serving on School Health Advisory Council insuring we meet our mission based health objectives.
- Assessing and providing counseling, crisis intervention and appropriate referral services.

The School Nurse must have a current and valid School Nurse License.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

SPECIAL EDUCATION TEACHER

Exemption Status: Exempt

Immediate Supervisor: Dean of Students

SUMMARY: Teaches by creating a flexible program and an environment favorable to learning and personal growth; by encouraging students to develop skills, attitudes and knowledge needed to obtain a good foundation for continuous growth and development; by providing students with experiences which integrate the affective, cognitive and psychomotor dimensions of learning; by establishing effective rapport with students and their parents; by assisting students in developing positive feelings toward themselves and others.

ESSENTIAL FUNCTIONS

EDUCATING STUDENTS

- Cooperates in the development and implementation of the school's program of instruction
- Plans and implements a program of study that meets the individual needs, interests and abilities of students and complies with Public Education Department standards and the SAHQ Academy goals and objectives.
- Guides the learning process toward the achievement of curriculum goals. Establishes clear objectives for all lessons, assignments, units and projects in harmony with curriculum goals and communicates the objectives to students.
- Employs instructional methods and materials that are most appropriate for assuring high student outcomes including the use of computers and other technological classroom support equipment in student instruction.
- Meets and instructs assigned classes in the locations and at the times designated.
- Plans and implements a program of study that, as much as possible, meets the individual needs, interests and abilities of students and complies with Public Education Department Standards and the SAHQ Academy goals and objectives and individual student IEP plans if appropriate.
- Participates in all IEP meetings and ensures the educational goals of the IEP are met in the classroom.

MANAGING STUDENT BEHAVIOR

- Establishes and maintains standards of appropriate student behavior and discipline to achieve a functional learning atmosphere in the classroom and assists in its maintenance campus wide.
- Provides and maintains a safe and supervised environment in the classroom and on the school grounds.
- Creates a classroom environment that is conducive to learning and appropriate to the maturity and interests of students.

EVALUATIVE STUDENT PROGRESS

- Evaluates the learning progress of students on a regular basis.
- Prescribes effective learning programs and initiates referrals to appropriate personnel when concerns arise.

- Assesses the accomplishments of students on a regular basis and provides progress reports as required.
- Administers group standardized tests in accordance with the school testing programs.

PROFESSIONAL COMMUNICATIONS

- Establishes and maintains open lines of communication with students and parents concerning students' academic, social and behavioral progress.
- Cooperates with professional staff and support personnel in assessing and helping students with health, attitude, learning and behavioral problems.
- Communicate and cooperate with other professional staff in academic and personal growth areas.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.

MANAGEMENT

- Selects and requests appropriate books and instructional materials and maintains required inventory records.
- Provides directions and materials for substitute teachers. Plans for and supervises classroom aides, guests and volunteers.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.

UPHOLDS PROFESSIONAL STANDARDS OF CONDUCT

- Complies with state-approved Code of Ethics of Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and local, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the SAHQ Academy
- Safeguards confidentiality of privileged information.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.
- Conforms to AKCS policies including attendance, absences and evaluations.
- Attendance must be adequate to acceptably perform listed job functions.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision making and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of computer systems, financial procedures, and legal requirements.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.

- Knowledge of school policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

EDUCATION AND LICENSURE

- Bachelor's degree.
- Current New Mexico teaching certificate endorsed in the area to be taught.

WORKING ENVIRONMENT

- The incumbent works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the school.
- Frequent interactions with people in-person and on the phone will be necessary.
- Duties are performed indoors and outside in a normal school environment.

PHYSICAL DEMANDS

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must be able to use and move/lift a variety of instructional materials in the classroom.
- The employee must be able to see and hear on a continuous basis as well as speak frequently.
- The employee must be able to move quickly from place to place on occasion over smooth uneven surfaces on the playground or on grass.
- Walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- When dealing with students may entail kneeling, squatting, stooping and bending on an occasional frequent basis on a given day.
- Requires daily attendance at job.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.

- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in judgments.
- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the "coming late, leave early", or "often absent" syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.
- Requires daily attendance at job.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

COUNSELOR

Exemption Status: Contracted

Immediate Supervisor Title: Principal

SUMMARY: To develop and implement a comprehensive counseling program to address the academic, career and personal/social goals for all students.

ESSENTIAL FUNCTIONS: Incumbent must achieve the following outcomes with or without reasonable accommodations:

- Develops and implements a comprehensive counseling program that aligns with state guidelines.
- Plans and implements the counseling program to address the academic, career and personal/social needs of every student.
- Coordinates delivery of an annual needs assessment for the counseling program.
- Evaluates, interprets and archives high school records from local, in-state, out-of-state, and international education institutions.
- Translates and authenticates transcripts to conform to SAHQ Academy and state requirements for high school graduation.
- Works with students in enrolling in classes.
- Calculates student progress toward successful completion of educational program at the school (high school) and completes Next Step Plans with students grades 9-12.
- Validates transcripts for use by government bureaus, universities, courts, military, security agencies, employers, Counselors, students, parents and others.
- Maintains grade point averages, class rankings, honor rolls, New Mexico High School Competency Exam results and other student academic data required.
- Delivers the four program components: the counseling curriculum, individual student planning, responsive services and system support
- Provides short-term individual and group counseling opportunities for students to promote school success, personal growth, self-understanding, communication, problem solving and decision-making skills.
- Assists families by providing referrals to outside services for students with acute or chronic mental health needs.
- Orients students and parents regarding current and future educational goals and career objectives.
- Assists in curriculum development, professional development and identification of interventions to assist students.
- Consults with administration, staff and parents regarding mental health issues in order to assist students with attitude, learning and/or behavioral problems.
- Serves on the school health/mental health team.
- Assists with test preparation (e.g. test-taking skills, staff training on optimal testing conditions) and interpretation of standardized testing.
- Evaluates the counseling program on an annual basis for continuous improvement.
- Regularly attends counseling meetings to keep current on policies, procedures and best practices regarding school counseling programs and issues.
- Facilitates the development of the school/community social and health assessment as a required component of the state accreditation process.

DUTIES: In addition to the essential functions of this job, the incumbent must perform the following duties:

- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school board policies, and school, state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of SAHQ Academy.
- Safeguards confidentiality of privileged information.
- Prepares and maintains accurate and complete records and reports as required by law, state directives, school policy and administrative regulations.
- Shares the responsibility for the supervision and care of school inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional competence through individual and staff training, in-service educational activities and self-selected professional growth activities.
- Attends and/or conducts staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by an immediate supervisor.

MINIMUM REQUIRED EDUCATION, LICENSES, CERTIFICATIONS, EXPERIENCE AND SKILLS:

- Master's degree in Counseling
- Valid New Mexico License in School Counseling.
- Three years of experience in a public school setting or counseling environment.
- Counseling skills in a range of diverse needs, including college/career information and mediation/conflict resolution.

PREFERRED KNOWLEDGE, SKILLS, ABILITIES AND EXPERIENCE:

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making, and problem solving skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Ability to meet deadlines, work on multiple projects, and coordinate the work of others.
- Knowledge of state policies on immunization, medication, first aid, emergencies and child abuse/neglect.
- Knowledge of all laws, regulations and guidelines affecting teachers and students.
- Knowledge of effective classroom management techniques.
- Ability to maintain positive relationships with students, parents, community members and staff.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an incumbent encounters while performing the essential functions of this job:

- The incumbent will work with staff members in a team environment that may include the administrative staff, State department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Functions are primarily performed indoors and outside in a normal school environment.
- The incumbent will also meet with or escort students outdoors and will perform the essential functions of this job in a variety of buildings and locations.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by the incumbent to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must be able to use a variety of instructional materials in the classroom.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned location unaided during the day.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

EDUCATIONAL ASSISTANT

Exemption Status: Non-Exempt

Immediate Supervisor Title: Dean of Students

SUMMARY: Under the direction of a licensed teacher and/or principal, this position is responsible for monitoring and/or presenting and reinforcing skills with small groups of students or one-on-one, maintaining and updating student records and monitoring and recording students' academic and behavioral progress. May also plan and present lessons, prepare instructional materials, monitor students in various non-classroom settings and/or assist in the administration of tests. Individuals in this position may be assigned to one or more classrooms. May assist with translation and/or communication using second language skills when possible.

ESSENTIAL FUNCTIONS:

- Facilitate and/or monitor small group and one-on-one instruction of students in order to present, guide and/or reinforce skills, concepts and strategies. Employ a variety of instructional motivational techniques to encourage student learning and achievement.
- Maintains classroom records, prepares reports as required by the classroom teacher or principal, scores tests, processes books, and manages supplies and classroom equipment as needed.
- Monitor students' academic and behavioral progress and record appropriately.
- May assist in planning and presenting lessons to promote and supplement skills, concepts and strategies introduced in the classroom.
- Prepare and arrange instructional resource materials for use by certified personnel in class or "pull-out" small groups. Duties may include word processing, proofreading, editing, copying, collating, binding and filing.
- Attend job-related in-services, appropriate workshops and lectures and school in services to enhance skills and improve professional growth.
- May promote parent involvement through activities, events and personal contact.
- May monitor students in various non-classroom settings as requested.
- May substitute for fellow workers as needed and occasionally substitute temporarily for a classroom teacher.
- May assist in the administration of tests by proctoring, scoring, recording results and/or inputting data into the computer.
- May prepare instructional artwork and resources including displays, bulletin boards, charts and posters. Repair and catalog resources for school-wide use.
- May perform Media Center and/or technology duties including supervising and instructing students in the Media Center computer lab; cataloging, ordering, filing and shelving books.
- Serves as a model in developing students' language and behavior.
- Monitors make-up work by students
- Monitors student activities in classrooms, school grounds, hallways, lunchrooms, field trips, drop-off/pick-up areas, etc.
- Provides support for non-instructional classroom duties such as monitoring snacks, restrooms, clothing areas, etc.
- Complies with state-approved Code of Ethics of the Education Profession and upholds and enforces rules, administrative directives and regulations, school policies, and local, and state and federal regulations.
- Articulates and facilitates the implementation of the mission and values of the SAHQ Academy.
- Safeguards confidentiality of privileged information.

- Shares the responsibility for the supervision and care of inventory, proper and safe use of facilities, equipment and supplies, and reports safety hazards promptly.
- Maintains professional relationships and works cooperatively with employees, the community and other professionals.
- Maintains professional competence through individual and staff training, in-service educational activities.
- Attends staff meetings and participates on committees within area of responsibility.
- Performs other tasks related to area of responsibilities as requested or assigned by the classroom teacher and/or administrator.

EDUCATION AND LICENSURE

- Must hold an educational assistants license issued by the New Mexico Public Education Department.
- Experience with educational equipment preferred.

EXPERIENCE, KNOWLEDGE, SKILLS, AND ABILITIES

- Oral communication, interpersonal.
- English language, English writing, math (appropriate to grade assigned).
- Basic behavior management and decision making skills
- Ability to work with students with diverse backgrounds and abilities.
- Operating knowledge of personal computers and general office equipment may be required after hire.
- Oral and written fluency in second language may be preferred or required based on position assigned.

WORK ENVIRONMENT

- The employee works with various staff members in a team environment including the administrative staff, parents, students, advocates and others outside the school.
- Interactions with people in-person and on the phone may be necessary.
- Duties are performed indoors and outside in a normal school environment.
- The noise level in the work environment is usually moderate.

PHYSICAL DEMANDS

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must be able to use and move/lift a variety of instructional materials in the classroom.
- The employee must be able to see and hear on a continuous basis as well as speak frequently.
- The employee must be able to move quickly from place to place on occasion over smooth uneven surfaces on the playground or on grass.

- Walk through classroom and be able to maneuver tight spaces, e.g. between desks.
- When dealing with students may entail kneeling, squatting, stooping and bending on an occasional frequent basis on a given day.
- Requires daily attendance at job.

EMOTIONAL DEMANDS

- Manage the repetitive instructional preparation, review, and grading of student assignments without experiencing undue stress (which leads to emotional detachment from the teaching process and to ineffectiveness in the classroom).
- Maintain high emotional energy and display enthusiasm for the subject matter and individual student effort.
- Develop effective coping strategies for dealing with the fatigue and stress of ongoing involvement in teaching, supervising, and monitoring of students.
- Address stressful events created by hostile, confrontational students by remaining calm and listening non-critically, reasoning objectively, and remaining consistent in judgments.
- Ensure that out-of-classroom pressures (personal, home, business) do not interfere with overall effective teaching performance.
- Enhance one's professional teaching commitment with punctuality and attendance (avoiding the "coming late, leave early", or "often absent" syndrome).
- Realize the need to seek timely professional assistance as necessary to maintain emotional stability and professional standards of conduct.
- Possess emotional openness to constructive feedback from peers, consulting teacher/mentors, and administrators regarding compliance with professional standards.
- Analyze and remedy emotional needs or unresolved conflicts which interfere or preclude adhering to policy, administrative direction or professional standards.
- The employee is regularly required to communicate, instruct, evaluate and use interpersonal skills.
- Requires daily attendance at job.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

ADMINISTRATIVE ASSISTANT

Exemption Status: Non-exempt
Immediate Supervisor: Principal

SUMMARY: To provide clerical support as necessary to ensure completion of required projects at the school site and to perform a variety of responsible data entry, typing and general clerical activities in support of an academic or administrative function.

ESSENTIAL FUNCTIONS Incumbent must achieve the following outcomes with or without reasonable accommodation:

- Enroll and register students.
- Maintain Student Information System.
- Assist Counselors in class scheduling duties.
- Researches data and prepares statistical reports as required.
- Daily record keeping of absences and tardies.
- Manage sign-in and sign-out sheet for students (must have parent permission until age 18).
- Answers attendance questions.
- Perform a variety of responsible office duties, enter a variety of text or numerical data into a personal computer, enter, update, and maintain accuracy of information.
- Type written materials from straight copy or rough draft utilizing a typewriter or personal computer.
- Perform a variety of responsible office duties involving data and information processing of materials and resources.
- Perform routine typing of reports from detailed copy; post records; proof completed typed assignments.
- Maintain records, inventories, index and cross reference files; file data numerically or alphabetically.
- Operate a variety of office equipment, including a personal computer, typewriter, calculator, copier, and other machines pertinent to the assignment.
- Inspect and review documents to assure data is complete before entering into computer or before processing.
- Duplicate items; package and distribute completed copies.
- Assure the timely distribution and receipt of records, reports, and bulletins as directed.
- Make telephone calls as directed; take and relay messages.
- Greet and assist students, faculty, staff, parents, and others; answer phones and refer telephone calls and visitors to appropriate personnel; answer routine questions according to established guidelines.
- Review, check, correct, and compile a variety of information and reports.
- Verify data for accuracy.
- Prepare and maintain a variety of records.
- Organize, process, and print reports and other written materials.
- Process a wide variety of materials such as correspondence, reports, contracts, forms, applications, memoranda, and other documents.
- Provide work directions to others as assigned.
- Independently compose written communication.
- Maintain confidentiality of records and information.
- Perform other duties as assigned.

KNOWLEDGE

- Effective communication skills, both verbal and written.
- Flexibility, organization, decision-making and problem solving skills.
- Computer, English, bookkeeping and mathematics skills.
- Interpersonal skills with diverse populations in-person and on the telephone.
- Knowledge of community, computer system, financial and legal requirements.
- Ability to meet deadlines and work on multiple projects.
- Knowledge of word processing, database and spreadsheet software.
- Keyboarding requirement: 50 words per minute.
- Modern office practices, procedures and equipment.
- Operation of a variety of office machines including personal computer.
- Alphabetic, numerical, and subject matter filing systems.
- Correct English usage, grammar, spelling, punctuation and vocabulary.
- Telephone techniques and etiquette.
- Intermediate/advanced working knowledge of Microsoft software.
- Modern office practices, procedures, and equipment.
- Operation of a personal computer and a variety of other office equipment including calculators, copiers, and fax machine.

ABILITY TO

- Perform clerical duties such as filing, duplications, typing and maintaining routine records.
- Operate a personal computer, copier, typewriter, adding machine, and fax machine.
- Learn to operate various software applications, including word processing and data entry.
- Understand and follow oral and written directions.
- Work cooperatively with others.
- Complete work with many interruptions.
- Work independently with little direction.
- Work effectively with many interruptions.
- Compose correspondence from verbal direction or from a rough draft independently.

EDUCATION AND EXPERIENCE

- Any combination equivalent to graduation from high school supplemented by college course work in business, office practices, or related field and minimum of three (3) years of responsible secretarial experience.

WORKING ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job:

- The incumbent works with various staff members in a team environment including the administrative staff, State Department personnel, legal counsel, parents, students, advocates and others outside the school.
- Frequent interactions with people in person and on the phone will be necessary.
- Travel from location to location may be necessary.
- Duties are primarily performed in a normal school environment.

PHYSICAL DEMANDS: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job with or without reasonable accommodation:

- The employee must occasionally lift and move up to 25 pounds in supplies which requires bending, stooping and lifting.
- The employee must have the ability to adjust focus on a computer monitor in order to get information from a variety of information systems.
- The employee must use hands and arms to manipulate objects.
- The employee must use keyboards, tools and other controls.
- The employee must sit and stand for long periods of time.
- The employee must occasionally work outside.
- The employee must have normal vision and hearing with or without aid.
- The employee must be able to move about assigned locations unaided during the day.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

BUSINESS MANAGER

The plan is to hire an independent Licensed Business Manager – This individual will be a part time independent contractor and be in charge of the following:

- Prepare and present an annual school budget to the Governing Council.
- Prepare and present the Budget Adjustment Request (BARs).
- Post revenue to appropriate fund and revenue code.
- Responsible for impressed fund and disbursement of funds.
- Aware of and follow the public school financial standards pursuant to NMAC, and follow GAAP standards.
- Responsible for ensuring the safeguard of all financial and student records from potential theft and destruction.
- Responsible for reconciliation of all bank statements.
- Accuracy of payroll journal, backup of journal, and generation of payroll checks.
- Maintain all employees' earnings, deduction and leave records.
- Responsible for substitute payment disbursement.
- Entry of pay rates and deduction changes in accordance with benefits.
- Responsible for maintenance of employee insurance premiums reconciliations, savings, tax-sheltered annuities, and other voluntary and mandatory payroll deductions.
- Responsible for completing required PED financial reports in collaboration with Governing Council President and monthly, quarterly, and annual payroll tax-benefit reports required by federal, state and local governmental agencies.
- Accommodating and assisting Auditor in yearly audit.
- Oversight and coordination of school facilities with SFCC and ordering of all supplies and equipment in accordance with approved internal control policy.
- Financial record keeping – collect, record, and deposit money.
- Coordinate all supply orders for all departments in accordance with approved internal control policy.
- Coordinate and approve all textbook orders and teaching aids in collaboration with Principal and Administrative Assistant in accordance with internal control policy.
- With approval of Principal, prepare contracts to enter in the Financial Management System.
- Maintain vendor invoices, matching encumbrance copy and receiving copy of purchase order, then matching with approved purchase order copy.
- Manage school activities fund.
- Trained in using Operating Budget Management System (OBMS) for the purpose of providing assurance that the data of AKCS are in compliance with federal and state laws and procedures and the PED.

This position description indicates the general nature and level of work expected of employee. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of employee. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

SAHQ ACADEMY

HEAD ADMINISTRATOR JOB DESCRIPTION and

Sample Evaluation

PRINCIPAL

Exemption Status: Exempt

Immediate Supervisor: Governing Council

JOB GOAL: To manage the school and to provide organizational leadership in cooperation with the Dean of Students to assure high student outcomes and maintain the integrity of the school's approved charter.

PERFORMANCE RESPONSIBILITIES:

Note: At the discretion of the Principal, he/she may delegate any of the authority and responsibilities of the position. However, the Principal is not relieved of final responsibility for actions taken under such delegation.

I. Relationships with Governing Council / Committees

- Attends and participates in meetings of the Governing Council / Committees
- In cooperation with the Dean of Students for academic matters, Informs and advises the Governing Council / Committees about the programs, practices and problems of the school as well as activities operating under the authority of the Governing Council / Committees.
- Implements Governing council policies; advises the Governing Council / Committees when he/she identifies the need to add, modify or delete a policy.
- Submits recommendations to the Governing Council / Committees relative to matters requiring Governing Council / Committees action, supported by data and information as necessary to make informed decision.
- In cooperation with the Dean of Students for academic matters, recommends annually to the Governing Council / Committees system-wide goals. Monitors and reports back to the Committee, at least semi annually, on the progress towards achieving the goals.
- In Cooperation with the Dean of Students for academic matters, works with the Governing Council / Committees to develop a vision for the school and comprehensive long range plan.

II. Budget

- Prepares annual operating budget recommendations based on guidelines set by the Governing Council / committees. Works with the Governing Council / Committees and Business Manager to develop the final budget. Implements the approved budget.

III. Educational Leadership and Curriculum

- Works in cooperation with the Dean of Students to assure high academic performance outcomes for all students
- Keeps informed of proposed legislations impacting the school. Informs the Governing Council / Committees of significant developments in these areas
- In cooperation with the Dean of Students, oversees development and implementation of objectives and long range plans for curriculum and instructional evaluation and improvement.
- In cooperation with the Dean of Students, assures continuous study and revision of curriculum guides and courses of study to best support teacher needs.

IV. Personnel

- Hires all Administrators
- Works in cooperation with the Dean of students when decision making includes the Teaching staff.
- Ensures the hiring of qualified and competent personnel.
- Assigns, transfers, and promotes employees as the interests of the school system may indicate.
- Assures professional development opportunities are provided to the school staff.
- Assures systematic performance evaluation of school personnel and takes necessary actions regarding any employee whose performance is judged to be unsatisfactory.
- Holds such meetings of school personnel as are necessary for discussion of matters related to the welfare and improvement of the school.
- Oversees employee relations in the school system by promoting collegiality and teambuilding among the staff, encouraging their participation in decision-making.

V. Facilities

- Hires manager of facility
- Determines, with the Governing Council / Committees, short and long range building needs and oversees implementation of construction, operation and maintenance programs.

VI. General Management

- Takes necessary steps to assure the safety and welfare of students and employees in the schools sponsored activities. Also takes action to assure the safety of students in transit to and from school.
- Maintains records for the schools, including financial accounts, business and property records, personnel, scholastic and school population records. Acts as custodian of such records and of all contracts, documents, securities, title papers, books and other papers of the Governing Council / Committees.

- Performs other appropriate tasks which may be assigned by the Governing Council / Committees.

VII. Communications and Public Relations

- Maintains open lines of communication and cooperative working relationships with the authorizer, support organizations and other boards.
- Maintains open lines of communications and cooperative relationships with the school staff, the Governing Council / Committees, parents and the community at large.

According to the NMAC 6.29.1.9 Section B, the duties and powers of the Superintendent and/or Principal of the Charter School also include the following (some of which may have been addressed earlier in this document)

- administer local board's (or governing body of a charter school) policies, state and federal requirements and applicable laws, including the Public School Code.
- be accountable for student achievement; budget management; expenditure of funds; dissemination of information; district or charter school communications; development; implementation and evaluation of the EPSS and all other district or charter school business.
- review, approve and support the district EPSS and each school site level EPSS or the charter school's EPSS
- attend all local board or governing body of a charter school's meetings or, when necessary, designate a licensed administrator to attend;
- ensure that school patrons and the public are informed and involved in the acquisition, planning and development of school facilities and that students are provided with adequate facilities which conform to state and federal mandates;
- be accountable for student safety; (a) ensure that all students are supervised while on school property and while attending or travelling to school events or activities on school provided transportation; (b) ensure that all buildings, grounds and facilities provide a safe and orderly environment for public use.
- administer and implement the districts or charter school's approved staff accountability plan and procedures;
- ensure that a process is in place to identify, train, assign and support personnel resources in classrooms, which shall include, but not but not limited to, the following:
 - establish specific expertise of the person;
 - obtain a background check and fingerprint records;

- provide the person with a three hour training, prior to entering a classroom, about how the school operates, appropriate teaching methods and expectations of principal and assigned teacher;
 - establish a start date and ending date for the person; and
 - provide for an evaluation of services upon completion of the assignment;
- shall issue notifications in accordance to the law

This position description indicates the general nature and level of work expected of incumbent. It is not intended to be a comprehensive listing of all activities, duties and responsibilities required of incumbent. This position description is designed to illustrate the minimum requirements of the job. The performance appraisal for this position will evaluate the incumbent's ability to meet or exceed the minimum requirements of the job. Finalized and approved job descriptions for all positions in SAHQ Academy will be housed in the Business Office and are updated periodically. Copies are made available upon request.

Sample PRINCIPAL EVALUATION FORM

5=EXCELLENT

4=GOOD

3=DECENT

2=POOR

1=DEFICIENT

_____1. In cooperation with the Dean of Students for academic matters, informs and advises the governing Council/Committees about the programs, practices, and problems of the school as well as activities operating under their authority.

_____2. Implements Governing council policies; advises the Governing Council/Committees when he/she identifies the need to add, modify or delete a policy.

_____3. In cooperation with the Dean of Students for academic matters, recommends annually to the governing Council/Committees system-wide goals. Monitors and reports back to the committee at last semi-annually on the progress.

_____4. In cooperation with the Dean of Students for academic matters, works with the Governing Council/Committees to develop a vision and comprehensive long range plan for the school.

_____5. Prepares, works, and implements with the Governing Council/Committees the approved budget.

_____6. Works in cooperation with the Dean of Students to assure high academic standards.

_____7. Keeps informed of proposed legislations impacting the school informing the governing Council/Committees of significant developments in these areas.

_____8. In cooperation with the Dean of Students, assures continuous study and revision of curriculum guides and courses of study to best improve academic success.

_____9. Ensures the hiring of qualified, competent personnel.

_____10. Encourages collegiality and team building by including teachers in the decision making process for the improvement of the school.

_____11. Remains emotionally calm under stress.

_____12. Assures professional development opportunities are provided to school staff.

_____13. Assures systematic performance evaluation of school personnel.

_____14. Determines with the Governing Council/Committees short and long range building needs and oversees implementation of construction, operation and maintenance programs.

_____ 15.Assures the safety and welfare of students and employees.

_____16.Maintains records for the school including financial accounts, business and property , personnel , academic, school population, contracts, documents, securities, title papers, books and other papers of the governing council/Committees.

_____17. Maintains open lines of communication and cooperative working relationships with all boards, councils, committees and personnel.

_____18.Administers local board's policies, state and federal requirements and applicable laws, including the Public School code.

_____19. Reviews, approves, and supports the district EPSS and each school site level EPSS or the charter school's EPSS.

_____20. Ensures that school patrons and the public are informed and involved in the acquisition, planning and development of school facilities and that students are provided with adequate facilities which conform to state and federal mandates.

COMMENDATIONS:

RECOMMENDATIONS:

PLAN OF ACTION:

ASSISTANCE AND TIME LINE

SAHQ Academy Governing Council

Policies, Procedures and Bylaws

Addendum #

I. NUMBER OF GOVERNING COUNCIL MEMBERS

- A. Governing Council will serve as the governing body of SAHQ Academy. The Governing Council will be established with no less than five and no more than 15 members.

II. GOVERNING COUNCIL MEMBERSHIP

A. Procedures for Electing Directors

1. **Election of Council Members:** Governing Council Members shall be elected by a majority vote of the existing Council and selected from nominations brought forth by existing members or the SAHQ Academy Principal or Dean of Students.
2. **Term of Council Members:** The terms of the Governing Council members shall serve in staggered two year terms, expiring at the end of the school year. Staggering the terms will ensure that at least 2-3 members remain seated each year. Council members may serve consecutive terms but must be voted on and approved by a simple majority.
3. **Compensation:** Governing Council Members will not receive compensation for their service; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.
4. **Resignation and Removal:** Any member may resign at any time by giving written notice to the President or the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make effective. Any member may be removed by the majority vote of the Governing Council whenever such removal is in the best interests of the School. Grounds for removal will include without limitation the following acts or omissions.
 - a. Violation of the Conflict of Interest Policy
 - b. Failure to attend three consecutive scheduled meetings
 - c. Violation of the member's duty of loyalty
 - d. Violation of the Governing Council's Code of Ethics
 - e. Any other grounds the Governing Council deems appropriate

5. **Vacancies:** A vacancy on the Governing Council shall be filled by the Governing Council after a nomination process. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.
6. **Attendance:** Members of the Governing Council are required to attend all scheduled meetings of the Governing Council unless exigent circumstances arise. If a Council member cannot be physically present at a meeting for unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the Open Meetings Act. A member of the Governing Council who will be unable to attend a Governing Council meeting will notify the President of the Governing Council prior to the meeting. If the President cannot attend the meeting, he/she must notify the Secretary and forward all information regarding the upcoming meeting to him/her, including notices of non appearances by other Council members.
7. **Nominating:** The Governing Council will develop a policy to ensure that membership to the GC will include a broad range of expertise, including background in education, sports science, finance, state laws, compliance and other fields that provide academic support and fiscal leadership to the school. The Governing Council will notify the school's community and the community at large of position openings on the school's Governing Body.

III. POWERS AND AUTHORITY OF THE GOVERNING COUNCIL

A. Authority of the Governing Council

1. **General:** The Governing Council is the governing body of the charter school and is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the school as well as the school's charter and policies. SAHQ Academy will be operated for the educational benefit of its students. The Governing Council is the policy making body for the school. The SAHQ Academy GC will exercise leadership primarily through the formulation and the adoption of policies, support in developing the budget and acting as "Champions" for the school within the community.
2. **Delegation to the Principal:** The Governing Council shall concern itself primarily with broad questions of policy and with the appraisal of results rather than the administrative detail. The application of policies is an administrative task to be performed by the Principal and designated staff, and they shall be held responsible for the effective implementation of Governing Council policies. The Principal and

the Dean of Students shall be held responsible for keeping the Governing Council informed of all matters within their purview so that the GC can fulfill the above described functions of the governing body.

The Principal will have primary responsibilities for all aspects of the school's operations and programs, including the day to day management and implementation of the school's charter and Governing Council policies. The academic staff will report to the Dean of Students, the Dean and administrative staff will report to the Principal.

3. **Individual Member's Authority:** A member of the Governing Council is a public officer, but has no power or authority individually. The charter vests power in the Governing Council, and not in the members, either individually or otherwise and these powers must be exercised by the Governing Council at a public meeting in regular, special or emergency meetings, with actions duly recorded in its minutes.
4. **Binding Authority:** The Governing Council shall not be bound in any way by any action or statement on the part of any individual Governing Council member except when such a statement or action is in pursuance of specific instructions from the Governing Council. Any such exception shall be recorded as an action item of the Governing Council and recorded in the minutes.
5. **Advanced Notice:** The Governing Council recognizes the importance of timely communications among members and between the Governing Council, the Principal and the Dean of Students. The Principal or his/her designee will strive to insure that the GC is given prior notice of matters submitted by members for deliberation at meetings.

B. Powers of the Governing Council

The Governing Council's powers and authority is set forth in the SAHQ Academy Charter and the New Mexico Public School Code and all applicable laws and regulations. Complete and final control of all matters pertaining to the School's educational system shall be vested in the Governing Council. The GC of SAHQ Academy will have the following powers and duties.

1. Those powers as set for in the SAHQ Academy Charter that are not inconsistent with federal or state laws or Constitutions, or as otherwise set forth in the Charter Schools Act, NMSA 1978.
2. Employ the Principal of SAHQ Academy
3. Approve the Principal's Dean of Students

4. Delegate administrative and supervisory functions of the Principal when appropriate
5. Approval of the annual budget of anticipated income and expenditures and direct the preparation of the annual financial audit report in connection with the NM Public Education Department's annual audit.
6. Have the capacity to sue or be sued
7. Contract for services with any school district, a university or college or any third party for the use of a facility, its operations and maintenance and the provision of any service or activity that SAHQ Academy is required to perform in order to carry out the educational program described in its charter.
8. Acquire and dispose of property provided that at the termination of the charter, all assets of the charter shall revert to the authorizer, unless otherwise amended by law.
9. Accept or reject charitable gifts, grants, devise or bequest not otherwise contrary to law or the terms of the charter.
10. Contract for provision of financial management, food services, educational related services or other services.

IV. GOVERNING COUNCIL OFFICERS

- A. Officers:** The Officers of the Governing Council shall consist of a President, Secretary and Treasurer, or as deemed necessary by the Council. The school may, at the discretion of the Board, provide for different categories of Officers, including, without limitation, one or more Assistant Treasurers and/or Assistant Secretaries. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office, the duties of the office shall, unless otherwise provided by the Board or these Bylaws, be performed by the next Officer set forth in the following sequence. President, Treasurer, Secretary.
- B. Appointment and Tenure:** All Officers shall be elected each year by the Council at its Annual meeting for terms of one year or until their successors have been duly elected and qualified, or until death, resignation or removal. Officers' term shall commence immediately following the Annual Meeting of the Board.
- C. Resignation and Removal:** Any Officer may resign at any time by giving written notice to the President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any Officer may be removed by the Council whenever in its judgment, he/she fails to perform the duty of the office or such other duties as appointed by the Council and the best interests of the School would be served thereby.
- D. Vacancies:** A vacancy in any office may be filled by the Council for unexpired portion of the term of the officer being replaced.

- E. **President:** The President of the Governing Council shall preside at all meetings and shall appoint committees with approval of the Governing Council. He/She shall have the right, as other members of the Governing Council, to make second motions, to discuss questions and to vote. The President of the GC may not act for or on behalf of the GC without prior specific authority from a majority of the GC to do so. All communications addressed to the President shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel and consideration by the Governing Council. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the GC. It is the President's responsibility to ensure that Governance Council upholds their commitments/responsibilities to the school. The President is responsible for compiling the topics for business to be placed on the agenda, in cooperation with the Secretary. Any member of the Governing Council may offer items to be heard or discussed at any meeting of the Council and the President cannot ignore such requests. The President has a responsibility to allow other Council members contribute to the Agenda items.
- F. **Secretary:** The Secretary shall keep the minutes of the Governing Council meetings, subject to the direction of the President, assure that all notices are given in accordance with the provisions of the Charter, Governing Council policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Council. The Council may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governing Council's review. Any member of the GC may suggest agenda items to the President and / or Secretary. The Council Secretary will review the minutes prior to presentation to the Governance Council for approval. The Secretary shall be responsible for presenting the minutes to the Council at meetings.
- G. **Treasurer:** Unless otherwise determined by the Governing Council, the Treasurer shall perform the duties of the President in addition to those of the Treasurer in the absence of the President or at the request of the President. In the event a vacancy occurs in the presidency, the Treasurer will act in the capacity of the President until the office has been filled by a vote of the Council membership.

The Treasurer shall be familiar with the fiscal affairs of the school and keep the Council informed thereof in the event the School's Business Manager is unable to so act. He/She shall attend the PED budget workshops and or any other financial regulatory training recommended by the Principal or the Business Manager. The Treasurer will work with the Business Manager to produce the annual school budget.

- H. **Compensation:** The officers shall not be compensated for their services, however, they may be compensated for reasonable expenses in accordance with NM Mileage and Per Diem Act.
- I. **Delegation:** The Governing Council may delegate temporarily the powers and duties of any Officer, in case of such Officer's absence or for any other reason, to any other Officer, and may authorize the delegation by any Officer of any of such Officer's powers and duties to any agent or employee subject to the general supervision of each Officer.

V. STANDING COMMITTEES OF THE GOVERNING COUNCIL

The Governing Council will have the authority to form the following Committees based on the needs of the school.

A. Proposed Committees

1. School Advisory Committee (Standing)

The Principal will be instrumental in developing this committee. SAHQ Academy shall create a School Advisory Council to assist the Principal with school based decision making and to involve parents in their children's education. The School Advisory Council shall be created and its membership elected in accordance to rules that will be adopted by the Governing Council. Membership on the council shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if such person is available. The Principal may serve as Chair. The Principal shall be an active member of the School Council.

2. Audit Committee (Standing)

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

- a. Evaluate the request for proposal for annual financial audit services (when applicable)
- b. Recommend the selection of the financial auditor (where applicable)
- c. Attend the entrance and exit conferences for annual and special audits
- d. Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit.

- e. Be accessible to the external financial auditors as requested to facilitate communication with the Board.
- f. Track and report progress on the status of the most recent audit findings and advise the authorizer on policy changes needed to address audit findings.
- g. Provide other advice and assistance as requested by the authorizer and
- h. Be subject to the same requirements regarding the confidentiality of audit information imposed by the Audit Act and rules of the State Auditor.

3. Finance Committee

The Finance Committee shall assist the board in carrying out its budget and finance duties. At least two members of the Governing Body shall serve on the Finance Committee. The Business Manager shall be required to attend all Finance Committee meetings. Specifically, the Finance Committee shall:

- Make Recommendations to the local school board in the following areas.
 - 1. Financial Planning, including reviews of the school's district revenue and expenditure projections.
 - 2. Review of financial statements and periodic monitoring of revenues and expenses.
 - 3. Annual budget preparation and oversight
 - 4. Procurement

- Serve as an external monitoring committee on budget and other financial matters

4. Professional Development Committee

The Professional Development Committee may be formed to provide the Governing Council with information and budget recommendations with regard to professional development opportunities. This Committee, if formed will also review a teaching professional's professional development proposals.

B. Committee Selection and Membership

Election and Term: Members of each Committee may be chosen from time to time by the Governing Council and shall serve for such period of time as the GC shall determine. The specific composition of the Audit and Finance Committee, however, shall be governed by the provisions set forth above.

Meetings: Committees may meet at such times and for such purposes as they shall from time to time determine. Provisions for notice and procedures applicable to meetings of the Governing Council's committees shall be as prescribed by the GC and shall comply

with the Open Meetings Act if the purpose of such meeting is to set policy affecting the school.

Resignation and Removal: Any member of a Committee may, at any time, resign by giving written notice to the President or the Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member of a Committee may be removed by the GC whenever in its judgment, the best interest of the School would be served.

Compensation: Members of the committees shall not receive any compensation for their services; however, they may be compensated for reasonable expenses in accordance with the NM Mileage and Per Diem Act.

Ad Hoc Committees: The Governing Council has the authority to create ad hoc committees as deemed necessary. The policies and procedures that govern ad hoc committees will be determined as specified by the Governing Council action creating and approving the existence of any such committee.

VI. MEETINGS OF THE GOVERNING COUNCIL

All meetings of the SAHQ Academy Governance Council shall be held in accordance with the New Mexico Open Meetings Act.

A. Meetings

Annual Resolution: The Governance Council shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the SAHQ Academy Governance Council. The resolution shall describe appropriate notice and methods for posting agendas for regular, special and emergency meetings of the Governing Council.

B. Special Meetings

Special Meetings of the Governing Council may be called at the discretion of the Governing Council. Such meetings should be held, if possible, at such time and place consistent with the Governing Council's annual resolution for conducting its public meetings.

C. Attendance via Telephone Conference Call

Except to the extent otherwise provided by law, any meeting of the Governing Council may be attended by any or all of the Council Members by means of a telephone or similar communications equipment, when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference can be identified when speaking, all participants are able to hear each other

at the same time and members of the public attending the meeting are able to hear any other member of the Governing Council who speaks during the meeting. Such attendance shall constitute presence by the GC member as if in person at such meeting and for purposes of determining quorum. Any action taken by the Governing Council at such meeting shall constitute a valid action of the Governing Council.

D. Notice

The Governing Council shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. Reasonable notice of the GC may include broadcast stations licensed by the FCC, newspapers of general circulation and the SAHQ Academy website. Notice of meetings and the availability of meeting agendas shall be consistent with the Governing Councils annual resolution. Except in cases of emergency the Governing Council shall only act on matters identified on the agenda.

E. Emergency

An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governing council, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

F. Minutes

The Governing Council shall keep written minutes of all its meetings. The minutes shall include at minimum, the date, time and place of the meeting, the names of members in attendance and those absent, the substance of the proposals considered and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection and should be available on the school website. Draft minutes shall be prepared within ten working days after the meeting and shall be approved, amended or disapproved at the next meeting where quorum is present. Minutes shall not become official until approved by the Governing Council.

VII. CONFIDENTIAL MATTERS OF THE GOVERNING COUNCIL

The Governing Council recognizes that confidential information will be brought to the attention of individual Governing Council members and/or the GC as a whole pertaining to, but not limited to, the following:

- Matters relating to the employment or dismissal of, or charges against, specific SAHQ Academy Personnel

- Matters relating to litigation or proposed litigation in which Governing Council is or may become a party, or attorney-client communication.
- Consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor
- Consideration of wages and benefits for the Principal
- Consideration of suspension, expulsion, or disciplinary action in connection with a student.
- Matters relating to the security of students, personnel, visitors, and / or school property.
- Such matters that may arise and qualify as being confidential by law.

The Governing Council further recognizes that public disclosure of such information may result in injury to individuals or potential harm and possible liability to SAHQ Academy and the Governing Council members who must respect confidentiality of information that is privileged under applicable law. It is the policy of the Governing Council that Council members shall discuss or disclose confidential information only in connection with legitimate School business and only with individuals with legitimate right to know.

VIII. MANNER OF ACTION

A. Quorum

A majority of the seated Council Members, whether personally present or appearing telephonically shall constitute a quorum for the transaction of business at any meeting of the Governing Council.

B. Financial Matters

The Governance Council shall approve all contracts, except for employee contracts, other than the Principals, and for purchases up to the limit of the New Mexico Procurement Code, which shall be by the authority of the Principal.

C. Manner of Acting

No action of the Governing Council shall be valid unless taken at a meeting at which a quorum as defined herein is present and which has been properly noticed pursuant to the New Mexico Open Meetings Act.

IX. CONFLICTS OF INTEREST AN CODE OF ETHICS

A. General Statement

It shall be the duty of each Governing Council member to voluntarily excuse him/herself from discussion of confidential information and abstain from voting on matters in which the Governing Council member has a personal or financial interest, including an interest by a member of the Governing Council's immediate family, or where the Governing Council's participation will or may compromise the confidential nature of the discussion. Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Governing Council. SAHQ Academy will stay informed of and compliant to any legislation regarding conflicts of interest.

B. Disclosure

Each Council Member agrees to complete and sign a Disclosure of Conflicts of Interests statement prior to accepting his/her position on the Council. In addition, to this statement, Council Members shall annually update the disclosure statement and shall otherwise immediately notify the President of the Council when he or she becomes aware that an actual or potential conflict may exist.

C. Conflict of interest Policy

Each Council Member agree to abide by the SAHQ Academy Conflict of Interest Policy adopted by the Governing Council.

D. Code of Ethics

Each Council Member agrees to abide by the SAHQ Academy Code of Ethics adopted by the Governing Council

X. PRINCIPAL SELECTION

Principal Criteria

The Principal will hold the appropriate licensure required by law and have a genuine love for educating children. The Principal will be experienced in leading an organization and a self starter with a thorough understanding of state requirements and compliance issues. The Principal will be competent and dedicated with classroom teaching experience, able to work closely with the Dean of Students regarding the academic program and staff. The Principal must be willing to engage in governmental issues affecting the school and participate in grant opportunities to further the school's mission.

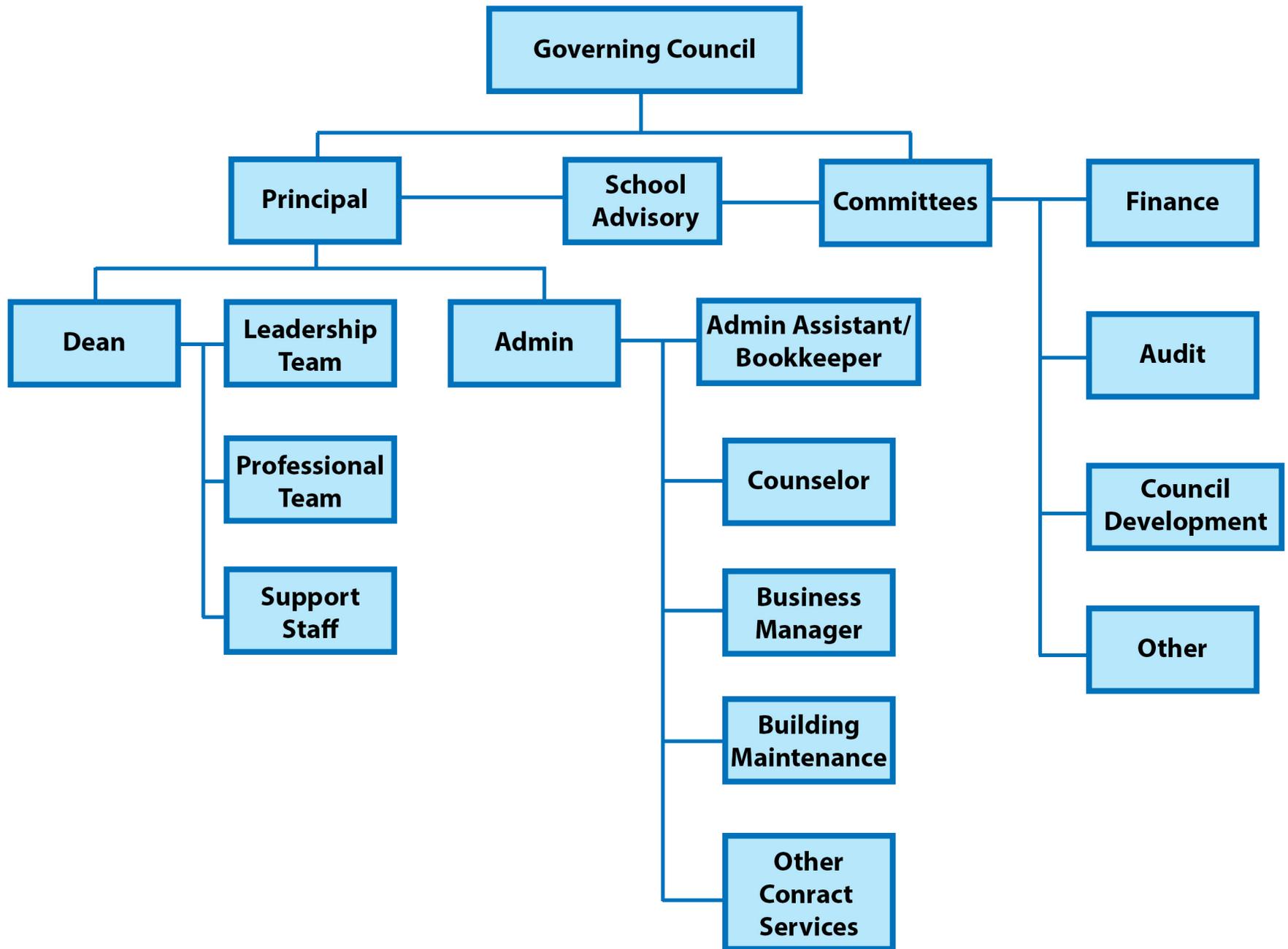
XI. MISCELLANEOUS

A. Checks, Drafts, Etc

All checks, drafts or other orders for the payment of money, and all notes or other evidences of indebtedness issued in the name of the school shall be signed by such Officer or Officers, agent or agents of the School as designated by the Governing Council. At no time can one individual sign for a payment isolated from oversight of the entire Governing Council, not just one member.

B. Books Records

The Governing Council shall keep accurate and complete books and records of the actions of the Governing Council, which records shall be open to inspection by the members of the Governing Council at any time, or members of the public pursuant to the Inspection of Public Records Act.



June 30, 2014

NM Public Education Commission
Subject: SAHQ Academy Charter Application

To Whom It May Concern:

Please accept this letter of support for the Student Athlete Headquarters (SAHQ) Academy Charter Application. I believe the SAHQ Academy proposes an innovative approach to charter schools and small-group student learning. So many successful adults have been shaped and prepared by participation in and love of sports; it has spurred their curiosity, energy and talent. I believe that allowing a new generation of students to learn, apply academic rigor, and develop self-confidence within an overarching college preparatory program applying a team/training model will be unique and strike a chord through a wide socio-economic band of the Albuquerque metropolitan area. SAHQ's central location in Albuquerque allows access to wide range of interested families.

I have witnessed the SAHQ staff interact with children in varying training, team sports, and sports education activities over the past year. Likewise, I have spoken with many of the proposed staff – teachers and administration. Every one of these individuals is creative, energetic and has a documented background in innovative education of children. Education is the focus to prepare children for future life endeavors; sport is one of the vehicles by which educational materials and learning strategies are presented to these children. My strongest endorsement of SAHQ Academy would be in allowing my child to attend the school upon reaching high school age.

Michael Madonia
369 Ashley Lane
Corrales, NM 87048

Public Education Commission of New Mexico
Jerry Apodaca Education Building
300 Don Gaspar Avenue
Santa Fe, NM 87501

June 30, 2014

Dear Commissioners:

It is clear to me that traditional schools are not the answer for every child. Any attempt to bring quality instruction into the classroom and produce outstanding graduates that can compete with the best students in the world is refreshing and necessary.

It is incumbent upon us as citizens to look to new education models that will facilitate a higher, comprehensive level of learning. Providing the very best education to our children will ensure they will be academically prepared, effective communicators, productive learners and responsible citizens.

The Student Athlete Headquarters Academy (SAHQ) is positioned to train, teach and cultivate high school students who can succeed at the university level and beyond. SAHQ's diverse leadership team brings years of lessons learned to this new endeavor. They have seen what works, and the gaps that can leave students behind. The SAHQ mission has been crafted to provide for the unique learning style of each student. It holds them accountable for their learning and teaches them the importance of responsibility in all things. The strategies they will employ are creative and proven.

Sincerely,

Toni Leon Kovarik

Toni Leon Kovarik
Citizen of New Mexico
Sandia National Laboratories employee
Parent

June 21, 2014

Dear Public Education Commission,

I write with great enthusiasm to recommend the acceptance of the SAHQ Academy charter school. With forty one years of experience in education as administrator, department chair, and primarily a teacher, I find here a very unique approach to the preparation of students for college and vocations. Motivating students through personal relationships and tapping their love for sports is a most excellent idea. As I reflect on teaching math and writing for over the years, I realize I never really taught as much as I coached those skills. Yes, skills, the application of some knowledge, but ultimately beyond the ideas, the actual doing and in the real world. Only after the discipline of working at perfecting our skills can we process the ability to create. This requires practice, practice, practice, practice as any good coach knows. I believe this school will inspire students in mind and body to become leaders in our community who can bring new solutions to solve our most challenging problems. Let us give them the opportunity.

Most exuberantly,

Prof. Phillip D. Zuber

To whom it may concern,

I believe Student Athlete Headquarters proposed SAHQ Academy will greatly benefit any child who wishes to attend, as well as the community at large and am writing to express my full support.

I have worked closely with SAHQ for the last year and feel confident expressing my full support for the work they do with each child, both in keeping all students on track in their current academic environment as well as teaching them the hard work and dedication that it takes to reach their goals in athletics. Every student I have met through SAHQ has been a joy to get to know. They are more mature than their years, dedicated to their craft, and push themselves academically and athletically every single day. They are well rounded people, and I have no doubt in my mind SAHQ is part of the reason why, and that SAHQ Academy will only help more students.

I eagerly anticipate SAHQ Academy, and can't wait for it's future members to be part of our community.

-Joshua Rivera

June 27, 2014

To Whom It May Concern,

This letter is to show my support for Student Athlete Headquarters and the upcoming charter school. My entire family has been attending S.A.H.Q. for quite some time and it has been a complete blessing to us. Our hope is that this charter school gets approved so our children will have somewhere to attend that we have complete faith in.

Thank you for your time.

D. Jeremiah Cordova

To Whom It May Concern,

This letter is to show my support for Student Athlete Headquarters and all their endeavors they are in pursuit of. I have been going to S.A.H.Q. for a year now and am honored to be a part of such a positive, community building group. I hope to see S.A.H.Q. continue to grow and see the charter school flourish. This is just what our community needs!

Thank you for your time.

Cari Cordova