

APPENDIX A

HSA Course Scope and Sequence

As far as possible and whenever appropriate, core subjects will include health science themes. All courses will be aligned to the New Mexico's Common Core State Standards for each grade.

Health Sciences Academy Course and Activity Projection

GRADE 7	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Language Arts	Language Arts	English 9	English 10	English 11	English 12
Math	Math	Algebra 1	Algebra 11	Geometry	Pre-Calculus
Social Studies	Social Studies	Social Science	Social Science	Social Science	Social Science
Science	Science	Biology	Chemistry	Physics	H, AP, DC, DL Elective*
Physical Education	Physical Education	Physical Education	Physical Education	Elective	Elective
Technology Education	Technology Education	Elective	Elective	Elective	Elective
Health Education	Health Education	Intro to Health Careers	Career Planning and Exploration: Volunteer Opportunity	Career Preparation: Job Shadow Experience	Career Application: Internship at Clinical Site
Health-based Community Projects					

(H=honors, AP=advanced placement, DC=dual credit, and DL= distance learning.)

GRADES 7 – 8

Language Arts - The language arts goals are to develop learners who are effective communicators, who love literature, and who are lifelong readers and writers. Comprehension skills, vocabulary and grammar are integrated within a literature program. Writing includes both creative and expository writing. Communication areas of focus include speaking, writing and presentation skills using modern technological tools.

Mathematics - The mathematics curriculum strives to develop learners who are able to use their math skills effectively and efficiently in real life settings. Grade level specific outcomes are

tied to the Common Core State Standards (CCSS). By the end of eighth grade, learners are prepared to enter Algebra I, Geometry, or Algebra II.

Social Studies - This curriculum develops learners who understand that history and social science are about real people, in real places, solving problems relevant to the learners' own lives. Students understand the interrelationships between the peoples of the world and study the past as a background and prelude to the present.

Science - The science curriculum emphasizes hands-on experimentation and functional knowledge of scientific phenomena. While the specific disciplines are the same as presented in the state of New Mexico's State Standards, the school curriculum differs in several areas. Skills and concepts are investigated and applied in multidisciplinary units of study. This approach involves experimentation, field trips and visits from guest health scientists and local healthcare professionals. Major concepts are re-emphasized as appropriate and relevant to the interrelationship of disciplines. By the end of eighth grade, learners are prepared to enter Physical Science or Biology.

Technology Education – Technology will be integrated where appropriate in learning projects and activities. Technology gives learners access to information, knowledge and experiences that would otherwise be prohibitive. Virtual field trips, tablet technology, video conferencing and leveraging the power of the internet helps us support our students' learning by breaking down the classroom walls. Other technology tools may include laptop computers, interactive video equipment, audio-visual aids, and networks linked to local and worldwide resources.

Grades 7-10

Physical Education – HSA's educational plan supports and promotes a healthy lifestyle for its students, their families and the community. HSA provides an atmosphere that encourages all learners to enjoy physical activity and to incorporate it into their everyday lives. Students will learn to develop and maintain a level of physical fitness to improve overall health. Students will maintain a journal to record their activities.

Yoga - This course is designed to help students work on three main fitness areas: flexibility, strength, and balance. At the beginning of the course, students will be individually assessed to determine which area or areas will require extra attention. Students will learn and be able to identify basic and intermediate exercises in Yoga (in English and Sanskrit), Pilates, and Balance Ball. The class will cover fitness vocabulary, basic anatomy, stress relief through meditation and breath, and healthy eating as part of a well-rounded fitness regime.

Health Education - This course is designed for students to apply a variety of health concepts, skills, and behaviors when making health-related decisions. The health education content focuses on nutrition, fitness, substance prevention, first aid and family life education. In physical education emphasis is placed on students becoming confident and competent in

performing lifetime physical activities. Fitness experiences and individual fitness assessments are integrated throughout the year.

(This course can be completed in middle or high school)

GRADES 9 - 12

English - Students will take at least one Language Arts class every year while they are enrolled in HSA. Advancing in sequence, by grade, initially, students will demonstrate mastery of the mechanics of language, to read analytically, write persuasively, and think critically about the issues students encounter in their community, nation, and personal life, and particularly in contemporary health sciences. Students will develop oral presentation skills, critically important for future healthcare career and college success.

Mathematics - Math classes include problem solving applications for real world issues. For example, in freshman math we begins with Algebra and include problem solving, where the focus is on application of algebraic concepts, to health decisions, obesity, and other timely issues across the curriculum. Teachers and student will explore how the use of algebraic equations define and help solve challenging problems. An example of a problem using an application of quadratic algebra might be-- Your task is to design a stretchable bandage to cover your 3rd metacarpal. A number of exercises and computations from quadratics using a graphing calculator may be required prior to solving this problem. These activities along with quizzes will be displayed in a student portfolio,, along with the with the bandage designed by the student, or student team. This problem could also be applied to geometry. Many other strategies and teaching aids may be chosen by teachers to present students with complex problems that transcend just one discipline.

Social Science – is designed to develop the knowledge and skills of history, geography, civics, and economics that will enable students to put into perspective people, places, ideas, and events that have shaped our state, our nation, and our world. Social Science classes will undertake integrated projects with the Language Arts classes, and Science classes, as the students investigate how the evolving role of public health has impacted historical, political and cultural development over time. Students will explore the effect of the Black Plague, the development of urban landscapes, the construction of improved sanitation systems, the eradication of smallpox, and the AIDS crisis. How are the new designer drugs and the alienation of youth in minority communities impacting the equality of life rural, urban and suburban environments? How has state and national immigration policies and crime along the US/Mexican border impacted our communities? What advances in computers, communications, robotics and the internet have made the workplace more productive, less friendly and/or more challenging over the past decade? Why?

Sciences - Students may initially enroll in science class of biology. The course will focus on human systems and anatomy. How does a course in biology at HSA differ from a traditional course? The answer is that the context involves health sciences and wellness. An example of a problem- solving lesson in our biology class might be: How can a person have carbon

monoxide poisoning, if they are able to breathe clean air most of the day? Although this problem seems fairly complex, there are a number of topics that one could investigate: How does hemoglobin allow us to breathe; the pH of normal blood; how does bonding occur in living organisms; what gas laws govern breathing and oxygen and carbon monoxide intake; what is normal pO_2 pCO_2 ; how do scientists measure and analyze data; what data and statistical methods may be appropriate for arriving at valid conclusions? Similar questions could also be adapted for chemistry student lessons, i.e. – describe the effect of chemical bonding, gas laws, measurement and analysis.

APPENDIX C

Job Description: Head Administrator

Position: Head Administrator

Reports to: Governing Board

Position Description: The HSA Head Administrator serves as an educational leader and chief administrator of the school. He/she is responsible for the daily activities that carry forth the mission, vision and goals of the Academy. The Head Administrator achieves these objectives by promoting, and articulating the policies, regulations and procedures designed to ensure that students are provided a safe learning environment, and that teachers and staff understand the school culture and are well prepared to convey and teach to the tasks. The Head Administrator will be expected to be a problem solver for teachers, parents and students, and if successful will achieve a high degree of academic excellence for all students, regardless of race, income, and/or prior educational experience. The Head Administrator will be evaluated by the Governing Board on his/her commitment and dedication to furthering the career goals of students, ongoing professional development of staff and engagement of all members of the school community.

Primary Responsibilities:

- Serve as primary liaison between HSA, school partners, community, and NMPED
- Create and sustain a school culture of high academic achievement and wellness.
- Manage the HSA schedule, daily classroom routines, and articulate administrative concerns and plans with all staff to ensure efficiency and safety every school day, overcoming obstacles to achievement while maximizing academic instructional engagement.
- Provide frequent informal observation, guidance, resources, statistical data, and other prompts for teachers, designed to improve motivation, focus and instructional effectiveness.
- Provide formal evaluation and professional development for teachers, in concert with new common core standards.
- Oversee finances, in conjunction with the business manager.
- Responsible for facilities management, maintenance, and communication functionality.
- Oversee and adhere to HSA written manuals and procedures for the health, safety, discipline, code of ethics, and use of social media of all teachers, staff and students.
- Direct and delegate a program to enrich extracurricular activities for the students, cognizant of the local community needs and desires.
- Articulate the Academy's goals and direction for civic and parent engagement to further advance the HSA mission and commitment.
- Perform other duties as may be determined over time by the Governing Board.

Position Requirements:

- Demonstrate understanding and commitment to the mission and values of HSA
- Have a current NM PED Administrator's license or waiver.
- Hold an advanced degree in educational leadership and/or curriculum and instruction.
- Enjoy a minimum of 5 years of successful teaching and/or administrative experience.
- Demonstrate strengths in leadership, interpersonal and communication skills and adaptability.
- Experience and competency in both financial management and integrated curriculum development.
- Demonstrated facility with research-based practices and assessment for professional development.
- Fluent in Spanish a plus

Applicants will be asked to submit application for Head Administrator with all documents including: cover letter, resume, copies of licensure, transcripts, verification of experience and letters of reference.

HSA is an equal opportunity employer and does not discriminate on basis of race, national origin, religion, age, sex, and marital status or handicap compliance with federal and state Laws. HSA reserves the right to reject any and all applications.

APPENDIX D

Job Descriptions for Licensed and Certified Staff

Position: Secondary School Teacher

Reports to: Principal

Position Description: If you are fearless about change, innovation and possess high energy, good humor and adaptability to a new health sciences paradigm, for students from underserved communities near the US/Mexico border, apply! HSA offers an opportunity to help create the first health science academy in New Mexico. You will have an opportunity to participate and shape a school that *“Enrolls the student, and engages the family”*. You are ready and willing, to innovate and experiment, in order to offer students career readiness and rigorous college preparation.

Primary Responsibilities:

- Design and implement outstanding classroom management, curriculum, and instructional strategies to ensure all students achieve at high levels
- Provide counseling and mentorship assistance for all students
- Monitor student achievement and report regularly to parents in English and/or Spanish.
- Reinforce and maintain school culture of high academic and ethical behavior.
- Engage in a personal professional development plan
- Instruct and direct your Instructional Assistants to reflect different learning styles and student competencies.
- Perform other tasks and responsibilities, as may be assigned to advance learning and the HSA mission.

Position Requirements:

- An unwavering belief that all students can achieve at high levels
- Strong commitment for all HSA students to be career and college-ready
- Proven track record of achieving demonstrable student achievement gains as a teacher
- Highly versatile and effective communication skills
- Demonstrated ability to work well in a team
- Certification in the subject area to be taught preferred
- Bachelor's or advanced degree in content area preferred
- New Mexico Teaching License for Grades 7-12
- Bilingual in English and Spanish

Please submit your application with all documents including: cover letter, resume, copy of licensure, transcripts, verification of experience and letters of reference.

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Position: Special Education Director/Teacher

Reports to: Principal

Position Description: The Special Education teacher will design and implement an effective Special Education model. He/she must be committed to the achievement of students who are at-risk for academic underperformance due to behavior, emotional, and physical challenges and constantly be focused on results. In addition, they will collaborate with other teachers, teaching assistants and specialists to develop students for leadership and lifelong learning.

Primary responsibilities:

- Teach Reading and/or Math intervention classes
- Plan for and provide co-teaching services as appropriate for students
- Write and monitor student IEPs and 504 plans
- Support classroom teachers in developing and planning curriculum and modifications for students
- Assess and monitor the progress of students and ensuring they all perform at high levels
- Administer standardized tests
- Maintain confidential records on each student with special needs
- Ensure that all regular education teachers know and understand all classroom accommodations required by IEPs and 504 plans
- Chair and manage the Response to Intervention (RTI) process
- Maintain compliance with state and federal Special Education laws and regulations
- Develop and manage the reporting system for all Special Education and related services program
- Manage, monitor, and evaluate third party special needs service providers
- Teach and hold students accountable for the school's culture and standards of behavior
- Build excellent relationships with students by creating a nurturing classroom environment
- Maintain consistent communication with students' families
- Continuously refine instructional techniques
- Work collaboratively with others

Position Requirements

- New Mexico Teaching License in Special Education
- Bachelor's degree or higher

- Bilingual in English and Spanish

Please submit your application with all documents including: cover letter, resume, copies of licensure, transcripts, verification of experience and letters of reference.

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Position: Business Manager

(Services to be contracted in Year 1)

Reports to: Principal

Primary responsibilities: Under the general direction of the Head Administrator, the Business Manager will oversee all operations in connection with financial matters, including accounts receivable, accounts payable, payroll and auditing, and train and supervise business office staff. The Business Manager will develop and implement all internal control procedures and policies to ensure that the school's financial system is accurate, efficient, and aligned with all state and federal laws and regulations. The Business Manager will attend all required NMPED trainings and workshops.

Primary Requirements:

- Public school accounting and budgeting
- Budget preparation and management
- Preparation and submission of all NMPED reports
- Internal control policies and procedures
- Standards for fund accounts and reports
- Cash management and controls
- Payroll preparation
- NMPED Reimbursement request submissions
- Procurement oversight
- Accounts receivable oversight

Please submit your application with all documents including: cover letter, resume, copies of licensure, transcripts, verification of experience and letters of reference.

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Position: Instructional Assistant

(The Instructional Assistant position is a non-licensed part-time employee)

Reports to: Lead Teacher and/or Principal

Position Description: Reports to and works with the classroom Lead Teacher. Responsible for assisting the classroom Lead Teacher with general supervision and management of the class including individual and group instructions.

Primary Responsibilities

- Assist in planning and implementing the daily curriculum under the direction of the Lead Teacher, which includes lessons plans.
- Supervise the classroom when the Teacher is out of the room
- Help with the general housekeeping tasks in the classroom.
- Assist the Teacher in other ways as requested.
- Maintain a professional attitude and loyalty to the school at all times.
- Attend staff meetings and recommended training programs and conferences as requested.
- Assisting in preparation of instructional materials as directed by the teacher.
- Building positive rapport with students.
- Establishing and maintain strong communication with all parents.
- Teach and hold students accountable for the school's culture and standards of behavior
- Be a mature individual.
- Have the ability to conform to an established work schedule.
- Have effective interpersonal skills.
- Have the ability to communicate in a concise and effective manner.
- Have the ability to understand and follow instructions precisely.
- Have the ability to exercise tact, discretion, and confidentiality.

Position Requirements:

Believe deeply in the mission and values of HSA

Bilingual in English and Spanish

Bachelor's degree minimum

Must be enrolled in a graduate program of nursing, education, health, or physical sciences.

Please submit your application with all documents including: cover letter, resume, copies of licensure, transcripts, verification of experience and letters of reference.

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HSA reserves the right to reject any and all applications.

APPENDIX E

Health Sciences Academy

Enroll the student – Engage the family

Inscribiendo al estudiante – Incluyendo a la familia

EMPLOYEE HANDBOOK

[SUBJECT TO APPROVAL]

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MISSION STATEMENT

Our vision is to assure that all students who enroll in Health Sciences Academy (HSA) graduate, and are prepared for challenging healthcare careers and college entrance. Our motto, *“Enroll the student, engage the family”*, complements this vision. The mission of Health Sciences Academy is to meet or exceed New Mexico educational standards by employing a technology-rich health science curriculum, a school culture of academic excellence, and individual educational plans to include specific career pathways, electives, and internships that lead to health science careers.

INTRODUCTION

The HSA Employee Handbook has been designed to serve as a quick reference for many issues relating to your employment with Health Sciences Academy. In order to remain current, the Handbook treats most topics briefly. This manual is updated as official policies change. All policies are subject to revision by the Governing Board.

EQUAL EMPLOYMENT OPPORTUNITY

HSA will comply with all rules and regulations pursuant to Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 in regards to Equal Employment Opportunity.

HSA will not discriminate against any employee or applicant for employment because of race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, veteran status, or any other category protected by law.

HSA will take affirmative action to ensure that applicants are employed and that employees are treated equally during employment, without regard to their race, color, religion, sex, sexual orientation, national origin, age, marital status, disability, veteran status, or any other category protected by law. HSA will operate pursuant to the provisions of the School Personnel Act, 22-10A-1 NMSA 1978.

GENERAL STAFF INFORMATION

COMPILATION AND MAINTENANCE OF STUDENT RECORDS

Each teacher shall “keep a school register, which the governing board shall carefully preserve as one of the records of HSA.” Teachers are required to compile and maintain these records through a paperless attendance system called SchoolMaster (or a similar type database). Attendance shall be taken for each student, and maintained at all levels, in order for the New Mexico Department of Education (NMPED) to be able to examine HSA’s average daily attendance. Each teacher shall take attendance twice daily (morning and afternoon), or at the beginning of each period, and indicate whether the student is either absent or present. The same attendance record will be taken for evening program students. According to state law, HSA must maintain a sufficient audit trail of attendance documentation to be able to validate the accuracy of the attendance information reported to the NMPED.

Teacher attendance shall be taken and maintained by the Principal's administrative assistant. Teacher attendance shall be recorded daily and forwarded to the payroll department on a weekly basis.

Grades should be updated every two weeks. Progress reports are sent out twice in each nine-week period. Report cards are sent out every nine weeks.

ABSENCE/PERSONAL DAY GUIDELINES

On campus hours for full-time teachers is Monday-Thursday 7:30 AM – 3:30 PM and Fridays 7:30 AM – 3:00 PM or as directed by the Principal. Other employees' hours are as determined by the Principal.

- Regular full-time teachers are assigned 190 work days per year, usually 180 instructional school days and 10 professional development and/or work days. A calendar of the days will be approved and provided each school year, and posted on HSA's web site.
- Hourly employee's schedule and hours are assigned by the Principal, or their assigned immediate supervisor.
- Teachers who need to leave campus for any reason, including during break times, must sign out at the office.
- All hourly personnel must maintain a daily timesheet.
- Teachers who are absent because of illness, or a family emergency, must notify the Principal as soon as possible so a substitute may be secured if necessary.
- The Principal will arrange for a substitute teacher chosen from an approved substitute list.

All leaves must be requested in advance and approved by the Principal.

DRESS CODE

It is the expectation of the HSA that all staff members reflect proper dress and attire as an example for students. All employees must dress professionally and modestly keeping in mind that our students wear uniforms and/or have a dress code.

CONDUCT

Conduct with Students -All HSA employees are expected to conduct themselves in a professional and appropriate manner at all times. Relationships between staff and students that include "dating" "courtship", and/or "romantic involvement" are strictly prohibited.

Drug & Alcohol Use – HSA is dedicated to maintaining a safe educational environment. An alcohol free work environment policy has been implemented.

It is the HSA policy that all positions are deemed "Safety-Sensitive Positions", as the safety and health of students are involved. No employee shall report to work while under the influence of drugs and/or alcohol. The use, sale, transfer or possession of alcohol, illegal drugs,

hallucinogens, stimulants, sedatives, controlled substances, or drug paraphernalia on school property is prohibited. This includes the misuse of prescription drugs, including medical marijuana, or any mood altering substances while on school property, school paid time (i.e. conferences, training sessions), or in circumstances HSA believes will adversely affect the operation or safety of the HSA community.

If there is a good faith of abuse or impairment, the Principal and/or the Board can and will take immediate action, up to and including drug testing, suspension of the employee, with or without pay, termination of employment, or other adverse employment actions. “Impairment” means symptoms that a prospective employee or employee while working may be under the influence of drugs or alcohol that may decrease or lessen the employee’s performance of the duties or tasks of the employee’s job position, including symptoms of the employee’s speech, walking, standing, physical dexterity, agility, coordination, actions, movement, demeanor, appearance, clothing, odor, irrational or unusual behavior, negligence or carelessness in operating equipment, disregard for the safety of the employee or others, involvement in an accident that results in serious damage to property, any injury to the employee or others or other symptoms causing a reasonable suspicion of the use of drugs or alcohol. Violations of this policy may lead to disciplinary action, up to and including termination of employment and/or notification of law enforcement authorities. The transferring, offering, selling or arranging for sale of any alcohol, narcotic, hallucinogen, stimulant, sedative, drug or prescription drug or any other mood altering substance while on school property or school time will lead to immediate termination. HSA may employ the use of canine drug locations animals to help perform random drug screenings on campus.

Smoking - In keeping with HSA’s intent to provide a safe and healthy work environment and in compliance with federal, state, and local laws, smoking is prohibited on school property and while working in any capacity for HSA or with any student of HSA. This policy applies equally to all employees and visitors.

Weapons - Weapons are prohibited on school grounds. Weapon means a firearm, knife, destructive device, and/or a dangerous weapon. Any employee who is aware that a student or employee is carrying a weapon must report the infraction to their supervisor immediately.

GRIEVANCE POLICY

HSA recognizes the rights of its staff and enrolled participants to have open access to mediation. This means they have the right to report problems, concerns or grievances regarding any aspect of their training or other activities, which are within the control of HSA.

The grievance policy is intended for all staff and students. HSA will be guided by the following principles when dealing with complaints, grievances and appeals:

- Each complaint or grievance and its outcome is recorded in writing
- Each appeal is given a fair hearing by an independent person or panel
- Each appellant has an opportunity to formally present his or her case

- Each appellant is given a written statement of the appeal outcomes, including reasons for the decision.

What to do - If you have a problem, complaint or grievance with another staff member, instructor or student you should use the following procedure:

Step 1: Identify and discuss the complaint or grievance with the other party. Discuss the best outcome to the complaint or grievance. Agree to act to resolve the complaint or grievance

Step 2: If after talking to the person the complaint or grievance remains unresolved you should approach the Principal who will mediate to resolve the problem. HSA will provide you with a written statement of the appeal outcome.

Step 3: This process will commence within one (1) week of the complaint being lodged.

NOTE: The HSA School Board reserves the right to hold a hearing and to identify parties to be present at the hearing. The HSA School Board also reserves the right to make a decision based on the information submitted by the employee and the Principal without a hearing.

EMPLOYEE EVALUATION

The purpose of the employee formal evaluation is to improve job performance. Teachers shall be formally evaluated two times per year, usually mid-October and late April. Evaluations must be signed by both the employee's supervisor and the employee. The employee's signature indicates that the evaluation was reviewed with the employee. Evaluations shall be based on job descriptions and made with the objective of providing the employee with positive feedback and to assist employee in improving their work skills.

DISMISSAL

Any employee may be dismissed at any time subject to provisions of New Mexico law. Dismissal of personnel shall occur by recommendation of the Principal.

Cause for immediate termination shall include, but are not limited to, continued poor work or performance, dishonesty, negligence, unsafe work practices, insubordination, failure or inability to perform assigned duties, immoral conduct, irregular attendance, consumption of alcoholic beverages or illegal substances while on duty, abusing students in any form physical or otherwise, coming to work in an altered condition; and such other reasons deemed sufficient by the HSA Governing Board.

RESIGNATION NOTICE

Employees who plan to resign from HSA are asked to let their supervisor with as much advance notification as possible. Employees who resign are required to provide a written letter of resignation. Submitting this letter two weeks in advance is considered acceptable. The letter should include the intended resignation date, reasons for resignation, and submitted to the Principal.

PERSONNEL REQUIREMENTS/INFORMATION

PAYROLL INFORMATION

Pay periods are the 1st - 15th and the 16th - 31st of each month. Paychecks will be issued the 7th (for the 16th – month end pay period) and the 22nd (for the 1st – 15th pay period) of each month. Hourly employees must complete and file timesheets with their supervisor by the next business day, following the end of the pay period. Each timesheet is the record of the time worked for each pay period. Employee compensation is calculated based upon employee timesheets. Hourly employees are required to take a 30 minute lunch break for full days. A lunch break of 30 minutes must be taken and will be automatically recorded for each day after six hours of work, even if one is not recorded on the time sheet. This applies to all hourly employees, even those who may have two different assignments during the day (i.e. instructional assistant in the morning and custodian in afternoon or office assistant in the morning and teacher in the afternoon) and during conferences/trainings.

Overtime: Nonexempt employees are entitled to overtime pay under specific provisional federal and state wage and hour laws. However, the HSA policy is to not ask or authorize overtime hours, except in rare and/or emergency situations, as determined by the appropriate supervisor. Any overtime must be specifically approved in advance. All employees are required to have direct deposit of their paychecks, and specify the bank/credit union, prior to employment.

PERSONAL TIME OFF (PTO)

Eligible full-time regular, exempt employees have five (5) approved personal days per school year based on accrual. Teachers and administrative employees must give as much notice as possible when planning to take a personal day and complete a Personal Time Off (PTO) form. Full-time eligible teachers unused PTO days shall be remunerated at the end of the school year at the rate of \$100 per unused PTO day. This amount shall be included in the final pay. Trading of PTO days between employees is not permitted.

Regular, non-exempt (usually hourly) employees who average 20-25 hours per week have thirteen (13) PTO days (pro-rated to hours worked) per school year based on actual hours worked. Eight PTO days must be used while school is closed. These days are generally: Labor Day, Veteran's Day, Thanksgiving, Christmas Day, New Year's Day, MLK Day, Presidents Day, and Spring Holiday. All days are subject to calendar approval and changes, as needed. The other five (5) PTO days are to be used as either personal days, vacation days, or as sick time as needed.

All hourly employees should use their PTO time in its entirety before the end of the school year as this time will not be paid out at the end of the year.

Exception: Year-round hourly employees will receive two (2) additional PTO days: Memorial Day and Independence Day. Year-round hourly employees must use PTO time before the end of the fiscal year (June 30th).

Teachers and administrative employees must provide as much notice as possible when planning to take a personal day and complete a Personal Time Off (PTO) form. Teachers who will be absent because of illness or a family emergency must notify their Principal as soon as possible so that a substitute may be secured, as appropriate.

REPORTING CHILD ABUSE

New Mexico law requires school personnel, in addition to parents and other professionals, to report suspected child abuse to the police and/or to the Department of Children Youth and Families (CYFD) should there is a reasonable belief that a child has been abused, regardless of the alleged perpetrator. HSA personnel are any individual who is employed by HSA. A “reasonable belief” means there are facts that cause an employee to form the suspicion that a child is or has been the victim of abuse. Employees are required to make an **immediate** report once he/she believes that a child has been the victim of abuse. Employees must inform a supervisor of suspected abuse; however, this does not relieve the employee of the duty to report the abuse to the appropriate authorities. Failure to report suspected child abuse can result in criminal and civil penalties.

Abuse can be inflicted on a child by a parent, relative, another adult, a school employee, and even another child. If you believe the perpetrator is the child’s parent or guardian, report suspected child abuse to CYFD. All other reports should be made to the police. If you suspect that an adult is being abused (e.g., an 18 year-old student or an adult student on an IEP), report the suspected abuse to State Adult Protective Services. Follow up with a written report with any relevant information within seventy-two (72) hours of the initial report.

Report Abuse or Neglect:
CYFD Hotline: 855-333-SAFE (7233) or #SAFE from your cell phone
Adult Protective Services: 866-654-3219

FINGERPRINT CLEARANCE REQUIREMENT

All administrators, teachers, instructional assistants, and volunteers who have unsupervised access to students must have a valid Fingerprint Clearance Card, and clear a Federal and State background check prior to their work start date. Background checks may consist of prior employment verification, professional reference checks, education confirmation, and criminal checks.

Immigration Law Compliance. All prospective employees of HSA must provide valid original documentation of your right to work in the United States.

PERSONAL DATA CHANGE/DOCUMENT REQUESTS

It is the employee's responsibility to notify the Principal of any changes in employment information. It is essential that timely information such as a change of address or phone number, birth of a child, change of dependents or change in marital status be reported. Request for documents: Any document requests from the Administration will be subject to a five business day turnaround. Documentation requests must be made in writing and submitted to the Principal's office.

BENEFITS

HSA participates in a comprehensive benefits program for its employees through the New Mexico Public School Insurance Authority. Contract part-time employees who work fewer than 20 hours a week are not entitled to benefits.

Retirement Plan – New Mexico Educational Retirement Act mandates that all employees who work more than 25% participate in the retirement plan. Enrollment in the plan begins on the first day of the month following the date of hire.

Social Security – All employees are required by federal law to participate in and contribute to Social Security. HSA is required to match the employee contribution.

Unemployment Compensation – Unemployment eligibility is determined by the Division of Unemployment Insurance of the New Mexico Department of Labor. Employees may be eligible for this compensation upon termination of employment with HSA.

Workers' Compensation - HSA will provide worker's compensation coverage to all employees as required by the Worker's Compensation Act. If an accident resulting in injury happens while on duty, employees are protected.

INSURANCE

Health Insurance: [Required -To be added later]

Life Insurance: [Required -To be added later]

Dental Insurance: [Required -To be added later]

LEAVES OF ABSENCE

Family Illness - Family illness is available in the event of illness in the eligible employee's immediate family or other dependents living in the same domicile as the employee. These days will be deducted from the employees accumulated Personal Days (PTO).

Bereavement Leave - With approval, an eligible employee may be absent for up to three (3) days with full pay taken from employees PTO (provided the employee has the accumulated personal days) on each occasion of death of a relative or family member. Additionally, three (s) days unpaid may be granted for bereavement, upon approval of the Principal. For purposes of this policy, relative or family member includes: spouse, child, mother, father, sister, brother, sister-in-law, brother-in-law, grandparents, spouse's grandparents, grandchild, spouse's grandchild, mother-in-law, father-in-law, son-in-law, daughter-in-law, and step-child.

CAMPUS SAFETY

HARASSMENT

Harassment is defined as verbal or physical conduct that denigrates or shows hostility or aversion towards an individual because of race, color, religion, sex, national origin, age, disability, or pregnancy. Harassment may include conduct relating to an individual's protected class such as: epithets, slurs, negative stereotyping, threats, intimidation, hostile acts, unwelcome jokes, or hostile written or graphic material in the workplace.

Sexual harassment is defined as follows: unwelcome sexual advances, requests for sexual favors and other verbal or physical conduct of a sexual nature, such as uninvited touch or sexually related comments, when (1) submission to the conduct is made either explicitly or implicitly a term or condition of an individual's employment; (2) submission to or rejection of such conduct is used as the basis for employment decisions affecting the person involved; or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment.

No employee may be required to submit to sexual advances in order to retain or improve his or her job. No one has the right to make the work environment intolerable because of unwanted touching, insults, unwelcome jokes, etc. If you feel you or another employee is being subjected to harassment by any employee, customer, vendor, or supplier, you must report it at once to your supervisor and/or the Principal.

Sexual harassment can occur between members of opposite sexes or between members of the same sex. Each incident of harassment will be investigated according to its own unique circumstances. To the extent possible, investigations will be conducted in confidence; however, please be advised that the HSA is required by law to conduct a thorough investigation, and absolute confidentiality is not always possible. An employee found to have harassed another individual will be subject to discipline, up to and including termination.

An employee who in good faith, reports harassment or participates in an investigation of such a report, will be subjected to any discipline or retaliation for initiating the report or participating in the investigation.

BUILDING ACCESS

HSA offices will remain locked during all non-school times. However, specified staff members will be issued keys for building entry during non-school hours, related to special and community events. Teachers that seek access to HSA office during non-school times must be accompanied by an administrative staff member at all times.

SECURITY AND VISITORS

In order to maintain security on our campus, the following guidelines are required for all visitors to HSA:

1. All visitors must sign in at the school office and receive a visitor's pass to wear while present on campus.
2. Any person identified on campus, without a pass will be required to report to the office immediately and properly register.
3. All employees should challenge persons on campus without a displayed visitor's pass.
4. Visitors are not allowed in any classroom without presenting a visitor's pass.

Employees are responsible for personal items brought on campus. HSA will not be held responsible for any personal items belonging to employees that get damaged, lost or stolen.

EMERGENCY PLANS

Each classroom is equipped with an "Emergency Plan Guide" that contains specific information for school-wide emergencies. All staff members are responsible for reading the emergency plan and becoming familiar with this safety guide.

Basic safety procedures include, but are not limited to:

Fire Alarms - Once the fire alarm signal is sounded, everyone is to leave the building in an orderly manner, as instructed by staff designated to perform assigned duties. Only designated personnel are to determine if there is a fire, a false alarm, or some other security problem. Everyone is to remain outside the building(s) until the "All Clear" signal is given.

Lock Downs - At the Lock-Down Signal, everyone is to remain in the room they are in and secure all doors. Designated personnel will determine if there is a false alarm, or some other problem. Everyone is to remain inside until the "All Clear" signal is given.

KEY POLICY

Keys to HSA property and/or premises are issued to eligible employees for official business **only** and remain the property of HSA. Employees are not to copy, loan or make keys available to any other person. Lost keys should be reported immediately to the Principal's Office.

FILE SECURITY

The following security system for student files is to be implemented:

1. Any file cabinet containing student files must be locked.
2. A list of authorized users should be in each cabinet.
3. A log of any student files removed (from the cabinet office area) must be stored by the appropriate teacher or administrator.
4. Student files cannot be left "unattended", or shown or copied for students, volunteers or unauthorized persons.
5. FERPA procedures are to be followed, and a FERPA manual shall be available in the Principal's office.

STUDENT PROMOTION AND RETENTION POLICY

This policy only applies to students in Grades 7 and 8. Students in Grades 9-12 will be classified by the number of completed credits.

Determination of a student's promotion or retention will take place at the end of each school year. HSA will advance students to the next grade level if the student has mastered, or is progressing rapidly toward mastery level of New Mexico State Standards. Letter grades will be assigned to each student.

Students must demonstrate that they are on track to master 80% of all course content in order to be promoted to the next grade level. If a student falls below 80% mastery in one or more subjects, they student may still be promoted if 1) the grade below mastery is in the 70 to 79% range, 2) the student has consistently completed assignments, and has demonstrated an effort to improve, and 3) the classroom teacher recommends promotion. Students who do not meet these promotion criteria may only be promoted at the discretion of the principal.

The following guidelines govern student retention:

- Retention decisions are made by HSA based on the criteria outlined above.
- Retention will be considered if there is strong evidence that retention will benefit the student.
- Parents will be informed of decisions by notification in writing and/or parental conferences.
- Classroom teacher, parent/guardian, and principal are all involved in the decision to retain a student; final decisions are determined solely by the principal.

USE OF ELECTRONIC MAIL

HSA provides e-mail to aid staff members in fulfilling their duties and responsibilities, as well as an educational tool. HSA's e-mail system, and its constituent software, hardware, and data files, are owned and controlled by HSA.

HSA reserves the right to access and disclose the contents of any account on its system, without prior notice or permission from the account's user. Unauthorized access by any staff member to an e-mail account is prohibited. Each person should use the same degree of care in drafting an e-mail message as would be put into a written memo or document. Great care should be taken in the composition of e-mail messages and how such messages might reflect on the name and reputation of HSA. Users will be held personally responsible for the content of any and all electronic mail messages transmitted to recipients. The use of the school's electronic mail is a privilege, and any inappropriate use will result in a cancellation of privileges.

The user is expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

- Be polite. Do not become verbally abusive in messages to others.
- Be careful of "joking" or other frivolous language use.

- Use appropriate language. Do not swear, or use vulgarities or any other inappropriate language.
- Do not reveal the personal addresses or telephone numbers of students or colleagues.
- Recognize that e-mail is not private. System operators have access to all mail.
- Do not use the network in any way that would be deemed disruptive to others.
- Consider ALL communication and information to be private property of HSA.
- Employees should use their School issued e-mails instead of personal email accounts for school purposes. If an employee or school is challenged by a parent, the employee's personal e-mail account may become public record if it was used for school purposes.
- Any e-mail sent, whether using HSA's account or a personal account, must follow FERPA guidelines and becomes part of any students' record, if a student is referred to in the e-mail.
- HSA school e-mail accounts will not be accessible to former employees three weeks from the last day of his/her employment.

E-MAIL LOGIN DIRECTIONS

[To be added later]

SOCIAL NETWORKING POLICY

This social networking policy applies to all employees of HSA.

State of Social Media - HSA understands that social media, professional networking sites, rapid-fire communications, blog sites, and personal web sites have valuable purposes.

Every employee has an opportunity to express and communicate online in many ways, and HSA encourages an online presence. Everyone needs to exercise good judgment on what material should be posted online. HSA has developed "best practice" guidelines to help you effectively use these forums, protect your personal and professional reputation, and follow NMPED, State, Federal, USDE, and/or HSA rules and policies.

Relevant Technologies - This policy includes, but is not limited to, the following specific technologies:

- Personal Blogs
- Facebook
- Twitter
- LinkedIn
- Personal photography and video web sites
- Personal Web sites

Responsibility - The personal use of social networking sites or blogs creates the risk of affecting your professional career whether you want it to or not. To that end, it is vital that you conduct yourself in such a way that it doesn't adversely affect your position with HSA.

Suggested guidelines to be used in social networking sites and/or blogs for personal use:

- Should you participate in a social networking site for personal use, you may identify yourself as an employee of HSA. If you do, you must state that you are expressing your own opinion, not that of HSA.
 - If you identify yourself as a HSA employee, remember, your actions will reflect not only on you but on HSA as well.
 - If you identify yourself a HSA employee, readers will associate you with the HSA, even with the disclaimer that your views are your own.
- Never pretend to be someone else and post information about the HSA. Tracking tools enable supposedly anonymous posts to be traced back to their authors.
- Do not use the HSA logo or individual school logos, athletic logos, mascots or other such graphic representation or images- including photographs- during your personal online activities (web site, blogs, etc.) or on any personal sites without permission.
- If you post information or comments that are not related to HSA, your activities may still result in professional and/or personal repercussions. Such actions include, but are not limited to:
 - Posting of photographs, regardless of the content, which could be considered offensive to other parties and be a violation of state and/or HSA rules and policies;
 - Posting of information that is considered to be proprietary, copyrighted, defamatory, libelous or obscene (as defined by the courts) may be a violation of state and/or HSA rules and policies.
- You do not have control of what others may post on social networking sites; therefore, be aware that your conduct in your private life may affect your professional life.
 - Be vigilant about what others post about you on your page and, if necessary, take steps to remove comments that pose a risk to you or HSA.
- It could be viewed as inappropriate for HSA employees (including teachers) to communicate with current students enrolled in HSA on any public social networking site (Facebook, Twitter, etc.). This includes becoming “friends” or allowing students to access your personal page to communicate.
 - Employees should refrain from creating “personal” web pages, etc. that permit social interaction with current students enrolled in HSA. This does not include “professional” web pages that may be used for work related reasons (homework blogs, school sports teams, etc.). All postings on work related web pages that are related to School business are public record and must be maintained as required by law. Employees are encouraged to consult with the HSA administrators, before creating any web pages related to school activities.
 - Employees should notify parents of their intention to use this media to communicate with the student and the intended purpose of such communications. All ethical expectations for appropriate employee/student relationships should be followed.
- Employees should refrain from providing their personal e-mail address to students currently enrolled in HSA.
 - Employees should only provide their official HSA e-mail address as a way to communicate with students or parents regarding school related business.

- During the work day, employees should refrain from participating on any social networking web site for personal reasons, even from personal equipment (i.e. their own Droid, Blackberry, iPhone, laptop, netbook, etc.)
 - Employees should avoid posting personal comments- on their page or someone else's page- no matter whose equipment it is during their lunch time and/or prep time since such activities will leave time-stamps that could be misinterpreted by others.
 - Chronic use of social networking sites during the work day may result in disciplinary action.

The very nature of the internet and social-networking sites are that they are ever changing. The above guidelines are intended to provide direction if you choose to use social networking sites and/or blogs for either personal or professional reasons.

While the use of these sites is becoming commonplace, it is important that you remember to conduct yourself in an appropriate manner to avoid any unintended situation that could adversely affect your professional standing with HSA. These guidelines are not intended to restrict your participation but rather provide some protection if you choose to engage in online activities.

If you have any other questions or would like to report misuse or abuse of the HSA social networking policy, please contact the Principal.

Health Sciences Academy

Enroll the student – Engage the family
Inscribiendo al estudiante – Incluyendo a la familia

STUDENT HANDBOOK

[SUBJECT TO APPROVAL]

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INTRODUCTION

Imagine yourself as a healthcare professional. Have you ever thought about working as a doctor, nurse, dentist, veterinarian, hospital administrator or medical technician? If you have, HSA is the right school for you!

Our curriculum is integrated with health sciences themes. HSA provides a health science curriculum that prepares you for a medical career; more importantly HSA gives you the opportunity to participate in internships with medical professionals. This is a wonderful opportunity for students to obtain hands-on experience in the health career field.

HSA offers its students a college preparatory and health sciences curriculum. This means that HSA will offer the courses that you need to graduate with a high school diploma, as well as prepare you for college entrance and for a career in health sciences.

HSA families are considered an integral and essential component of our students' education. Families are invited to attend open house sessions and community presentations.

ACADEMIC INTEGRITY

Students at HSA are expected to submit work for evaluation that has been completed solely by that student unless group assignments have been so designated. Academic integrity is expected to be maintained at all times. Students should remember that any information taken from a written source must be appropriately documented or that constitutes plagiarism. If a student is found cheating, it will become a disciplinary matter that may be punishable by loss of credit for that assignment and/or further consequences. Students who are unclear about assignments should get instructions from the teacher in writing.

ATTENDANCE

Statistics show that attendance is critical for a successful academic experience. A day lost or wasted can never be made up or replaced. All students should strive to be present and punctual in each class daily. Habits formed in school attendance will carry over in post-secondary and work experiences.

HSA requests that families schedule vacations or special programs so as not to conflict with the school calendar. In the event of a necessary absence, please follow the guidelines here:

- Please call the school office when your child is absent or when tardy.
- Please schedule appointments for your child before or after school. If your child needs to be excused early due to a doctor or dental appointment, let the school office know before the appointment, either by calling us or by sending a note.
- A written explanation of absence, signed by the parent/ guardian, must be presented by the student following each absence within three days.

HSA has determined that absences and tardiness will be considered excused or unexcused according to the following standards:

EXCUSED

1. Personal illness
2. Illness or death in the family
3. Unsafe travel conditions
4. Religious observance
5. Medical appointments
6. Quarantine
7. Required court appearances
8. Approved college visit
9. Approved internship program
10. Late bus

UNEXCUSED

1. Family vacation
2. Baby sitting
3. Hair cut
4. Obtaining learner's permit or license
5. Oversleeping
6. Missed bus
7. Private instruction
8. Wedding
9. Any other reason not listed in —excused list

Attendance Incentives – In order to encourage student attendance, HSA will make a donation each month to the class with the highest attendance monthly average. (Average attendance must be 90% or more.)

CITIZENSHIP

Every HSA student is expected to respect the rights of all members of the school. This means creating and maintaining an environment that is physically, emotionally and intellectually safe, orderly, and conducive to learning. Prohibited behavior includes offensive language, ignoring a staff request, threats, slander, sexual harassment or misconduct, lying, theft, fighting, willfully causing physical or emotional harm to another member of the school community, including bullying and cyber-bullying. Any violation may be subject to disciplinary action.

Bullying – Students who are threatened or feel threatened by another student(s) should report the situation to an administrator, counselor, or teacher immediately. Bullying is defined as any willful attempt to threaten to inflict injury on another person when accompanied by an apparent present ability to do so, or any intentional display of force such as would give the victim reason to fear or expect immediate bodily harm. HSA will not tolerate any type of verbal, written, or physical act of violence or harassment toward students, teachers, or staff members at any time.

Drugs, alcohol, and tobacco – Drugs, alcohol, and smoking are prohibited in the school, on the campus, or at any off or on campus school function. Violations can lead to further disciplinary action.

Personal electronics -- Cell phones, pagers and/or beepers, PDAs, iPods, digital/camera phones and similar devices must be used in a way that is consistent with the school courtesy policy, the code of behavior, and the code of academic integrity. Failure to comply with these school policies will result in suspension of the use of personal electronics and/or suspension. Repeated failure to comply with the courtesy policy can result in further disciplinary action. HSA is not liable for these devices if they are lost or stolen. By signing this handbook, you acknowledge that personal electronics are brought to school at your own risk.

Search and Seizure –The administration of HSA reserves the right to search any student and that student's personal belongings while on school grounds or at any school activity when such a search is necessary to maintain order, discipline, and safety. If possible, the student's consent prior to the search will be obtained but is not necessary when the administration has reasonable cause or suspicion. HSA reserves the right to contract with security services, including search dogs, in order to add to the safety of our campus and to keep it free from contraband. In some circumstances, these services may result in the need to reasonably search a student. By signing this handbook HSA is granted prior consent to search for contraband and harmful or dangerous substances. In determining whether there is reasonable cause, the following factors will be taken into account: the prevalence and seriousness of the problem; the need to avoid delay; and the probable value and reliability of information on which suspicion is based.

Sexual Harassment – Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitutes sexual harassment. Sexually harassing

behaviors are not acceptable at any time and may be grounds for expulsion at HSA. Any unwelcome conduct directed toward a student or employee because of his or her gender may constitute sexual harassment. Examples of sexually harassing behaviors may include inappropriate touching, verbal comments about a person's body or gender, name calling, spreading sexual rumors about a person through graffiti, e-mail, notes, or verbally, suggestive gestures or sounds, pranks such as pulling down a person's pants/skirt or pulling on the waistband of a person's underwear, and sexual assault (from groping to rape). Students are responsible for immediately reporting concerns, issues, and incidents that relate to sexual harassment. Sexual harassment may result in disciplinary action. Any incident of sexual harassment must be reported to the principal.

Vandalism – No one is to injure, destroy, deface or trespass on school property. A clean environment is important to all. Vandalism will be dealt with severely. All students and staff are urged to treat the building with care and respect.

Parents/guardians will be responsible for paying for any damage done to the building or school property by their child. People with any information about damage done to the building or its contents should report it to the school principal. Writing or spraying inappropriately on or around campus (graffiti), carving on school furniture and/or building fixtures, breaking a window, destroying equipment or damaging materials are all infringements on the right to being a student at HSA.

Weapons – Guns, knives, explosives, or weapons of any type are not permitted in the school, on the campus, or at any off or on campus school function. Violations can lead to suspension or in some cases an expulsion hearing.

DISCIPLINE

The purpose of disciplinary action at HSA is to ensure that students stay focused on growth and learning and cause no harm to themselves or others. Prompt resolutions of the problem or issues are expected. Discipline may include a conference and warning to the student, parent/guardian notification, and a written commitment by the student to improve his/her behavior and/or performance. In addition, depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate:

Suspension and Expulsion – HSA regards suspension and expulsion as a last resort. Our goal is to maximize time spent learning for each student. Criteria for suspension and expulsion of students are consistent with all applicable federal statutes and state and federal constitutional provisions. In addition, attention is focused on ensuring due process for students and their families. HSA follows expulsion and suspension guidelines as outlined in this charter. All related hearings will conform to the state and federal laws regarding discipline, special education, confidentiality, and access to records. The Principal may suspend students who fail to comply with these policies at any time. Students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may also be suspended and referred for expulsion to the HSA Governing Board upon recommendation of the Principal.

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity. Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Enumerated Offenses -- Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force of violence upon the person of another, except self-defense.
2. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee's concurrence.
3. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, alcoholic beverage, or intoxicant of any kind.
4. Committed or attempted to commit robbery or extortion.
5. Caused or attempted to cause damage to school property or private property.
6. Stole or attempted to steal school property or private property.
7. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
8. Committed an obscene act or engaged in habitual profanity or vulgarity.
9. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
10. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
11. Knowingly received stolen school property or private property.
12. Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
13. Committed or attempted to commit a sexual assault, or committed a sexual battery.
14. Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
15. Engaged in or attempted to engage in hazing of another.

Suspension Notice to Parents/Guardians – At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of

the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

EMERGENCY

The staff of HSA receives training in order to provide for the safety of students, staff and visitors during times of emergency. Emergency preparedness includes fire drills which take place at regular times during the school year.

All alarms are treated as an emergency. In the event of any alarm, all staff, students and visitors are required to complete an orderly and safe evacuation of the classrooms and building. Staff and students will meet in pre-assigned areas, and will remain there until all students are accounted for and instructed to return to the building or move to a safer area.

Failure to follow emergency procedures or the willful attempt to compromise emergency preparedness at HSA is grounds for severe consequences, including possible expulsion.

In the case of a major emergency, parents/guardians and families should contact the school office for information. During such an emergency, HSA staff will focus on ensuring that all students are safe and accounted for. Students and parents/guardians are asked to do their part by not directing students to leave the premises without signing proper releases and to follow set guidelines for emergency procedures.

Emergency School Closings – In the event of inclement weather or any other related situation that jeopardizes the safety of students and/or staff, an announcement of emergency school closings will be posted on the HSA school website. Additional school resources and local media outlets will also be utilized. In the event that you are unable to access any of these resources, please call the school's direct phone number prior to sending your child to ensure their safety.

FIRE DRILLS

Directions are posted in each room. Students are to remain outside the building until given the proper signal to re-enter the building. Students are to remain absolutely silent and with their teachers during this time. Failure to do so will result a disciplinary consequence.

GRADING

A student must receive a C- or higher in all core academic courses to receive credit. Students will receive the grade of "Incomplete" when their performance does not meet the standard of quality established by the instructor and based on state standards. If a students' overall performance in any given term falls below the level of C-, the student will earn an Incomplete in the course. An Incomplete in any course requires the development of an Academic Recovery Plan, which must be approved by the teacher, parent, and academic counselor. When the student completes the work outlined on the Academic Recovery Plan, the student is assigned a

grade for the course. However, if the student leaves HSA, or one year elapses after the development of the contract, the course grade will be recorded as “F” and no units will be awarded.

INTERNET

Students have access to the school computer network for electronic mail and internet access. Families should be aware that some material accessible via the Internet may contain items that are illegal, defamatory, inaccurate, or potentially offensive to some people. While our intent is to make internet access available to further educational goals and objectives, students may find ways to access other materials as well. We believe that the benefits to students from access to the internet, in the form of information resources and opportunities for collaboration, exceed any disadvantages.

Parents and guardians are ultimately responsible for minors and are requested to set and convey the standards that their children should follow when using media and information resources. To that end, HSA supports and respects each family’s right to decide if their child should not have internet access. Your signature of the student handbook grants permission for your child to access the Internet. HSA staff will teach and promote students’ responsibilities to use the internet appropriately and safely, which includes immediately backing out of inappropriate sites that might pop up during web searches and reporting inappropriate pop-ups. Students will be held accountable if they intentionally visit or utilize inappropriate websites.

Students are responsible for good behavior on school computer networks just as they are everywhere in the school environment. Communications on the network are often public in nature. General school rules for behavior and communications apply.

The network is provided for students to conduct research, complete assignments, and communicate with others about academic and school matters. Access to network services is given to students who agree to act in a considerate and responsible manner. Access is a privilege – not a right. Access entails responsibility. Networks are limited in bandwidth and HSA must ensure that our network is first and foremost used to support our academic program. Therefore downloading of non-instructional games, programs, and other media is not permitted on campus. In addition, to the extent possible, students are encouraged to download educational programs, web casts, and other large files from home or other non-school settings in order for our network to limit the demand of our server.

Individual users of the computer networks are responsible for their behavior and communications over these networks. It is presumed that users will comply with school standards. Beyond the clarification of such standards, HSA is not responsible for restricting, monitoring, or controlling the communications of individuals utilizing the network.

Network storage areas may be accessed by network administrators to review files and communications to maintain system integrity and to ensure that users are using the system

responsibly. Users should not expect that files stored on HSA servers will always be private. Within reason, freedom of speech and access to information will be honored.

The following internet and email behaviors are forbidden at HSA:

- Sending or displaying offensive messages or pictures.
- Using obscene language.
- Harassing, insulting or attacking others.
- Damaging computers, computer systems, computer networks, or digital files and records.
- Violating copyright laws.
- Using another's password.
- Trespassing another's folders, work or files.
- Intentionally wasting limited resources.
- Employing the network for commercial purposes.
- Using proxies to circumvent HSA security parameters.

Violations may result in a loss of access as well as other disciplinary or legal action, including suspension and/or expulsion.

INTERNSHIPS

Off Campus Job Shadowing and Internship programs in healthcare settings are an important component of the educational program at HSA. We consider these placements to be a tremendous student opportunity, responsibility, and privilege. Eligible students must apply to participate in these experiences. Job Shadowing and Internships place students in sensitive professional settings. Our intern partners work closely with us to provide our students with rigorous and relevant educational experiences. Intern partners reserve the right to terminate the internship of a student based on inappropriate behavior.

LOST AND FOUND

Lost and found items should be reported or taken to the Main Office. If you if have lost an item, it is your responsibility to seek assistance from a staff member to ensure it's safely found. HSA IS NOT RESPONSIBLE FOR LOST OF STOLEN PROPERTY

RELEASE OF RECORDS

The Family Educational Right and Privacy Act of 1974 (FERPA) guarantees parents/guardians access to their students' education records. These rights transfer to students at the age of 18. Requests should be made to the school counselor. Please note, in order to withdraw your student from HSA, you must come into the main office and sign a release of records. Your child's records will not be released unless there is signed documentation.

TRANSPORTATION

Students or student families are responsible for making their own transportation arrangements to and from school.

VISITORS

Parents are encouraged to visit the school to discuss student progress with counselors, teachers, or administrators. All conferences with teachers should be arranged through the counseling or main office. HSA will be glad to schedule parent conferences either before school, after school, or during the teacher's planning period. Parents should not go directly to the teacher's room to confront a teacher about any situation. Parents who need to see an administrator should also contact the main office to make an appointment. Any visitor entering HSA should report to the main office where a visitor's pass will be issued. All visitors must wear badges while in the building. Upon departure, badges should be returned to the main office. Students are not permitted to invite visitors during the school year.

We, the undersigned, acknowledge that we have read and understood the contents of the HSA Student Handbook. We agree to abide by its guidelines and policies.

Print Student Name

Grade

Student Signature

Date

Print Parent/Guardian Name

Phone Contact

Parent/Guardian Signature

Date

APPENDIX G

Healthy Futures, Inc. Conflict of Interest Policy

Article I

Purpose

The purpose of the conflict of interest policy is to protect Healthy Futures, Inc.'s (hereinafter "Healthy Futures") tax-exempt organization's interest whenever Healthy Futures may contemplate entering into a transaction or arrangement that might benefit the private interest of an officer or director of Healthy Futures, or might result in a possible excess benefit transaction. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations.

Article II

Definitions

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which Healthy Futures has a transaction or arrangement,
- b. A compensation arrangement with Healthy Futures or with any entity or individual with which Healthy Futures has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Healthy Futures is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest.

Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate Healthy Futures board of directors, and/or any appropriate or delegate committee decides that a conflict of interest exists.

Article III

Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts with the directors and/or members of any committee with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Healthy Futures board of directors meeting while the

determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Potential Conflict of Interest

- a.** An interested person may make a presentation, or request such presentation be heard at the next scheduled meeting or special meeting of Healthy Futures' board of director's meeting. However, after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The chairperson of Healthy Futures' board of directors shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the governing board or committee shall determine whether Healthy Futures can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in Healthy Futures best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

- a.** In the event that Healthy Futures' board of directors has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
 - b.** If, after hearing the member's response and after making further investigation as warranted by the circumstances, Healthy Futures' board of directors determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.
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Article IV

Records of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

- a.** The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the governing board's or committee's decision as to whether a conflict of interest in fact existed.
 - b.** The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.
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Article V

Compensation

- a.** A voting member of the governing board who receives compensation, directly or indirectly, from Healthy Futures for services is precluded from voting on matters pertaining to that member's compensation.
 - b.** A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Healthy Futures for services is precluded from voting on matters pertaining to that member's compensation.
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c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from Healthy Futures, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:

- a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands that Healthy Futures is a charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
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Article VII

Periodic Reviews

Healthy Futures' Board of Directors shall operate in a manner consistent with her charitable purposes and will not engage in activities that could jeopardize its tax-exempt status. Periodic reviews shall be conducted, not less than once per year, shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.
 - b. Healthy Futures' Board of Directors shall annually review and modify as may be necessary written policies, disseminated to both directors and officers, that reflect reasonable investment or payments for goods and services, further charitable purposes to assure that policies do not result in inurement, impermissible private benefit or in an excess benefit transaction.
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Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Healthy Futures' Board of Directors may choose to, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
Function-1000 - Instruction														
Personnel Services - Compensation														
11000	1000	51100	1411	Salaries Expense: Teachers Grades 1-12	\$365,000.00	9.50	\$399,750.00	10.50	\$435,000.00	11.50	\$500,750.00	13.50	\$567,500.00	15.50
11000	1000	51100	1412	Salaries Expense: Teachers Special Education										
11000	1000	51100	1413	Salaries Expense: Teachers Early Childhood Ed.										
11000	1000	51100	1414	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	51100	1415	Salaries Expense: Teachers Vocational and Technical										
11000	1000	51100	1416	Salaries Expense: Teachers Other Instruction										
11000	1000	51100	1611	Salaries Expense: Substitutes Sick Leave										
11000	1000	51100	1612	Salaries Expense: Substitutes Other Leave										
11000	1000	51100	1613	Salaries Expense: Separation Pay										
11000	1000	51100	1618	Salaries Expense: Athletics										
11000	1000	51100	1621	Salaries Expense: Summer School/After School										
11000	1000	51100	1624	Salaries Expense: Activities Salaries										
11000	1000	51100	1711	Salaries Expense: Instructional Assistants Grades 1-12	\$105,750.00	7.05	\$146,250.00	9.75	\$193,500.00	12.90	\$227,250.00	15.15	\$267,750.00	17.85
11000	1000	51100	1712	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	51100	1713	Salaries Expense: Instructional Assistants ECE										
11000	1000	51100	1714	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
Total: Personnel Services Compensation					\$470,750.00	16.55	\$546,000.00	20.25	\$628,500.00	24.40	\$728,000.00	28.65	\$835,250.00	33.35
Personnel Services - Employee Benefits														
11000	1000	52111	0000	Educational Retirement	\$46,511.00		\$54,713.00		\$63,797.00		\$73,998.00		\$85,128.00	
11000	1000	52112	0000	ERA - Retiree Health	\$6,695.00		\$7,332.00		\$7,978.00		\$9,184.00		\$10,408.00	
11000	1000	52210	0000	FICA Payments	\$29,187.00		\$33,853.00		\$38,967.00		\$45,137.00		\$51,786.00	
11000	1000	52220	0000	Medicare Payments	\$5,293.00		\$5,979.00		\$6,308.00		\$7,261.00		\$8,229.00	
11000	1000	52311	0000	Health and Medical Premiums	\$42,888.00		\$46,971.00		\$55,113.00		\$58,839.00		\$66,682.00	
11000	1000	52312	0000	Life	\$2,239.00		\$2,239.00		\$2,578.00		\$2,986.00		\$3,425.00	
11000	1000	52313	0000	Dental	\$1,031.00		\$1,031.00		\$1,089.00		\$1,708.00		\$5,335.00	
11000	1000	52314	0000	Vision	\$438.00		\$480.00		\$522.00		\$601.00		\$681.00	
11000	1000	52315	0000	Disability	\$219.00		\$240.00		\$261.00		\$301.00		\$341.00	
11000	1000	52316	0000	Other Insurance										
11000	1000	52500	0000	Unemployment Compensation	\$7,300.00		\$7,995.00		\$8,700.00		\$10,015.00		\$11,350.00	
11000	1000	52710	0000	Workers Compensation Premium	\$172.00		\$189.20		\$206.40		\$240.80		\$275.20	
11000	1000	52720	0000	Workers Compensation Employer's Fee										
11000	1000	52730	0000	Workers Compensation (Self Insured)										
11000	1000	52911	0000	Cafeteria Plan Fees										
11000	1000	52912	0000	Employee Assistance Programs										
11000	1000	52913	0000	Workers Compensation Employee Fees										
11000	1000	52914	0000	Deferred Sick Leave Reserve										
Total: Personnel Services Employee Benefits					\$144,065.00		\$163,567.20		\$138,519.40		\$213,270.80		\$243,640.20	
Purchased Professional and Technical Services														
11000	1000	53414	0000	Other Professional Services	\$20,000.00		\$23,000.00		\$23,000.00		\$23,000.00		\$23,000.00	
11000	1000	53711	0000	Other Charges	\$8,000.00		\$23,000.00		\$28,000.00		\$33,000.00		\$38,000.00	
Total: Purchased Professional and Tech Services					\$28,000.00		\$46,000.00		\$51,000.00		\$56,000.00		\$61,000.00	
Other Purchased Services														
11000	1000	55813	0000	Employee Travel - Non-Teachers	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	1000	55814	0000	Employee Training - Non-Teachers										
11000	1000	55817	0000	Student Travel	\$23,160.00		\$33,300.00		\$47,400.00		\$55,300.00		\$62,120.00	
11000	1000	55818	0000	Other Travel - Non-Employees										
11000	1000	55819	0000	Employee Travel - Teachers	\$5,000.00		\$6,500.00		\$8,000.00		\$9,500.00		\$11,000.00	
11000	1000	55820	0000	Employee Training - Teachers	\$7,000.00		\$11,000.00		\$14,000.00		\$16,000.00		\$18,000.00	
11000	1000	55914	0000	Contracts - Interagency										
11000	1000	55915	0000	Other Contract Services	\$55,000.00		\$80,000.00		\$90,000.00		\$100,000.00		\$100,000.00	
Total: Other Purchased Services					\$91,160.00		\$131,800.00		\$160,400.00		\$181,800.00		\$192,120.00	
Supplies														
11000	1000	56112	0000	Other Textbooks	\$50,000.00		\$75,000.00		\$100,000.00		\$100,000.00		\$80,000.00	
11000	1000	56113	0000	Software	\$30,000.00		\$50,000.00		\$60,000.00		\$95,000.00		\$100,000.00	
11000	1000	56118	0000	General Supplies and Materials	\$32,611.67		\$113,533.98		\$174,402.70		\$128,439.76		\$75,537.06	
Total: Supplies					\$112,611.67		\$238,533.98		\$334,402.70		\$323,439.76		\$255,537.06	
Property														
11000	1000	57331	0000	Fixed Assets (more than \$5,000)			\$20,000.00		\$25,000.00		\$30,000.00		\$10,000.00	
11000	1000	57332	0000	Supply Assets (\$5,000 or less)	\$63,000.00		\$46,000.00		\$44,500.00		\$33,000.00		\$27,500.00	
Total: Property					\$63,000.00		\$66,000.00		\$69,500.00		\$63,000.00		\$37,500.00	
TOTAL: INSTRUCTION					\$909,586.57	16.55	\$1,191,901.18	20.25	\$1,382,322.10	24.40	\$1,565,510.56	28.65	\$1,625,047.26	33.35

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
	Function-2100 - Support Services - Students													
				Personnel Services - Compensation										
11000	2100	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2100	51100	1214	Salaries Expense: Guidance Counselors/Social Workers	\$30,000.00	0.50	\$30,900.00	0.50	\$31,827.00	0.50	\$32,782.00	0.50	\$33,766.00	0.50
11000	2100	51100	1215	Salaries Expense: Registered Nurse										
11000	2100	51100	1216	Salaries Expense: Health Assistants										
11000	2100	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$12,000.00	0.20	\$12,360.00	0.20	\$30,000.00	0.50	\$30,900.00	0.50	\$31,827.00	0.50
11000	2100	51100	1218	Salaries Expense: School/Student Support										
11000	2100	51100	1311	Salaries Expense: Diagnostician										
11000	2100	51100	1312	Salaries Expense: Speech Therapist										
11000	2100	51100	1313	Salaries Expense: Occupational Therapist										
11000	2100	51100	1314	Salaries Expense: Physical Therapist/Recreational Therapist										
11000	2100	51100	1315	Salaries Expense: Psychologist Counselors										
11000	2100	51100	1316	Salaries Expense: Audiologists										
11000	2100	51100	1317	Salaries Expense: Interpreters										
11000	2100	51100	1318	Salaries Expense: Specialists										
11000	2100	51100	1319	Salaries Expense: Special Ed. Assistants										
11000	2100	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$42,000.00	0.70	\$43,260.00	0.70	\$61,827.00	1.00	\$63,682.00	1.00	\$65,593.00	1.00
Personnel Services - Employee Benefits														
11000	2100	52111	0000	Educational Retirement	\$4,233.00		\$4,361.00		\$5,658.00		\$5,827.00		\$6,002.00	
11000	2100	52112	0000	ERA - Retiree Health	\$551.00		\$567.00		\$1,134.00		\$1,168.00		\$1,203.00	
11000	2100	52210	0000	FICA Payments	\$2,604.00		\$2,683.00		\$3,834.00		\$3,949.00		\$4,067.00	
11000	2100	52220	0000	Medicare Payments	\$435.00		\$449.00		\$897.00		\$924.00		\$952.00	
11000	2100	52311	0000	Health and Medical Premiums	\$3,631.00		\$3,631.00		\$7,265.00		\$7,483.00		\$7,708.00	
11000	2100	52312	0000	Life	\$173.00		\$178.00		\$254.00		\$262.00		\$289.00	
11000	2100	52313	0000	Dental	\$282.00		\$291.00		\$582.00		\$599.00		\$617.00	
11000	2100	52314	0000	Vision	\$36.00		\$38.00		\$75.00		\$77.00		\$79.00	
11000	2100	52315	0000	Disability	\$18.00		\$19.00		\$38.00		\$39.00		\$40.00	
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation	\$600.00		\$618.00		\$1,237.00		\$1,274.00		\$1,312.00	
11000	2100	52710	0000	Workers Compensation Premium	\$17.20		\$17.20		\$34.40		\$34.40		\$34.40	
11000	2100	52720	0000	Workers Compensation Employer's Fee										
11000	2100	52730	0000	Workers Compensation (Self Insured)										
11000	2100	52911	0000	Cafeteria Plan Fees										
11000	2100	52912	0000	Employee Assistance Programs										
11000	2100	52913	0000	Workers Compensation Employee Fees										
11000	2100	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$12,474.20		\$12,852.20		\$21,008.40		\$21,636.40		\$22,283.40	
Purchased Professional and Technical Services														
11000	2100	53211	0000	Diagnosticians - Contracted										
11000	2100	53212	0000	Speech Therapists - Contracted										
11000	2100	53213	0000	Occupational Therapists - Contracted										
11000	2100	53214	0000	Physical/Recreational Therapists - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53215	0000	Psychologists/Counselors - Contracted										
11000	2100	53216	0000	Audiologists - Contracted										
11000	2100	53217	0000	Interpreters - Contracted										
11000	2100	53218	0000	Specialists - Contracted										
11000	2100	53219	0000	Special Ed Assistants (Non-Instructional) - Contracted										
11000	2100	53414	0000	Other Professional Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
Purchased Professional and Technical Services														
11000	2100	53414	0000	Other Professional Services										
11000	2100	53711	0000	Other Charges										
				Total: Support Services - Students	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
Other Purchased Services														
11000	2100	55200	0000	Property/Liability Insurance										
11000	2100	55813	0000	Employee Travel - Non-Teachers										
11000	2100	55814	0000	Employee Training - Non-Teachers										
11000	2100	55818	0000	Other Travel - Non-Employees										
11000	2100	55914	0000	Contracts - Interagency										
11000	2100	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
		Supplies												
11000	2100	56113	0000	Software										
11000	2100	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Property												
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100			TOTAL: SUPPORT SERVICES - STUDENTS	\$54,474.20	0.70	\$56,112.20	0.70	\$82,835.40	1.00	\$85,318.40	1.00	\$87,876.40	1.00
Function-2200 - Support Services - Instruction														
		Personnel Services - Compensation												
11000	2200	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2200	51100	1212	Salaries Expense: Library/Media Specialist										
11000	2200	51100	1213	Salaries Expense: Library/Media Assistants										
11000	2200	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2200	51100	1511	Salaries Expense: Data Processing										
				Total: Support Services - Instruction	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
		Personnel Services - Employee Benefits												
11000	2200	52111	0000	Educational Retirement										
11000	2200	52112	0000	ERA - Retiree Health										
11000	2200	52210	0000	FICA Payments										
11000	2200	52220	0000	Medicare Payments										
11000	2200	52311	0000	Health and Medical Premiums										
11000	2200	52312	0000	Life										
11000	2200	52313	0000	Dental										
11000	2200	52314	0000	Vision										
11000	2200	52315	0000	Disability										
11000	2200	52316	0000	Other Insurance										
11000	2200	52500	0000	Unemployment Compensation										
11000	2200	52710	0000	Workers Compensation Premium										
11000	2200	52720	0000	Workers Compensation Employer's Fee										
11000	2200	52730	0000	Workers Compensation (Self Insured)										
11000	2200	52911	0000	Cafeteria Plan Fees										
11000	2200	52912	0000	Employee Assistance Programs										
11000	2200	52913	0000	Workers Compensation Employee Fees										
11000	2200	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Purchased Professional and Technical Services												
11000	2200	53414	0000	Other Professional Services										
11000	2200	53711	0000	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Other Purchased Services												
11000	2200	55813	0000	Employee Travel - Non-Teachers										
11000	2200	55814	0000	Employee Training - Non-Teachers										
11000	2200	55818	0000	Other Travel - Non-Employees										
11000	2200	55914	0000	Contracts - Interagency										
11000	2200	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
		Supplies												
11000	2200	56113	0000	Software										
11000	2200	56114	0000	Library And Audio-Visual			\$74,500.00		\$85,000.00		\$20,000.00		\$5,000.00	
11000	2200	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$74,500.00		\$85,000.00		\$20,000.00		\$5,000.00	
		Property												
11000	2200	57331	0000	Fixed Assets (more than \$5,000)										
11000	2200	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2200			TOTAL: SUPPORT SERVICES - INSTRUCTION	\$0.00	0.00	\$74,500.00	0.00	\$85,000.00	0.00	\$20,000.00	0.00	\$5,000.00	0.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
Function-2300 - General Administration														
Personnel Services - Compensation														
11000	2300	51100	1113	Salaries Expense: Administrative Associates	\$35,000.00	1.00	\$36,050.00	1.00	\$37,132.00	1.00	\$38,245.45	1.00	\$39,392.81	1.00
11000	2300	51100	1114	Salaries Expense: Administrative Assistants										
11000	2300	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2300	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$35,000.00	1.00	\$36,050.00	1.00	\$37,132.00	1.00	\$38,245.45	1.00	\$39,392.81	1.00
Personnel Services - Employee Benefits														
11000	2300	52111	0000	Educational Retirement	\$3,203.00		\$3,299.00		\$3,398.00		\$3,500.00		\$3,605.00	
11000	2300	52112	0000	ERA - Retiree Health			\$662.00		\$682.00		\$702.00		\$723.00	
11000	2300	52210	0000	FICA Payments	\$2,170.00		\$2,236.00		\$2,303.00		\$2,372.00		\$2,443.00	
11000	2300	52220	0000	Medicare Payments	\$508.00		\$523.00		\$539.00		\$555.00		\$572.00	
11000	2300	52311	0000	Health and Medical Premiums	\$4,113.00		\$4,236.00		\$4,364.00		\$4,494.00		\$4,629.00	
11000	2300	52312	0000	Life	\$144.00		\$148.00		\$153.00		\$157.00		\$162.00	
11000	2300	52313	0000	Dental	\$329.00		\$339.00		\$350.00		\$360.00		\$371.00	
11000	2300	52314	0000	Vision	\$42.00		\$44.00		\$45.00		\$46.00		\$48.00	
11000	2300	52315	0000	Disability	\$21.00		\$22.00		\$23.00		\$23.00		\$24.00	
11000	2300	52316	0000	Other Insurance										
11000	2300	52500	0000	Unemployment Compensation	\$700.00		\$721.00		\$743.00		\$765.00		\$788.00	
11000	2300	52710	0000	Workers Compensation Premium	\$17.20		\$17.20		\$17.20		\$17.20		\$17.20	
11000	2300	52720	0000	Workers Compensation Employer's Fee										
11000	2300	52730	0000	Workers Compensation (Self Insured)										
11000	2300	52911	0000	Cafeteria Plan Fees										
11000	2300	52912	0000	Employee Assistance Programs										
11000	2300	52913	0000	Workers Compensation Employee Fees										
11000	2300	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$11,889.20		\$12,247.20		\$12,617.20		\$12,991.20		\$13,362.20	
Purchased Professional and Technical Services														
11000	2300	53411	0000	Auditing	\$14,000.00		\$15,000.00		\$15,000.00		\$15,000.00		\$15,000.00	
11000	2300	53412	0000	Bond/Board Elections										
11000	2300	53413	0000	Legal	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
11000	2300	53414	0000	Other Professional Services										
11000	2300	53711	0000	Other Charges	\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00		\$3,000.00	
				Total: Purchased Professional and Tech Services	\$22,000.00		\$23,000.00		\$23,000.00		\$23,000.00		\$23,000.00	
Other Purchased Services														
11000	2300	55400	0000	Advertising	\$5,000.00		\$1,500.00		\$1,500.00		\$1,500.00		\$1,500.00	
11000	2300	55811	0000	Board Travel	\$2,500.00		\$2,500.00		\$2,500.00		\$2,500.00		\$2,500.00	
11000	2300	55812	0000	Board Training	\$2,500.00		\$2,500.00		\$2,500.00		\$2,500.00		\$2,500.00	
11000	2300	55813	0000	Employee Travel - Non-Teachers										
11000	2300	55814	0000	Employee Training - Non-Teachers										
11000	2300	55818	0000	Other Travel - Non-Employees										
11000	2300	55914	0000	Contracts - Interagency										
11000	2300	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$10,000.00		\$6,500.00		\$6,500.00		\$6,500.00		\$6,500.00	
Supplies														
11000	2300	56113	0000	Software										
11000	2300	56115	0000	Board Expenses										
11000	2300	56118	0000	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
Property														
11000	2300	57331	0000	Fixed Assets (more than \$5,000)										
11000	2300	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2300			TOTAL: GENERAL ADMINISTRATION	\$78,889.20	1.00	\$77,797.20	1.00	\$79,249.20	1.00	\$80,736.65	1.00	\$82,275.01	1.00
Function-2400 - School Administration														
Personnel Services - Compensation														
11000	2400	51100	1112	Salaries Expense: Principal	\$80,000.00	1.00	\$80,000.00	1.00	\$85,000.00	1.00	\$87,550.00	1.00	\$90,000.00	1.00
11000	2400	51100	1211	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2400	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants	\$30,000.00	1.00	\$30,900.00	1.00	\$31,827.00	1.00	\$32,782.00	1.00	\$33,766.00	1.00
11000	2400	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$110,000.00	2.00	\$110,900.00	2.00	\$116,827.00	2.00	\$120,332.00	2.00	\$123,766.00	2.00

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
				Personnel Services - Employee Benefits										
11000	2400	52111	0000	Educational Retirement	\$10,065.00		\$10,148.00		\$10,690.00		\$11,011.00		\$11,325.00	
11000	2400	52112	0000	ERA - Retiree Health	\$2,018.00		\$2,034.00		\$2,143.00		\$2,207.00		\$2,270.00	
11000	2400	52210	0000	FICA Payments	\$6,820.00		\$6,876.00		\$7,244.00		\$7,461.00		\$7,674.00	
11000	2400	52220	0000	Medicare Payments	\$1,595.00		\$1,609.00		\$1,695.00		\$1,745.00		\$1,795.00	
11000	2400	52311	0000	Health and Medical Premiums	\$12,925.00		\$13,031.00		\$13,728.00		\$14,140.00		\$14,543.00	
11000	2400	52312	0000	Life	\$451.00		\$455.00		\$479.00		\$494.00		\$508.00	
11000	2400	52313	0000	Dental	\$1,034.00		\$1,043.00		\$1,099.00		\$1,132.00		\$1,164.00	
11000	2400	52314	0000	Vision	\$132.00		\$134.00		\$141.00		\$145.00		\$149.00	
11000	2400	52315	0000	Disability	\$66.00		\$67.00		\$71.00		\$73.00		\$75.00	
11000	2400	52316	0000	Other Insurance										
11000	2400	52500	0000	Unemployment Compensation	\$2,200.00		\$2,218.00		\$2,337.00		\$2,407.00		\$2,476.00	
11000	2400	52710	0000	Workers Compensation Premium	\$34.40		\$34.40		\$34.40		\$34.40		\$34.40	
11000	2400	52720	0000	Workers Compensation Employer's Fee										
11000	2400	52730	0000	Workers Compensation (Self Insured)										
11000	2400	52911	0000	Cafeteria Plan Fees										
11000	2400	52912	0000	Employee Assistance Programs										
11000	2400	52913	0000	Workers Compensation Employee Fees										
11000	2400	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$37,340.40		\$37,649.40		\$39,660.40		\$40,849.40		\$42,013.40	
				Purchased Professional and Technical Services										
11000	2400	53414	0000	Other Professional Services										
11000	2400	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services										
11000	2400	55813	0000	Employee Travel - Non-Teachers	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2400	55814	0000	Employee Training - Non-Teachers	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2400	55914	0000	Contracts - Interagency										
11000	2400	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
				Supplies										
11000	2400	56113	0000	Software										
11000	2400	56118	0000	General Supplies and Materials	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
				Total: Supplies	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
				Property										
11000	2400	57331	0000	Fixed Assets (more than \$5,000)	\$15,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	2400	57332	0000	Supply Assets (\$5,000 or less)	\$5,000.00		\$0.00		\$2,000.00		\$0.00		\$0.00	
				Total: Property	\$20,000.00		\$10,000.00		\$12,000.00		\$10,000.00		\$10,000.00	
11000	2400			TOTAL: SCHOOL ADMINISTRATION	\$170,340.40	2.00	\$161,549.40	2.00	\$171,487.40	2.00	\$174,181.40	2.00	\$178,779.40	2.00
Function-2500 - Central Services														
				Personnel Services - Compensation										
11000	2500	51100	1113	Salaries Expense: Administrative Associates										
11000	2500	51100	1114	Salaries Expense: Administrative Assistants										
11000	2500	51100	1115	Salaries Expense: Assoc. Supt.-Fin./Business Manager			\$45,000.00	0.75	\$46,350.00	0.75	\$47,740.00	0.75	\$55,000.00	1.00
11000	2500	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants			\$26,000.00	1.00	\$26,780.00	1.00	\$27,584.00	1.00	\$28,411.00	1.00
11000	2500	51100	1220	Salaries Expense: Business Office Support										
11000	2500	51100	1511	Salaries Expense: Data Processing										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$71,000.00	1.75	\$73,130.00	1.75	\$75,324.00	1.75	\$83,411.00	2.00
				Personnel Services - Employee Benefits										
11000	2500	52111	0000	Educational Retirement			\$6,497.00		\$6,692.00		\$6,893.00		\$7,633.00	
11000	2500	52112	0000	ERA - Retiree Health			\$1,303.00		\$1,342.00		\$1,382.00		\$1,530.00	
11000	2500	52210	0000	FICA Payments			\$4,402.00		\$4,535.00		\$4,671.00		\$5,172.00	
11000	2500	52220	0000	Medicare Payments			\$1,030.00		\$1,061.00		\$1,093.00		\$1,210.00	
11000	2500	52311	0000	Health and Medical Premiums			\$8,343.00		\$8,593.00		\$8,851.00		\$9,801.00	
11000	2500	52312	0000	Life			\$292.00		\$300.00		\$309.00		\$342.00	
11000	2500	52313	0000	Dental			\$668.00		\$688.00		\$709.00		\$785.00	
11000	2500	52314	0000	Vision			\$86.00		\$88.00		\$91.00		\$101.00	
11000	2500	52315	0000	Disability			\$43.00		\$44.00		\$46.00		\$51.00	
11000	2500	52316	0000	Other Insurance										
11000	2500	52500	0000	Unemployment Compensation			\$1,420.00		\$1,463.00		\$1,507.00		\$1,669.00	
11000	2500	52710	0000	Workers Compensation Premium			\$34.40		\$34.40		\$34.40		\$34.40	
11000	2500	52720	0000	Workers Compensation Employer's Fee										
11000	2500	52730	0000	Workers Compensation (Self Insured)										
11000	2500	52911	0000	Cafeteria Plan Fees										
11000	2500	52912	0000	Employee Assistance Programs										
11000	2500	52913	0000	Workers Compensation Employee Fees										
11000	2500	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$24,118.40		\$24,840.40		\$25,586.40		\$28,328.40	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
				Purchased Professional and Technical Services										
11000	2500		0000	Other Professional Services	\$50,000.00									
11000	2500		0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$50,000.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Other Purchased Services										
11000	2500		0000	Advertising										
11000	2500		55400	Employee Travel - Non-Teachers										
11000	2500		55813	Employee Training - Non-Teachers										
11000	2500		55814	Contracts - Interagency										
11000	2500		55914	Other Contract Services										
11000	2500		55915		\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Total: Other Purchased Services										
				Supplies										
11000	2500		56113	Software	\$21,500.00		\$26,500.00		\$31,500.00		\$31,500.00		\$31,500.00	
11000	2500		56118	General Supplies and Materials	\$500.00		\$500.00		\$500.00		\$500.00		\$500.00	
				Total: Supplies	\$22,000.00		\$27,000.00		\$32,000.00		\$32,000.00		\$32,000.00	
				Property										
11000	2500		57331	Fixed Assets (more than \$5,000)										
11000	2500		57332	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2500			TOTAL: CENTRAL SERVICES	\$72,000.00	0.00	\$122,118.40	1.75	\$129,970.40	1.75	\$132,910.40	1.75	\$143,739.40	2.00
				Function-2600 - Operation and Maintenance of Plant										
				Personnel Services - Compensation										
11000	2600		51100	Salaries Expense: Administrative Associates										
11000	2600		51100	Salaries Expense: Administrative Assistants										
11000	2600		51100	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2600		51100	Salaries Expense: Duty Personnel										
11000	2600		51100	Salaries Expense: Maintenance										
11000	2600		51100	Salaries Expense: Custodial	\$15,000.00	0.75	\$20,000.00	1.00	\$30,600.00	1.50	\$31,518.00	1.50	\$32,464.00	1.50
11000	2600		51100	Salaries Expense: Crosswalk Guards										
				Total: Personnel Services - Compensation	\$15,000.00	0.75	\$20,000.00	1.00	\$30,600.00	1.50	\$31,518.00	1.50	\$32,464.00	1.50
				Personnel Services - Employee Benefits										
11000	2600		52111	Educational Retirement	\$1,860.00		\$1,830.00		\$3,125.00		\$3,220.00		\$3,316.00	
11000	2600		52112	ERA - Retiree Health			\$367.00		\$378.00		\$390.00		\$401.00	
11000	2600		52210	FICA Payments			\$1,240.00		\$1,278.00		\$1,316.00		\$1,356.00	
11000	2600		52220	Medicare Payments			\$290.00		\$299.00		\$308.00		\$317.00	
11000	2600		52311	Health and Medical Premiums			\$2,350.00		\$2,421.00		\$2,494.00		\$2,568.00	
11000	2600		52312	Life	\$62.00		\$82.00		\$126.00		\$130.00		\$134.00	
11000	2600		52313	Dental			\$188.00		\$194.00		\$200.00		\$206.00	
11000	2600		52314	Vision			\$24.00		\$25.00		\$26.00		\$27.00	
11000	2600		52315	Disability			\$12.00		\$13.00		\$13.00		\$14.00	
11000	2600		52316	Other Insurance										
11000	2600		52500	Unemployment Compensation			\$400.00		\$412.00		\$425.00		\$438.00	
11000	2600		52710	Workers Compensation Premium			\$17.20		\$17.20		\$17.20		\$17.20	
11000	2600		52720	Workers Compensation Employer's Fee										
11000	2600		52730	Workers Compensation (Self Insured)										
11000	2600		52911	Cafeteria Plan Fees										
11000	2600		52912	Employee Assistance Programs										
11000	2600		52913	Workers Compensation Employee Fees										
11000	2600		52913	Deferred Sick Leave Reserve										
11000	2600		52914											
				Total: Personnel Services - Employee Benefits	\$1,922.00		\$6,800.20		\$8,288.20		\$8,539.20		\$8,794.20	
				Purchased Professional and Technical Services										
11000	2600		53711	Other Charges	\$10,000.00		\$40,000.00		\$50,000.00		\$60,000.00		\$70,000.00	
				Total: Purchased Professional and Tech Services	\$10,000.00		\$40,000.00		\$50,000.00		\$60,000.00		\$70,000.00	
				Purchased Property Services										
11000	2600		54311	Maintenance & Repair - Furniture/Fixtures/Equipment			\$12,000.00		\$10,000.00		\$15,000.00		\$20,000.00	
11000	2600		54312	Maintenance & Repair - Buildings and Grounds										
11000	2600		54313	Maintenance & Repair - Vehicles										
11000	2600		54411	Electricity	\$12,000.00		\$14,000.00		\$16,000.00		\$17,000.00		\$17,000.00	
11000	2600		54412	Natural Gas (Buildings)	\$12,000.00		\$14,000.00		\$16,000.00		\$17,000.00		\$17,000.00	
11000	2600		54413	Propane/Butane (Buildings)										
11000	2600		54414	Other Energy (Buildings)										
11000	2600		54415	Water/Sewage	\$7,500.00		\$8,500.00		\$10,000.00		\$11,000.00		\$12,000.00	
11000	2600		54416	Communication Services			\$17,500.00		\$20,500.00		\$22,500.00		\$22,500.00	
11000	2600		54610	Rental - Land and Buildings	\$60,000.00		\$100,000.00		\$140,000.00		\$180,000.00		\$220,000.00	
11000	2600		54620	Rental - Equipment and Vehicles										
11000	2600		54630	Rental - Computers and Related Equipment										
				Total: Purchased Property Services	\$101,500.00		\$166,000.00		\$212,000.00		\$262,500.00		\$308,500.00	

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
				Other Purchased Services										
11000	2600	55200	0000	Property/Liability Insurance	\$18,000.00		\$20,000.00		\$22,000.00		\$24,000.00		\$26,000.00	
11000	2600	55813	0000	Employee Travel - Non-Teachers										
11000	2600	55814	0000	Employee Training - Non-Teachers										
11000	2600	55914	0000	Contracts - Interagency										
11000	2600	55915	0000	Other Contract Services										
				Total: Other Purchased Services	\$18,000.00		\$20,000.00		\$22,000.00		\$24,000.00		\$26,000.00	
Supplies														
11000	2600	56113	0000	Software										
11000	2600	56118	0000	General Supplies and Materials	\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00	
11000	2600	56210	0000	Natural Gas (Vehicles)										
11000	2600	56211	0000	Gasoline										
11000	2600	56212	0000	Diesel Fuel										
11000	2600	56213	0000	Propane (Vehicles)										
11000	2600	56214	0000	Lubricants/Anti-Freeze										
11000	2600	56215	0000	Tires/Tubes										
11000	2600	56216	0000	Maintenance Supplies/Parts										
				Total: Supplies	\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00		\$3,500.00	
Property														
11000	2600	57331	0000	Fixed Assets (more than \$5,000)										
11000	2600	57332	0000	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2600			TOTAL: OPERATION AND MAINTENANCE OF PLANT	\$149,922.00	0.75	\$256,300.20	1.00	\$326,388.20	1.50	\$390,057.20	1.50	\$449,258.20	1.50
Function-2700 - Student Transportation														
				Personnel Services - Compensation										
11000	2700	51100	1113	Salaries Expense: Administrative Associates										
11000	2700	51100	1114	Salaries Expense: Administrative Assistants										
11000	2700	51100	1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2700	51100	1319	Salaries Expense: Special Ed. Assistants										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				Personnel Services - Employee Benefits										
11000	2700	52111	0000	Educational Retirement										
11000	2700	52112	0000	ERA - Retiree Health										
11000	2700	52210	0000	FICA Payments										
11000	2700	52220	0000	Medicare Payments										
11000	2700	52311	0000	Health and Medical Premiums										
11000	2700	52312	0000	Life										
11000	2700	52313	0000	Dental										
11000	2700	52314	0000	Vision										
11000	2700	52315	0000	Disability										
11000	2700	52316	0000	Other Insurance										
11000	2700	52500	0000	Unemployment Compensation										
11000	2700	52710	0000	Workers Compensation Premium										
11000	2700	52720	0000	Workers Compensation Employer's Fee										
11000	2700	52730	0000	Workers Compensation (Self Insured)										
11000	2700	52911	0000	Cafeteria Plan Fees										
11000	2700	52912	0000	Employee Assistance Programs										
11000	2700	52913	0000	Workers Compensation Employee Fees										
11000	2700	52914	0000	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Purchased Professional and Technical Services										
11000	2700	53711	0000	Other Charges										
				Total: Purchased Professional and Technical Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				Purchased Property Services										
11000	2700	55111	0000	Transportation Per-Capita Feeders										
11000	2700	55112	0000	Transportation Contractors										
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2700			TOTAL: STUDENT TRANSPORTATION	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
11000	2000			TOTAL: SUPPORT SERVICES	\$525,625.80	4.45	\$748,377.40	6.45	\$874,930.60	7.25	\$883,204.05	7.25	\$946,928.41	7.50

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
	Function-3100 - Food Service Operations													
	Personnel Services - Compensation													
11000	3100		1113	Salaries Expense: Administrative Associates										
11000	3100		1114	Salaries Expense: Administrative Assistants										
11000	3100		1217	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	3100		1617	Salaries Expense: Food Service										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
	Personnel Services - Employee Benefits													
11000	3100		52111	Educational Retirement										
11000	3100		52112	ERA - Retiree Health										
11000	3100		52210	FICA Payments										
11000	3100		52220	Medicare Payments										
11000	3100		52311	Health and Medical Premiums										
11000	3100		52312	Life										
11000	3100		52313	Dental										
11000	3100		52314	Vision										
11000	3100		52315	Disability										
11000	3100		52316	Other Insurance										
11000	3100		52500	Unemployment Compensation										
11000	3100		52710	Workers Compensation Premium										
11000	3100		52720	Workers Compensation Employer's Fee										
11000	3100		52730	Workers Compensation (Self Insured)										
11000	3100		52911	Cafeteria Plan Fees										
11000	3100		52912	Employee Assistance Programs										
11000	3100		52913	Workers Compensation Employee Fees										
11000	3100		52914	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Function-3100 - Food Service Operations													
	Purchased Professional and Technical Services													
11000	3100		53411	Auditing										
11000	3100		53413	Legal										
11000	3100		53414	Other Professional Services										
11000	3100		53711	Other Charges										
				Total: Purchased Professional and Tech Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Purchased Property Services													
11000	3100		54311	Maintenance & Repair - Furniture/Fixtures/Equipment										
11000	3100		54312	Maintenance & Repair - Buildings and Grounds										
11000	3100		54313	Maintenance & Repair - Vehicles										
11000	3100		54411	Electricity										
11000	3100		54412	Natural Gas (Buildings)										
11000	3100		54413	Propane/Butane (Buildings)										
11000	3100		54414	Other Energy (Buildings)										
11000	3100		54415	Water/Sewage										
11000	3100		54416	Communication Services										
11000	3100		54610	Rental - Land and Buildings										
11000	3100		54620	Rental - Equipment and Vehicles										
11000	3100		54630	Rental - Computers and Related Equipment										
				Total: Purchased Property Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Other Purchased Services													
11000	3100		55613	Employee Travel - Non-Teachers										
11000	3100		55614	Employee Training - Non-Teachers										
11000	3100		55914	Contracts - Interagency										
11000	3100		55915	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
	Supplies													
11000	3100		56113	Software										
11000	3100		56116	Food			\$10,000.00		\$12,500.00		\$15,000.00		\$17,500.00	
11000	3100		56117	Non-Food										
11000	3100		56118	General Supplies and Materials										
				Total: Supplies	\$0.00		\$10,000.00		\$12,500.00		\$15,000.00		\$17,500.00	
	Property													
11000	3100		57331	Fixed Assets (more than \$5,000)										
11000	3100		57332	Supply Assets (\$5,000 or less)										
				Total: Property	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	3100			TOTAL: FOOD SERVICES OPERATIONS	\$0.00	0.00	\$10,000.00	0.00	\$12,500.00	0.00	\$15,000.00	0.00	\$17,500.00	0.00

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT CLASS	JOB	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	FTE	PROJ. AMT (YEAR 2)	FTE	PROJ. AMT (YEAR 3)	FTE	PROJ. AMT (YEAR 4)	FTE	PROJ. AMT (YEAR 5)	FTE
11000 EXPENDITURES														
	Function-3300 - Community Services Operations													
	Personnel Services - Compensation													
11000	3300		1619	Salaries Expense: Adult Education										
11000	3300		1620	Salaries Expense: Recreation										
11000	3300		1621	Salaries Expense: Summer School/After School										
11000	3300		1622	Salaries Expense: Bus Drivers										
11000	3300		1625	Salaries Expense: Extended Services to Students										
				Total: Personnel Services - Compensation	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
Personnel Services - Employee Benefits														
11000	3300		52111	Educational Retirement										
11000	3300		52112	ERA - Retiree Health										
11000	3300		52210	FICA Payments										
11000	3300		52220	Medicare Payments										
11000	3300		52311	Health and Medical Premiums										
11000	3300		52312	Life										
11000	3300		52313	Dental										
11000	3300		52314	Vision										
11000	3300		52315	Disability										
11000	3300		52316	Other Insurance										
11000	3300		52500	Unemployment Compensation										
11000	3300		52710	Workers Compensation Premium										
11000	3300		52720	Workers Compensation Employer's Fee										
11000	3300		52730	Workers Compensation (Self Insured)										
11000	3300		52911	Cafeteria Plan Fees										
11000	3300		52912	Employee Assistance Programs										
11000	3300		52913	Workers Compensation Employee Fees										
11000	3300		52914	Deferred Sick Leave Reserve										
				Total: Personnel Services - Employee Benefits	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
Other Purchased Services														
11000	3300		55200	Property/Liability Insurance										
11000	3300		55813	Employee Travel - Non-Teachers										
11000	3300		55814	Employee Training - Non-Teachers										
11000	3300		55817	Student Travel										
11000	3300		55818	Other Travel - Non-Employees										
11000	3300		55914	Contracts - Interagency										
11000	3300		55915	Other Contract Services										
				Total: Other Purchased Services	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
Supplies														
11000	3300		56118	General Supplies and Materials										
				Total: Supplies	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000 3300	TOTAL: COMMUNITY SERVICES OPERATIONS													
11000 3000	TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES													
11000	TOTAL: OPERATIONAL FUND													
					\$1,435,212.47	21.00	\$1,950,278.58	26.70	\$2,269,752.70	31.65	\$2,463,714.61	35.90	\$2,589,475.67	40.85

APPENDIX L

Proposed Salary Schedule for Licensed Staff

All salaries of licensed employees will comply with the minimum salary requirements as identified in the School Personnel Act. The salary is subject to final negotiation between the school and the applicant.

Administrative Salary Schedule	
Position	Annual
Principal	\$80,000
Business Manager	\$50,000
Guidance Counselor	\$40,000
Special Education Teacher	\$40,000
Nurse	\$50,000

Minimum Salary Schedule for Licensed and Certified teachers					
YEARS	LEVEL I BA	LEVEL II BA	BA +12	MA +	LEVEL III MA +
1	30,000				
3	31,500	40,000	40,500	41,000	
5		40,500	41,000	41,500	
7		41,000	41,500	42,000	
9		41,500	42,000	42,500	50,000
11		42,000	42,500	43,000	50,500
13		42,500	43,000	43,500	51,000
15		43,000	43,500	44,000	51,500
17		43,500	44,000	44,500	52,000
19		44,000	44,500	45,000	52,500
21		44,500	45,000	45,500	53,000
23		45,000	45,500	46,000	53,500
25		45,500	46,000	46,500	54,000



May 25, 2012

Lorna Samraj
The Health Sciences Academy
P.O. Box 80001
Albuquerque, New Mexico 87198

Dear Ms. Samraj:

Thank you for meeting with Paul Ocon, Chief Nursing Officer at El Paso Children's Hospital and myself regarding partnering with the proposed Health Sciences Academy to offer health career opportunities for underserved students in southern New Mexico. El Paso Children's Hospital is in support of developing a partnership and working together in the future to better serve students interests in health careers. Modeling the proposed Health Sciences Academy to the successful San Diego charter school structured by Sharp Hospital and the Health Sciences High and Middle College Charter School would benefit opportunities for students interested in health careers locally.

Based on our discussion, the following opportunities were identified:

- The possibility of establishing an internship for Health Sciences Academy students to "shadow" health care professionals at El Paso Children's Hospital one day per week, with rotations every six to eight weeks.
- The possibility of Health Sciences Academy students choosing a specific internship health care interest with developed objectives for an internship program for Health Sciences Academy students over a 4 to 6 month period at El Paso Children's Hospital.

Many important issues must be addressed prior to any established formal commitment or agreement. El Paso Children's Hospital supports you in your efforts and shares in your vision and mission in working with Health Sciences Academy students who are interested in pursuing a career in health care.

Please do not hesitate to contact me at dchasco@elpasochildrens.org or 915-472-0440 should any questions arise.

Sincerely,

Deborah Chasco, CCRN, DNP, CNS
Director of Nursing Administration
El Paso Children's Hospital



New Mexico State University
College of Health and Social Services
Department of Health Science
1335 International Mall, Ste 102
Las Cruces, NM 88003-8001
575-646-4300, Fax 575-646-4343
<http://publichealth.nmsu.edu>

We ARE Public Health!

April 24, 2012

Lorna Samraj
The Health Sciences Academy
P. O. Box 80001
Albuquerque, New Mexico 87198

Dear Ms. Samraj:

Thank you for taking time to meet with Drs. and Wilson, and myself to explore how we might work together to offer expanded health career opportunities for underserved students in southern New Mexico. By virtue of this letter, the New Mexico State University, Department of Health Science wishes to support the development of potential partnership between us and the proposed Health Sciences Academy.

It is my understanding that the Health Sciences Academy ("HSA") has submitted a preliminary application to the New Mexico Public Education Department to better serve students interested in health careers from the communities of Anthony, Chaparral, Mesquite, Santa Teresa, and Sunland Park, N.M. As we are located in the southern part of the state, it would be opportune if we might continue the conversation on how the Department of Health Science and HSA may work together in the future.

My understanding of the project includes the following:

- A completed application will be submitted prior to July 1, 2012, and if approved, the school will open her doors in the fall of 2013, initially for grades 7-10, and thereafter, phase in grades 11 and 12, for a projected total enrollment of 390 students, by 2016.
- The HSA team expects to provide rigorous college prep instruction for students, and include healthcare internships for high schools students beginning in the 9th grade.
- Initially, students will "job shadow" medical and other health care professionals one day per week, with rotations every six- eight weeks. In subsequent years, HSA students will be assigned to work alongside medical and ancillary providers, by choosing a specific internship objective to be completed over a 4- 6 month period.
- The (HSA) program will be similar to the highly successful San Diego charter school model structured by Sharp Hospital and the Health Sciences High and Middle College Charter School please see <http://www.hshmc.org/>).

Conversation between the Department of Health Science and HSA has explored:

- The possibility of providing access to online college courses, such as the HLS 150 - Personal Health and Wellness course offered by the Department of Health Science. Other online courses might be considered in the future.

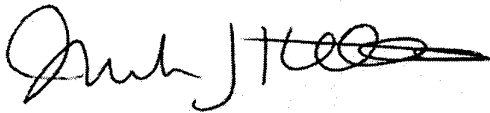
- The potential opportunity for HSA students to benefit from some NMSU Master of Public Health (MPH) students assist the HSA faculty, to teach public and community health, and similar classes in the classrooms. Such educational support would be deemed "external educational engagements", with stipends accruing to the MPH students for their classroom involvement and student support.

The Department of Health Science understands that many key issues must be addressed, prior to any formal commitment or agreement is established. Included here is a detailed understanding of the HSA mission, faculty credentials, student supervision, and related issues that may be appropriate to explore. The Department would be available to guide you in setting appropriate protocols and suggesting financial compensation guidelines for MPH students who might enjoy working with the HSA students and share our mission.

Please do not hesitate to contact me at kittle@nmsu.edu or 575-646-8194 or Dr. Sue Forster-Cox sforster@nmsu.edu or 575-646-2183 should additional information be required.

Good luck at this exciting endeavor.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark J. Kittleson', with a stylized flourish at the end.

Mark J. Kittleson, PhD, FAAHB, FAAHE
Professor and Head
Department of Health Science
kittle@nmsu.edu

La Clinica de Familia, Inc.

OFFICE:

385 Calle de Alegra – Bldg A
Las Cruces, NM 88005

Bus. (575) 526-1105

Fax (575) 524-4266

1 June 12

Lorna Samjara
The Health Science Academy
PO Box 8001
Albuquerque, NM 87198

RE: Letter of Support

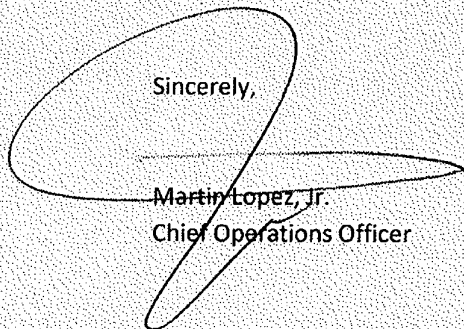
Dear Ms. Samjara,

It was a pleasure meeting with you and Mr. Rafael Nevins last week. It was a very informative meeting. We are glad that you considered La Clinica de Familia as choice partner for this innovative approach to growing our youth's interest in the medical field.

La Clinica would be happy to further discuss how we can support the school's endeavor and vision. As you get closer to cementing a plan, please contact us, so that we may explore our role. There are many details that need to be discussed, but in principle La Clinica supports and looks forward to forging a solid lasting partnership.

I can be reached at 575 526-1105 or mlopez@lcdfnm.org to discuss the details.

Sincerely,



Martin Lopez, Jr.
Chief Operations Officer

LCDF Community Health Centers: *San Miguel*Anthony*Sunland Park*Chaparral*Las Cruces*East Mesa

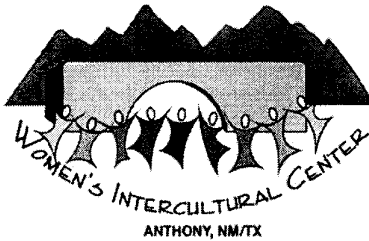
LCDF School base Clinic: Santa Teresa

LCDF Dental Centers: Anthony*Las Cruces*Sunland Park*East Mesa

Promotora Program: Las Cruces

Healthy Start Program: Las Cruces

Primero Los Ninos Early Head Start Program: Las Cruces



Women's Intercultural Center

303 Lincoln St. * P.O. Box 2411
Anthony, NM 88021
Phone (575) 882-5556
Fax (575) 882-7312
www.womensinterculturalcenter.org

May 28, 2012

Ms. Lorna Samraj
President/Healthy Futures, Inc.
P O Box 80001
Albuquerque, N. M. 87198

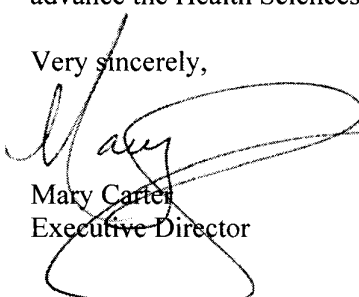
Dear Lorna,

On behalf of the Women's Intercultural Center in Anthony, New Mexico, we want to thank you and your team members from Healthy Futures for making a community presentation last week at our Center, to explain the focus and purpose of the Health Sciences Academy.

The presentation was most informative and helpful in understanding the mission of the proposed charter school. We can particularly relate to the motto of the charter school: enroll the student, engage the family.

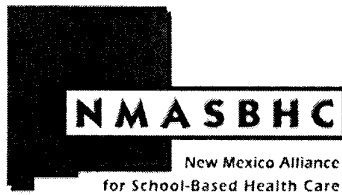
Please let us know how we might continue to collaborate with your team, as a partner, in order to advance the Health Sciences Academy's mission and help to bring the school to fruition.

Very sincerely,



Mary Carter
Executive Director

A place for women to learn and work together to develop their Social, Spiritual, Economic and Political Potential.



Beth Hamilton
Executive Director

Mary Kay Pera
Board President

June 1, 2012

Ms. Lorna Samraj
Healthy Futures Inc.
P.O. Box 80001
Albuquerque, NM 87198

Dear Lorna:

Thank you for taking time to explore how the proposed Health Science Academy, in southern New Mexico, and the New Mexico Alliance for School Based Health Care (NMA SBHC) might collaborate to leverage efforts to involve the teachers, students, family members and the local community in promoting healthy life styles for the many underserved families in the Gadsden school district.

Should the state wide charter application for the Health Sciences Academy be approved, NMA SBHC would welcome the opportunity to provide technical and moral support for the Healthy Futures team and the Health Sciences Academy in creating a school based health clinic in southern New Mexico. NMA SBHC's mission is to represent school-based health centers in New Mexico and collaborate with other school health partners to promote, facilitate and advocate for comprehensive, culturally competent health care, including health education, in schools.

I look forward to introducing you to members of the NMA SBHC Board and our members later this month in Albuquerque.

Very truly,

Beth Hamilton
Executive Director

3301-R Coors Blvd. NW, #288 • Albuquerque, NM 87120
Office: 505/798-6973 • Fax: 505/821-1535



MEDICAL CENTER
OF THE AMERICAS
FOUNDATION

June 1, 2012

Lorna Samraj
Health Sciences Academy
P.O. Box 80001
Albuquerque, NM 87198

Dear Ms. Samraj:

Thank you for taking time to meet with me last week in El Paso to explore how the Medical Center of the Americas (MCA) Foundation might develop an educational partnership with your proposed Health Sciences Academy and the Healthy Futures Educational Foundation.

The MCA's mission is to advance the development of the MCA campus and advance the Paso del Norte region's biomedical innovation pipeline. The Foundation's goal is to position the Paso del Norte region as the global leader of health delivery, education and research concentrating on issues unique to the Hispanic, border and military populations. As such we are committed to supporting the growth of quality life sciences educational opportunities in the region.

- . Please let me know how we might be of value in connecting you with other members of the medical and healthcare community along the border in furtherance of your mission and objectives.

Sincerely,

Emma W. Schwartz
President
Medical Center of the Americas Foundation



EMPORIA STATE UNIVERSITY™

1200 Commercial St.
Emporia, KS
66801-5087

Campus Box 4019
620-341-5216
www.emporia.edu

COLLEGE OF LIBERAL ARTS AND SCIENCES
DEPARTMENT OF ENGLISH, MODERN
LANGUAGES, AND JOURNALISM

May 22, 2012

Ms. Lorna Mae Samraj, President
Healthy Futures
P O Box 80001
Albuquerque,
New Mexico 87108

Dear Ms. Samraj:

It is a pleasure for me to write this letter in support of your application to create and establish a much-needed charter school, the Health Sciences Academy, in New Mexico. You have spent the last few years tutoring diverse groups of students with the primary goal of improving their lives. You have been consistent and deeply committed in all your efforts which have certainly paid off. Now, you are preparing to embark on a new mission. The materials you and your team have put together show strong evidence of your vision, purpose and direction. I have absolutely no doubt that you will be highly effective in offering both traditional students and adult English language learners rigorous college preparation and meaningful career internships to better prepare for and appreciate the benefits and challenges of healthcare careers.

As a professor in the Department of English, Modern Languages, and Journalism, I frequently observe the obstacles that young teachers encounter as they try to connect with students in their classrooms. I work closely with these teachers helping them understand how best to interact with and recognize the challenges that English language learners are confronted with. Keeping theory and practice in mind, we discuss effective teaching strategies they can use to facilitate successful language learning. Some of the classes I teach are Second Language Acquisition, Linguistics, Individual Differences in Language Learning, and Language Assessment and Evaluation.

I am delighted to be on the board of directors for the Health Sciences Academy and look forward to working with you and the professional staff as you implement your plans to enhance educational opportunities for students in New Mexico.

Sincerely,

Manjula Shinge, Ph.D.

**Margie Lockwood
907 Silver Ave. SW
Albuquerque, New Mexico 87102**

May 10, 2012

Board of the Health Sciences Academy,

I am very excited about the innovative direction and strategy your board and founders have created for offering New Mexico students with disabilities meaningful career choices and rigorous college preparation. Providing middle and high school students with disabilities, and adult ELL students opportunities to develop skills that will ensure success in their post school endeavors is a worthy venture.

I look forward to working with you and the Health Sciences team in developing new materials and classroom strategies that will complement the new common core standards established for students with disabilities by the Public Education Department. It is my hope that this work will encourage students to set high but realistic goals, and that they are challenged by the ground-breaking strategies, materials and teachers at the Academy.

Sincerely,

A handwritten signature in cursive script that reads "Margie Lockwood".

Margie Lockwood, Ed.S, LED



State of New Mexico
House of Representatives
Santa Fe

RICK MIERA
D - Bernalillo County
District 11

1011 Forrester NW
Albuquerque, NM 87102

Home Phone: (505) 843-6641
E-Mail: rbmiera@comcast.net

COMMITTEES:
Education (Chair)
Labor & Human Resources
Printing and Supplies

INTERIM COMMITTEES:
Legislative Education Study (Chair)
Public School Capital Outlay Task
Force (Chair)
Legislative Health and Human Services
Legislative Council
Funding Formula Study Task Force
Lottery Tuition Scholarship Study
Sub-Committee

May 31, 2012

Ms. Lorna Samraj
Health Sciences Academy Charter School
P O Box 80001
Albuquerque, N.M. 87198

Dear Lorna,

Thank you for taking time for the recent Public Broadcasting Systems town hall to explain the mission and vision of the Health Sciences Academy Charter School, to be located in the Sunland Park area of the Gadsden Independent School District.

Over the past ten years I have come to appreciate your dedication to underserved populations in New Mexico and the excellent work of Andele Tutors.

From what I understand, you and the board at Health Futures and the proposed Health Sciences Academy have given a great deal of thought and consideration as to how you might prepare students for a rigorous high school experience that meets the new core content standards, to be adopted in New Mexico, and your plans to offer students meaningful health career pathways and internships at local hospitals and clinics.

I strongly support the proposed Health Sciences Academy and look forward to many future discussions that might help advance your mission and vision.

Best regards,

A handwritten signature in black ink, appearing to read "R. Miera", written over a horizontal line.

Representative Rick Miera

State of New Mexico
Public School Facilities Authority



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
2019 Galisteo
Suite B-1
Santa Fe, NM 87505
(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

May 17, 2012

Ms. Lorna Samraj, President
Healthy Futures/Health Sciences Academy
PO Box 80001
Albuquerque, NM 87198

Dear Ms. Samraj:

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/Ed Spec) for the Health Sciences 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 and this award letter. We also request that you send us the plan in a 3-ring binder and include an electronic version if your application is successful.

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

- The Gadsden Independent School District has informed you that it does not have space in any of its facilities to accommodate your school.
- The mission of your school will be a health sciences focused curriculum with the aim of preparing its students for careers in the health industry.
- In preparing your curriculum, you have held outreach meetings with several community groups, education professionals, health advisors, and existing charters.
- You plan to have a cap of 315 students, comprised of the 7th-12th graders.
- Your school also plans to enroll 185 adult students at night that will utilize your 7th-12th facility. Please keep in mind that PSCOC will only pay for spaces for the 7th-12th grade students. There is no restriction on the night adult students using the space but PSCOC cannot pay for spaces that are to be used exclusively for night students and not day students. We do acknowledge that your FMP and Ed Specs indicate that the facility will not require dedicated spaces for the adults but that they will utilize day student facilities.
- Your anticipated number of classrooms at full enrollment (year 5) will be 17, and includes classrooms, science labs, multi-purpose room (for PE, and dining), special programs, support/admin space, and warming kitchen.
- You estimate that your total space needs in a facility after year 1 (enrollment of 120 students) to be 13,595 GSF and 24,595 GSF at full enrollment at year 5.
- You have reviewed our adequacy standards, planning guide and HB 283

Partnering with New Mexico's communities to provide quality, sustainable school facilities for our students and educators

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 843-6272.

Sincerely,

A handwritten signature in black ink, appearing to read 'John M. Valdez', with a long, sweeping horizontal line extending to the right.

John M. Valdez, AICP
Facility Master Planner

cc: Susan Freed, Architectural Research Consultants, Inc.
Martica Casias, Planning and Design Manager
Earl Franks, Regional Manager
Jorge Au, Regional Manager

Elementary P.E. Program

MEM
0.00

Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 212.500

T & E Index (Oct 2011) 1.094

National Board Certified Teachers

FTE:
0.00

Factor
1.500

ADJUSTED PROGRAM UNITS 232.475

National Board Certified Teachers Units: 0.000

District Size Adjustment Units 24.416

Charter Schools not eligible for District Size (24.416)

School Size Adjustment Units 147.900

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At Risk Units 18.870

Growth Units 0.000

Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities)

Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities)

TOTAL PROGRAM UNITS 399.245

Save Harmless Units 0.000

Size Adjustment Units

UNITS
Elementary/Mid/Jr. High 0.000
Senior High 147.900
District Size 24.416

At-Risk Units At-risk index MEM
2012-2013: 0.111 170.00

Charter Schools Student Activities

(Districts Only) MEM
0.00

Factor
0.100

Home School Student Activities

(Districts Only) MEM
0.00

Factor
0.100

GROWTH & SAVE HARMLESS CALCULATION DATA

2011-12 Actual 40th Day MEM: 170.00
(Enter the District Mem EXCLUDING Charter Mem)

2012-13 Projected MEM: 170.00
(Enter the District Mem EXCLUDING Charter Mem)

2012-2013 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)

Save-Harmless Data

2012-2013 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)

Growth Data

2012-13 Operating Budget Calculation 0.000

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 399.245

× Unit Value \$3,668.18

PROGRAM COST \$1,464,502.52

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 \$0.00

Other Credits/Adjustments:

Energy Efficiency
Energy Efficiency Renewable Bonds
Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$29,290.05)

STATE EQUALIZATION GUARANTEE

\$1,435,212.47

SIZE ADJUSTMENT UNITS:

PED 910B-5

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.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

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):

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Health Sciences Academy		7-12	145.00	147.900
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				147.900

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.

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

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:

0.000

NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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

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

0.000

Charter Name **Health Sciences Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7			3.00		47.00	50.00
Grade 8			2.00		43.00	45.00
Grade 9			1.00		34.00	35.00
Grade 10			2.00		33.00	35.00
Grade 11			1.00		19.00	20.00
Grade 12					75.00	75.00
Totals	0.00	0.00	9.00	0.00	251.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	260.00
					SUBTOTAL MEM	260.00
					TOTAL MEM	260.00

Is this a Charter School?

Y

Is this for the 40th Day?

N

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
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 *	50.00	1.25	62.500		
Grade 08 *	45.00	1.25	56.250		
Grade 09 *	35.00	1.25	43.750		
Grade 10 *	35.00	1.25	43.750		
Grade 11 *	20.00	1.25	25.000		
Grade 12 *	75.00	1.25	93.750		
* Includes Vocational Weighting					
				Basic Program Units	325.000
Special Education					
	MEM	Factor			
C & C-Gifted	9.00	1.00	9.000		
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)		0.70	0.000	Special Ed. Units	9.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	15.250
Elementary Fine Arts Program					
	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. ProgramMEM
0.00Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 340.250

T & E Index (Oct 2011) 1.050

National Board Certified TeachersFTE:
0.00Factor
1.500

ADJUSTED PROGRAM UNITS 357.263

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	156.400
District Size	36.465

District Size Adjustment Units 36.465
Charter Schools not eligible for District Size (36.465)

School Size Adjustment Units 156.400

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.111 260.00

At Risk Units 28.860

Charter Schools Student Activities(Districts Only) MEM
0.00Factor
0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities) 0.000**Home School Student Activities**(Districts Only) MEM
0.00Factor
0.100Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities) 0.000

TOTAL PROGRAM UNITS 542.523

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA2011-12 Actual 40th Day MEM: 260.00
(Enter the District Mem EXCLUDING Charter Mem)2012-13 Projected MEM: 260.00
(Enter the District Mem EXCLUDING Charter Mem)2012-2013 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)**Save-Harmless Data**2012-2013 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)**Growth Data**

2012-13 Operating Budget Calculation 0.000

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 542.523

x Unit Value \$3,668.18

PROGRAM COST \$1,990,072.02

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 \$0.00

Other Credits/Adjustments:

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$39,801.44)

STATE EQUALIZATION GUARANTEE

\$1,950,270.58

SIZE ADJUSTMENT UNITS:

PED 9108-5

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.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

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):

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Health Sciences Academy		7-12	170.00	156.400
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				156.400

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.

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

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:

0.000

NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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

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

0.000

Charter Name **Health Sciences Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7			3.00		57.00	60.00
Grade 8			3.00		47.00	50.00
Grade 9			2.00		43.00	45.00
Grade 10			2.00		38.00	40.00
Grade 11			1.00		34.00	35.00
Grade 12			1.00		94.00	95.00
Totals	0.00	0.00	12.00	0.00	313.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						ECE FTE 0.00
						TOTAL GRADES 1-12 325.00
						SUBTOTAL MEM 325.00
						TOTAL MEM 325.00

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

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
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 *	60.00	1.25	75.000		
Grade 08 *	50.00	1.25	62.500		
Grade 09 *	45.00	1.25	56.250		
Grade 10 *	40.00	1.25	50.000		
Grade 11 *	35.00	1.25	43.750		
Grade 12 *	95.00	1.25	118.750		
* Includes Vocational Weighting					
				Basic Program Units	406.250
Special Education					
	MEM	Factor			
C & C-Gifted	12.00	1.00	12.000		
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	12.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	18.250
Elementary Fine Arts Program					
	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. ProgramMEM
0.00Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 424.500

T & E Index (Oct 2011) 1.050

National Board Certified TeachersFTE:
0.00Factor
1.500

ADJUSTED PROGRAM UNITS 445.725

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	149.596
District Size	44.789

District Size Adjustment Units 44.789
Charter Schools not eligible for District Size (44.789)

School Size Adjustment Units 149.596

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.111 325.00

At Risk Units 36.075

Charter Schools Student Activities(Districts Only) MEM
0.00Factor
0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities) 0.000**Home School Student Activities**(Districts Only) MEM
0.00Factor
0.100Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities) 0.000

TOTAL PROGRAM UNITS 631.396

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA2011-12 Actual 40th Day MEM: 325.00
(Enter the District Mem EXCLUDING Charter Mem)2012-13 Projected MEM: 325.00
(Enter the District Mem EXCLUDING Charter Mem)2012-2013 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)**Save-Harmless Data**2012-2013 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)**Growth Data**

2012-13 Operating Budget Calculation 0.000

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 631.396

x Unit Value \$3,668.18

PROGRAM COST \$2,316,074.18

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 \$0.00

Other Credits/Adjustments:

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$46,321.48)

STATE EQUALIZATION GUARANTEE**\$2,269,752.70****SIZE ADJUSTMENT UNITS:****PED 9108-5**

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.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

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):

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Health Sciences Academy		7-12	251.00	149.596
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				149.596

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.

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

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:

0.000

NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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

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

0.000

Charter Name **Health Sciences Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7			3.00		57.00	60.00
Grade 8			3.00		57.00	60.00
Grade 9			2.00		48.00	50.00
Grade 10			2.00		43.00	45.00
Grade 11			2.00		38.00	40.00
Grade 12			2.00		133.00	135.00
Totals	0.00	0.00	14.00	0.00	376.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						ECE FTE 0.00
						TOTAL GRADES 1-12 390.00
						SUBTOTAL MEM 390.00
						TOTAL MEM 390.00

Is this a Charter School? **Y**

Is this for the 40th Day? **N**

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
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 *	60.00	1.25	75.000		
Grade 08 *	60.00	1.25	75.000		
Grade 09 *	50.00	1.25	62.500		
Grade 10 *	45.00	1.25	56.250		
Grade 11 *	40.00	1.25	50.000		
Grade 12 *	135.00	1.25	168.750		
* Includes Vocational Weighting					
				Basic Program Units	487.500
Special Education	MEM	Factor			
C & C-Gifted	14.00	1.00	14.000		
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	14.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	20.250
Elementary Fine Arts Program	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. ProgramMEM
0.00Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 507.750

T & E Index (Oct 2011) 1.050

National Board Certified TeachersFTE:
0.00Factor
1.500

ADJUSTED PROGRAM UNITS 533.138

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	108.924
District Size	52.796

District Size Adjustment Units 52.796
Charter Schools not eligible for District Size (52.796)

School Size Adjustment Units 108.924

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.111 390.00

At Risk Units 43.290

Charter Schools Student Activities(Districts Only) MEM
0.00Factor
0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities) 0.000**Home School Student Activities**(Districts Only) MEM
0.00Factor
0.100Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities) 0.000

TOTAL PROGRAM UNITS 685.352

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA2011-12 Actual 40th Day MEM: 390.00
(Enter the District Mem EXCLUDING Charter Mem)2012-13 Projected MEM: 390.00
(Enter the District Mem EXCLUDING Charter Mem)2012-2013 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)**Save-Harmless Data**2012-2013 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)**Growth Data**

2012-13 Operating Budget Calculation 0.000

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 685.352

x Unit Value \$3,668.18

PROGRAM COST \$2,513,994.50

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 \$0.00

Other Credits/Adjustments:

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$50,279.89)

STATE EQUALIZATION GUARANTEE

\$2,463,714.61

SIZE ADJUSTMENT UNITS:

PED 9108-5

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.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

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):

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Health Sciences Academy		7-12	313.00	108.924
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				108.924

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.

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

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:

0.000

NEW DISTRICT ADJUSTMENT

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

YES?

UNITS

a. NEWLY CREATED SCHOOL DISTRICT

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

0.000

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

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

0.000

Charter Name **Health Sciences Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7			3.00		57.00	60.00
Grade 8			3.00		57.00	60.00
Grade 9			2.00		48.00	50.00
Grade 10			2.00		43.00	45.00
Grade 11			2.00		38.00	40.00
Grade 12			2.00		133.00	135.00
Totals	0.00	0.00	14.00	0.00	376.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

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

ECE FTE	0.00
TOTAL GRADES 1-12	390.00
SUBTOTAL MEM	390.00
TOTAL MEM	390.00

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
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 *	60.00	1.25	75.000		
Grade 08 *	60.00	1.25	75.000		
Grade 09 *	50.00	1.25	62.500		
Grade 10 *	45.00	1.25	56.250		
Grade 11 *	40.00	1.25	50.000		
Grade 12 *	135.00	1.25	168.750		
* Includes Vocational Weighting					
				Basic Program Units	487.500
Special Education	MEM	Factor			
C & C-Gifted	14.00	1.00	14.000		
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	14.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	20.250
Elementary Fine Arts Program	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000
(May not total more than the no. of students in grades K-12.)					

Elementary P.E. ProgramMEM
0.00Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 507.750

T & E Index (Oct 2011) 1.050

National Board Certified TeachersFTE:
0.00Factor
1.500

ADJUSTED PROGRAM UNITS 533.138

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	108.924
District Size	52.796

District Size Adjustment Units 52.796
Charter Schools not eligible for District Size (52.796)

School Size Adjustment Units 108.924

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.111 390.00

At Risk Units 43.290

Charter Schools Student Activities(Districts Only) MEM
0.00Factor
0.100

Growth Units 0.000

Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities) 0.000**Home School Student Activities**(Districts Only) MEM
0.00Factor
0.100Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities) 0.000

TOTAL PROGRAM UNITS 685.352

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA2011-12 Actual 40th Day MEM: 390.00
(Enter the District Mem EXCLUDING Charter Mem)2012-13 Projected MEM: 390.00
(Enter the District Mem EXCLUDING Charter Mem)2012-2013 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)**Save-Harmless Data**2012-2013 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)**Growth Data**2012-13 Operating Budget Calculation 0.000
Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE
40th Day Calculation 0.000
Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 685.352

x Unit Value \$3,668.18

PROGRAM COST \$2,513,994.50

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 \$0.00

Other Credits/Adjustments:

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$50,279.89)

STATE EQUALIZATION GUARANTEE**\$2,463,714.61**

SIZE ADJUSTMENT UNITS:

PED 9108-5

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.

$$((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

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):

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Health Sciences Academy		7-12	313.00	108.924
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				108.924

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.

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

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:

0.000

NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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

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

0.000

Charter Name **Health Sciences Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
ECE/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5						0.00
Grade 6						0.00
Grade 7			3.00		57.00	60.00
Grade 8			3.00		57.00	60.00
Grade 9			3.00		57.00	60.00
Grade 10			2.00		48.00	50.00
Grade 11			2.00		43.00	45.00
Grade 12			2.00		188.00	190.00
Totals	0.00	0.00	15.00	0.00	450.00	

*INCLUDE STUDENTS RECEIVING A/B SERVICES

ECE FTE	0.00
TOTAL GRADES 1-12	465.00
SUBTOTAL MEM	465.00
TOTAL MEM	465.00

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

	ECE FTE	COST INDEX	PROGRAM UNITS		
Kindergarten					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
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 *	60.00	1.25	75.000		
Grade 08 *	60.00	1.25	75.000		
Grade 09 *	60.00	1.25	75.000		
Grade 10 *	50.00	1.25	62.500		
Grade 11 *	45.00	1.25	56.250		
Grade 12 *	190.00	1.25	237.500		
* Includes Vocational Weighting					
				Basic Program Units	581.250
Special Education	MEM	Factor			
C & C-Gifted	15.00	1.00	15.000		
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	15.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	21.250
Elementary Fine Arts Program	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
Bilingual Program					
HOURS	MEM	FTE	Factor		
1	0.00	0.00			
2	0.00	0.00			
3	0.00	0.00			
Total Bilingual	0.00	0.00	0.500	Bilingual Units	0.000

(May not total more than the no. of students in grades K-12.)

Elementary P.E. ProgramMEM
0.00Factor
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 602.500

T & E Index (Oct 2011) 1.050

National Board Certified TeachersFTE:
0.00Factor
1.500

ADJUSTED PROGRAM UNITS 632.625

National Board Certified Teachers Units: 0.000

Size Adjustment Units

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	36.096
District Size	61.642

District Size Adjustment Units 61.642
Charter Schools not eligible for District Size (61.642)

School Size Adjustment Units 36.096

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units At-risk index MEM
2012-2013: 0.111 465.00

At Risk Units 51.615

Growth Units 0.000

Charter Schools Student Activities(Districts Only) MEM
0.00Factor
0.100Charter Schools Student Activities Units 0.000
(Charters not eligible for CS Student Activities) 0.000**Home School Student Activities**(Districts Only) MEM
0.00Factor
0.100Home School Student Activities Units 0.000
(Charters not eligible for Home School Student Activities) 0.000

TOTAL PROGRAM UNITS 720.336

Save Harmless Units 0.000

GROWTH & SAVE HARMLESS CALCULATION DATA2011-12 Actual 40th Day MEM: 465.00
(Enter the District Mem EXCLUDING Charter Mem)2012-13 Projected MEM: 465.00
(Enter the District Mem EXCLUDING Charter Mem)2012-2013 Actual 40th MEM
(Enter the District Mem EXCLUDING Charter Mem)**Save-Harmless Data**2012-2013 40th Day TOTAL PROGRAM UNITS
(Not Grand Total Program Units)**Growth Data**

2012-13 Operating Budget Calculation 0.000

Op-Bud takes 10-11 40 Day compared to 11-12 Mem Proj. FTE

40th Day Calculation 0.000

Takes Prior Year 40th-Day and compares to Current Year 40th-Day

GRAND TOTAL UNITS 720.336

x Unit Value \$3,668.18

PROGRAM COST \$2,642,322.11

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 \$0.00

Other Credits/Adjustments:

Energy Efficiency

Energy Efficiency Renewable Bonds

Other Misc Credits

Total Other Credits \$0.00

Less: Other Credits/Adjustments \$0.00

(\$52,846.44)

STATE EQUALIZATION GUARANTEE

\$2,589,475.67

SIZE ADJUSTMENT UNITS:

PED 9108-5

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.
 $((200 - \text{MEM})/200) \times (1.0 \times \text{MEM}) = \text{UNITS}$

SCHOOL NAME	CODE	GRADES	MEM	UNITS
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL ELEMENTARY/MIDDLE SCHOOL/JUNIOR HIGH UNITS				0.000

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):

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

SCHOOL NAME	CODE	GRADES	MEM	UNITS
Health Sciences Academy		7-12	376.00	36.096
				0.000
				0.000
				0.000
				0.000
				0.000
				0.000
TOTAL SENIOR HIGH SCHOOL UNITS				36.096

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.

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

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:

0.000

NEW DISTRICT ADJUSTMENT

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

a. NEWLY CREATED SCHOOL DISTRICT

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

YES?

UNITS

0.000

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

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

0.000

Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	OBJECT DESCRIPTION	PROJ. AMT (YEAR 1)	PROJ. AMT (YEAR 2)	PROJ. AMT (YEAR 3)	PROJ. AMT (YEAR 4)	PROJ. AMT (YEAR 5)
FUND 11000-Operational Revenue								
			Revenue From Local Sources					
11000	0000	41701	Fees Activities					
11000	0000	41702	Fees Educational					
11000	0000	41705	Fees Users					
11000	0000	41706	Fees Summer School					
11000	0000	41920	Contributions and Donations From Private Sources					
			Revenue From State Sources					
11000	0000	43101	State Equalization Guarantee	\$1,435,212.47	1950278.58	2269752.7	2463714.61	2589475.67
11000			TOTAL: OPERATIONAL	\$1,435,212.47	\$1,950,278.58	\$2,269,752.70	\$2,463,714.61	\$2,589,475.67

Health Sciences Academy

Enroll the student – Engage the family
Inscribiendo al estudiante – Incluyendo a la familia

Internal Audit Policy and Procedures Manual

[SUBJECT TO APPROVAL]

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INTERNAL AUDIT CHARTER

Mission Statement:

The mission of the Internal Audit Committee (IAC) is to provide independent and objective reviews and assessments of the business activities, operations, financial systems and internal accounting controls for the board, students, teachers and community of HSA. The IAC will accomplish its mission through the conduct of operational, financial and performance audits, selected as a result of a comprehensive risk analysis and assessment process. The risk assessment plan is reviewed and approved by the Audit Committee of the Board of Directors.

Objective:

The IAC conducts independent reviews and appraisals of school procedures and operations. These reviews provide management with an independent appraisal of the various operations and systems of control. The reviews also help to ensure that school resources are used efficiently and effectively while working towards helping the school achieve its mission.

Responsibility and Authority:

The internal audit function is established at the direction of the Board of Directors and derives its authority directly from the Board. The IAC reports administratively to the Board of Directors.

Independence:

In order to maintain independence and objectivity, the internal audit function has no direct responsibility or any authority over the activities or operations that are subject to review, nor should internal audit develop and install procedures, prepare records, or engage in activities that would normally be subject to review. However, the IAC may be consulted when new systems or procedures are designed to ensure they adequately address internal controls.

Objectivity:

Opinions and other information furnished may attest to the adequacy of internal control, the degree of compliance with established policies and procedures, and/or their effectiveness and efficiency in achieving organizational objectives. The internal auditor may also recommend cost effective courses of action for management to consider in eliminating unnecessary risks that may have been identified during an audit.

Confidentiality:

All information obtained during an internal audit is deemed confidential unless otherwise instructed. It is understood that certain items are confidential in nature and special arrangements may be required when examining and reporting on such items. Internal audit will handle all information obtained during a review in the same prudent manner as the custodian of such information. Internal audit respects the value and ownership of information they receive and will not disclose information without appropriate authority unless there is a legal or professional obligation to do so. Audit reports are considered highly confidential. They are distributed to the Board of Directors.

Code of Ethics:

The IAC shall subscribe to the Code of Ethics established by the Institute of Internal Auditors.

The IAC will uphold the following:

- a. Integrity – Establish trust and thus provide the basis for reliance on the judgment of internal audit. Remain tactful, honest, objective, diligent and credible in all relationships as a representative of the school.
- b. Objectivity – Exhibit the highest level of professional objectivity in gathering, evaluating, and communicating information about the area being examined. Make balanced assessments of all the relevant circumstances and do not become unduly influenced by individual interests or by others in forming judgments.
- c. Confidentiality – Respect the value and ownership of information they receive. Do not disclose information without appropriate authority unless there is a legal or professional obligation to do so.
- d. Competency – Apply the knowledge, skills, and experience needed in the performance of internal auditing services and continually improve their proficiency and the effectiveness and quality of their services.

Standards of Conduct:

Internal audit will adhere to the following standards of conduct:

- a. Service – Preserve a commitment to carry out all responsibilities with an attitude of service toward school management while maintaining a sincere, dignified and caring attitude.
- b. Excellence – Uphold a high standard of service and a commitment to quality in performing all projects.
- c. Leadership – Provide noteworthy examples which emphasize high ethical and moral standards.
- d. Professionalism – Conduct business in a manner that reflects favorably on the individual auditor, the school and the community.

Scope of the Internal Audit Function:

While carrying out their duties, the IAC is responsible for utilizing a systematic, disciplined approach to evaluating and improving the effectiveness of internal controls and is to include the following:

- a. Developing and maintaining a comprehensive audit program necessary to ensure compliance with accounting standards, policies, and procedures necessary to safeguard school assets.
- b. Communicating the results of audits and reviews by preparing timely reports, including recommendations for modifications of management practices, fiscal policies, and accounting procedures as justified by audit findings.
- c. Establishing and maintaining a quality assurance program to evaluate the operations of internal audit. Such a program should include the following topics: uniformity of work paper preparation; audit sampling; work paper review; report preparation and review; report communication and issuance; and record retention.

Responsibility for Detection of Errors or Irregularities:

The management of the school is responsible for establishing and maintaining controls to discourage perpetuation of fraud. Internal audit is responsible for examining and evaluating the adequacy and effectiveness of those controls. Audit procedures alone are not designed to guarantee the detection of fraud.

An *error* is an unintentional mistake in financial statements which includes mathematical or clerical mistakes in the underlying records and accounting data from which the financial statements or other reports were prepared, mistakes in the application of accounting principles and oversight, or misinterpretation of facts that existed at the time the reports were prepared.

An *irregularity* is an intentional distortion of financial statements or other reported data or the misappropriation of assets.

If the internal auditor believes that a material error or an irregularity exists in an area under review or in any other area of the school, the implications of such an error or irregularity and its disposition should be reviewed with the business manager and with the Board of Directors.

Services Provided by Internal Audit:

Internal audit's primary activity that will assist in fulfilling its mission is the implementation of a program of regular audits of the school's business operations as outlined below. However, the complete range of service provided by the internal audit function also may include special projects and consultations as directed by the Board of Directors.

- a. Operational Audits – Operational audits consist of critical reviews of operating processes and procedures, and internal controls that mitigate area-specific risks. These audits examine the use of resources to determine if they are being used in the most effective and efficient manner to fulfill the school's mission and objectives.
- b. Compliance Audits – These audits determine the degree to which areas within the school adhere to mandated Federal, State, NMPED, and school policies and practices.
- c. Financial Audits – These audits review accounting and financial transactions to determine if commitments, authorizations, and receipt and disbursement of funds are properly and accurately recorded and reported. This type of audit also determines if there are sufficient controls over cash and other assets and that adequate process controls exist over the acquisition and use of resources. Unlike external financial audits, internal financial audits do not prepare or express professional opinions on the financial statements fairness.
- d. Investigative Audits – These audits are conducted to determine existing control weaknesses, assist in determining the amount of loss, and recommending corrective measures to prevent subsequent reoccurrence. Internal audit will also work with outside agencies to determine whether misconduct occurred at the school. These types of investigations can encompass misuse of funds or assets, potential fraud, or potential conflicts of interest.
- e. Technology Audits – Technology audits are usually comprised of control reviews of disaster recovery plans, system back-up procedures, and general security of data and of

the physical plant. The purpose of these audits is to evaluate the accuracy, effectiveness and efficiency of the school's electronic and information processing systems.

AUDIT PLANNING

Develop the Audit Plan

The director of internal audit is responsible for developing a risk based Audit Plan that includes areas subject to regulatory review, each fiscal year. The Audit Plan is a written document showing specific audits or projects to be performed by the IAC.

The development of the Audit Plan includes an evaluation of the Enterprise Risk Assessment. This is a process through which major risks are identified and evaluated according to the goals of the school and the goals of an individual area, and updated annually. The Risk Assessment includes a broad range of risks and associated controls. In addition, the director of internal audit is responsible for identifying and evaluating exposures to business risk and the controls designed by management to reduce those risks. When doing so, the following factors are considered:

- a. Ongoing factors
- b. Financial value
- c. Public image
- d. Process complexity
- e. Asset liquidity
- f. Budget deviations
- g. Regulatory guidelines.
- h. Environmental Risk factors
- i. Process stability
- j. Recent audit history
- k. Executive assessment
- l. Political environment
- m. Financial markets
- n. Technology initiatives.

The vast majority of audits are planned. However, that does not preclude Internal Audit from conducting unplanned audits. Prior to any audit, the Internal Auditor assigned to the engagement will discuss with management the scope, purpose, and estimated timeframe of the audit. As unplanned projects are required, they are included in the overall Plan for the year.

The Annual Audit Plan will be submitted to the Audit Committee for review and approval. Any substantial changes to the Audit Plan will be presented to the Audit Committee at subsequent meetings.

AUDIT PROCESS

Overview and Conduct of the Audit Process

Although every audit project is unique, the audit process is similar for most engagements and usually consists of nine stages. Through these stages internal audit will determine ways to minimize risks and increase efficiencies within the area. Client involvement is critical at each stage of the audit process. An audit will result in a certain amount of time being diverted from area personnel's usual routine. One of the key objectives is to minimize this time and avoid disrupting on-going activities.

- a. Plan. The internal auditor will develop an audit plan based on a review of all pertinent information. Sources may include: the risk assessment matrix, internal and external evaluations, management guidance.
- b. Notify. The internal auditor will schedule a meeting with the unit manager and the senior managers of the process to be audited. Identify the scope and the objectives of the audit, how long it is expected to last and what the responsibilities for all parties are in the audit process. Any factors that will impact the audit should be raised at this time. Factors include vacations, fiscal year end reporting requirements, etc.
- c. Test. Testing will include interviews with the staff, review of procedures and manuals, compliance with the school policies and governmental laws and regulations and assessing the adequacy of internal controls.
- d. Communicate. Keep the department that is undergoing the audit updated on a regular basis of the progress of the audit and especially if there are any findings. There may be instances where the findings can be addressed immediately.
- e. Draft. The report draft will include the audit Scope and Objectives, Summary and Opinion, Findings and Audit Recommendations.
- f. Management Response. Management will receive the audit draft to confirm the facts and respond to the Audit Recommendations. Their recommendation and have a specific target date of completion of the corrective actions. The time window for the management response is normally 21 days.
- g. Review. The final version of the audit will be reviewed and all issues resolved by the director of internal audit.
- h. Distribute. The report is then immediately released to the audited department, IAC and the Board of directors as part of the agenda at the periodic meetings.
- i. Verify. The internal auditor will conduct a follow up on the Management Responses to the Audit Findings and Recommendations within a three month period. This subsequent review will be discussed with the involved management and the comments published.

AUDIT PROCEDURES

Evidential Matter

Evidential matter obtained during the course of fieldwork provides the documented basis for the auditor's opinions, observations, and recommendations as expressed in the audit report. The auditor is obligated by professional standards to act objectively, exercise due professional

care, and collect sufficient, competent, relevant, and useful information to provide a sound basis for audit observations and recommendations.

Auditors must obtain all evidence necessary for the effective completion of the audit. The decision on how much evidence is enough and what type to seek requires the exercise of the auditor's judgment based on experience, education, reasoning and intuition. A thorough knowledge of the concepts underlying audit evidence will help the auditor to improve the audit quality and efficiency.

Standards for the Professional Practice of Internal Auditing require that work papers possess certain attributes to provide a sound basis for audit observations and opinions and to be considered as evidential matter. Those attributes are defined to be sufficient, competent, relevant, and useful as follows:

- a. Sufficient information is factual, adequate, and convincing so that a prudent, informed person would reach the same conclusions as the auditor.
- b. Competent information is reliable and the best attainable through the use of appropriate audit techniques.
- c. Relevant information supports audit findings and recommendations and is consistent with the objectives for the audit.
- d. Useful information helps the organization meet its goals. It also provides a reference for the preparer when called upon to answer questions.

Types of Evidence

If the evidence supports the basic tests of sufficiency, competence and relevance, it may be used to support the auditor's finding. The following outlines the different types of evidence obtained during the course of an audit:

- a. **Physical evidence** obtained through observation and inquiry;
- b. **Testimonial evidence** from interview and statements from involved persons;
- c. **Documentary evidence** consisting of legislation, reports, minutes, memoranda, contracts, extracts from accounting records, formal charts and specifications of documentation flows, systems design, operations and organization structure
- d. **Analytical evidence** secured by analysis of information collected by the auditor.

Documentation of Evidential Matter

Standards for the Professional Practice of Internal Auditing require that audit work papers reflect the details of the evidence upon which the auditor has relied. The internal auditor must maintain adequate documentation of the audit, including the basis and extent of planning, the work performed and the results and findings of the audit.

This will allow the work papers to serve both as tools to aid the auditor in performing their work, and as written evidence of the work done to support the auditor's report. Information included in work papers should be sufficient, competent, relevant, and useful to provide a sound basis for audit findings and recommendations.

In the process of collecting evidential matter, the auditor is required to perform audit testing to support all observations and opinions. During the performance of such testing, the auditor is not required to test the population in its entirety. Audit sampling may be employed. Audit sampling is performing an audit test on less than one-hundred percent of a population. In “sampling” the auditor accepts the risk that some or all errors will not be found and the conclusions drawn (i.e. all transactions were proper and accurate) may be wrong. The type of sampling used and the number of items selected should be based on the auditors understanding of the relative risks and exposures of the areas audited.

Types of Samples

- a. Statistical or probability sampling allows the auditor to stipulate, with a given level of confidence, the condition of a large population by reviewing only a percentage of the total items. Several sampling techniques are available to the auditor.
- b. Attribute sampling is used when the auditor has identified the expected frequency or occurrence of an event.
- c. Variables sampling is used when the auditor samples for values in a population which vary from item to item.
- d. Judgment sampling is used when it is not essential to have a precise determination of the probable condition of the universe, or where it is not possible, practical, or necessary to use statistical sampling.

WORK PAPER PROCEDURES

Work Papers – General

The work papers document a system, operation or process and audit procedures performed. They contain the records of preliminary planning, the audit program, audit testing and the results of procedures that were performed. Work papers are prepared from the beginning of the first audit assignment and are added to and altered throughout the course of each subsequent audit. They represent the documentation of audit activity that must be continuously maintained.

Work Paper – File Structure

There are two types of working papers - permanent and current. The permanent work papers, known as the "Permanent Files", contain historical and relatively static descriptive material. The current work papers (or simply "work papers") contain records of audits as they are carried out.

- a. **Permanent Files.** Permanent files are used only for data that can reasonably be expected to be needed in audits for two or more years and to remain unchanged. The material that may appropriately be included varies widely from audit to audit. Items that may be held in permanent files include flowcharts, system narratives, operating policies and procedures, long term debt agreements, contracts, organizational charts, and regulatory material.

The auditor prepares and retains a permanent file to provide a library of descriptive information obtained through questioning people, reviewing instructions and directives,

systems analysis and procedures and examining transactions. This will support discussions with operating personnel since certain operations may be complex. Documented explanations and charts in the work papers, indexed for ready access, also provide the auditor with an understanding of the operations without proving to be an unnecessary burden on individual departments to re-explain the operations in their area each year.

The internal auditor is responsible for updating the permanent files during the planning stage of an audit. Current materials are to be placed in front of the outdated materials providing an audit trail of past practices and changes to those practices.

- b. **Current Work Papers.** The current Work Papers should contain documentation related to the administration, the audit testing, observations, conclusions and recommendations. At a minimum, the current work papers should include the following documentation:
- Final Report
 - Notes for Follow-up audits
 - Request for Documentation
 - Internal Control Questionnaire
 - Audit Program
 - Test Documents
 - Memorandum relating to audit
 - Draft Reports.

Type of Work Papers

Schedules and analyses are useful for identifying statistical trends, verifying the accuracy of data, developing projections or estimations, and determining if tasks or records have been properly completed. Each schedule or analysis included in the work papers should include an explanation of the purpose of the analysis and a summary of the results.

- a. **Documents.** Copies or actual samples of various documents can be used as examples, for clarification, and as physical evidence to support a conclusion or prove the existence of a problem. These documents can be memos, reports, computer printouts, procedures, forms, invoices, contracts, or any of numerous other items. Any copied document should serve a useful audit purpose. The following guidelines should be followed when including documents in the work papers:
- Indicate the person and/or file that the document came from.
 - Copy and insert only that portion of the report, memo, procedure, etc., which is needed for purposes of explanation or as documentation of a potential finding. Do not include the entire document in the work papers unless absolutely necessary for clarity.
 - Fully explain the terms and notations found on the document, as well as its use. This is especially true when including maps, engineering drawings, or other such documents in the papers. These explanations may be made on an attached page or on the face of the document.

- Each document should be cross referenced to either the page or separate analysis where it was discussed.
- No document should be included in the work papers without an explanation of why it was included.

- b. Process Narratives and Flowcharts.** In many audits, it is necessary to describe systems or processes as they relate to the area being audited. An explanation and description of such procedures or processes should be documented through the use of narratives or flowcharts or some combination of the two. The choice of which method to use depends on the relative efficiency of the method in relation to the complexities of the system being described. Narratives are often easier to use, and should be used, if the system or process can be described clearly and concisely. However, when narratives are not practical and a description of control points are difficult to integrate, flowcharting (or a combination of narratives and flowcharting) is an appropriate alternative. Flowcharts conveniently describe complex relationships because they reduce narrative explanations to a picture of the system. They are concise and may be easier to analyze than written descriptions.
- c. Providing a Record of Interviews and Observations.** Often, relevant information may be obtained through interviews conducted with area personnel. Formal interviews are most desirable because the interviewees know they are providing input to the audit; however, impromptu interviews, or even casual discussions can often provide important information as well. Any verbal information that is likely to support a conclusion in the audit work papers should be documented. Interviews are useful in identifying problem areas, documenting controls, obtaining general knowledge of the audit subject, collecting data not in a documented form, and documenting the opinions, assessments, or rationale for actions from area personnel. Interview notes should contain only the facts and views presented by the person interviewed and should not include any of the auditor's opinions. The activity that an auditor observes can serve the same purposes as an interview. If an observation can be used to support a conclusion, it should also be documented. This is especially true when performing physical verifications.

Quality of Work Papers

Proper work papers demonstrate professionalism and document the audit procedures that were performed. Audit work papers also need to support that due professional care was exercised and illustrates compliance with professional auditing standards. Comprehensive and well-organized work papers are characterized as follows:

- Complete.** Work papers must be able to "stand alone." This means that a person external to the audit or not necessarily familiar with audit policies and procedures should be able to follow the work from planning through fieldwork to the report with no information besides what appears in the work papers.
- Concise.** Work papers must be confined to those that serve a useful purpose. Items that are used in the audit should be evaluated as to their necessity in the work papers. Work papers are not retained if they are not required to support the conclusions drawn in the

audit. If a document is readily available or reproducible based on a description included in the work papers, it is not required to be included in the work papers.

Documents that support evidence of exceptions to policy and procedure should be included in the work papers.

- c. **Uniform.** Work papers should be of uniform size and appearance, which will generally be 8 ½ x 11 inches. Smaller papers should be fastened to standard work papers, and larger papers should be folded or reduced to conform to size restrictions. All handwritten documentation should be done legibly and in pencil. The preparer should allow for enough space on each schedule so that all pertinent information can be included in a logical and orderly manner. Lastly, the work papers should be sufficiently numbered and indexed.

Work Paper Techniques

An auditor makes frequent use of a variety of symbols to indicate work that has been done. These symbols are commonly referred to as tick-marks and are generally shown in colored pencil. A legend or key explaining the use of each tick-mark should be included with the work papers.

- a. **Tick Marks.** When performing attribute testing, a tick mark may be used to indicate an item meets the attribute. However, if an attribute is not met, a tick mark with a unique explanation should be used. This allows for more easily distinguishing between exceptions and non-exceptions for reporting purposes. Highlighting pens should not be used because they will not show up if the work paper is copied.
- b. **Descriptive Headings.** All working papers that are not self explanatory should have a heading which includes the area under audit, title of work paper, and the date prepared. If it is not evident, the source of information and purpose of the working paper should also be noted.
- c. **Definitions.** Ambiguities are reduced if uniform meanings are adopted for the various terms used in audit programs. Below are some definitions which should be used to help eliminate confusion and aid communication among the audit staff.
 - (i) **Analyze.** To break into significant component parts.
 - (ii) **Confirm.** To obtain proof to be true or accurate, usually by written inquiry from a source other than the audited.
 - (iii) **Evaluate.** To look at or into closely and carefully for the purpose of arriving at accurate, proper, and appropriate opinions.
 - (iv) **Inspect.** To examine physically, without complete verification.
 - (v) **Investigate.** To ascertain facts about suspected or alleged conditions.
 - (vi) **Test.** To examine representative items or samples for the purpose of arriving at a conclusion regarding the group from which the sample is selected.
 - (vii) **Verify.** To prove accuracy.

Work Paper Organization

- a. **Indexing.** In order to be useful, work papers must be well organized. This means that the flow of the work papers should be logical. Work papers within each audit section should be arranged from the level of least detail to the most. That is, the lead schedule

or summary page should be the first item in the section (after the audit program, if present in the section), with the detailed testing behind. For non-financial work papers, a summary memo, narrative, or flowchart may be presented first with examples of related documents or other more detailed information to follow.

- b. **Cross-Referencing.** Cross referencing within work papers should be complete and accurate. Work papers should be cross referenced to the appropriate lead sheet, working trial balance or other summary work paper. Proper cross-referencing includes page references beside both items being linked. If several amounts on one work paper are to be referenced to the total of those amounts at another work paper, the summation should be shown with the cross-reference beside the total. Although there will be times when space constraints require otherwise, cross-referencing should be consistent. It is not necessary to reference amounts appearing in numerous places every time they appear. Rather, the amount/item should be cross-referenced from the work paper where the audit testing was performed to the lead sheet or summary page in front of it.
- c. **Carry forward.** The auditor should make full use of the work papers developed in prior audits. Flowcharts, system descriptions, and other data may still be valid. Those papers that remain useful should be made a part of the current working papers. First, a copy of the document should be made to place in the prior year work papers. Then, the original may be updated with current information, referenced, and initialed and dated by the current auditor. Prior year signoffs should not be deleted from the original document.

Electronic Work Papers

Types of Media

- a. Computer floppy disks, compact disks, or other electronic media should be placed in the work papers, if space permits, with documentation as to what items are included on the media.
- a) Even though electronic media may be in the work papers, it will also normally be housed on the various computers within the department. Anytime the department changes to a new software program, particularly word processing or spreadsheet software, files should be converted to the new software so that they are not lost or unreadable in the future.

Filing of Electronic Media

- a. During the course of an audit, documents will be prepared electronically (i.e. audit programs, reports, memoranda). As the documents are being prepared, they may remain resident on the school assigned personal computer of the auditor performing the engagement.
- b. Upon completion of the audit, all documentation is to be properly indexed and stored on the local area network shared drive, in the folder designated for internal audit.

Control/Confidentiality of Work Papers

The internal auditor is to know exactly where the work papers are during the conduct of the audit. During the course of an audit, work papers should not be left unattended. Work papers are to be kept in a secure area not readily available to persons unauthorized to access them.

APPENDIX O

Health Sciences Academy Code of Ethics [SUBJECT TO APPROVAL]

POLICY

The HSA Board recognizes that persons involved in governance activities at Health Science Academy are leaders, models, and representatives of the organization. All members will be expected to conduct themselves such that their personal and professional conduct does not have a negative effect on services or reflect badly on Health Sciences Academy public image, reputation, or credibility.

PROCEDURES

1. Acceptable standards of conduct will be established and periodically revised by the Health Sciences Academy Board of Directors for both Council and Board members.
2. All Council and Board members will be informed of the established standards of conduct.
3. The Board of Directors in its entirety will be responsible, with a simple majority vote of members present for a regularly scheduled or appropriately called special meeting, for reprimanding or removing any representative from the Council or Board due to conduct violations.

CODE OF CONDUCT

HS/EHS Policy Council and Health Sciences Academy Board of Directors members:

1. Will respect and promote the unique identity of each child, family, employee, Council and Board member and refrain from stereotyping on the basis of gender, race, ethnicity, culture, religion, or disability.
2. Must uphold the agency's confidentiality guidelines stated as follows:
 - a. No information regarding students and families of students enrolled with Health Sciences Academy is to be discussed outside of the work setting or Board/Council meetings;
 - b. Information is to be discussed within the work setting and at Board/Council meetings only as is necessary and related to program operations/business or decision-making;
 - c. No information learned at Board/Council meetings or while conducting Board/Council business may be discussed or used in any way outside of Board/Council activities.
3. Will support and participate in a TEAMWORK approach to decision making.

4. Will behave and interact respectfully while participating on Board/Council or representing the organization within the community.
5. Must have an interest and concern for students and their families.
6. Are prohibited from using their position on Board/Council for purposes which are, or give the appearance of being, motivated by a desire for private gain for themselves or others, such as those with family, business or other ties.
7. Must not make public statements under the auspices of any agency title without the Board of Directors' approval.
8. Will respect and uphold the legal authority of the Board of Directors to establish, review, or revise the standards of conduct for individuals participating on the Board/Council.

NAME

SIGNATURE

DATE

Appendix I

Team Member Qualifications and Experience

The following resumes highlight the many achievements of the Healthy Futures team members, directly relevant to the school mission. Most team members are fluent in Spanish.

Brenda Avila

Ms. Avila is a founding board member of Healthy Futures. She is an articulate and capable spokesperson in promoting bilingual education, online literacy and school reform in Hispanic communities across New Mexico. Brenda was the Assistant Director and a Founder of the Escuela Luz del Mundo (a privately funded middle school in Albuquerque, New Mexico). Ms. Avila served as an English Language instructor for Georgal in Mexico City, Mexico. She received her Bachelors in Media Arts from the University of New Mexico, and is currently enrolled in a graduate program in social media. Ms. Avila speaks French and Spanish fluently.

Mary Carter

Ms. Mary Carter is a long time resident of the Gadsden school district, where HSA will be located, and a leading member of the southern New Mexico border civic community. Mary serves as Executive Director of the Women's Intercultural Center (www.womensinterculturalcenter.org) in Anthony, New Mexico; she will help the Healthy Futures team to better connect with local community leaders, and advise the team on ways to effectively engage with local business, educational and social service leaders, and other stakeholders.

Deborah Chasco, CCRN, DNP, CNS

Dr. Deborah "Debbie" Chasco is the Director of Nursing Administration at El Paso Children's Hospital, with extensive experience in maternal child health, quality management, program implementation, and the patient care process. Debbie will guide HSA student interns and the school's support faculty in preparing for, implementing, and evaluating the effectiveness of student internships at the El Paso Children's Hospital.

Nancy Duhigg

Ms. Duhigg is a founding board member of Healthy Futures. She served as a highly effective head tutor for students in the Andele Tutors SES program, designed to raise skills and competencies of many elementary and middle school students attending Albuquerque public schools. Ms. Duhigg is highly skilled in web design, Autocad, Catia, and MatLab. A graduate of Las Cruces High School, Nancy received her BS degree in Mechanical Engineering from the Engineering Faculty, at UASL, San Luis Potosi, Mexico. Ms. Duhigg is currently enrolled in a Physician's Assistant graduate program.

Sue Forster-Cox, PhD

Dr. Sue Forster-Cox is an Associate Professor of Health Program Planning and Rural Health in the College of Health Sciences, NMSU. She directs the Online MPH program, as well as serves as coordinator of the Bachelor of Community Health program. Dr. Forster-Cox's extensive

experience in promoting health careers for underserved populations in New Mexico, as well as her ongoing role in managing online health programs for the college makes her an ideal member of the Healthy Futures team. Sue will help guide us in developing new community health partnerships, and in identifying, recruiting and selecting instructional assistants and teachers to better engage students on our campus.

Janelle Garcia, PhD

Dr. Janelle Garcia is a charter school principal (New America's School, Albuquerque, NM). Previously, she was the Director of Curriculum and Instruction for Santa Fe public schools where she was responsible for all aspects of student curriculum design, instruction and professional development. Janelle will assist the Healthy Futures team in the design and implementation of the professional development plan, as well as in the recruitment, selection, and training of HSA's teaching faculty.

Lisa Grover, PhD

Lisa is an important team member of the Healthy Futures team, helping to craft the mission and vision for New Mexico's first health science charter school. Her participation will help the Healthy Futures team develop meaningful career pathways and rigorous college preparation for diverse populations in the underserved areas near the Mexico/US border. As a bilingual educator, Lisa is well aware of the academic and social needs of traditional and adult students from disadvantaged Hispanic communities. Dr. Grover enjoys more than ten years of national service, advocating for educational reform. She is the Senior Director, State Advocacy, for the National Alliance for Public Charter Schools.

Dolly Juarez, PhD

Dr. Juarez has enjoyed extensive experience as a founder and facilitator at three New Mexico charter schools; she has helped the Healthy Futures team shape the school's vision and curriculum design. Dolly received her PhD in Secondary & Adult Teacher Education at the University of New Mexico, College of Education. Doll

Glenn Christo Kharkongor, MBBS,MPH,DABP,FAAP

Dr. Kharkongor has agreed to assist the Healthy Futures team in the design of a health career curriculum for college bound middle and high school students. Dr. Kharkongor is Professor of Health Sciences and the Vice Chancellor of Martin Luther Christian University in Shillong, India. Prior to serving as Vice Chancellor, Glenn was Senior Vice President and Professor of Pediatrics at Kasturba Medical College, and previously, the Director of the Academy of Lifelong Learning at Manipal University. Dr. Kharkongor serves on the Meghalaya State Planning Board, and is the chair of the Working Group on Health.

Margaret ("Margie") Lockwood

Margie is a team member of Healthy Futures, participating in the design and evaluation of new strategies to blend online and integrated learning strategies with proven differentiated learning models that complement a rigorous health sciences curriculum for special education students. Ms. Lockwood will help the Healthy Futures team to better engage with student and

community, by achieving equitable and positive outcomes for students, families and teachers engaged in special education. Ms. Lockwood served as Instructional Manager for Occupational and Physical Therapists, Speech/Language Pathologists, Social Workers, as well as Adapted Physical Education Teachers for the Albuquerque public schools. In her capacity as manager, she oversaw training and compliance of these functions for New Mexico's largest school district. Margie holds both a Bachelor and a Master of Arts in Special Education from UNM as well as an EdS in Educational Administration.

Ben Lewinger

Mr. Lewinger is the District Director and Fiscal Sponsorship Manager for the New Mexico Community Foundation, and board member of Health Sciences Academy. Mr. Lewinger served as Vice President of Reads and Leadership for the Albuquerque Chamber of Commerce, directing a literacy intervention program to recruit, guide and connect over 200 volunteers with elementary school children in a literacy program for underserved children. Ben has taught at the University of Hawai'i at Manoa, the Saint Francis School in Honolulu, and the Julia Language Academy in Taipei, where he designed an ESL curriculum. He holds a Master of Arts in Religion from the University of Hawai'i, and a Bachelor of Arts in Comparative Religions from Tufts University. Ben is fluent in Mandarin and Spanish.

Larry Myatt, PhD

We are most fortunate to have Dr. Myatt as an active participant on the Healthy Futures professional development team. Dr. Myatt has been deeply engaged in educational leadership and renewal for over thirty years, having founded the Fenway High School, Boston's Center for Collaborative Education, and the Greater Boston Principal Residency Network at Northeastern University. Larry was selected to advise Boston's High School Renewal Initiative. Dr. Myatt holds a master's and a doctoral degree from the University of Massachusetts, Amherst.

Andrew Nevins,

Dr. Nevins continues a remarkable educational journey and commitment to empowering underserved populations from academically under represented communities, to serving as a mentor for young scholars from Asian, Hispanic and Portuguese communities around the world. Andrew was born in Santa Fe; he received an IB diploma with honors from San Diego High School. He was granted a scholarship to study at MIT, where he received B S and MS diplomas in computer science. Dr. Nevins continued his education at MIT where he received his PhD in linguistics. Andrew served as an Associate Professor in the Faculty of Arts and Sciences at Harvard University; he is a visiting professor at the University of Brasilia, Brazil, and has an appointment as a reader at University College London, UK.

Dr. Nevins is well versed in adapting complex mathematical and social science curricula to engage underserved students in high schools. He is well known for his efforts to advise other faculty members in the optimal use of both visual and auditory teaching methods in the classroom and in building student support strategies to enhance online classes and after school remediation in language arts, math and science. Dr. Nevins will aid the HSA faculty in concert with other team members Sue Forster-Cox, Dolly Juarez, Margie Lockwood and Emma

Schwartz, in the design and implementation of visual and auditory tools and teaching methods to better help special education students overcome learning challenges. Andrew is a Fulbright Scholar; he served as a consultant to the Rockefeller Foundation program in Latin America.

Paul Ocon, FACHE, RN

Mr. Ocon is ideally suited to mentor and engage both students and faculty from the proposed Health Sciences Academy, as the Healthy Futures team designs and coordinates health career internships. Paul was hired as the first Chief Nursing Officer of the El Paso Children's Hospital; he oversees all nursing functions at the hospital. Prior to joining the El Paso Children's Hospital, Paul was in charge of pediatric nursing at Children's Healthcare of Atlanta. He serves as the treasurer of the National Association of Hispanic Nurses, a fellow of the American college of Healthcare Executives, and a member of the American Association of Critical Care Nursing.

Kris Samraj

Mr. Samraj joins the Healthy Futures team as a recent graduate of a master's program in Library and Information Studies, with a special interest in developing new tools to improve online literacy for disadvantaged learners. Kris will advise the team and HSA faculty on appropriate books and online materials to better engage middle, high school and adult learners as they address new core competency standards. His professional guidance will help students to reach their potential as fluent and highly competent students, well prepared for college entry and careers in the health professions. Kris serves as a librarian in a community literacy collaboration between the City and College of Medicine Hat, Alberta, Canada.

Lorna Samraj

Ms. Samraj is President of Healthy Futures Inc., and a Founder and Director of Andele Tutors Inc. (www.andeletutors.com) , where she directs an educational staff of over 30 professionals. Lorna has more than twenty years of experience as an adjunct professor, administrator and subsequently Director of Admissions, at Canadian University College. She has been an advocate for, and leader in educational reform, developing new ways to help educational organizations healthcare providers, and social service organizations, in New Mexico, work more effectively through interdisciplinary collaborations. Ms. Samraj holds a BA and MA in English.

Emma Schwartz, PhD

Dr. Schwartz is eminently qualified to assist the Healthy Futures team in two important strands: helping the school faculty to enrich the HSA blended core content curriculum with online health based media, as well as assisting the team to expand student internship opportunities with El Paso's business community, El Paso Community College, Texas Tech Medical School, the UTEP Health Sciences facility, as well as the border area medical community, encouraging faculty and healthcare practitioners to serve as mentors to HSA students on the school campus.

In addition, in her role as President of the Medical Center of the Americas (MCA) Foundation, Dr. Schwartz advocates for increased community cooperation and awareness of the importance of encouraging underserved populations at the New Mexico/Texas border to consider and prepare for health careers. She enjoys strong professional links with border area educational,

medical and business communities. Dr. Schwartz's thoughtful guidance will be extremely valuable to our team in our efforts to reach out and engage additional health care providers as well as engage potential supporters from foundation and business circles in our expansion efforts.

Dr. Schwartz serves as a director of WestStar Bank in El Paso, the Civic Hospital in Guadalajara, Mexico, and the Paso Del Norte Group. Emma is on the advisory board of the Greater El Paso Chamber of Commerce and the YMCA Foundation Board. Dr. Schwartz earned her Bachelor of Arts in Human Biology from Stanford University, and her masters and doctorate degrees in Health Service Management from the UCLA School of Public Health.

Manjula Shinge, PhD

Dr. Shinge's expertise in guiding and training teachers in cross cultural communication, language assessment and evaluation and TESOL makes her a valued member of the Healthy Futures team. Manju is an assistant professor in the Department of English, Modern Languages and Journalism at Emporia State University, and a board member of the Health Sciences Academy. Dr. Shinge received her master's and doctoral degrees in linguistics from the University of Florida. She is the chair of the Teaching, Learning and Assessment Committee at Emporia; Manju will help guide the Healthy Futures team in similar efforts to improve teacher quality and effectiveness at HSA.

Michael Vigil, CPA

Mr. Vigil enjoys extensive experience as both an advocate for and as a business manager of a large number of charter schools in New Mexico. Most recently, Mr. Vigil served as the executive director of the New Mexico Coalition for Charter Schools. Prior to working with charter schools, Michael served as superintendent for finance in the Albuquerque schools. Michael will assist the team in the design, preparation, and monitoring of budgets and ongoing financial issues to meet the Healthy Futures mission and objectives.

Karin Wiburg, PhD

Dr. Wiburg is the Associate Dean for Research in the College of Education at NMSU, where she is in charge of building a research agenda for faculty. Karin also mentors new faculty in the design and delivery of distance education courses in the Department of Education, and through partnerships across New Mexico. Her faculty credentials and links to the faculty of the College of Education and Health Sciences at NMSU will greatly advance our team efforts to create internships, recruit instructional assistants to work in classrooms at HSA, and perhaps most importantly, help arrange for students to enroll in online college courses and earn dual credits.

Julie M. Wood, EdD

Dr. Wood is a key technologist, experienced public school teacher, and reading specialist with a nationally recognized expertise in adapting online learning strategies to the needs of lagging learners. Julie is the author of *Literacy Online: New tools for Struggling Readers and Writers*. Dr. Wood helped create the online reading program to address "summer reading loss" for the PBS interactive parent website. Dr. Wood was Director of Curriculum for the Learning Box, where

she designed a multi-platform program to promote children's literacy. Julie has served as a consultant to Apple Computer, VPG Integrated Media, Nickelodeon and Disney Interactive. Dr. Wood received her EdD in Human Development and Psychology: Language and Literacy from the Harvard Graduate School of Education.