

## 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.

### Personal Wellness

The principles of wellness as defined as “a conscious, self-directed and evolving process of achieving full potential; living a holistic life that is multidimensional, and encompassing mental and spiritual well-being, and the environment” will be woven into the fabric of school activities and programs, helping a student become aware of the interconnectedness of the following dimensions:

1. How a person contributes to their environment and community and how to build better living spaces and social networks
2. The enrichment of life through study and work, and its interconnectedness to living and playing
3. The development of belief systems, values, and creating a world-view
4. The benefits of regular physical activity, healthy eating habits, strength and vitality as well as personal responsibility, self-care and when to seek medical attention
5. Self-esteem, self-control, and determination as a sense of direction
6. Creative and stimulating mental activities, and sharing personal gifts with others

Applying a wellness approach can be useful in nearly every human endeavor. As a pathway to optimal living, wellness is being applied to related fields, such as health promotion and holistic health, and has seen a growth in "helping professions" including counseling and medical arts and practices.

### 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	Technology	Elective	Elective	Elective	Elective

Education	Education				
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.

**Health and Physical Education** – HSA's educational plan supports and promotes a healthy lifestyle and personal wellness 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. 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. Grades 7-8 students will undertake a study of fitness and nutrition through their own individual goal setting and personalized fitness programs.

**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 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 3<sup>rd</sup> 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.

#### **GRADE 9 – Health Education: Career Awareness**

Students will participate in career awareness activities designed to help them discover their individual interests, abilities, career values, and needs by exploring healthcare occupations that range from medicine, to dental hygiene, to veterinarian science. Students will also develop a general awareness of themselves, the world of work and its connection to education. Introduction to Health Careers may include supervised field trips to various medical facilities, guest speakers, small group meetings or personal interviews with healthcare professionals. Students begin identifying their pathway of interest.

#### **GRADE 10 – Health Education: Career Exploration (Volunteering)**

Students will participate in activities that provide an opportunity for individual examination of career options that match a student's interests and aptitudes. Students will continue exploration of health occupations as they plan, prepare, and apply to job shadow programs for the following year. Students will identify specific preparations for various occupations—skills and coursework requirements,—as well as academic theories and skills for work-based situations. For example, students will identify and develop workplace applications of grade level standards such as reading comprehension with a focus on informational materials, vocabulary and concept development, writing strategies, organization and delivery of oral communication, using fundamental counting principles to compute combinations and permutations to compute probabilities, gases and their properties, acids and bases, solutions and chemical thermodynamics. These 10<sup>th</sup> grade standards in English, Algebra II and Chemistry are just some examples of curriculum and field experience connections. Students will also master workplace skills as they are encouraged to design, build, and test their own healthcare models and innovative health science ideas in the community.

#### **GRADE 11 – Health Education: Career Preparation (Job shadowing)**

Students will participate in a planned program of job shadowing at a worksite relevant to their interest(s) of career pathway. These activities will integrate academic and occupational skill learned in the classroom with skills required at the worksite. Worksites may include observation at the school-based health clinic, and/or other healthcare centers and hospitals. These practicums will be coordinated



with the student's academic or school based preparation and program. These supervised practical experiences will encourage students to develop responsible work practices, leadership skills, and knowledge and skills in the healthcare industry.

#### **GRADE 12 Health Education: Career Applications (Internship)**

This program is a competency-based educational experience that occurs at the workplace. Students will participate in at least one healthcare internship during their junior or senior school year. Students will be placed in healthcare centers with professionals who have been trained and authorized by HSA. These supervised internships will allow students to receive hands-on experience, on-the-job training, mentoring from a professional in the field, and real-world experiences in the field of healthcare.

**Yoga** - This course is available to all students and 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 wellness and fitness regime.

**Health Career Portfolio of Progress** - Specifically, HSA will adapt and prepare all students to meet the expectations of the HSA Standards for Healthcare Career Proficiency (Appendix Q). Following this model, all students, beginning in Grade 7 will develop an individual career portfolio by the time they graduate from high school that includes a number of components that professionals in the world of work expect a well-prepared high school graduate to be familiar with and to have achieved.

## APPENDIX B

### HEALTH SCIENCES ACADEMY GOVERNING BOARD BYLAWS

#### ARTICLE I – GOVERNING BOARD

##### Section 1. Definition and Purpose

The governance of Health Sciences Academy (HSA) is vested in the Governing Board. The purpose of the Governing Board is to govern HSA in accordance with the terms of its charter in compliance with the New Mexico Charter Schools Act, NMSA 1978 §§22-8B-1 (2006), et seq. as amended from time to time, and in compliance with Senate Bill 446.

##### Section 2. Powers of the Governing Board

In addition to all powers conferred upon the Governing Board by New Mexico State law, the Governing Board shall have the power to:

- a) Perform any and all duties imposed on them collectively by State and Federal law, the HSA Charter or these bylaws;
- b) Develop educational and operational policies consistent with the HSA's mission statement;
- c) Adopt rules and policies pertaining to the administration of the Governing Board and HSA;
- d) Employ, supervise and annually evaluate the Head Administrator of HSA, including annually deciding on the renewal of the Head Administrator's contract and annually establishing the Head Administrator's salary.
  - i) The Governing Board shall delegate administrative and supervisory functions of the day-to-day operations of HSA to the Head Administrator. The Governing Board shall not be involved in the day-to-day operations of HSA.
  - ii) The Governing Board shall delegate to the Head Administrator the authority to implement the approved Charter and HSA's policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Board. The Head Administrator shall be responsible for all matters pertaining to HSA's affairs, including recruitment and supervision of faculty and staff, discipline of students, maintenance of school property, and the relationship among students, parents, and faculty. The Head Administrator shall approve the payment of proper bills for HSA expenditures. The Head Administrator shall maintain a copy of all Governing Board-approved documents, including the HSA Charter, minutes, agendas, bylaws, resolutions and policies. During the Head Administrator's employment, he/she shall not engage in other employment without the Governing Board president's written approval.

- e) Establish for the remainder of the HSA staff, a compensation schedule to be employed by the Head Administrator in setting salaries annually for all teaching, administrative and support staff of HSA;
- f) Resolve problems that have escalated to the Governing Board according to policies, procedures and appropriate protocol; and review recommendations submitted by the Head Administrator, HSA Bylaws and other Governing Board consultants and advisors;
- g) Review, approve and monitor the implementation of the annual budget, of anticipated income, and expenditures; vote on Budget Adjustment Requests (BARS), and direct preparation of the annual financial audit;
- h) Participate in organizing resource development efforts at HSA, including fundraising, grant writing, volunteer recruitment and public relations campaigns;
- i) Develop both a long-term strategic plan and an annual work plan for HSA to foster the attainment of its goals and objectives and to assure faithful compliance with the terms of the HSA Charter, including periodically reviewing the HSA Charter with an eye to possibly seeing revisions in it; and conduct those meetings in compliance with the requirements of the New Mexico Open Meetings Act, including public notice.
- j) Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to public schools;
- k) Initiate or defend lawsuits and take all necessary steps to protect HSA's interests;
- l) Authorize the repair and maintenance of all property belonging to HSA, or for which HSA is contractually responsible to maintain and repair, and/or delegate authority to the Head Administrator for repair and maintenance of school property;
- m) Enter into contracts consistent with HSA approved budget for any service or activity that is required for HSA to carry out the educational program described in its charter and in accordance with the New Mexico Charter School Act as amended, and/or delegate authority to the Head Administrator to enter into certain contracts;
- n) Accept or reject any charitable gift, grant, devise or bequest;
- o) Approve amendments to the charter prior to presentation to the authorizer for approval;
- p) Make application to the authorizer of the Public School Capital Outlay Council for capital outlay funds;
- q) Amend the Bylaws of the Governing Board from time to time consistent with the mission of HSA by a majority vote of all members at any regular or special meeting;

r) Function in accordance with the New Mexico Charter School Act and resolve any disputes which may arise between the Governing Board and its authorizer and/or the Public Education Department;

### **Section 3. Governing Board Members**

a) The Governing Board shall consist of at least seven members. Members shall be comprised of the community at large, with a focus on individuals who bring professional expertise that the Governing Board has identified as desirable. Governing Board members shall be appointed and approved by the Governing Board.

b) All members shall serve for a three (3) year term. Upon completion of that term, a member who wishes to continue serving may request another term, to be approved by the other members of the Governing Board. Such extensions must be approved by majority vote of the other Governing Board members. No member may serve more than two (2) three-year (3-year) terms. Each member shall serve until his or her successor is selected.

c) Letters of Interest from interested and eligible candidates will be taken until the position is filled.

d) Any member may be removed by a majority vote of the Governing Board whenever, in its sole discretion, HSA's best interests would be served, as in the event a member is convicted of a felony and/or a crime of moral turpitude, he/she would immediately be disqualified from serving on the Governing Board and will be removed at a special meeting of the Governing Board.

e) Attendance at Governing Board meetings is mandatory. Any Governing Board member missing two meetings in a row without prior notification may be dismissed from the Governing Board. If a Governing Board member cannot be physically present at a meeting for unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the Open Meetings Act

f) Any Governing Board member may resign at any time by giving written notice to the Governing Board President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

h) A vacancy shall be filled by the Governing Board by the process identified above.

### **Section 4. Quorum**

A simple majority of the current number of Governing Board members shall constitute a quorum. In the absence of a quorum, those members present may adjourn by majority vote until a quorum is constituted.

### **Section 5. Salaries and Reimbursements**

A Governing Board member may not receive a salary from HSA for services as a member. A member may be reimbursed with prior approval by the Governing Board for travel, out-of-pocket and other expenses incurred while performing as a Governing Board member on school business, in accordance with the New Mexico Mileage and Per Diem Act.

### **Section 6. Conflict of Interest**

Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of these Bylaws to maintain public confidence and prevent the use of public office for private gain. Governing Board members shall disclose any known or potential conflicts of interest in writing to the Governing Board prior to the time set for voting on any such transactions, and shall not vote on the matter or attempt to influence the decisions of other Governing Board members in voting on the matter.

The written disclosures will be attached to the minutes of the meeting in which the Governing Board action occurred relating to the matter disclosed. No Governing Board member shall contract with HSA or receive compensation from HSA for services, other than reimbursement as set forth in Section 5 above.

The Conflict of Interest policy shall conform to federal and state laws and regulations, including CFR 75.525 (a) (b), in order to avoid and preclude apparent and actual conflict of interest when administering federal grants. Furthermore, the Conflict of Interest policy shall apply to procurement standards consistent with and mandated in 34CFR 74.40-74.48, as well as those described in the New Mexico Charter Schools Act (NMSA 1978 22-88-1 et seq.) and SB 446.

### **Section 7. Liability Insurance for Governing Board**

Except as may be otherwise provided for by State Law, the Governing Board may adopt a resolution authorizing the purchase of insurance on behalf of any agent on the Board (including Board members, officers, employees or other agents of the Board) against liabilities asserted against or insured by the agent in such capacity or arising out of the agents' status as such, whether or not the Governing Board would have the power to indemnify the agent against such liability under these bylaws or provisions of law.

### **Section 8. Individual Member's Authority**

A member of the Governing Board is a public officer, but has no power or authority individually. The HSA Charter vests power in the Governing Board and not in its members individually. These powers must be exercised by the Governing Board at public meetings, whether regular, special, or emergency meetings, with action duly recorded in its minutes.

### **Section 9. Binding Authority**

The Governing Board shall not be bound in any way by any action or statement on the part of any individual Governing Board member except when such a statement or action is pursuant to specific instructions from the Governing Board as a whole. Any such exception shall be recorded as an action item of the Governing Board and recorded in the minutes.

## **ARTICLE II – OFFICERS**

### **Section 1. Designation of Officers**

The officers of the Governing Board shall consist of: President, Vice President, Secretary and Treasurer, all of whom shall be members of the Governing Board. The officers shall be elected by the Governing Board for a term of one (1) year and, unless sooner removed, shall serve until their successors are duly elected. From time to time, the Governing Board may determine it is in the best interest of HSA and functioning of the Governing Board to elect co-chairs to serve in lieu of a President and Vice President. When co-chairs are elected, they shall assume all duties of the President and Vice President. The co-chairs may determine between themselves how the duties of President and Vice President will be divided.

### **Section 2. Qualifications**

Any Governing Board member is eligible to serve as an officer of the Governing Board upon election to office by a majority of Governing Board members.

### **Section 3. Election and Term of Office**

Officers shall be elected by the Governing Board at the first regular meeting of the Governing Board following the start of HSA year and shall assume their elected position immediately.

### **Section 4. Duties of President**

The President shall preside at all meetings of the Governing Board. The President shall have the right, as other members of the Governing Board, to make or second motions, to discuss questions, and to vote. The President may not act for or on behalf of the Governing Board without prior specific authority from a majority of the Governing Board to do so. All communications addressed to the President shall be considered by him/her for appropriate action, which consideration may include consulting with legal counsel. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governing Board. The President, in collaboration with the Head Administrator, is responsible for compiling the topics for business to be placed on the Governing Board meeting agenda. Any member of the Governing Board may offer items to be heard or discussed at any meeting of the Governing Board.

### **Section 5. Duties of Vice President**

The Vice President shall perform the duties of the President in the absence of the President or at the request of the President. In the event a vacancy occurs in the presidency, the Vice-President will act in the capacity of the President until the office of the President has been filled by a vote of the Governing Board membership.

### **Section 6. Duties of Secretary**

The Secretary or the Secretary's designee shall issue Governing Board meeting notices and shall keep minutes, act as custodian of HSA's records and seal, sign instruments as required, and make other reports and perform such other duties as are incident to the office. The Secretary shall maintain a permanent archive of Governing Board approved minutes and agendas.

### **Section 7. Duties of Treasurer**

The Treasurer shall have general oversight responsibility for HSA's funds and securities. The Treasurer shall oversee the maintenance of financial records and books, shall sign such instruments as required, and shall make such reports and perform such other duties as are incident to the office. The Treasurer shall attend the PED Spring Budget Workshop and/or any other financial regulatory training recommended by the Head Administrator or the Business Manager. The Treasurer shall serve as chair of the Finance and Audit Committees.

### **Section 8. Engagement of Consultants and Agents**

The Governing Board may appoint or hire consultants and agents to perform duties on behalf of the Governing Board and/or HSA as the Governing Board may prescribe.

### **Section 9. Vacancies among Officers**

The Governing Board, at its next regularly scheduled meeting, shall fill any vacancy among the officers. An officer appointed to fill a vacancy shall serve for the unexpired term of his/her predecessor in office.

## **ARTICLE III – MEETINGS**

### **Section 1. Frequency of Regular Meetings**

The Governing Board shall meet in regular meetings one time each month. All meetings of the Governing Board shall be held in accordance with the New Mexico Open Meetings Act.

### **Section 2. Special Meetings**

The Governing Board shall call any other special meeting as may be appropriate to address concerns raised by parents, with respect to school facilities, change to charter law, audit issues and/or any other pressing matters.

### **Section 3. Annual Work Session**

The Governing Board shall hold an annual work session for the purpose of strategic planning or such other purpose as the Governing Board shall determine. The annual Governing Board work session shall normally be held in July or August at such time and place as the Governing Board President determines, and in concert with other members of the Governing Board

## **ARTICLE IV – COMMITTEES**

### **Section 1. Establishment**

The Governing Board may appoint such standing committees and/or ad hoc committees as it deems necessary for the effective governing of HSA. Members of each Committee may be chosen from time to time by the Governing Board and shall serve for such period of time as the Governing Board shall from time to time determine. The specific composition of the Finance and Audit Committees, however, shall be governed by the provisions described in Section 2 below.

## Section 2. Standing Committees

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into HSA Policy Manual. The function of any Committee so established shall be fact-finding and advisory to the Governing Board. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for HSA. The HSA's business manager shall be a non-voting and advisory member of the finance and audit committees. Standing Committees shall be made up of three (3) members.

The Governing Board President shall be an ex officio member of each Committee. The Head Administrator shall be an ex officio member of each Committee, except where his/her evaluation, tenure, or salary is at issue. Standing committees shall be School Advisory Committee (SAC); Finance Committee; Facilities Committee; Fundraising and Special Events Committee, and Audit Committee:

- a) **School Advisory Committee (SAC):** The Governing Board will establish the SAC, comprised of parents of students attending HSA. The Committee shall be responsible for selecting a chair from among its members. The purpose of the SAC shall be to receive parent feedback on important issues facing the HSA community. The Governing Board is legally responsible for setting school and financial policies. The SAC acts strictly in an advisory capacity to the Governing Board, with its agenda based on guidance from the Governing Board, Head Administrator, and HSA community. The SAC shall submit any recommendations to the Governing Board and Head Administrator within ten days after those recommendations have been adopted. The Governing Board may request periodic reports or updates from the SAC recommendations of an operational nature (such as student drop-off times or creating a lost and found box) may be approved and implemented by the Head Administrator. SAC recommendations of a policy nature (such as curriculum, student confidentiality, or dress code) shall be approved by the Governing Board. If it is unclear whether a recommendation is of an operational or policy-related nature, the recommendation should be presented to the Governing Board. The SAC may advise the Governing Board and Head Administrator on HSA programs, marketing, public relations, and/or community outreach.
- b) **Finance Committee:** The Finance Committee shall be composed of the HSA Business Manager, the Governing Board President, the Governing Board Treasurer (who shall serve as the chair of the committee), the Head Administrator, and at least one other member of the Governing Board. The Finance Committee shall make recommendations to the Governing Board with respect to financial planning, reviews of HSA's revenue and expenditure projections; review of financial statements and periodic monitoring revenues and expenditures; annual budget preparation; oversight, and procurement policy. The Finance Committee also shall serve as an external monitoring committee for budget and other financial matters. The Finance Committee shall evaluate the Head Administrator's compensation; oversee the use of funds; review and oversee HSA's risk



management policies and investments; and review and advise the Governing Board on all matters affecting HSA's financial condition.

- c) **Facilities Committee:** The Facilities Committee shall be comprised of the Governing Board President, Head Administrator, and at least two other members of the Governing Board. The Committee shall be responsible for selecting a chair from among its members. The Facilities Committee shall develop and oversee HSA's master plan for its site and facilities; implement policies to safeguard the existing facilities; monitor ongoing construction projects; and make recommendations for future capital expenditures, as may be appropriate.
- d) **Fundraising and Special Events Committee:** The Fundraising and Special Events Committee shall be comprised of parents, HSA's Parent-Community Engagement Director, and three members of the Governing Board. The Committee shall be responsible for selecting a chair from among its members. The Fundraising and Special Events Committee shall organize and facilitate events for HSA. The Committee will work with the Governing Board, SAC, and HSA staff on events that will raise money for HSA and HSA events. The Committee shall submit quarterly reports to the Governing Board on funds raised and expenditures made. The Committee may also help with annual giving and capital campaigns, and to develop foundations/corporate relationships.
- e) **Audit Committee:** The Audit Committee shall be comprised of the HSA Business Manager, the Governing Board Treasurer (who shall serve as chair of the committee), the Head Administrator, two members of the Governing Board, and two parents, one of whom shall have experience in accounting and financial matters. The parents shall be appointed from a list of parents who have expressed a willingness to volunteer on the Committee. The Audit Committee shall evaluate responses to public requests to prepare the annual financial audit, recommend to the Governing Board the selection of the financial auditor; attend the entrance and exit conferences for annual and special audits; meet with external financial auditors at least monthly after the audit field work begins until the conclusion of the audit; be accessible to the external financial auditors as requested. The Audit Committee shall also track and report to the Governing Board on audit findings, advise the Governing Board on any desirable policy changes that may result from the audit findings and provide other advice and assistance as may be requested by the Governing Board. The Audit Committee shall be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Governing Board by the Audit Act and rules of the New Mexico State Auditor.

### **Section 3. Ad Hoc Committees**

The Governing Board President, with the consent of the Governing Board, may create Ad Hoc Committees and delegate tasks to such additional committees as identified as desirable. Ad Hoc Committees will have written responsibilities and beginning and end dates to present its report to the Governing Board, and thereafter will be dissolved. Members of Ad Hoc Committees will be drawn from volunteer parents and/or staff of HSA community.

#### **Section 4. Committee Chair**

Chairs of Standing Committees shall report to the Governing Board at the request of the Governing Board.

#### **Section 5. Resignations and Removal**

Any member of a Committee may, at any time, resign by giving written notice to the President or the Secretary. The acceptance of such resignation shall not be necessary to make it effective. Any member of a Committee may be removed by the Governing Board whenever in its judgment the best interest of HSA is not being met.

#### **Section 6. Compensation**

Members of Governing Board Committees shall not receive any compensation for their services; however, they may be reimbursed for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

### **ARTICLE V – FACULTY**

#### **Section 1. Faculty Engagement, Supervision and Termination**

The Head Administrator shall recruit, supervise, and recommend hiring and termination of faculty. Faculty contracts shall be for one school year or less. The Head Administrator shall assign compensation based on a Governing Board-approved salary schedule and shall assign job descriptions and annually assess the faculty and staff.

#### **Section 2. Direction of Faculty**

Faculty shall be subject to the Head Administrator's control and direction in all matters relating to their teaching duties and their personal conduct that affects HSA's welfare and mission.

### **ARTICLE VI – FISCAL YEAR AND AUDIT**

HSA's fiscal year shall begin on the first day of July and end on the last day of June of the following calendar year. HSA's financial accounts shall be audited annually by a certified public accountant, in accordance with New Mexico State law, and federal regulations if any.

### **ARTICLE VII – MAINTENANCE OF RECORDS**

The Governing Board shall instruct the Head Administrator to maintain minutes of all meetings of the Governing Board and Board committees, indicating the time and place of such meetings, whether regular or special, how called, the notice given, and the names of those present and the proceedings thereof.

Approved June 20, 2013

## APPENDIX C - Job Descriptions for Head Administrator

### Position: Head Administrator

#### Reports to: Health Sciences Academy 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.

#### Position Accountability

- Providing strategic leadership for school improvement and development
- Ensuring high standards of achievement for all students
- Ensuring an orderly, motivational and aspirational culture and a strong school community where teaching, learning and health relationships can thrive
- Ensuring responsive and effective systems and management of people and systems such that all students, parents, teachers and staff are well supported

#### Position Responsibilities

##### **School Development**

- Strategic Management of the school, including: Annual school review, including analysis of student achievement data / Annual school development plan consistent with the school's charter contract and objectives;
- Ethical and motivational leadership appropriate to the cultural and political context in which the school operates;
- Development and implementation of school policies and advice to the Governing Board, in analyzing policy options;
- Professional internal and external relations with the board, donors and local and national community demonstrating the school is well managed and in legal compliance with the charter contract;
- Reporting to NM PED as required and overseeing the charter school monitoring and charter renewal process
- Ensuring that the teaching staff and the Governing Board are aware of any potential legal issues and new laws and regulations governing charter schools in New Mexico.

##### **Learning and Teaching**

- High levels of student achievement and learning through rigorous and engaging classes
- A shared vision among all teachers of skillful instruction

- On-going improvement of teaching for all staff through a variety of strategies, including: Lesson observations / Regular use of data / Collaborative planning and inquiry / Regular program of training and ongoing professional development / Informal support strategies, including coaching and mentoring
- Systematic use of formative assessment data to guide learning support and drive instruction, curriculum, and professional development
- Curriculum that is: aligned with the New Mexico Common Core standards / structured in a manner designed to help the school and students achieve the required objectives of the NMPED report card; creative and regular assessment and use of Discovery Education short cycle assessments, PARCC, HSA's Healthcare Career Proficiency standards.
- A scaffolded program of responsive support in English and Math for students who are below expected levels in these subjects
- Strong and responsive special education programming to ensure success in school for students with special needs, including compliance with special education laws
- A school day and extra-curricular enrichment program that provides a rich and high quality offering in team sports, the arts, music, whenever possible.

### **School Culture and Behavior**

- High expectations for student achievement and behavior
- Alignment of students, teachers, staff, and parents around the school's values and approach
- Data driven behavior management systems and practices that ensure consistent norms of orderly, respectful behavior throughout the school and preserve the sanctity of teaching and learning in the classroom
- Experiences that cultivate an aspirational identity for all students through: a constant theme of on-going collective and self-improvement / an emphasis on preparing students for challenging academic programs, health and/or wellness careers and/or post-secondary entry / an exposure to work force development experiences and opportunities
- A culture that motivates students through: transformative relationships between students and teachers / student success in achieving worthwhile and challenging goals / a strong sense of community in the school / a variety of activities and student cultural production through the arts, music, sports, and outdoor activities
- Consistent strategies for managing students with the most challenging behaviors in a deterring and therapeutic manner that does not allow disruption of the norms of the school and the learning of other students
- Mutually supportive relationships with parents, characterized by good communication strategies and involving parents where possible in the life of the school
- Partnerships with external organizations that enrich the culture of the school through service opportunities, life and cultural experiences, educational and support programs, and other resources
- Student support system which addresses students' academic and behavioral struggles holistically and involves parents, teachers and all relevant staff as appropriate.

### **Management and Development of People, Systems, and Resources**

- Resource Management - to insure effective and aligned talent management practices, including: Job design with clarity of responsibilities and lines of accountability / Recruiting that attracts and selects talented teachers and staff / Professional development, including a strong, collaborative professional community, regular training opportunities, and the summer planning and professional development experience / Performance management system that is both developmental and maintains a culture of accountability / Recognition strategies for teachers and staff / Retention strategies for teachers and staff

- Financial Management: / Develop and manage the annual school budget, with input from staff and the Finance Committee of the Governing Board / Analyze and control expenditures, in the context of the relationship between HSA's mission, goals, the budget process, and use cost benefit principles for making budgetary decisions / Presentation of monthly financial reports to the Governing Board / Ensure proper financial controls in concert with the business manager and staff, in compliance with state and federal laws and regulations and the audit manual.
- Operations -ensure effective systems and manage on-going process of improvement in the following areas: Catering / Transportation / Facilities and fixed assets management, including capital improvements / Student data management / Personnel data management / Information technology / Contracted services
- Health and safety: Maintain and expand relationships with area healthcare institutions - NMSU-College of Health Sciences, La Clinica de Familia, and El Paso Children's Hospital, to enhance career, job shadowing and internship opportunities for all eligible students / Implement the necessary policies in the area to ensure compliance with legal requirements / Provide a safe environment / Manage risk with sensitivity to liability issues / Consult with the Governing Board and senior staff as appropriate in emergency and unusual situations.

#### **Student Recruitment and Admissions**

- Develop and implement marketing plan to recruit students to the school
- Oversee the school admissions process - ensuring compliance with the state charter law and school contract. When necessary oversee and conduct the lottery process in compliance with state law and SB446,

#### **Community Relations**

- Engender public support for the school's academic and extracurricular programs and consult with the Governing Board on public relations activities
- Maintain effective and strong working relationships with the NMPED charter authorizers and the Governing Board committees, as well as with the greater southern New Mexico border community.
- Serve as ambassador and advocate of HSA's mission, representing the organization and school at local, state, and national events
- Inform the school community about the unique qualities of the school's health care learning environment, curriculum and internship/workforce development strategies.
- Inform the school community about their opportunities to participate in the volunteer and funding raising events

#### **Position Requirements**

- Have a current NM PED Administrator's license or waiver.
- Hold an advanced degree in educational leadership and/or curriculum and instruction.
- Have a minimum of 5 years of successful teaching and/or administrative experience.
- Passion for improving educational and health and wellness career opportunities for underserved students and for building a strong, mission-driven organization
- Commitment to the HSA's mission, vision and growth and respect for the cultural nuances of the community in which the school plans to be an integral partner.
- Excellent communication, presentation and negotiating skills
- Ability to productively organize, communicate and disseminate development strategy and plans, including database and computer proficiency and strong interpersonal skills

All members of the HSA's administration, teachers and school employees shall conduct themselves in an ethical manner as outlined in the New Mexico Code of Ethics for the Education Profession (6.60.9.8 NMAC).

NOTE: The Governing Board of HSA has the authority to revise all job descriptions as needed and necessary.

## APPENDIX D - Job Descriptions for Licensed and Certified Staff

Job descriptions for staff unique to the mission of HSA are included as well.

### Position: Secondary School Teacher

Reports to: Head Administrator

**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 southern 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:

- Responsible for carrying out the mission of the school in the classroom.
- Design and implement outstanding classroom management, integrated health science curriculum, and instructional strategies that are aligned with the mission of the school and in collaboration with other teachers.
- Train Instructional Assistants assigned to ELA, math and science classes to facilitate and enhance teacher-directed small group learning
- Facilitate a school culture of caring that is physical and emotional safe through daily interactions with students in the classroom
- 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
- Perform other tasks and responsibilities, as may be assigned to advance learning and the HSA mission.

#### Position Requirements:

- Commitment to the academic goals, philosophy and mission of the school
- 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

**Position: Special Education Teacher**

Reports to: Principal

**Position Description:** The Special Education Teacher will design and implement an effective Special Education model and is responsible for planning, developing, delivering and evaluating appropriate individualized educational services, learning programs and instruction for special needs students in integrated settings in consultation with other school personnel.

The Special Education teacher 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, the Special Education teacher will collaborate with other teachers and specialists to develop students for leadership and lifelong learning.

**Primary responsibilities:**

- identify the needs of assigned students through formal and informal assessments
- review referral data, history and assessment data to develop appropriate goals and objectives for each student
- confer with general education teachers regarding the educational, social, emotional and physical needs and objectives of each student as well as classroom accommodations required by IEPs and 504 plans
- write and monitor student IEPs and 504 plans
- collaborate and consult with general school personnel regarding the implementation of the IEPs and special educational services
- prepare instructional materials and lesson plans according to Individual Educational Plans (IEPs)
- review IEPs with parents, school administrators and general education teachers
- utilize appropriate methods of learning delivery and instruction to meet the needs of each student in the Least Restrictive Environment (LRE)
- modify and adapt conventional educational programs and curriculum to meet the requirements of special needs students
- support classroom teachers in developing and planning curriculum and modifications for students
- plan for and provide co-teaching services as appropriate for students
- teach Reading and/or Math intervention classes
- assess, monitor and document each student's progress utilizing appropriate measurements and assessment devices to ensure students are performing at high levels
- teach and hold students accountable for the school's culture and standards of behavior
- maintain accurate and complete records on each student with special needs in compliance with HSA regulations and legal requirements
- maintain a current knowledge of special education best practices and trends
- Administer standardized tests
- Ensure that all regular education teachers know and understand all 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
- 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**

- Commitment to the academic goals, philosophy and mission of HSA
- New Mexico Teaching License in Special Education
- Bachelor's degree or higher
- Bilingual in English and Spanish
- experience in educating special needs students
- proven effective classroom and student behavior management skills
- knowledge of current special education practices and methodologies
- knowledge and understanding of State, local and federal regulations and policies affecting special education
- working knowledge of educational technology applications

#### **Position: Guidance Counselor**

##### **Reports to: Head Administrator**

#### **Responsibilities:**

Develop and manage a comprehensive school counseling program; uses the majority of time providing direct services such as academic guidance, individual student planning, and preventive and responsive services; Delivery of a comprehensive school counseling program.

- Implements developmentally and appropriate prevention---oriented group activities to meet the student needs and school goals
- Assists all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans
- Collaborates with parents/guardians and educators to assist students with educational and career planning
- Provides individual and group counseling to students with identified concerns and needs
- Consults and collaborates effectively with parents/guardians, teachers, school leadership, and other educational/community resources regarding students with identified needs and concerns
- Implements an effective referral and follow---up process
- Accurately and appropriately uses assessment procedures for determining and structuring individual group counseling services
- Provides appropriate information to staff related to the comprehensive school counseling program
- Assists teachers, parents/guardians and other stakeholders in interpreting and understanding student data
- Uses available technology resources to enhance the school counseling program
- Adheres to laws, policies, procedures, and ethical standards of the counseling profession
- Conducts a yearly audit to review extent of program implementation
- Collects and analyzes data to guide program direction and emphasis
- Measures results of the school counseling program activities and shares results as appropriate
- Monitors student academic performance, behavior, and attendance and assists with appropriate interventions

**Position requirements:**

- Commitment to the academic goals, philosophy and mission of HSA
- Master's degree
- A valid school counselor certification as defined by New Mexico
- Two years' experience in related positions
- Must possess strong interpersonal and communication skills.
- Must have the ability to professionally and effectively deliver presentations to small and large groups
- Must be results oriented and able to manage various projects or tasks at one time

**Position: Health and Wellness / Physical Education Teacher****Reports to: Head Administrator**

**Position Description:** The Health and Wellness / Physical Education teacher provides students with a foundation in health and physical education focusing on strength, stretching, and conditioning as a means toward living lives with optimal physical and mental health.

**Primary responsibilities:**

- Demonstrate knowledge and understanding of the concepts of physical education, health and wellness, safety, child growth and development, effective instructional strategies, classroom management, learning assessment and diagnosis, and research related to learning.
- Encourages students to meet their dietary and fitness goals, which lead to improved health and elevated levels of contentment.
- Exhibit a personality that demonstrates enthusiasm and interpersonal skills to relate well with students, staff, administration, parents, and the community.
- Assumes professional responsibility for providing learning experiences in comprehensive physical education, health and wellness and supervision of students in a supportive and positive climate that develops in each student the skills, attitudes, and knowledge to meet and exceed NM State Core Curriculum Content Standards, using approved curricula, materials, and directives of the school.

**Position requirements:**

- Commitment to the academic goals, philosophy and mission of HSA
- New Mexico Teaching License for Grades 7-12 with certification and/or endorsement in health and physical education
- Hold and maintain CPR certification and first aid certification.
- Hold and maintain, if assigned responsibilities for teaching swimming, an American Red Cross water safety certificate registered with NMPED
- Have excellent experience in teaching and working with students in the field of comprehensive health and physical education
- Have excellent integrity and demonstrate good moral character and initiative.
- Bilingual in English and Spanish

**Position: Business Manager****Reports to: Head Administrator**

**Position Description:** 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 responsibilities:**

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

**Position requirements:**

- Commitment to the academic goals, philosophy and mission of HAS
- Hold a Level 2 State of New Mexico Professional School Business Official License.

- Meet the requirements and competencies described in NM Statutes [6.63.12.6 to 12.11 NMAC - N, 01-01-03; A, 10-31-07]
- Three years' experience in a LEA or charter school
- Ideally bilingual in English and Spanish

**Position: Health Internship Director**

**Reports to: Head Administrator**

**Job Description:** The Health Internship Director will perform and be charged to interface with the Head Administrator, teachers, students, their parents, as well as with industry partners, in the coordination and management of student internships in healthcare and wellness settings. The Health Internship Director will be responsible for the overall development, implementation, daily operation and evaluation of the HSA interns, the quality of their participation, their safety and transportation to and from internship sites. The Health Internship Director shall advise students, participate in healthcare and wellness partner meetings, foster, sustain, and grow academic and health care partner relationships, promote the program in the community and with foundations. When necessary help to develop and oversee training sessions and select and distribute relevant printed materials and student assessments. May supervise and coordinate student internships at healthcare sites. All activity will be under general supervision of the Head Administrator. A performance evaluation will be based upon completion of assignments and results obtained.

**Primary Responsibilities:** *May include, but not limited to the following:*

- Prepares and coordinates the student initial visit to all healthcare internship sites.
- Assures industry partners that internship students have successfully completed HIPPA and other mandated pre-qualification requirements.
- Provides student with referrals to social and mental health and wellness counseling during their internships, under supervision of the Head Administrator.
- Meets one-on-one with students to assist with resume preparation, interviewing skills and to discuss individual career goals.
- Disseminates occupational information, relevant to both academic and career interests of internship students, employing internet, video, newsletters and bulletin boards
- Assembles and maintains secure records for each participating student including documentation of progress and related paperwork
- Coordinates additional activities including: internships, site visits, intern spotlights, internship fairs, and visitor from healthcare and wellness professional to the school.
- Facilitates the resolution of concerns brought forward by students, faculty, and/or internship site personnel.
- Participates in professional development activities and other outreach activities promoting HSA.

**Position Requirements:**

- Bachelor's degree in Psychology/Sociology, Marketing, Public Relations, Business, Student Services, or a related field. Master's degree preferred.
- A minimum of one year experience in college level co-op, internship, placement, student development, employment recruiting or other relevant experience
- Current knowledge of the job market and occupations, business relations and area companies.

- Ability to work autonomously and as a team oriented individual that is able to work evenings and weekends as needed.
- Ability to provide and analyze statistical data for periodic and end of year reporting.
- Ability to be sensitive to issues of diversity and ability to work in a diverse environment.
- Ability and familiarity with computer application in a career services setting.
- Ability to work in a fast-paced environment while maintaining attention to detail and quality.
- Ability to develop and present workshops on topics concerning co-op, career planning and job search strategies.
- Ability to organize work effectively, conceptualize and prioritize objectives and exercise independent judgment based on an understanding of organizational policies and activities.
- Ability to establish and maintain effective work relationships with students, faculty, staff, and the public.
- Ability to communicate effectively orally, by phone, in person, and in writing.
- Ability to represent HSA and the school culture, in a friendly, courteous, and professional manner.

**PHYSICAL DEMANDS** - While performing the duties of this job, the employee must be able to stand; walk; sit; use hands to finger, handle, or feel objects, tools or controls; reach with hands and arms; climb stairs; talk or hear. The employee must have the ability to occasionally lift and/or move up to 25 pounds. Specific vision abilities include ability to distinguish the nature of objects by using the eye.

#### **Position: Parent-Community Engagement Director**

Reports to Principal

**Job Description:** Serves as the liaison between school and parents, relaying the needs of one to the other; educates teachers and staff on how to communicate and work effectively with parents as equal partners; advises and trains parents on how to address issues with the leadership staff in school meetings; serves as a school-based intermediary contact for concerns and comments made by parents and community members; provides referrals to community-based services for families; expands opportunities for continued learning, voluntary community service and civic participation; develops community collaborations; promotes sharing of power with parents as decision-makers; helps parents understand the educational system so they can become better advocates for their children's education.

#### **Primary Responsibilities:**

Coordinate health and wellness workshops, classes, and activities for parents on a regular basis; recruits volunteers from the community to assist with these community activities; provides materials such as event calendars, brochures, health educational resources and DVDs; creates opportunities for parents who have limited English proficiency, a disability or are underrepresented because of social economics or racial barriers to participate in health education initiatives and enrichment workshops.

- Conducts surveys to assess the needs of parents of HSA students; reviews annual reports to evaluate the effectiveness of HSA parent involvement programs; develops, analyzes, and distributes the results of parent surveys to the school's leadership team.
- Keeps excellent records of all parent involvement activities, reports, surveys, funding, annual program evaluations, and communications to parents; ensures compliance of the school or district's parent involvement program with all state and federal guidelines.

- Welcoming parents, children, and guests to the school.
- Promotes and maintains a positive climate with the local community by ensuring that all interactions with parents and the public at large are prompt, efficient, helpful and friendly.
- Engages parents during open labs on weeknights and weekend days.
- Reinforces the need for parents to support the school's policies and practices for student discipline, dress code, homework, and events.
- Participate in organizes school open house events.
- Is a member of the School Advisory Committee

**Position requirements:**

- Commitment to the academic goals, philosophy and mission of HSA
- Demonstrated ability to communicate and work effectively with parents.
- Demonstrated success in encouraging parental involvement.

**Position: Instructional Assistant**

*(The Instructional Assistant position is a non-licensed part-time employee and will work under the direct supervision of a certified licensed classroom teacher)*

**Reports to: Classroom Teacher and/or Head Administrator**

**Position Description:** Reports to and works under the direction of the classroom Lead Teacher. Responsible for assisting the classroom Lead Teacher with individual and/or small group instruction

**Primary Responsibilities**

- Assist in planning and implementing the daily curriculum under the direction of the Lead Teacher, which includes lessons plans.
- 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:**

- Commitment to the academic goals, philosophy and mission 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.

## APPENDIX E

### Health Sciences Academy

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

# EMPLOYEE HANDBOOK

[SUBJECT TO APPROVAL]

## TABLE OF CONTENTS

Mission Statement .....	3
Introduction .....	3
Equal Employment Opportunity .....	3
<b>General Staff Information</b>	
Compilation and Maintenance of Student Records .....	3
Absence/Personal Day Guidelines .....	4
Dress Code .....	4
Conduct .....	4
Grievance Policy .....	5
Employee Evaluation .....	6
Dismissal .....	6
Resignation Notice .....	6
<b>Personnel Requirements/Information</b>	
Payroll Information .....	7
Paid Time Off (PTO) Policy .....	7
Child Abuse Reporting .....	8
Fingerprint Clearance Requirement .....	8
Personal Data Change Information .....	8
Benefits .....	9
Leaves of Absence .....	9
<b>Campus Safety</b>	
Harassment .....	10
Building Access .....	10
Security and Visitor .....	10
Emergency Plans .....	11
Key Policy .....	11
File Security .....	11
Student Promotion and Retention Policy .....	12
Electronic Mail .....	12
Social Networking Policy .....	13



## **MISSION STATEMENT**

The mission of Health Science Academy is to offer secondary students a rigorous comprehensive health science integrated curriculum, and to prepare graduates for post-secondary education and health science careers through real-world applications in health internships and a school culture of caring and academic excellence.

## **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 against a co-worker or supervisor, or regarding any aspect of HSA activities which are within the control of HSA.

The first step in the grievance process is to orally report a grievance to the Head Administrator within 10 working days from the date the employee knew, or should have known, of the occurrence giving rise to the grievance. If the grievance is not settled in the first step, the employee shall submit a written grievance to the Head Administrator. (A Employee Grievance Form is included on the last page.)

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
- 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.
- The final decision regarding the grievance rests with the Head Administrator.

## **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 1<sup>st</sup> - 15<sup>th</sup> and the 16<sup>th</sup> - 31<sup>st</sup> of each month. Paychecks will be issued the 7<sup>th</sup> (for the 16<sup>th</sup> – month end pay period) and the 22<sup>nd</sup> (for the 1<sup>st</sup> – 15<sup>th</sup> 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.

**EMPLOYEE GRIEVANCE FORM  
HEALTH SCIENCES ACADEMY**

Instructions: Employees should use this form to file a grievance. The first step in the grievance process is to orally report a grievance to the direct supervisor or the Human Resources Officer (or his/her designee) within 10 working days from the date the employee knew, or should have known, of the occurrence giving rise to the grievance. If the grievance is not settled in the first step, the employee shall submit a written grievance to the Head Administrator. (Remember to keep a copy of the form for your records.)

Employee Name:

Head Administrator Name:

---

Statement of Grievance:

Statement of the facts upon which the grievance is based, including dates:

The issues involved:

Name of administrator to whom the oral grievance was reported:

Date on which the oral grievance was reported:

The administrator responded to the oral grievance on:

Signature of Employee:

Date

## Health Sciences Academy

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

# STUDENT HANDBOOK

[SUBJECT TO APPROVAL]

## TABLE OF CONTENTS

Academic Integrity .....	4
Attendance.....	4
Citizenship.....	5
Discipline .....	6
Emergency.....	8
Fire Drills .....	8
Grading.....	8
Internet Usage .....	9
Internships .....	10
Lost and Found.....	10
Release of Records.....	11
Transportation .....	11
Visitors .....	11



## 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**

All state and federally guaranteed due process laws for students will be followed in accordance with **New Mexico Statute 22-5-4.3, School Discipline Policies**.

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:

***Short or Long term Suspension or 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.

Students or their parents/guardians may waive their right to a hearing by signing a hearing waiver. A student with an identified disability may not be suspended in excess of 10 days without an IEP review to determine whether the student's IEP is appropriate and whether the behaviors in question are a manifestation of the student's disability. HSA's board shall establish student discipline policies and shall file them with the department of education. All students have the right to a fair hearing and procedure process and an appeal process.

***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. However, transportation services to and from school will be made available for students in the district who do not have easy access to 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

### Health Sciences Academy Governing Board **CONFLICT OF INTEREST**

#### I. Purpose

The purpose of this Health Sciences Academy Conflict of Interest policy is to comply with both New Mexico State and Federal statutes regarding the prohibition of conflicts of interest for members of the HSA Governing Board, with respect to school business activities in order to avoid any conflict of interest or the appearance of impropriety.

#### II. General Statement of Policy

The policy of the HSA Governing Board is to conform with all New Mexico State and Federal statutory conflict of interest laws and act in a manner that will avoid any conflict of interest or the appearance thereof.

#### III. Conflicting Business Relationships

- A. An individual is prohibited from serving as a member of the Governing Board of HSA if the individual, an immediate family member, or the individual's partner is an owner, employee, or agent of or a contractor with a for-profit or nonprofit entity with whom HSA contracts, directly or indirectly, for professional services, goods, or facilities. A violation of this prohibition renders a contract voidable. A member of the Governing Board who violates this prohibition is individually liable for any damage caused by the violation.
- B. No member of the Governing Board, employee, officer, or agent of HSA shall participate in selecting, awarding, or administering a contract if a conflict of interest exists. A conflict exists when: (1) a Governing Board member, employee, officer, or agent; (2) the immediate family of a member of the Governing Board, employee, officer, or agent (3) the partner of a member of the Governing Board, employee, officer, or agent; (4) an organization has a financial or other interest in the entity with which HSA is contracting. A violation of this provision renders the contract void.
- C. Any employee, agent of member of the Governing Board of the authorizer of HSA who participates in the initial review, approval, ongoing oversight, evaluation, or the charter renewal or nonrenewal process or decision is ineligible to serve on the Governing Board.

In all respects, this Conflict of Interest shall conform and complement the *Health Sciences Academy Governing Board Bylaws, Section 6*, as referenced herein: "Health Sciences Academy's Conflict of Interest policy shall conform to federal and state laws and regulations, including CFR 75.525 (a) (b), in order to avoid and preclude apparent and actual conflict of interest when administering federal grants. Furthermore, the Conflict of Interest policy shall apply to procurement standards consistent with and mandated in 34CFR 74.40-74.48, as well as those described in the New Mexico Charter Schools Act (NMSA 1978 22-88-1 et seq.) and SB 446."

Approved on June 20, 2013



Robert A. Gorrell, Director  
Tim Berry, Deputy Director

Santa Fe Office  
410 Don Gaspar  
Santa Fe, NM 87501  
(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 6, 2013

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:

- You have contacted the Gadsden Independent School District to inquire about potential space in its facilities for potential location (per your letter to Superintendent Yturralde).
- 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 7<sup>th</sup>-12<sup>th</sup> graders.
- Your school also plans to enroll 185 adult students at night that will utilize your 7<sup>th</sup>-12<sup>th</sup> facility. Please keep in mind that PSCOC will only pay for spaces for the 7<sup>th</sup>-12<sup>th</sup> 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 20, 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 of 315 students 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,



John M. Valdez, AICP  
Facility Master Planner

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

## APPENDIX L

### Proposed Salary Schedule for Licensed Staff

In determining teacher salaries, the Head Administrator will follow the provisions of the School Personnel Act [22-10A-1 NMSA 1978]. Upon approval of the charter, the Head Administrator shall employ and fix salaries of all teachers. Salary schedules will align to the New Mexico's Tier III Licensure salary range. The salary schedule included in the Appendix L utilizes the recommended minimum salary for licensed and certified staff.

Teacher salaries are budgeted at an average of \$40,000 per teacher in the HSA five-year-budget with the understanding that the State may increase salaries from year to year. 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

### Level I Beginning Teacher and Certified Staff Salary Schedule / Level II Professional and Level III Master Teacher Salary Schedule

	BA		BA +15		BA +45 or MA		
Experience	Level I	Level II	Level I	Level II	Level I	Level II	Level III
0	32,000		32,500		33,000		
1	32,500		33,000		33,500		
2	33,125		33,500		34,000	40,000	
3	34,000		34,000		34,500	40,500	
4	35,000	40,000	35,500	40,500	36,000	41,000	50,000
5	36,125	40,500	37,000	41,000	37,500	41,500	50,500
6		41,000		41,500		42,000	51,000
7		41,500		42,000		42,500	51,500
8		42,000		42,500		43,000	52,000
9		42,500		43,000		43,500	52,500
10		43,000		43,500		44,000	53,000
11		43,500		44,000		44,500	53,500
12		44,000		44,500		45,000	54,000
13		44,500		45,000		45,500	54,500
14		45,000		45,500		46,000	55,000
15		45,500		46,000		46,500	55,500
16		46,000		46,500		47,000	56,000
17		46,500		47,000		47,500	56,500
18		47,000		47,500		48,000	57,000
19		47,500		48,000		48,500	57,500

20		48,000		48,500		49,000	58,000
21		48,500		49,000		49,500	58,500
22		49,000		49,500		50,000	59,000
23		49,500		50,000		50,500	59,500
24		50,000		50,500		51,000	60,000
25		50,500		51,000		51,500	60,500
26		51,000		51,500		52,000	61,000
27		51,500		52,000		52,500	61,500
28		52,000		52,500		53,000	62,000
29		52,500		53,000		53,500	62,500
30		53,000		53,500		54,000	63,000

	MA +15			MA +45		
Experience	Level I	Level II	Level III	Level I	Level II	Level III
0	33,500			34,000		
1	34,000			34,500		
2	34,500	40,500		35,000	41,000	
3	35,000	41,000		35,500	41,500	
4	36,500	41,500	50,500	37,000	42,000	51,000
5	38,000	42,000	51,000	37,500	42,500	51,500
6		42,500	51,500		43,000	52,000
7		43,000	52,000		43,500	52,500
8		43,500	52,500		44,000	53,000
9		44,000	53,000		44,500	53,500
10		44,500	53,500		45,000	54,000
11		45,000	54,000		45,500	54,500
12		45,500	54,500		46,000	55,000
13		46,000	55,000		46,500	55,500
14		46,500	55,500		47,000	56,000
15		47,000	56,000		47,500	56,500
16		47,500	56,500		48,000	57,000
17		48,000	57,000		48,500	57,500
18		48,500	57,500		49,000	58,000
19		49,000	58,000		49,500	58,500
20		49,500	58,500		50,000	59,000
21		50,000	59,000		50,500	59,500
22		50,500	59,500		51,000	60,000
23		51,000	60,000		51,500	60,500
24		51,500	60,500		52,000	61,000
25		52,000	61,000		52,500	61,500
26		52,500	61,500		53,000	62,000
27		53,000	62,000		53,500	62,500
28		53,500	62,500		54,000	63,000
29		54,000	63,000		54,500	63,500
30		54,500	63,500		55,000	64,000

Charter Name **Health Sciences Academy**

Charter Number

	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
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 Based on projections			6.00		34.00	40.00
Grade 8 Based on projections			5.00		25.00	30.00
Grade 9 Based on projections			4.00		26.00	30.00
Grade 10 Based on projections			3.00		17.00	20.00
Grade 11						0.00
Grade 12 Based on projections					50.00	50.00
<b>Totals</b>	0.00	0.00	18.00	0.00	152.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	170.00
					<b>SUBTOTAL MEM</b>	170.00
					<b>TOTAL MEM</b>	170.00

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
<b>Basic Program (Grade Total)</b>					
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 *	40.00	1.25	50.000		
Grade 08 *	30.00	1.25	37.500		
Grade 09 *	30.00	1.25	37.500		
Grade 10 *	20.00	1.25	25.000		
Grade 11 *	0.00	1.25	0.000		
Grade 12 *	50.00	1.25	62.500		
* Includes Vocational Weighting					
				Basic Program Units	212.500
<b>Special Education</b>	MEM	Factor			
C & C-Gifted	18.00	1.00	18.000		
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	18.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	24.250
<b>Elementary Fine Arts Program</b>	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
<b>Bilingual Program</b>					
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. Program**MEM  
0.00Factor  
0.060

Elementary P.E. Units 0.000

**TOTAL MEMBERSHIP PROGRAM UNITS** 236.750

T &amp; E Index (Oct 2011) 1.094

**National Board Certified Teachers**FTE:  
0.00Factor  
1.500**ADJUSTED PROGRAM UNITS** 259.005

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	148.336
District Size	24.416

District Size Adjustment Units	24.416
Charter Schools not eligible for District Size	(24.416)

School Size Adjustment Units 148.336

Rural Isolation Units 0.000

New District Adjustment Units 0.000

<b>At-Risk Units</b>	At-risk index	MEM
2012-2013:	0.111	170.00

At Risk Units 18.870

Growth Units 0.000

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

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  
0.100

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

**TOTAL PROGRAM UNITS** 426.211

Save Harmless Units 0.000

**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** 426.211

x Unit Value \$3,817.55

**PROGRAM COST** \$1,627,081.80**Non-categorical Revenue Credits:**

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

(\$32,541.64)

**STATE EQUALIZATION GUARANTEE****\$1,594,540.17****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
				<u>0.000</u>
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	146.00	148.336
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				148.336

**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
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
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			6.00		34.00	40.00
Grade 8			5.00		25.00	30.00
Grade 9			4.00		26.00	30.00
Grade 10			3.00		17.00	20.00
Grade 11 Based on projections			3.00		17.00	20.00
Grade 12					50.00	50.00
<b>Totals</b>	0.00	0.00	21.00	0.00	169.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	190.00
					<b>SUBTOTAL MEM</b>	190.00
					<b>TOTAL MEM</b>	190.00

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
<b>Basic Program (Grade Total)</b>					
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 *	40.00	1.25	50.000		
Grade 08 *	30.00	1.25	37.500		
Grade 09 *	30.00	1.25	37.500		
Grade 10 *	20.00	1.25	25.000		
Grade 11 *	20.00	1.25	25.000		
Grade 12 *	50.00	1.25	62.500		
* Includes Vocational Weighting					
				Basic Program Units	237.500
<b>Special Education</b>					
	MEM	Factor			
C & C-Gifted	21.00	1.00	21.000		
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	21.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	27.250
<b>Elementary Fine Arts Program</b>					
	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
<b>Bilingual Program</b>					
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. Program**MEM  
0.00Factor  
0.060

Elementary P.E. Units 0.000

**TOTAL MEMBERSHIP PROGRAM UNITS** 264.750

T &amp; E Index (Oct 2011) 1.050

**National Board Certified Teachers**FTE:  
0.00Factor  
1.500**ADJUSTED PROGRAM UNITS** 277.988

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	150.784
District Size	27.146

District Size Adjustment Units	27.146
Charter Schools not eligible for District Size	(27.146)

School Size Adjustment Units 150.784

Rural Isolation Units 0.000

New District Adjustment Units 0.000

<b>At-Risk Units</b>	At-risk index	MEM
2012-2013:	0.111	190.00

At Risk Units 21.090

Growth Units 176.100

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

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  
0.100

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

**TOTAL PROGRAM UNITS** 625.962

Save Harmless Units 0.000

**GROWTH & SAVE HARMLESS CALCULATION DATA**

2011-12 Actual 40th Day MEM:	170.00
(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	176.100
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** 625.962

× Unit Value \$3,817.55

**PROGRAM COST** \$2,389,641.23**Non-categorical Revenue Credits:**

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

Less: 75% of Non-Categorical Revenue Credits \$0.00**Other Credits/Adjustments:**

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

**Total Other Credits** \$0.00Less: Other Credits/Adjustments \$0.00

(\$47,792.82)

**STATE EQUALIZATION GUARANTEE****\$2,341,848.41****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
				<u>0.000</u>
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	152.00	150.784
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				150.784

**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
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
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			8.00		42.00	50.00
Grade 8			7.00		38.00	45.00
Grade 9			5.00		30.00	35.00
Grade 10			5.00		30.00	35.00
Grade 11			3.00		17.00	20.00
Grade 12			0.00		75.00	75.00
<b>Totals</b>	0.00	0.00	28.00	0.00	232.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	260.00
					<b>SUBTOTAL MEM</b>	260.00
					<b>TOTAL MEM</b>	260.00

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b><u>Kindergarten</u></b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
<b><u>Basic Program (Grade Total)</u></b>					
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
<b><u>Special Education</u></b>					
	MEM	Factor			
C & C-Gifted	28.00	1.00	28.000		
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	28.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	34.250
<b><u>Elementary Fine Arts Program</u></b>					
	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
<b><u>Bilingual Program</u></b>					
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. Program**MEM  
0.00Factor  
0.060

Elementary P.E. Units 0.000

**TOTAL MEMBERSHIP PROGRAM UNITS** 359.250

T &amp; E Index (Oct 2011) 1.050

**National Board Certified Teachers**FTE:  
0.00Factor  
1.500**ADJUSTED PROGRAM UNITS** 377.213

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	155.904
District Size	36.465

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

School Size Adjustment Units 155.904

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 174.750

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  
0.100

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

**TOTAL PROGRAM UNITS** 736.727

Save Harmless Units 0.000

**GROWTH & SAVE HARMLESS CALCULATION DATA**

2011-12 Actual 40th Day MEM:	260.00
(Enter the District Mem EXCLUDING Charter Mem)	

2012-13 Projected MEM:	350.00
(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	174.750
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** 736.727× Unit Value **\$3,817.55****PROGRAM COST** \$2,812,492.16**Non-categorical Revenue Credits:**

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

Less: 75% of Non-Categorical Revenue Credits \$0.00**Other Credits/Adjustments:**

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

**Total Other Credits** \$0.00Less: Other Credits/Adjustments \$0.00

(\$56,249.84)

**STATE EQUALIZATION GUARANTEE****\$2,756,242.32****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
				<u>0.000</u>
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	232.00	155.904
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				155.904

**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
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
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			9.00		51.00	60.00
Grade 8			8.00		42.00	50.00
Grade 9			7.00		38.00	45.00
Grade 10			6.00		34.00	40.00
Grade 11			5.00		30.00	35.00
Grade 12			3.00		117.00	120.00
<b>Totals</b>	0.00	0.00	38.00	0.00	312.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	350.00
					<b>SUBTOTAL MEM</b>	350.00
					<b>TOTAL MEM</b>	350.00

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
<b>Basic Program (Grade Total)</b>					
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 *	120.00	1.25	150.000		
* Includes Vocational Weighting					
				Basic Program Units	437.500
<b>Special Education</b>					
	MEM	Factor			
C & C-Gifted	38.00	1.00	38.000		
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	38.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	44.250
<b>Elementary Fine Arts Program</b>					
	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
<b>Bilingual Program</b>					
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. Program**MEM  
0.00Factor  
0.060

Elementary P.E. Units 0.000

TOTAL MEMBERSHIP PROGRAM UNITS 481.750

T &amp; E Index (Oct 2011) 1.050

**National Board Certified Teachers**FTE:  
0.00Factor  
1.500

ADJUSTED PROGRAM UNITS 505.838

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	109.824
District Size	47.906

District Size Adjustment Units	47.906
Charter Schools not eligible for District Size	(47.906)

School Size Adjustment Units 109.824

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units	At-risk index	MEM
2012-2013:	0.111	350.00

At Risk Units 38.850

Growth Units 173.400

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

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  
0.100

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

TOTAL PROGRAM UNITS 827.912

Save Harmless Units 0.000

**GROWTH & SAVE HARMLESS CALCULATION DATA**

2011-12 Actual 40th Day MEM:	350.00
(Enter the District Mem EXCLUDING Charter Mem)	

2012-13 Projected MEM:	440.00
(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	173.400
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 827.912

x Unit Value \$3,817.55

PROGRAM COST \$3,160,595.46

**Non-categorical Revenue Credits:**

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

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

(\$63,211.91)

STATE EQUALIZATION GUARANTEE

\$3,097,383.55

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
				<u>0.000</u>
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	312.00	109.824
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				109.824

**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

YES?

UNITS

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

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
<b>Kindergarten Program</b>						
ECE/KN						0.00
FDK						0.00
<b>Basic Program</b>						
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			9.00		51.00	60.00
Grade 8			9.00		51.00	60.00
Grade 9			8.00		42.00	50.00
Grade 10			7.00		38.00	45.00
Grade 11			6.00		34.00	40.00
Grade 12			5.00		180.00	185.00
<b>Totals</b>	0.00	0.00	44.00	0.00	396.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
					ECE FTE	0.00
					TOTAL GRADES 1-12	440.00
					<b>SUBTOTAL MEM</b>	440.00
					<b>TOTAL MEM</b>	440.00

Is this a Charter School?	<b>Y</b>
Is this for the 40th Day?	<b>N</b>

	ECE FTE	COST INDEX	PROGRAM UNITS		
<b>Kindergarten</b>					
ECE, FDK-New, and FDK	0.00	1.44	0.000	Kindergarten Units	0.000
<b>Basic Program (Grade Total)</b>					
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 *	185.00	1.25	231.250		
* Includes Vocational Weighting					
				Basic Program Units	550.000
<b>Special Education</b>					
	MEM	Factor			
C & C-Gifted	44.00	1.00	44.000		
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	44.000
Adjusted Ancillary FTE	0.25	25.00		Ancillary FTE Units	6.250
				Total Special Education Units	50.250
<b>Elementary Fine Arts Program</b>					
	MEM	Factor			
	0.00	0.0500		Fine Arts Program Units	0.000
<b>Bilingual Program</b>					
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. Program**MEM  
0.00Factor  
0.060

Elementary P.E. Units 0.000

**TOTAL MEMBERSHIP PROGRAM UNITS** 600.250

T &amp; E Index (Oct 2011) 1.050

**National Board Certified Teachers**FTE:  
0.00Factor  
1.500**ADJUSTED PROGRAM UNITS** 630.263

National Board Certified Teachers Units: 0.000

**Size Adjustment Units**

	UNITS
Elementary/Mid/Jr. High	0.000
Senior High	6.336
District Size	58.740

District Size Adjustment Units	58.740
Charter Schools not eligible for District Size	(58.740)

School Size Adjustment Units 6.336

Rural Isolation Units 0.000

New District Adjustment Units 0.000

At-Risk Units	At-risk index	MEM
2012-2013:	0.111	440.00

At Risk Units 48.840

Growth Units 112.500

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

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  
0.100

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

**TOTAL PROGRAM UNITS** 797.939

Save Harmless Units 0.000

**GROWTH & SAVE HARMLESS CALCULATION DATA**

2011-12 Actual 40th Day MEM:	440.00
(Enter the District Mem EXCLUDING Charter Mem)	

2012-13 Projected MEM:	500.00
(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	112.500
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** 797.939× Unit Value **\$3,817.55****PROGRAM COST** \$3,046,172.03**Non-categorical Revenue Credits:**

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

Less: 75% of Non-Categorical Revenue Credits \$0.00**Other Credits/Adjustments:**

Energy Efficiency	
Energy Efficiency Renewable Bonds	
Other Misc Credits	

**Total Other Credits** \$0.00Less: Other Credits/Adjustments \$0.00

(\$60,923.44)

**STATE EQUALIZATION GUARANTEE****\$2,985,248.59****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
				<u>0.000</u>
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	396.00	6.336
				0.000
				0.000
				0.000
				0.000
				<u>0.000</u>
TOTAL SENIOR HIGH SCHOOL UNITS				6.336

**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)
<b>FUND 11000-Operational Revenue</b>								
			<b>Revenue From Local Sources</b>					
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					
			<b>Revenue From State Sources</b>					
11000	0000	43101	State Equalization Guarantee	\$1,594,540.17	\$2,341,848.41	\$2,756,242.32	2463714.61	2589475.67
<b>11000</b>			<b>TOTAL: OPERATIONAL</b>	<b>\$1,594,540.17</b>	<b>\$2,341,848.41</b>	<b>\$2,756,242.32</b>	<b>\$2,463,714.61</b>	<b>\$2,589,475.67</b>

# 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	1000	1000		11000 EXPENDITURES										
11000	1000	1000		Function-1000 - Instruction										
11000	1000	1000		Personnel Services - Compensation										
11000	1000	1000	11000	Salaries Expense: Teachers Grades 1-12	\$320,000.00	8.00	\$480,000.00	12.00	\$640,000.00	16.00	\$800,000.00	20.00	\$920,000.00	23.00
11000	1000	1000	11000	Salaries Expense: Teachers Special Education	\$60,000.00	1.50	\$100,000.00	2.50	\$130,000.00	3.25	\$150,000.00	3.75	\$160,000.00	4.00
11000	1000	1000	11000	Salaries Expense: Teachers Early Childhood Ed										
11000	1000	1000	11000	Salaries Expense: Teachers Preschool (Excludes Special Ed.)										
11000	1000	1000	11000	Salaries Expense: Teachers Vocational and Technical										
11000	1000	1000	11000	Salaries Expense: Teachers Other Instruction										
11000	1000	1000	11000	Salaries Expense: Substitutes Sick Leave										
11000	1000	1000	11000	Salaries Expense: Substitutes Other Leave										
11000	1000	1000	11000	Salaries Expense: Separation Pay										
11000	1000	1000	11000	Salaries Expense: Athletics										
11000	1000	1000	11000	Salaries Expense: Summer School/After School										
11000	1000	1000	11000	Salaries Expense: Activities Salaries										
11000	1000	1000	11000	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	1000	11000	Salaries Expense: Instructional Assistants Special Ed.										
11000	1000	1000	11000	Salaries Expense: Instructional Assistants ECE										
11000	1000	1000	11000	Salaries Expense: Inst Asst. Preschool (Excludes Spec. Ed.)										
11000	1000	1000	11000	Total: Personnel Services Compensation	\$485,750.00	16.55	\$726,250.00	24.25	\$963,500.00	32.15	\$1,177,250.00	38.90	\$1,347,750.00	44.85
11000	1000	1000	11000	Personnel Services - Empl										
11000	1000	1000	11000	Educational Retirement	\$63,778.00		\$95,502.00		\$126,701.00		\$154,809.00		\$177,230.00	
11000	1000	1000	11000	ERA - Retiree Health	\$14,525.00		\$14,525.00		\$19,270.00		\$23,545.00		\$26,955.00	
11000	1000	1000	11000	FICA Payments	\$30,070.00		\$59,078.00		\$59,737.00		\$72,990.00		\$83,561.00	
11000	1000	1000	11000	Medicare Payments	\$7,033.00		\$10,531.00		\$13,971.00		\$17,071.00		\$19,543.00	
11000	1000	1000	11000	Health and Medical Premiums	\$55,581.00		\$83,229.00		\$110,418.00		\$134,913.00		\$154,453.00	
11000	1000	1000	11000	Life	\$2,978.00		\$2,978.00		\$3,951.00		\$4,927.00		\$5,526.00	
11000	1000	1000	11000	Dental	\$4,705.00		\$7,045.00		\$9,346.00		\$13,074.00		\$13,074.00	
11000	1000	1000	11000	Vision	\$582.00		\$872.00		\$1,157.00		\$1,413.00		\$1,618.00	
11000	1000	1000	11000	Disability	\$291.00		\$436.00		\$579.00		\$707.00		\$809.00	
11000	1000	1000	11000	Other Insurance										
11000	1000	1000	11000	Unemployment Compensation	\$9,700.00		\$14,525.00		\$19,270.00		\$23,545.00		\$26,955.00	
11000	1000	1000	11000	Workers Compensation Premium	\$285.00		\$418.00		\$553.00		\$670.00		\$772.00	
11000	1000	1000	11000	Workers Compensation Employer's Fee										
11000	1000	1000	11000	Workers Compensation (Self Insured)										
11000	1000	1000	11000	Cafeteria Plan Fees										
11000	1000	1000	11000	Employee Assistance Programs										
11000	1000	1000	11000	Workers Compensation Employee Fees										
11000	1000	1000	11000	Deferred Sick Leave Reserve										
11000	1000	1000	11000	Total: Personnel Services Employee Benefits	\$183,714.00		\$275,089.00		\$364,953.00		\$445,910.00		\$510,496.00	
11000	1000	1000	11000	Professional and Technical Services										
11000	1000	1000	11000	Other Professional Services	\$30,000.00		\$35,000.00		\$20,000.00		\$20,000.00		\$20,000.00	
11000	1000	1000	11000	Other Charges	\$3,106.00		\$0.00		\$0.00		\$40,000.00		\$40,000.00	
11000	1000	1000	11000	Total: Purchased Professional and Tech Services	\$33,106.00		\$35,000.00		\$20,000.00		\$60,000.00		\$60,000.00	
11000	1000	1000	11000	Supplies										
11000	1000	1000	11000	Employee Travel - Non-Teachers	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	1000	1000	11000	Employee Training - Non-Teachers	\$2,000.00		\$30,000.00		\$40,000.00		\$50,000.00		\$50,000.00	
11000	1000	1000	11000	Student Travel	\$5,000.00									
11000	1000	1000	11000	Other Travel - Non-Employees			\$6,500.00		\$8,000.00		\$9,500.00		\$11,000.00	
11000	1000	1000	11000	Employee Travel - Teachers	\$5,000.00		\$28,500.00		\$28,500.00		\$28,500.00		\$28,500.00	
11000	1000	1000	11000	Employee Training - Teachers	\$28,500.00									
11000	1000	1000	11000	Contracts - Interagency			\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	1000	1000	11000	Other Contract Services	\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00		\$10,000.00	
11000	1000	1000	11000	Total: Other Purchased Services	\$51,500.00		\$76,000.00		\$97,500.00		\$99,000.00		\$100,500.00	
11000	1000	1000	11000	Supplies										
11000	1000	1000	11000	Other Textbooks	\$50,000.00		\$75,000.00		\$75,000.00		\$100,000.00		\$0.00	
11000	1000	1000	11000	Software	\$30,000.00		\$50,000.00		\$60,000.00		\$90,000.00		\$0.00	
11000	1000	1000	11000	General Supplies and Materials	\$35,000.00		\$81,630.41		\$80,973.32		\$129,713.55		\$32,429.59	
11000	1000	1000	11000	Total: Supplies	\$115,000.00		\$206,630.41		\$215,973.32		\$324,713.55		\$32,429.59	
11000	1000	1000	11000	Fixed Assets (more than \$5,000)			\$20,000.00		\$40,000.00		\$30,000.00		\$0.00	
11000	1000	1000	11000	Supply Assets (\$5,000 or less)	\$107,258.17		\$200,000.00		\$140,000.00		\$33,000.00		\$28,000.00	
11000	1000	1000	11000	Total: Property	\$107,258.17		\$220,000.00		\$180,000.00		\$63,000.00		\$28,000.00	
11000	1000	1000	11000	TOTAL: INSTRUCTION	\$976,328.17	16.55	\$1,538,969.41	24.25	\$1,831,926.32	32.15	\$2,169,873.55	38.90	\$2,079,175.59	44.85

# 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													
11000	2100			Function-2100 - Support Services - Students										
11000	2100			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	\$30,000.00	0.50	\$90,000.00	1.50	\$90,000.00	1.50	\$90,000.00	1.50
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										
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										
11000	2100			<b>Total: Personnel Services - Compensation</b>	<b>\$30,000.00</b>	<b>0.50</b>	<b>\$30,000.00</b>	<b>0.50</b>	<b>\$90,000.00</b>	<b>1.50</b>	<b>\$90,000.00</b>	<b>1.50</b>	<b>\$90,000.00</b>	<b>1.50</b>
11000	2100			Personnel Services - Employee Benefits										
11000	2100	52111	0000	Educational Retirement	\$3,945.00		\$3,945.00		\$11,835.00		\$11,835.00		\$11,835.00	
11000	2100	52112	0000	ERA - Retiree Health	\$600.00		\$600.00		\$1,800.00		\$1,800.00		\$1,800.00	
11000	2100	52210	0000	FICA Payments	\$1,860.00		\$1,860.00		\$5,580.00		\$5,580.00		\$5,580.00	
11000	2100	52220	0000	Medicare Payments	\$435.00		\$435.00		\$1,305.00		\$1,305.00		\$1,305.00	
11000	2100	52311	0000	Health and Medical Premiums	\$3,438.00		\$3,438.00		\$10,314.00		\$10,314.00		\$10,314.00	
11000	2100	52312	0000	Life	\$123.00		\$123.00		\$369.00		\$369.00		\$369.00	
11000	2100	52313	0000	Dental	\$291.00		\$291.00		\$873.00		\$873.00		\$873.00	
11000	2100	52314	0000	Vision	\$36.00		\$36.00		\$108.00		\$108.00		\$108.00	
11000	2100	52315	0000	Disability	\$18.00		\$18.00		\$54.00		\$54.00		\$54.00	
11000	2100	52316	0000	Other Insurance										
11000	2100	52500	0000	Unemployment Compensation	\$600.00		\$600.00		\$1,800.00		\$1,800.00		\$1,800.00	
11000	2100	52710	0000	Workers Compensation Premium	\$9.00		\$9.00		\$26.00		\$26.00		\$26.00	
11000	2100	52720	0000	Workers Compensation Employer's Fee										
11000	2100	52730	0000	Workers Compensation (Self Insured)										
11000	2100	52911	0000	Carfeteria 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										
11000	2100			<b>Total: Personnel Services - Employee Benefits</b>	<b>\$11,355.00</b>		<b>\$11,355.00</b>		<b>\$34,064.00</b>		<b>\$34,064.00</b>		<b>\$34,064.00</b>	
11000	2100			Personnel Services - Other										
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	\$5,000.00		\$7,500.00		\$10,000.00		\$12,500.00		\$15,000.00	
11000	2100	53219	0000	Special Ed Assistants (Non-instructional) - Contracted										
11000	2100	53219	0000	Other Professional Services	\$7,370.00		\$8,325.00		\$11,100.00		\$14,800.00		\$16,650.00	
11000	2100	53414	0000	Other Professional Services	\$12,370.00		\$15,825.00		\$21,100.00		\$27,300.00		\$31,650.00	
11000	2100			<b>Total: Purchased Professional and Tech Services</b>	<b>\$12,370.00</b>		<b>\$15,825.00</b>		<b>\$21,100.00</b>		<b>\$27,300.00</b>		<b>\$31,650.00</b>	
11000	2100			Other Professional Services										
11000	2100	53414	0000	Other Professional Services										
11000	2100	53711	0000	Other Charges			\$0.00		\$0.00		\$0.00		\$0.00	
11000	2100			<b>Total: Support Services - Students</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
11000	2100			Other Purchased Services										
11000	2100	55200	0000	Property/Liability Insurance										
11000	2100	55613	0000	Employee Travel - Non-Teachers										
11000	2100	55614	0000	Employee Training - Non-Teachers										
11000	2100	55618	0000	Other Travel - Non-Employees										
11000	2100	55914	0000	Contracts - Interagency										
11000	2100	55915	0000	Other Contract Services										
11000	2100			<b>Total: Other Purchased Services</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
11000	2100			<b>Total: Other Purchased Services</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	



# Charter's Five Year Budget Plan

UND	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
<b>11000 EXPENDITURES</b>														
				<b>Supplies</b>										
11000	2100	56113	0000	Software										
11000	2100	56118	0000	General Supplies and Materials	\$5,000.00		\$2,500.00		\$2,500.00		\$3,000.00		\$2,500.00	
				<b>Total: Supplies</b>	<b>\$5,000.00</b>		<b>\$2,500.00</b>		<b>\$2,500.00</b>		<b>\$3,000.00</b>		<b>\$2,500.00</b>	
				<b>Property</b>										
11000	2100	57331	0000	Fixed Assets (more than \$5,000)										
11000	2100	57332	0000	Supply Assets (\$5,000 or less)	\$5,000.00		\$0.00		\$0.00		\$0.00		\$0.00	
				<b>Total: Property</b>	<b>\$5,000.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>11000</b>	<b>2100</b>			<b>TOTAL: SUPPORT SERVICES - STUDENTS</b>	<b>\$63,725.00</b>	<b>0.50</b>	<b>\$59,680.00</b>	<b>0.50</b>	<b>\$147,664.00</b>	<b>1.50</b>	<b>\$154,364.00</b>	<b>1.50</b>	<b>\$158,214.00</b>	<b>1.50</b>
<b>Function-2200 - Support Services - Instruction</b>														
				<b>Personnel Services - Compensation</b>										
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: Secretary, Clerical, Technical Assistants										
11000	2200	51100	1217	Salaries Expense: Data Processing										
11000	2200	51100	1511	Salaries Expense: Data Processing										
				<b>Total: Support Services - Instruction</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>
				<b>Personnel Services - Employee Benefits</b>										
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										
				<b>Total: Personnel Services - Employee Benefits</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
				<b>Purchased Professional and Technical Services</b>										
11000	2200	53414	0000	Other Professional Services										
11000	2200	53711	0000	Other Charges										
				<b>Total: Purchased Professional and Tech Services</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
				<b>Other Purchased Service</b>										
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										
				<b>Total: Other Purchased Services</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
				<b>Supplies</b>										
11000	2200	56113	0000	Software										
11000	2200	56114	0000	Library And Audio-Visual										
11000	2200	56118	0000	General Supplies and Materials	\$2,500.00		\$88,432.00		\$77,595.00		\$22,089.00		\$5,302.00	
				<b>Total: Supplies</b>	<b>\$2,500.00</b>		<b>\$91,432.00</b>		<b>\$81,095.00</b>		<b>\$26,089.00</b>		<b>\$9,802.00</b>	
				<b>Property</b>										
11000	2200	57331	0000	Fixed Assets (more than \$5,000)										
11000	2200	57332	0000	Supply Assets (\$5,000 or less)										
				<b>Total: Property</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>11000</b>	<b>2200</b>			<b>TOTAL: SUPPORT SERVICES - INSTRUCTION</b>	<b>\$2,500.00</b>	<b>0.00</b>	<b>\$91,432.00</b>	<b>0.00</b>	<b>\$81,095.00</b>	<b>0.00</b>	<b>\$26,089.00</b>	<b>0.00</b>	<b>\$9,802.00</b>	<b>0.00</b>

# 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
<b>1000 EXPENDITURES</b>														
<b>Function-2300 - General Administration</b>														
<b>Personnel Services - Compensation</b>														
1000	2300	51100	11113	Salaries Expense: Administrative Associates	\$35,000.00	1.00	\$35,000.00	1.00	\$35,000.00	1.00	\$35,000.00	1.00	\$35,000.00	1.00
1000	2300	51100	11114	Salaries Expense: Administrative Assistants										
1000	2300	51100	12117	Salaries Expense: Secretary, Clerical, Technical Assistants										
1000	2300	51100	15111	Salaries Expense: Data Processing										
1000	2300			<b>Total: Personnel Services - Compensation</b>	<b>\$35,000.00</b>	<b>1.00</b>	<b>\$35,000.00</b>	<b>1.00</b>	<b>\$35,000.00</b>	<b>1.00</b>	<b>\$35,000.00</b>	<b>1.00</b>	<b>\$35,000.00</b>	<b>1.00</b>
<b>Personnel Services - Employee Benefits</b>														
1000	2300	52111	0000	Educational Retirement	\$4,603.00		\$4,603.00		\$4,603.00		\$4,603.00		\$4,603.00	
11000	2300	52112	0000	ERA - Retiree Health	\$700.00		\$700.00		\$700.00		\$700.00		\$700.00	
11000	2300	52210	0000	FICA Payments	\$2,170.00		\$2,170.00		\$2,170.00		\$2,170.00		\$2,170.00	
11000	2300	52220	0000	Medicare Payments	\$508.00		\$508.00		\$508.00		\$508.00		\$508.00	
11000	2300	52311	0000	Health and Medical Premiums	\$4,011.00		\$4,011.00		\$4,011.00		\$4,011.00		\$4,011.00	
11000	2300	52312	0000	Life	\$144.00		\$144.00		\$144.00		\$144.00		\$144.00	
11000	2300	52313	0000	Dental	\$240.00		\$240.00		\$240.00		\$240.00		\$240.00	
11000	2300	52314	0000	Vision	\$42.00		\$42.00		\$42.00		\$42.00		\$42.00	
11000	2300	52315	0000	Disability	\$21.00		\$21.00		\$21.00		\$21.00		\$21.00	
11000	2300	52316	0000	Other Insurance										
11000	2300	52500	0000	Unemployment Compensation	\$700.00		\$700.00		\$700.00		\$700.00		\$700.00	
11000	2300	52710	0000	Workers Compensation Premium	\$18.00		\$18.00		\$18.00		\$18.00		\$18.00	
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										
11000	2300			<b>Total: Personnel Services - Employee Benefits</b>	<b>\$13,157.00</b>		<b>\$13,157.00</b>		<b>\$13,157.00</b>		<b>\$13,157.00</b>		<b>\$13,157.00</b>	
<b>Purchased Professional and Technical Services</b>														
11000	2300	53411	0000	Auditing	\$15,000.00		\$15,000.00		\$16,500.00		\$16,500.00		\$17,000.00	
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	
11000	2300			<b>Total: Purchased Professional and Tech Services</b>	<b>\$23,000.00</b>		<b>\$23,500.00</b>		<b>\$24,000.00</b>		<b>\$24,500.00</b>		<b>\$25,000.00</b>	
<b>Other Purchased Services</b>														
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										
11000	2300			<b>Total: Other Purchased Services</b>	<b>\$10,000.00</b>		<b>\$6,500.00</b>		<b>\$6,500.00</b>		<b>\$6,500.00</b>		<b>\$6,500.00</b>	
<b>Supplies</b>														
11000	2300	56113	0000	Software										
11000	2300	56115	0000	Board Expenses	\$500.00		\$500.00		\$500.00		\$500.00		\$500.00	
11000	2300	56118	0000	General Supplies and Materials	\$500.00		\$500.00		\$500.00		\$500.00		\$500.00	
11000	2300			<b>Total: Supplies</b>	<b>\$500.00</b>		<b>\$500.00</b>		<b>\$500.00</b>		<b>\$500.00</b>		<b>\$500.00</b>	
<b>Property</b>														
11000	2300	57331	0000	Fixed Assets (more than \$5,000)										
11000	2300	57332	0000	Supply Assets (\$5,000 or less)										
11000	2300			<b>Total: Property</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
1000	2300			<b>TOTAL: GENERAL ADMINISTRATION</b>	<b>\$81,657.00</b>	<b>1.00</b>	<b>\$78,657.00</b>	<b>1.00</b>	<b>\$79,157.00</b>	<b>1.00</b>	<b>\$79,657.00</b>	<b>1.00</b>	<b>\$80,157.00</b>	<b>1.00</b>
<b>Function-2400 - School Administration</b>														
<b>Personnel Services - Compensation</b>														
11000	2400	51100	11112	Salaries Expense: Principal	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00	\$80,000.00	1.00
11000	2400	51100	12111	Salaries Expense: Coordinator/Subject Matter Specialist										
11000	2400	51100	12117	Salaries Expense: Secretary, Clerical, Technical Assistants	\$30,000.00	1.00	\$30,000.00	1.00	\$30,000.00	1.00	\$30,000.00	1.00	\$30,000.00	1.00
11000	2400	51100	15111	Salaries Expense: Data Processing										
11000	2400			<b>Total: Personnel Services - Compensation</b>	<b>\$110,000.00</b>	<b>2.00</b>	<b>\$110,000.00</b>	<b>2.00</b>	<b>\$110,000.00</b>	<b>2.00</b>	<b>\$110,000.00</b>	<b>2.00</b>	<b>\$110,000.00</b>	<b>2.00</b>

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
<b>11000 EXPENDITURES</b>														
<b>Personnel Services - Employee Benefits</b>														
11000	2400	0000	52111	Educational Retirement	\$14,465.00		\$14,465.00		\$14,465.00		\$14,465.00		\$14,465.00	
11000	2400	0000	52112	ERA - Retiree Health	\$2,200.00		\$2,200.00		\$2,200.00		\$2,200.00		\$2,200.00	
11000	2400	0000	52210	FICA Payments	\$6,820.00		\$6,820.00		\$6,820.00		\$6,820.00		\$6,820.00	
11000	2400	0000	52220	Medicare Payments	\$1,595.00		\$1,595.00		\$1,595.00		\$1,595.00		\$1,595.00	
11000	2400	0000	52231	Health and Medical Premiums	\$12,606.00		\$12,606.00		\$12,606.00		\$12,606.00		\$12,606.00	
11000	2400	0000	52312	Life	\$451.00		\$451.00		\$451.00		\$451.00		\$451.00	
11000	2400	0000	52313	Dental	\$1,067.00		\$1,067.00		\$1,067.00		\$1,067.00		\$1,067.00	
11000	2400	0000	52314	Vision	\$132.00		\$132.00		\$132.00		\$132.00		\$132.00	
11000	2400	0000	52315	Disability	\$66.00		\$66.00		\$66.00		\$66.00		\$66.00	
11000	2400	0000	52316	Other Insurance										
11000	2400	0000	52360	Unemployment Compensation	\$2,200.00		\$2,200.00		\$2,200.00		\$2,200.00		\$2,200.00	
11000	2400	0000	52710	Workers Compensation Premium	\$35.00		\$35.00		\$35.00		\$35.00		\$35.00	
11000	2400	0000	52720	Workers Compensation Employer's Fee										
11000	2400	0000	52730	Workers Compensation (Self Insured)										
11000	2400	0000	52911	Cafeteria Plan Fees										
11000	2400	0000	52912	Employee Assistance Programs										
11000	2400	0000	52913	Workers Compensation Employee Fees										
11000	2400	0000	52914	Deferred Sick Leave Reserve										
11000	2400	0000		<b>Total: Personnel Services - Employee Benefits</b>	<b>\$41,637.00</b>		<b>\$41,637.00</b>		<b>\$41,637.00</b>		<b>\$41,637.00</b>		<b>\$41,637.00</b>	
<b>Purchased Professional and Technical Services</b>														
11000	2400	0000	53414	Other Professional Services										
11000	2400	0000	53711	Other Charges										
11000	2400	0000		<b>Total: Purchased Professional and Technical Services</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>Other Purchased Services</b>														
11000	2400	0000	55813	Employee Travel - Non-Teachers	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2400	0000	55814	Employee Training - Non-Teachers	\$6,000.00		\$2,000.00		\$2,000.00		\$2,000.00		\$2,000.00	
11000	2400	0000	55914	Contracts - Interagency										
11000	2400	0000	55915	Other Contract Services										
11000	2400	0000		<b>Total: Other Purchased Services</b>	<b>\$7,000.00</b>		<b>\$3,000.00</b>		<b>\$3,000.00</b>		<b>\$3,000.00</b>		<b>\$3,000.00</b>	
<b>Supplies</b>														
11000	2400	0000	56113	Software	\$0.00									
11000	2400	0000	56118	General Supplies and Materials	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
11000	2400	0000		<b>Total: Supplies</b>	<b>\$1,000.00</b>		<b>\$1,000.00</b>		<b>\$1,000.00</b>		<b>\$1,000.00</b>		<b>\$1,000.00</b>	
<b>Property</b>														
11000	2400	0000	57331	Fixed Assets (more than \$5,000)	\$15,000.00		\$0.00		\$0.00		\$0.00		\$0.00	
11000	2400	0000	57332	Supply Assets (\$5,000 or less)	\$7,500.00		\$5,000.00		\$2,000.00		\$0.00		\$0.00	
11000	2400	0000		<b>Total: Property</b>	<b>\$22,500.00</b>		<b>\$5,000.00</b>		<b>\$2,000.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
11000	2400	0000		<b>TOTAL: SCHOOL ADMINISTRATION</b>	<b>\$182,137.00</b>	<b>2.00</b>	<b>\$160,837.00</b>	<b>2.00</b>	<b>\$157,637.00</b>	<b>2.00</b>	<b>\$155,637.00</b>	<b>2.00</b>	<b>\$155,637.00</b>	<b>2.00</b>
<b>Function: 2500 - Central Services</b>														
<b>Personnel Services - Compensation</b>														
11000	2500	0000	51100	Salaries Expense: Administrative Associates										
11000	2500	0000	51100	Salaries Expense: Administrative Assistants										
11000	2500	0000	51100	Salaries Expense: Assoc. Supt.-Fin./Business Manager	\$45,000.00	0.75	\$45,000.00	0.75	\$45,000.00	0.75	\$45,000.00	0.75	\$45,000.00	0.75
11000	2500	0000	51100	Salaries Expense: Secretary, Clerical, Technical Assistants										
11000	2500	0000	51100	Salaries Expense: Business Office Support	\$26,000.00	1.00	\$26,000.00	1.00	\$26,000.00	1.00	\$26,000.00	1.00	\$26,000.00	1.00
11000	2500	0000	51100	Salaries Expense: Data Processing										
11000	2500	0000	51100	<b>Total: Personnel Services - Compensation</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$71,000.00</b>	<b>1.75</b>	<b>\$71,000.00</b>	<b>1.75</b>	<b>\$71,000.00</b>	<b>1.75</b>	<b>\$71,000.00</b>	<b>1.75</b>
<b>Personnel Services - Employee Benefits</b>														
11000	2500	0000	52111	Educational Retirement	\$9,337.00		\$9,337.00		\$9,337.00		\$9,337.00		\$9,337.00	
11000	2500	0000	52112	ERA - Retiree Health	\$1,420.00		\$1,420.00		\$1,420.00		\$1,420.00		\$1,420.00	
11000	2500	0000	52210	FICA Payments	\$4,402.00		\$4,402.00		\$4,402.00		\$4,402.00		\$4,402.00	
11000	2500	0000	52220	Medicare Payments	\$1,030.00		\$1,030.00		\$1,030.00		\$1,030.00		\$1,030.00	
11000	2500	0000	52311	Health and Medical Premiums	\$8,137.00		\$8,137.00		\$8,137.00		\$8,137.00		\$8,137.00	
11000	2500	0000	52312	Life	\$292.00		\$292.00		\$292.00		\$292.00		\$292.00	
11000	2500	0000	52313	Dental	\$689.00		\$689.00		\$689.00		\$689.00		\$689.00	
11000	2500	0000	52314	Vision	\$86.00		\$86.00		\$86.00		\$86.00		\$86.00	
11000	2500	0000	52315	Disability	\$43.00		\$43.00		\$43.00		\$43.00		\$43.00	
11000	2500	0000	52316	Other Insurance										
11000	2500	0000	52500	Unemployment Compensation	\$1,420.00		\$1,420.00		\$1,420.00		\$1,420.00		\$1,420.00	
11000	2500	0000	52710	Workers Compensation Premium	\$35.00		\$35.00		\$35.00		\$35.00		\$35.00	
11000	2500	0000	52720	Workers Compensation Employer's Fee										
11000	2500	0000	52730	Workers Compensation (Self Insured)										
11000	2500	0000	52911	Cafeteria Plan Fees										
11000	2500	0000	52912	Employee Assistance Programs										
11000	2500	0000		<b>Total: Personnel Services - Compensation</b>	<b>\$0.00</b>	<b>5</b>	<b>\$1,420.00</b>	<b>0.75</b>	<b>\$1,420.00</b>	<b>0.75</b>	<b>\$1,420.00</b>	<b>0.75</b>	<b>\$1,420.00</b>	<b>0.75</b>

# Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	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													
11000	2500	52913	0000	Workers Compensation Employee Fees										
11000	2500	52914	0000	Deferred Sick Leave Reserve										
				<b>Total: Personnel Services - Employee Benefits</b>	\$0.00		\$26,891.00		\$26,891.00		\$26,891.00		\$26,891.00	

FUND	FUNCTION	OBJECT CLASS	JOB CLASS	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
41000	EXPENDITURES													
				<b>Purchased Professional and Technical Services</b>										
				Other Professional Services	\$65,000.00		\$30,000.00		\$30,000.00		\$30,000.00		\$30,000.00	
				Other Charges										
				<b>Total: Purchased Professional and Technical Services</b>	<b>\$65,000.00</b>		<b>\$30,000.00</b>		<b>\$30,000.00</b>		<b>\$30,000.00</b>		<b>\$30,000.00</b>	
				<b>Other Purchased Services</b>										
				Advertising	\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00		\$5,000.00	
				Employee Travel - Non-Teachers										
				Employee Training - Non-Teachers										
				Contracts - Interagency										
				Other Contract Services										
				<b>Total: Other Purchased Services</b>	<b>\$5,000.00</b>		<b>\$5,000.00</b>		<b>\$5,000.00</b>		<b>\$5,000.00</b>		<b>\$5,000.00</b>	
				<b>Supplies</b>										
				Software	\$21,500.00		\$26,500.00		\$31,500.00		\$31,500.00		\$31,500.00	
				General Supplies and Materials	\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00		\$1,000.00	
				<b>Total: Supplies</b>	<b>\$22,500.00</b>		<b>\$27,500.00</b>		<b>\$32,500.00</b>		<b>\$32,500.00</b>		<b>\$32,500.00</b>	
				<b>Property</b>										
				Fixed Assets (more than \$5,000)										
				Supply Assets (\$5,000 or less)										
				<b>Total: Property</b>	<b>\$0.00</b>		<b>\$5,000.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
11000	2500			<b>TOTAL: CENTRAL SERVICES</b>	<b>\$92,500.00</b>	<b>0.00</b>	<b>\$165,391.00</b>	<b>1.75</b>	<b>\$165,391.00</b>	<b>1.75</b>	<b>\$165,391.00</b>	<b>1.75</b>	<b>\$165,391.00</b>	<b>1.75</b>
				<b>Function: 2600 - Operation and Maintenance of Plant</b>										
				<b>Personnel Services - Compensation</b>										
				Salaries Expense: Administrative Associates										
				Salaries Expense: Administrative Assistants										
				Salaries Expense: Secretary, Clerical, Technical Assistants										
				Salaries Expense: Duty Personnel										
				Salaries Expense: Maintenance										
				Salaries Expense: Custodial										
				Salaries Expense: Crosswalk Guards										
				<b>Total: Personnel Services - Compensation</b>	<b>\$15,000.00</b>	<b>0.75</b>	<b>\$20,000.00</b>	<b>1.00</b>	<b>\$30,000.00</b>	<b>1.50</b>	<b>\$30,000.00</b>	<b>1.50</b>	<b>\$30,000.00</b>	<b>1.50</b>
				<b>Personnel Services - Employee Benefits</b>										
				Educational Retirement	\$1,973.00		\$2,630.00		\$3,945.00		\$3,945.00		\$3,945.00	
				ERA - Retiree Health	\$300.00		\$400.00		\$600.00		\$600.00		\$600.00	
				FICA Payments	\$930.00		\$1,240.00		\$1,860.00		\$1,860.00		\$1,860.00	
				Medicare Payments	\$218.00		\$290.00		\$435.00		\$435.00		\$435.00	
				Health and Medical Premiums	\$1,719.00		\$2,282.00		\$3,438.00		\$3,438.00		\$3,438.00	
				Life	\$62.00		\$82.00		\$123.00		\$123.00		\$123.00	
				Dental	\$146.00		\$194.00		\$291.00		\$291.00		\$291.00	
				Vision	\$18.00		\$24.00		\$36.00		\$36.00		\$36.00	
				Disability	\$9.00		\$12.00		\$18.00		\$18.00		\$18.00	
				Other Insurance										
				Unemployment Compensation	\$300.00		\$400.00		\$600.00		\$600.00		\$600.00	
				Workers Compensation Premium	\$18.00		\$18.00		\$26.00		\$26.00		\$26.00	
				Workers Compensation Employer's Fee										
				Workers Compensation (Self Insured)										
				Cafeteria Plan Fees										
				Employee Assistance Programs										
				Workers Compensation Employee Fees										
				Deferred Sick Leave Reserve										
				<b>Total: Personnel Services - Employee Benefits</b>	<b>\$5,693.00</b>		<b>\$7,582.00</b>		<b>\$11,372.00</b>		<b>\$11,372.00</b>		<b>\$11,372.00</b>	
				<b>Personnel Services - Total</b>	<b>\$20,693.00</b>	<b>1.75</b>	<b>\$27,582.00</b>	<b>2.75</b>	<b>\$41,363.00</b>	<b>3.25</b>	<b>\$41,363.00</b>	<b>3.25</b>	<b>\$41,363.00</b>	<b>3.25</b>
				<b>Non-Personnel Services</b>										
				Other Charges	\$0.00		\$0.00		\$0.00		\$0.00		\$0.00	
				<b>Total: Purchased Professional and Tech Services</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
				<b>Capital Expenditures</b>										
				Maintenance & Repair - Furniture/Fixtures/Equipment	\$10,000.00		\$12,000.00		\$12,000.00		\$15,000.00		\$20,000.00	
				Maintenance & Repair - Buildings and Grounds										
				Maintenance & Repair - Vehicles										
				Electricity	\$12,000.00		\$14,000.00		\$16,000.00		\$17,000.00		\$17,000.00	
				Natural Gas (Buildings)	\$12,000.00		\$14,000.00		\$16,000.00		\$17,000.00		\$17,000.00	
				Propane/Butane (Buildings)										
				Other Energy (Buildings)										
				Water/Sewage	\$7,500.00		\$8,500.00		\$10,000.00		\$11,000.00		\$12,000.00	
				Communication Services	\$12,000.00		\$17,500.00		\$20,000.00		\$22,500.00		\$25,000.00	
				Rental - Land and Buildings	\$100,000.00		\$120,000.00		\$140,000.00		\$160,000.00		\$180,000.00	
11000	2600			<b>TOTAL: 2600</b>	<b>\$200,000.00</b>		<b>\$240,000.00</b>		<b>\$280,000.00</b>		<b>\$320,000.00</b>		<b>\$360,000.00</b>	
11000	2600			<b>TOTAL: 2600</b>	<b>\$200,000.00</b>		<b>\$240,000.00</b>		<b>\$280,000.00</b>		<b>\$320,000.00</b>		<b>\$360,000.00</b>	



Charter's Five Year Budget Plan

FUND	FUNCTION	OBJECT	JOB CLASS	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													
11000	2600	54620	0000	Rental - Equipment and Vehicles										
11000	2600	54630	0000	Rental - Computers and Related Equipment										
				<b>Total: Purchased Property Services</b>	<b>\$153,500.00</b>		<b>\$186,000.00</b>		<b>\$214,000.00</b>		<b>\$262,500.00</b>		<b>\$248,500.00</b>	

# Charter's Five Year Budget Plan

FOUN	FUNCTION	OBJECT	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
<b>HOPE</b>														
<b>10000 EXPENDITURES</b>														
<b>Other Purchased Services</b>														
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										
<b>Total: Other Purchased Services</b>					<b>\$18,000.00</b>		<b>\$20,000.00</b>		<b>\$22,000.00</b>		<b>\$24,000.00</b>		<b>\$26,000.00</b>	
<b>Supplies</b>														
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										
<b>Total: Supplies</b>					<b>\$3,500.00</b>		<b>\$3,500.00</b>		<b>\$3,500.00</b>		<b>\$3,500.00</b>		<b>\$3,500.00</b>	
<b>Property</b>														
11000	2600	57331	0000	Fixed Assets (more than \$5,000)										
11000	2600	57332	0000	Supply Assets (\$5,000 or less)										
<b>Total: Property</b>					<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>TOTAL: OPERATION AND MAINTENANCE OF PLANT</b>					<b>\$195,693.00</b>	<b>0.75</b>	<b>\$237,082.00</b>	<b>1.00</b>	<b>\$280,872.00</b>	<b>1.50</b>	<b>\$331,372.00</b>	<b>1.50</b>	<b>\$319,372.00</b>	<b>1.50</b>
<b>Function-2700 - Student Transportation</b>														
<b>Personnel Services - Compensation</b>														
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										
<b>Total: Personnel Services - Compensation</b>					<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>
<b>Personnel Services - Employee Benefits</b>														
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										
<b>Total: Personnel Services - Employee Benefits</b>					<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>Purchased Professional and Technical Services</b>														
11000	2700	53711	0000	Other Charges										
<b>Total: Purchased Professional and Technical Services</b>					<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>Purchased Property Services</b>														
11000	2700	55111	0000	Transportation Per-Capita Feeders										
11000	2700	55112	0000	Transportation Contractors										
<b>Total: Purchased Property Services</b>					<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>TOTAL: STUDENT TRANSPORTATION</b>					<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>
<b>TOTAL: SUPPORT SERVICES</b>					<b>\$618,212.00</b>	<b>4.25</b>	<b>\$792,873.00</b>	<b>6.25</b>	<b>\$911,816.00</b>	<b>7.75</b>	<b>\$912,510.00</b>	<b>7.75</b>	<b>\$888,573.00</b>	<b>7.75</b>

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
41000	EXPENDITURES													
				Function-3100 - Food Service Operations										
				<b>Personnel Services - Compensation</b>										
				Salaries Expense: Administrative Associates										
				Salaries Expense: Administrative Assistants										
				Salaries Expense: Secretary, Clerical, Technical Assistants										
				Salaries Expense: Food Service										
				<b>Total: Personnel Services - Compensation</b>	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				<b>Personnel Services - Employee Benefits</b>										
				Educational Retirement										
				ERA - Retiree Health										
				FICA Payments										
				Medicare Payments										
				Health and Medical Premiums										
				Life										
				Dental										
				Vision										
				Disability										
				Other Insurance										
				Unemployment Compensation										
				Workers Compensation Premium										
				Workers Compensation Employer's Fee										
				Workers Compensation (Self Insured)										
				Cafeteria Plan Fees										
				Employee Assistance Programs										
				Workers Compensation Employee Fees										
				Deferred Sick Leave Reserve										
				<b>Total: Personnel Services - Employee Benefits</b>	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				Function-3100 - Food Service Operations										
				<b>Purchased Professional and Technical Services</b>										
				Auditing										
				Legal										
				Other Professional Services										
				Other Charges										
				<b>Total: Purchased Professional and Tech Services</b>	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				<b>Purchased Property Services</b>										
				Maintenance & Repair - Furniture/Fixtures/Equipment										
				Maintenance & Repair - Buildings and Grounds										
				Maintenance & Repair - Vehicles										
				Electricity										
				Natural Gas (Buildings)										
				Propane/Butane (Buildings)										
				Other Energy (Buildings)										
				Water/Sewage										
				Communication Services										
				Rental - Land and Buildings										
				Rental - Equipment and Vehicles										
				Rental - Computers and Related Equipment										
				<b>Total: Purchased Property Services</b>	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				<b>Other Purchased Services</b>										
				Employee Travel - Non-Teachers										
				Employee Training - Non-Teachers										
				Contracts - Interagency										
				Other Contract Services										
				<b>Total: Other Purchased Services</b>	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				<b>Supplies</b>										
				Software										
				Food										
				Non-Food										
				General Supplies and Materials										
				<b>Total: Supplies</b>	\$0.00	0.00	\$10,000.00	0.00	\$12,500.00	0.00	\$15,000.00	0.00	\$17,500.00	0.00
				<b>Property</b>										
				Fixed Assets (more than \$5,000)										
				Supply Assets (\$5,000 or less)										
				<b>Total: Property</b>	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00	\$0.00	0.00
				<b>TOTAL: FOOD SERVICES OPERATIONS</b>	\$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
<b>11000 EXPENDITURES</b>														
				Function-3300 - Community Services Operations										
				<b>Personnel Services - Compensation</b>										
11000	3300		51100	Salaries Expense: Adult Education										
11000	3300		51100	Salaries Expense: Recreation										
11000	3300		51100	Salaries Expense: Summer School/After School										
11000	3300		51100	Salaries Expense: Bus Drivers										
11000	3300		51100	Salaries Expense: Extended Services to Students										
				<b>Total: Personnel Services - Compensation</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>
				<b>Personnel Services - Employee Benefits</b>										
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										
				<b>Total: Personnel Services - Employee Benefits</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
				<b>Other Purchased Services</b>										
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										
				<b>Total: Other Purchased Services</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
				<b>Supplies</b>										
11000	3300		56118	General Supplies and Materials										
				<b>Total: Supplies</b>	<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>		<b>\$0.00</b>	
<b>11000</b>	<b>3300</b>			<b>TOTAL: COMMUNITY SERVICES OPERATIONS</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$0.00</b>	<b>0.00</b>
<b>11000</b>	<b>3000</b>			<b>TOTAL: OPERATION OF NON-INSTRUCTIONAL SERVICES</b>	<b>\$0.00</b>	<b>0.00</b>	<b>\$10,000.00</b>	<b>0.00</b>	<b>\$12,500.00</b>	<b>0.00</b>	<b>\$15,000.00</b>	<b>0.00</b>	<b>\$17,500.00</b>	<b>0.00</b>
<b>11000</b>				<b>TOTAL: OPERATIONAL FUND</b>	<b>\$1,594,540.17</b>	<b>20.80</b>	<b>\$2,341,848.41</b>	<b>30.50</b>	<b>\$2,756,242.32</b>	<b>39.90</b>	<b>\$3,097,383.55</b>	<b>46.65</b>	<b>\$2,985,248.59</b>	<b>52.60</b>

Appendix p 85

**Healthy Futures Inc.**

P O Box 80001, Albuquerque, New Mexico 87198

June 24, 2013

Mr. Tony Gerlicz  
Director, Options for Parents/Charter School division  
NM Public Education Department  
300 Don Gaspar  
Santa Fe, NM 87501

Dear Mr. Gerlicz:

Healthy Futures Inc., a non profit New Mexico 501(c)3 corporation formed by a team of community leaders, healthcare professionals and educators, is committed to the success and sustainability of the proposed Health Sciences Academy (HSA).

In this regard, should HSA's application for a state authorized charter school be approved, the Board of Directors of Healthy Futures has passed a resolution in support of the HSA mission and affirmed this support in the critical planning year by agreeing to secure \$100,000 in funds for professional development, the design of customized healthcare career educational software, and for curriculum development and alignment.

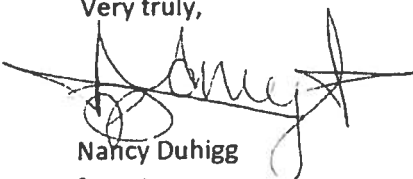
Healthy Futures has had discussions with Ms. Laura Feinmann, Vice President of Charter School Development Corporation (CSDC), to explore the financing of a suitable facility for HSA in the Gadsden region that would meet the projected educational needs of HSA, while being in compliance with New Mexico building codes and the NMPSFA rules and regulations. A letter from Ms. Feinmann, confirming the willingness of the CSDC to explore financing of a facility for HSA is included in HSA charter application appendices.

In furtherance of the above commitment, Healthy Futures will submit an application to the USDE Office of Innovation and Improvement in response to RFP CDFA 84.282 B for the amount of \$150,000 on behalf of HSA. Should Healthy Futures be successful in receiving this grant, the funds would be used for planning and implementation of the HSA charter school. The application to the USDE Office of Innovation and Improvement has the full support of the entire New Mexico Congressional Delegation (a copy of the letter of support, addressed to Mr. Jim Shelton, is also included in the charter application appendices).

FACES to the Future, a nationally recognized educational and health career organization, has confirmed its desire to partner with HSA to assist in developing meaningful healthcare internships, build bridges to healthcare partners, and support the mission of the school by securing grants from foundations and corporations. (a copy of the letter, confirming willingness to provide both professional development and support in securing grants for HSA from Dr. Tomas Magana, Founding Director of FACES to the Future, and Executive Director of Public Health Institute, is also included in the charter application appendices. Healthy Futures was instrumental in facilitating this relationship.

Please feel free to contact me, when a determination of the HSA charter application is finalized.

Very truly,



Nancy Duhigg  
Secretary

CC:

Mr. Ron Haugen  
Ms. Lorna Samraj



June 2, 2013

Ms. Lorna Samraj , President  
Health Futures, Inc.

Dear Lorna:

The purpose of this letter is to reconfirm our interest in working with you and the team of Healthy Futures to develop and sustain a health sciences charter school in southern New Mexico.

For others interested in reviewing our collaboration, please note:

My name is Tomás A. Magaña, MD. I am a pediatrician with expertise in the care of at-risk children/adolescents, and I am also the Founding Director of the FACES for the Future Coalition at the Public Health Institute in Oakland, CA. Established originally in 2000, FACES for the Future is an innovative health careers education program for disadvantaged and underrepresented high school students. I created FACES in response to the life circumstances of youth I served in the clinics where I worked - youth who were facing incredible stress due to poverty, fractured family structures and youth violence. They wanted alternative education pathways, needed resources to succeed and expressed a particular interest in health careers. FACES was created with the desire to support these youth academically and psychosocially, while connecting them to health professionals willing to serve as mentors in internships in the hospital and community clinics.

This holistic approach to student care and academic support provides a solid foundation for a student entering the health care industry as evidenced by our outcomes. Nearly 100% of our students graduate from high school and nearly 90% of those express an intention to join the health care workforce.

As you are already keenly aware from our prior discussions, by design the goals of the FACES program are multifold:

- 1) To support and prepare underrepresented minority youth for the demands of college and a future career in health care,
- 2) To foster academic excellence and a persistence to high school graduation,
- 3) To address the psychosocial issues of each individual student through comprehensive assessment, prevention, and intervention plans,
- 4) To create the leaders of tomorrow in the health industry,
- 5) To build a culturally competent and prepared health care workforce,
- 6) To positively affect the regional economic development of areas where FACES programs exist by ensuring that youth transition smoothly into the workforce.



Accordingly, we are very proud of the FACES for the Future programs' success and are excited about the opportunity of working with you, and the proposed Health Sciences Academy.

While youth are the focus of our efforts, we know that health workforce shortages are reaching crisis levels in our country. Investment in programs like FACES and Healthy Futures, that directly connect high school students to careers in the health care industry, are vital to the economic development of any region. Moreover, we know patient populations are best served by health care providers who speak the language and understand the culture of their patients. Positive health outcomes of underserved populations are dependent upon investments in educating students for new challenging careers and helping prepare students to give back to their communities in a multitude of ways.

I strongly support the Health Sciences Academy charter application to the New Mexico Public Education Department. As you know, in our prior collaborative efforts, the FACES for the Future Coalition is committed to bringing its expertise in providing technical and curricular support, health professional supervisor training and expertise in the areas of internship site development, program development, and the coordination of academic and psychosocial resources. In addition, we look forward to assisting you and your team, in applying for grants and supporting your efforts to access medical equipment and other important resources to sustain the proposed charter school during its early growth and development process.

Our team is honored to be of assistance to both Healthy Futures and the proposed Health Sciences Academy, in order to foster academic interest and persistence in preparing for challenging health careers for underserved students in southern New Mexico.

Please feel free to contact me should you need any additional information.

Sincerely,

A handwritten signature in black ink that reads "Tomás A. Magaña, M.D.".

Tomás A. Magaña, MD, MA, FAAP  
Founding Director, FACES for the Future Coalition  
Assistant Professor and Medical Director, Samuel Merritt University  
Lead Physician, La Clínica de La Raza, Inc.  
Assistant Clinical Professor, Dept. of Pediatrics, University of California San Francisco

(510) 285-5656  
Tomas.Magana@phi.org  
[www.facesforthefuture.org](http://www.facesforthefuture.org)



June 18, 2013

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

Dear Lorna:

The purpose of this letter is to re-affirm the strong interest of Charter Schools Development Corporation, through its Mountain West Charter Schools Fund, in assisting Healthy Futures and Health Sciences Academy (the proposed charter school you are helping to launch and sustain) to finance an appropriate facility, in compliance with New Mexico state laws and NMPED regulations.

As you already are aware, the mission of Charter Schools Development Corporation is to assist with the facilities needs of innovative and vibrant charter schools throughout the nation, and particularly, in under served communities like the small cities and towns in southern New Mexico. We believe that your mission to better prepare and motivate students from these communities to undertake challenging academic coursework and prepare for demanding and rewarding careers in public health, healthcare professions, and related occupations, is an innovative concept worthy of our support.

Please call feel free to call me, should you require any additional information and when appropriate, please complete our pre-application at [www.csdco.org](http://www.csdco.org) so that we can begin our internal underwriting process. We wish you much success on your charter application process and if I can be of further assistance, please do not hesitate to contact me directly at (480) 270-8594.

Sincerely,

A handwritten signature in blue ink, appearing to read "Laura Fiemann", is written over a blue circular stamp.

Laura Fiemann  
Senior Vice President  
Western and CDFI Operations

# CONGRESS OF THE UNITED STATES

DELEGATION OFFICE  
STATE OF NEW MEXICO  
HART SENATE OFFICE BUILDING  
WASHINGTON, D.C. 20510  
(202) 631-2322

Mr. Jim Shelton  
Assistant Deputy Secretary  
Office of Innovation and Improvement  
US Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Mr. Shelton:

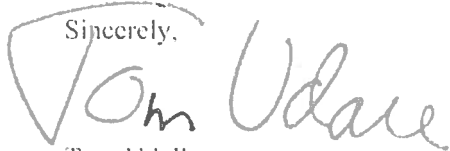
We are writing in support of the grant application to be submitted by Healthy Futures, Inc., a New Mexico nonprofit 501(c)3 entity, to the Office of Innovation and Improvement. Funding would be used to help support, establish, and sustain the Health Sciences Academy (HSA).

The Health Sciences Academy mission is to offer students a rigorous academic and vital healthcare career pathway with internships in area hospital and clinics. This is an important educational initiative and innovative academic and industry partnership. The school will be located along the US/Mexico border, in a high poverty area of underserved rural families in the Gadsden region.

Students will be offered a rigorous academic and health career curriculum that is relevant to their career aspirations and designed to prepare them for rigorous post secondary school success. The Health Sciences Academy will be the only public school in the Gadsden Independent School District that offers returning veterans and other adults an opportunity to complete their high school diploma, while preparing for challenging careers in the rapidly growing fields of wellness and other needed health professions, especially important to our New Mexico bilingual communities.

We fully support the Healthy Futures proposal, and we urge you to give their application your thorough consideration within agency guidelines.

Sincerely,



Tom Udall  
United States Senator



Martin Heinrich  
United States Senator



Ben Ray Lujan  
United States Representative



Stevan Pearce  
United States Representative



Michelle Lujan Grisham  
United States Representative



May 29, 2013

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

Dear Ms. Samraj:

This letter is to confirm that El Paso Children's Hospital is open to the possibility of participating as a site for the proposed Health Sciences Academy to offer health career opportunities for underserved students in southern New Mexico.

El Paso Children's Hospital supports the goal of the proposed Health Sciences Academy to replicate the successes of the San Diego charter school structured by Sharp Hospital and the Health Sciences High and Middle College Charter School in order to create educational opportunities for local students who are interested in exploring health careers.

El Paso Children's Hospital's interest includes exploring the following opportunities:

- 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.
- The possibility of implementing a Faces to the Future Program with El Paso Children's Hospital as one of the sites for implementation.

As we have discussed, many details 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](mailto:dchasco@elpasochildrens.org) or 915-472-0440 should any questions arise.

Sincerely,

Deborah Chasco, CCRN, DNP, CNS  
Director of Nursing Administration

Cc: Paul Ocon, Chief Nursing Officer  
Jill Vogel, Chief Legal Officer



# La Clinica de Familia, Inc.

**OFFICE:**  
385 Calle de Alegria – 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

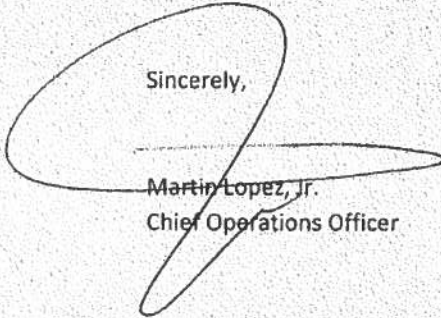
Dear Ms. Samjara,

It was pleasure meeting with you and Mr. Rafel 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](mailto: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





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

201 E Main, Suite 1514, El Paso, Texas 79901  
915 613-2478 fax: 915-225-2477 MCAmericas.org

June 22, 2013

Health Sciences Academy  
Ms. Lorna Samraj - Founder  
P O Box 80001  
Albuquerque, New Mexico 87198

Dear Lorna:

I have reviewed the proposed Health Sciences Academy's Standards for Healthcare Career Proficiency, contingent upon final review and approval of the Head Administrator and HSA's healthcare partners.

I have made this review and assessment based upon three determinants:

1. Are the standards aligned and complement the mission and goals of HSA?
2. Do they address key factors of academic preparedness for challenging study towards careers in healthcare, health science and health education?
3. Are these standards measurable and quantifiable?

It is my belief that the proposed Health Sciences Academy's Standards for Healthcare Career Proficiency meet these three factors.

My agreement with , and my support of the proposal, is based on the cumulative experience of my twenty-year career as a Physician Assistant clinician in primary care settings. Having worked in several states, including Arizona, Washington DC, Washington State and Maryland, in hospitals, migrant worker clinics, IHS facilities and penitentiary systems, I feel qualified to weigh in on this program. I have a strong interest in the process of preparing medical support staff, like CNAs, to be in a continuum of learning, to not only provide excellence in their current job setting, but also to be motivated to achieve higher educational and career goals in their own lives.

In the light of the above, should the charter for the school be approved, I would be more than willing to work as a committee member, to help develop the questions and procedures that quantify the knowledge and skills required to evidence competency.

Very truly,

A handwritten signature in black ink, appearing to read 'Morgina Rao', followed by a long horizontal line and the initials 'MPH/PA-C'.

Morgina Rao, MPH/PA-C

P.O. Box 2003, Gallup, NM 87301 [gjr306@hotmail.com](mailto:gjr306@hotmail.com)

CC: The Governing Board of Health Sciences Academy

Ms. Deborah Chasco, RN - Nursing Administrator, El Paso Children's Hospital

Dr. Sue Forster-Cox, Professor - College of Health Sciences, NMSU

Mr. Ron Haugen, Head Administrator, HSA

Dr. Tomas Magana, Founder - Faces to the Future



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](mailto:kittle@nmsu.edu) or 575-646-8194 or Dr. Sue Forster-Cox [sforster@nmsu.edu](mailto:sforster@nmsu.edu) or 575-646-2183 should additional information be required.

Good luck at this exciting endeavor.

Sincerely,



Mark J. Kittleson, PhD, FAAHB, FAAHE  
Professor and Head  
Department of Health Science  
[kittle@nmsu.edu](mailto:kittle@nmsu.edu)



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.

An Equal Opportunity Employer

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

May 10, 2012

Board of the Health Sciences Academy,

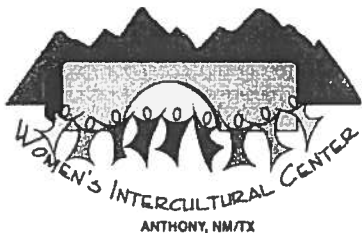
I am very excited about the innovative direction and strategy your board and founders have created for offering New Mexico students with disabilities meaningful career choices and rigorous college preparation. Providing middle and high school students with disabilities, and adult ELL students opportunities 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



## 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](http://www.womensinterculturalcenter.org)

---

May 28, 2012

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

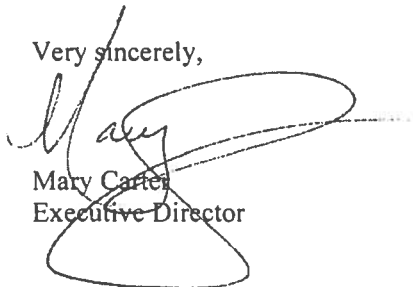
Dear Lorna,

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.*





THE ROMAN CATHOLIC  
DIOCESE OF LAS CRUCES

1280 Med Park Drive • Las Cruces, New Mexico 88005-3239  
575-523-7577 • Fax 575-524-3874 • [www.dioceseoflascruces.org](http://www.dioceseoflascruces.org)

August 23, 2012

Public Education Commission  
c/o Beverly Friedman  
300 Don Gaspar Ave.  
Santa Fe, NM 87501-2786

Re: Letter of Support

Dear Ms. Friedman:

This letter is written in support of the application being submitted by Healthy Futures, Inc. in New Mexico to create and establish a much-needed charter school with the emphasis on establishing a health science academy to better serve students interested in health careers from the communities of Anthony, Chaparral, Mesquite, Santa Teresa and Sunland Park, N.M.

Lorna Samraj and Rafael Nevins presented and fulfilled a very successful program, *Maize Blossom*, with us a few years back mentoring unwed teen mothers. We look forward to being able to continue to collaborate with their program in order to advance the Health Sciences Academy's mission.

We fully support Healthy Futures proposal, and we urge you to give their application your thorough consideration for funding.

Sincerely,

Ricardo Ramirez, C.S.B.  
Bishop of Las Cruces

*"United in Ministry"*



## City of Anthony

320 Lincoln St. / P.O. Box 2663  
Anthony, New Mexico 88021  
(575) 882-2983 Office / (575) 882-2978 Fax

---

**Arnulfo Castañeda**  
Mayor

*Diane Murillo, Mayor Pro-tem*  
*Betty Gonzalez, Trustee*  
*James G. Scott, Trustee*  
*Pilar Madrid, Trustee*

Dear Ms. Samraj,

I applaud your diligent efforts to engage our community in an educational dialogue and develop new ways that children and adult learners of our city can prepare for college and healthcare careers.

I have learned that Andele Tutors and the Women's Intercultural Center intend to apply for a Promise Neighborhoods grant from the USDE. We are in full support of the goal of engaging families and better preparing their children in Anthony for challenging educational journeys.

I also understand that you and your HSA team have applied to the Public Education Department for certification to start a State of New Mexico charter school with plans to open the doors to students in the fall of 2013 in the Gadsden Independent School District. I encourage you to consider the City of Anthony as a home to your future charter school. Our children and community would benefit greatly from healthcare education opportunities.

I support this worthy endeavor and the concept of a state charter school effort, we look forward to working with your team as the Health Sciences Academy moves ahead with detailed plans.

Sincerely,

Arnulfo Castañeda, Mayor  
City of Anthony, NM



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,

Representative Rick Miera

# 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]

## Table of Contents

Internal Audit Charter	
Mission Statement .....	3
Objective .....	3
Responsibility and Authority .....	3
Independence .....	3
Objectivity .....	3
Confidentiality .....	3
Code of Ethics .....	4
Standards of Conduct .....	4
Scope of the Internal Audit Function .....	4
Responsibility for Detection of Errors or Irregularities .....	5
Services Provided by Internal Audit .....	5
 Audit Planning	
Develop the Audit Plan .....	6
 Audit Process	
Overview and Conduct of the Audit Process .....	7
 Audit Procedures	
Evidential Matter .....	7
Types of Evidence .....	8
Documentation of Evidential Matter .....	9
Types of Samples .....	9
 Work Paper Procedures	
Work Papers - General .....	9
Work Paper - File Structure .....	9
Types of Work Papers .....	10
Quality of Work Papers .....	11
Work Paper Techniques .....	12
Work Paper Organization .....	12
Electronic Work Papers .....	13
Control/Confidentiality of Work Papers .....	13

## **INTERNAL AUDIT CHARTER**

### **Mission Statement:**

The mission of the Audit Committee (AC) 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 AC 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 AC 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 AC 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 AC 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 AC shall subscribe to the Code of Ethics established by the Institute of Internal Auditors.

The AC 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 AC 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 AC.

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, AC 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:

- a. **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.
- b. **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.





## PARCC COLLEGE- AND CAREER-READY DETERMINATION POLICY IN ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS & POLICY-LEVEL PERFORMANCE LEVEL DESCRIPTORS

*Adopted by the PARCC Governing Board and Advisory Committee on College Readiness  
October 25, 2012*

The PARCC draft College- and Career-Ready (CCR) Determination Policy and Policy-Level Performance Level Descriptors (PLDs) were released for public feedback in summer and fall 2012. PARCC received nearly 800 responses from K-12 educators, higher education faculty, parents, and community members. The revised CCR Determination Policy and Policy-Level PLDs will be used by PARCC to guide the development of items and tasks for the PARCC assessments in both English language arts/literacy (ELA/literacy) and mathematics and, ultimately, will serve as a guidepost for setting the performance levels for the PARCC assessments.

The ***PARCC CCR Determinations in ELA/literacy and mathematics*** describe the academic knowledge, skills, and practices in English language arts/literacy and mathematics students must demonstrate to show they are able to enter directly into and succeed in entry-level, credit-bearing courses and relevant technical courses in those content areas at two- and four-year public institutions of higher education. The CCR Determination will provide policymakers, educators, parents, and students with a clear signal about the level of academic preparation needed for success in these postsecondary courses. It will provide a strong indicator of college and career readiness that can be used to set performance goals at any level and show progress towards those goals. Finally, students who attain a CCR Determination in ELA/literacy and/or mathematics will have a tangible benefit – direct entry into relevant entry-level, credit-bearing courses without need for remediation.

The ***Policy-Level PLDs*** include both policy claims, which describe the educational implications for students who attain a particular performance level on the PARCC assessments, as well as general content claims, which describe in broad terms the knowledge, skills, and practices students performing at a given performance level are able to demonstrate at any grade level. These PLDs will be used by PARCC to guide the development of items and tasks for the PARCC assessments and will form the basis for standard-setting. They will also be used as a foundation for the development of PARCC's grade- and subject-specific PLDs, which will profile the knowledge, skills and practices students performing at a given performance level in a specific course or grade level are able to demonstrate. The grade- and subject-specific PLDs will be an important tool for K-12 and postsecondary educators, parents, and students to gain a better understanding of the performance expectations for the PARCC assessments and how student mastery of the CCSS will be evaluated through PARCC. The student assessment scores ultimately reported by performance level for schools and school districts for each grade and subject will also be important components of state accountability and public reporting systems, and numerous other state-specific policies that use student performance results.

## I. College- and Career-Ready Determinations in English Language Arts/Literacy and Mathematics Policy

### Meaning of the College- and Career-Ready Determinations

A student who is determined to be College- and Career-Ready through performance on the PARCC high school assessments is one who has demonstrated the *academic* knowledge, skills, and practices in ELA/literacy or mathematics necessary to enter directly into and succeed in entry-level, credit-bearing courses in those content areas in programs leading to a credential or degree<sup>1</sup> which may be aligned to the student's career aspirations, from two- and four-year public<sup>2</sup> institutions of higher education. PARCC will make College- and Career-Ready Determinations in ELA/literacy and in mathematics.

- Students who earn a College- and Career-Ready Determination in ELA/literacy will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing.
- Students who earn a College- and Career-Ready Determination in mathematics will have demonstrated the academic knowledge, skills and practices necessary to enter directly into and succeed in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics<sup>3</sup>.

It must be noted that the academic knowledge, skills, and practices defined by the PARCC CCR Determinations in ELA/literacy and mathematics are an essential part of students' readiness for college and careers, but do not encompass the full range of knowledge, skills, and practices students need for success in postsecondary programs and careers. For example, Conley (2012) includes learning skills and techniques such as persistence, motivation, and time management as critical elements of college and career readiness, along with transition skills and knowledge such as awareness of postsecondary norms and culture and career awareness<sup>4</sup>. The Association of Career Technical Education (2010) includes employability skills and technical skills, as well as academic skills, as critical components of career readiness<sup>5</sup>. A comprehensive determination of college and career readiness that would include additional factors such as these is beyond the scope of the PARCC

---

<sup>1</sup> This is inclusive of any public postsecondary institution awarding degrees and/or credentials that are aligned with entry into middle and high skills jobs (i.e. programs that are typically at least one year in length), including public technical colleges/institutions. Apprenticeship and other training programs that lead to middle and high skill jobs are also encouraged to take advantage of the PARCC CCRD Policy in their placement practices. In the future, PARCC may validate the CCRD Policy for such programs, pending the availability of data to do so.

<sup>2</sup> Private institutions of higher education are also encouraged to use the PARCC CCRD Policy for placing students into the entry-level, credit-bearing courses identified in the policy.

<sup>3</sup> PARCC's first priority is to validate the College- and Career-Ready Determination Policy for College Algebra and Introductory Statistics, given relatively high enrollment rates in these courses. However, institutions of higher education are encouraged to use College- and Career-Ready Determinations for placement of students into other entry-level, credit-bearing mathematics courses such as Quantitative Literacy/Mathematics for Liberal Arts. Over time, PARCC may validate the use of the CCR Determination in mathematics for these courses as well.

<sup>4</sup> David T. Conley (2012). "A Complete Definition of College and Career Readiness." The Educational Policy Improvement Center. <https://www.epiconline.org/readiness/definition.dot>

<sup>5</sup> ACTE (2010). "What is Career-Ready?" Association of Career and Technical Education. <https://www.acteonline.org/readiness.aspx>

assessments in ELA/literacy and mathematics. Many states, however, are engaged in identifying these factors and determining ways to support students in strengthening them as part of a broad agenda to increase college graduation rates and career success.

Since these non-academic factors are so important, PARCC College- and Career-Ready Determinations can only provide an estimate of the likelihood that students who earn them have the academic preparation necessary to succeed in entry-level, credit-bearing courses. Accordingly, the information and process used to identify the scores on PARCC assessments used to make College- and Career-Ready Determinations will be designed to promote confidence in the estimate, realizing that no estimate can be 100 percent accurate. A brief description of the information and process that will be used to establish the scores is provided in the section titled “Determining and Validating College- and Career-Ready Threshold Scores.”

### **Benefit of Earning a PARCC College- and Career-Ready Determination**

One of PARCC’s primary objectives is that students who earn a College- and Career-Ready Determination and are admitted to two- or four-year public institutions of higher education will be exempted from having to take and pass placement tests designed to determine whether they are academically prepared to enter directly into entry-level, credit-bearing courses in ELA/literacy, mathematics, and technical courses requiring college-level reading, writing, or mathematics skills.

The College- and Career-Ready Determination is not being designed to inform postsecondary admission decisions or to exempt students from having to take tests designed to place them into more advanced courses beyond entry-level courses.

### **Criteria Used to Make College- and Career-Ready Determinations**

In order to earn and maintain a College- and Career-Ready Determination in ELA/literacy, a student will need to achieve at least the threshold score for Level 4 on the grade 11 PARCC ELA/literacy assessment.

In order to earn and maintain a College- and Career-Ready Determination in mathematics, a student will need to achieve at least the threshold score for Level 4 on the designated PARCC high school mathematics assessment(s)<sup>6</sup>.

### **Maintaining a College- and Career-Ready Determination**

To use the PARCC College- and Career-Ready Determination to place students into entry-level, credit-bearing courses, higher education institutions may impose additional conditions, such as continuous enrollment through graduation from high school in courses offered through dual/concurrent enrollment or high school courses that build on the standards used to make the College- and Career-Ready Determination.

---

<sup>6</sup> The specific assessments used to make PARCC College- and Career-Ready Determinations in mathematics have not yet been determined. The Advisory Committee on College Readiness (ACCR) and Governing Board will be asked to consider various options and vote on adopting one in December 2012.

## Determining and Validating College- and Career-Ready Threshold Scores

PARCC will establish a systematic standard-setting process to identify the threshold scores, also known as cut scores, on the designated high school assessments that will be used for making College- and Career-Ready Determinations.

The standard-setting process will begin with the development of PARCC performance levels and associated performance level descriptors. The descriptors will describe the knowledge, skills and practices in ELA/literacy and mathematics contained in the Common Core State Standards that students performing at each level must be able to demonstrate. PARCC will have five performance levels. The descriptors for Level 4 for PARCC high school assessments will depict the knowledge, skills and practices that are needed to succeed in entry-level, credit-bearing courses in two- and four-year public institutions of higher education.

The standard-setting process will continue with a standard-setting event after the first administration of PARCC in summer 2015. The event will result in identification of the threshold scores for all PARCC performance levels and make use of multiple sources of information including the judgments of K-12 and higher education professionals serving on standard-setting panels, as well as relevant data about how students participating in PARCC assessments perform on other achievement measures.

While details of the standard-setting event will be considered by the PARCC Governing Board and ACCR in the near future, in addition to the sources of information described above, the following statement will be used to inform the judgments of the panelists and to conduct validation studies of the efficacy of PARCC's College- and Career-Ready Determinations in the future.

Students who earn a College- and Career-Ready Determination by performing at level 4 in ELA/literacy and enroll in College English Composition, Literature, and technical courses requiring college-level reading and writing have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.

Students who earn a PARCC College- and Career-Ready Determination by performing at level 4 in mathematics and enroll in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics have approximately a 0.75 probability of earning college credit by attaining at least a grade of C or its equivalent in those courses.

In the statement above, a 0.75 probability of earning a C is used as a *benchmark* against which the CCR cut score on the PARCC assessments will be validated through empirical research. The 0.75 probability of a student earning a C or better was chosen for two reasons. First, a "C" is the minimum grade needed to earn credit for a course (at nearly all postsecondary institutions) -- thus the validation criteria aligns with the college completion agenda at many higher education institutions/systems. Second, the 0.75 probability was chosen, after much discussion, because it is a reasonably high standard but not so high that using it would create a CCR cut score that is unattainable. It is also similar to the criteria used by ACT, thus there is some research/evidence on a similar criterion. Lastly, a 0.75 probability indicates that a student's performance on the PARCC assessments will provide a good estimate of academic readiness, but other non-academic skills that contribute to success in college and careers will not be measured by PARCC assessments.

## II. Policy-Level Performance Level Descriptors

PARCC will report student achievement on the PARCC assessments using five performance levels. No names for the levels have been proposed at this time. Level 4 is the proposed level for earning a CCR Determination.

Although many current state assessments report student achievement using three or four performance levels, PARCC will use five levels for a number of reasons:

- PARCC assessments will include a sufficient number of score points to support the accurate classification of student performance into five levels;
- Five levels will help schools better target assistance to students;
- Five levels will provide states with options for using performance levels with greater precision in various accountability mechanisms and decisions; and
- Five levels will provide increased opportunities for students, schools and districts to demonstrate growth.

### Definitions of Terms

#### ***Performance Levels***

- Student results on PARCC ELA/literacy and mathematics assessments will be reported according to numerical scaled scores and performance levels. Performance levels are used to classify student performances into categories that describe the knowledge, skills and practices students in the category are typically able to demonstrate, including the consistency with which they can demonstrate these traits. Each PARCC performance level will have a specified minimum scaled score associated with it – often referred to as a cut score. Cut scores for PARCC performance levels will be determined through a systematic standard-setting process in the summer of 2015. The *policy claims* and *general content claims* that follow in the remainder of this document will constitute the performance levels and serve as the basis for the standard-setting process.

#### ***Policy Claims***

- *Policy claims* describe the educational implications for students who attain a particular performance level on the PARCC assessments.

#### ***General Content Claims***

- *General content claims* in a particular content area describe, in broad terms, the knowledge, skills, and practices students performing at a given performance level are able to demonstrate. General content claims are applicable to any grade level and are addressed through this document.

#### ***Grade- and Subject-Specific Content Claims***

- PARCC will also develop *grade- and subject-specific content claims* within *grade- and subject-specific performance level descriptors*. These claims will profile the knowledge, skills and practices students performing at a given performance level/course and grade level are able to demonstrate (e.g., grade 4 ELA/literacy, Algebra I). These grade- and subject-specific content claims will be developed through a detailed process following approval of the general content claims and will be described in a separate document.

## Level 5

Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

### Policy Claims

*For reporting results of assessments used to make College- and Career-Ready Determinations*

- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They are academically well prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They are academically well prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

*For reporting results of grades 9 and 10 assessments*

- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level, and are academically well prepared to engage successfully in further studies in this content area. They are *on-track* to become academically well prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course, and are academically well prepared to engage successfully in further studies in this content area. They are *on-track* to become academically well prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

*For reporting results of grades 3-8 assessments*

- Students performing at this level demonstrate a **distinguished command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They are academically well prepared to engage successfully in further studies in this content area.

### **General Content Claims**

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Full comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
  - Use of context to effectively determine the meaning of words and phrases;
  - Highly effective writing when using and analyzing sources, with comprehensive development of the claim, topic and/or narrative elements by using clear and convincing reasoning, details, text-based evidence, and/or description; the development and organization are consistently appropriate to the task, purpose, and audience;
  - Highly effective command of the conventions of standard English consistent with effectively edited writing;
  - Highly effective ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade at which they are assessed:
  - Consistently solve problems correctly involving the major content<sup>7</sup> for their grade with connection to the Standards for Mathematical Practice;
  - Consistently solve problems correctly involving the additional and supporting content<sup>8</sup> for their grade with connection to the Standards for Mathematical Practice;
  - Consistently express grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
  - Consistently solve real world problems correctly, engaging particularly in the Modeling practice; and
  - Strong fluency as set forth in the Standards for Mathematical Content in their grade.

---

<sup>7</sup> The Major Content in a grade/course is determined by the grade level's Major Clusters as identified in the *PARCC Model Content Frameworks for Mathematics* (<http://www.parcconline.org/parcc-content-frameworks>).

<sup>8</sup> The Additional and Supporting Content in a grade/course is determined by the grade level's Additional and Supporting Clusters as identified in the *PARCC Model Content Frameworks for Mathematics* (<http://www.parcconline.org/parcc-content-frameworks>).

#### Level 4

Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

#### Policy Claims

*For reporting results of assessments used to make College- and Career-Ready Determinations*

- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They are academically prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They are academically prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

*For reporting results of grades 9 and 10 assessments*

- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level, and are academically prepared to engage successfully in further studies in this content area. They are *on-track* to become academically prepared for successful engagement in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course, and are academically prepared to engage successfully in further studies in this content area. They are *on-track* to become academically prepared for successful engagement in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

*For reporting results of grades 3-8 assessments*

- Students performing at this level demonstrate a **strong command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They are academically prepared to engage successfully in further studies in this content area.



### **General Content Claims**

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Extensive comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
  - Use of context to effectively determine the meaning of words and phrases;
  - Effective writing when using and analyzing sources that provides effective development of the claim, topic and/or narrative elements by using clear reasoning, details, text-based evidence, and/or description; the development and organization are largely appropriate to the task, purpose, and audience;
  - Effective command of the conventions of standard English consistent with edited writing;
  - Effective ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Frequently solve problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
  - Frequently solve problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
  - Frequently express grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
  - Frequently solve real world problems correctly, engaging particularly in the Modeling practice; and
  - Frequent fluency as set forth in the Standards for Mathematical Content in their grade.

### Level 3

Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

#### Policy Claims

##### *For reporting results of assessments used to make College- and Career-Ready Determinations*

- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They will likely need academic support to be prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are not exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They will likely need academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are not exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

##### *For reporting results of grades 9 and 10 assessments*

- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level. They will likely need academic support to engage successfully in further studies in this content area. Students performing at this level will likely need continued academic support to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course. They will likely need academic support to engage successfully in further studies in this content area. Students performing at this level will likely need continued academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

##### *For reporting results of grades 3-8 assessments*

- Students performing at this level demonstrate a **moderate command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They will likely need academic support to engage successfully in further studies in this content area.

**General Content Claims**

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
  - Use of context to determine the meaning of words and phrases;
  - Somewhat effective writing when using and analyzing sources that provides some development of the claim, topic and/or narrative elements by using some reasoning, details, text-based evidence, and/or description; the development and organization are somewhat appropriate to the task, purpose, and audience;
  - Inconsistent command of the conventions of standard English;
  - Somewhat effective ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Adequately solve some problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
  - Adequately solve some problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
  - Adequately express grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
  - Adequately solve some real world problems correctly, showing some evidence of engaging in the Modeling practice; and
  - Adequate fluency as set forth in the Standards for Mathematical Content in their grade.

## Level 2

Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

### Policy Claims

*For reporting results of assessments used to make College- and Career-Ready Determinations*

- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They will need academic support to be prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are not exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without the need for remediation.
- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They will need academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are not exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without the need for remediation.

*For reporting results of grades 9 and 10 assessments*

- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level. They will need academic support to engage successfully in further studies in this content area. Students will need continued academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course. They will need academic support to engage successfully in further studies in this content area. Students will need continued academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

*For reporting results of grades 3-8 assessments*

- Students performing at this level demonstrate a **partial command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They will need academic support to engage successfully in further studies in this content area.

### **General Content Claims**

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Limited comprehension of a range of complex literary and informational texts by drawing relevant evidences from texts to construct effective arguments and analyses;
  - Inconsistent use of context to determine the meaning of words and phrases;
  - Write with limited effectiveness when using and analyzing sources by developing the claim, topic and/or narrative elements minimally by using limited reasoning, details, text-based evidence and/or description; the development and organization is limited in its appropriateness to the task, purpose, and/or audience;
  - Limited command of the conventions of standard English;
  - Show limited ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Solve a limited number of problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
  - Solve a limited number of problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
  - Limited expression of grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
  - Solve a limited number of real world problems correctly, often not showing evidence of engaging in the Modeling practice; and
  - Limited fluency as set forth in the Standards for Mathematical Content in their grade.

## Level 1

Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards assessed at their grade level.

### Policy Claims

#### *For reporting results of assessments used to make College- and Career-Ready Determinations*

- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at grade 11. They will need extensive academic support to be prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing. Students performing at this level are not exempt from having to take and pass college placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.
- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course(s). They will need extensive academic support to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics. Students performing at this level are not exempt from having to take and pass placement tests in two- and four-year public institutions of higher education designed to determine whether they are academically prepared for such courses without need for remediation.

#### *For reporting results of grades 9 and 10 assessments*

- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy assessed at their grade level. They will need extensive academic support to engage successfully in further studies in this content area. Students performing at this level will need continued extensive academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College English Composition, Literature, and technical courses requiring college-level reading and writing, without the need for remediation.
- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for Mathematics assessed at the end of their course. They will need extensive academic support to engage successfully in further studies in this content area. Students performing at this level will need continued extensive academic support to become prepared to engage successfully in entry-level, credit-bearing courses in College Algebra, Introductory College Statistics, and technical courses requiring an equivalent level of mathematics, without the need for remediation.

#### *For reporting results of grades 3-8 assessments*

- Students performing at this level demonstrate a **minimal command** of the knowledge, skills, and practices embodied by the Common Core State Standards for English language arts/literacy or Mathematics assessed at their grade level. They will need extensive academic support to engage successfully in further studies in this content area.

### **General Content Claims**

- In ELA/literacy, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Minimal comprehension of a range of complex literary and informational texts and limited ability to draw relevant evidences from texts to construct effective arguments and analyses;
  - Ineffective use of context to determine the meaning of words and phrases;
  - Write with little or no effectiveness when using and analyzing sources; writing is underdeveloped and unorganized and therefore inappropriate to the task, purpose, and/or audience;
  - Little to no command of the conventions of standard English;
  - Minimal ability to build and present knowledge through integration, comparison, and synthesis of complex ideas.
- In mathematics, students at this level demonstrate the following as appropriate for the grade level at which they are assessed:
  - Inconsistently solve a minimal number of problems correctly involving the major content for their grade with connection to the Standards for Mathematical Practice;
  - Inconsistently solve a minimal number of problems correctly involving the additional and supporting content for their grade with connection to the Standards for Mathematical Practice;
  - Little to no expression of grade level appropriate mathematical reasoning by constructing viable arguments, critiquing the reasoning of others and/or attending to precision when making mathematical statements;
  - Inconsistently solve a minimal number of real world problems correctly while not demonstrating evidence of engaging in the Modeling practice; and
  - Little to no fluency as set forth in the Standards for Mathematical Content in their grade.

## Individual Student Report

The Individual Student Report summarizes scores on all interim assessments for an individual student. The Overall Subject Summary (box to the right) displays the Number Correct, Total Questions in Test, Percent Correct, Scale Score, and State Percentile (not shown) for Test A, Test B, Test C, and Test D for the student. A national percentile is also included. The Growth chart on the left graphs the student's scores on the assessments along with the school and district averages. Student performance by standard and test answers is also shown.

## Discovery Individual Student Report

School: Discovery Charter School

Page, Larry T

Grade 6

School Year: 2012-2013

US Common Core Reading Grade 6 (ABCD)

Generated: 11 November 29, 2012

Proficiency by Subject

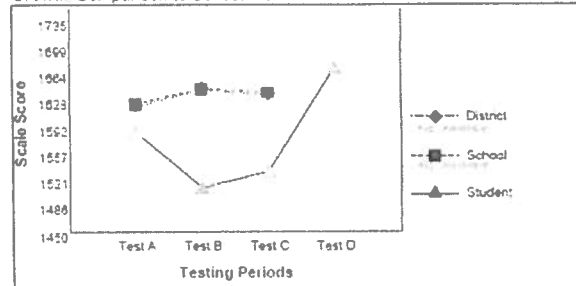
☐ Level 1  
☐ Level 2  
☐ Level 3  
☐ Level 4

Proficiency by Skill

☐ Level 1  
☐ Level 2  
☐ Level 3  
☐ Level 4

Determined by # correct

Growth Comparison to School &amp; District



Overall Subject Summary

	Test A	Test B	Test C	Test D
Number Correct	20/34	12/34	14/34	27/34
Percent Correct	56%	35%	41%	79%
Scale Score	1585	1510	1532	1672
Proficiency Level	Level 2	Level 1	Level 2	Level 3
National Percentile	36	10	14	n/a

Performance by Standard Summary

Reporting Category	Test A	Test B	Test C	Test D
Literature	RL.8.2 Theme/Summarize RL.8.3 Story Elements RL.8.4 Context Clues RL.8.5 Compare/Contrast RL.8.10 Comprehend Literature	RL.8.1 Explicit Details RL.8.3 Story Elements RL.8.4 Context Clues RL.8.6 Point of View RL.8.9 Modern Work Base RL.8.10 Comprehend Literature	RL.8.2 Theme/Summarize RL.8.3 Story Elements RL.8.4 Context Clues RL.8.5 Compare/Contrast RL.8.9 Modern Work Base RL.8.10 Comprehend Literature	RL.8.1 Explicit Details RL.8.2 Theme/Summarize RL.8.3 Story Elements RL.8.4 Context Clues RL.8.5 Compare/Contrast RL.8.6 Point of View RL.8.10 Comprehend Literature
Information	RI.8.1 Explicit Details RI.8.2 Main Idea RI.8.3 Relationships RI.8.4 Context Clues RI.8.5 Text Structure RI.8.6 Point of View RI.8.7 Preferred Media RI.8.8 Author's Evidence RI.8.10 Comprehend Information	RI.8.1 Explicit Details RI.8.2 Main Idea RI.8.3 Relationships RI.8.4 Context Clues RI.8.7 Preferred Media RI.8.8 Author's Evidence RI.8.9 Compare/Contrast RI.8.10 Comprehend Information	RI.8.1 Explicit Details RI.8.2 Main Idea RI.8.3 Relationships RI.8.4 Context Clues RI.8.5 Text Structure RI.8.6 Point of View RI.8.8 Author's Evidence RI.8.9 Compare/Contrast	RI.8.1 Explicit Details RI.8.2 Main Idea RI.8.3 Relationships RI.8.4 Context Clues RI.8.5 Text Structure RI.8.6 Point of View RI.8.7 Preferred Media RI.8.8 Author's Evidence RI.8.10 Comprehend Information
Writing	W.8.1 Arguments W.8.2 Convey Information W.8.3 Write Narratives W.8.4 Organize Text W.8.5 Plan/Revise/Edit W.8.6 Gather Information W.8.9 Supporting Evidence	W.8.1 Arguments W.8.2 Convey Information W.8.3 Write Narratives W.8.4 Organize Text W.8.5 Plan/Revise/Edit W.8.7 Conduct Research W.8.8 Gather Information	W.8.1 Arguments W.8.2 Convey Information W.8.3 Write Narratives W.8.4 Organize Text W.8.5 Plan/Revise/Edit W.8.7 Conduct Research W.8.8 Gather Information W.8.9 Supporting Evidence	W.8.2 Convey Information W.8.3 Write Narratives W.8.4 Organize Text W.8.5 Plan/Revise/Edit W.8.7 Conduct Research W.8.8 Gather Information W.8.9 Supporting Evidence
Language	L.8.1 Grammar/Usage L.8.2 Capitalization/Punctuation L.8.4 Word Meaning L.8.6 Specialized Vocabulary	L.8.1 Grammar/Usage L.8.2 Capitalization/Punctuation L.8.3 Language Conventions L.8.4 Word Meaning L.8.5 Figurative Language	L.8.1 Grammar/Usage L.8.2 Capitalization/Punctuation L.8.3 Language Conventions L.8.4 Word Meaning L.8.5 Figurative Language L.8.6 Specialized Vocabulary	L.8.1 Grammar/Usage L.8.2 Capitalization/Punctuation L.8.3 Language Conventions L.8.4 Word Meaning L.8.5 Figurative Language

Answers

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43					
Test A	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Test B	D	✓	✓	✓	✓	✓	E	D	B	✓	E	C	E	✓	C	B	✓	C	C	B	E	✓	B	✓	C	C	✓	D	✓	D	B	✓	D	E	C	B	B	B	✓	✓	✓	✓	✓	✓	✓	✓		
Test C	D	✓	✓	✓	✓	✓	C	B	C	✓	D	✓	E	✓	E	S	✓	B	✓	E	D	E	C	✓	C	✓	C	✓	D	E	✓	D	✓	D	B	C	E	B	B	✓	✓	✓	✓	✓	✓	✓	✓	
Test D	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	B	C	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



The Individual Student Report summarizes scores on all interim assessments for an individual student. The Overall Subject Summary (box to the right) displays the Number Correct, Total Questions in Test, Percent Correct, Scale Score, and State Percentile (not shown) for Test A, Test B, Test C, and Test D for the student. A national percentile is also included. The Growth chart on the left graphs the student's scores on the assessments along with the school and district averages. Student performance by standard and test answers is also shown.

School: Discovery Charter School

## Student Subskill Report

The Student Subskill Report displays performance on every Common Core subskill measured. Pale green means the answer is correct, and the letter gives the student's incorrect answer. This feature helps the teacher identify why the student selected the wrong answer.

The Student Subskill Report is also available for New Mexico Reporting Categories.

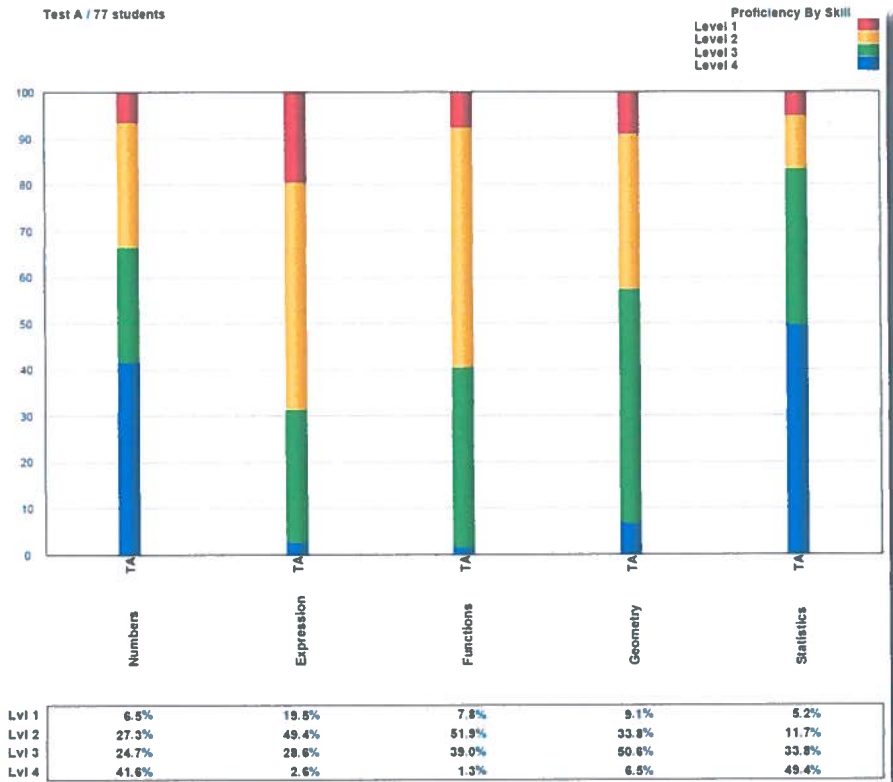
### Common Core 2010

Reporting Categories	Numbers				Expression							Functions					Geometry							Statistics				Proficiency Number Correct ( out of 34 )																
Question Number	49	52	58	72	42	44	50	51	55	62	66	69	70	71	41	43	46	54	56	61	45	47	57	59	60	63	64	65	73	74	48	53	67	68	Proficiency Number Correct	Proficiency Percent Correct	Total Number Correct	Scale Score						
State Code	8.NS.2	8.NS.1	8.NS.2	8.NS.2	8.EE.8	8.EE.4	8.EE.8	8.EE.5	8.EE.7	8.EE.2	8.EE.1	8.EE.6	8.EE.4	8.EE.3	8.F.4	8.F.5	8.F.2	8.F.3	8.F.4	8.F.1	8.G.5	8.G.7	8.G.8	8.G.9	8.G.2	8.G.4	8.G.7	8.G.9	8.G.3	8.G.1	8.SP.1	8.SP.1	8.SP.2	8.SP.2										
Item Difficulty	M	M	E	H	E	H	M	E	M	M	M	M	H	H	M	E	H	M	M	M	H	M	M	M	E	M	M	M	M	E	E	D	D	H										
Correct Answer	A	B	C	B	A	D	C	D	C	A	A	A	C	C	A	C	D	A	A	A	C	B	B	C	D	D	B	B	B	D	B	B	D	B										
Abbott, Edith O	B				E	D										D																				21	62%	21	1664					
Addams, Jane O					E	E										D	E	B																			20	59%	20	1654				
Alinsky, Saul B					E	D																																12	35%	12	1576			
Anderson, Robert I	B	C	D		E	E	E	D	B	D	B	D			B	E	B	D			D	C	D	E	C	C	E	C	E									0	0%	0	1258			
Beckman, Arnold A					E	D										E	B	C			D	C		D	E	B	C	D										14	41%	14	1597			
Belote, Melissa G	B						D	E	D	B	B	C	A	D	B	D					D	C	D		B	C	E											13	38%	13	1587			
Bixby, Anna U	B	C			E	D										B					D	C	D		B		E											14	41%	15	1597			
Blair, Bonnie Q																																							27	79%	27	1733		
Boykin, Otis X					E	E	E																																15	44%	15	1606		
Brown, Mike R	B	C			E	D		D	B	B	D	B			B	D					D	C	D	E	B	C	E	C											9	26%	9	1543		
Byrd, Richard Z	B				E	D	E									E	B	D			D	C		B	C	E													13	38%	13	1587		
Camras, Marvin R	B	C			E	D									B	D					D	C		D	C	C	F	C											7	21%	7	1517		
Carter, Robert Z	B		D		E	E										D	E	B	C																					13	38%	13	1587	
Clark, William Y	B	C	D		E	D	E	D	B	B	D	B			B	D	E	B	D		D	C	D	E	C	C	E	C	E											0	0%	0	1258	
Davis, Jean P	B	C	D		E	E	D									D	E	B	C		D																			11	32%	11	1566	
Dove, Rita B	B				E	D																																			23	68%	23	1684
Dreiser, Theodore F	B	C			E	E										D	E	B	D		D	C	D		C	E															11	32%	11	1566
Dunbar, Paul L			D		E	D										D		B	C		D	C		E	C	C	E	C													11	32%	11	1566
Duniway, Abigail G	B		D		E	D										D	E	B	D																						15	44%	15	1606



## Class Summary Report

The Class Summary Report identifies performance by major reporting category. Using red, yellow, green, and blue color coding, proficiency is shown for each standard within each subject.



## Student Skill Report

The Student Skill Report uses the same color-coded approach to plot individual student performance and proficiency by skill. For predictive tests, the colors on the right give an accurate prediction of the state's high stakes test.

Test A / 77 students

Teacher: Grade 8 Pool  
Class: Grade 8 Mathematics Pool  
Grade: Grade 8  
Subject: Mathematics  
School Year: 2012-2013  
Generated: December 4, 2012

Proficiency by Subject

- Beginning (0-7 correct)
- Nearing Proficiency (8-15 correct)
- Proficient (16-24 correct)
- Advanced (25-34 correct)

determined by # correct

	Numbers	Expression	Functions	Geometry	Statistics		
Abbott, Edith O	Lvl 4	Lvl 3	Lvl 3	Lvl 3	Lvl 4	Prof	21
Addams, Jane O	Lvl 4	Lvl 2	Lvl 2	Lvl 4	Lvl 4	Prof	20
Alinsky, Saul B	Lvl 3	Lvl 2	Lvl 3	Lvl 2	Lvl 3	Near	12
Anderson, Robert I	Lvl 1	Lvl 1	Lvl 1	Lvl 1	Lvl 1	Beg	8
Beckman, Arnold A	Lvl 4	Lvl 3	Lvl 2	Lvl 2	Lvl 3	Near	14
Belote, Melissa G	Lvl 3	Lvl 1	Lvl 2	Lvl 3	Lvl 4	Near	13
Bisby, Anna U	Lvl 2	Lvl 3	Lvl 3	Lvl 3	Lvl 2	Near	14
Blair, Bonnie O	Lvl 4	Lvl 4	Lvl 3	Lvl 4	Lvl 4	Prof	21
Boykin, Otis X	Lvl 4	Lvl 2	Lvl 3	Lvl 3	Lvl 3	Near	15
Brown, Mike R	Lvl 2	Lvl 1	Lvl 3	Lvl 1	Lvl 4	Near	9
Byrd, Richard Z	Lvl 3	Lvl 2	Lvl 3	Lvl 2	Lvl 3	Near	13
Camras, Marvin R	Lvl 2	Lvl 2	Lvl 2	Lvl 2	Lvl 1	Beg	7
Carter, Robert Z	Lvl 2	Lvl 2	Lvl 2	Lvl 3	Lvl 4	Near	13
Clark, William Y	Lvl 1	Lvl 1	Lvl 1	Lvl 1	Lvl 1	Beg	8

## APPENDIX Q

## HEALTH SCIENCES ACADEMY HEALTH CAREER PROFICIENCY STANDARDS

Based on the National Healthcare Foundation Standards and Accountability Criteria  
of the National Consortium for Health Science Education

The purpose of creating the HSA Standards for Health Career Proficiency is to provide students, teachers, parents, and community stakeholders with a common framework for developing curriculum and measuring student progress on the pathway to achieving career readiness in the demanding health care professions.

The National Healthcare Foundation Standards and Accountability Criteria (NHFSAC) address the core expectation that workers will need to succeed in health careers, and having a nationally validated health care standard will create strong links among various stakeholders. The NHFSAC provides a common language, goal, and reference point for educations, employers and consumers of health care services.

HSA has embraced the NHFSAC standards and customized them to make them relevant to the school's target student demographic and the community in which it will operate.

Accountability criteria have been established for each foundation standard to better define the expectations for meeting the standard, to provide content for curriculum design and measurement, and certification of achievement.

### Foundation Standard 1: Academic Foundation

Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a health science program of study.

#### Accountability Criteria

##### **1.1 Human Structure and Function**

- 1.11 Classify the basic structural and functional organization of the human body (tissue, organ, and system).
- 1.12 Recognize body planes, directional terms, quadrants, and cavities.
- 1.13 Analyze the basic structure and function of the human body.

##### **1.2 Diseases and Disorders**

- 1.21 Describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).
- 1.22 Recognize emerging diseases and disorders.
- 1.23 Investigate biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

##### **1.3 Medical Mathematics**

- 1.31 Apply mathematical computations related to healthcare procedures (metric and household, conversions and measurements).
- 1.32 Analyze diagrams, charts, graphs, and tables to interpret healthcare results.

- 1.33 Record time using the 24-hour clock.

## **Foundation Standard 2: Communications**

Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

### **Accountability Criteria**

#### **2.1 Concepts of Effective Communication**

- 2.11 Interpret verbal and nonverbal communication.
- 2.12 Recognize barriers to communication.
- 2.13 Report subjective and objective information.
- 2.14 Recognize the elements of communication using a sender-receiver model.
- 2.15 Apply speaking and active listening skills.

#### **2.2 Medical Terminology**

- 2.21 Use roots, prefixes, and suffixes to communicate information.
- 2.22 Use medical abbreviations to communicate information.

#### **2.3 Written Communication Skills**

- 2.31 Recognize elements of written and electronic communication (spelling, grammar, and formatting).

## **Foundation Standard 3: Systems**

Healthcare professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.

### **Accountability Criteria**

#### **3.1 Healthcare Delivery Systems**

- 3.11 Understand the healthcare delivery system (public, private, government, and non-profit).
- 3.12 Explain the factors influencing healthcare delivery systems.
- 3.13 Describe the responsibilities of consumers within the healthcare system.
- 3.14 Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on healthcare delivery systems.
- 3.15 Discuss common methods of payment for healthcare.

## **Foundation Standard 4: Employability Skills**

Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.

### **Accountability Criteria**

#### **4.1 Personal Traits of the Healthcare Professional**

- 4.11 Classify the personal traits and attitudes desirable in a member of the healthcare team
- 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.

#### **4.2 Employability Skills**

- 4.21 Apply employability skills in healthcare.

#### **4.3 Career Decision-making**

- 4.31 Discuss levels of education, credentialing requirements, and employment trends in healthcare.  
4.32 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

#### **4.4 Employability Preparation**

- 4.41 Develop components of a personal portfolio  
4.42 Demonstrate the process for obtaining employment

### **Foundation Standard 5: Ethics**

Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

#### **Accountability Criteria**

##### **5.1 Ethical Boundaries**

- 5.11 Differentiate between ethical and legal issues impacting healthcare.  
5.12 Recognize ethical issues and their implications related to healthcare.

##### **5.2 Ethical Practice**

- 5.21 Apply procedures for reporting activities and behaviors that affect the health, safety, and welfare of others in your community.  
5.22 Understand and explain how health policies effect health outcomes

##### **5.3 Cultural, Social, and Ethnic Diversity**

- 5.31 Understand religious and cultural values as they impact healthcare in southern New Mexico.  
5.32 Demonstrate respectful and empathetic treatment of ALL patients/clients regardless of their language skills, educational attainment, and/or socio economic status.

### **Foundation Standard 6: Safety Practices**

Healthcare professionals will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

#### **Accountability Criteria**

##### **6.1 Infection Control**

- 6.11 Explain principles of infection control.  
6.12 Describe methods of controlling the spread and growth of microorganisms.

##### **6.2 Personal Safety**

- 6.21 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.  
6.22 Apply principles of body mechanics.

##### **6.3 Environmental Safety**

- 6.31 Apply safety techniques in the work environment.

- 6.4 Common Safety Hazards
- 6.41 Comply with safety signs, symbols, and labels.
- 6.42 Understand implications of hazardous materials.
- 6.5 Emergency Procedures and Protocols
- 6.51 Practice fire safety in a healthcare setting.
- 6.52 Apply principles of basic emergency response in natural disasters and other emergencies.
- 6.53 Understand and demonstrate knowledge of HIPPA and hospital emergency protocols

### **Foundation Standard 7: Teamwork**

Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

#### **Accountability Criteria**

##### **7.1 Healthcare Teams**

- 7.11 Understand roles and responsibilities of team members.
- 7.12 Recognize characteristics of effective teams.

##### **7.2 Team Member Participation**

- 7.21 Recognize methods for building positive team relationships.
- 7.22 Analyze attributes and attitudes of an effective leader.
- 7.23 Apply effective techniques for managing team conflict.
- 7.24 Demonstrate knowledge of differences in patient/caregiver biases

### **Foundation Standard 8: Health Maintenance Practices**

Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.

#### **Accountability Criteria**

##### **8.1 Healthy Behaviors**

- 8.11 Apply behaviors that promote health and wellness.
- 8.12 Describe strategies for the prevention of diseases including health screenings and examinations.
- 8.13 Discuss complementary (alternative) health practices as they relate to wellness and disease prevention.
- 8.14 Discuss the meaning of social and economic equities and how they impact personal and family well-being.

### **\*Foundation Standard 9: Technical Skills**

Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.

#### **Accountability Criteria**

##### **9.1 Technical Skills**

- 9.11 Apply procedures for measuring and recording vital signs including the normal ranges.
- 9.12 Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.

\*Additional technical skills may be included in a program of study based on career specialties

**Foundation Standard 10: Information Technology Applications**

Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.

**Accountability Criteria****10.1 Health Information Literacy and Skills**

- 10.11 Identify methods and types of data collected in healthcare.
- 10.12 Differentiate between types and content of health records (patient, pharmacy, and laboratory).
- 10.13 Ensure that documentation in the health record reflects timeliness, completeness, and accuracy.
- 10.14 Understand and identify the causes and treatments of mental illness
- 10.15 Demonstrate the use and methods of presenting health data graphically and visually

**10.2 Privacy and Confidentiality of Health Information**

- 10.21 Apply the fundamentals of privacy and confidentiality policies and procedures.
- 10.22 Identify and apply policies and procedures for access and disclosure of personal health information.
- 10.23 Describe the consequences of inappropriate use of health data in terms of disciplinary action.

**10.3 Basic Computer Literacy Skills**

- 10.31 Apply basic computer concepts and terminology in order to use computers and other mobile devices.
- 10.32 Demonstrate basic computer operating procedures.
- 10.33 Demonstrate use of file organization and information storage.
- 10.34 Use basic word processing, spreadsheet, and database applications.
- 10.35 Demonstrate use of appropriate email and social media usage.



# NATIONAL HEALTHCARE FOUNDATION STANDARDS AND ACCOUNTABILITY CRITERIA

JULY 2012

Accountability criteria have been established for each foundation standard to better define the expectations for meeting the standard, to provide content for curriculum design and measurement, and certification of achievement.

## Foundation Standard 1: Academic Foundation

Healthcare professionals will know the academic subject matter required for proficiency within their area. They will use this knowledge as needed in their role. The following accountability criteria are considered essential for students in a health science program of study.

### Accountability Criteria

#### 1.1 Human Structure and Function

- 1.11 Classify the basic structural and functional organization of the human body (tissue, organ, and system).
- 1.12 Recognize body planes, directional terms, quadrants, and cavities.
- 1.13 Analyze the basic structure and function of the human body.

#### 1.2 Diseases and Disorders

- 1.21 Describe common diseases and disorders of each body system (prevention, pathology, diagnosis, and treatment).
- 1.22 Recognize emerging diseases and disorders.
- 1.23 Investigate biomedical therapies as they relate to the prevention, pathology, and treatment of disease.

#### 1.3 Medical Mathematics

- 1.31 Apply mathematical computations related to healthcare procedures (metric and household, conversions and measurements).
- 1.32 Analyze diagrams, charts, graphs, and tables to interpret healthcare results.
- 1.33 Record time using the 24-hour clock.

## Foundation Standard 2: Communications

Healthcare professionals will know the various methods of giving and obtaining information. They will communicate effectively, both orally and in writing.

### Accountability Criteria

#### 2.1 Concepts of Effective Communication

- 2.11 Interpret verbal and nonverbal communication.
- 2.12 Recognize barriers to communication.
- 2.13 Report subjective and objective information.
- 2.14 Recognize the elements of communication using a sender-receiver model.
- 2.15 Apply speaking and active listening skills.

#### 2.2 Medical Terminology

- 2.21 Use roots, prefixes, and suffixes to communicate information.
- 2.22 Use medical abbreviations to communicate information.

#### 2.3 Written Communication Skills

- 2.31 Recognize elements of written and electronic communication (spelling, grammar, and formatting).

### **Foundation Standard 3: Systems**

**Healthcare professionals will understand how their role fits into their department, their organization and the overall healthcare environment. They will identify how key systems affect services they perform and quality of care.**

#### **Accountability Criteria**

##### **3.1 Healthcare Delivery Systems**

- 3.11 Understand the healthcare delivery system (public, private, government, and non-profit).
- 3.12 Explain the factors influencing healthcare delivery systems.
- 3.13 Describe the responsibilities of consumers within the healthcare system.
- 3.14 Explain the impact of emerging issues such as technology, epidemiology, bioethics, and socioeconomics on healthcare delivery systems.
- 3.15 Discuss common methods of payment for healthcare.

### **Foundation Standard 4: Employability Skills**

**Healthcare professionals will understand how employability skills enhance their employment opportunities and job satisfaction. They will demonstrate key employability skills and will maintain and upgrade skills, as needed.**

#### **Accountability Criteria**

##### **4.1 Personal Traits of the Healthcare Professional**

- 4.11 Classify the personal traits and attitudes desirable in a member of the healthcare team
- 4.12 Summarize professional standards as they apply to hygiene, dress, language, confidentiality and behavior.

##### **4.2 Employability Skills**

- 4.21 Apply employability skills in healthcare.

##### **4.3 Career Decision-making**

- 4.31 Discuss levels of education, credentialing requirements, and employment trends in healthcare.
- 4.32 Compare careers within the health science career pathways (diagnostic services, therapeutic services, health informatics, support services, or biotechnology research and development).

##### **4.4 Employability Preparation**

- 4.41 Develop components of a personal portfolio
- 4.42 Demonstrate the process for obtaining employment

### **Foundation Standard 5: Legal Responsibilities**

**Healthcare professionals will understand the legal responsibilities, limitations, and implications of their actions within the healthcare delivery setting. They will perform their duties according to regulations, policies, laws and legislated rights of clients.**

#### **Accountability Criteria**

##### **5.1 Legal Implications**

- 5.11 Analyze legal responsibilities.
- 5.12 Apply procedures for accurate documentation and record keeping.

##### **5.2 Legal Practices**

- 5.21 Apply standards for Health Insurance Portability and Accountability Act (HIPAA).
- 5.22 Describe advance directives.
- 5.23 Summarize the Patient's Bill of Rights.
- 5.24 Understand informed consent.
- 5.25 Explain laws governing harassment, labor and scope of practice.

## Foundation Standard 6: Ethics

Healthcare professionals will understand accepted ethical practices with respect to cultural, social, and ethnic differences within the healthcare environment. They will perform quality healthcare delivery.

### Accountability Criteria

#### 6.1 Ethical Boundaries

- 6.11 Differentiate between ethical and legal issues impacting healthcare.
- 6.12 Recognize ethical issues and their implications related to healthcare.

#### 6.2 Ethical Practice

- 6.21 Apply procedures for reporting activities and behaviors that affect the health, safety, and welfare of others.

#### 6.3 Cultural, Social, and Ethnic Diversity

- 6.31 Understand religious and cultural values as they impact healthcare.
- 6.32 Demonstrate respectful and empathetic treatment of ALL patients/clients (customer service).

## Foundation Standard 7: Safety Practices

Healthcare professionals will understand the existing and potential hazards to clients, co-workers, and self. They will prevent injury or illness through safe work practices and follow health and safety policies and procedures.

### Accountability Criteria

#### 7.1 Infection Control

- 7.11 Explain principles of infection control.
- 7.12 Describe methods of controlling the spread and growth of microorganisms.

#### 7.2 Personal Safety

- 7.21 Apply personal safety procedures based on Occupational Safety and Health Administration (OSHA) and Centers for Disease Control (CDC) regulations.
- 7.22 Apply principles of body mechanics.

#### 7.3 Environmental Safety

- 7.31 Apply safety techniques in the work environment.

#### 7.4 Common Safety Hazards

- 7.41 Comply with safety signs, symbols, and labels.
- 7.42 Understand implications of hazardous materials.

#### 7.5 Emergency Procedures and Protocols

- 7.51 Practice fire safety in a healthcare setting.
- 7.52 Apply principles of basic emergency response in natural disasters and other emergencies.

## Foundation Standard 8: Teamwork

Healthcare professionals will understand the roles and responsibilities of individual members as part of the healthcare team, including their ability to promote the delivery of quality healthcare. They will interact effectively and sensitively with all members of the healthcare team.

### Accountability Criteria

#### 8.1 Healthcare Teams

- 8.11 Understand roles and responsibilities of team members.
- 8.12 Recognize characteristics of effective teams.

#### 8.2 Team Member Participation

- 8.21 Recognize methods for building positive team relationships.
- 8.22 Analyze attributes and attitudes of an effective leader.
- 8.23 Apply effective techniques for managing team conflict.

## **Foundation Standard 9: Health Maintenance Practices**

**Healthcare professionals will understand the fundamentals of wellness and the prevention of disease processes. They will practice preventive health behaviors among the clients.**

### **Accountability Criteria**

#### **9.1 Healthy Behaviors**

- 9.11 Apply behaviors that promote health and wellness.
- 9.12 Describe strategies for the prevention of diseases including health screenings and examinations.
- 9.13 Discuss complementary (alternative) health practices as they relate to wellness and disease prevention.

## **\*Foundation Standard 10: Technical Skills**

**Healthcare professionals will apply technical skills required for all career specialties. They will demonstrate skills and knowledge as appropriate.**

### **Accountability Criteria**

#### **10.1 Technical Skills**

- 10.11 Apply procedures for measuring and recording vital signs including the normal ranges.
- 10.12 Apply skills to obtain training or certification in cardiopulmonary resuscitation (CPR), automated external defibrillator (AED), foreign body airway obstruction (FBAO) and first aid.

\*Additional technical skills may be included in a program of study based on career specialties

## **Foundation Standard 11: Information Technology Applications**

**Healthcare professionals will use information technology applications required within all career specialties. They will demonstrate use as appropriate to healthcare applications.**

### **Accountability Criteria**

#### **11.1 Health Information Literacy and Skills**

- 11.11 Identify methods and types of data collected in healthcare.
- 11.12 Use health record data collection tools (such as input screens, document templates).
- 11.13 Differentiate between types and content of health records (patient, pharmacy, and laboratory).
- 11.14 Ensure that documentation in the health record reflects timeliness, completeness, and accuracy.
- 11.15 Adhere to information systems policies and procedures as required by national, state, local, and organizational levels.

#### **11.2 Privacy and Confidentiality of Health Information**

- 11.21 Apply the fundamentals of privacy and confidentiality policies and procedures.
- 11.22 Identify legal and regulatory requirements related to the use of personal health information.
- 11.23 Identify and apply policies and procedures for access and disclosure of personal health information.
- 11.24 Describe the consequences of inappropriate use of health data in terms of disciplinary action.
- 11.25 Describe appropriate methods to correct inaccurate information/errors personally entered into an electronic medical record (EMR).

#### **11.3 Basic Computer Literacy Skills**

- 11.31 Apply basic computer concepts and terminology in order to use computers and other mobile devices.
- 11.32 Demonstrate basic computer operating procedures.
- 11.33 Demonstrate use of file organization and information storage.
- 11.34 Use basic word processing, spreadsheet, and database applications.
- 11.35 Evaluate the validity of web-based resources.
- 11.36 Demonstrate use of appropriate email and social media usage.

## APPENDIX S

### FOUNDERS – Qualifications and Experience Health Sciences Academy

**Brenda Avila, MA**, is a Governing Board member and founder of HSA. Brenda is a US citizen, born in Mexico. She understands the economic, social and cultural issues at the border and the children of the target demographic. A long time New Mexico resident, Brenda was the Assistant Director and a founder of Escuela Luz del Mundo (a privately funded middle school in Albuquerque). She also served as the school's main parent and teacher liaison for Spanish speaking families. Ms. Avila earned a BA in Media Arts from UNM, and a MA in Film and Digital Media from University of California-Santa Cruz. Ms. Avila is an independent filmmaker and fluent in English, French, and Spanish.

**Nancy Duhigg, PA**, is a Governing Board member and founder of HSA. A native of New Mexico, Ms. Duhigg attended high school in Las Cruces, and gained her BS in Mechanical Engineering from UASLP - San Luis Potosi, Mexico. Nancy's ability to blend cultural, social and professional knowledge in a community where she grew up is a valued asset to the founders and members of the board. She will receive a Physician Assistant degree from St. Francis University in 2014. Nancy is fluent in English and Spanish.

**Raphael Nevins, MBA**, is a Governing Board member and founder of HSA. Mr. Nevins has been a long time New Mexico resident. For more than thirty years he has lived and worked in Albuquerque, Las Cruces, and Santa Fe. As Vice President of Andele Tutors, Mr. Nevins is responsible for marketing and financial management services. Over the past ten years he has developed, funded, and sustained important collaborative civic, educational, and healthcare alliances and partnerships on behalf of Andele with Borderplex Alliance (southern NM and El Paso region), Care 66 (Gallup), the Diocese of Las Cruces, Dona Ana Community College, El Paso Children's Hospital, First Nations Community Healthsource, (Albuquerque), Futures For Children (NM statewide), La Clinica de Familia (Dona Ana County), the Navajo Tribe, NMSU College of Health Sciences, Refugee Services of Texas (Amarillo), Tierra Madre Housing Development (Sunland Park), Wells Fargo Bank (southern NM), and the Women's Intercultural Center (Anthony). Mr. Nevins has also been instrumental in bringing to southern New Mexico and El Paso, the Faces to the Future program, offering at risk high school students healthcare internships at southern New Mexico and El Paso hospitals. Mr. Nevins received his BS in Industrial and Labor Relations from Cornell University, and his MBA in Management and Operations Research from the Graduate School of Business at New York University.

**Ms. Lorna Samraj, MA**, is a founder of HSA. She has enjoyed over ten years of collaborative experience with the business, civic, educational, healthcare, and religious organizations in Dona Ana County. In 2003, Lorna worked with the Las Cruces Public Schools (GRADS program), and the Office of Family Life/Diocese of Las Cruces to re-engage teen parents with education. In 2004, Ms Samraj directed SHAPE, a City of Las Cruces program that created a database for healthcare career pathways for students. As President of Andele ([www.andeletutors.com](http://www.andeletutors.com)) Ms. Samraj, managed the nonprofit firm's SES tutoring program – serving over 300 students in the Gadsden ISD over the past eight years, and gaining knowledge of students' families and their academic challenges. She has worked with the Paso del Norte Health Foundation; she sponsored numerous essay contests for elementary, middle and high

school students in Dona Ana County. Andele's student essay contests received broad local participation and proved effective in promoting literacy, writing and health awareness for numerous students in the Gadsden region. Most recently, and in collaboration with the New Mexico Children's Foundation, and the Women's Intercultural Center, Ms Samraj sponsored and implemented Andele's Programa de Lectura de Verana, a summer reading camp for Grades 1-8 students in Anthony NM. Ms. Samraj holds BA and MA degrees in English; she has taught at both the high school and college level; and served as Director of Admissions for a private Christian college.

**Jaime Tamez**, PhD, is a New Mexico native, and a founder of HSA. His educational credentials, administrative licenses, teaching experience and varied service in educational and non profit management make him a uniquely qualified addition to HSA's founding team. Dr. Tamez began his teaching career in the Gadsden ISD- serving progressively as an elementary and middle school teacher, and advancing to serve as the Director of Educational Resource Center at GISD. Dr. Tamez has several current New Mexico educational certifications -- a level Three A Instructional Leader, K-8, and 7-12, and a level Three B Pre-K-12 Administrative License. Jaime received his BA from Cal State University (Los Angeles). He studied Bilingual Education at the Universidad Autonoma de Guadalajara; Dr. Tamez earned his MA from NMSU in Curriculum and Instruction and received his PhD in Educational Leadership and Administration from UNM. Jaime has served as the Executive Director for Cuidando Los Ninos (assisting homeless children and families), and as Executive Director for the New Mexico Association for Bilingual Education (NMABE). He was a sponsor/mentor for the RW Johnson Foundation's Center for Creative Leadership in New Mexico, and a consultant to the National Institute for Multicultural Education (NIME). Dr. Tamez is fluent in English and Spanish.

# APPENDIX T – DISTRIBUTION OF PLANNED EDUCATION MAJORS FOR ALL NEW MEXICO STUDENTS

PAGE 26  
Code 329999  
New Mexico

Grading Chart 2011

Table 4.1. Distribution of Planned Educational Majors for All Students by College Plans

Planned Educational Major <sup>1</sup>	All Students			Plan on 2 Years or Less of College			Plan on 4 Years or More of College		
	N <sup>2</sup>	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp	N	Percent <sup>3</sup>	Avg ACT Comp
Agriculture & Natural Resources Conservation	313	2	18.3	31	4	15.7	271	2	18.5
Architecture	206	2	19.0	9	1	15.9	184	2	19.3
Area, Ethnic, & Multidisciplinary Studies	34	0	23.6	1	0	17.0	32	0	23.6
Arts: Visual & Performing	1,068	8	20.0	60	8	16.7	947	8	20.2
Business	1,069	8	19.4	84	11	15.5	945	8	19.8
Communications	199	1	20.6	7	1	17.1	184	2	20.6
Community, Family, & Personal Services	515	4	17.7	59	8	16.1	424	4	18.0
Computer Science & Mathematics	302	2	21.0	16	2	16.6	271	2	21.4
Education	662	5	19.2	19	2	15.7	625	5	19.2
Engineering	875	6	21.3	37	5	15.0	798	7	21.7
Engineering Technology & Drafting	539	4	21.1	37	5	15.7	477	4	21.5
English & Foreign Languages	181	1	22.6	2	0	15.0	170	1	22.6
Health Administration & Assisting	429	3	17.3	37	5	16.2	369	3	17.4
Health Sciences & Technologies	2,770	20	19.4	123	16	16.4	2,540	21	19.6
Philosophy, Religion, & Theology	80	1	21.5	1	0	20.0	76	1	21.4
Repair, Production, & Construction	169	1	16.9	63	8	15.5	94	1	18.0
Sciences: Biological & Physical	820	6	22.1	9	1	16.3	783	7	22.1
Social Sciences & Law	1,091	8	20.1	28	4	15.6	1,021	9	20.2
Undecided	2,021	15	20.0	129	17	15.4	1,692	14	20.4
No Response	256	2	16.2	9	1	14.9	45	0	17.6

<sup>1</sup>Refer to the section header on page 25 for a description of educational major changes.

<sup>2</sup>2-Year and 4-Year "N" counts do not reflect "Missing" and "Other" college plans, therefore they may not add up to the N count for All Students.

<sup>3</sup>Percent of students tested within College Plan groups (All Students, 2-Year, 4-Year).

# School Grading Report Card 2010-2011



School	Final Grade	Total Points
Anthony Elementary	B	74.7
Berino Elementary	C	55.9
Chaparral Elementary	D	44.5
Desert Trail Elementary	C	53.0
Desert View Elementary	B	67.0
Gadsden Elementary	C	56.2
La Union Elementary	B	64.4
Loma Linda Elementary	B	62.7
Mesquite Elementary	D	44.1
North Valley Elementary	B	68.1
Riverside Elementary	D	49.2
Santa Teresa Elementary	B	74.3
Santa Teresa High	B	72.3
Santa Teresa Middle	A	76.8
Sunland Park Elementary	B	65.6
Sunrise Elementary	C	58.9
Vado Elementary	C	57.0
School	Final Grade	Total Points
Chaparral Middle	D	48.9
Gadsden Middle School	C	57.0
Santa Teresa Middle	A	76.8
School	Final Grade	Total Points
Chaparral High	A	78.3
Gadsden High School	C	57.3
Santa Teresa High	B	72.3



## 2012 A- F School Grading Report Card

	<b>Final Grade 2012</b>	<b>Total Points</b>
<b>Anthony Elementary</b>	<b>A</b>	<b>86.5</b>
<b>Berino Elementary</b>	<b>D</b>	<b>43.2</b>
<b>Chaparral Elementary</b>	<b>F</b>	<b>34.1</b>
<b>Desert Trail Elementary</b>	<b>C</b>	<b>55.0</b>
<b>Desert View Elementary</b>	<b>D</b>	<b>41.3</b>
<b>Gadsden Elementary</b>	<b>B</b>	<b>61.9</b>
<b>La Union Elementary</b>	<b>B</b>	<b>72.3</b>
<b>Loma Linda Elementary</b>	<b>B</b>	<b>66.3</b>
<b>Mesquite Elementary</b>	<b>F</b>	<b>34.4</b>
<b>North Valley Elementary</b>	<b>B</b>	<b>67.0</b>
<b>Riverside Elementary</b>	<b>D</b>	<b>38.2</b>
<b>Santa Teresa Elementary</b>	<b>C</b>	<b>57.6</b>
<b>Sunland Park Elementary</b>	<b>D</b>	<b>48.1</b>
<b>Sunrise Elementary</b>	<b>D</b>	<b>44.0</b>
<b>Vado Elementary</b>	<b>D</b>	<b>39.9</b>

<b>Chaparral Middle</b>	<b>B</b>	<b>62.0</b>
<b>Gadsden Middle School</b>	<b>B</b>	<b>60.5</b>
<b>Santa Teresa Middle</b>	<b>B</b>	<b>72.0</b>

<b>Chaparral High</b>	<b>C</b>	<b>56.3</b>
<b>Gadsden High School</b>	<b>D</b>	<b>46.7</b>
<b>Santa Teresa High</b>	<b>C</b>	<b>56.0</b>

## APPENDIX U

### HEALTH SCIENCES ACADEMY – APPLICATION SUPPLEMENT

*This document is a supplement to the HSA application and has been created because elements of the Health Sciences Academy application did not transfer into the NMPED CSD Application Template.*

## B. EXECUTIVE SUMMARY

**TABLE: Demographic Characteristics of Targeted School Population**

Demographic Characteristics of Targeted School Population / 2011-2012			
Student Characteristic	# of Students	GISD Average	NM State Average
Hispanic Students	13,600	97%	59%
Students with disabilities	1,680	12%	14%
English Language Learners	6,150	44%	14%
Economically disadvantaged	14,087	100%	68%

## EDUCATION PLAN

### A. School Size

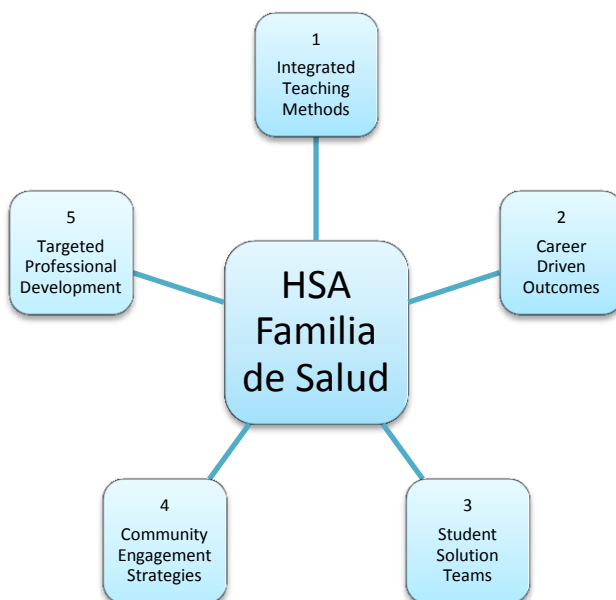
**TABLE - School Enrollment\***

GRADES	7	8	9	10	11	12	TOTAL DAY STUDENTS	Evening Students	TOTAL SCHOOL ENROLLMENT
YEAR 1	40	30	30	20	0	0	120	50	170
YEAR 2	50	45	35	35	20	0	185	75	260
YEAR 3	60	50	45	40	35	20	250	100	350
YEAR 4	60	60	50	45	40	35	290	150	440
YEAR 5	60	60	60	50	45	40	315	185	500

\*The NMPED CSD Application Template did not have provision to present the enrollment for Day Students and Evening Students separately.

## E.(2) Research/Data

### CHART - The Five Strands



## E.(2) (continued)

### End notes / Research References for The Five Key Strands

#### ENDNOTES: Strand 1 - Integrated Teaching Methods

##### Endnote 1:

- Wood, Julie M, (2004), *Literacy Online: New Tools for Struggling Readers*, p. 72.
- Sousa, David, *How the Brain Learns Mathematics*, p. 164.
- Guerrero and Dugdale, "Technology in support of middle grade mathematics: What have we learned?" *Journal of Computers in Mathematics and Science Teaching* 23–2004 (Spring), p.5-23.
- Geometry Junkyard-- [www.ics.uci.edu/~eppestein/junkyard](http://www.ics.uci.edu/~eppestein/junkyard).
- Karl's Calculus Tutor--[www.karlcalculus.org/calculus.html](http://www.karlcalculus.org/calculus.html)
- Khan Academy-- [www.khanacademy.org](http://www.khanacademy.org)
- Layered Curriculum – <http://help4teachers.com>
- Passerini, K. (2001). *A comparative analysis of performance and behavioral outcomes in different modes of technology-based learning* (CP/AP No. LEF). Washinton, DC: The George Washington University.

##### Endnote 2:

- <http://sdsa.org/programs/health-science-initiative> and tool kit for health careers:  
<http://sdsa.org/programs/health-science-initiative/toolkit>
- Adult Student sample Health Sciences Handbook -  
<http://www.capectc.org/CTCInformation/StudentHandbook/tabid/628/Default.aspx>
- The Latino Health Institute—  
[http://www.latinohalthinstitute.com/publications/EICurativo\\_LHI%20Newsletter-SummerFall-2008.pdf](http://www.latinohalthinstitute.com/publications/EICurativo_LHI%20Newsletter-SummerFall-2008.pdf)
- High School Career Prep. [http://www.fresno.ucsf.edu/latinocenter/Projection\\_sheet.pdf](http://www.fresno.ucsf.edu/latinocenter/Projection_sheet.pdf)
- Latino Health and science Connections May 2007  
[http://sdsa.org/resources/publications/sdsa\\_final\\_report\\_1.pdf](http://sdsa.org/resources/publications/sdsa_final_report_1.pdf)

##### Endnote 3:

- Aragon, S. R. (2000). *Beyond access: Methods and models for increasing retention and learning among minority students: New directions for community colleges*. San Francisco: Jossey-Bass.
- Barton and Heidema. (2002) *Teaching Reading in Mathematics*, Mid-Continent Research for Education and Learning .
- Bernardo p. 413-425. Language and modeling word problems in mathematics among bilinguals, *Journal of Psychology*, 139 (2005 September)

Why many girls avoid science: <http://sdsa.org/programs/health-science-initiative/toolkit/programs/health-science-initiative/health-science-initiative-1>

Fuchs et. al.- The prevention, identification, and cognitive determinants of math difficulty *Journal of Educational Psychology*, 97, 493-513 -2005

Flewelling, *A handbook on rich learning tasks* – Canadian Centre for Mathematics Science and Technology Education-2001

**Endnote 4:**

Jackson , Crossing content: A strategy for students with learning disabilities *Intervention in School and Clinic* (2002, May), p. 279-282.

Gersten, Chard, p. 18-28 Number sense: Rethinking arithmetic instruction for students with disabilities *Journal of Special Education*, 33 - 1999

Gagon and Maccini, Preparing students with disabilities for algebra *Teaching Exceptional Children* 2001, p. 8-15.

The Math Playground- Printable worksheets, interactive quizzes, and practice facts - [www.mathplayground.com](http://www.mathplayground.com)

## **ENDNOTES: Strand Two - Career Driven Outcomes**

### **Endnote 1:**

Darling-Hammond, L. & Bransford, J., (2005), *Preparing Teachers for a Changing World*, p. 214-216

Richardson, R., & Skinner, E. (1990). Adapting to diversity: Organizational influences on student achievement. *Journal of Higher Education*, 61(5), 485-511.

### **Endnote 2:**

Wood, Julie M, (2004), *Literacy Online: New Tools for Struggling Readers*, p. 72.

### **Endnote 3:**

[http://jhfc.duke.edu/jenkins/publications/Lenoir-XinWei\\_AuthorshipSurgery.pdf](http://jhfc.duke.edu/jenkins/publications/Lenoir-XinWei_AuthorshipSurgery.pdf)

Astin, A. (1985). *Achieving educational excellence*. San Francisco: Jossey Bass. 14 2

Stromei, L. K. (2000). Increasing retention and success through mentoring. In S. R. Aragon (Ed.), *Beyond access: Methods and models for increasing retention and learning among minority students*. San Francisco: Jossey-Bass.

### **Endnote 4:**

Fouad, N, *Stemming the Tide: Why women leave engineering?*

McInnis, C., & Hartley, R. (2002). *Managing study and work*. Canberra, Australia: Commonwealth Department of Education, Science and Training.

## **ENDNOTES: Strand Three - Student Solution Teams**

### **Endnote 1:**

Astin, A. (1985). *Achieving educational excellence*. San Francisco: Jossey Bass.

Tinto, V. (1997). Classrooms as communities: exploring the educational character of student persistence. *Journal of Higher Education*, 68(6), 599-644.

Belchier, M. J., & Michener, B. (1998). *Dimensions of retention: Findings from quantitative and qualitative approaches*. Washington, DC: Office of Educational Research and Improvement (OERI), US Department of Education.

Cashin, W. E. (San Francisco). Students do rate different academic fields differently. in M. Theall, & J. Franklin (Eds.), *Student ratings of instruction: issues for improving practice. New directions for teaching and learning: No. 43*. 1990: Jossey-Bass.

Choy, S. P. (2002). *Access & Persistence: Findings from 10 Years of Longitudinal Research on Students*. Washington DC, USA: American Council on Education.

Dixon, S., & Gudan, S. (2000). The impact of peer assisted learning on student education. *Higher Education Research and Development*, 14(1), 21-33.

### **Endnote 2:**

Bruning, S. (2002). Relationship building as a retention strategy: Linking relationship 145attitudes and satisfaction evaluations to behavioral outcomes. *Public Relations Review*, 28(1), 39-48.

Etter, E., Burmeister, S., & Elder, R. (2001). Improving student performance and retention via supplemental instruction. *Journal of Accounting Education*, 18(4), 355-368.

Treisman, U. (1993). *The professional development program: Lessons learned from the FIPSE Projects II*. San Francisco, CA: University of California, Berkeley.

Marsh, H. W. (1977). The validity of students' evaluations: Classroom evaluations of instructors independently nominated as best and worst teachers by graduating seniors. *American Educational Research Journal*, 14, 441-447.

### **Endnote 3**

Baker, S., & Pomerantz, N. (2000-2001). Impact of Learning communities on retention. *Journal of College Student Retention*, 2(2), 115-116.

Garton, B., Dyer, J., & King, B. (2000). The use of learning styles and admission criteria in predicting academic performance and retention of college freshmen. *Journal of Agricultural Education*, 41(2), 46-53.

Johnson, J. L. (2000-2001) Learning communities and special efforts in the retention of university students: What works, what doesn't and is the return worth the investment? *Journal of College Student Retention*, 2(3), 219-239.

Biggs, J. (1994). The research context. In G. Gibbs (Ed.), *Improving student learning: Theory and practice*. Oxford: Oxford Centre for Staff Development.

#### **Endnote 4:**

Bloomer, M., & Hodkinson, P. (1999). *College life: The voice of the learner*. London: Further Education Development Agency (FEDA) Publications.

Brunsdon, V., Davies, M., Shevlin, M., & Bracken, M. (2000). Why do HE students drop out? A test of Tinto's model. *Journal of Further and Higher Education*, 24(3), 301-310.

Padilla, R. V., Trevino, J., Gonzalez, K., & Trevino, J. (1997). Developing local models of minority student success in college. *Journal of College Student Development*, 38(2), 125-135.

Saenz, T., Marcoulides, G., Junn, E., & Young, R. (1999). The relationship between college experience and academic performance of minority students. *The International Journal of Educational Management*, 13(4), 199-207.

### **ENDNOTES: Strand Four - Community Engagement Strategies**

#### **Endnote 1:**

Lustig, W., Koester, J. (2006). *Intercultural Competence*. p. 135, 206-207.

Comer, Haynes, Joiner. (1996 ) *Rallying the Whole Village: the Comer process for reforming education*.

#### **Endnote 2:**

Chantrill, P., & Spence, R. (2001). Developing curricular and appropriate learning strategies for community development and peace studies. *UlitBASE In-Site*.

#### **Endnote 3:**

Darling-Hammond, L. & Bransford, J., (2005), *Preparing Teachers for a Changing World*, p. 218.

Delgado-Gaitan, (1991 ) Involving Parents in Schools: A process of empowerment, *American Journal of Education*. Pp. 20-46.

#### **Endnote 4:**

Gibbs, J., (2001). *Discovering Gifts in Middle School*, p. 220-222.

Lustig, W., Koester, J. (2006). *Intercultural Competence*. p. 320.

#### **Endnote 5:**

Fredericksen, Patricia J. (2000). Does Service Learning Make a Difference in Student Performance? *Journal of Experiential Education*, v23 n2 p64-74.

Delpit. (1995) *Other People's Children: Cultural conflict in the classroom*.

### **ENDNOTES: Strand Five - Targeted Professional Development**

#### **Endnote 1:**

Boud, D. (1999). Situating academic development in professional work: Using peer learning. *International Journal for Academic Development*, 4(1), 3-10.

Centra, J. A. (1993). *Reflective faculty evaluation: Enhancing teaching and determining faculty effectiveness*. San Francisco: Jossey-Bass. 14 6

Chalmers, D., Smith, R., & Lam, P. (2002). *A program of professional development in teaching learning strategies in context*.

#### **Endnote 2:**

Beaty, L. (2001). Teaching evaluation and accreditation. *New Directions for Teaching and Learning*, 88(Winter), 75-85.

Bell, M. (2001). Supported reflective practice: a programme of peer observation and feedback for academic teaching development. *The International Journal for Academic Development*, 6(1), 29-39.

Boice, R. (1992). *The new faculty member: Supporting and fostering professional development*. San Francisco: Jossey-Bass.

McKeachie, W. J. (1987). Can evaluating instruction improve teaching? In L. M. Aleamoni (Ed.), *Techniques for evaluating and improving instruction. New directions for teaching and learning: No.31*. San Francisco: Jossey-Bass.

Purnell, S. (2002). *A map, a bicycle and good weather: The transition to undergraduate study*. Unpublished Master of Education Thesis, Palmerston North: Massey University.

#### **Endnote 3:**

Sorcinelli, M. D. (1991). Research findings on the seven principles. *New Directions for Teaching and Learning*, 47, 13-25.

Spours, K. (1997). Issues of student retention: An initial study of staff perceptions. *Research in Post-Compulsory Education*, 2(2), 109-119.

#### **Endnote 4:**

Astin, A. W. (1993). *What matters in college: Four critical years revisited*. San Francisco, CA: Jossey-Bass.

Gibbs, J., (2001). *Discovering Gifts in Middle School*, p. 208.

Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition*, 2<sup>nd</sup> ed. Chicago: The University of

Chicago Press.

**Endnote 5:**

Padilla, R. V., Trevino, J., Gonzalez, K., & Trevino, J. (1997). Developing local models of minority student success in college. *Journal of College Student Development*, 38(2), 125-135.

Thomas, L. (2002). Student retention in Higher Education: the role of institutional habitus. *Journal of Educational Policy*, 17(4), 423-442.

**E.(2) (continued)**

**TABLE - Curriculum Research**

Curricula Strategy	Expected Outcomes/ Rationale	References
1. Prepare teachers to create outcomes based lessons that conform and complement common core standards	<p>Focus is on the core concepts that inform initial teacher preparation, and guide student's classroom instruction, whether delivered in traditional or nontraditional settings. Helps fully prepare students for their future.</p> <p>Establishes a clear basis for teacher evaluation, assessment and growth.</p>	<ol style="list-style-type: none"> <li>1. <a href="http://www.newmexicocommoncore.org/teachers">www.newmexicocommoncore.org/teachers</a></li> <li>2. <a href="http://Ped.state.nm.us/ped/CCDocuments/5ThingsCCCS.Davis.pdf">Ped.state.nm.us/ped/CCDocuments/5ThingsCCCS.Davis.pdf</a></li> <li>3. <i>Preparing Teachers for a Changing World - What Teachers Should Learn and Be Able To Do</i>, Edited by Linda Darling - Hammond and John Bransford.</li> <li>4. National Council for the Accreditation of Teacher Education (see: <i>Teacher Outcome Measures</i>: Salzman, Denner and Harris, 2002).</li> <li>5. <i>Transforming teacher education: Lessons in professional development</i> (Sockett, DeMulder, LePage, 2002)</li> </ol>
2. Train teachers in the use of online media and tools, to supplement regular class instruction, and adapted to individual student learning strengthens, preferences, and styles.	<p>In addition to traditional classroom resources, students will have access to resources that engages them at their competency levels.</p> <p>Online resources will serve to compliment and reinforce small group and one to one interactions with teachers and healthcare professionals, in concert with common core standards. Digital scaffolding tools will help teachers to better connect with learners at their competency levels in real time.</p>	<ol style="list-style-type: none"> <li>1. <i>Literacy Online - New Tools for Struggling Readers and Writers</i>, by Julie M. Wood</li> <li>2. <a href="http://www.edtechleaders.org/Resources/Readings/UpperElem.Literacy/Wood_computerswriting.htm">www.edtechleaders.org/Resources/Readings/UpperElem.Literacy/Wood_computerswriting.htm</a></li> <li>3. Finch, C. R., Frantz, N. R., Mooney, M., &amp; Aneke, N. O. (1997, November). <i>Designing the thematic curriculum: An all aspects approach</i> (MDS 956). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.</li> </ol>

<p>3. Integrate core curriculum into year-long themes; include health sciences materials with core courses, aligned to the new common core standards.</p>	<p>Student motivation and focus will be improved when the subject matter is aligned with individual career goals and learning styles. The customized approach, and PARCCOnline.org, will help students know where they are and if they are on track to graduate, as well as I better prepare students for chosen careers and/or rigorous college entry.</p> <p>“If a small school has a theme, then all courses in the school must contribute to the these: English vocabulary and documents from theme, Math applications and solutions from theme, History and geographic connection with theme, arts and music related to theme...and grade-level theme-based projects combine skills.”</p>	<ol style="list-style-type: none"> <li>1. See: <a href="http://parcconline.org">parcconline.org</a> Partnership for Assessment of Readiness for College and Careers</li> <li>2. <i>ITI: The Model, Integrated Thematic Instruction</i> (Susan Kovalik and Assoc. 2004).</li> <li>3. <i>Professional Development for Cooperative Learning</i> (Brody, Celeste, and Davidson, 1998)</li> <li>4. <i>Constructivism and the Five E's : The Biological Science Curriculum Study</i>, 1997)</li> <li>5. <a href="http://www.nchste.org">www.nchste.org</a></li> <li>6. <i>Essential Conditions for High School Reform</i>, John DeBeck 2007</li> </ol>
<p>4. Enroll students with learning disabilities into age and grade appropriate classes, supported by instructional aides, in concert with the IEP designed in accord with special education teachers.</p>	<p>When students with disabilities are enrolled in classes with other students all students learn more effectively and are likely to reach their core competencies more willingly and easily. Special issues may be dealt with by special education teachers during one- to-one interactions.</p>	<ol style="list-style-type: none"> <li>1. <a href="http://www.newmexicocommoncore.org/teachers/pages/view/76/students-with-disabilities/3/">www.newmexicocommoncore.org/teachers/pages/view/76/students-with-disabilities/3/</a></li> <li>2. <a href="http://dsqsds.org/article/view/1374/1541">dsqsds.org/article/view/1374/1541</a></li> <li>3. <a href="http://www.schools.nsw.edu.au/student-support/programs/disability.php">www.schools.nsw.edu.au/student support/programs/disability.php</a></li> <li>4. <i>Intelligence Reframed: Multiple Intelligences for the 21<sup>st</sup> Century</i> (Gardner 1999).</li> <li>5. <i>Joining Together: Group Theory and Group Skills</i> (Johnson and Johnson 2000).</li> <li>6. <i>The Impact of Group Processing on Achievement in Cooperative Learning Groups</i> (The Journal of Social Psychology Yager, Johnson and Snyder 1986).</li> <li>7. <i>Promoting Social Success: a Curriculum for Children with Social Needs</i> (Siperstein 2003).</li> <li>8. <i>Instructional Assistants, Class Size and Academic Achievement</i> (Lapsley, Daytner, 2002).</li> </ol>

<p>5. Assess competencies of first generation English speakers and adult learners, prior to their entry into formal classrooms and/or ongoing ELL classes. In addition provide them with remediation prior to start times of evening classes and/or after day classes and on weekends.</p>	<p>There is a direct connection between readiness of first generation students and their needs for remediation as these characteristics relate to persistence and student success. Accordingly, we must recognize as students gain the skills and knowledge needed to succeed, persistence on tasks increases. Further, we must recognize there is a direct relationship between academic and social involvement and student persistence and success, and student support networks play an important and vital role in the processes of learning.</p>	<ol style="list-style-type: none"> <li>1. <a href="http://www.newmexicocommoncore.org/teachers/pages/view/25/english-language-learners/3/">www.newmexicocommoncore.org/teachers/pages/view/25/english-language-learners/3/</a></li> <li>2. <i>Helping at Risk Students Meet Standards: A synthesis of evidence-based classroom practices</i> (Barley, Lauer, Apthorp et al, 2002)</li> <li>3. <i>Summary of Empirically Tested Theoretical Perspectives in the Literature on Community and Technical College Student Persistence</i> (Seppanen, 2007).</li> <li>4. <i>Which comes first in second language learning—motivation or autonomy?</i> (Shinge, 2007)</li> </ol>
<p>6. Provide opportunities to earn dual credits in health care courses, offered online by community college and university partners and facilitated by instructional aides who have subject matter expertise.</p>	<p>Students will gain college readiness skills as well as be able to complete either community college or 4-year degrees in less time and at lower cost.</p>	<ol style="list-style-type: none"> <li>1. Benefits of dual credit programs <a href="http://www.cnm.edu/dualcredit/professionals/index.php">www.cnm.edu/dualcredit/professionals/index.php</a></li> <li>2. Plank, S. (2001). Career and technical education in the balance: An analysis of high school persistence, academic achievement, and postsecondary destinations. St. Paul, MN: National Research Center for Career and Technical Education, University of Minnesota.</li> </ol>



<p>7. Offer students in grades 9-12 opportunities to participate in health care activities with healthcare partners.</p>	<p>Serve to validate the students' career choice and give them a greater sense of confidence that they have the skills and determination to enter their career of choice Also serves to motivate confirm the links between rigorous coursework and preparation and readiness for the workplace.</p>	<p>1. Costs and Benefits in Vocational Education and Training, Kathrin Hoeckel <a href="http://www.oecd.org">http://www.oecd.org</a></p> <p>2. Bailey, T. R. (1997, November). Integrating academic and industry skill standards (MDS 1001). Berkeley: National Center for Research in Vocational Education, University of California at Berkeley.</p> <p>3. Edling, W. H., &amp; Loring, R. M. (1996). Education and work: Designing integrated curricula. Strategies for integrating academic, occupational, and employability standards. Waco, TX: Center for occupational Research and Development.</p> <p>4. International Society for Technology in Education (2000). National educational technology standards. Washington, DC.</p> <p>5. International Technology Education Association (2000). Standards for technological literacy. Reston, VA: Author</p>
--	---	--

### E.(3) Scope and Sequence

**TABLE - Curriculum Tenets and Objectives**

The curriculum at HSA will be based on the following tenets:

CURRICULUM TENETS	OBJECTIVE
1. Projects-based learning model	The curriculum is based on the Common Core standards.
2. Delivered by highly qualified bilingual educators	The majority of our students are likely to come from first generation Hispanic families. By selecting bilingual teachers they will be able to communicate more effectively with both student and parents.
3. Designed for students to meet and exceed entrance requirements for area colleges and universities	Each student's program will be designed to earn a high school diploma and to fulfill requirements to pursue post-secondary studies.
4. Learned in a context of health sciences, health careers, and health education	The school's health science focus will guide in facilitating collaboration among teachers and in the design and delivery of an integrated curriculum
5. Engaging, meaningful, and individualized to meet students' need	The scope and sequence of coursework will be individually tailored to meet the student's interests and needs. Students will be instructed in ways to support their academic progress, and mentored to support personal growth.

### E.(4) Curriculum Development Timeline

**TABLE - Curriculum Development Timeline**

Timeline Table - The table below reflects the curriculum development processes:

Key Events/Activities		Deliverables/Outcomes	Timeframes
1	Approval by PED of the HSA Charter / Head Administrator commences recruitment of teachers, instructional assistants, and staff	Formalization of charter contract. Governing Board assent / Posting of job descriptions; advertising of positions/creation of recruiting web site	November 2013- December 2013
2	Head Administrator chooses preliminary group of teachers; and selects leaders of subject area curriculum teams	Head Administrator evaluates prospective teachers, checks credentials; receives feedback from key staff and advisors; selects teachers to build curriculum. The leaders of the subject area curriculum team begin to define tasks and meeting schedules.	January 2014- February 2014

3	Curriculum teams review text books, technology supports and other materials	The subject area curriculum team starts the review and criteria for selecting text books, technology supports and other materials.	March 2014
4	Recruiting of teachers and staff continues	Head Administrator evaluates and ranks prospective teachers, checks credentials; receives feedback from his key staff and advisors. Chooses teachers. Finalize textbook list within budget.	March 2014
5	Head Administrator convenes meetings with community, educational and healthcare partners	Discussion and documentation of key issues and concerns to assure alignment with common core, school mission and objectives, and pave the way for student readiness for health career pathways	March 2014
6	Curriculum teams create integration strategies, and align health science with common core subject matter texts and guideposts.	Each curriculum team and respective subgroups meet with professional development consultants and advisory panel, to prepare grade specific curriculum guidelines, develop manuals and materials for the classroom strategies, use of assessments and metrics to assure alignment with common core, school mission and objectives, and pave the way for student readiness for health career pathways.	March 2014 April 2014 May 2014
7	Head Administrator assembles subgroups to synthesize subject matter curriculum	Head Administrator and curriculum subgroups meet with professional development consultants and advisors who provide input and recommendations.	April 2014 May 2014
8	Head Administrator presents final curriculum to Governing Board and community for further input and comments	Governing Board, community stakeholders, parents, professional development consultants, and advisory panel provide feedback.	May 2014 June 2014
9	Curriculum teams refine curriculum; teachers role play and video tape the teacher' classroom presentations	Head Administrator and teachers assess each teacher's approach to presentation of the grade specific materials in the classroom; the Head Administrator, other teachers, professional development consultants and advisory panel provide feedback.	July 2014
10	Final curriculum refinements; receipt of books and materials --before school open in August	Head Administrator, teachers, and staff in concurrence about curriculum and teaching methods. Teachers, staff and community meet the challenges and begin to embrace the HSA school culture and mission.	July 2014

**E.(5) Alignment Timeline**  
**TABLE - Alignment Timeline**

<b>Alignment of HSA ELA &amp; Math with NM Common Core State Standards (NMCCSS)</b>	<b>Alignment of HSA Other Subjects with NM State Standards (NMSS)</b>	<b>Deliverables</b>	<b>Timeframes</b>
1. Curriculum Team 1 will begin by understanding the guidelines for NMCCSS in ELA and Math	1. Curriculum Team 2 will begin by understanding the guidelines for NMSS in all other required subjects	Head Administrator confirms that Curriculum Team(s) understand the respective standards for Grades 7-10.	March 2014
2. Based on an understanding of NMCCSS for ELA and math - compare and integrate and set procedures to align HSA curriculum	2. Based on an understanding NMSS for all other subjects – compare and integrate and set procedures to align HSA curriculum	Curriculum team(s) report to the Head Administrator the key similarities and differences between the NM standards and the HSA curriculum. All parties agree on the procedures for alignment.	March 2014 April 2014 May 2014
3. Confer with NMPED, professional development consultants, charter school colleagues, and others to assure alignment of NMCCSS in ELA and Math	3. Confer with NMPED, professional development consultants, charter school colleagues, and others to assure alignment with NMSS for all other subjects	Head Administrator arranges for Curriculum Team(s) and professional development consultants to confer with NMPED and reports to Governing Board when alignment is approved	May 2014 June 2014
4. Assign Team 1 to test course content in classroom settings, using instructional assistants and teachers to serve as “students”; video tape sessions	4. Assign Team 2 to test course content in classroom settings using instructional assistants and teachers to serve as “students”; video tape sessions	Head Administrator supervises the testing of curriculum and confirms that alignment of curriculum is completed for Grades 7-10	June 2014
5. Curriculum is refined and modified as needed.	5. Curriculum is refined and modified as needed	Head Administrator reports to Governing Board and other stakeholders re completed curriculum alignment for all Grades 7-10 subjects	June 2014 July 2014

**F.(1) Graduation Requirements**  
**TABLE - Graduation Requirements**

<b>Graduation Requirements – 24.5 Credits  (Freshman - 2014. Graduating Class - 2017)</b>	
English	4 credits: English I, English II, English III, English IV
Mathematics	4 credits: Algebra I, Algebra II, Geometry (one unit = or > than algebra 2)
Science	3 credits: (2 w/lab) Biology, Chemistry, Physics
Social Science	3.5 credits: US History & Geography, World History & Geography, Government & Economics, NM History
Physical Education	1 credit
Health Education	1 credit (may be completed in middle school)
Career Cluster	1 credit (career cluster, workplace readiness or language other than English)
Electives	7.5 credits
<i>One of the above units must be honors, Advanced Placement, dual credit, or distance learning.</i> To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.	
<b>Health science graduation requirements:</b> A student must complete at least one healthcare internship; and also complete the HSA Health Career Proficiency standards with a B grade average or better. <i>(see Appendix Q for HCP standards)</i>	

**F.(1) (continued)**

**TABLE - Suggested Course Sequence**

Suggested Course Sequence								
Grade	English	Math	Science	Social Science	Health-Phys. Ed.	Career Cluster	Elective	Total
9	1	1	1	1	1		1.5	6.5
10	1	1	1	1	0.5		1.5	6
11	1	1	1	1		0.5	1.5	6
12	1	1		0.5		0.5	3	6
Sub-total	4	4	3	3.5	1.5	1	7.5	24.5

**H.(3)(d) Monitoring ELL Students**

**TABLE - Monitoring ELL Students**

Degree of Need		Intervention
Benchmark Intervention	<p>The student is generally doing well.</p> <p>Mostly on track, but minor difficulties exist that must be addressed quickly to prevent the student from falling behind.</p>	<p>Provide supplementary instructional and extra practice within class.</p> <p>Assign homework with materials from adopted Reading/Language Arts program.</p> <p>ELL: Instruction in language grammar and mechanics. Additional vocabulary instruction.</p> <p>1 period Language Arts</p> <p>After school support as needed.</p>

Strategic Intervention	<p>Student performing 2 or more grades below grade level</p> <p>Requires focused attention to gain skills and close gaps to achieve in the mainstream program</p>	<p>Use Discovery Education diagnostic assessment to determine areas of strength and/or need. Fully use intervention components of adopted Reading/Language Arts program and other intervention materials during after school support program. This should include frontloading which will prepare the student for the skills, concepts and language of the upcoming lesson.</p> <p>ELL: Explicit English language instruction in vocabulary and structures.</p> <p>1 period Language Arts 1 hour after school support provided by instructional assistant</p>
Intensive Intervention	<p>Students performing 3 or more grades below grade level</p> <p>Requires intensive, accelerated intervention in order to bring the student to grade level in two or less years.</p>	<p>Use diagnostic assessment to determine areas of strength and/or need. Students receive intensive reading intervention program for as long as needed. Course placement is determined by DE diagnostic test and DE Student Skills report.</p> <p>ELL: Explicit English language instruction in vocabulary and structures. Reading and writing intervention.</p> <p>1 period of Language Arts 2 hours after school support provided by instructional assistant</p>

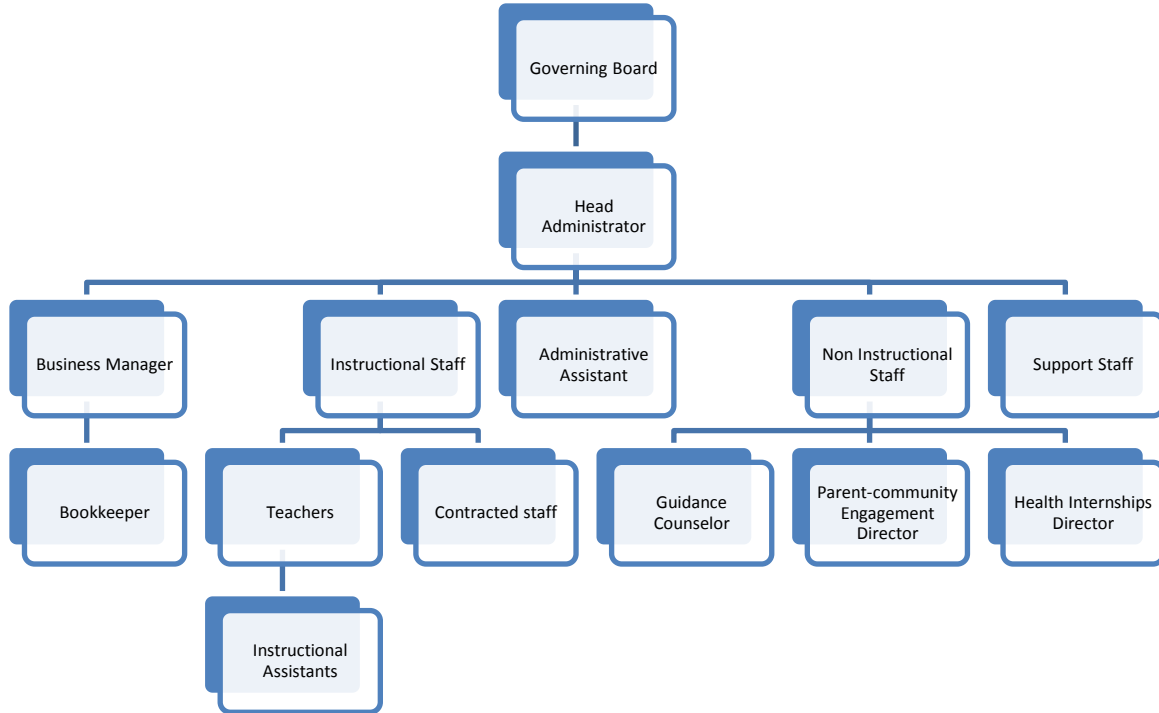
## ORGANIZATIONAL PLAN AND GOVERNANCE

### A.(1) Governance Description

#### CHART - Governing Board Committees



**D.(1) Organizational Structure**  
**CHART – Organizational Structure**



**D.(4) Staffing Plan**

**TABLE - Staffing Plan for HSA Day Program**

The following table reflects the staffing plan for the Day Program provided for in the 5-year budget projection:

DAY SCHOOL STAFFING PLAN	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Projected Grade Enrollment	Grades 7-10 120	Grades 7-11 185	Grades 7-12 250	Grades 7-12 290	Grades 7-12 315
Head Administrator	1	1	1	1	1
Business Manager	-*	1	1	1	1
Bookkeeper/Registrar	-	1	1	1	1
Full Time Teachers	5	8	10	12	13
Special Ed Teachers	1.5 FTE	2.5 FTE	3.25 FTE	3.75 FTE	4 FTE
Instructional Assistants	5.0 FTE	7.25 FTE	9.90 FTE	11.65 FTE	13.85 FTE
Administrative Assistant	1	1	1	1	1
Parent-Community Engagement Director	1	1	1	1	1
Health Internship Director	-	-	-	1	1
Guidance Counselor	0.5 FTE	0.5 FTE	1.5 FTE	1.5 FTE	1.5 FTE
Health- Physical Ed Teacher	1	1	2	2	2

\*HSA will contract business management services in the first year



**D.(4) (continued)****TABLE - Staffing Plan for HSA Evening Program**

The following table reflects the staffing plan for the Day Program provided for in the 5-year budget projection. The Head Administrator will allocate specific times for other staff services that will be shared between the Day and Evening Program.

<b>EVENING HIGH SCHOOL STAFFING PLAN</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>	<b>YEAR 5</b>
Projected Enrollment	50	75	100	150	185
Full Time Teachers	2	3	4	6	8
Instructional Assistants	2 FTE	2.5 FTE	3 FTE	3.5 FTE	4 FTE

**D.(5) School Day/Year  
Program Schedule Chart**

<b>DAY PROGRAM</b>	<b>MONDAY</b>	<b>TUESDAY</b>	<b>WEDNESDAY</b>	<b>THURSDAY</b>	<b>FRIDAY</b>
8 – 3 PM	TRADITIONAL STUDENT CLASSES				OFF CAMPUS - INTERNSHIPS - VOLUNTEERING - JOB SHADOWING  ON CAMPUS - DISTANCE LEARNING - PE ACTIVITY - COMMUNITY SERVICE PROJECTS - CLASS RELATED PROJECTS
BEFORE/AFTER SCHOOL PROGRAMS 3 – 6 pm					- REMEDIATION & ACCELERATION PERIOD - STUDENT CLUBS - PE ACTIVITY
<b>EVENING PROGRAM</b> 6 – 10 PM					ADULT CLASSES

**D.(6) Professional Development**  
**HSA Professional Development Template Table**

Head Administrator and Teachers will address the following in HSA’s professional development plan.	Teacher Ratings Self -Assessment Scores (1= lowest / 5 = highest )				
CONTEXT					
Learning communities—job embedded learning and continuous improvement is set in a supportive environment	1	2	3	4	5
Leadership—provides focus, continuous support, and advocacy for instructional improvement and adaptation to common core and health education and career focus	1	2	3	4	5
Resources— include funding, material, and adequate time for collaboration and integration of health education and career readiness focus. Teacher skills training with the professional development teams at NMSU and HAS curriculum advisory board.	1	2	3	4	5
PROCESS					
Data-driven—student data is used to determine both day and adult learning priorities, monitor progress, and guide remediation and use Discovery Education effectively to over- come obstacles to student achievement an improvement	1	2	3	4	5
Evaluation—assessment from multiple sources, at multiple levels, from participant satisfaction, parent feedback SBA, PARCC, Discovery Education short cycle assessments and Health Education Career readiness competencies., to guide and evaluate teachers skills and improve learning	1	2	3	4	5
Professional development strategies are research-based—results are used to select and modify content and guide Head Administrator and HSA teachers in the use of evidenced based research to guide their decision strategies and classroom management approach.	Head Administrator / Teacher Ratings 1 2 3 4 5				
Design—is a sustained process over time using varied models and strategies appropriate to the intended goals	1	2	3	4	5
Learning—based on principles of adult learning and knowledge of human learning and change	1	2	3	4	5
Collaboration—provides educators with the knowledge, skills and opportunities to collaborate and manage the change process	1	2	3	4	5
CONTENT					
Equity—includes content and skills for effective work with and maintaining high standards for all students	1	2	3	4	5
Quality teaching— evidence that the plan deepens content knowledge, enhances pedagogical skills, and expands the repertoire of strategies for student success	1	2	3	4	5
Family involvement-- evidence that the plan helps teachers acquire the knowledge and skills for involving the local GISD community and families of our students.	1	2	3	4	5

### M.(3) Projected Facility Costs Projected Facility Costs Table

Cash Flow Analysis						Potential Revenues from SB9					Other Revenues	
Lease allowance / MEM \$ 720.00						AY	SB9 in M\$	Projected District Enrollment	Total per MEM	HSA portion	AY	Excess SEG
2014-15	120	\$ 86,400		\$ -	\$ 86,400	2014-15	NA	14,272	\$266	NA	2013-14	\$ -
2015-16	185	\$ 133,200		\$ 100,000	\$ 233,200	2015-16	NA	14,389	\$264	NA	2014-15	\$ 100,000
2016-17	250	\$ 180,000		\$ 100,000	\$ 280,000	2016-17	NA	14,511	\$262	NA	2015-16	\$ 100,000
2017-18	290	\$ 208,800		\$ 100,000	\$ 308,800	2017-18	NA	14,643	\$260	NA	2016-17	\$ 100,000
2018-19	315	\$ 226,800		\$ -	\$ 226,800	2018-19	NA	14,732	\$258	NA	2017-18	\$ -
5 year total					\$ 1,135,200							
2018-19	315	\$ 226,800	\$ 80,720	\$ 50,000	\$ 357,520	2018-19	\$3,800	14,829	\$256	\$80,720	2018-19	\$ 50,000

Average annual cash flow 5 year period (2013-14 through 2017-18) = \$227,040  
 24,945 s.f. needed / Maximum rent per square foot supported = \$9.10

Average annual cash flow 20 year period (2018-19 through 2028-29) = \$357,520  
 Potential 20 year total cash flow to amortize lease purchase \$7,150,404

Source: GISD FMP

## BUSINESS PLAN

### A(3) Budget Narrative

Clarification of significant expenditures:

FUND CATEGORY	NARRATIVE
Teachers' Salaries 1000 51100 1411	-Teacher staffing needs are determined using a PTR of 25:1 -PTR calculation of staffing needs does not include Special Ed teachers or Physical Ed teachers, -Average teacher salary - \$40,000 -Classroom teachers: Year 1 - 9.5 FTE / Year 2 - 14 FTE / Year 3 – 19.25 FTE / Year 4 – 23.75 / Year 5 – 27 FTE
1000 51100 1412	Health and Physical Ed Teacher: (1 FTE teacher in Year 1; another 1 FTE teacher added in Year 3) FTE budgeted salary \$40,000 per teacher  Special Ed Teachers are determined using a PTR of 12:1 Special Ed Teachers: (1.5 FTE in Year 1) Budgeted salary - \$40,000  NOTE: -Employee salaries assume no increases in the budget. Raises will be dependent on legislature's annual review and funding of schools through the unit value formula. -HSA will hire a mix of teachers between Level 1 and Level 2 of NM PED salary schedule.

Instructional Assistants - IAs 1000 51100 1711	<p>FTE is calculated at \$15,000. IAs will be employed at .5 or less FTE.  Year 1 – 7.05 FTE / Year 2 - 9.75 FTE / Year 3 - 12.90 FTE / Year 4 - 15.15 FTE / Year 5 - 17.85 FTE</p> <p>IA staffing calculations are determined by using FTE equivalence, based on hours of projected classroom need. Classroom loading policy for IA hours have been based on the following criteria:</p> <p><u>Middle School IA Support:</u>  3 IAs in every Language Arts and Math class  1 IA in every science class</p> <p><u>High School IA Support:</u>  2 IAs in every Language Arts class and Math class  1 IA in every science class</p>
Employee Benefits	Employee benefits are calculated at approximately 36%.
Other Professional Services 1000 53414 0000	<p>Development of curriculum that is aligned with the HSA curriculum and Common Core Standards. Curriculum will be developed by HSA teachers and HSA health education partners.  Year 1 \$30,000 / Year 2 \$20,000 / Year 3 \$5,000 / Year 4 \$5,000 /Year 5 \$5,000</p> <p>Provision for HSA Guest Lecture Series and Community Health and Wellness events by visiting health professionals  \$15,000 per year for Years 2, 3, 4, and 5.</p>
Other charges 1000 53711 0000	<p>Year 1 \$3,106 for Parent teacher training  Years 4 and 5 \$40,000 for Health Internship Director</p>
Student Travel 1000 55817 0000	<p>Student Internships Transportation: HSA has budgeted for transportation of students to off campus sites for health related activities and internships. The expectation of student travel to off campus activities in the first year is low.</p> <p>Year 1 \$5,000 / Year 2 \$30,000 / Year 3 \$40,000 / Year 4 \$50,000 /Year 5 \$50,000</p>
Employee Training 1000 55820 0000	Professional Development / Professional instruction guidance and training \$28,500 per year for all five years
Other Contract Services 1000 55915 0000	Provision for rental of an all-in-one printer/copier/scanner \$10,000 per year for the first five years
Supplies: Other Textbooks 1000 56112 0000	<p>Instructional materials – textbooks calculated at \$300 per student for first year. HSA will also apply for the Instruction materials allocation. Assumes that over the first four years many texts will be re-usable, and accordingly no funds are allocated for Year 5.  Year 1 \$50,000 / Year 2 \$75,000 / Year 3 \$75,000 / Year 4 \$100,000 /Year 5 \$0.00</p>
Software 1000 56113 0000	<p>Instructional Software: Microsoft Office, Reading Plus, English in a Flash, E2020  Year 1 \$30,000 / Year 2 \$50,000 / Year 3 \$60,000 / Year 4 \$95,000 /Year 5 \$0.00</p>

General supplies and materials 1000 56118 0000	Assessment/Licensing/Testing materials: <i>Discovery Education</i> short cycle assessments Year 1 \$35,000 / Year 2 \$81,630 / Year 3 \$80,973 / Year 4 \$129,713 / Year 5 \$32,430
Instructional: Fixed Assets 1000 57331 0000	Budgeted from year 2 onwards includes classroom and health science lab equipment Year 2 \$20,000 / Year 3 \$40,000 / Year 4 \$30,000 / Year 5 N/A
Supply Assets 1000 57332 0000	Furniture (estimates in consultation with Contract Associates) Year 1 \$107,258 / Year 2 \$200,000 / Year 3 \$140,000 / Year 4 \$33,000 / Year 5 \$28,000
Guidance Counselor 2100 51100 1214	Guidance counselor(s) .5 FTE in years 1 & 2 / 1.5 FTE in years 3, 4, & 5 Year 1 \$30,000 / Year 2 \$30,000 / Year 3 \$90,000 / Year 4 \$90,000 / Year 5 \$90,000
Purchased Professional and Technical Services: Specialists Contracted 2100 53218 0000	Contracted diagnostic services for special education students Assumed 10% of special education students may require services Year 1 \$5,000 / Year 2 \$7,500 / Year 3 \$10,000 / Year 4 \$12,500 / Year 5 \$15,000
Other Professional Services: 2100 53414 0000	Contracted Nursing Services Year 1 - \$7370 / Year 2 - \$8325 / Year 3 - \$11,100 / Year 4 - \$14,800 / Year 5 - \$16,650 *Estimates from NM Charter School Nursing
Library and Audio Visual 2200 56114 0000	HSA will use a volunteer librarian in Year 1. Books for the library will be acquired through donations. Funds are allocated for library expenses for years 2, 3, 4, and 5.
Administrative Associate 2300 51100 1113	Parent-Community Engagement Director Budgeted salary - \$35,000
Audit services 2300 53411 0000	Audit: \$15,000 for audit services in the first year with a \$500 increment for each consecutive year.
Legal services 2300 53413 0000	Legal: \$5,000 for legal services per year for all 5 years.
Other charges 2300 53414	CES and NMCCS: \$3,000 per year for all 5 years for Annual dues for CES and NMCCS services
Board travel and training 2300 55811 0000 2300 55812 0000	HSA has budgeted \$5,000 per year for Governing Board travel and training
Principal 2400 51100 1112	HSA has budgeted \$80,000 for the Head Administrator's salary.
Secretary, clerical, tech asst: 2400 51100 1217	HSA has budgeted \$30,000 for an office manager- responsible for data management activities as well

School Admin Fixed Assets 2400 57331 0000	\$15,000 in Year 1 for the purchase of an office all-in-one printer, copier, scanner and fax machine.
Business Manager 2500 51100 1115	From Year 2 onwards, HSA will have a full time business manager, budgeted salary of \$45,000
Business Office Support 2500 51100 1220	Provision in Year 1 for business management services to be contracted for \$50,000 (see Other Professional Services 2500 53414 0000)  Full time bookkeeper at a salary of \$26,000 from year 2 onwards.
Other Prof Services 2500 53414 0000	Contracted business management services for Year 1 - \$50,000  Contracted IT Services: Year 1 \$15,000 / Year 2 onwards \$30,000 per year
Administration Software 2500 56113 0000	Software expenses include PowerSchool or similar student record system, as well as APTA fund accounting software. Year 1 \$21,500 / Year 2 \$26,500 / Year 3 \$31,500 / Year 4 \$31,500 / Year 5 \$31,500
Custodial 2600 51100 1615	\$15,000 at .75 FTE is budgeted for a school custodian. Starting in Year 3 the budget allows for 1.5 FTE custodial services. Year 1 \$15,000 / Year 2 \$20,000 / Year 3 \$30,000 / Year 4 \$30,000 / Year 5 \$30,000
Maintenance and Repair 2600 54311 0000	\$10,000 Year 1 \$10,000 / Year 2 \$12,000 / Year 3 \$12,000 / Year 4 \$15,000 / Year 5 \$20,000
Utilities 2600 54411 0000 2600 54412 0000 2600 54415 0000	Utility (electricity, gas, water/sewage) costs are based on similar expenditures for charter schools of like size. Electricity, Gas, Water & sewage: Year 1 \$31,500 / Year 2 \$36,500 / Year 3 \$42,000 / Year 4 \$45,000 / Year 5 \$46,000
Communication 2600 54416 0000	Communication expenses include security and surveillance services. Year 1 \$12,000 / Year 2 \$17,500 / Year 3 \$20,000 / Year 4 \$22,500 / Year 4 \$22,500
Property/Liability Insurance 2600 55200 0000	Similar to other charter schools: Year 1 \$18,000 / Year 2 \$20,000 / Year 3 \$22,000 / Year 4 \$24,000 / Year 5 \$26,000
Student Transportation 2700 55112 0000	Transportation services to and from school will focus on providing transportation for students in the district who do not have easy access to school. HSA will apply for transportation funding from the Public Education Department, and will contract with an authorized bus company for services.

Food Services 3100 56116 0000	<p>HSA will contract with an authorized food service provider to provide and serve meals on site. Meals will comply with the USDA nutritional standards and be eligible for reimbursement from USDA. The program will generate sufficient funding through the National School Lunch Program USDA Food Service Fund for the operation. As per GISD statistics, we expect 100% of HSA students to qualify for free and reduced meals.</p> <p>From Year 2 onwards budget includes provision for supplementary meals. Year 2 \$ 10,000 / Year 3 \$12,500 / Year 4 \$15,000 / Year 5 \$17,500</p>
----------------------------------	--

## EVIDENCE OF SUPPORT

### B. Evidence of Support

#### Communities represented by Zip Codes Table

CITY/TOWN	ZIP CODE
Anthony	88021
Berino	88024
Chamberino	88027
Chaparral	88021
La Mesa	88044
La Union	88021
Mesilla Park	88047
Mesquite	88048
San Miguel	88058
Santa Teresa	88008
Sunland Park	88063
Vado	88072

**D. Community Relationships** - Projected Growth of Healthcare Occupations in U.S. 2006-2016, and chart that depicts Latino representation in healthcare fields.

