



**New Mexico Public Education Department
Charter Schools Division**

**2013 New Charter School Application Kit
Part C. Application**



Part C. Application Application Cover Sheet

School Information:

Name of Proposed Charter School: Health Sciences Academy

School Address (if known): N/A

School Location (City/Town): N/A

School District within which your school will be located: Gadsden Independent School District

Grades to be served: Grades 7-12

Projected Enrollment Cap: 500

Contact Information:

Primary Contact Person: Lorna Samraj

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Please include with the cover sheet the following:

- The names of the charter school founders, including descriptions of his/her/their qualifications or experience that are relevant to developing a public charter school plan and implementing a charter school's operations.

Education Plan

This section should not exceed 35 pages.

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	170	7-10	25:1
Year 2	260	7-11	25:1
Year 3	350	7-12	25:1
Year 4	440	7-12	25:1
Year 5	500	7-12	25:1
At Capacity (Enrollment Cap)	500	7-12	25:1

B. Mission. State the mission of the proposed school. The mission should include the following information: whom your school seeks to serve and what your school seeks to accomplish. The mission of your school is a concise statement that describes the purpose of the school and describes how the school will achieve it. The mission allows the charter operator to set annual goals for the school that can be measured and achieved. The mission should answer questions such as: 1) what does your school seek to accomplish; 2) how will it accomplish that; and 3) what is unique about your school? The statement should be succinct, easy to remember and be the driving force and rationale behind all the other components of the application. The best mission statements are clear, focused, compelling, and have a focus on outputs rather than inputs. The mission expresses clear guiding principles that are reflected throughout the application.

B. Mission

Mission: 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.

Motto: Enroll the student, engage the family - Inscribiendo al estudiante-incluyendo a la familia.

C. State and Federal Accountability System Academic Performance Indicator. The New Mexico School Grading Accountability System is used to evaluate all public schools, including charter schools, in the state of New Mexico. Annually, each school will receive a grade of A through F that reflects the school's performance on a School Grade Report Card. The School Report Card includes criteria components such as Current Standing, School Growth for its top 75% of students, School Growth for its lowest 25% of students, Opportunity to Learn, Graduation, College and Career Readiness. (The latter two being appropriate for high school only.) *More information regarding the New Mexico A–F grading system may be accessed at <http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>.* The following performance indicator has been established by the PEC to demonstrate that the charter school is meeting acceptable standards according to the New Mexico A–F grading system:

Annually, the school will meet standards if it receives an A or a B on its School Grade Report Card. The school can also meet standards if it achieves a "C" if it shows a proper plan is in place or if accredited by a reputable accrediting agency. It do not meet standards if it receives a "C" and does not have a proper plan in place nor is accredited by a reputable accrediting agency.

This performance indicator may be negotiated with the PEC upon approval of the charter school application. Until negotiations are completed, the performance indicator stated above will serve as the expectation required for approval of this application. Understanding the State A–F Grading System is critical in the development of your school. It is a major component of your school’s annual evaluation and stated goals should be aligned in part with the state’s accountability system.

C. State and Federal Accountability System Academic Performance Indicator: Applicant Agreement Statement

Please indicate, by checking “yes” below, the applicant’s agreement with the above-stated performance indicator for purposes of this application and possible subsequent negotiation if this application is approved. YES

D. Goal(s) Related to the School’s Mission. In the first year of the school, you should set goal(s) related to student performance that are tied to the mission of the school. The goals must be specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). The goals should be ambitious but attainable. All goals must reference a time frame by which achievement can be accomplished. Finally, ensure that your measuring instrument is valid and reliable (e.g., formative or summative assessments, universal screening tools, progress monitoring tools, and research-based climate surveys etc.).

The school should also have identified strategies in place to ensure that all students are making progress towards meeting the stated goals. These strategies can be reviewed annually.

D.(1) Goal(s) Related to the School’s Mission

- 1. Eighty percent of middle school students who have been enrolled in HSA for four consecutive semesters will be proficient or higher in math and reading as measured by Discovery Education benchmarks.*
- 2. Eighty percent of high school day and evening students who have been enrolled in HSA for six consecutive semesters will be proficient or higher in math and reading as measured by Discovery Education benchmarks.*
- 3. Ninety percent of day and evening students who have been enrolled in HSA high school for eight consecutive semesters will meet or exceed NMPED graduation requirements.*
- 4. Eighty percent of day and evening students who have been enrolled in HSA high school for eight consecutive semesters will complete the PARCC assessment for college and career readiness in ELA/literacy and Math with a Level 4 or higher.*
- 5. Eighty percent of day and evening students who have been enrolled in HSA high school for eight consecutive semesters will complete a health related internship and community service project, and will complete the requirements of HSA Health Career Proficiency standards with a B grade or better. (See Appendix Q - HSA Health Career Proficiency standards.)*
- 6. Sixty percent of the parents of day students enrolled for at least four consecutive semesters will have participated in two or more HSA organized health and/or community related events.*

D.(2) Explain the rationale, plan, and specific methods of assessment for the goal(s) listed above.

The Rationale for Goal(s) -

The rationale, plan and means by which the Head Administrator and his team will reach HSA's stated goals, aligned to and coherent with both NMPED common core and the charter school's mission, to offer secondary students a rigorous and integrated health sciences curriculum, and prepare HSA's graduates for both post-secondary education and health careers, is a function of a balance of outcomes, that when woven together should create a culture of caring, academic excellence, and include the metrics to assure consistent, progressive and measurable progress toward building student competencies and confirming that they have the necessary skill sets to be academically prepared and "career ready" for their healthcare and academic journey's, graduating with confidence and purpose.

HSA's founders determined that students in the Gadsden ISD want pathways to health careers, and that the district is not offering such opportunities. As the ACT report of college bound student choices for careers (see Appendix T), health professions and related careers in science and technology were the most desired career dreams of students in New Mexico. Additionally, as we have evidenced elsewhere, the demand for healthcare professions continues to grow, while New Mexico's public schools, and particularly in the Gadsden district), school administrators have not addressed these career readiness concerns sufficiently.

The six stated goals related to the HSA mission, the desired outcomes, and metrics for assessment are as follows:

Goal 1 - Eighty percent of middle school students who have been enrolled in HSA for four consecutive semesters will be proficient or higher in math and reading as measured by Discovery Education benchmarks. There are two key reasons for this goal 1) to prepare our 7th, 8th and 9th grade students early for future rigorous academic work; and 2) by using the Discovery Education short cycle assessments frequently, up to 4 times per year, the Head Administrator, our teachers, the Governing Board members, parents, and independent evaluators, will be able to confirm how well both teachers and students are progressing, and adapt teaching strategies to address the needs for remediation as may be needed.

Goal 2 - Eighty percent of high school day and evening students who have been enrolled in HSA for six consecutive semesters will be proficient or higher in math and reading as measured by Discovery Education benchmarks. Once again, there are two key reasons for this goal 1) to prepare our all of our 10th, 11th and 12th grade students for both rigorous academic work and career readiness; and 2) by using the Discovery Education short cycle assessments frequently, up to 4 times per year the Head Administrator, our teachers, the Governing Board members, parents, and independent evaluators, will be able to confirm how well both teachers and students are progressing, and adapt teaching strategies to address the needs for remediation as may be needed.

Goal 3 - Ninety percent of day and evening students who have been enrolled in HSA high school for eight consecutive semesters will meet or exceed NMPED graduation requirements. As New Mexico schools migrate toward common core standards, the PARCC assessments and a focus on career and college readiness, HSA plans to be ahead of the curve. As a small school, we have an advantage – that HSA's team will create a vibrant school culture, where every student learns to be supportive of their peers. Our teaching and learning model of 90minute classes, with a student/teacher ratio of no greater than 25:1, and the use of instructional assistants that are directed by teachers, should permit both group and individual instruction at a faster rate than traditional schools. In addition, we have a full inclusion classroom model; accordingly we believe, and will demonstrate, by the metrics offered in the Discovery Education short cycle diagnostics, and the frequent analysis of all student skill reports, that traditional, special education, and gifted students can learn and absorb complex academic concepts more rapidly and effectively. Perhaps the most important reason why we believe our students will outperform their

cohosts, and achieve higher rates of graduation, than state or district averages, is the integration of healthcare internships. As students make the connection between the skills needed in the real world, and observe how these competencies are used by health care professions, as a result of their internships, they are likely to be more engaged in learning, achieve higher test scores, and persist in their learning, as research has confirmed.

Goal 4 - Eighty percent of day and evening students who have been enrolled in HSA high school for eight consecutive semesters will complete the PARCC assessment for college and career readiness in ELA/literacy and Math with a Level 4 or higher. This goal and assessment is clearly coherent and relevant to the overall HSA mission. The metrics offered in the PARCC assessments for college and career readiness will bring the entire teaching team and the Governing Board together on the same page, as well as offer concrete evidence to the local stakeholders, parents, and healthcare community of the value of an HSA education and teaching model. As the school moves forward these metrics will help the Governing Board secure additional funds for expansion and growth of the school and help to sustain its mission over the long term. Perhaps the most important reason why we believe our students will perform well on the PARCC assessments is the integration of healthcare internships. As students make the connection between the skills needed in the real world, and observe how these competencies are employed by health care professions, as a result of their internships, they are likely to be more engaged in learning, achieve higher test scores, and persist in their learning, as research has confirmed.

Goal 5 - Eighty percent of day and evening students who have been enrolled in HSA high school for eight consecutive semesters will complete a health related internship and community service project, and will complete the requirements of HSA Health Career Proficiency standards with a B grade or better. (See Appendix Q - HSA Health Career Proficiency standards.) (see Appendix Q). This goal and assessment is clearly coherent and relevant to the overall HSA mission, to both prepare our students for challenging academic work, assure they are ready to assume responsibilities in the healthcare job market and/or advance their journey in challenging academic environments. The school's Health Internship Director will acquire and provide our teachers with the necessary materials, the important links to industry support systems, as well as coordinate and facilitate school visits from outstanding healthcare providers. This should provide students both content and motivation to confirm their competencies on the school's proprietary career competency assessment.

Goal 6 – Sixty percent of the parents of day students enrolled for at least four consecutive semesters will have participated in two or more HSA organized health and/or community related events, supported and organized by the school and coordinated by HSA's Parent-Community Engagement Director. This goal is important for a variety of reasons- first, when parents are more engaged and connected to the school culture, they are likely to have students who are more motivated and connected to the school culture of learning and doing as well. Second, we believe parents' involvement will have a "halo effect". That is, that everyone wins, and achieves at a higher level, when they feel connected and involved. The Governing Board will monitor the outcomes and frequency of events created by the efforts of the Head Administrator and Parent-Community Engagement Director, stressing the importance of parent involvement, and reaching out to relevant public entities, like NM Department of Health, the Women's Intercultural Center, local businesses, and non-profit educational and social organizations, to create a network of committed stakeholders interested in creating a better quality of life for the entire region. The founders and the new school team will be encouraged to embrace the motto – "Enroll the student, engage the family—Inscribiendo al estudiante-incluyendo a la familia". We intend to live the motto daily.

E. Educational Program and Curriculum. Provide a description of a clearly defined, research-based curriculum with the potential to raise the achievement of the intended student population and that is aligned with NM State Standards.

E.(1) Describe your school's educational program and curriculum that supports your school's mission and guides instructional and curricular decisions.

Educational Program and Curriculum -

Health Sciences Academy (HSA) will be a school of choice for all students who are interested in pursuing a rigorous academic program toward a health career. HSA will include a Day School Program for students in Grades 7-12, as well as an Evening School Program for a re-engaged adult population including returning veterans. HSA will embrace the new common core standards in a project-based learning model, integrating health science coursework focused on preparing an under served, high poverty student population at the US/Mexico border for high demand healthcare careers.

Beginning in Grade 9, day and evening students will have opportunities to engage in real-world professional work situations at health clinics, hospitals and/or work in the largest employer in the area, the dairies, as well as at other health related enterprises. As students gain critical academic skills and competencies, they will job shadow healthcare professionals, and participate in supervised volunteer and internship programs at participating hospitals and area wide clinics. Through workshops and programs, HSA will promote a lifestyle of personal wellness—seeking to help parents, student families, and community members become more aware of making choices toward a healthy and fulfilling life. Our motto: “Enroll the student, engage the family”-“Inscribiendo al estudiante-incluyendo a la familia”, shall be woven into the culture and daily life at HSA.

Health Sciences Curriculum – Our program bases all coursework and related health activities in a context relevant to the career pathways of students. We address each component of our program integrating innovative materials from healthcare professionals, presenting coursework in an interdisciplinary framework, making connections for students by building skills matched to their relevant career readiness programs. HSA prepares students to be college ready in the pathways that lead to careers in healthcare, health science and health education. Internship opportunities with healthcare professionals benefit students, employers, schools and the community. It promotes the practice of positive work habits and attitudes, enhances understanding of workplace expectations, increases technical skills and participation in authentic tasks, and allows observation of demeanor and procedures of workplace professionals.

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 purposeful direction*
- 6. Creative and stimulating mental activities, and sharing personal skills with others in the community*

The following elements describe the various health science integration and programs all students will participate in at various stages during middle and high school grades:

GRADES 7-8: Health Education - Students undertake a study of fitness and nutrition designing their own individual goal setting and personalized fitness programs.

GRADE 9: Career Awareness - Students will participate in career awareness activities structured 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 gain a general awareness of themselves, the world of work and its connection to their educational and career journey. Introduction to Health Careers may include supervised field trips to various medical facilities, seminars with guest speakers, small group meetings and/or personal interviews with healthcare professionals. Students will begin to identify their career pathway of interest.

GRADE 10: 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 in health and wellness work programs for the following year. Students will identify specific skill sets needed for various occupations—skills and coursework requirements,—as well academic components and skills required for these work-force environments. For example, students will identify and develop workplace applications of grade level standards such as reading comprehension with a focus on statistical materials, medical vocabulary and concept development, writing strategies, organization and delivery of oral communication, using fundamental mathematical principles to determine health consequences and make predictions about the environment. The 10th grade standards in English, Algebra II and Chemistry are 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, science projects and innovative health science ideas in the local community.

GRADE 11: Career Preparation (Job shadowing) - Students will participate in a planned program of job shadowing at health and wellness workplaces relevant to their interest(s) and career pathways. These activities will integrate academic and occupational skill learned in the classroom with skills required in healthcare environments. Job shadowing may take place at the school-based health clinic, and/or other healthcare centers and hospitals. These practicums will be coordinated by the Health Internship Director complementing the student's academic or school based preparation and programs. These supervised practical experiences will encourage students to develop responsible work practices, leadership skills, and knowledge and skills in the healthcare industry.

GRADE 12: Career Applications (Internship) - Our health career readiness strategy is a competency-based educational experience that occurs at the workplace. Students will participate in a minimum of 12 weeks of a healthcare internship during the school year. Students will be placed at healthcare centers with professionals who have demonstrated their willingness to assist HSA students in their career journeys. 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 healthcare and wellness occupations. HSA graduation requirements will include completing the HSA Health Career Proficiency standards with a B grade or better. The Health Sciences Curriculum will be designed to meet the requirements for Workplace Readiness for 1 credit towards graduation requirements.

E.(2) Provide research or data that substantiate how this educational program will help your school achieve high

outcomes for students.

Research/Data -

Five Key Strands - The HSA philosophy, student enrichment and achievement model is based on the weaving of five key strands to provide each student with a rewarding success-oriented fabric of rigorous college preparation and health career readiness.

(See Appendix U (Page 2) E.(2) for CHART - The Five Strands)

STRAND ONE - INTEGRATED TEACHING METHODS

Team Members: Mr. Ron Haugen, Dr. Sue Forster-Cox, Dr. Tomas Magana, Dr. Andrew Nevins, Ms. Morgina Rao, Dr. Manju Shinge, Dr. Jaime Tamez, Dr. Karin Wiburg, Dr. Julie M. Wood, professional development consultants and future teaching staff.

What is Unique About this Strand?

a. Common core standards will be integrated with a health sciences emphasis in every subject. By the time students reach the 11th and 12th grades, and have been enrolled for a minimum of six consecutive semesters, these students will have received instruction, materials and work-place experiences to prepare them to be assessed by the HSA Health Career Proficiency standards developed by our curriculum team. Teachers will be supported by the Head Administrator, so that healthcare professionals can meet students--as guest lecturers in person, or via video-conferencing. Such interactions will reinforce the relevance of core content as students prepare for challenging career pathways in the varied fields of health science and wellness.

b. Traditional classroom instruction will be integrated with online tools to permit students to visualize what it will be like to become a healthcare professional in 2020. These tools will serve as practicums in virtual medical forums. Teachers will assist and guide students, beginning as early as grade 7, to create their own virtual health environments. Teachers will learn how to help students explore opportunities to publish their own health and wellness ideas, about improving the quality of health and wellness in their communities, and write about their internships experiences, shared with peers and students in other health sciences academies across the nation. Such experiences will offer students greater self-confidence and pride in their achievements (Health Occupations Students of America, ArchieMD, 3Di Teams, Easy Book Deluxe, HyperStudio, Inspiration, the Amazing Writing Machine, for improving literacy and language arts, and the Khan Academy for online math remediation). Classroom hyperlinks to academic libraries as well as pre-screened sites for science, math and virtual medical school and health awareness, will be employed to amplify classroom instruction and help students improve career awareness as they design individual health science projects. The classroom use of Mimio tablets and networking devices may be employed to accelerate individual and group project based learning and skill building projects.

c. Educational partnerships with NMSU College of Health Sciences will allow students to enroll in online dual credit health related college courses. Certified teachers and instructional assistants will review student participation, and challenge students to increase comprehension during online sessions by designing subject matter quizzes and team learning contests to confirm both competencies and overcome learning obstacles.

d. Partnerships with Faces to the Future, El Paso Children's Hospital, La Clinca de Familia, and NMSU's mental health clinic, will provide students with real world health related internships and experiences that complement classroom academics. Health professionals, who overcame economic and social obstacles, similar to our target demographic, will serve as mentors to address issues of persistence, and learn how

to seek solutions to psycho–social issues, overcome academic challenges, learn the importance of ethical behavior and develop a culture of a well-rounded health professional.

e. Teachers of language arts, mathematics and science will be able to provide differentiated instruction for all students within each classroom by the creative use of trained instructional assistants. Instructional assistants will be graduate students recruited from NMSU College of Health Sciences. Instructional assistants will serve directly under the classroom teacher, and work in his/her classroom, leading small clusters of students at learning tables. Each 90 minute class will be divided into two 45 minute segments; half the students will interact with the teacher in the first segment (a ratio no greater than 13:1), while the other students work with instructional assistants, under the guidance of the teacher, in small clusters on team projects and selected elements of the lesson.

f. All students will have access to remediation for up to three hours a day, as well as have access to computer labs, with parental and/or staff supervision. In addition, instructional assistant support will be offered to all students for weekday and weekend tutorial sessions.

How Will it Increase Student Achievement, Self-esteem and High School Graduation Rates?

a. Students achieve higher levels of subject matter competency when different modalities of instruction are made available, such as traditional instruction integrated with online tutorials, clustered learning groups, support from mentors and encouragement from healthcare partners and professionals. (Endnote 1)

b. The integration of student centered healthcare career opportunities that complement core curriculum serves to reinforce the value of course content, improve student motivation, demonstrate the relevance of their studies, and validate the school mission for students. (Endnote 2)

c. Motivated and mission driven students are more likely to achieve higher attendance rates, perform better on tests, and complete assignments. Should students experience obstacles to learning, access to interventions and remediation is available every day before and after formal classes. (Endnote 3)

d. Guidance counselors and certified special education teachers in collaboration with teachers and parents will help students develop personalized educational goals that will help determine optimal instructional pathways that result in timely student graduation. (Endnote 4)

(See Appendix U (page 2) E.(2) for Endnote references to go with Strand One)

STRAND TWO - CREATING CAREER DRIVEN OUTCOMES

Team members: Mr. Ron Haugen, Ms. Brenda Avila, Ms. Nancy Duhigg, Ms. Tara Ibarbo, Dr. Tomas Magana, Mr. Paul Ocon, Ms. Morgina Rao, Dr. Manjula Shinge, Dr. Karin Wiburg, Dr. Julie M. Wood

What is Unique About this Strand?

a. The HSA team blends the knowledge of highly experienced middle, high school and college teaching professionals, including highly experienced educators; with recognized leaders in healthcare professions to design and customize materials and learning strategies for a diverse and under served student population.

b. Course materials will integrate scholarly journal articles, customized problem solving challenges, with science experiments and “journeys” alongside guided lesson plans. Classroom engagements will be supplemented with non-fiction readings derived from the disciplines of public health, science, and other healthcare professions to achieve increasing student fluency in language arts, mathematics and science as each student demonstrates competencies and readiness to advance.

c. The curriculum team, in concert with professional educational advisors, will assist teachers in interpreting Discovery Education assessment reports so they can address when students are “ready to learn” or “advance” thus helping teachers to comprehend: a) whether the class, as a whole, is progressing at an acceptable rate, and if not, where greater emphasis is appropriate; b) when individual students may need additional time to master a specific skill(s); and/or c) when a student may advance to higher academic challenges and independent study.

d. Parents, teachers, and administrators will have password protected access to daily attendance and achievement scores. For those parents who are not internet literate, teachers, at the direction of the Head Administrator will convene frequent parent learning circles, to explain academic challenges facing their children in how to interpret scores and Discovery Education reports . Should students exhibit learning challenges, based on assessments scores, remediation and other timely intervention and recovery strategies will be implemented without delay. Parents will be encouraged to ask teachers and administrators in English or Spanish five essential questions: “Is my child learning? What can I do to help her/him learn more effectively? Is my child safe? How can I get more involved in the school? Is there a way for the school to help me advance my own career?”

How Will it Increase Student Achievement, Self-Esteem and High School Graduation Rates?

a. Student-centered strategies that link academic coursework to stated career goals are more likely to result in higher achievement and student motivation. (Endnote 1)

b. The development of new materials that integrate traditional classroom instruction with online materials, and support from real-world professionals will dramatize and reinforce the value of our core content for our student population. (Endnote 2)

c. The self-esteem of our students is likely to rise as they receive support and affirmation from team members at school and mentors in the field. (Endnote 3)

d. As student self-esteem grows, students are likely to be more focused, achieve higher levels of competency, and persist in their academic studies toward graduation.(Endnote 4)

(See Appendix U (page 3) E.(2) for Endnotes references to go with Strand Two)

STRAND THREE - STUDENT SOLUTION TEAMS

Team members: Mr. Ron Haugen, Ms. Mary Carter, Dr. Deborah Chasco, Dr. Sue Forster-Cox, Dr. Andrew Nevins, Ms. Lorna Samraj, Dr. Emma Schwartz, Dr. Jaime Tamez, HSA Parent-Community Engagement Director

What is Unique About this Strand?

a. When students interact with caring staff, teachers, counselors, instructional assistants and healthcare professionals who help them understand the link between the subject matter in the classroom and their

personal goals, they will be more likely to be self-motivated and achieve higher levels of academic competency, and perform better on tests.

b. Students are less likely to fall between the cracks when they receive educational guidance and support in small groups and/or individually; they often achieve at higher levels as members of a learning team.

c. The design and creation of personalized educational goals for each student will assure that the learning styles and preferences are understood by teacher, parent and student--all stakeholders will enjoy a common mission and learning strategy that they understand and choose. Should one pathway become less effective than another, all stakeholders will have a voice in selecting a new modality.

d. When parents see that the school really means what it says, "Enroll the Student, Engage the Family", then parents are more likely to view themselves as stakeholders in student and school success, acknowledge, and validate, the value of their child's career and academic decisions when parents are more engaged as stakeholders students achieve at higher levels and are less likely to drop out.

How Will it Increase Student Achievement, Self- Esteem and High School Graduation Rates?

a. When students interact with their peers and teachers, as well as with respected members of the community, they are likely to gain deeper insights into the relevance of their educational experience, and conclude on a personal level that the choice for a rigorous college and career prep curriculum resonates with their inner purpose. (Endnote 1)

b. When students feel connected to each other, to the faculty and community around them, they are more likely to feel at peace with themselves, and use their powerful energy to focus on their individual educational goals. Such focus and concentration will provide them with a greater sense of self and willingness to overcome academic obstacles and prepare for the challenges ahead. (Endnote 2)

c. When parents observe the productive use of their child's free time, as well as the valued connections they have made in the community, they are more likely to applaud their student's academic progress and social behavior. Such reinforcement will serve to motivate and empower their students. (Endnote 3)

d. Students who are actively engaged with a purposeful life are less likely to exhibit destructive behaviors and more apt to focus on meaningful and personal career goals that complement the school culture of success. (Endnote 4)

(See Appendix U (page 3) E.(2) for Endnote references to go with Strand Three)

STRAND FOUR - COMMUNITY ENGAGEMENT STRATEGIES

Team members: Mr. Ron Haugen, HSA Parent-Community Engagement Director, Ms. Mary Carter, Dr. Deborah Chasco, Dr. Sue Forster-Cox, Ms. Tara Ibarbo, Dr. Tomas Magana, Dr. Julie Wood.

What is Unique About this Strand?

a. HSA's community partnership with Faces to the Future, the El Paso Children's Hospital, NMSU College of Health Sciences, the Women's Intercultural Center, civic leaders and volunteers will offer students, their families, and community members with varied opportunities to work cooperatively, such as the design and management of a community garden on the premises.

b. The school computer lab will be open on weeknights and weekends to help parents and other community members re-focus to create personal wellness and career strategies for their own upward mobility. All activities will be coordinated by the Parent-Community Engagement Director and assisted by staff and/or volunteer career coaches.

c. School multipurpose rooms will be available for use by civic groups, prior to the school day, and after school, when appropriate.

d. Partnerships with local dairies, hospitals, clinics and educational institutions will provide students with an opportunity to serve as school ambassadors, as well as interns and volunteers in supervised healthcare settings.

e. HSA teachers, staff, NMSU faculty, NMSU graduate students, and community volunteers, will collaborate with students to help inform the community about personal wellness through presentations and community fairs.

How Will it Increase Student Achievement, Self-Esteem and High School Graduation Rates?

a. Purposeful activity that gives students a chance to add value to their community and witness the fruits of their creativity, along with the smiles on the faces of undeserved families in their community will increase student self-esteem and reinforce the value of their academic pursuits. (Endnote 1)

b. Interaction with caring adults, health care professionals, and the mentors who come from similar backgrounds will serve to amplify the merit of rigorous academics, persistence, and the ability to earn a coveted high school diploma and the road to a high paying health science career. (Endnote 2)

c. Students will gain a stronger sense of purpose by sharing what they learned at HSA with others in the community. Student roles as "HSA ambassadors" will serve to reinforce self-esteem; links to care givers within the community will also build pride in school culture and community. (Endnote 3)

d. HSA understands the benefit of taking advantage of important educational resources in the community, and have already established links with educational and healthcare institutions. These links are likely to grow and weave stronger bonds between HSA and the community. The fostering of innovative ideas from students will help them overcome challenges as they also give back to the community. (Endnote 4)

e. The HSA philosophy and attention to the surrounding community and its needs will greatly reduce or eliminate the incidence of violence and bullying, too often prevalent in the New Mexico public school environment. (Endnote 5)

(See Appendix U (page 4) E.(2) for Endnote references to go with Strand Four)

STRAND FIVE - TARGETED PROFESSIONAL DEVELOPMENT

Team members: Dr. Deborah Chasco, Mr. Ron Haugen, Ms. Tara Ibarbo, Dr. Tomas Magana, Mr. Paul Ocon, Ms. Morgina Rao, Dr. Emma Schwartz, Dr. Manjula Shinge, Dr. Karin Wiburg, Dr. Julie M. Wood.

What is Unique About this Strand?

a. Professional development in both public and charter schools often focus on teaching methods in the relevant subject matter discipline of the teacher. While the HSA team encourages professional competency, we also will require that each prospective teacher demonstrate personal competency on proprietary subject matter examinations, meet minimum achievement scores, both in their chosen discipline(s) and a series of communication and social skills examinations, as well as demonstrate both written and oral competencies in English and Spanish.

b. Academic staff will be expected to use traditional materials that complement the new common core standards as well as integrate relevant health science career readings, videos, and online resources to enhance classroom instruction, electives and remediation.

c. Faculty will interface with certified special education teachers, the guidance counselor, and real world healthcare professionals to craft creative strategies that will better engage learners and apply real world lessons, demonstrating the merit of important concepts and critical academic skills.

d. Discovery Education (DE) assessment reports will guide teachers in real time, with respect to each student's specific degree of comprehension of subject matter covered in lesson plans. These DE reports are expected to aid teacher, instructional assistant, administrative staff, as well as the student, in pointing readiness to progress, and/or the need for remediation, or other interventions.

e. Trained and dedicated academic professionals have volunteered to serve on an advisory panel that will help teachers and the Head Administrator shape and form the educational fabric; key advisory members will participate in guiding curriculum design of the school. These individuals will be available to provide real time solutions when students exhibit obstacles to their learning, or the learning of others. Our broad based and highly experienced advisory panel has demonstrated abilities to address and provide successful student solutions to social, environmental and in situ challenges. Integration and training of the HSA Health Career Proficiency standards will enhance and complement these professional development support systems.

How Will it Increase Student Achievement, Self- Esteem and High School Graduation Rates?

a. When students see the connection between academic rigor and opportunities to prepare for well-paid challenging careers in health professions, they are more likely to achieve and overcome obstacles in the pathway to success. (Endnote 1)

b. The process of confirming faculty competencies in subject matter, as well as in social and communication skills, is likely to assure that thoughtful, rigorous, well planned and meaningful instruction will occur in the classroom, and as a result students will be more likely to be challenged and passionate about their academic experiences. (Endnote 2)

c. Regular assessments using long cycle and short cycle assessments will allow teachers and administrators to help adapt and customize learning strategies for each student, and allow teachers to communicate with parents and caregivers about the success and obstacles that challenge their children, thus ensuring a smoother pathway toward high school graduation. (Endnote 3)

d. When teachers are able to communicate with parents in their first language, the rapport with the family will likely be enriched; accordingly, the school experience becomes more vibrant for student, family and teacher, thereby complementing the learning process for all parties. (Endnote 4)

e. The importance of embedding instructional assistants in language arts, mathematics and science classes cannot be underestimated. A majority of HSA students are likely to face economic, health and social obstacles in their communities. Because families in the Gadsden area have one of the lowest per capita incomes in the state HSA realizes that providing psycho-social support networks is critical in helping students succeed. (Endnote 5)

(See Appendix U (page 5) E.(2) for Endnote references to go with Strand Five)

(See Appendix U (page 5) E.(2) for TABLE - Curriculum Research

E.(3) Provide an overview of the planned curriculum including a course scope and sequence by subject for each grade level your school plans to serve. Insert Course Scope and Sequence as Appendix A.

Scope and Sequence -

Curriculum Overview - HSA's educational plan is for students to excel in common core curriculum studies and progress on SBA and PARCC assessments while integrating health career readiness materials. The second component of the HSA educational plan will prepare students to smoothly transition and be career ready for rigorous programs of post-secondary education in health sciences while they meet or exceed New Mexico high school graduation requirements. The school's thematic concentration on health sciences and healthcare careers will be integrated in ELA, math and science classes. Healthcare internships will offer opportunities to students to confirm their career interest and have greater confidence in their career pathways.

(See Appendix U (page 9) E.(3) for TABLE - HSA Curriculum Tenets and Objectives)

The HSA course scope and sequence is included in Appendix A as per application instructions.

E.(4) If the curriculum is not fully developed (beyond the scope and sequence or courses), provide a timeline outlining the curriculum development process during your school's planning year (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe your plan here).

Curriculum Development Timeline -

The foundation for developing and maintaining a coherent and relevant HSA curriculum in a timely and inclusive manner is one that encompasses New Mexico's common core standards, and readies our teachers, instructional assistants, and staff for SBA and PARCC assessments, as well as integrates a health career education focus. These processes will require input from professional development experts, Governing Board members, community leaders, healthcare partners, the NMSU College of Education and Health Sciences faculty, and our advisory panel. The evolution of this new curriculum will require clear and thoughtful documentation, structure, and proven pedagogical processes.

- *Documentation: Includes the processes and policies guiding the curriculum development team, led by HSA's Head Administrator, to be most effective (e.g., code of conduct/ethics, board and committee mandates and objectives, meeting agendas, and NMPED regulations, directives, and guidelines).*
- *Curriculum development team structure: How the committees are set up (e.g., the number of members that are on each committee; the leadership structure in terms of committee chairs, the combined roles and lead developers; and respective subject area committees.*
- *Curriculum development processes: The formal processes the Head Administrator and the committees undertake – processes by which the Head Administrator and his committees recruit and select its teachers; evaluate textbooks, materials and other teaching aids, including the process of setting its calendar, meetings, and agendas).*

(See Appendix U (page 9) E.(4) for TABLE - Curriculum Development Timeline)

E.(5) Provide a timeline for alignment of the curriculum with NM Common Core State Standards in English Language Arts and Math and NM State Standards for all other subjects, if alignment has not been completed at the time the application is submitted.

Alignment Timeline -

HSA's Head Administrator will select two curriculum alignment teams. The first team will address alignment of the HSA curriculum to the NM Common Core State Standards in ELA and Math. The second team will address alignment of the HSA curriculum to NM State Standards for all other subjects. The table below outlines the timeline for the alignment process.

(See Appendix U (page 11) E.(5) for TABLE - Alignment Timeline)

F. Graduation Requirements.

F.(1) Identify your school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. For further information please see the following link: <http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

Graduation Requirements -

HSA students will be placed on track to acquire the credits required for graduation in New Mexico, and for admission to competitive colleges. HSA will offer the following credits.

(See Appendix U (page 12) F.(1) for TABLE - Graduation Requirements)

The table that follows outlines a suggested course sequence for Grade 9-12 students to complete the minimum graduation requirements. The schedule is flexible and will be adapted to meet the course needs of students who transfer to HSA in higher grades, and based on the number of credits they have already completed. The health sciences curriculum which will be part of every HSA student's schedule is included in the Course and Scope included as Appendix A.

(See Appendix U (page 13) F.(1) for TABLE - Suggested Course Sequence)

F.(2) If you are seeking a waiver from mandated minimum graduation requirements, state what the waiver is and why you are seeking it. Explain how the graduation requirements will support your school's mission, and ensure student readiness for college or other postsecondary opportunities. **Be sure to indicate any waiver sought in Section III. K. below, by referring to this section.** If you do not seek a waiver from mandated graduation requirements, please state this. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

Graduation Waiver if Necessary -

HSA will request the right to increase and exceed the State's graduation requirements in order to maintain a rigorous college preparatory health science curriculum plan. HSA will continue to require 24.5 credits for graduation as required for all students starting high school in 2013. In addition student will be required to take health science career courses each year of enrollment at HSA. Health and personal wellness contents will be added to the Physical Education course.

G. Instruction.

G.(1) Provide an overview of the instructional strategies and methods your school will implement that support and are aligned with your school's mission and educational plan, and are directly relevant or necessary to successfully implement the curriculum.

Instructional Strategies and Methods-

Philosophy Supports High Achievement Levels - HSA's comprehensive middle and high school curriculum will prepare all students for both college success and health science careers. Classroom instruction will be blended with relevant online supports, and health science experiences. Significant highlights of the educational plan include:

- Deliver a middle and high school educational program of rigor that will provide students with the academic foundation necessary for admission to competitive college and success throughout their college experience.*
- Align the curriculum closely with New Mexico common core standards in each required course.*
- Assess student progress toward individual career goals on a regular basis, and incorporate such assessment data, when necessary, to help guide remediation of students that are at risk of falling behind in the mastery of essential skills.*
- Beginning with Grade 7, teachers will prepare students to read and write about leading figures in health science, and when appropriate invite practicing healthcare professionals from similar backgrounds to visit and deliver guest lectures.*
- Enrich mathematics and science courses with problem solving materials that help student learn to address and solve health-related issues of the day.*
- Teachers will focus on preparing students to make oral presentations before team members, community groups, and healthcare professionals that are aligned with health science issues.*
- Faculty will stress the importance of inter-disciplinary inquiry, using both structured and informal connections between math, science, and health science courses.*
- Teachers will contextualize all coursework to include ethical and legal issues in order for students to develop critical thinking skills, ever more necessary in the 21st century.*
- Teachers will help students develop scientific reasoning skills in biology, chemistry, and physical science classes.*
- Prepare students who wish to be employed immediately after graduation with job shadowing, internships, and access to dual credit electives.*
- Students will learn the meaning of teamwork as an essential component of success in healthcare careers.*

G.(2) Provide an explanation of how these methods/strategies are effective with your target population.

Effectiveness -

Each of the Five Strands (addressed in greater detail in E.(2) of the Education Plan and accompanied by reference endnotes) offers every student a unique and rich tapestry to truly be empowered, re engaged and connected. When the five strands are blended together, they set the stage for augmented student learning, greater student self-confidence and motivation, and ensures that by working together, the HSA family reaches the goal of exceptional high school graduation rates and healthcare career preparedness for all students of HSA.

- Integrated teaching methods – Students achieve higher levels of subject matter competency when different modalities of instruction are made available;

- Career driven outcomes – Student-centered strategies that link academic coursework to stated career goals are more likely to result in higher achievement and student motivation.

- Student solution teams – Students who are actively engaged with a purposeful like are far less likely to exhibit destructive behaviors and more apt to focus on meaningful and personal career goals.

- *Community engagement strategies – Interaction with caring adults at HSA, healthcare professionals, and mentors who come from similar backgrounds will serve to amplify the merit of rigorous academics, persistence, and the ability to earn a coveted high school diploma and the road to a health science career.*

- *Targeted professional development – The process of confirming faculty competencies in subject matter, as well as in social and communications skills, is likely to assure that thoughtful, rigorous, well planned and meaningful instruction will occur in the classroom, and as a result students will be more likely to be challenged and passionate about the academic experience.*

The blending of these five strands will offer students a clear pathway to career and college success, by helping to assuring they receive differentiated and customized instruction from a complementary team of teachers, community engagement specialists and mentors from the health career community. A culture of caring, committed and community oriented professionals will assure that students from diverse populations have the highest chance of success and the motivation to become caring, productive citizens in the state, nation and family.

G.(3) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

Differentiated Instruction -

Teachers of language arts, mathematics and science will be able to provide differentiated instruction for all students within each classroom by the creative use of trained instructional assistants. The instructional assistants will be graduate students, recruited from NMSU- College of Health Sciences. The instructional assistants will serve directly under the classroom teacher, and work in his/her classroom with small clusters of students at learning tables, of no greater than six students per table. Each 90 minute class will be divided into two 45 minute segments, so that half the class will interact with the teacher (a ratio no greater than 13:1) while concurrently in the same classroom, instructional assistants guide small groups of 6-7 students through focused projects and selected elements of the lesson, specifically directed to a student's skill need, as evidenced by their scores on the Discovery Education assessment diagnostics and Student Skill reports. This unique feature of HSA's classroom configuration will be learning clusters that allow for differentiated instructional capabilities. Seating will be configured in each classroom to allow for individual learning, and/or small group team activity, facilitated by the support of one to three instructional assistants for every ELA, Math and Science teacher.

HSA offers differentiated instructional strategies for students of varying ability levels while holding all students accountable to the mastery of essential skills. We offer appropriate placement, small group instruction, tutoring support, multiple opportunities for mastery, and technical support such as Discover Education short cycle assessments to help teachers pinpoint individual student skill deficits and strengths.

H. Special Populations. Describe your school's overall plan to serve students in special populations, including those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

H.(1) Special Education:

H.(1)(a) Explain the practices and strategies your school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

Access to Services-

Health Sciences Academy (HSA) will endeavor to meet the needs of all students enrolled at HSA, including special student populations, in order that students may attain their highest level of achievements. Special student populations include special education students, students with disabilities and English Language Learners. Special education student enrollment for HSA is projected at 15% C level of the day time enrollment and is higher than the special education student enrollment of 12% in GISD. Students that may require special services is based on 10% of special education students.

HSA shall, through its policies and procedures, comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. seq. (IDEA) and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, and Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504). As well as the guidelines of the NM Special Education Scope and Standards in identifying Special Education students and implementing appropriate programs and services for its special education students. The school will provide a free appropriate public education (FAPE) to children with disabilities, including, but not limited to, identifying, evaluating, and planning educational programs, and implementing placements in accordance with those Acts.

The National Center for Educational Outcomes reports that “Students with disabilities continue to demonstrate the capacity to succeed in the general curriculum with appropriate specialized instruction, accommodations and supports, and that students with a variety of learning profiles are continuing to demonstrate greater capacity to acquire and express all levels of knowledge than was previously anticipated.” Special education students, who attend public charter schools and their parents, retain all rights including the right to a free, appropriate education in the least restrictive environment. Additionally, these students can expect access to appropriate special education and related services. HSA will use the NMPED “Student Assistance Team Manual” for guidance in identifying students and providing their support. Teachers will be instructed to implement the three tiered approach to support student learning, as recommended in the manual, and outlined briefly below:

- 1. A classroom teacher observes that a student shows signs of academic difficulty with little or no academic gains.*
- 2. The teacher independently implements Tier I interventions for six weeks. The teacher monitors and documents the student’s performance.*
- 3. If the student continues to underachieve, the student is referred to the Student Assistance Team for Tier II interventions for another 4-6 weeks. The teacher completes a referral form.*
- 4. The Student Assistance Team in coordination with the teacher plans additional instruction and support. Performance of the student is monitored and document by the Student Assistance Team. If the student continues to demonstrate academic deficits, the student may be referred for additional academic screening or psychological/behavioral testing.*
- 5. A parent may make a written request for an evaluation for special education services for their child. Parents must be informed in writing of the school’s decision to evaluate or not.*

IDEA assures specific rights and safeguards to students with disabilities and their parents and contains six principals that provide the framework upon which special education services are designed and provided to students with disabilities. These six principles are:

- 1. Free Appropriate Public Education (FAPE),*
- 2. Appropriate Evaluation,*
- 3. Individualized Education Program (IEP),*
- 4. Least Restrictive Environment (LRE),*
- 5. Parent and Student Participation in Decision Making, and*
- 6. Procedural Safeguards.*

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- 2. Appropriate Evaluation,*
- 3. Individualized Education Program (IEP),*
- 4. Least Restrictive Environment (LRE),*
- 5. Parent and Student Participation in Decision Making, and*
- 6. Procedural Safeguards.*

Also, in keeping with the New Mexico State IDEA Advisory Panel, HSA will: promote adequate services and support for students with disabilities, in order for them to benefit from the general education curriculum and improve results on state-wide assessment; and will advocate for special education students as valued and fully engaged members of the school, classroom, and all learning environments to increase academic and social learning outcomes for all students.

Since access to general education curriculum and special education supports and services is crucial for students with special needs, HSA will deliver programs through teams headed by credentialed and licensed special educators with expertise in inclusive practices. As far as possible, special education students will participate in learning activities in the general classroom, but with additional support from instructional assistants present in each classroom. It is the goal of HSA to provide these support services in the least restrictive environment. The special education teacher will monitor these students periodically and provides support to the teacher outside the classroom.

HSA also understands that, depending on the needs of the student, the school must consider what state and federal deem to be special factors. These include:

- If the student's behavior interferes with his or her learning or the learning of others, the school will consider strategies and supports to address the student's behavior.*
- If the student has limited proficiency in English, the school will consider the student's language needs as these needs relate to his or her IEP.*
- If the student is blind or visually impaired, the school must provide for instruction in Braille or the use of Braille, unless it determines after an appropriate evaluation that the student does not need this instruction.*
- If the student has communication needs, the school must consider those needs.*
- If the student is deaf or hard of hearing, the school will consider his or her language and communication needs. This includes the student's opportunities to communicate directly with classmates and school staff in his or her usual method of communication.*
- The school must always consider the student's needs for assistive technology devices or services.*

H.(1)(b) Describe how your school will regularly evaluate and monitor the progress and success of special education students to ensure the attainment of each student's goals set forth in his or her IEP.

IEP Monitoring -

HSA will comply with federal and state laws regarding the identification of special education students and the development of an Individualized Education Plan (IEP) for each identified student. Each IEP is developed by a team that includes the student, parents, guardians or surrogate parents, special education educator, general educator, building administrator or designee, other individuals at the

request of the parents or the school, and at least one person who also participated in the student's evaluation and who will interpret the student's evaluation reports.

HSA will also provide services for students previously identified as qualifying for special education services as outlined in their current IEPs. HSA recognizes that the IEP is at the heart of a student's right to a Free Appropriate Public Education (FAPE) and all IEPs will be reviewed each year to determine the success of services, modifications and accommodations each student has received and any changes needed for the next year.

The contents of an IEP are specified by law and must contain:

- A statement of the student's present level of performance;*
- A statement to address how the student's disability affects participation in the general education curriculum;*
- Measurable annual goals and objectives related to the student's needs resulting from the student's disability;*
- A statement of special education-related services, supplementary aids, and other services to be provided;*
- Descriptions of program modifications and supports for school personnel;*
- Explanation of the extent, if any, to which the student will not participate with non-disabled students;*
- Explanation as to how the parents of the student will regularly be informed of the student's progress toward the annual goals;*
- A statement of whether the student will take district or state-wide achievement tests and if those tests will be taken with or without accommodations or modifications;*
- Explanation of why the student will not participate in such assessments if the IEP team makes that decision;*
- A statement of how the student will be tested if the district or state-wide tests are not used;*
- Projected date for initiating services and modifications and the frequency, duration, and location of those services and modifications;*
- The need for an extended school year;*
- Transition requirements for students aged 14 and older.*

H.(1)(c) If applicable, describe your school's plan for graduating students with special education needs.

Graduation-

HSA understands the importance of the Transition Plan because the is crucial for preparing the student for graduation and the IEP team plays a key role in determining the most appropriate program of study for graduation based upon student needs and impact of the disability. Based on this information, the IEP Team will select from the four New Mexico approved graduation options: 1) Standard Graduation Option; 2) Career Readiness Graduation Option; 3) Ability Alternative Graduation Option; or 4) Certificate of Transition.

Meeting Transition Requirements: Transition Services and the Transition Plan –The Individuals with Disabilities Education Act (IDEA 2004), defines transition services as a coordinated set of activities for a student with a disability that:

1. Is designed to be within a results oriented process that is focused on improving the academic and functional achievement of the student with a disability. Transition services should facilitate the student's movement from school to post-school activities, including post secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

2. Is based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and includes—instruction; related services; community experiences; the development of employment and other post school adult living objectives; and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation. Transition services for students with disabilities may be special education, if provided as specially designed instruction, or a related service, if required to assist a student with a disability to benefit from special education. 34 CFR 300.43 (Authority: 20 U.S.C. 1401(34))

Transition requirements encompass many goals and services, written in a plan format called "The Next Step Plan". This Plan identifies a student's transition needs and courses of study needed to reach identified goals and which becomes part of the IEP.

HSA will adhere to the IDEA requirements for the writing and implementation of a Transition Plan that will include the following:

- Appropriate measurable post secondary goals based upon age-appropriate transition assessments related to training, education, employment, and independent living skills, where appropriate;*
- Transition services needed to assist the student in reaching those goals, including courses of study;*
- Transition services must commence no later than one year before the student reaches the age of majority under state law. A statement that the student has been informed of the student's rights under this title, if any, that will transfer to him or her on reaching the age of majority must become part of his/her transition file.*
- Designed to be within a results oriented process, that is focused on improving the academic and functional achievement of the student with a disability to facilitate the student's movement from school to post-school activities, including post secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;*
- Based on the individual student's needs, taking into account the student's strengths, preferences, and interests; and includes—instruction; related services; community experiences; the development of employment and other post school adult living objectives; and if appropriate, acquisition of daily living skills and provision of a functional vocational evaluation.*

H.(1)(d) Describe your school's plan for budgeting and staffing for meeting the identified needs and educational plans for students needing special education support/services. Include how your school plans to provide ancillary staff support.

Address Staffing Needs -

HSA has made provision for 1.5 special education teachers in the first year; as well as budgeting for a part time guidance counselor. In Year 5 HSA will have four (4 FTE) special education teachers, and 1.5 FTE guidance counselor. HSA plans to hire teachers who are bilingual in English and Spanish. Special education student enrollment is projected at 15% C level of the day time enrollment and is higher than the special education student enrollment of 12% in GISD. Students that may require special services is calculated at 10% of the special education students. HSA has made budget provisions for contracting with approved agencies for diagnostic and ancillary services.

We shall include students with special needs, or disabilities, in the least restrictive learning environment. Our school will be uniquely qualified to adapt learning strategies that provide special needs students with appropriate tools to advance their competencies, while learning with other grade level peers, because:

1. 7th, 8th, 9th, and 10th grade classrooms will be configured to accommodate small learning clusters, supported by instructional assistants and managed by a certified teacher at all times. This format will allow individualized instructional support, and offer students the capability to work independently online to raise competencies.
2. Students will also have the freedom and incentives to participate with team mates to solve problems in learning clusters, and collaborate on projects and presentations that reflect student content readiness.
3. Remediation for all students will be available before or after the normal school day, in both the computer labs and in small group tutorial sessions, and we will use Discover Education short cycle assessments to guide teacher learning strategies and pinpoint student deficiencies.
4. Adult students with special needs will also have the opportunity to receive remediation to build skills to master their competency based programs of study.

H.(2) Students with Section 504 Accommodation Plans.

H.(2) Describe how your school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

Section 504 (Subpart D) requires students with disabilities be provided a free appropriate public education (FAPE). HSA will provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities. Section 504 protects all qualified students with disabilities, defined as those persons having a physical or mental impairment which substantially limits one or more major life activities; has a record of such impairment, or is regarded as having such impairment. (29 U.S.C Sec. 706(8))

HSA recognizes that all individuals who are disabled under the Individuals with Disabilities Education Act (IDEA) are also considered to be disabled, and therefore protected, under Section 504/ADA. However, all individuals who are disabled under Section 504 will not meet the eligibility requirements of IDEA. Students disabled as per Section 504 do require a response from the regular education staff, and a plan for the provision of accommodations and services will be included in a written Section 504 Plan.

As required by law, the parent or guardian will be provided with notice of actions affecting the identification, evaluation or placement of the student. Parents/guardians will be invited to the meeting and participate in the decisions made. No meeting will be held without both parent and student present. Parents are entitled to an impartial due process hearing if they disagree with the school's decisions in these areas. A section 504 hearing will be made available by the school if requested by the parent. Parents may choose to appeal directly to the Office of Civil Rights without notifying the school of their concerns or requesting a 504 due process hearing. HSA will ensure that all students with disabilities enrolled, regardless of the severity of their disability, are identified and evaluated in compliance with IDEA, Section 504 of the Rehabilitation Act of 1973 and Title II of the ADA of 1990 as applicable.

H.(3) English Language Learner (ELLs):

H.(3)(a) Explain how your school will identify ELLs.

Identifying ELL-

English Language Learners will be identified through the Home Language Survey, which will be completed by all students during registration. This information will be recorded in the student's permanent record. Once a student is identified as having a primary home language other than English, the student will be assessed for English proficiency, and determined whether the student qualifies for ELL services. Students identified as ELL will be reported to NMPED, and coded as such in the student database. ELL identification must take place within the first month of the school year. Students will be assessed annually for English proficiency.

HSA anticipates that the majority of the adult students who attend the Evening School Program may be identified as ELL students. ELL students are re-classified as “fluent” when they have sufficient English skills to learn in a regular classroom with extra assistance and perform in academic subjects at approximately grade level. ELL students will be supported through assessment, standards-based curriculum, differentiated instruction, and individualized reading intervention remediation classes held every day after the regular school day. During class teachers will engage students by using thematic planning. Manipulatives, visuals, graphic organizers, shared readings, note taking, and interactive communications are just a few ways teachers will create an educational environment that fosters language acquisition through content-based lessons. Small group instruction will also be provided in each subject area as content teachers and instructional assistants work together to ensure learning.

H.(3)(b) Explain how your school will provide services/supports to identified ELLs.

Services-

ELL Program Overview – The instructional program for ELL students will be based on assessment data and student experience, and aligned with state standards. HSA teachers will provide adaptations in content instruction to ensure comprehensibility and authentic access to the core curriculum.

These include

- Primary language instruction and/or support at the appropriate level of challenge where possible; partnering with a bilingual student; content materials in the primary language for student to access course information; and bilingual dictionaries*
- During and after school coaching with a teacher, or instructional assistant*
- Explicit teaching of key content vocabulary through labeling of pertinent diagrams, charts, equations, etc.*
- Frontloading language needed to engage in upcoming content lessons*

In addition, HSA teachers will use effective instruction which includes instructional feedback using the Discovery Education short cycle assessments to guide ELL students in areas where they demonstrate a high degree of difficulty. ELL students will have the opportunity to participate in tutoring and remediation sessions between 3:00 and 6:00 pm Mondays through Thursdays.

H.(3)(c) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

Differentiated Instruction -

Many of New Mexico’s English Learners include long-term residence. While they have good oral English fluency, many still struggle as readers and writers of English. Some reasons for poor reading and writing skills include ineffective or inconsistent instruction in language arts.

These students will benefit from instruction that builds upon what they achieve in learning clusters. Teachers will focus on the keys to fluency in English, and contrastive analysis of home language and standard academic English. A broad range of texts for study including healthcare vocabulary and biographies of successful healthcare professionals from similar backgrounds will be used to motivate and support students.

Content - Students with below grade level content skills will be assessed and placed in content classes based on skill level. Students performing below grade level competencies will receive extra remediation. Instructional assistants will help these learners understand key concepts of the next day’s lessons to build

their self-confidence. Students will be better prepared and more willing to achieve when the text, vocabulary and remediation are aligned to their goals.

Literacy - Provide intense academic intervention as necessary based on reading assessments, rather than teaching all under-achieving students the same way. Literacy instruction should initially focus on mastery of letter-sound patterns. First decoding single syllable words, then advancing to multi-syllabic words; mastering highly frequently used words and phrases; written forms of expression; discrete content vocabulary; reading longer sentences; strategic reading of content text; and reading a great deal of varied text to increase ease and accuracy. Struggling readers should move beyond text recognition to fully understanding the essence and nuance of the material, as well as learn to read with greater accuracy and word knowledge. These students will be encouraged to use online career materials and make written presentations on what they think these careers might offer them.

H.(3)(d) Describe how your school will regularly evaluate and monitor the progress and success of ELLs?

Monitoring-

HSA's goal is to successfully move students as quickly as possible into the mainstream academic program. In order to accomplish this, instruction must be based on identified instructional needs, built on both content and language strengths, and which progresses through a well-defined, yet flexible, sequence of intervention steps. We shall use Discover Education short cycle diagnostics to guide teachers as they monitor student achievement.

(See Appendix U (page 13) H.(3)(d) for TABLE - Monitoring ELL)

H.(3)(e) Describe how your school plans to budget and staff itself to meet the needs of ELLs.

Staffing-

All HSA teachers and instructional assistants will be bilingual in English and Spanish. HSA has made provision for 1.5 special education teachers in the first year; and a part time guidance counselor. By year 5 HSA will have four (4 FTE) special education teachers, and 1.5 FTE guidance counselor. Budget provisions have been made for HSA to select hire and train, in conjunction with the faculty of NMSU Colleges of Health Science and Education, graduate students to serve as instructional assistants under the direction of classroom teachers in English as well as in before- and after-school remediation sessions. Instructional assistants will provide support to classroom teachers in English, math and science classes, thereby achieving adult-led learning clusters of approximately five/six students.

Budget provisions provide for NMSU College of Health Sciences to identify graduate students who are interested and qualified in serving as instructional assistants under the direction of classroom teachers. Instructional assistants will provide support to classroom teachers in English, math and science classes, thereby facilitating learning clusters of approximately five/six students. Students will also have the freedom and incentives to participate with team mates to solve problems in learning clusters, and collaborate on projects and presentations that reflect student content readiness.

Remediation, Review, and Reinforcement – New ways to reinforce and support teachers' main classroom objectives will be to use instructional assistants as tutors for three hours a day between the day and evening program. In addition, the small learning clusters will allow ELL students and other lagging students to work on areas of special need and strengthen their oral and written skills.

I. Assessment and Accountability. A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance

standards as well as with the school's student performance goals, and should be presented along with a clear timeline for achieving these standards/goals. A clear explanation of the types of assessments and frequency of administration should be included reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent assessments) to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth (i.e., SBA, DRA, Dibbles, MAP, AP, IB, SAT, ACT); 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to the Standards Based Assessment Program (SBA), which is aligned with state and federal content standards.

I.(1) Identify what measure(s) you will use to indicate that your students are making academic progress and the grade levels at which the assessment(s) will be used with an anticipated schedule or frequency of assessing. Ensure that you consider the common core standards, the state-mandated PARCC and the SBA, your targeted student population, and how you plan to use the assessments to inform instruction.

Use of Assessments -

The HSA team has chosen measurable goals and milestones that are in alignment with the school's mission and academic goals, the common core curriculum, and student preparation for health science career pathways. As described below, the SBA, the PARCC, Discovery Education diagnostics and assessments, student's classroom and individual reports, and HSA Health Career Proficiency standards, will collectively inform the Head Administrator, individual teachers, students and their parents as to the student's progress. The use of formative and summative assessments will provide indications as to the degree of student progress, as well as specific impediments to his/her readiness to learn and progress toward the school's stated goals and individual student pathways to career readiness, healthcare employment, and post-secondary education. The following instruments and validated assessments will be used by HSA:

Standard Based Assessment (SBA) – The SBA assessment will be administered to students in Grades 7, 8, 10, and 11. HSA will use SBA test results in Grades 7 and 8, as beginning benchmarks that will serve to identify the specific areas within each subject area where students need extra help, practice and or remediation. Note, in each ELA, math and science classroom, teachers will have instructional assistants to help them supplement regular classroom teaching. The teacher will direct instructional assistants, based on SBA scores, to focus on students identified as needing additional time on task to master specific core skills. Under the direction of the teacher, instructional assistants will assist the student(s) with remediation, varied instructional strategies, and/or one-on-one tutoring. The SBA design goals, as articulated by NMPED's Dr. Peter Goldschmidt, are to build student capacities to become "literate individuals" and for math, to focus upon the "essential priorities".

HSA will employ the “bridge standards” (to be published in 2014) in ELA, and math, to help teachers and the Head Administrator measure and assess the full range of student performance across the spectrum of high and low performing students. We have been advised that the “Bridge Assessments “will provide data to inform instruction, including measures of growth, and outline innovative approaches to assessment design.” Accordingly HSA will engage professional development consultants to assist teachers in understanding the value and interpretation of these new assessment frameworks that will serve as guideposts for professional development initiatives. Additionally, the Head Administrator, instructional staff and special education teachers may take advantage of the bridge assessments as they migrate from formative to summative assessments from year to year. (NMPED explanation of the use and evolution of SBA Assessments and their migration to PARCC - <http://ped.state.nm.us/ped/AssessmentEvalDocs/NM%20ELA%20Assessment%20Framework%20Grades%203-8%20VFinal%201%200.pdf>)

Discovery Education – HSA will administer Discovery Education (DE) short cycle assessments up to four times a year for all students in every grade. The HSA goal for middle students who have been enrolled for four or more consecutive semesters is to be proficient in math and reading as measured by Discovery Education benchmarks. DE Student Skill Reports will permit teachers to make formative assessments of progress. In the first quarter of each school year, all students (day and evening) will take the grade-specific common core assessments. This will offer the Head Administrator and teachers validated metrics to set early benchmarks and student goals, and will continue to inform on teachers and students performance. DE Skill Reports offer guides as to whether individual students are “ready to learn” or “advance” thus helping teachers to better comprehend:

- a. whether the class, as a whole, is progressing at an acceptable rate, and if not, where greater emphasis is appropriate;*
- b. when individual students may need additional time to master a specific skill(s) and/or when a student may advance to higher academic challenges and independent study.*

DE Student Subskill Reports and Class Summary Reports will provide HSA's Head Administrator with metrics and data to assess skill levels and classroom effectiveness of each of HSA's teachers, as well as inform parents/guardians of progress of their child. Accordingly, parents and teachers will have formative assessments to focus on areas that may be obstacles to progress thus meeting challenges in a timely manner, and before they become a detriment to long term student persistence, progress and success. Similarly, the HSA goal for day and evening high school students who have been enrolled for six or more consecutive semesters to exceed the state average in math and reading by 15%, DE Student Subskill Reports allow for additional formative assessments of progress. Once again, the administration of Discovery Education assessments and the analysis of student scores up to four times per year will offer important benchmarks, metrics, and data to assess student progress and teacher effectiveness.

PARCC – The PARCC assessment will be administered to all students once a year. HSA will employ the Performance Level Descriptors (PLDs) of the PARCC in ELA/Literacy and mathematics to demonstrate the degree to which HSA students are prepared and ready to enter and succeed in entry level credit bearing college courses offered at two and four year public institutions of higher education. The grade and subject specific PLDs will provide a full metric picture, or profile of the knowledge, skills and practices that each student is capable of performing in a specific course and/or particular grade level. As HSA teachers, staff, parents and students become acquainted with PARCC, they will be able to better appreciate the merit of being exempted from taking and passing placement tests for college entry level ELA/literacy, mathematics and technical courses. The five PARCC threshold scores expressed as Levels 1, 2, 3, 4 and 5 offer students, parents, teachers and administrators validated benchmarks to confirm whether students

are prepared to embark on challenging journeys to career and college readiness. (See Appendix O for description of PARCC PLD levels.)

HSA Health Career Proficiency Standards (HCP) – HSA intends to employ HCP, HSA's version of the National Healthcare Foundation Standards and Accountability Criteria (NHFSAC), to confirm that Grade 12 students preparing to graduate possess the necessary foundations healthcare professionals are expected to acquire. The HSA Internship Director will maintain scores and summarize results, charting student's mastery of the standards throughout the high school grades. Student scores will be reviewed by the Head Administrator, participating healthcare partners, potential employers, and college counselors. The NHFSAC is one of the few nationally validated instruments that address and confirm a high school student's competency and understanding of basic academic healthcare subject matter, communication skills, and safety protocols. The NHFSAC also assesses student understanding of health ethics, the roles and responsibilities of healthcare teams, the importance of positive team building relationships, health and wellness practices, and health and computer information literacy. The Governing Board and academic advisory panel have already begun to develop metrics for the Health Career Proficiency standards. (Appendix Q for HCP standards and Appendix R for NHFSAC standards.)

I.(2) Describe the corrective actions your school will take if it falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk students) **and** school-wide levels. Explain what would trigger such corrective actions. Who would be responsible for implementing them, and how your school will assess their effectiveness?

Individual and School-Wide Corrective Action -

As HSA's Head Administrator and his team of teachers begin to understand the SBA assessment and instructional shifts in content knowledge and practices to be introduced statewide in 2014, they will be better informed to choose remediation and corrective action strategies to build the skills of lagging students in key areas of concern. The assessment framework will help teachers meet individual student career readiness and academic goals by specifying student achievement levels, and by describing the levels of thinking and reasoning that the Bridge Assessment items and/or tasks demand of the students. Learning to master and analyze the wealth of data that Discovery Education assessments offer will make the job of corrective action, when needed, a great deal easier. The metrics of what the individual student has learned, needs to learn, and the obstacles to learning of each subgroup, in each subject area, based on aligned common core framework is provided in the Discovery Progress Zone diagnostics and other reports. Furthermore, should it become apparent that a teacher or teachers are not achieving the HSA and NMPED goals for a specific student, a large number of students in the classroom, and/or a subgroup, then the Head Administrator can pin point areas that need to be addressed. If teachers fail to address individual students' learning deficits, as well as deficits for their students in a subset and/or an entire classroom, then the Head Administrator may determine that - either, the teacher requires specific professional development support (and such support is provided for by consultants, educational partners, other teachers, or NMPED technical support), or alternatively, that the renewal of the teacher(s) contract might not be in the best interest of the school and the students, then the Head Administrator is empowered to take action accordingly, and document the determination for the Governing Board and others.

Ultimately the success of HSA will be measured on the basis of student achievement and by levels of student, parent, and staff satisfaction, as well as from feedback from educational and healthcare partners. The evaluation of student performance starts with the collection and analysis of abundant quantitative (outcome data and demographic data) and qualitative data (process data and survey data). The synthesis of this information will help the Governing Board, the Head Administrator and other

stakeholders of the HSA community evolve and grow stronger; the synthesis of this information will also help our team understand how to better:

- Monitor student progress over her/his academic journey with HSA;*
- Measure each component of HSA's goals and effectiveness;*
- Assess both individual teachers and the school framework of instructional effectiveness;*
- Guide the Head Administrator and teachers with curriculum alignment, modification, emphasis and development;*
- Help to budget and allocate limited resources more effectively and efficiently;*
- Promote and facilitate more timely and broad based accountability;*
- Offer sufficient and timely data to report progress to all stakeholders;*
- Maintain and sustain education rigor and focus;*
- Advance students individually and collectively on their journeys toward college and career readiness in healthcare professions, and other appropriate domains.*

Self Monitoring - The HSA administrative team and teaching staff will review SBA, Discovery Education, PARCC, and HSA Health Career Proficiency standards formative and summary reports quarterly. These reports that offer both early alerts, and periodic comparative data will inform whether the student or student groups are making sufficient academic improvement and meeting the goals established in the charter. Effective analysis of this information will provide sufficient time for teachers to review delivery methods of new core concepts in the classroom and adapt teaching strategies in concert with the support of the Head Administrator.

We believe that the Head Administrator is ultimately responsible for ensuring that teachers are effective and able to improve instruction by: reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; providing job-embedded, ongoing professional development informed by the teacher evaluation and support systems, aligned to HSA goals, and teacher and student needs.

The Head Administrator and the school may be open to redesigning the school day, week or year, if need be, to include additional time for student learning and teacher collaboration, and/or through adding tutoring and program re-design, incorporating tools as appropriate to meet the individual situation. HSA has prepared a five year budget that includes tutoring and remediation from 3:00 to 6:00 PM Monday through Thursday, available, without cost, to all day and evening students. HSA's Head administrator will have weekly staff and individual teacher conferences as deemed necessary, based on student progress reports, and informal classroom visits. These will be designed to assist teachers to adapt teaching strategies to students' individual learning plans, and for gifted students who wish to advance more rapidly toward college and career, as well as meet the challenges of returning veterans and other adult learners.

Teachers will be encouraged to honor each student as uniquely qualified to make a contribution to the health and wellness of his/her community. Although student assessments will be of primary quantitative import, teachers will incorporate input from parents, special education teachers, other HSA staff, and students to better understand a student's strength and needs. HSA recognizes that many students may experience economic hardship and psycho-social issues at home that affect academic and student persistence. HSA has provided for professional development and IT instruction for all teachers prior to the beginning of the school year. IT services will be available on site throughout the school year to inform teaching staff on data interpretation.

HSA's school culture, code of ethics and adherence to the student discipline policy requires that the Head Administrator rapidly set the tone and establish a school environment that assures student, teacher and staff safety. Clear policy statements that serve to reflect the HSA mission and embrace an ethical and other-centered school culture and philosophy, will help to make the student code of conduct, honor and self-discipline resonate with each and every student. HSA's founders have worked hard to establish important and valued community, civic, and professional relationships. A critical responsibility of the Head Administrator will be to maintain and grow these important partnerships. As the former Superintendent of Gadsden ISD, and a highly experienced educator and administrator, Mr. Ron Haugen is well qualified and uniquely skilled to accomplish such tasks, as well as addressing non-academic factors that may directly and indirectly impact student achievement, such as students' social and emotional wellbeing.

NMSA 22-5-15. Collaborative School Improvement Programs – The input and concerns of parents, students, school employees and members of the community shall be solicited and considered in the development and adoption of a collaborative school improvement program. If necessary for the implementation of a collaborative school improvement program, HSA may apply to the state board for a waiver of Public School Code [22-1-1 NMSA 1978] provisions relating to length of school day, staffing patterns, subject areas or purchase of instructional material. The state board may approve a request for a waiver upon a finding that the local superintendent has demonstrated accountability for student learning through alternative planning and that the participating teaching staff supports the implementation of a collaborative school improvement program. HSA shall provide the state board with a program budget that shows the type and number of students served, the type and number of school employees involved and all expenditures of the waiver.

I.(3) Describe how your school will report student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

Reporting on Progress -

HSA will use the Discovery Education Progress Zone diagnostics to report on all student levels of progress in each core content subject area, and facilitate communication with parents, classroom teachers, and special education teachers when appropriate. Analysis of the data and graphic reports generated by the Discovery Education assessment system will allow both teacher and his/her instructional assistant to select from an item bank of more than 60,000 video drills to achieve quality, customized and targeted remediation. Student Subskill reports helps the teacher and the student pinpoint why the student selected the wrong answer(s). Because the Student Skill Report is aligned to the common core standards, it can be used to give an accurate predictor of student success over time on the New Mexico SBA and PARCC assessments.

In the Skill Report, a student's performance and proficiencies in various math areas are expressed as levels of proficiency – from beginner to advanced, and may be used as a predictor of individual student proficiencies, as well as evaluates teacher effectiveness in preparing and advancing the proficiency of all students in his/her classroom. (See sample Discovery Education assessment reports in Appendix P) When students have access to quality remediation tools that are relevant and engaging, they will be more likely to believe they can progress and share the responsibility of overcoming learning obstacles in a non-competitive and personalized approach. Special education students can work within an inclusive classroom, and then address the specific strands that build “learning bridges” to reach higher levels of achievement, using the video and support materials to advance and persist.

One of HSA communication tools for reporting real time student data to students and parents is PowerSchool. Individual student academic progress is available to students, parents and teachers 24/7 through a secure system. Teachers update student records bi-weekly thereby allowing parents and students to have current information of student progress and achievement. Discover Education assessment reports will provide detailed information on all aspects of the student's academic activities. However, in the likely event that many parents of our students are not computer literate, we will print these reports and arrange for our bilingual teachers to help parents interpret and understand the data of their student's strengths and weaknesses.

In addition we shall

- Offer parents an opportunity to learn how to use the internet at HSA to access their child's student data in regularly scheduled supervised workshops during the school year and conducted after school and on weekend days;*
- Plan to work with the City of Anthony and Sunland Park to provide volunteer tutors at public libraries to help parents learn how to use the internet and interpret student data.*
- Instruct teachers on the use of phone text messaging to better inform parents of student progress. Research confirms that "Hispanic mobile users send or receive 941 SMS (text) messages a month, more than any other ethnic group. They also make 13 phone calls per day, 40 percent more than the average U.S. mobile user." (Hispanics in U.S. Highly Active on Mobile and Social, www.nielson.com) Telephone texting has a broad reach for our target population. Eighty-five percent of Hispanic households have telephones. (Evaluating the Public Health Impact of Healthy Promotion Interventions: The RE-AIM Framework Glasgow, R. E.American Journal, Public Health 1999, 89:1322.27)*
- Additionally, report cards will be issued to parents and students in Spanish and in English each grading period. Teachers will hold periodic formal and informal conferences with parents to inform on their child's progress and to explain the importance of parent's role as stakeholders in supporting and honoring their child's success.*

Organizational Plan and Governance

A. Governing Body Creation/Capacity.

A.(1) Summarize the key components of your governance structure, including the roles and responsibilities of the governing body, number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with your school's administration. Explain how and when the governing body will develop its governing documents or "bylaws" if not submitted with application. If complete, attach governing documents as Appendix B.

Governance Description -

The HSA Governing Board has prepared and approved bylaws (See Appendix B) that conform to Federal and New Mexico State laws and regulations, including 34 CFR 75.700.75.702, that describe the duty to directly administer and/or supervise the administration of the school, develop and employ fiscal control and fund accounting procedures that ensure proper disbursement and accounting of Federal funds. The HSA Governing Board has approved a Conflict of Interest Policy (see Appendix G) that avoids and precludes apparent and actual conflict of interest when administering grants (34 CFR 75.525, a. and b.), and will apply procurement standards consistent with, and mandated in 34 CFR 74.40-74.48. Further, the Governing Board has incorporated into its bylaws a 'conflict of interest policy', a written procurement procedure to provide the maximum extent possible free and open competition, and assurances that no employee, officer, or agent of HSA may participate in the selection, award or administration of any contract if a real or apparent conflict of interest exists.

The HSA Governing Body's powers and duties will be consistent with those described in the New Mexico Charter Schools Act (NMSA 1978 22-8B-1 et seq) and SB 446.

The roles and responsibilities of the HSA Board include:

- The Governing Board shall consist of seven members*
- The Governing Board shall hold regular meetings*
- The term of office of a Board Member shall be three years, with a maximum service of two terms*
- The board will be composed of the following specific offices: President, Vice President, Secretary and Treasurer.*
- Attendance at Governing Board meetings is mandatory. 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. (New Mexico Attorney's General Handbook for Open Meetings Act Compliance Guide.)*
- The grounds for removal of a Board member are by a majority vote of the Governing Board.*
- The HSA organization chart describes the lines of authority and the relationship of the Board to the Head Administrator and HSA.*
- The board has created the following standing committees: School Advisory, Finance, Facilities, Fundraising, Audit committees. Provision is made for creating Ad Hoc committees.*

(A copy of the Governing Board's Bylaws are attached as Appendix B)

(See Appendix U (page 14) A.(1) for Governing Board Committees Chart)

A.(2) Provide a list of your proposed initial governing body members and describe the expertise represented on this governing body that demonstrates capacity to initiate the opening of the charter school. The composition of the Governing Body should reflect a wide range of expertise, knowledge and experience, and should demonstrate the capacity to oversee a successful school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school's compliance with legal

obligations).*Description of Prospective Governance Expertise -*

Brenda Avila, MA, is a Governing Board member and founder of HSA. Brenda, a US citizen and a New Mexico resident, was born and raised in Mexico. She is uniquely qualified to assist potential students and their families in the Gadsden region because she clearly understands and appreciates the economic, social, and cultural issues at the border, as well as the children of the target demographic. A long time New Mexico resident, Brenda was the lead social studies and Spanish heritage instructor at Escuela Luz del Mundo, a private charter school in Albuquerque. She served as the school's main parent-teacher liaison for Spanish speaking families. Brenda previously served as an English Language instructor for Georgal in Mexico City, Mexico. Ms. Avila received her bachelor's degree in Media Arts from UNM, and recently completed her master's degree in Media and Digital Arts (Social Documentary) at University of California - Santa Cruz. She will be a wonderful role model for both teachers and students who become a part of the HSA community.

Mary Elena Carter, MBA, is a long time advocate for the welfare of children and families in southern New Mexico, and an ideally suited Governing Board member of HSA. Mary has served as the Executive Director of the Women's Intercultural Center in Anthony, NM for the past five years. She has been responsible for increasing the participant base from 700 to over 3,400 local residents. Among the many relevant accomplishments and experiences, her service as Program Director of Genesis 21 (El Paso), helped to quantify and establish new metrics for assessing and expanding workforce development activities in the southern New Mexico and El Paso border area. Mary served as a Curriculum and Instruction grant writer for the El Paso Independent School District, where she was responsible for helping to secure in excess of \$3 million in private, corporate and federal funds for the school district. Prior to her work at EPISD, Ms. Carter was a consultant and grant writer for the El Paso County Health and Environmental District, and Coordinator of Special Projects for the City of Sunland Park, NM. Mary received her BS degree in Business Administration and MBA degree in Marketing from the University of Phoenix.

Nancy Alejandrina 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 degree in Mechanical Engineering from UASLP - San Luis Potosi, Mexico. Her proven ability to blend cultural, social and professional knowledge in the under served communities where she grew up will prove to be a valued asset to the Founders and other Governing Board members in their further understanding of the ethnic diversity and challenges that students in the region face and hope to overcome. Blending her engineering skills with a health sciences career educational pathway, Nancy brings analytical skills and proven social advocacy to support the HSA team and Governing Board, as well as serving as a wonderful role model for future students of the Academy. Ms. Duhigg expects to receive her Physician Assistant degree from St. Francis University in Albuquerque in 2014.

Tara Marie Ibarbo, RN,CTR, is a life long resident of Dona Ana County, and a Governing Board member of HSA. Ms. Ibarbo is the Clinical Research Data Coordinator and the Lead Certified Tumor Registrar at Memorial Medical Center (MMC) Cancer Center in Las Cruces. Among her many accomplishments and services related to the HSA mission, Tara has served the Dona Ana community as Chair of the Las Cruces Hispano Chamber of Commerce Health Committee, Coordinator of the MMC Cancer Youth Support Group, and local public relations representative for the American Cancer Society in Las Cruces. Ms. Ibarbo is a member of the New Mexico Nurses Association, the Tumor Registry Association of New Mexico, and TRIO-southern New Mexico Chapter. Tara received her BS degree in Nursing from NMSU; she expects to complete the requirements for a master's degree in public health at NMSU in 2015.

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, Gallup, Las Cruces, and Santa Fe. As Vice President of Andele Tutors, Mr. Nevins is responsible for marketing and financial management services. He has developed, funded, and sustained important collaborative civic, educational, and healthcare alliances and partnerships on behalf of Andele with the 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, 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 the El Paso region, the nationally acclaimed Faces to the Future program, that offers at risk high school students, healthcare internships in southern New Mexico and El Paso hospitals. Mr. Nevins received his BS degree in Industrial and Labor Relations from Cornell University, and his MBA degree in Management and Operations Research from the Graduate School of Business at NYU. His analytical skills and business background, his more than ten years of community service in southern New Mexico, as well as his demonstrated superior networking skills, serve to qualify as an ideally suited team member of the of Founders team and Governing Board of HSA.

Morgina Rao, MPH/PA-C, is a Governing Board member of HSA. Ms. Rao is a New Mexico resident. For the past twenty years, Ms. Rao has served as a Physician Assistant in clinical settings, providing health and wellness care for Hispanic and Native American populations. Morgina earned her Physician Assistant Certificate and Masters in Public Health degree from George Washington University. Her special interest is in preparing medical support staff to be in a continuum of learning; to provide excellent care in their current work setting, and also to be motivated to achieve higher educational and career goals in their own lives.

Manjula Shinge, PhD, Dr. Shinge's expertise in guiding and training teachers in cross cultural communication, language assessment and evaluation and TESOL makes her a valued member of the Governing Board. Manju is an assistant professor in the Department of English, Modern Languages and Journalism at Emporia State University. Dr. Shinge received her master's and doctoral degrees in linguistics from the University of Florida. She is the chair of the Teaching, Learning and Assessment Committee at Emporia; Manju will help guide the team in similar efforts to improve teacher quality and effectiveness at HSA. Dr. Shinge's experience will be particularly valuable in understanding and providing expertise to our faculty, in regard to understanding and teaching the population we intend to serve.

A.(3) Describe how future governing body members will be selected as vacancies arise.

Enumerate the qualifications desired for members that will assure your school's governance is competent to operate a public school.

Selection of Members -

As stated in Article I, Section 3, (c) of the Governing Board Bylaws, "Letters of Interest from interested and eligible candidates will be taken until the position is filled." HSA has begun to develop a pool of prospective candidates for the Governing Board should a vacancy of the seven current members occur. The following individuals have expressed interest as serving on an advisory panel; they possess significant and relevant experience in education, healthcare, and community service:

- *Ms. Beth Hamilton – Ms. Hamilton is the Executive Director of the New Mexico School Based Health Coalition (NMSBHC). She is a former New Mexico educator and has a particular interest in health and wellness of children. She advocates for school based health services throughout New Mexico.*
- *Ms. Mary Helen Llanez - Ms. Llanez is a life long resident of Anthony, NM. She and her husband have farmed in the community for over 40 years. Their adult children attended schools in GISD. Mary Helen is the Director of the Office of Family Life for the Catholic Diocese of Las Cruces.*
- *Dr Jaime Tamez - Dr. Tamez is Founder of HSA. Dr. Tamez began his teaching career in Gadsden ISD, serving as an elementary and middle school teacher, and advancing to serve as the Director of Educational Resource Center at GISD. Dr. Tamez received his BA from Cal State University, Los Angeles, and earned his MA from NMSU in Curriculum and Instruction. He received his PhD in Educational Leadership and Administration from UNM. He has served as the Executive Director of the NM Association for Bilingual Educators, and of Cuidando Los Ninos, a program to serve homeless children and their families.*
- *Parents of HSA students - Should the state-authorized charter for HSA be approved, the Governing Board will place a notice in the local media, as well as publicize Governing Board vacancies through a HSA newsletter explaining that parents are encouraged and welcome to apply as prospective board candidates.*

Notices for vacancies for board positions shall be timely and will allow for candidates to be interviewed so that background, qualifications, and degree of interest may be assessed and determined. Ideally candidates will possess experience in accounting, finance, and/or possess demonstrated community service, and/or educational expertise.

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing and comprehensive plan for Governing Body trainings, evaluations, and continuous improvement and complies with state requirements.

How will you ensure that the training provided is relevant to your school's governance and oversight requirements?

Governance Training -

All Board members will participate in the NMPED training, either in person or via virtual conferencing for a minimum of 5 hours of annual training as required by New Mexico State Statute 22-8B-5.1 and 6.80.4.20. Provisions for training and travel costs are budgeted for each of the first five years. Each member of the Governing Board will receive key chapters to read from the book, Charter School Law Deskbook, (Neill, Paul T. Charter School Law Deskbook, Matthew Bender & Company, Inc., 2007) published by the National Alliance for Public Charter Schools. Should HSA's charter be approved, we will explore a web-based training with the author Paul O'Neill for all board members prior to opening of the school. HSA will also consider training with Highbar— Reach the Gold Standard for Charter School Governance, founded by Marci Cornell-Feist.

B.(2) Provide a plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness.

Governance Evaluation -

The Governing Board will conduct an annual evaluation for the purpose of appraising its functioning as a board and to evaluate board performance. The appraisal plan and evaluation form will be developed and approved by the Governing Board. The Head Administrator may be asked to participate in the evaluation. The following areas of board operations that will be considered for evaluation are:

- *Board meetings/ decision makings process*

- *Policy development/ implementation*
- *Fiscal management/resource allocation*
- *School advisement*
- *Board member orientation and development*
- *Board member relationships*
- *Board and Head Administrator relationship*
- *Board and community relationships*

The Governing Board will also use annual surveys administered by an independent party to parents and staff, and receive regular feedback from the School Advisory Committee. Results of these surveys and reports will be used to drive improvements to the curriculum, instruction, and program. The Head Administrator will prepare an annual report of progress towards the Student Performance Goals as outlined in the charter. These measures will guide the Governing Board in making strategic decisions and determine the school's progress in meeting its goals.

C. Leadership and Management.

C.(1) Describe how the governing body will monitor operational, financial, and academic outcomes on an ongoing basis to ensure that your school is meeting its mission.

Monitoring -

As described in the Bylaws, the Governing Board will meet once a month to consider among many tasks: compliance with all applicable state laws, rules and terms of the charter contract. The Governing Board will hear monthly reports from standing committees delegated with oversight in the following areas – School Advisory, Financial, Facilities, Fundraising and Special Events, Audit, and other Ad Hoc committees. The Governing Board is ultimately responsible for the operational, financial and academic outcomes of HSA and will take action as deemed necessary by a majority of members to ensure HSA is meeting its mission and vision.

Health Sciences Academy will maintain an educational environment that supports the school's focus on student acquisition of the basic skills in the core content areas, integrating health sciences curriculum, transparent school policies and procedures and effective and efficient management of school resources as measured by:

Strategic support and expertise – The Governing Board will provide support to help the school align its programs to its mission and strategy. The board will ensure that there are clear indicators for tracking progress and that action is taken when the school is not meeting its stated goals; will participate appropriately in business planning; and provide operational support to the Head Administrator as needed. The board will help frame decisions, determining which issues should be addressed, and why, especially with respect to facilities, budget, and enrollment challenges.

Community support – Governing Board members will provide access to their network of relationships, and open lines of communication directly with other stakeholders to get an unfiltered perspective on the school. The board will promote the public image of the school among key partners and the community, acting as ambassadors for the school. The board will ensure that all of its board members are contributing in a meaningful way to the smooth operation of the school, and that all programs are consistent with and compatible with the goals of HSA and the New Mexico Charter Schools Act (NMSA 1978 22-8B-1 et seq), including regulations detailed in SB 446.

C.(2) Identify the qualifications and leadership characteristics the governing body will seek when employing the head administrator.

Describe the job search process and timelines for this process. If the proposed head administrator is a founder or already identified, provide a summary of his/her background and qualifications for this position.

Head Administrator Selection -

HSA has identified its first Head Administrator in the person of Mr. Ron Haugen. Mr. Haugen has agreed to serve as Head Administrator of HSA. He has over 38 years of teaching and administrative experience – sixteen of those years were served in Gadsden ISD in various capacities: Social Studies teacher, assistant principal, principal and superintendent of GISD from 2001 to 2007. Mr. Haugen received a Bachelor of Arts in Education from Arizona State University, and a Master of Arts in Education from the University of Texas-El Paso. His New Mexico education credentials are many and current. Mr. Haugen is presently serving as superintendent of Anthony ISD, Texas.

Administrative Design and the Role of the Head Administrator - The school Head Administrator is the highest-ranking administrator of HSA. The Head Administrator will report directly to the HSA Governing Board. The HSA Head Administrator, often described as the school leader, is responsible for the overall operation of a school. Because the HSA team and Governing Board believes in shared decision-making and site-based management, the term school leader will also be used in reference to other persons who may serve as school administrators and leaders within the school such as assistant principals, lead teachers, and others who may be selected to participate in school leadership activities.

The HSA Head Administrator will play multiple roles: school manager, instructional leader, the leader of school assessment and evaluations, official representative to HSA's health science partners, and community representative at civic and social events. One of the greatest challenges and opportunities our Head Administrator will face is the development of a school culture of caring and inclusiveness. The Head Administrator must be able to articulate the school mission and vision to teachers, parents, HSA partners, ancillary staff, and the community at large. The Head Administrator sets the example, but also nurtures, listens, oversees professional development, advocates, facilitates and helps secure additional funding from foundations, individuals, and corporate sponsors. The Head Administrator is the ultimate decision maker, with respect to selection, hiring and termination of staff, student retention, school discipline and safety, compliance, record keeping and reporting. Other duties are delineated in the New Mexico statutes, PED regulations, and SB 466. The Governing Board believes the Head Administrator must be committed to engaging the entire school staff in making decisions, which will result in greater commitment to the school's vision and mission. The Head Administrator will interact with parents who serve on the School Advisory Committee, parent-teacher organizations, and student clubs.

The Head Administrator may spend an important part of her/his time engaging with parents of students who have been identified as needing special services through the Individuals with Disabilities Education Act Amendments of 1997 (IDEA). As the HSA adult program grows, the HSA Head Administrator and the Governing Board may choose to select, hire and train an Assistant Principal to oversee the evening program.

The most important attributes in our selection and qualification of Mr. Ron Haugen, our Head Administrator, followed the guidelines of NASSP, the National Association of Secondary School Principals, Assessment Center that include demonstrated leadership, sensitivity, organizational ability, judgment, problem analysis, range of interest, motivation, decisiveness, complementary educational values, excellent oral and written communication, and perhaps as important, stress tolerance. Mr. Haugen has clearly demonstrated these qualities.

C.(3) Describe how the governing body will convey to and delineate the roles and responsibilities of your school's head administrator and how will he/she be evaluated and held accountable for the operations you're your school's success.

Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix C.

Head Administrator Evaluation -

An effective working relationship between the Governing Board, the Head Administrator and the administrative team is essential to the successful operation of the school. The development and maintenance of such relationship will be assisted by annual performance reviews.

As required under NMSA 22-10A-11(G) the Governing Board directs the Head Administrator to evaluate members of the administrative team in compliance and in accordance with the New Mexico Highly Objective Statewide Standard of Evaluation for Principals and Assistant Principals (HOUSSE). The Governing Board shall annually evaluate the job performance of the Head Administrator during a meeting of the Board. The Board may evaluate the Head Administrator on the achievement of school goals, student performance, parent satisfaction, and the financial well-being of the school.

D. Organizational Structure of the School.

D.(1) Describe the organizational structure of your school and provide an organization chart that clearly delineates the relationships between all parties including the administering of the day-to-day activities of the school.

Organizational Structure -

(See Appendix U (page 15) D.(1) for CHART - Organizational Structure)

The Governing Board – The Board will provide guidance and leadership support to the Head Administrator of HSA. The Head Administrator will manage the school. The Head Administrator will hire school staff, delegating the tasks of recruiting, screening, evaluating and conducting background checks on all applicants for instructional, ancillary and support staff. The Governing Board will assist the Head Administrator and his/her team, with implementing the mission and goals of the school, and engage in strategic planning. The Governing Board will ensure that the Head Administrator manages HSA in compliance with the Charter Schools Act and all other required state and federal laws and regulations. (See Appendix B for Governing Board Bylaws)

The Head Administrator – The Head Administrator reports to the Governing Board. 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 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, as well as the outcomes of the students. (See Appendix C for Job Description of the Head Administrator)

The Business Manager – The business manager reports to the Head Administrator. The Business Manager will assist the Head Administrator in preparing, planning for and presenting an annual school budget to the Governing Body. The Business Manager is also expected to provide financial status reports at Governing Board meetings. The Business Manager will be a member of the Audit and Finance standing committees. (See Appendix D for Job Description of the Business Manager)

Teachers and Staff – All instructional and non-instructional staff including support and contracted staff will report to the Head Administrator. The Head Administrator will hold regular meetings with teachers and staff. The Head Administrator will provide teacher and staff feedback and communication to the Governing Body. (See Appendix D for job descriptions of licensed and certified staff as well as job descriptions for staff unique to the mission of HSA.)

The Academic Advisory Panel members:

HSA has set up an informal academic advisory panel composed of community leaders, NM educators, and nationally recognized educational and healthcare professionals. Although this is an informal group whose members have no expectations of financial compensation, we believe they will be a valuable long term asset to the continued growth of the school. HSA is honored to have them volunteer their time in support of the school mission and vision. The members are as follows:

Dr. Sue Forster-Cox is an Associate Professor of Health Program Planning and Rural Health in the College of Health Sciences, NMSU. She directs the NMSU online MPH program, and serves as coordinator of the Bachelor of Community Health program. Sue will help guide us in developing new community health partnerships, and in identifying, recruiting and selecting instructional assistants and teachers.

Dr. Deborah Chasco RN, MPH, is the Director of Nursing Administration at El Paso Children’s Hospital, with extensive experience in maternal child health, quality management, program implementation, and the patient care process. Debbie will serve as the hospital’s liaison with the HSA administration, Health Internship Director and healthcare professionals.

Ms. Beth Hamilton is the Executive Director of the NM School Based Health Coalition and has both educational and healthcare experience with school based health programs through New Mexico. She advocates for school based health services throughout New Mexico.

Ms. Mary Helen Llanez is the Director, Family Life, Diocese of Las Cruces. She has a long and productive relationship in the Gadsden community. Her children attended schools in GISD, and she and her husband are active in both civic and faith based organizations throughout the district.

Dr. Tomas Magana, Founding Director, FACES for the Future Coalition, and the Public Health Institute, is a national leader in advancing and promoting health education career readiness and internships for underserved students across the nation.

Dr. Andrew Nevins, Professor, UCL, is committed to empowering underserved populations from under represented communities. Andrew was born in Santa Fe; he received an IB diploma with honors from San Diego High School. He received BS and MS diplomas from MIT in computer science, and his PhD in linguistics. Andrew served as an Associate Professor in the Faculty of Arts and Sciences at Harvard University, and has an appointment as a reader at University College London, UK.

Mr. Juan Salgado, President and CEO, Instituto Del Progreso Latino, a health science charter school in Chicago. (See www.idpl.org)

Dr. Emma Schwartz is President of the Medical Center of the Americas (MCA) Foundation, Dr. Schwartz is eminently qualified to help the school faculty to enrich the HSA blended core content curriculum with

online health based media, as well as assisting the team to expand student internship opportunities with El Paso's business community, El Paso Community College, Texas Tech Medical School, the UTEP.

Dr. Jaime Tamez is a founder of HSA. He began his teaching career in Gadsden ISD, serving as an elementary and middle school teacher, and advancing to serve as the Director of Educational Resource Center at GISD. He has in depth knowledge of both special education and bilingual education.

Dr. Julie Wood is a key technologist, experienced public school teacher, and online educational expert. She is the author of Literacy Online: New tools for Struggling Readers and Writers. Dr. Wood helped create the online reading program to address "summer reading loss" for the PBS interactive parent website. Dr. Wood was Director of Curriculum for the Learning Box, where she designed a multi-platform program to promote children's literacy. Julie has served as a consultant to Apple Computer, VPG Integrated Media, Nickelodeon and Disney Interactive. Dr. Wood received her EdD in Human Development and Psychology: Language and Literacy from the Harvard Graduate School of Education.

D.(2) Include proposed job descriptions of certified and licensed staff. In addition, if your organization structure included non-traditional roles or positions, explain why these roles are important in implementing your school's mission and educational program. Attach staff job descriptions as Appendix D.

Job Descriptions -

HSA is an equal opportunity employer and does not discriminate on basis of race, national origin, religion, age, sex, and marital status or handicap compliance with federal and state Laws, HSA reserves the right to reject any and all applications. 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). The Governing Board of HSA has the authority to revise all job descriptions as needed and necessary.

Licensed and Certified Teachers - HSA will recruit, select, train and engage a staff of highly qualified credentialed teachers. The school will maintain a credentialed teacher student average ratio of 1:25. HSA will focus on the academic, personal development and achievement of the entire student body, and engagement of the student's family in complementary and supportive activities. At HSA, administrators and teachers will be expected to undertake responsibilities that result in collaborative efforts in classroom and community, learning from one another, and resulting in a safe, welcoming school culture and educational program. (Job descriptions are included in Appendix D)

NON TRADITIONAL ROLES AND POSITIONS

Parent-Community Engagement Director – In keeping with HSA's motto, Enroll the student, engage the family -- Inscribiendo al estudiante-incluyendo a la familia, a parent-community engagement director will be hired to coordinate and facilitate active involvement of student families and community members. The Parent-Community Engagement Director serves as the liaison between school and parents. She/he will play an important role by communicating their needs to teachers and staff, and will also help teachers and staff learn how to communicate more effectively with parents as equal partners. She advises parents on how to address issues with the leadership staff in school meetings. She serves as a school-based intermediary contact for concerns and comments made by parents and community members and provides referrals to community-based services. She expands parents' opportunities for continued learning, voluntary community service and civic participation, develops community collaborations, promotes sharing of power with parents as decision-makers, helps parents better understand the educational system so they can become better advocates for their children's education. (See Appendix D for a complete job description.)

Health Career Internship Director – Starting in year three, HSA will hire a Health Career Internship Director. The Internship Director role will be to coordinate health career opportunities for HSA high school students. The Head Administrator, teachers, students, their parents, as well as industry partners will communicate with the Internship Director to establish and set criteria for student participation as well as help to establish MOUs with the various participating partners. The Health Career 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 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. In addition the Internship Director will monitor student progress and in the event the Internship Director determines the student needs social-psycho supports, she will make the referrals and serve as HSA’s liaison between the provider and student. When necessary help to develop and oversee training sessions and select and distribute relevant printed materials and student assessments. Will 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. (See Appendix D for a complete job description.)

Instructional Assistants – non-credentialed teaching assistants that include college undergraduate and graduate students pursuing careers in education, healthcare and related fields who demonstrate subject matter competencies will find HSA to be an environment where they will engage in meaningful part time classroom experiences that complement their career goals. Instructional Assistants will be recruited from the Colleges of Education and Health Sciences at NMSU, UNM, and UTEP. Provision has been made in the 5-year budget plan for Instructional Assistants to support classroom teachers in English, math and science classes, thereby achieving adult-led learning clusters of approximately five/six students.

New Mexico State University Faculty – NMSU faculty members, from the Colleges of Education and Health Sciences, as well as leading healthcare professionals from area hospitals and clinics have expressed their willingness to partner with HSA, in the design of student internships and field experiences to prepare HSA high school students with options and new pathways towards health careers and rigorous college entry. (See Letter of Support - Appendix M)

Healthcare Workers and Mentors – Medical professionals, doctors, nurses, laboratory technicians, and healthcare administrators will be invited to serve as HSA visiting lecturers, seminar leaders, mentors and teachers, to personalize and reinforce student motivation, and health science career connections. The blending of real world professional partners who have demonstrated expertise and unique occupational insights will help support the academic classroom experiences of our credentialed teachers. Provision has been made in the budget for all five years to invite health professionals to participate in a guest lecture series.

(See Appendix D for Job Descriptions)

D.(3) Provide a description of a comprehensive evaluation process for educational staff, and how it will be tied to student performance, your school’s mission and goals, and the state’s requirements. For further information please see the following link: <http://ped.state.nm.us/ped/NMTeachIndex.html>.

Staff Evaluation -

The Head Administrator will be responsible for evaluating instructional staff through a process that involves informal as well as formal assessments. Instructional staff will be provided with job descriptions and a list of responsibilities. Formal assessments will include evaluations by their peers and their students. Peer and student ratings of teacher performance will be considered in measuring teacher effectiveness.

The evaluation process will consist of an annual performance evaluation based on a professional development plan that meets the requirements of the state standard as provided in 6.69.4.10 NMAC.

At the start of each year, each teacher and the Head Administrator will establish a professional development plan and goals for the teacher with measurable objectives for the school year. Evaluation will include:

- 1. The PED's nine teaching competencies and indicators for the teacher's licensure level;*
- 2. Review the previous year's evaluation, if applicable;*
- 3. Metrics to confirm whether the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the school has appropriately assigned the teacher to teach in this subject(s).*

Annual performance evaluations shall be based on Discovery Education student reports and the objectives of the professional development plan. The Head Administrator shall observe teachers in their classrooms and confirm the teacher's ability to demonstrate state adopted competencies and indicators for each teacher's licensure level, based on qualitative and quantitative assessments.

The following areas will be included in developing an evaluation plan for teacher performance.

LEVEL OF KNOWLEDGE

- The teacher maintains broad, accurate and organized knowledge of subject matter.*
- The teacher is knowledgeable of appropriate and current theories and practices / is knowledgeable about the intellectual and social developmental stages of children / is knowledgeable of how content areas relate to each other / is knowledgeable of higher level thinking skills.*
- The teacher demonstrates effective communication skills.*
- Able to interpret short cycle assessment data, and modify teaching styles as may be needed.*

EVIDENCE OF PROFESSIONAL GROWTH

- participates in professional development activities such as coursework, in service, academic readings, travel, cultural exchange activities, professional organizations and other enrichment activities.*
- continues to develop a general understanding of educational technology and its relationship to the instructional process.*

SELECTION, ORGANIZATION OF SUBJECT MATTER WITH APPROPRIATE INTEGRATION OF HEALTH SCIENCE APPLICABILITY – The teacher

- has clear goals and objectives and clearly communicates them.*
- maintains compatibility with HSA and CCSS curriculum.*
- adapts subject matter to relevant health science themes.*
- makes clear linkages between core content areas and health career pathways.*
- promotes parental understanding and cooperation.*

MOTIVATION – The teacher:

- develops student interest in learning*
- uses appropriate problem solving strategies to develop higher level problem solving competencies.*

- clearly communicates core curriculum objectives and goals to students.
- demonstrates sensitivity to the academic and social needs of students.
- promotes student interest and participation in health and wellness activities.

LESSON PLAN DEVELOPMENT & IMPLEMENTATION – The teacher:

- appropriately allocates time, energy and resources to develop lessons plans that integrate health education materials with core content.
- uses teacher and student experiences for the enrichment of classroom experience
- organizes daily lesson plans that are coherent and complementary to grade specific strands
- demonstrates ability to integrate new Common Core, SBA and PARCC standards
- is able to adapt instruction to different student learning styles
- stimulates student learning through varied teaching techniques.
- treats student responses appropriately and fairly.
- complies with HSA school culture.
- directs supervised study.
- uses a variety of effective and realistic forms of student assessment and evaluation.
- develops instructional approaches to improve student test taking skills and uses Discovery Education assessments effectively
- involves Instructional assistants in student group learning with ease and purpose

EXECUTIVE ABILITY & MANAGEMENT SKILLS

- organizes the classroom to adapt to different learning situations.
- applies classroom rules and procedures fairly and consistently.
- effectively encourages positive student behavior.
- maintains positive learning climate for students.
- organizes effective transitions for students.
- effective use of instructional assistants in the classroom.
- involves parents, staff, and other agencies as appropriate.

PROFESSIONAL RESPONSIBILITY, ETHICS & INTERPERSONAL RELATIONSHIPS – The teacher:

- demonstrates need for confidentiality and personal information.
- shows understanding and sensitivity in working with peers.
- acknowledges the importance of the group decision making process.
- observes school practices and administrative procedures such as designated school hours, punctuality, and attendance.
- demonstrates an interest in the welfare of students and their career paths.
- maintains effective and appropriate communications with students, parents and co-workers.
- understands the school culture and is in harmony with the community.
- is willing to make meaningful self inventory of personal skills
- manages Instructional Assistants effectively and with consideration.

D.(4) Provide a staffing plan that demonstrates a sound understanding of staffing needs and that is viable and adequate for effectively implementing the educational program/curriculum

Staffing Plan -

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

(See Appendix U (page 15) D.(4) for 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. The Head Administrator will allocate specific times for other staff services that will be shared between the Day and Evening Program.

(See Appendix U (page 16) D.(4) for TABLE - Staffing Plan for HSA Evening Program)

D.(5) State the length of the school day and school year (including a total number of days/hours of instruction).

Describe in detail how this schedule supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

School Day/Year -

The proposed HSA school year will commence in August and end in June and operate for a total of 36 weeks. Day students will receive 6.5 hours of instruction per day. Total instructional hours for the year will be 1170 hours. Students who need extra support to master core skills can take advantage have three (3) additional hours each day from 3:00 pm to 6:00 pm, Mondays through Thursdays in the remediation period. Instructional Assistants will provide individual and/or small group academic tutoring during this period.

Day students will attend classes from 8:00 AM to 3:00 PM, Monday-Friday. After school program activities from 3:00 PM to 6:00 PM, Mondays through Thursday, will include: remediation and/or acceleration sessions, student clubs, and/or PE activities. Health science career activities that include job shadowing, volunteering, and/or interning at a healthcare facility will take place on Fridays.

Adult students, including returning veterans, who do not have a high school diploma, and who hope to enter or advance in the health professions, may enroll in classes from 6:00 PM to 10:00 PM, Monday-Thursday. Adult students in the Evening Program may participate in the remediation and/or acceleration sessions from 4:00 PM to 6:00 PM, prior to evening classroom instruction. Health science career activities that include job shadowing, volunteering, and/or interning at a healthcare facility that take place on Fridays will also be made available to adult students.

The Governing Board will approve the school calendar annually, and may choose to extend the school year to allow students more flexibility in completing course assignments and/or to provide additional time for students who lag behind.

(See Appendix U (page 16) D.(5) for TABLE - Program Schedule)

D.(6) Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.

Professional Development Plan -

HSA Professional Development Process and Application - The HSA Professional Development Process will be designed, implemented and assessed in the context of the mission, goals, and the NM common core standards, blending health education competencies into the fabric of the curriculum.

Section 1 of the NM PED Professional Development Framework Requirements states, according to the (NM) Public Schools Reform Act of 2003, ("the Act") districts, in this case, a state authorized charter school, must provide for a professional development framework which "provides training to ensure quality teachers and school principals and that improves or enhances student achievement." [22-1-5.Z

NMSA] The Head Administrator of HSA will include the following components in our professional development framework as required by the Act:

1) the NMPED criteria for school districts to apply for professional development funds, including an evaluation component that will be used by the PED in approving school district professional development plans, and 2) guidelines for developing extensive professional development activities for school districts that -

- a. Improve teachers' knowledge of the subjects they teach and the ability to teach those subjects to all of their students;*
- b. assurance that professional development is an integral part of the public school and school district plans for improving student achievement;*
- c. Provide teachers, school administrators and instructional support providers with the strategies, support, knowledge and skills to help all students meet the New Mexico academic standards;*
- d. that HSA's professional development plan is of high quality, sustained, intensive and focused on the classroom, and integrates the school mission and goals; and*
- e. that HSA's professional development plan is developed and evaluated regularly with extensive participation of school employees and parents.*

Professional Development Template - The following template from Section 3 of the Act will be used as a guide for HSA's professional development program, helping to clarify and ensure that all NMPED requirements are met and all team members are clear about the school mission and plan and achieve desired outcomes.

(See Appendix U (page 17) D.(6) for TABLE - Professional Development Template)

Section 4 of the NMPED Performance Evaluation System Requirements will guide the Head Administrator, as he incorporates a plan to develop a yearly plan for monitoring and implementing HSA's professional development plan. We will involve parents, staff and teachers in the process. The Head Administrator will be responsible for assuring that the process and activities are coherent, and aligned with both NMPED common core objectives and the mission and goals of the school. Further that the professional development objectives are based on the nine New Mexico Teacher Competencies. HSA's Professional Development Program will include an organized set of professional development experiences that embrace the health education and career readiness mission of the school. HSA's strategy will also include suggestions and access of materials that are evidenced based in raising achievement and meeting state standards and benchmarks.

The Head Administrator will seek input from many of our team of advisors, including Dr. Tomas Magana, Dr. Andrew Nevins, Dr. Jaime Tamez, and Dr. Julie Wood, so we may create, implement and measure HSA's education framework, classroom management, teaching strategy and curriculum that supports instructional learning in new and innovative ways, being always cognizant of the NM common core and PARCC assessments. We will use the Discovery Education diagnostics and student skills resources to show teachers how to help our team identify areas where students need improvement as determined by Discovery Education short cycle assessments at least four times each year. The Head Administrator will seek guidance from The Center for Border and Indigenous Educational Leadership (NMSU), the College of Health Sciences faculty (NMSU), and the Regional Educational Technology Assistance Lab (RETA- at NMSU), to assure that our plans are evidenced based and grounded on a proven, rigorous educational

research methodology. Further that our professional development plan embraces the NM common core and SBA standards- based on results from proven, rigorous educational research methodologies.

HSA's mission is focused on career readiness and individual student success. Our professional development plan will measure how well teachers convey essential skills, as well as the attributes that will prepare students to become career ready for productive health careers and rigorous academic work. HSA's Health Career Proficiency Standards will confirm how well senior students perform on the HCP by achieving a grade of B or better, confirming their career readiness.

Ron Haugen, HSA's Head Administrator's contacts with the New Mexico Coalition of School Administrators will help to determine what technologies, materials and software have been found to be most effective in their school's professional development plans, to help both students and teachers reach the instructional goals and benchmarks in the NM Common Core State Standards curriculum for ELA and math, as well as the NM State Standards for other subjects. HSA 's Head Administrator will be guided by the NM PED regulations and resources, as referenced in the New Mexico Administrative Code- Professional Development Requirements: 6.69.4.1 Performance Evaluation System Requirements for Teachers, and 6.69.2.1 Unsatisfactory Work Performance of Certified (Licensed) School Personnel and the other resources to assure compliance.

(http://teachnm.org/uploads/docs/professional_development_framework.pdf)

HSA has assembled a team of educational and healthcare professionals to help guide HSA in the professional development process. They are: Dr. Deborah Chasco, Mr. Ron Haugen, Ms. Tara Ibarbo, Dr. Tomas Magana, Mr. Paul Ocon, Ms. Morgina Rao, Dr. Emma Schwartz, Dr. Manjula Shinge, Dr. Karin Wiburg, and Dr. Julie M. Wood. Prior to the opening of school, teachers will engage in training sessions; professional development will be on going through the year as teachers collaborate with other teachers; and will participate in online and/or face-to-face professional development workshops.

E. Employees.

E.(1) Provide an explanation of the relationship that will exist between the charter school and its employees. This explanation should include a general description of the terms and conditions of employment for each class of employee (administration, professional staff and administrative staff) and how your school will address employees' recognized representatives.

Employer/Employee Relationship -

The Board and administration at the Health Sciences Academy are committed to treating employees fairly and in compliance with state and federal employment law. We will provide a safe and positive work climate that encourages employees to be creative risk-takers and to strive to constantly improve the educational climate in their classrooms.

All personnel at Health Sciences Academy will be trained to recognize and understand the importance of their role in the school's success the administration is committed to providing a variety of professional development opportunities. The Board, administration and staff will maintain the highest standards of ethical behavior. Health Sciences Academy personnel policies and procedures are in full compliance with local and state rules and regulations.

The Head Administrator and Governing Board will follow the provisions of the School Personnel Act [22-10A-1 NMSA 1978]. Upon approval of the charter, the Head Administrator shall recruit, employ, fix salaries, assign responsibilities as outlined in job descriptions, terminate and discharge all employees.

Health Sciences Academy administration and its Governing Board shall comply with the requirements and procedures for collective bargaining as set forth in the Public Employees Bargaining Act as outlined at NMSA 1978, Section 10-7E-1 et seq.

E.(2) Provide proposed governing body personnel policies that comply with all applicable federal and state statutes and regulations (attach as Appendix E); or state how and when employment policies and procedures will be developed and how you will ensure that they comply with applicable federal and state labor laws, regulations, and rules.

Personnel Policies -

When and if HSA's charter is approved, the Governing Body and legal counsel will review personnel policies included in the Employee Handbook (see Appendix E) to ensure they comply with applicable federal and state labor laws, regulations and rules and will be approved by the Governing Board.

(See Appendix E for HSA Employee Handbook)

E.(3) Describe a staff discipline process that provides for due process in accordance with state law.

Staff Discipline Process -

All employee discussions related to disciplinary issues will be conducted in accordance with the School Personnel Act, codified at NMSA 1999 22-10-1 through 22-10-27. The Head Administrator has authority over all employment matters including discipline. HSA follows national and state laws regarding employee disciplinary action and termination procedures.

All employees are permitted due process procedure prior to termination, if such employee has a vested property interest in his or her employment. In the event of termination, the school's administration shall provide the employee with written notice of the reasons why termination was recommended.

In accordance with the School Personnel Act, HSA may terminate an employee with fewer than three years of consecutive service for any reason the school deems necessary (NMSA 22-10-14A). In accordance with state law, the employment of teachers who have been employed for three consecutive years at HSA may be terminated for reasons that are directly and clearly related to the employee's competence, turpitude, or proper performance of duty that is not in violation of the employee's civil or constitutional rights (NMSA 22-14-10D). Employee behaviors that may result in disciplinary action or termination include but are not limited to:

- Excessive absences and/or tardiness – Excessive absences or tardiness will constitute valid grounds for disciplinary action. Written warning will be provided in advance of formal disciplinary action.*
- Misconduct – School employees can be disciplined for conduct deemed inappropriate, conduct affecting the ability to teach, or conduct affecting the ability to be a good role model.*
- Inappropriate Language – Objectionable language used in the classroom that lacks a definite educational purpose will result in disciplinary action.*
- Drug or Alcohol Abuse – Disciplinary action will follow violations of the drug and alcohol abuse policy and will be viewed as conduct unbecoming a teacher.*
- Incompetence – Failure to comply with a recommended corrective action plan designed to improve professional teaching performance may also result in employee disciplinary action up to and including termination.*
- Insubordination – An employee's contract may be terminated for cause and for failure to fulfill the HSA's mission, expectations, or designated duties.*

E.(4) Outline a proposed process for addressing employee grievances.

Grievance Process -

HSA recognizes the rights of its staff and teachers to have open access to mediation. This means they have the right to report problems, concerns or grievances against a co-worker or supervisor 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 statement of the grievance issue to the Head Administrator. A copy of the Employee Grievance Form is included in the HSA Employee Handbook. (See Appendix E, page 16.)

HSA will be guided by the following principles when dealing with complaints, grievances and appeals:

- Each complaint or grievance and its outcome will be 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.*

F. Community/Parent/Employee Involvement in Governance.

F.(1) Explain the nature and extent of parental, professional educator, and community involvement in the governance and the operation of your school and how their involvement will help to advance your school's mission.

Community Involvement -

The diverse composition of the student body requires that parent involvement needs to be enhanced to ensure language barriers are minimized at meetings and in written communications. When needed, HSA will provide interpretation and translation services in order to enhance family access and involvement. All teachers will be required to be bilingual in English and Spanish. HSA will establish a standing School Advisory Committee that selects members from among parents, teachers and community leaders in the planning, implementation, and decision making process. The Governing Board in consultation with the Head Administrator will be responsible for establishing this committee. As part of their advisory responsibilities, these members will plan and hold regularly scheduled community meetings to foster dialogue. The School Advisory Committee is formed to build stronger bonds between the school, parents and community members. It is HSA's goal to encourage greater involvement and participation from parents and community.

To facilitate greater parent and community involvement, HSA will hire a full time Parent-Community Engagement Director. (See Appendix D for a complete job description.)

The PCED outreach will engage parents to become more involved as stakeholders in their children future and in the school's long term success. The School Advisory Committee will represent the needs and concerns of its entire student body and the community family. The School Advisory Committee will meet monthly with the school administration team in order to promote productive communication between parents and the school family.

Regular family events will be scheduled by the PCED to disseminate career readiness steps and the importance of planning for post secondary academic experiences. Parents will be provided with information on New Mexico lottery scholarships and other sources of financing for post-secondary education. Parent involvement and feedback of school governance and programming will be solicited

and supported by using a variety of means such as organized parent advisory groups, focus groups, surveys, oral and written communication, parent nights, and home visits. The committee will provide regular reports at HSA Board meetings that will delineate events, actions, recommendations and concerns expressed by parents and staff.

The HSA motto is Enroll the student, engage the family – Inscribiendo al estudiante-incluyendo a la familia, that is, parents, caregivers, business owners, and local residents are viewed as part of the fabric of the collective HSA family and community. To make this a reality, the PCED shall welcome and weave the entire school district into our school facility in a multiplicity of activities, including community health fairs and community service projects.

COMMUNITY OUTREACH COMMITMENT

Evening School for Adult Students - One of the plans to welcome the community is to open the school facility in the evenings to adult students, including returning veterans, who may wish to earn a high school diploma and prepare for careers in health related fields.

Seminars and Workshops for Community Members - Another specific strategy is HSA's focus on partnering with existing social service and community organizations like the Women's Intercultural Center in Anthony, NM. HSA plans to open multipurpose classrooms to members and staff of the Women's Intercultural Center, for community meetings, seminars and health related events. In addition, the school plans to partner with the New Mexico Department of Health, NMSU – College of Health Sciences, and the Department of Veteran Services to promote and offer health and personal wellness education community programs at the school.

Other Public Events - The HSA intends to use the school facilities for other community and public events including:

- Inviting the local community to observe student science and health projects;*
- Engaging the parents, and grandparents of students to in enroll in free life-long learning courses by using our computer labs on weekends;*
- Opening the school grounds and facilities for use by local civic groups including Four H, the Boys and Girls Clubs and staff of La Clinica de Familia.*
- Parent/Teacher meetings and conferences.*

F.(2) How will you address complaints from the community, parent, or students about your school? Describe a clear resolution process for complaints.

Complaint Resolution -

HSA is committed to providing an effective means for parents and the community to voice concerns and complaints. HSA also strives to resolve concerns and complaints whenever possible. To this end, the following processes have been established:

- The grievance must be reported in writing and submitted to the school office. All parties involved must be appropriately defined, and the problem must be clearly outlined.*
- The recipient of the grievance (in the case of a teacher) must review the issue with his or her supervisor (the Head Administrator) and respond to the parent within three (3) school days.*
- If the original recipient did not resolve the grievance, the parent may request a meeting with the recipient's supervisor. The supervisor should investigate the matter, and schedule a meeting with the parent, the student, if necessary, and any other staff member within five (5) school days.*

- If either party does not resolve this grievance, the parent may then request a meeting with the school administration. School administration will investigate the matter, and schedule a meeting within five (5) school days.

- If a resolution has not yet been reached at the above three (3) meetings, the parent may request a meeting with the School Advisory Committee and a meeting will be arranged within five (5) school days.

As described in the Governing Board Bylaws (Appendix B, Article IV, Section 2.(a)) The Governing Board will establish the School Advisory Committee, whose members will include parents of students attending HSA. The purpose of the SAC shall be to receive parent feedback on important issues facing the HSA community, and guide the Governing Board in this regard.

G. Student Policies.

G.(1) Attach as Appendix F a proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations at 6.11.2 NMAC.

Student Discipline Policy -

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.

HSA's goal is to maximize the time spent during each school day with every student in order to encourage and elicit positive behavior. Administrative staff and teachers will create a caring, nurturing and challenging environment that will foster personal growth for all students--whether during classes, in between classes, or after classes in remediation or student clubs.

At the time of the student's first enrollment, HSA shall communicate in writing all discipline policies and procedures. Written notification will be provided again at the beginning of each school year. This written information will include due process information and will be available on the school website in English and Spanish.

It is imperative that families and students understand these policies. Accordingly, HSA will provide multiple venues and forums for dialogue and feedback, including parent orientation at the start of each school year. The HSA Student Handbook includes the school's policies for suspension and expulsion and will be reviewed at orientation, and at the beginning of each semester. The handbook will be available in Spanish and posted on the school website. Students, as well as parents or guardians will be required to sign a statement of agreement with school policies, which include expectations and consequences.

HSA will regard suspension and expulsion as a last resort. Criteria for suspension and expulsion of students shall be addressed pursuant to the appropriate statutes and regulations, and will adhere to a comprehensive student discipline policy. The policy will be printed and distributed as part of the school's student handbook and will describe clearly the school's expectations with regard to attendance, behavior, sexual harassment, substance abuse, violence and bullying, and safety.

HSA believes that using mediation to resolve student disputes and infractions is in keeping with our philosophy of engaging students in constructive personal growth toward responsible adulthood. However, students who habitually fail to comply with these policies and/or who present an immediate threat to health and safety may be suspended and referred for expulsion to the HSA Board on recommendation of the Head Administrator.

The Pupil Suspension and Expulsion Policy have been established in order to promote learning and protect the safety and well-being of all students at the school and provide and respect the due process rights of all parties. When the policy is violated, it may be necessary to suspect or expel a student from regular classroom instruction.

The Head Administrator and staff shall enforce disciplinary rules and procedures fairly and consistently among all students. The policy and its procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents and/or guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. These policies will be explained at orientation, and will be included in the student orientation welcoming kit. Parents who disagree with suspension and expulsion decisions will be provided with written information about their due process rights and hearing policies. Students or their parents/guardians may waive their right to a hearing by signing a 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.

Corporal punishment shall not be used as a disciplinary measure in any circumstance. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For the purposes of the policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

(See Appendix F for Student Handbook)

G.(2) Describe how you will provide alternative educational settings for eligible students who are long-term suspended or expelled.

Alternative Placements -

HSA will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by law. For a student who has been expelled, alternative instruction will be provided in like manner as for a suspended student until the student enrolls in another school, or until the end of the school year, whichever comes first.

HSA will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the school's general curriculum. For a student who has been suspended, alternative instruction will be provided to the extent required by New Mexico laws and regulations. If a student has been expelled, alternative instruction will be provided in like manner as for a suspended student until the student enrolls in another school, or until the end of the school year, whichever comes first.

H. Student Recruitment and Enrollment.

H.(1) Explain the plan and specific strategies for student recruitment and marketing that will attract students from your school's targeted population and that will provide for broad circulation of information about the new school. Include a proposed timeline for recruitment and enrollment.

Student Recruitment -

HSA will actively recruit students in order to meet its projected goal for first year enrollment. HSA will also strive to achieve a racial and ethnic balance of students that reflect the general population of the entire school district:

- Every traditional and alternative school in the district will be contacted with the intent to provide information to be disseminated to their students and parents, and/or to participate at school open houses.*
- HSA staff will expend time annually in community and regional outreach efforts, including a presence at public meetings, to recruit applicants of diverse backgrounds. Outreach will be through neighborhood organizations and associations, and through local community and religious leaders.*
- Similar to the community meeting already held in Anthony, additional meetings are being scheduled in surrounding neighborhood communities. All meetings and literature will be in English and Spanish.*
- Information about student enrollment and lottery processes will be disseminated via print, radio, electronic media, flyers, and direct mail.*

HSA is committed to provide parents and pupils expanded choices in the types of educational opportunities that are available within the public school system. The HSA team is fully committed to adopting inclusive, equal educational opportunity and non-discriminatory admission policies that comply with state and federal law and requirements.

HSA will market and distribute widely school information and applications to ensure complete accessibility to all eligible students. We anticipate the school will attract students who are both high and low academic achievers, as well as a number of students who are English Language Learners and those requiring special educational services. HSA anticipates as well that a high percentage of students will qualify for the free and reduced lunch, and that HSA will qualify as a Title I School.

The HSA team has begun to hold community meetings in areas where there are high percentages of families living in poverty, families who are new immigrants, families who do not speak English at home, and/or are learning and speaking English as a second language, and families who have completed little, if any, formal education.

All students who meet the State of New Mexico's eligibility requirements for attending a public school may apply for admission to HSA. HSA will endeavor to accommodate all students who apply.

The prospective applicant and a parent or guardian must attend together one HSA orientation session. These sessions will outline HSA expectations for each student and his/her family, as well as what the student and family may expect of HSA. Students will be considered for admission without regard to age, disability, gender, ethnic or national origin, religion, and/or prior academic performance. HSA will comply with all state and federal laws establishing minimum and maximum age for public school attendance. HSA will be a New Mexico non-sectarian public school that does not charge tuition or have discriminatory admission requirements.

H.(2) Describe the lottery process to be used by your school to allocate seats including tentative timeframes and procedures for conducting the lottery and for maintaining and using a wait list.

Lottery Process -

Opportunities for enrollment in HSA will be advertised in local newspapers, on the school's website,

through distribution of flyers, at informational community meetings held throughout the planning year at different towns and communities in the Gadsden region, and other means approved by the Governing Board and Head Administrator.

Applications for enrollment will be ongoing and accepted on a first-come first-serve basis as permitted by NMSA 1978 22-8B-4.1A. If the number of applications exceeds the number of available seats, a lottery process for admission will be implemented for all applicants. Notice of the lottery, including the date and time, will be advertised to the public in the newspaper and to the applicant pool.

The Head Administrator or a designee will draw numbers for the lottery. The corresponding names will be listed in the order they are drawn. All names are drawn and listed in the order of the drawing on the appropriate grade-level roster. After openings are filled, all others are put on a waiting list according to the order of the drawing.

Lotteries will take place in a facility large enough to allow all interested parties to observe the drawing, and will be held on a weekday evening, or when most interested parties that wish to attend may do so. A member of the Governing Board as well as a member of the local community who is not affiliated with HSA will be present for the drawing. The general public will be informed of the number of available seats by grade. Admissions priority will be granted to current students; siblings of current students, enrolled or drawn for enrollment through the lottery process, will automatically be eligible for enrollment in accordance with the Charter Schools Act, 22-8B-4.1 NMSA 1978.

Subsequent lotteries will be conducted based upon enrollment needs and will be set at least 30 days apart. Students who are accepted will be notified via a letter sent to their homes. Applications will be kept on file at the school. To ensure communications have been received by the student's parent, a process for follow up will be prepared by the Head Administrator.

H.(3) Describe the enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers that comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC.

Enrollment Process -

All enrollment, transfers, withdrawals and dis-enrollments shall be in compliance with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC.

Enrollment and Transfers In - When a student's name is drawn in the lottery, HSA will phone the parents to confirm the enrollment and makes an appointment for registration. Parents must complete a registration application and provide the following documents for the student's record; document verifying date of birth / copy of student's immunization record / a copy of most recent IEP or 504 plans for any student who has an active IEP or 504 plan / academic transcripts. Parents and child must attend an orientation.

Withdrawal and Transfers Out - A student wishing to withdraw or transfer out must complete a withdrawal form. Student academic transcripts will be sent to the student's new school after receiving clearance from the business office.

Disenrollment - A student is dis-enrolled, when he/she has been absent from school for 10 or more consecutive days and neither the student or the student's parents have responded to communications from the school administration.

I. Legal Compliance.

I.(1) Describe how your governing body will ensure compliance with NMSA 1978 § 22-8B-5.2(2011), which deals with conflicts of interest. Attach as Appendix G a copy of your proposed Conflict of Interest Policy and a sample disclosure statement of any real or potential conflict of interest.

Conflict Of Interest -

The HSA Governing Board will be in compliance with NMSA 1978 22-8B-5.2 (2011) that address Conflict of Interest issues. The Governing Board has approved a Conflict of Interest Policy (see Appendix G.) that avoids and precludes apparent and actual conflict of interest when administering grants (34 CFR 75.525, a. and b.), and will apply procurement standards consistent with and mandated in 34 CFR 74.40-74.48. Further, the Governing Board has incorporated into its bylaws a 'conflict of interest policy' a written procurement procedure to provide the maximum extent possible free and open competition, and assurances that no employee, officer, or agent of HSA may participate in the selection, award or administration of any contract if a real or apparent conflict of interest exists.

(See Appendix G for a Conflict of Interest Policy)

I.(2) Describe what steps your governing body and school will take to ensure that the operations of your school and governing body are transparent and open to the public. For further information please see the following link: <http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

Transparency -

Ensuring a high standard of conduct is a collective responsibility of all members of the Governing Board, and they will endeavor to demand very high standards of conduct in exercising its functions. The Governing Board of HSA will act with propriety transparency in the governance of the school, ensuring that the school's assets are used solely for the benefit of the school and not for personal or other gains.

As stated in the HSA Bylaws, the Governing Board will meet once a month to conduct school business and will be in compliance with the Open Meetings Act. Governing Board members may attend telephonically in accordance with the provisions of the Open Meetings Act. Notices and agendas, including date, time and place, for all meetings will be posted on the school's website and at the location of the meeting. Community members including parents of our students may address the Governing Board at meetings as per due process. As stated earlier, HSA will establish a standing School Advisory Committee that selects members from among parents, teachers and community leaders in the planning, implementation, and decision making process. HSA's Parent-Community Engagement Director will be instrumental in encouraging parents and community to be involved with school programs and policies.

Minutes of Governing Board meetings will be available on request and published on the school web site. Further, HSA will comply with the New Mexico Inspection of Public Records Act, NMSA 1978, Section 14-2-1, et seq. All members of the Governing Board will be informed about the Open Meetings Act and will receive training on compliance.

J. Evidence of Partnership/Contractor relationship. (If Applicable.)

J.(1) If your school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information: name of the entity or person; contact information; a description of the nature and purpose of the relationship with the charter school; and involvement in your school's governance.

Third Party Relationships - None at this time.

As the phased development of HSA's educational plan and community connections expand, in concert with prospective partners, the specific protocols and student requirements, including first aid and CPR

training, HIPPA certification, and other student readiness trainings will be in place, prior to student placement in these healthcare internships. MOU's and MOA's will be prepared between HSA and business, educational and healthcare partners.

J.(2) Attach a copy of the **proposed** contract or evidence of the terms of the proposed agreement with the partnership or contractor as Appendix H.

K. Waivers.

K.(1) Identify the waivers as provided for in NMSA 1978 § 22-8B-5(C) that you are requesting and describe how use of this waiver will support your school's plan. For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html.

NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	<input type="checkbox"/>	<input checked="" type="checkbox"/>	NMAC 6.30.2.10G -- The law only applied to class loads for Grades K-6.
Teaching load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The School does not anticipate that teaching loads in the core classes will PTR of 25:1 in both the Day Program and the Evening Program. However, this waiver is requested so the school administration may have the flexibility to adjust given enrollment and program demands
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The School will have rigorous demands of its students, which may include a longer school day schedule for remediation and after school academic assistance. In addition students may have off campus academic experiences through job shadowing and internships. The school seeks to retain the ability to increase or decrease the school day to accommodate its educational plan.
Staffing pattern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The school seeks the right to have flexibility in hiring instructional staff in order to retain the uniqueness of its mission.
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Student placement in any academic program is the sole responsibility of the school administration. In all cases, program design for individual students will meet state requirements for subjects taught. Delivery of instruction may include computer-based instruction, small group tutoring or one-on-one instruction. Individual students or groups of students may be provided a combination of face-to-face and online classes. Students may be offered opportunities for enrichment in a traditional classroom setting and teachers have online content available when they need to be away from class. Grade levels may be blended and students grouped according to ability levels in subject areas.
Purchase of instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The School may not choose to purchase instructional materials from the state adopted list. Materials purchased by the School will align with the materials identified in the Curriculum, as well as materials that may later be identified by professional staff ultimately hired by the School. All materials purchased will be justified through the programs offered at the School and will align with the Core Curriculum State Standards.
Evaluation standards for school personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Employees will be evaluated based on criteria that considers the evaluation standards described in the law, but which may deviate to insure that the standards used are relevant to the uniqueness of the school's mission and vision.
School principal duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The administrators of the HSA will have duties that are parallel to school district superintendents and as such, -- traditional school duties are expanded to address the levels of responsibilities. The competencies and

			evaluative criterion established for school principals are not appropriate for HSA. The school retains the right to represent and design the evaluation for administrators that is appropriate and aligned to the duties.
Drivers education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The School will not offer drivers education. The School may assist students with locating local driving schools, but students will be responsible for obtaining this education if desired.

K.(2) Identify any discretionary waivers as provided for in NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code that you are requesting and describe how use of this waiver will support your school’s plan. If this is an application to a local district, you must identify all waivers you are requesting from local board policies. (If you require additional space, attach as an Appendix.)

Discretionary Waiver(s) Sought.	Description of how waiver will support school’s plan.
Graduation	HSA will request the right to increase and exceed the State’s graduation requirements in order to maintain a rigorous college preparatory health science curriculum plan. HSA will continue to require 24.5 credits for graduation as required for all students starting high school in 2013. However, in addition student will be required to take health science career courses each year of enrollment at HAS. (See Health Science Curriculum –Section Curriculum Description [II F.(3)]
Insert	Insert
Insert	Insert
Insert	Insert

L. Transportation and Food.

L.(1) Describe your school’s plans for meeting the transportation needs of its students and plans for contracting services for transportation. (If applicable.) For further information please see the following link:
<http://ped.state.nm.us/div/fin/trans/index.html>.

Transportation -

Transportation services to and from school will focus on reaching students in the district who do not have easy access to school. HSA will contract with an authorized bus company for services. HSA will apply for transportation funding from the Public Education Department.

L.(2) Describe your school’s plan for meeting the food services needs of its students and any plans for contracting with approved/appropriate food services vendors. (If applicable.) What are your school’s plans for providing food services to students who qualify for the Free and Reduced Lunch program?

Food Services -

As per GISD statistics, we expect 100% of HSA students to qualify for free and reduced meals. HSA will contract with an authorized food service provider to provide 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. Provision for a warming kitchen has been included in the Facility Master Plan. Students will eat their lunches in the multi-purpose room, and/or if whether permits outside in designated covered areas. From Year 2 onwards the five-year budget includes provision for supplementary meals. (See Budget Narrative: Year 2 \$ 10,000 / Year 3 \$12,500 / Year 4 \$15,000 / Year 5 \$17,500.)

M. Facilities.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than April 26, 2013**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

M.(1) Attach documentation that the school's detailed description of the charter school's projected facility needs, including projected request for capital outlay assistance, has been approved by the director of the New Mexico Public Facilities Authority at Appendix I.

Projected Facility Needs -

The letter of approval from the Public Schools Facility Authority (PSFA) for the HSA Facility Master Plan and Educational Specifications is included as Appendix I

M.(2) Describe the efforts you have taken to identify a facility for your proposed school. (It is not required that you disclose a specific facility that is under consideration.)

Facility Plan-

The HSA team is currently in the process of identifying a suitable facility site. Once the site is selected, the process for data gathering and analysis will involve working with a professional consultant and the Governing Board Facilities Committee. A community meeting was held on May 5 this year at the Women's Intercultural Center in Anthony to provide an opportunity for participation and to invite input from parents, students, community members and leaders.

The HSA team reviewed demographic materials provided by the New Mexico Department of Labor, the US Bureau of Census, and the Gadsden Independent School District, to understand the population demographics.

During the last year founders met with officials of public lands as well as with private property owners and developers, to explore location options for the school. The following individuals helped us in this exploration:

- Terri Garcia, Senior Vice President Bank Of America, El Paso, Texas*
- Susan Freed, Architect, Architectural Research Consultants*
- Harry Relkin, General Counsel, NM State Land Office*
- Michael Quintana, District Director, State Land Office, Dona Ana County*
- Bill Childress, Manager, Las Cruces District Office, US Bureau of Land Management*
- Robert Ayoub, President, MIMCO, Real Estate*
- Victor Romero, Albuquerque Branch Sales Manager, Williams Scotsman, Inc.*
- Ben Gardner, Architect, Dekker/Perich/Sabatini*
- Tim Grattan, Architect, Director, Las Cruces Office, Dekker/Perich/Sabatini*
- Arnulfo Castenada, Mayor, City of Anthony, NM*
- Laura Fiemann, Vice President, Charter School Development Corporation*

M.(3) Describe your plan for funding your school's facility, including rent, maintenance, equipment, and repairs.

Projected Facility Costs -

If granted a charter, HSA may be able to access capital funding from the following sources: •

- Future annual lease payment from PSCOC*
- For planning purposes, the potential funding amount from the PSCOC is estimated at \$720 per MEM.*

- *The Gadsden school district receives funding from SB9 mill levy. The next election will be held in 2018. At that date HSA may be eligible for this funding. For the purposes of this application, an assumed future amount per MEM (based on 2012 projected revenues and projected district enrollment) is \$256.*
- *PSCOC capital outlay, a competitive process intended to correct facility deficiencies*
- *Legislative appropriation*
- *Federal grants*
- *Private fundraising (gifts and grants)*
- *In kind donations from community partners*
- *Charter School Development Corporation financing*

The cash flow analysis is based on the most likely sources of income: PSCOC lease reimbursement; SB9 mill levy; and a portion of anticipated SEG operational funding. Anticipated cash flow over time is shown in the graphic below.

(See Appendix U (page 18) M.(3) for TABLE - Projected Facility Costs)

The ability for HSA to utilize this cash flow for lease payments, and/ or to amortize a lease purchase agreement is based on the following assumptions. The annual amount of income, averaged over the first five years of operations, can support a lease payment of about \$9.00/sf based on maximum facility needs. After enrollment has stabilized and SB9 funding becomes available, the school might anticipate an annual cash flow of approximately \$350,000 to amortize a lease purchase agreement, or the renovation of an existing publicly owned facility.

Business Plan

A. Budgets.

A.(1) Provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the proposed 5-year charter term that will determine the amount of SEG funding your school will receive based on the **current** unit value, and which will be used to propose the 5-year budget plan. Attach as Appendix J.

A.(2) Provide a proposed 5-year budget plan based on the 910B5 SEG Revenue Worksheet completed based on the current unit value. The plan must align with your school's 5-year growth plan including staffing, facilities, educational program and mission. Attach as Appendix K.

A.(3) Provide a detailed narrative description of the revenue and expenditure assumptions on which the proposed 5-year budget plan is based. Present budget priorities that are consistent with, and support key parts of, the plan including your school's mission, educational program, staffing, and facility. Present realistic evidenced-based revenue and expenditures assumptions.

Budget Narrative -

Revenue - The applicant has made the following assumptions that form an integral part of the five-year projected budget- costs and revenue estimates:

- 1. HSA enrollment for the day and evening programs are as follows: 170 for the first year; 260 for the second year; 350 for the third year; 440 for the fourth year; and 500 as the total enrollment cap in the fifth year. The budget reflects the projections for each of the five 910B-5 revenue estimates worksheets. Special education student enrollment is projected at 15% C level of the day time enrollment and is higher than the special education student enrollment of 12% in GISD.*
- 2. Adult student evening classes are categorized as Grade 12 through Year 3. In year 3, the estimated number of adult students will be dependent on prior year evening enrollments, combined with the projections for traditional student enrollments in Grade 12.*
- 3. The T&E Index at Risk Factor is based on FY13 GISD statistics for Year 1 which is 1.094. The T&E index is reduced to 1.05 in subsequent years to more accurately reflect the qualifications of teachers HSA plans to hire.*

(See Appendix U (18) A.(3) for TABLE - Clarification of significant expenditures)

A.(4) Present viable strategies for meeting potential budget and cash-flow shortfalls, particularly for the first year of operation.

Strategies for Budget Control -

We have not included any funds from grants, foundation awards, donations, nor Federal/State or local funds, other than permissible sources under the PED guidelines.

Appendix J includes letters of support-- both financial and professional-- that confirm their willingness to provide funds that may be used to cover shortfalls in revenues due to enrolment shortfalls.

HSA's Plan for Enrollment Shortage – Should HSA experience enrolment shortfalls in the first year, reductions will be made in the following areas: teacher(s) salaries and pro rata benefits, supply assets, textbooks, software. In addition and if necessary, the Parent-Community Engagement Director FTE allocation could be reduced to .5 FTE. Our business manager is well schooled and experienced in real world budgeting. Furthermore, Mr. Ron Haugen, our Head Administrator has faced many challenges in operational, managerial and budgeting over the past 12 years as a superintendent of districts large and small, and is well suited to address financial and budgetary issues promptly and effectively.

A.(5) Attach a proposed salary schedule for licensed or certified staff as Appendix L.

B. Financial Policies, Oversight, Compliance and Sustainability.

B.(1) Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligned with and supports your school's educational program, staffing plan and job descriptions, and that demonstrates an understanding of your school's financial management obligations.

Financial Policies -

HSA will apply sound fiscal practices that conform to New Mexico State requirements and NMPED regulations as well as federal and local laws. To ensure proper administration of the school's finances, roles for the Governing Body, the Head Administrator and the Business Manager are clearly defined. The clear line of authority and a strong internal control structure will provide assurances of the financial health of the school. The Governing Board has established Finance and Audit committees which will meet monthly.

The Head Administrator will have ultimate responsibility for all management and fiscal decisions. These responsibilities include, but are not limited to, the proper oversight of the school's budget, hiring of employees, and monitoring of student data. The Head Administrator will ensure that all required reports are completed and submitted in a timely manner. The Business Manager will report to the Head Administrator and be responsible for conducting or ensuring that all fiscal activities of the school are conducted promptly and in compliance with the law. HSA has provided in the first year's budget, the provision for the purchase of APTAFund, accounting financial software.

The Governing Body will ensure that the school follows generally accepted principles of accounting, and sound business practices by requiring the Head Administrator and Business Manager to be present at all HSA board meetings. The following financial management policies will be employed to operate HSA's financial activities:

- Procurement as recommended in the NM Procurement Code (NMSA 1978, 13-1-1 et seq).*
- Budget policies that apply to the fiscal year, budget preparation and maintenance; and budget adjustment requests.*
- Segregation of duties – segregation of duties will be put in place at the school to ensure that no staff member has full control of all processes that include receiving, expending, reconciling and/or reporting of funds. These specific processes will be approved in advance by the Governing Board, thus protecting the school's assets, and limiting the possibility of fiscal fraud.*
- Cash management – Pursuant to NMAC 6.20.2.14, the school will put in place control mechanisms ensuring that only trained and designated personnel handle disbursement of funds and monies, and checks. In no instance shall the party initiating a request for disbursement, be the same party who approves that disbursement.*
- Receipt of funds – a log will be kept to record all money collected is deposited all monies received will be deposited in HSA accounts within one banking day of receipt.*
- Bank reconciliation -bank accounts and cash accounts will be reconciled monthly.*
- Compliance with the annual school audit as outlined in NM Audit Act (NMSA 1978 12-6-1 et seq*
- Such other policies to ensure that the school complies with the Public School Finance Act (NMSA 1978 22-8-1 et seq; Title 6, Chapters 19-21 of the NM Administrative Code and the NM Public School Accounting Budgeting Manual*
- Clear policy statements and administrative manuals outlining policy in relationship to the charter authorizer.*
- Clear policy statements with respect to the process for amending the school charter.*

HSA plans to contract for business management services the first year. From year two onwards, a full time Business Manager as well as a full time bookkeeper will be hired.

B.(2) Provide a description of the internal control procedures your school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to your school's procedures.

Internal Control -

HSA will develop a Generally Accepted Accounting Principles (GAAP) and financial and accounting procedures in accord with NMAC 6.20.2 to assure an accurate reflection of its finances, will ensure sufficient information for audit purposes, and will provide data in the format needed to submit accurate and timely Financial Reports to the NMPED.

(A copy of the HSA Internal Audit Policies Manual is included as Appendix N.)

The Head Administrator and the Governing Board will ensure that all personnel possess and maintain a level of competence that allows them to accomplish their assigned duties, as well as to understand the importance of developing and implementing good internal controls. Management will identify appropriate knowledge and skills needed for various jobs and provide needed training, as well as performance appraisals. The Head Administrator and Business Manager will be members of the Finance and Audit committees.

Specific elements of the HSA financial accounting plan are as follows:

The Governing Board and Head Administrator will establish and maintain an effective organizational structure and give appropriate consideration to the following matters --

- Create a system of measurement and accountability for employee performance.*
- Establish a policy in which the delegation of the responsibility for employee actions is combined with sufficient authority to perform the assigned activities.*
- Create and maintain budgets and financial reports which facilitate the discharge of assigned responsibilities and monitors activities at each level of the organizational structure.*
- Operate a system of checks and balances which separates incompatible activities to preclude absolute control by any individual or unit, provides for supervision by higher levels of management and for the monitoring of overall school district activities.*
- Provide an organizational structure to support district's framework for planning, directing, and controlling operations to achieve HSA goals and NMPED statutory requirements.*

The Finance Committee shall serve as an external monitoring committee on budget and other financial matters, and assist the Governing Board in carrying out its budgetary, financial oversight, and compliance obligations. The Head Administrator and Business Manager will be members of the committee. This committee shall make recommendations to the school board in the following areas:

- Financial planning, including reviews of the school district's revenue and expenditure projections;*
- Review of financial statements and periodic monitoring of revenues and expenditures;*
- Annual budget preparation and oversight; and*
- Procurement and guidance on capital improvements*

The Audit Committee shall:

- Evaluate the request for proposals for annual financial audit services;*
- Recommend the selection of the financial auditor;*

- Attend the entrance and exit conferences for annual and special school audits;
- Meet with external financial auditors at least monthly after audit field work begins until the conclusion of the audit;
- Be accessible to the external financial auditors as requested to facilitate communication with the board;
- Track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings;
- Provide other advice and assistance as requested by the Governing Board; and
- Be subject to the same requirements regarding the confidentiality of audit

The Audit Committee primary role is to provide assistance to management in fulfilling its responsibilities with respect to its oversight of the following:

- The quality and integrity of the district's accounting and reporting practices and controls, and the financial statements and reports of the district;
- The district's compliance with legal and regulatory requirements;
- The independent auditor's qualifications and independence; and
- The performance of both HSA's internal audit function and independent auditors

B.(3) Identify the plan for placing adequate personnel in place to perform financial tasks that is supported by your school's organizational structure and budget. Include job qualifications and responsibilities.

Financial Personnel -

The budget includes an allocation of funds to contract the services for business management for the first year. HSA will employ a full time business manager and book keeper from year two thereafter. The Business Manager under the supervision of the Head Administrator will oversee 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. He/she must have the following areas of competencies as listed in NM Statutes [6.63.12.6 to 12.11 NMAC - N, 01-01-03; A, 10-31-07]:

I. Legal issues: The school business official understands and demonstrates the ability to:

- 1. identify the state and federal constitutional rights that apply to individuals within the public education system;*
- 2. review and analyze appropriate statutory and constitutional authority regarding the administration of public schools;*
- 3. review and analyze significant statutory issues relative to financial resource management.*

II. Financial resource management: School business officials must be able to demonstrate, understand, and comprehend the principles associated with school finance, budgeting, financial planning, accounting, auditing, financial reporting, cash management, investments, debt management and technology for school business operations.

1. Principles of school finance: The school business official understands and demonstrates the ability to apply all New Mexico state statutes and regulations as they apply to public schools including but not limited to:

- a. Procurement Code, Sections 13-1-28 to 13-1-199, NMSA 1978, as may be amended or reenacted;*
- b. New Mexico PED manual of procedures in its most current form;*
- c. department of finance and administration rules as set forth in Title 2 of the NMAC, as may be amended, replaced, or otherwise changed; and*

- d. New Mexico state auditor rules as set forth in Title 2 of the NMAC, as may be amended, replaced, or otherwise changed;*
- 2. Budgeting and financial planning: The school business official understands and demonstrates the ability to:*
- a. apply the legal requirements for budget adoption;*
 - b. prepare a local budget calendar to meet the time constraints of budget preparation;*
 - c. recognize and analyze significant social, demographic and economic changes which may impact the financial plan of the district;*
 - d. recognize and forecast the major sources of revenue available to public schools from local, state and federal levels of government;*
 - e. analyze the impact of shifts in local, state and federal funding and its effect on local spending plans;*
 - f. recognize and explain internal and external influences on the budget;*
 - g. recognize multiple approaches to determine reliable enrollment and personnel projections;*
 - h. interpret the state funding model;*
 - i. prepare revenue projections and estimates of expenditures for school sites and district-wide budgets;*
 - j. identify various methods of budget analysis and management;*
 - k. exercise budgetary management; and*
 - l. apply analytical procedures for budgetary analysis;*
- 3. Accounting, auditing, and financial reporting: The school business official understands and demonstrates the ability to:*
- a. understand the use and role of internal and external audits;*
 - b. prepare and analyze interim and annual financial statements;*
 - c. report the financial status and operating results to the local board of education;*
 - d. determine revenues and expenditures by fund using state-approved charts of accounts;*
 - e. develop and maintain all fixed assets inventory in accordance with applicable governmental accounting standards board pronouncements;*
 - f. use the annual audit report to improve financial tracking and reporting; and*
 - g. apply the appropriate basis of accounting in accordance with applicable governmental accounting standards board pronouncements in measuring financial position and operating results.*
- 4. Cash management, investments, and debt management: If applicable to the school district in which he or she is employed, the school business official understands and demonstrates the ability to:*
- a. use lease purchasing and joint powers agreements;*
 - b. select banking and other financial services;*
 - c. recognize the statutory limitations on investment options available to a school district;*
 - d. apply procedures for implementing and monitoring internal transfers and loans; and*
 - e. apply the process of issuing long-term general obligation bonds including the bond rating process and the role of the bonding attorney and rating services.*

(See Appendix D for a job description for Business Manager)

B.(4) Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of your school.

Financial Oversight -

HSA's Fiscal Management Goals - HSA's Governing Body understands that the quality of the school program is directly dependent on the effective, efficient management of all available funds. The long term viability and sustainability of the school can best be accomplished through adherence to well recognized fiscal management policies. The goal of HSA's Governing Board will be to fulfill its responsibility of fiscal management and integrity by confirming in their oversight responsibility that

funds are expended for the purposes to which they are allocated and permitted under the laws of New Mexico. As part of HSA's fiscal management, it is the Finance Committee's mission:

- To engage in detailed and extensive advance planning, with staff and community involvement, in order to develop budgets and to guide expenditures so as to achieve the greatest educational returns and the greatest contributions to the educational program in relation to dollars expended.*
- To establish levels of funding that will accommodate high quality educational instruction and availability of resources for all students.*
- To use the latest proven processes to review budgetary processes and management decision making.*
- To provide detailed, timely and sufficient information to the Governing Body to fulfill their fiscal and oversight responsibilities.*
- To help to establish and instill the use of generally accepted accounting, reporting, business, purchasing and delivery, payroll processes, as well as checks and balances in the payment of vendors and contractors, and all other areas of fiscal management.*

(See Appendix N for HSA Internal Audit Policy Manual)

B.(5) Describe your school's strategic vision (long-range planning) for the sustainability of your school. Discuss the plans for addressing enrollment that does not meet the projections stated in your application.

School Sustainability -

Appendix M includes written statements from three established and independent entities willing to support the proposed charter school through financial contributions, grant support, and technical and other professional guidance:

- 1. A letter from Dr. Tomas A. Magana, Founding Director, FACES for the Future Coalition, evidences his willingness, as well as the Public Health Institute to support HSA. Dr. Magana states in his letter, "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".*
- 2. A letter from Healthy Futures, a 501 C (3) New Mexico educational entity, confirms the organization has pledged to provide \$100, 000, for professional development and other planning expenses for HSA charter school.*
- 3. A letter from all five New Mexico Congressional delegation, addressed to USDE. in support of a charter school planning grant. Should the grant be approved buy USDE, funds would be used exclusively to support the HSA charter school, if and when the charter is granted. The USDE proposal will include a request for \$150,000 per year for three years to support HSA in the planning year and subsequent two years of operation.*
- 4. The Governing Board includes several members with demonstrated experience and success in raising significant funds for educational purposes. Governing Board member Mary Carter secured in excess of three million dollars for the El Paso ISD and for the Women's Intercultural Center. Similarly, Governing Board member Raphael Nevins has raised millions of dollars for New Mexico non profit organizations.*

Ultimately, the fiscal solvency and sustainability of HSA will be dependent on the capacity and energy of the school leadership. The Head Administrator, Mr. Ron Haugen, has more than 38 years of educational and administrative experience in New Mexico and Texas school districts. Mr. Haugen's more than twelve

years of experience, as a school superintendent has confirmed his abilities to assure the fiscal integrity and stability of the proposed charter school.

Evidence of Support

A. Describe the type of outreach to be conducted to make students and families aware of the proposed charter school and give evidence of the support you received in response.

Outreach Activities -

The HSA team conducted a community meeting for neighborhood residents in Anthony, NM on May 5, 2013 at the Women's Intercultural Center. Community members distributed flyers, and posted notices in public places throughout the Gadsden region. An announcement of the community meeting was printed in the Las Cruces Sun News events section. HSA founders and Mr. Haugen explained the mission of the proposed school. A question-answer session was conducted in both English and Spanish. A high level of interest and positive feedback was evidenced at the meeting. A similar meeting took place in the Tierra Madre, Santa Teresa community meeting place; other community informational meetings are planned for Chaparral and Mesquite communities.

B. Provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.

Evidence of Support -

To date the HSA team has collected over 400 signatures from parents and stakeholders in the local community in support of the charter school. Individuals who have indicated interest and support for HSA represent the communities listed in the table with corresponding zip codes.

(See Appendix U (page 22) B for TABLE - Communities Represented by Zip Codes)

Parents with children who indicated interest also completed a questionnaire and submitted details about the number of elementary, middle and high school students in their families:

- 108 elementary school students*
- 42 middle school students*
- 61 high school students*
- 50 adult students*

C. Explain the founder(s)' ties to and knowledge of the community your school is intended to serve.

Community Ties -

Ms. Lorna Samraj and Mr. Raphael Nevins, founders of HSA, have 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 to continue their studies. 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), Ms. Samraj, managed the nonprofit firm's SES tutoring program—serving over 300 students in the Gadsden ISD over the past eight years, and gained understanding and appreciation of students' families and their academic challenges. She has worked with the Paso del Norte Health Foundation, and has sponsored numerous health related essay contests for elementary, middle and high school students in Dona Ana County. Most recently, and in collaboration with the New Mexico Children's Foundation, and the Women's Intercultural Center, Ms Samraj implemented Andele's Programa de Lectura de Verana, a summer reading camp for Grades 1-8 students in Anthony, NM.

Over the past eighteen months Raphael 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 the opportunity to participate in healthcare internships at southern New Mexico and El Paso hospitals.

During the last year and a half, the HSA team has actively engaged the Gadsden community seeking advice, collaboration, input and to inform regarding the proposed charter school. Founders have met with community members at the Women's Intercultural Center in Anthony, elected officials of the City of Anthony, executives at La Clinica de Familia, Memorial Hospital and Mountainview Regional Hospital, and Dona Ana County commissioners, as well as with representatives of the Tierra Madre Land Trust in Sunland Park.

The list below highlights community contacts and meetings with community members:

- Mary Carter, Executive Director, Women's Intercultural Center, Anthony, NM*
- Brenda Zapien, President of the Board, Tierra Madre, Sunland Park*
- Carmen Burciaga, community member, Mesquite*
- Norma Gotzmann, community member, Anthony*
- Steve Fishman, Reading First, Las Cruces*
- Representative Joseph Cervantes, Las Cruces*
- Terri Garcia, Senior Vice President, Bank of America, El Paso*
- Melanie Goodman, Field Rep, Senator Tom Udall, Las Cruces Office*
- Peter Ibarbo, Community Outreach Director, Congressman Stevan Pearce, Las Cruces Office*
- David Garcia, Dona Ana County Commissioner*

D. Explain any partnerships, networking relationships, or any resources or agreements that are planned with these persons or entities.

Community Relationships -

A shortage of healthcare employees is a growing factor in New Mexico and the rest of the country as the proportion of the elderly increases. New Mexico has a long history of being a "medically underserved area". Perhaps more significantly, the ethnic diversity of the state's residents is not reflected in the healthcare workforce. (Recent Studies and Reports on Physician Shortages in the US, Association of American Medical College, 2011).

(See Appendix U (page 23) D. for CHARTS - "Projected Growth of Healthcare Occupations in U.S. 2006-2016, and chart that depicts Latino representation in healthcare fields.)

Faculty and administrators from the educational institutions listed below;, healthcare providers and community organizations have evidenced strong interest and support in a plan to engage as partners with our Academy. Their interests include preparing Gadsden area students to enroll in challenging classroom online courses as they prepare for healthcare professions.

- *Biomedical Institute of the Americas*
- *Dona Ana Community College – Health Occupations Program*
- *El Paso Children’s Hospital*
- *El Paso Community College*
- *Faces to the Future Foundation*
- *La Clinica de Familia*
- *Medical Center of Americas Foundation*
- *NMSU - College of Education and College of Health Sciences*
- *Women’s Intercultural Center*

Our educational and healthcare partners offer HSA students unique access to, and mentorships with leading healthcare professionals, meaningful internships and hands on learning opportunities. HSA students will participate in a sequence of field experiences that allow them to develop and apply their knowledge and competencies in our standards-based common core curriculum.

New Mexico State University – College of Health Sciences- has agreed to collaborate with HSA in order for students to enroll in online university courses, to gain dual credit toward both degree and healthcare professional programs. This arrangement will re-enforce the HSA culture of success, instill student self-confidence, and help to assure and confirm their readiness to enter university and/or careers. HSA plans to explore and establish partnerships with other area universities and community colleges that may offer online courses including health education, anatomy and physiology, biochemistry, and medical records transcription. HSA staff will work with individual students to identify appropriate coursework that will support entry requirements to area universities and community colleges, and strengthen career readiness in health occupations. The Health Career Internship Director will help students to use the HSA Health Career Proficiency standards scores in their application and job searches.

Prospective partnerships with health science professionals to advance student internships include

- *Mark Kittleson, Chair, Department of Health Science, NMSU*
- *Sue Forster-Cox, Assoc. Professor, College of Health and Social Services, NMSU*
- *Karin Wiburg, Director of Research, College of Education, NMSU*
- *Jerry Settles, Owner, Del Oro Dairy, Anthony*
- *Deborah Chasco, Director of Nursing Administration, El Paso Children’s Hospital*
- *Paul Ocon, Chief Nursing Officer, El Paso Children’s Hospital*
- *Martin Lopez, COO, La Clinica de Familia, Dona Ana County*
- *Emma Schwartz, President, Medical Center of the Americas Foundation*
- *Tomas Magana, Founding Director, Faces to the Future / Public Health Institute*

The HSA team will continue to conduct a series of community forums and information sessions in order to further extend partnerships with community organizations and prospective families as school founders and partners. An extensive marketing and outreach plan will ensure that the school attracts and enrolls a very diverse cross-section of learners and families. The intent is to create a viable alternative for students who have traditionally been viewed as underachieving. Our recruitment strategies in these underrepresented southern New Mexico communities, such as Anthony, Chaparral, and Sunland Park, will actively engage families in the governance and operation of HSA.

E. Comparing your educational program with those of other public schools in the geographic area where you are seeking to locate, demonstrate the uniqueness, innovation, and significant contribution of your proposed school and why it is a needed option for the students served by the existing school(s).

Uniqueness of Proposed School -

No other public school in the district offers students a chance to participate in real world career readiness experiences, have exposure to a variety of health and wellness careers, and serve adult populations, as well as returning veterans, that seek health career preparedness while completing their high school diploma.

Health Science Career Pathways – The first innovative feature of HSA is the focus of preparing students for health science careers, by blending common core curriculum with a health science focus. Health careers will be addressed within the context of presenting course work through an inter-disciplinary lens helping students see the connection between academic skills and career readiness. HSA will prepare students to be college ready leading to careers in healthcare, health science and health education. Internship opportunities with our healthcare partners will offer HSA students unique access to mentorships with healthcare professionals, and hands on learning opportunities that complement classroom academics.

Evening Program – HSA will be the singular public educational entity in the district to offer returning veterans and other adult students an opportunity to complete their high school diploma in an Evening Program. As the demand for workers in healthcare professions continue to outpace employment opportunities for adults to have a second chance to complete their education will have great benefits to the individual as well as to employers in the local community.

F. *Optional.* Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

Letters of Support -

Letters of support from the individuals listed below are included as Appendix M.

FINANCIAL SUPPORT

- 1. Healthy Futures, Inc., Nancy Duhigg, Secretary*
- 2. Public Health Institute / Faces to the Future, Dr. Tomas Magana*
- 3. Charter School Development Corporation, Laura Fiemann, Vice President*
- 4. New Mexico Congressional delegation*

HEALTHCARE INTERNSHIP PARTNERS

- 5. El Paso Children's Hospital, Deborah Chasco, Director of Nursing Administration*
- 6. La Clinica de Familia, Dona Ana County, Martin Lopez, COO*
- 7. New Mexico School Based Health Alliance, Beth Hamilton, Executive Director*
- 8. Medical Center of the Americas Foundation, Emma Schwartz, President*
- 9. Morgina Rao, Governing Board member*

EDUCATIONAL PARTNERS

- 10. NMSU - Dr. Mark Kittleson, Head, Department of Health Sciences-College of Health Science*
- 11. Dr. Manjula Shinge, Assistant Professor, Emporia State University, HSA Board Member*
- 12. Margie Lockwood, Special Education consultant*

COMMUNITY LEADERS SUPPORT

- 13. Women's Intercultural Center, Anthony, Mary Carter, Executive Director*
- 14. Bishop Ricardo Ramirez, Catholic Diocese of Las Cruces*
- 15. Mayor Arnulfo Casteneda, City of Anthony, NM*

16. Rick Miera, Representative, State of New Mexico; Chair, Education Committee

17. Dr. Emma Schwartz, President, Medical Centers of Americas

Enroll the student, engage the family - Inscribiendo al estudiante-incluyendo a la familia

Appendices and Attachments

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