



HORIZON ACADEMY WEST CHARTER SCHOOL

5 Year Facilities Master Plan / Educational Specification

FINAL • 2017-2022 • # 5293



Charter School Overview

Horizon Academy West (HAW) Charter School

Charter Agreement

Horizon Academy West (HAW) Charter School was originally granted charter in 2003. The School's charter was renewed for a term of 5 years beginning July 1, 2013 through June 30, 2018.

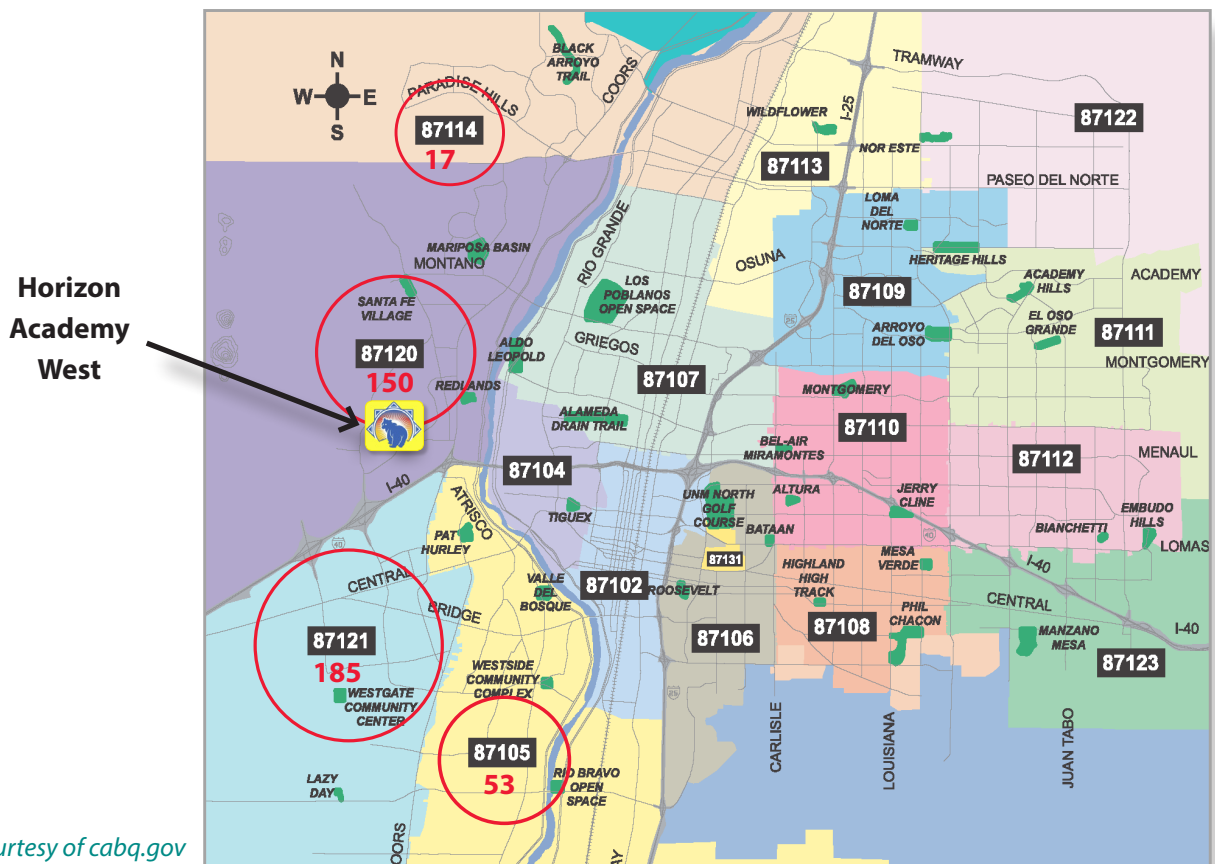


The School serves students from Pre-K to 5th grade. The enrollment cap is 500. The school has an associated not-for-profit foundation which is designated as a component unit of the School.

Horizon Academy West Service Area

HAW is located on the Westside of Albuquerque, New Mexico. It is within the Albuquerque Public School District. The HAW address is 3021 Todos Santos St., 87120. While students in and out of the APS District may attend HAW, most of HAW students reside in the neighborhoods surrounding the school.

Approximately 85% of HAW students reside in the 87120 and 87121 zip code areas of Albuquerque. The remaining reside in the zipcodes near the school as shown on the map below. The total students from each zip code is located in red text. Zip codes with 5 or less HAW student residents are not shown.



Charter School Overview

Charter School Enrollment Cap

HAW has a maximum capacity of 500 K - 5th grade students as identified in its State Charter. The school also houses 40 Pre - K students / 20 students in morning session and 20 students in afternoon session.

Acknowledgement Statement of New Mexico Adequacy Standards

State wide Adequacy Standards NMAC 6.27.30

HAW is aware of that they do not comply with all New Mexico Adequacy Standards (NMAS).

The areas where HAW does not meet NMAS include:

- Library sf - below NMAS
- Computer lab sf - below NMAS
- Pre-K - Kindergarten Classrooms sf - below NMAS
- Art Classroom sf - below NMAS
- Playfield - Do not have
- Parent work space - Do not have

Charter - Alternative School Statewide Adequacy Standard Variance

HAW uses alternative delivery methods to provide students with public school services that are not available within HAW facilities such as:

- Use of municipal park for outdoor physical education

Table of Contents

SECTION 1: GOALS AND PROCESS

1.1 - Goals

1.1.1 - School Mission Statement

1.1.2 - Educational Philosophy

1.1.3 - Serving the Community

1.2 - Process

1.2.1 - Data Gathering and Analysis

Master Plan Team

1.3 - Acronyms & Definitions

SECTION 2: EXISTING CONDITIONS

2.1 - Programs and Delivery Methods

2.1.1 - Programs Overview

2.2 - Proposed Enrollment

2.2.1 - N/A

2.2.2 - Phased Enrollment

2.2.3 - Classroom Loading Policy

2.2.4 - Classroom Needs

2.3 - Site and Facilities

2.3.1 - Location / Site

HAW Aerials

2.3.2 - N/A

2.3.3 - N/A

2.3.4 - Facility Evaluation

FAD Executive Summary

2.4 - Utilization Analysis

Factors Affecting Utilization and Capacity

2015-16 Utilization Analysis

Utilization and Capacity Tables

Projected Utilization Analysis

Utilization and Capacity Tables

2015-16 HAW PTR Analysis

2.5 - Facility Maintenance

Preventive Maintenance Plan

Table of Contents

SECTION 3: PROPOSED FACILITY REQUIREMENTS

3.1 - Facility Goals and Concepts

3.1.1 - Facility Goals

3.1.2 - Concepts

Safety Security

Outdoor Physical Education Space

Additional Classrooms

ADA Signage

SECTION 4: CAPITAL PLAN

4.1 - Total Capital Needs

HAW Charter School capital plan

Facility needs spreadsheet

Capital funding sources

Proposed capital plan

Capital plan options and probable costs

Proposed options floor plans and phasing diagrams

Existing and proposed footprint

Quantity and size of spaces

Program of spaces based on educational specification and program statement

SECTION 5: SUPPORT MATERIAL

5.1 - Sites and Facility Data Table

5.2 - New Mexico Adequacy Standards (NMAS) Summary

5.3 - HAW Existing Aerials

5.4 - HAW Existing Floor Plans

5.5 - Appendix

Goals / Process

1.1 GOALS



1.1.1 School Mission and Value Statements

Mission

Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.

1.1.2. Educational Philosophy / Program of Instruction

- *Every student participates in a reading block at their reading level with small group instruction. Students are evaluated several times a year for a placement at their level. Between evaluations, teachers can identify students who are out-pacing their group or struggling and have students moved at the teachers' discretion to a group with a commensurate skill set. From 3rd to 5th grade all students participate in small group instruction for math, students move to a higher level as they become proficient at their initial placement.*
- *The use of technology and equipment is integrated into classroom strategies to improve levels of achievement of the Common Core standards and benchmarks, which includes technology literacy.*
- *The School has a four day school week which provides the required instructional hours during these days; students attend school four days a week.*
- *Horizon Academy West offers before school and after school programs that focus on homework help and brings community-based projects into the School.*
- *Many evening events take place in the gym, such as basketball games and tournaments, girl scouts, boy scouts, dances, as well as school sponsored science, math*

Goals / Process

and art nights.

1.1.3 Serving the Community

HAW has several programs in place to engage the schools' community. One staff member is the Community Outreach Coordinator. Some of the programs the school incorporates into its mission are:

- Family and Community Engagement (FCE)
- Parent Teacher Organization (PTO)
- Providing at no cost Multi - Purpose room for community based sporting events and meetings.

1.2 PROCESS

1.2.1 Data Gathering and Analysis

The HAW Governing Board commissioned the development of this 5 Year Facilities Master Plan (FMP) / Educational specification to serve as a reference and guide for Horizon Academy West Charter School. Cynthia Carter, Director; Diana Cordova, Business Manager; and Shalom D'elia, Office Manager are the three primary contacts for the school regarding this plan.

It is recommended that this plan be reviewed yearly and modified as necessary to reflect the direction and accomplishments of HAW. It is the responsibility of HAW to review and revise the content of this FMP / Educational specification a minimum of every 5 years.

Data Gathering

This document is based on data obtained through in depth interviews with the HAW Director, staff, faculty, Governing Council members, and visual assessments of the leased HAW facilities.

Participatory process

The following meetings were held to obtain the priorities for the Horizon Academy West FMP / Educational specification.

Goals / Process

Horizon Academy West Charter School 2016 FMP

FMP Process & Schedule

17-Dec-16

Participants	Meeting Description	Location	Date	Time	
HAW Core FMP Committee	Strategic Planning Mtg.: Review PSFA concerns; Establish FMP Process & Schedule; Establish Roles & Responsibilities & Decision Making Process; Establish Committees; Discuss FMP Goals; School Issues, Concerns & Needs	Admin Conference Room	Wednesday 16 -Mar-16	11:30 - 1:00pm	1
Greer Stafford	Interviews and Facility Assessments		22-Mar-16	9:00 - 11:00am	2
Greer Stafford	Interviews: Raul Riez; Maintenance	Phone	25-May-16		3
Greer Stafford	Interviews: Diana Cordova, Shalom Delia; Technology, SpEd, Pre-K, Food Service, Transportation	Admin Offices	28-Jun-16		3
HAW Core FMP Committee	Review Data; Review 1st FMP Advisory Committee presentation; Review Student and Advisory Committee Surveys; Discuss FMP Goals; School Issues, Concerns & Needs; Develop Agenda for 2nd Advisory Committee Mtg	Admin Conference Room	20-Jun-16		3
1st FMP Advisory Committee	Review & Discuss FPM Process & Schedule; Review & Discuss Data & School Background Info; Review and Input on Surveys; Input on FMP Goals, Issues, Concerns & Needs	Admin Conference Room	20-Jun-16		3
HAW Core FMP Committee	Review Data; Review 1st FMP Advisory Committee input; Review Survey Results; Review 2nd FMP Advisory Committee presentation; Discuss FMP Goals; School Issues, Concerns & Needs; Develop Agenda for 3rd Advisory Committee Mtg	Admin Conference Room	19-Oct-16		4
2nd FMP Advisory Committee	Review & Discuss Data; Review Survey Results; Input on Goals, Issues, Concerns & Needs; Input on School Priorities	Admin Conference Room	19-Oct-16		4
HAW Core FMP Committee	Mtg with PSFA to discuss and start development of the Preventive Maintenance Plan	Admin Conference Room	30-Nov-16		7
HAW Core FMP Committee	Review FMP Community / Governing Board presentation.	Admin Conference Room	11-Jan-17		8
Governing Board	Adopt FMP	Admin Conference Room	11-Jan-17		

Goals / Process

HAW Governing Board Adoption

The HAW Governing Board adopted the FMP/Educational Specification on January 11, 2017

HAW Staff and Faculty Participants

Cynthia Carter, Director
Diana Cordova, Business Manager
Shalom Delia, Office Manager
Maria Chavez, HAW Parent

PSFA Representatives

John Valdez, Master Planner / PSFA
Larry Tillotsun, Head Maintenance / PSFA

Planning Professional



Marilyn Strube, Head Planner
Charlene Johnson, Planner

1.3 ACRONYMS & DEFINITIONS

ADA- Americans with Disabilities Act

Building Efficiency – the ratio of net assignable square feet to gross square feet (NASF/GSF)

BBER – University of New Mexico Bureau of Business and Economic Research

CIP – Capital Improvement Project

ESL – English as a second language

FAD – Facility Assessment Database

FCI – Facility Condition Index (see NMCI), a ratio of facility value to cost of improvements

FMAR - Facilities Maintenance Assessment Rankings

FMP – Facilities Master Plan

GIS – Geographic information system

GSF – Gross square feet, or the sum of net assignable square feet plus all other building areas that are not assignable. This “left over” area is called “tare.” Tare includes areas such as hallways, mechanical areas, restrooms, and the area of interior and exterior walls.

HAW- Horizon Academy West

HS – High school

HVAC – Heating, ventilation and air conditioning

IEP – Individualized Education Plan

IT – Information technology

MEC – Materials, equipment and commodities

MS – Middle school

NASF – Net assignable square feet, or the total of all assignable areas in square feet

NMAS – New Mexico Adequacy Standards

NMCI – New Mexico Condition Index (see FCI)

PED – New Mexico Public Education Department

PSCOC – Public School Capital Outlay Council

PSFA – Public School Facilities Authority

PTO – Parent Teacher Organization

PTR – Pupil/teacher ratio

SPEd – Special Education

STARS – Student Teacher Accountability Reporting System

STEM – Science, Technology, Engineering, Math

TPC – Total project cost, or the total cost of the project including fees, moveable equipment, land acquisition (if any), administration, and contingencies

Goals / Process

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Existing and Projected Conditions

2.1 PROGRAMS AND DELIVERY METHODS

2.1.1 Programs Overview

HAW offers all state required Elementary School instruction. The school has implemented Common Core State Standards.



The HAW curriculum is rooted in the educational philosophy summarized on the previous page. All classes take place in the permanent facility.

Shared /Joint use facilities

HAW does not share or has joint use facilities with other educational facilities. HAW does use the municipal park near the school for physical educational classes regularly.

Schedule

Kindergarten - 5th grade classes begin at 7:45 AM; dismissal is at 3:30 PM. Pre - Kindergarten morning session classes begin at 7:45 AM; dismissal is at 10:45 AM, afternoon session classes begin at 12:30 PM; dismissal is at 3:30 PM.

HAW Lunch Schedule:

Lunch Times		
Cafeteria	Recess	Grade
11:15-11:35	11:35-12:05	Kinder.
11:25-11:40	11:40-12:10	1st
11:35-11:50	11:50-12:20	3rd
11:45-12:00	12:00-12:30	2nd
11:55-12:10	12:10-12:40	4th
12:05-12:20	12:20-12:50	5th

Organization

HAW student body consists of grades Pre-K - 5th and is organized according to grade level. The number of classes in 2015-16 per grade level are:

All Pre-K and Kindergarten classes have 1 educational assistants per class.

2015-16 # Teachers	Grade Level
1	Pre - Kindergarten
4	Kindergarten
4	1st grade
4	2nd Grade
4	3rd Grade
3	4th Grade
3	5th Grade

Existing and Projected Conditions

Special Curricular Instruction

HAW offers the following special curricular instruction:

- Art
- Physical Education (PE)
- Library
- Computer Instruction
- Special Education

Special Education

HAW offers Special Education for all students. SPED is an important part of the HAW community. The School offers inclusion and special pullout instruction for all students.



HAW Library

HAW has two full time Special Education teachers and one assistant. The school contracts with one Social Worker, one Speech Language Therapist and one Diagnostician. Because of crowding, students with special needs have a difficult time with mobility in shared common spaces.

Pre-K

In 2011, HAW incorporated Pre-K classes. The Pre-K class at HAW is a New Mexico Pre-K program. HAW has morning and afternoon Pre-K. Enrollment is capped at 40 students evenly divided between the two sessions.



HAW Pre-K Classroom

Technology Instruction

HAW classrooms are equipped with desktop computers, projectors and white boards. Students also have access to tablets, lap top computers for use in the classrooms. The School has a dedicated computer lab which is used for pull out instruction. The computer lab is smaller than NMAS requirements. Testing is done in the classrooms and computer labs. Full technology device counts are located in the Appendix.



HAW Classroom with desktop computers

Existing and Projected Conditions

Physical Education

HAW students participate in Physical Education (PE) at least once per week which are consistent with New Mexico Public Education Department (PED) PE Standards. The school has on site PE in the Multi-Purpose room. The Multi-Purpose room is equipped for basketball and other sports. The school has small playgrounds, however any outdoor PE must be done at the municipal public park across the street from the school.



HAW Multipurpose Room

General Use Classrooms

HAW classrooms are in good condition and are adequate. Due to growing enrollment HAW would like to add two new classrooms.



HAW General Use Classroom

Existing and Projected Conditions

Food Services

Food Services are provided by Canteen. The School has a warming kitchen on site. Students are served breakfast and lunch in the Multi-Purpose room. The School also has the option of a salad bar daily. Approximately 100% of all HAW students participate in school served lunches.



HAW Kitchen



HAW Multipurpose Room

2.2 PROPOSED ENROLLMENT

2.2.2 Phased Enrollment

The enrollment maximum capacity for Horizon Academy West is 500 K – 5th grade students as set forth in its original charter. Originally the school enrolled K - 8th grade. In 2008-09 HAW discontinued 7th - 8th grade classes, and added Pre -K classes. The school enrolls 40 Pre-K students. The school anticipates an enrollment of approximately 450 K - 5th grade students and 40 Pre-K students.

Grade Levels	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
K	60	57	55	59	78	73	76	76
1st	65	63	64	65	63	79	79	73
2nd	66	65	64	68	66	54	87	77
3rd	65	65	65	66	63	65	56	87
4th	72	71	64	67	69	59	72	55
5th	68	68	68	67	68	67	68	67
6th	37	42	32	43	30	20	19	
TOTAL	433	431	412	435	437	417	457	435

Projected Enrollment

HAW intends to keep enrollment stable at approximately 450 K - 5th grade students and 40 Pre-K Students through the next 5 years. The School may seek to increase enrollment cap if the school can lease additional classroom space in the near future.

Existing and Projected Conditions

2.2.3 Classroom Loading Policy

HAW meets all requirements from Public Education Department for classroom loading. It currently does not exceed classroom loading.

2015-2016 Enrollment

435 - Kindergarten - 5th Grades

40 - Typically Developing Pre - K Students / 20 Morning Session, 20 Afternoon Session

Average Pupil to Teacher Ratio (PTR) 20 : 1

2.2.4 Classroom Needs

Currently HAW facilities are utilized well for their current enrollment. The School does not anticipate adding or reducing the amount of classrooms at this time. HAW will be presenting possibilities for classroom additions next year to their Governing Council. This would allow HAW to increase their enrollment cap. Supporting documentation of utilization is provided in section 2.4 Utilization Analysis.

The school does however have other needs that relate to carrying out their educational programming. They include:

- Installing 2 new classrooms for increased enrollment
- Play field for outdoor activity and Physical Education
- Address maintenance and preventive maintenance issues
- Install ADA signage
- Install additional data points for technology upgrades in all classrooms
- Update technology infrastructure and equipment

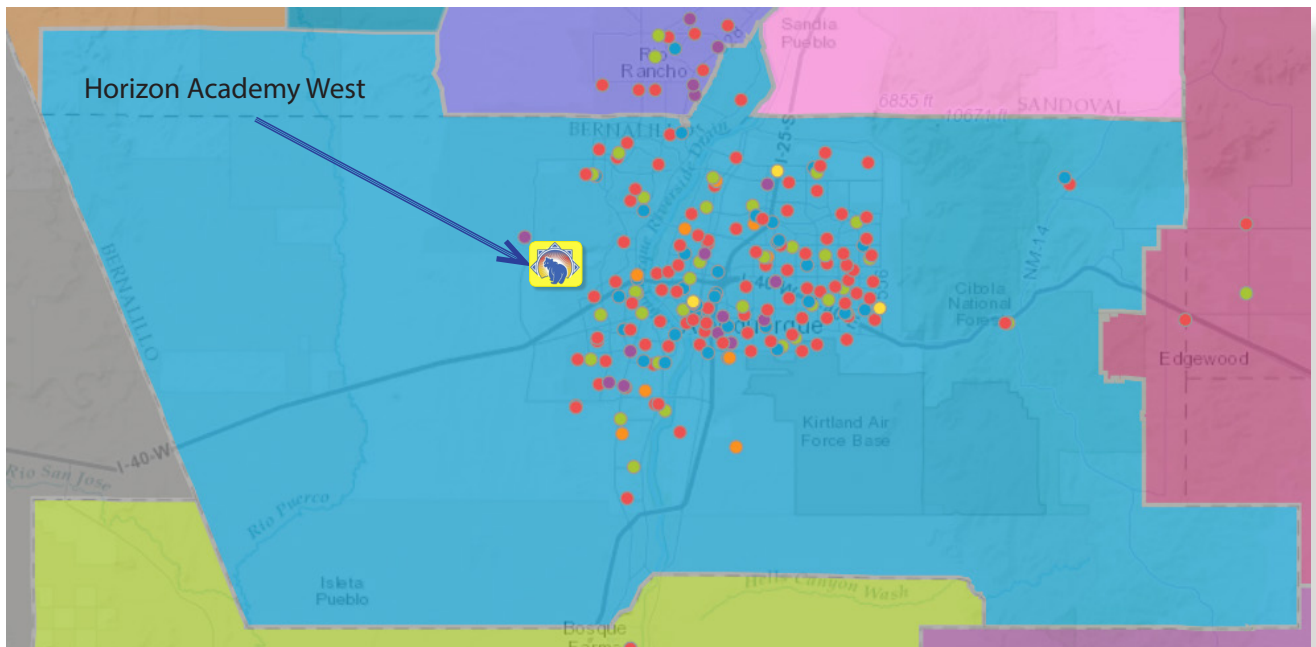
A full list of all HAW needs with costs is located in Section 4, Capital Plan.

Existing and Projected Conditions

2.3 SITE AND FACILITIES

2.3.1 Location / Site

Horizon Academy West Charter School (HAW) is located at 3021 Todos Santos St., Albuquerque, New Mexico, 87120. HAW is a State Charter school located within the Albuquerque Public School District. The map below indicates the location of HAW within the Albuquerque Public School District.

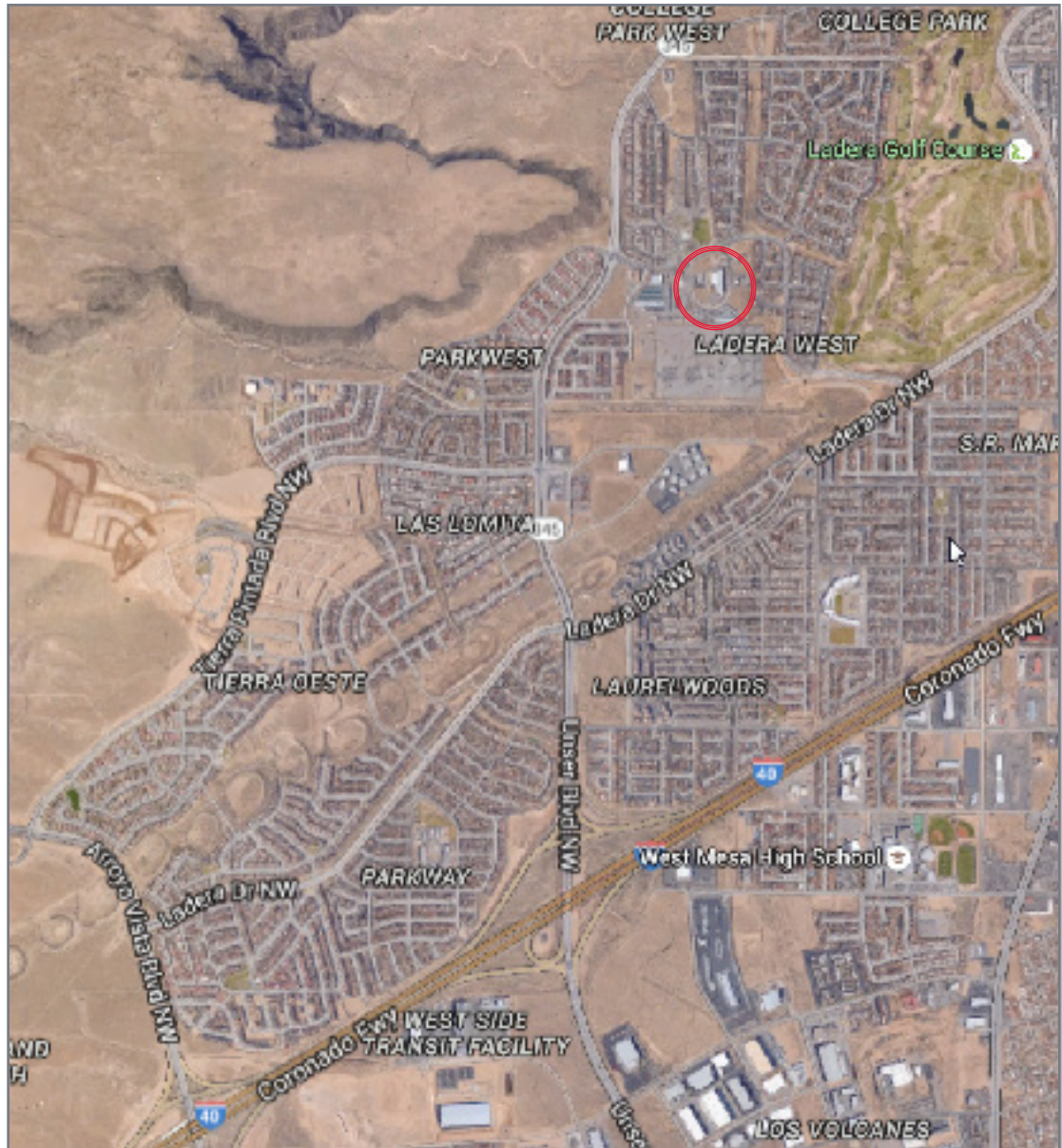


HAW has occupied the location at Todos Santos St. Since 2013. The building was constructed in 2002 for commercial use. It was purchased and renovated for additional classrooms by the HAW Foundation and was in use by 2013. In compliance with HB-283 which states that all charter schools must be housed in public facilities, HAW leases the facility from the not for profit HAW Foundation which owns the building and land.

Existing and Projected Conditions

HAW Aerial

The aerial below depicts a satellite image of HAW location. The HAW site is surrounded by subdivisions. It is on the west side of Albuquerque off Unser Boulevard.



Existing and Projected Conditions

A closer view of the HAW site located on Todos Santos St.



Existing and Projected Conditions

2.3.4 Facility Evaluation

FAD Executive Summary Report

The HAW FAD does not have an executive summary attached to it at this time. The HAW FAD is located in the Appendix of this document.

2.4 UTILIZATION ANALYSIS

Factors Affecting Facility Capacity

It is important to identify the *capacity* of a school facility to be able to determine if the size of the facility is in alignment with the student enrollment. Once a capacity for a school has been identified it is easy to determine if a school is being *utilized* to its optimum potential or if there is room for improvement. The following Utilization Study was undertaken with the understanding that HAW intends to increase the enrollment cap which would necessitate additional classroom space. This utilization study consists of two parts: the 2015-16 utilization and the projected 2017-18 utilization.

The 2015-16 utilization study is a representation of how the existing facilities are currently being utilized with a student population of 475 students. The 2017-18 utilization study is a projection of how the facilities might be utilized when the enrollment reaches its maximum charter enrollment of 500 Kindergarten – 5th grade students and 40 Pre-School students.

In this section there are three spreadsheets which contain the data used to develop the utilization study and the conclusions derived from that data. The spreadsheets identify the grades housed at HAW, Pre-K – 5th, the number of students in each grade, and the number of teachers and classrooms serving each grade. The spreadsheets also identify each classroom, the size of the classrooms and the number of students that should be assigned to the classrooms based on NM State Adequacy Standards (NMAAS) and the NM Public Education Department (PED).

The NM State Adequacy Standards (NMAAS) has identified the minimum size of a classroom based on the number of students in that classroom and a pre-determined minimum square footage per student. Kindergarten classrooms should be sized for 50 square feet per student, 1st – 5th grade classrooms should be sized for 32 square feet per student.

PED has identified the maximum number of students that should be assigned to a classroom based on grade level: Pupil to Teacher Ratio (PTR). If there is a difference between the number of students that should be assigned to a classroom based on NMAAS and PED, the more restrictive of the two numbers has been used in this study.

Functional Capacity, Maximum Capacity and Utilization Rate Percent

The 'Functional Capacity' for HAW is determined by identifying the maximum student load per grade level classroom. Support spaces such as special education, computer lab, multi-purpose room, art and the library are not counted in the functional capacity. The 'Maximum Facility Capacity' for HAW is determined by identifying the maximum student load of ALL grade level classrooms and support spaces.

An important calculation in the utilization study is the '% Classroom Occupancy'. This determines the overall efficiency of all grade level classrooms, but does not include support spaces. The State recommends a '% Classroom Occupancy' of 90-95% for elementary school classroom use.

Existing and Projected Conditions

This utilization study also determines the overall percentage use of all instructional spaces in the 'Utilization Rate Percent' column. This identifies the percentage of classrooms that are utilized for grade level instruction and the percentage of classrooms that are utilized for support spaces. A good ratio of grade level instruction to support space is 67%; a great ratio of grade level instruction to support space is 75%.

2015-16 Utilization Study Analysis

The 2015-16 spreadsheet is a reflection of the current school utilization. The 2015-16 study reveals that HAW houses 475 students in 23 grade level classrooms. The '% Classroom Occupancy' is 93% which is within the State's recommendation of 90-95%, reflecting good PTR. The majority of public schools in New Mexico fall within this range.

The 'Utilization Rate Percent' of HAW is 82%. This reflects that 82% of the instructional spaces at HAW are used for grade level instruction and only 18% for support space. This is a very efficient school, well above the 67% 'good' ratio and even above the 75% 'great' ratio. The majority of public schools in New Mexico fall below the 67% 'good' ratio.

At the bottom of the 2015-16 spreadsheet is a section titled 'Charter School: Based on NM Adq Std Square Footage/Student'. This identifies the State's recommended overall square footage of 61,176 sf for an elementary school with 475 students and the existing HAW 42,347 sf, which is 69% of the State's recommendation. This reflects that HAW accomplishes its educational program in a very efficient footprint, putting money in the classroom and not into the built environment. Every square foot of a built environment has to be maintained and has utility costs associated with it. The majority of elementary schools in New Mexico exceed the State's recommended square footage for their student population.

Existing and Projected Conditions

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SECTION
2

Existing and Projected Conditions

GRADE LEVEL	TOTAL CURRENT STUDENT 40th DAY COUNT	NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	CURRENT NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Pre-K	40		1	1
Kindergarten	76		4	4
1st Grade	73		4	4
2nd Grade	77		4	4
3rd Grade	87		4	4
4th Grade	55		3	3
5th Grade	67		3	3
TOTALS	475	0	23	23

SCHOOL HOURS	
School Start Time	7:45 AM
School End Time	3:30 PM
Total Hours in School Day	7.5
Number of Lunch Turns Per Day	6

District:	State Charter
School:	Horizon Academy West
Date:	2015-16

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)										DAYS AND HOURS SPACE IS USED					UTILIZATION			
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	Clrm SQUARE FOOTAGE	CURRENT STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	ASSIGNED CLASSROOM UTIL. % RATE	ASSIGNED CLASSROOM VS. # OF TOTAL CLASSROOM %	
Ortiz, C	Pre-K	Rm. 116	943	40	20	19	19	106%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Ortiz, C	Kindergarten	Rm. 108	886	19	20	18	18	107%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Martinez, S	Kindergarten	Rm. 111	973	19	20	19	19	100%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Briggs, M	Kindergarten	Rm. 201	904	19	20	18	18	106%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Rodriguez, K	Kindergarten	Rm. 204	904	19	20	18	18	106%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Olivas, J.	1	Rm. 138	786	18	22	25	22	82%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Mirabal, T	1	Rm. 139	803	19	22	25	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Cordova, I	1	Rm. 128	820	18	22	26	22	82%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Lacey, J	1	Rm. 127	820	19	22	26	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Nye, C	2	Rm. 123	820	20	22	26	22	91%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Bennet, L	2	Rm. 140	806	19	22	25	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Stoffan, L	2	Rm. 218	794	20	22	25	22	91%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Hanks, M	2	Rm. 223	796	19	22	25	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Reynolds, S	3	Rm. 219	794	21	22	25	22	95%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Martin, K	3	Rm. 224	809	22	22	25	22	100%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Hank, M.	3	Rm. 225	796	21	22	25	22	95%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Peak, A	3	Rm. 229	813	21	22	25	22	95%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Torline, T	4	Rm. 226	796	18	24	25	24	75%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Milinzazzo, D	4	Rm. 230	789	18	24	25	24	75%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Grisham, W	4	Rm. 234	786	19	24	25	24	79%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Lucero, M	5	Rm. 235	800	22	24	25	24	92%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
McMaster-Davis	5	Rm. 238	633	22	24	20	24	111%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Keeling, H	5	Rm. 239	803	23	24	25	24	96%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Wood, J	SPED	Rm. 207	423	0	0	13	13	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
Ruehle, J	SPED	Rm. 208	433	0	0	14	13	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
	Computer Lab	Rm. 119	934	0	0	29	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
Gallegos, R	Multi-Purpose		3480	0	0	109	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
Whatley, K	Art	Rm. 237	697	0	0	22	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
SUBTotal:			24,841	475	508	724	592	93%							Totals	690.00	840.00	82%

NOTES:
 Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.
 1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.
 2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom
 3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

Existing and Projected Conditions

PED Published 40 Day Count	
2015-16 40 day Student Enrollment:	475

FACILITY CAPACITY (including Portables)		
Maximum Facility Capacity:		592
Functional Facility Capacity:		508
Instructional Space Capacity w/ Portables @ 75%:		462
Instructional Space Capacity w/o Portables @ 75%:		462
Instructional Space Capacity w/ Portables @ 67%:		413
Instructional Space Capacity w/o Portables @ 67%:		413

Charter School: Based On NM Adq Std Square Footage/Student			
475	Students @	129	sqft/student
		61,275	sqft
	Existing Permanent + Portable Facilities =	42,347	sqft
	Percentage of Difference =	69%	

Number of and % Of General Use Classrooms	23	82%
Number of and % Of Special Education Classrooms	2	7%
Number of and % Of Special Use Classrooms	3	11%
Number of and % Of Portable Classrooms	0	0%
	28	100%

Existing and Projected Conditions

Projected Utilization Analysis

The projected utilization study was based on keeping the Pre-School at 40 students, increasing Kindergarten to 80, and increasing all other grades to 84 which results in a student population of 500 Kindergarten – 5th grades and 40 Pre-School. This is the HAW State charter maximum student enrollment. It is highly unlikely that the students would be equally distributed through each grade level, but for the sake of this study that is the scenario used.

The projected spreadsheet is a projection of the school utilization at 540 students. The projected study reveals that HAW could house 500 students in 25 grade level classrooms. This is an increase of two grade level classrooms. The ‘% Classroom Occupancy’ would increase to 97% which is above the State’s recommendation of 90-95%, reflecting great PTR. The majority of public schools in New Mexico fall within the recommended range, not above it.

The ‘Utilization Rate Percent’ of HAW would increase to from 82% to 83%. This reflects that 83% of the instructional spaces at HAW would be used for grade level instruction and only 17% for support space. This is a very efficient school, well above the 67% ‘good’ ratio and even above the 75% ‘great’ ratio. The majority of public schools in New Mexico fall below the 67% ‘good’ ratio.

At the bottom of the projected utilization spreadsheet is a section titled ‘Charter School: Based on NM Adq Std Square Footage/Student. This identifies the State’s recommended overall square footage of 67,893 sf for an elementary school with 500 K - 5th grade students and the existing HAW 42,347 sf, which is 62% of the State’s recommendation. The 42,347 sf does not reflect the increase in the overall footprint due to the two additional classrooms, as the increase in square footage has not been identified, but it still reflects that HAW accomplishes its educational program in a very efficient footprint, putting money in the classroom and not into the built environment. Even with an increase in square footage, HAW will remain well below the State’s recommended square footage. Every square foot of a built environment has to be maintained and has utility costs associated with it. Again, the majority of elementary schools in New Mexico exceed the State’s recommended square footage for their student population.

Existing and Projected Conditions

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SECTION
2

Existing and Projected Conditions

GRADE LEVEL	TOTAL PROJECTED STUDENT 40th DAY COUNT	PROJECTED NUMBER OF DD / SPECIAL NEEDS STUDENTS PER GRADE	PROJECTED NUMBER OF TEACHERS	NUMBER OF CLASSROOMS
Pre-K	40		1	1
Kindergarten	80		4	4
1st Grade	84		4	4
2nd Grade	84		4	4
3rd Grade	84		4	4
4th Grade	84		4	4
5th Grade	84		4	4
TOTALS	540	0	25	25

SCHOOL HOURS	
School Start Time	7:45 AM
School End Time	3:30 PM
Total Hours in School Day	7.5
Number of Lunch Turns Per Day	6

District:	State Charter
School:	Horizon Academy West
Date:	Projection

ALL CLASSROOMS (General, Art, PE, Computer Lab SPED, Title1, PT/OT, Etc.)											DAYS AND HOURS SPACE IS USED					UTILIZATION		
TEACHERS NAME	CLASSROOM USE/ GRADE LEVEL	ROOM NUMBER	CLRM SQUARE FOOTAGE	PROJECTED STUDENT 40TH DAY COUNT	Functional Capacity	Max. Number of Students per Adequacy Standards Sq. Ft.	Maximum Facility Capacity or PED Max. PTR per Classroom	% Classroom Occupancy	DOES CLASSROOM MEET ADEQUACY	MONDAY HOURS USED PER DAY	TUESDAY HOURS USED PER DAY	WEDNESDAY HOURS USED PER DAY	THURSDAY HOURS USED PER DAY	FRIDAY HOURS USED PER DAY	TOTAL HOURS CLASSROOM IS USED DURING SCHOOL WEEK	ASSIGNED CLASSROOM UTIL. % RATE	ASSIGNED CLASSROOM VS. # OF TOTAL CLASSROOM %	
Ortiz, C	Pre-K	Rm. 116	943	40	20	19	19	106%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Ortiz, C	Kindergarten	Rm. 108	886	19	20	18	18	107%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Martinez, S	Kindergarten	Rm. 111	973	19	20	19	19	100%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Briggs, M	Kindergarten	Rm. 201	904	19	20	18	18	106%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Rodriguez, K	Kindergarten	Rm. 204	904	19	20	18	18	106%	N	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Olivas, J.	1	Rm. 138	786	18	22	25	22	82%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Mirabal, T	1	Rm. 139	803	18	22	25	22	82%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Cordova, I	1	Rm. 128	820	18	22	26	22	82%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Lacey, J	1	Rm. 127	820	19	22	26	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Nye, C	2	Rm. 123	820	19	22	26	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Bennet, L	2	Rm. 140	806	19	22	25	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Stoffan, L	2	Rm. 218	794	19	22	25	22	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Hanks, M	2	Rm. 223	796	20	22	25	22	91%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Reynolds, S	3	Rm. 219	794	21	22	25	22	95%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Martin, K	3	Rm. 224	809	22	22	25	22	100%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Hank, M.	3	Rm. 225	796	22	22	25	22	100%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Peak, A	3	Rm. 229	813	22	22	25	22	100%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Torline, T	4	Rm. 226	796	13	24	25	24	54%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Milinzazo, D	4	Rm. 230	789	14	24	25	24	58%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Grisham, W	4	Rm. 234	786	14	24	25	24	58%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
New Teacher	4	Rm. NEW	800	14	24	25	24	58%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Lucero, M	5	Rm. 235	800	16	24	25	24	67%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
McMaster-Davis	5	Rm. 238	633	17	24	20	24	86%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Keeling, H	5	Rm. 239	803	17	24	25	24	71%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
New Teacher	5	Rm. NEW	800	17	24	25	24	71%	Y	7.50	7.50	7.50	7.50	0.00	30.00	30.00	100%	
Wood, J	SPED	Rm. 207	423	0	0	13	13	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
Ruehle, J	SPED	Rm. 208	433	0	0	14	13	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
	Computer Lab	Rm. 119	934	0	0	29	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
Gallegos, R	Multi-Purpose		3480	0	0	109	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
Whately, K	Art	Rm. 237	697	0	0	22	22	0%	Y	0.00	0.00	0.00	0.00	0.00	0.00	30.00	0%	
SUBTotal:			26,441	475	556	774	640	85%						Totals	750.00	900.00	83%	

NOTES:
 Count general classrooms as being used while students are attending recess, lunch, library time, and PE activities.
 1-Max. Number of Students per Adequacy Standards Sq. Ft.: The maximum number of students allowed per the Statewide Adequacy Standards square feet.
 2-PED Max. PTR per Classroom: PED's maximum pupil/teacher ratio per classroom
 3-Utilization Rate Calculation: Total number of hours classroom is actually used per week / (divided by) the maximum possible classroom hours per week = (equals) total classroom utilization.

LEGEND	
	General Education
	Special Education
	Special Programs
	Non-Instructional

Existing and Projected Conditions

PED Published 40 Day Count	
Projected 40 day Student Enrollment:	540

FACILITY CAPACITY (including Portables)		
Maximum Facility Capacity:		640
Functional Facility Capacity:		556
Instructional Space Capacity w/ Portables @ 75%:		495
Instructional Space Capacity w/o Portables @ 75%:		495
Instructional Space Capacity w/ Portables @ 67%:		442
Instructional Space Capacity w/o Portables @ 67%:		442

Charter School: Based On NM Adq Std Square Footage/Student			
540	Students @	128	sqft/student
	Existing Permanent + Portable Facilities =	42,347	sqft
	Percentage of Difference =	62%	

Number of and % Of General Use Classrooms	25	83%
Number of and % Of Special Education Classrooms	2	7%
Number of and % Of Special Use Classrooms	3	10%
Number of and % Of Portable Classrooms	0	0%
	30	100%

Existing and Projected Conditions

HAW Pupil to Teacher Ratio (PTR)

The PTR spreadsheet below is a summary of the data contained in the first two utilization spreadsheets with a focus on the Pupil to Teacher Ratio (PTR) at HAW for 2015-16 and the projected enrollment. The summary spreadsheet clearly identifies the existing PTR for 475 students and the projected PTR for 500 students with and without the addition of two classrooms. The 2015-16 PTR at HAW is at or below the PED established PTR for each grade with an average PTR of 19.85. With the increase to 500 students and no additional classrooms, the 4th and 5th grade PTR would exceed PED PTR and the average PTR would increase to 22.71, which is above the PED PTR average of 22. The addition of two grade level classrooms would bring the HAW PTR to 20.71, which is within the PED PTR average of 22 for all grades.

GRADE:	2015-16 Enrollment	Projected Enrollment	2015-16 # of Classrooms & Teachers	Projected # of Classrooms & Teachers	PED PTR	2015-16 HAW PTR	Projected HAW PTR w/ Existing Classrooms	Projected HAW PTR w/ 2 Additional Classrooms
Pre-K	40	40	1	1	20	20.00	20.00	20.00
Kindergarten:	76	80	4	4	20	19.00	20.00	20.00
1st Grade:	73	84	4	4	22	18.25	21.00	21.00
2nd Grade:	77	84	4	4	22	19.25	21.00	21.00
3rd Grade:	87	84	4	4	22	21.75	21.00	21.00
4th Grade:	55	84	3	4	24	18.33	28.00	21.00
5th Grade:	67	84	3	4	24	22.33	28.00	21.00
TOTAL:	475	540	23	25	22	19.85	22.71	20.71

Conclusion

HAW is a very efficient school, accomplishing its educational mission and program within a minimal footprint. To reach its maximum charter capacity of 500 students, HAW's vision is to increase its footprint by two grade level classrooms. Even with this increase HAW will:

- Remain well below the State's recommended overall square footage of 63,806 sf for a school with 500 students
- Exceed the State's recommended 90-95 '% Classroom Occupancy'
- Have a ratio of grade level classrooms to support spaces of 82%
- Increase its current PTR from 19.85 to 20.71

2.5 Facility Maintenance

At the beginning of this FMP / Educational Specification process HAW did not have a Preventative Maintenance Plan in place, but has in the course of the this process developed a plan, created a School Dude account and has an FMAR Report with a score of 758.07, which falls into the "Good" category. The HAW FMAR Report is in the Appendix of Section 5.

HAW contracts with Service Master Performance for daily maintenance and has a handy man contractor for work orders that arise. The HAW staff maintain the facility in very good condition and no substantial maintenance issues were discovered during assessments.

Existing and Projected Conditions

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Proposed Facility Requirements

3.1 FACILITY GOALS AND CONCEPTS

3.1.1 School Facility Goals

Horizon Academy West (HAW) currently meets all requirements of HB-283 for Charter School leasing of public building requirements. Goals for the near future are:

- Classroom addition and possibly a multi-purpose space
- Purchase and develop a nearby open space land for HAW play field / athletic field for student physical activity and PE

3.1.2 Concepts

Safety and Security:

HAW has installed cameras on the interior and exterior of the school facility. The cameras are primarily precautionary as school has not experienced serious security issues other than occasionally the playground gates are broken over the weekend.

Outdoor Physical Education / Play field Space:

HAW site has limited outdoor play areas for their elementary student population. There is a small play area for 1st - 5th grade and another smaller play area for Pre - K - K. There is no outdoor play field. Most outdoor physical activity takes place at a small municipal park located across a middle sized high traffic street. The following photos depict the existing play areas at HAW.



HAW Outdoor Social Area



HAW Pre-K / K Play Area

Proposed Facility Requirements



HAW Outdoor Social Area



HAW 1st - 5th Play Area

A plot of open land near the school may be available for the School to purchase and redevelop for outdoor play areas for students. The photos below show depict the view from the school to the potential play field and the aerial depicts the adjacencies of the potential play field and the public municipal park that is currently used for physical education.



HAW facility facing potential play field



Potential play field area and park currently used for outdoor physical activity

Proposed Facility Requirements

Additional Classroom Spaces:

For the 2015-16 school year the 40th day count for HAW was 435 1st - 5th grade students and 40 Pre-K students for a total of 475 total students. The school has a maximum enrollment cap of 500 students. Preliminary utilization studies showed that the classroom space could be at maximum capacity with 500 students. For the school to increase its enrollment and have space it will need to add classrooms by either building on to the existing facility or acquiring an adjacent building adjacent to the current school facility. Please see section 2.4 for additional utilization analysis.

ADA Signage

HAW needs to replace all signage in the HAW facility with ADA compliant signage. Existing signage does not comply with ADA requirements as the example shows



Signage at HAW classroom entrance

Proposed Facility Requirements

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Capital Improvement Plan

4.1 TOTAL CAPITAL NEEDS

HORIZON ACADEMY WEST (HAW) CHARTER SCHOOL CAPITAL PLAN

HAW undertook the development of this 2017-22 facilities master plan / educational specification (FMP/Ed Spec) to provide direction for the school's facilities for the next five years and beyond. The HAW facilities are relatively new (2002 and 2013), with the majority of its buildings systems in good working condition. Horizon Academy West Charter School has always taken a very pro-active stance concerning its facilities and contracts all of its maintenance to a qualified vendor. During the FMP/Ed Spec process, HAW developed a working relationship with PSFA and has begun the development of a preventive maintenance plan. The condition of the HAW facilities and building systems do require general and preventive maintenance; however the greatest facility need of the school is additional space. HAW has reached its maximum facility capacity, but it has not reached its charter capacity.

The capital needs for this FMP were derived from the identified facility needs of the school and its campus. The facility needs for HAW were derived from age and condition of its permanent facilities, the educational program, the school's mission and its charter. The facility needs were identified by visual inspection of each facility, and meetings with school staff, and the HAW FMP Advisory committee. The actual facility needs based on the age and conditions of the permanent facilities are minimal. Growth is the largest facility need of HAW; the existing facilities cannot accommodate the maximum 500 K-5th grade students plus 40 Pre-K students allowed under the current school charter. During the facilities master plan / educational specification process the school reviewed its educational program and mission and the impact facilities have on them. Several facility needs were identified during the process which will require new construction and reconfiguration of existing space to accommodate the anticipated growth.

The school staff, HAW FMP Advisory committee and the Governing Board reviewed the facility information to assure all facility needs had been identified for their impact on the facilities and to anticipate the impact they may have on the existing facilities within the life of this FMP. The school is also cognizant of the impact that construction has on the environment and the school's ability to maintain its facilities. Every built square foot has a maintenance, utility and insurance cost associated with it for the life span of the facility. To aid in the prioritization process, HAW identified a facilities master plan / educational specification goal and objectives to use as criteria to assess the importance of each facility need.

FACILITIES MASTER PLAN / EDUCATIONAL SPECIFICATION GOAL

A facilities master plan / educational specification goal of Horizon Academy West Charter School is to provide quality education to all of its students in a comfortable and stimulating learning environment that is housed in safe, efficient and effective facilities. To accomplish this goal, the School has to provide adequate facilities that will support the school's mission, educational program and student enrollment. Horizon Academy West has embraced the 'size right' philosophy for its facilities since its inception and continued to embrace this philosophy throughout the development of its capital plan. HAW is 31% below the state's recommended facility square footage for its current student enrollment.

Capital Improvement Plan

OBJECTIVES IN DETERMINATION OF CAPITAL PLAN

HAW Charter School has a unique student enrollment, educational program and philosophy when compared to the other schools located within its service areas. It is located within the Albuquerque Public School District, in the western portion of town. The School undertook the development of this facilities master plan / educational specification in partnership with PSCOC / PSFA and its community to identify basic facility requirements and develop a realistic and relevant capital plan that will assist the school in reaching its facility goal and objectives. The facilities master plan / educational specification process aided HAW Charter School in identifying and addressing the unique facility needs of the school.

To adequately address the goals and objectives of this facilities master plan / educational specification and determine space requirements, there were several objectives that were established, reviewed, analyzed, and discussed throughout the FMP/ Ed Spec process. School staff, students, parents and community members provided input on the following facility objectives:

- Safe and secure facilities
- Efficient and effective facilities sized for student enrollment
- Condition of existing facilities
- Best use of existing facilities
- Utilization of existing facilities
- Facilities required to meet student needs and the school's mission

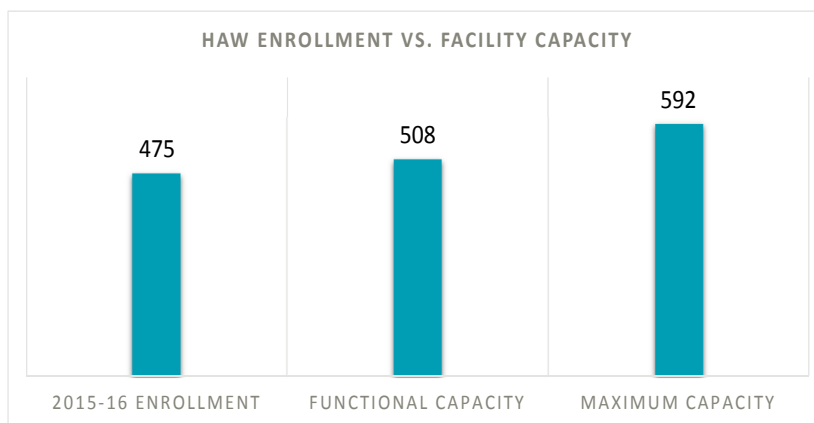
Facilities that comply with State requirements and standards

SAFE AND SECURE FACILITIES

Safety and security of students, staff and visitors is a facility objective for HAW. The current school facilities and their layout make school security relatively easy to manage. The front entry of the school is very clear and inviting for first time visitors. The number of building exists is minimal and easily managed. The school has installed a security camera system to aid in the process. The proposed growth to the school could be problematic to school security if an adjacent property is purchased to house the proposed classrooms and multi-purpose space. HAW addresses school safety issues as they arise in a timely manner.

EFFICIENT AND EFFECTIVE FACILITIES SIZED FOR STUDENT ENROLLMENT

Student enrollment and facility capacity determines the overall footprint of a school. For many schools in New Mexico, student enrollment has been declining in recent years; however, Horizon Academy West Charter School has had a very stable student enrollment of approximately 475 Pre-K – 5th grade. 500 K-5th grade



Capital Improvement Plan

students plus 40 Pre-K students is the schools' maximum student capacity identified in its charter documents; however this is close to exceeding the existing functional facility capacity of 508 K-5th grade students and 40 Pre-K students. To reach the school's charter capacity would mean an increase of approximately 65 K-5th grade students. The School facilities are at maximum capacity and without additional classroom space HAW will not be able to reach its charter maximum capacity without impact to the school's educational program. There is an adjacent property that is currently available and would meet the anticipated space needs of HAW. The school is working with its Governing Board and exploring funding options to increase the size of its facilities to meet its needs.

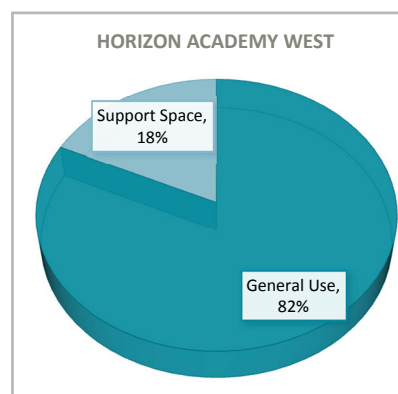
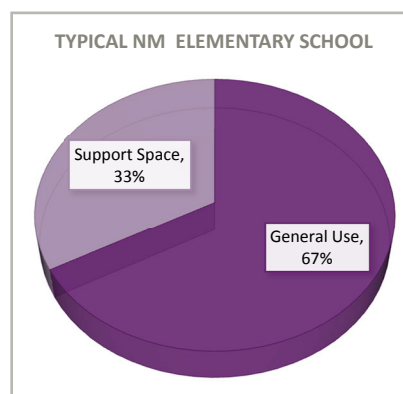
CONDITION OF EXISTING FACILITIES: PERMANENT AND PORTABLE

The facilities at Horizon Academy West were assessed for the age of their building systems and ability to meet NM Adequacy Standards. All of the permanent facilities at the school were constructed in 2002 and 2013. HAW has no portable classrooms. HAW renovated the 2002 building and added classrooms in 2013. They relocated the school to this site in 2013.

The majority of building systems in the permanent building is in good condition and still operational. There are some building systems that are, or will be within the next five years, in need of repair or replacement. The roof, door hardware, floor finishes, lighting and furniture are some of the building systems that could need repair and/or replacement during the life span of this document. Regular and preventive maintenance is the major need of the existing facilities. HAW contracts all of it maintenance work and has developed a Preventive Maintenance Plan with PSFA assistance which should extend the life span of it building systems.

BEST USE OF EXISTING FACILITIES

HAW has a very efficient overall footprint of 89 square feet per student and wants to maintain this efficiency while meeting student and staff needs. Part of the FMP / Educational Specification process was to look at the functions being housed in spaces and determine their relevance to the school's mission and vision. All spaces at HAW are functioning at their maximum capacity. The school has a minimum of support instructional spaces to support its educational program. A typical elementary school has a ratio of 67% assigned classrooms to 33% support instructional space. HAW has a ratio of 82% assigned classrooms to 18% support instructional space. Any increase in student population would require an increase in square footage.



Capital Improvement Plan

UTILIZATION OF EXISTING FACILITIES

A Utilization study of HAW Charter School was a requirement of PSCOC / PSFA for this FMP / Ed Spec. Refer to Section 2 for a detailed analysis of the utilization study. The utilization study analyzed the current school configuration and student enrollment and also the projected school configuration and student enrollment. This study was an essential part of identifying and understanding the overall space needs of the school and the impact additional space will have on the overall utilization of the school. The study revealed that the school has a pupil to teacher ratio (PTR) of 19.85:1 with 22:1 being the maximum identified by PED. This complies with the PSCOC / PSFA recommendation of 20:1. This PTR reflects the high classroom utilization rate of 93%, which indicates that the sizes of the classrooms are very close to their maximum capacity and cannot accommodate any more students than are currently being assigned to the classrooms. The overall school has an 82% utilization rate which shows that 82% of its classrooms are assigned classrooms with only 18% unassigned support instructional classrooms. As stated above, this is a very high efficiency rate for elementary schools and any increase in the percentage of assigned classrooms would dramatically impact the educational program of the school.

FACILITIES REQUIRED TO MEET STUDENT NEEDS AND SCHOOL'S MISSION

A major concern of school staff, students, parents and its community has been providing the facilities that support the mission of the school and meet the students' needs. The lack of a dedicated physical education space is becoming an issue at the school and is a topic of discussion. Currently HAW has a large multi-purpose space serving the needs of a cafeteria, a physical education space and an assembly space. It is extremely difficult to schedule the food service and physical education needs of the students, serving breakfast, lunch, clean up time and providing each student with sufficient physical education time in one space.

The other space need is additional classroom space to allow the school to reach its charter capacity and maintain its educational program.

FACILITIES THAT MEET STATE REQUIREMENTS AND STANDARDS

Part of this FMP / Ed Spec process was to assess the HAW Charter School facilities for compliance with all State requirements and standards. HAW is a State charter school which means that when it was granted a charter it waived certain facilities requirements and standards that public schools are required to provide for their students. At the time of its original charter, the major facility requirement that HAW waived was a gymnasium. Since that time, the school has had the opportunity to assess its facility needs and determine the impact having one space to meet food service, physical education, and assembly needs has on its educational program and mission.

The New Mexico State requirements and standards that were utilized in the assessment of HAW Charter School are:

- NM Adequacy Standards Recommended Square Foot per Student
- Public Education Department's (PED) Pupil to Teacher Ratio (PTR)
- New Mexico Adequacy Standards
- New Mexico Adequacy Planning Guide

Capital Improvement Plan

School District Facilities Master Plan Components and Guidelines Common Core Standards

With the exception of a separate physical education space that has been waived, the existing permanent facilities of the school are in compliance with all of the above requirements and standards based on current pupil to teacher ratio of the school. The existing permanent classrooms are sized to accommodate the maximum 22 students per classroom per PED.

FACILITIES MASTER PLAN / EDUCATIONAL SPECIFICATION NEEDS

The table on the following page identifies all of the facility needs that HAW identified as necessary to properly maintain its facilities, support its educational program and mission, and meet the goal and objectives of the school's facilities master plan / educational specification.

Capital Improvement Plan

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Facility Needs

HAW Facility Needs Spreadsheet

CATEGORY	SYSTEM	AREA	ROOM	FACILITY NAME	FACILITY NEEDS	Funding Source	QTY	UNIT	COST/UNIT	MACC	TOTAL PROJECT COST
Growth			Campus	HAW	Install 2 classrooms	HB-33	2,275	sf	\$275.00	\$625,625	\$813,313
Growth			Campus	HAW	Multi-Purpose Space	HB-33	3,400	sf	\$275.00	\$935,000	\$1,215,500
Growth			Campus	HAW	Purchase additional land for play field	HB-33	1	ea	\$340,000.00	\$340,000	\$442,000
L-H-S-S		2002-13	Campus	HAW	Address Life-Health-Safety-Security Issues	LHSS-SB9	5	yr	\$50,000	\$250,000	\$325,000
L-H-S-S	Institutional Equipment	2002	Classrooms & Support	HAW	Install ADA signage, except restrooms	LHSS-SB9	60	ea	\$50.00	\$3,000	\$3,900
L-H-S-S	Institutional Equipment	2013	Classrooms & Support	HAW	Install ADA signage, except restrooms	LHSS-SB9	20	ea	\$50.00	\$1,000	\$1,300
L-H-S-S	Air/Ventilation Equipment	2012	Kitchen	HAW	Upgrade Kitchen Ventilation	LHSS-SB9	1	ea	\$12,000.00	\$12,000	\$15,600
PreMaint		2002-13	Campus	HAW	Address Maintenance & Preventive Maintenance Issues	PreMaint	5	yr	\$75,000	\$375,000	\$487,500
PreMaint	Roof	2002		HAW	Repair roof leaks	PreMaint	5	yr	\$2,500.00	\$12,500	\$16,250
PreMaint	Roof	2013		HAW	Repair roof leaks	PreMaint	5	yr	\$2,500.00	\$12,500	\$16,250
EdPro	Lighting/Branch Circuit	2002	Classrooms & Support	HAW	Install additional data in classrooms	Tech	30	ea	\$750.00	\$22,500	\$29,250
EdPro	Lighting/Branch Circuit	2013	Classrooms & Support	HAW	Install additional data in classrooms	Tech	26	ea	\$750.00	\$19,500	\$25,350
Tech		2002-13	Campus	HAW	Update Technology infrastructure & Equipment	Tech	5	yr	\$100,000	\$500,000	\$650,000
NEEDS TOTAL:										\$3,108,625	\$4,041,213

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Capital Improvement Plan

CAPITAL FUNDING SOURCES

SB-9 FUNDS:

HAW anticipates approximately \$126,000 SB-9 funds from Albuquerque Public School District for the 2016-17 school year. HAW is responsible to provide the preventive and regular maintenance for its facilities. Their SB-9 funds have been and will continue to be used for preventive and regular maintenance at the school. Due to the age of its permanent facilities there have been minimal maintenance expenses to date; however, the facilities are reaching an age where some of its building systems are going to require updating or replacement.

The technology program at HAW is funded through their SB-9 funds and e-rate when available.

HB-33 FUNDS:

In 2016 Albuquerque Public Schools passed a HB-33 bond which will result in approximately \$260,000 capital funding on a yearly basis for HAW for the next five years. 2016-17 will be the first school year that these funds were available to HAW. The school has identified these funds for implementation of its capital plan and to address major facility needs.

GENERAL OBLIGATION BOND FUNDS:

In 2008 HAW became a State chartered charter school in lieu of being an Albuquerque Public School District charter school. As a State charter school HAW does not qualify to receive any of the general obligation bond (GOB) from the school district for capital projects. At this point in time, there are no GOB funds available for State chartered schools.

PSCOC / PSFA FUNDS:

The current Facilities Assessment Database (FAD) ranking of HAW is: 683 with a weighted NMCI of 2.54%. With the current FAD ranking, it appears that there will be no opportunity to partner with PSCOC / PSFA during the life span of this document. Any maintenance issues, building system replacements or facility renewal will be the sole responsibility of the school.

DIRECT LEGISLATIVE APPROPRIATIONS:

Horizon Academy West has not received any direct legislative appropriations for its facilities and does not anticipate receiving any of these funds in the foreseeable future.

STATE LEASE ASSISTANCE FUNDS:

HAW has received State lease assistance funding since its inception. For the 2015-16 school year it received \$334,258 which was applied toward its lease of \$522,843.75.

GRANTS AND OTHER FUNDING SOURCES:

HAW is actively pursuing other funding sources for its capital projects and anticipates obtaining capital project funding in the near future.

Capital Improvement Plan

HORIZON ACADEMY WEST CHARTER SCHOOL PROPOSED CAPITAL PLAN AND PROBABLE COST

As shown above in the Capital Funding Sources, HAW has access to very limited capital funds to implement its capital plan. The total capital needs exceed the available school funding sources at this time.

SECTION
4

Capital Plan

HAW Capital Plan

Priorities	Category	Project	Plan Year	GO Bonds	HB33	SB9	Other	Proposed State Share	Total Project Cost	Percent Total	State Funding Assistance Priority	District Share	State Share
HORIZON ACADEMY WEST													
1	L/H/S	Life/Health/Safety Issues	2017-22			\$ 345,800			\$ 345,800	9%	2	41%	59%
1	Tech	Technolgy	2016-21		\$ 704,600				\$ 704,600	17%	1	41%	59%
1	PreMaint	Maintenance / Preventive Maint	2016-21			\$ 520,000			\$ 520,000	13%		100%	0%
2	FacRen	Miscellaneous Projects - SB9-HB33	2022		\$ 2,470,813				\$ 2,470,813	61%	3	41%	59%
	Total			\$ -	\$ 3,175,413	\$ 865,800	\$ -	\$ -	\$ 4,041,213	100%			

Capital Plan

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Capital Improvement Plan

HORIZON ACADEMY WEST CHARTER SCHOOL EXISTING AND PROPOSED FOOTPRINT:

For an elementary school that has partnered with PSCOC / PSFA, the NM Adequacy Standards recommended square foot per student formula is utilized to determine the overall footprint of the school. The formula is dependent upon the grades served by the schools, the student population, and the overall square footage of the individual school to assure that a school is sized right. PSCOC / PSFA work closely with NM school districts and charter schools to size right facilities that meet student and staff needs, but do not create a maintenance burden on the district or school. As a school project comes on-line, the actual overall school footprint will be calculated based on the PSCOC awarded capacity of the school and the NM Adequacy Standards square foot per student formula.

The PSCOC / PSFA square footage recommendation, generated from the PSFA Max Square Footage per Student Calculator, for Horizon Academy West Charter School with a maximum capacity of 500 K-5th grade students and 40 Pre-K students is 126 square feet per student, or an overall footprint of 67,893 square feet. The PSCOC / PSFA square footage recommendation for Horizon Academy West Charter School with its current capacity of 435 K-5th grade students and 40 Pre-K students is 129 square feet per student, or an overall footprint of 61,176 square feet.

Existing HAW with 475 Students:

Existing Square Foot Per Student:	89sf/student
Existing Horizon Academy West Charter School Footprint:	42,347sf

NM Adequacy Standards Recommended Schools:

Recommended Square Foot Per Student:	129sf/student
Recommended Overall School Square Footage:	61,176sf

The existing facilities of HAW are 31% below State recommendations.

Proposed HAW with 540 students:

Proposed Square Foot Per Student:	89sf/student
Proposed Horizon Academy West Charter School Footprint:	47,936sf

NM Adequacy Standards Recommended Schools:

Recommended Square Foot Per Student:	126sf/student
Recommended Overall School Square Footage:	67,893sf

The proposed facilities of HAW are 30% below State recommendations.

The proposed Horizon Academy West Charter School project, located on Sec 4.7, is comprised of approximately 5,675 square feet of new construction. This is a 9% increase in overall existing campus square footage.

Capital Improvement Plan

QUANTITY AND SIZE OF SPACES

During the facilities master plan / educational specification process, the quantity and size of spaces required to support the HAW educational program was discussed at length. It was determined that the existing quantity and size of instructional spaces was not adequate to support the increase in student population, educational program and mission of HAW. The spaces that are identified to be added are two classrooms, a multi-purpose space and associated tare as soon as capital funding is available.

Refer to the following Space Summary table for a list of required spaces and their size to meet the needs of the HAW students.

SECTION 4

Space Requirements

CES BASED ON EDUCATIONAL SPECIFICATIONS														
RM #	Room Description	# of Existing Spaces Provided	Max. # of Students Served per Space	# of Students Served per Space	Existing Space	# of New or Renovated Spaces Provided	Max. # of Students Served per Proposed Space	Proposed # of Students Served per Proposed Space	Project Total New NSF per Space	NM A.S. Min. NSF per Space	NSF Above / below Min. NM A.S. per Space	Total NSF per Area	Total Sub Area Space	Comments
	PE Office	0			164					200	-36			
	PE Storage				52						52			
PHYSICAL EDUCATION:		0	0	0	216	1	22	21	2,400	2,600	16	2,616	2,616	
Rm. 122	Library	0			797					1,800	-1,003			
LIBRARY/MEDIA CENTER:		0	0	0	797	0	0	0	0	1,800	-1,003	797	797	
	Serving Kitchen	0			557					200	357			
	Multipurpose	1			3,480					2,500	980			
FOOD SERVICE:		1	0	0	4,037	0	0	0	0	2,700	1,337	4,037	4,037	
PARENT WORK ROOM:		0	0	0	0	0	0	0	0	0	0	0	0	
	Reception													
	Office				193									
	Office				200									
	Office				200									
	Office				194									
	Files/Receiving				107									
	Conference				262									
	Instructional Coach				300									
	Dean				351									
ADMIN:		0			1,807	0			0	625	1,182	1,807	1,807	
	Nurse				144									
	Counselor				129									
	Speech				126									
	Diagnostic				125									
HEALTH:		0			524	0			0	475	49	524	524	
	Workroom				263									
	Supply				138									
	Lounge				259									
	Workroom				100									
	Workroom				145									
	Workroom				135									
WORKROOMS:		0			1,040	0			0	475	565	1,040	1,040	
	IDF				55									
MISCELLANEOUS SUPPORT:		0			55	0			0	0	55	55	55	
	Janitor Storage				148									
	Storage				20									
	Storage				161									
	Storage				274									

SECTION
4

Space Requirements

ACES BASED ON EDUCATIONAL SPECIFICATIONS

RM #	Room Description	# of Existing Spaces Provided	Max. # of Students Served per Space	# of Students Served per Space	Existing Space	# of New or Renovated Spaces Provided	Max. # of Students Served per Proposed Space	Proposed # of Students Served per Proposed Space	Project Total New NSF per Space	NM A.S. Min. NSF per Space	NSF Above / below Min. NM A.S. per Space	Total NSF per Area	Total Sub Area Space
GENERAL STORAGE:		0			603	0			0	238	55	603	603
	Vestabule				103								
	Riser				43								
MISC AND SUPPORT:		0			146	0			0	0	55	146	146
	Corridors: 17%	0			6,115								
	Toilets: 3%	15			1,613								
	Mech, Electrical, Janitors Closets: 2%	0			0								
	Walls: 8%	0			2,446								
TARE:		15			10,174	0			0	0	0	10,174	10,174

TOTALS	28	528	475	30,576	3	70	67	4,000	31,223	2,897	34,430	34,430
TARE @ 30%	15			10,174	0			0	0	0	10,174	
TOTAL GSF	43			40,768	3			5,714	44,604	4,139	49,186	
NM A.S. Recommended SF:				42,261 Actual SF								
				42,347 PSFA SF								
				61,176 PSFA Recommended SF								

Spaces to be Demolished	
Rm #	Room Description
TOTAL GSF	

Comments

Space Requirements

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Master Plan Support Material

HORIZON ACADEMY WEST / FACILITY EVALUATION SUMMARY

Horizon Academy West (HAW) is a State charter school in Albuquerque, New Mexico within Albuquerque Public Schools. HAW enrolls Pre-K through 5th grades. All classes are held at the HAW facility. Besides the classrooms, the HAW facility has a library, kitchen and multi-purpose room.



HAW Main Entrance

Master Plan Support Material

5.1 Sites and Facilities Data Table

Facility Inventory	
Facility Name:	Horizon Academy West
District ID:	State Charter Schools
State ID:	Horizon Academy West Charter School
Address:	3021 Todos Santos Rd. Albuquerque, NM 87120
Phone:	505.998.0459
Fax:	505.998.0463
Principal / Site Manager:	Cynthia Carter
Open Date:	August 2003
Age:	13
Construction Dates:	2002/2013
State FCI:	N/A
Site Acreage:	N/A
Owned / Leased:	N/A
Total Building GSF:	42,347 GSF
Grades:	Pre-K - 5
2015-16 40 Day Enrollment:	475
Full Size Classrooms:	23
Half Size Classrooms:	0
Gym / Multipurpose:	1
Number of Permanent Classrooms:	28
Number of Portable Classrooms:	0
Portable Classrooms % of Total:	0%
GSF / Student:	129

The following pages include a table comparing Horizon West Facilities facilities to New Mexico Adequacy Standards.

5.2 HORIZON ACADEMY WEST

		MEETS	DEFICIENT	CORRECTIVE ACTION
GENERAL REQUIREMENTS				
A.	Building Condition			
	1. Structural	X		
	2. Exterior Envelope	X		
	3. Interior Surfaces	X		
	4. Interior Finishes	X		
B.	Building Systems			
	1. General	X		
	2. Heating, Ventilation and Air Conditioning	X		
	3. Plumbing Fixtures	X		
	4. Electrical	X		
	5. Fire Alarm	X		
	6. 2-way Communication System	X		
SCHOOL SITE				
A.	Site Size	X		
B.	Parking (1.5/staff FTE & 1/4 H.S. Students)	X		
C.	Safe Access	X		
D.	Drainage (Doesn't undermine structure)	X		
E.	Security (Fenced K-6)	X		
F.	Water/Effluent Disposal	X		
SITE RECREATION & OUTDOOR PHYSICAL EDUCATION				
A.	Elementary School (Physical Ed. Activities)			
	1. Hard-surfaced courts/unpaved recreation areas		X	
	2. Play areas & equipment based on planned school program capacity:	X		
ACADEMIC CLASSROOM SPACE				
A.	Classroom Space	X		
B.	Classroom Fixtures and Equipment			
	1. Work surface and seating	X		
	2. Erasable/Projection/Display Surface	X		
	3. Storage	X		
	4. Teacher/Aide Space	X		
C.	Classroom Lighting (min. 50 foot candles)	X		
D.	Classroom Temperature (between 68 and 75 degrees)	X		

5.2 HORIZON ACADEMY WEST (continued)

		MEETS	DEFICIENT	CORRECTIVE ACTION
E.	Classroom Acoustics (less than 55 decibels)	X		
F.	Classroom Air Quality (Continually moves air and CO2 level below 1,200 parts per million)	X		
GENERAL USE CLASSROOMS (Language Arts, Mathematics & Social Studies)				
A.	Classroom Net SF Requirements			
	Kindergarten: 50 net sf/student	X		
	Grades 1 - 5: 32 net sf/student	X		
B.	At least 2 net sf/student classroom storage	X		
C.	Sufficient # of classrooms to meet student/staff ratio	X		
SPECIALTY CLASSROOM (Science, Arts, Career Education & Physical Education)				
A.	Science			
	Grades K-6	N/A		
	Equipment	N/A		
B.	Special Education (min. 450 sf)	X		
C.	Art Education Programs			
	Elementary School (classroom + 60 sf storage)	X		
D.	Career Education			
	Elementary School	N/A		
E.	Technology-Aided Instruction		X	Computer lab sf does not meet NMAS
	Elementary School (3 sf/student; min. 700 sf)			
F.	Alternative Delivery Method	N/A		
PHYSICAL EDUCATION				
	Elementary School = min. 2,400 sf	X		
	1 office plus min. 150 sf storage (min. 200 sf for both)	X		
LIBRARIES AND MEDIA CENTERS/RESEARCH AREA				
	Elementary = 1,000 sf or 3 net sf/student population for stacks and seating:		X	Library sf does not meet NMAS
	Office/workroom space & secure storage	X		
	Equipment to meet State Board of Education	N/A		
FOOD SERVICE STANDARDS				
A.	A. Cafeterias			
	1. Serving and Dining	X		

5.2 HORIZON ACADEMY WEST (continued)

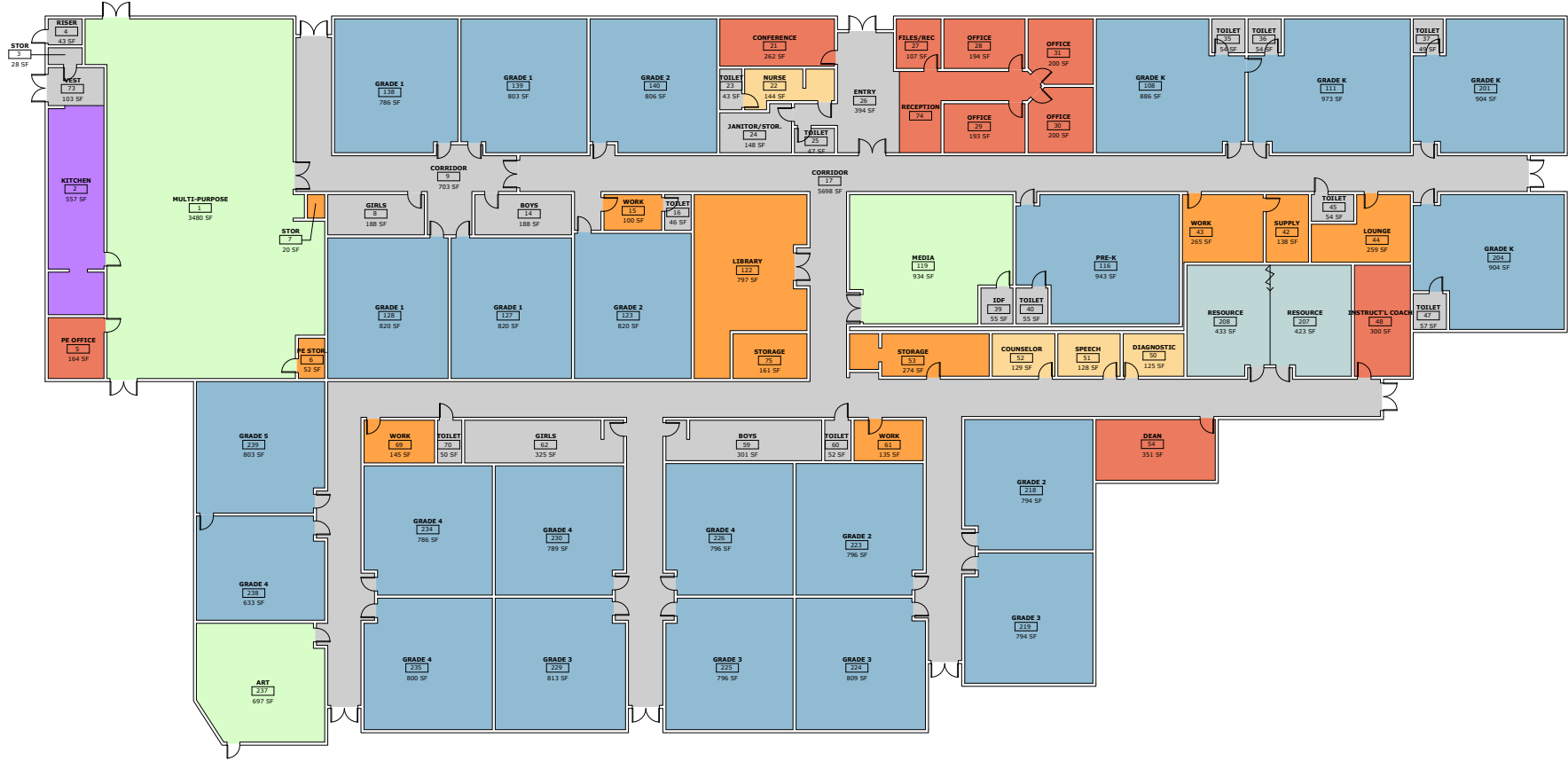
		MEETS	DEFICIENT	CORRECTIVE ACTION
	Dining area sized for planned program capacity to allow for a meal period requiring no more than 3 servings	X		
	Dining area to be 15 sf/seated students	X		
	Serving area shall be provided in addition to dining area	X		
	2. Fixtures and Equipment			
	Comply with The Food Service & Food Processing Regulations of the NM Dept. of Environment	X		
	Include food prep, sink, oven, range & serving area, dishwashing, hot storage, cold storage, dry storage, and staff space	X		
B.	Kitchen			
	Food Preparation Kitchen (2 sf/meal served)	N/A		
	Elementary: 1,000 sf min.	N/A		
	Equipment	N/A		
	Serving Kitchen (min. 200 sf w/sink & phone)	X		
OTHER FACILITY AREAS				
A.	Parent Workspace			
	0.5 sf/student, min. 150 sf		X	No Parent Workspace
B.	Administrative Space			
	min. 150 sf + 1.5 sf/student	X		
C.	Student Health, Counseling & Ancillary Space			
	Access a restroom, 1 sf/student; min. 150 sf	X		
D.	Faculty Workspace or Teacher Lounge			
	1 sf/student; min. 150 sf	X		
GENERAL STORAGE (Excludes lockers, JC, Kitchen & Specialty Classrooms)				
	Min. 1 net sf/student	X		
MAINTENANCE OR JANITORIAL SPACE				
	0.5 sf/student for maintenance or janitorial	X		
STANDARDS EXCEPTION				
	Council may grant a variance	N/A		

Master Plan Support Material

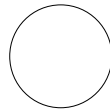
5.3 HORIZON ACADEMY WEST AERIAL



5.4 Horizon Academy West Floor Plan



- Legend**
- ADMINISTRATION
 - TEACHING SUPPORT
 - STUDENT HEALTH/COUNSELING
 - FOOD SERVICE
 - GENERAL CLASSROOM
 - SPECIAL EDUCATION
 - SPECIAL USE CLASSROOM
 - TARE SPACES



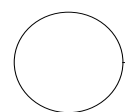
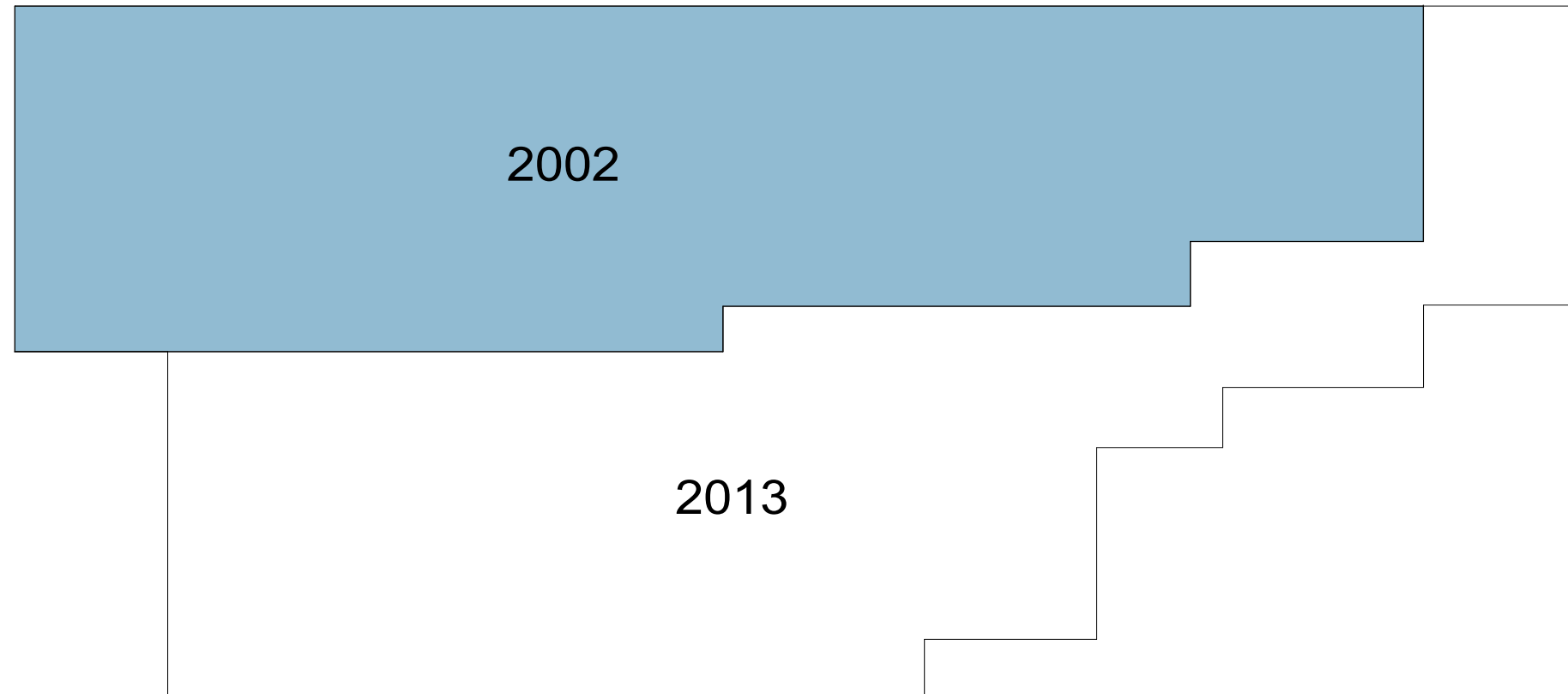
HORIZON ACADEMY WEST

1/32" = 1'-0"

FLOOR PLAN

39,274 SF

5.4 Horizon Academy West Construction Dates

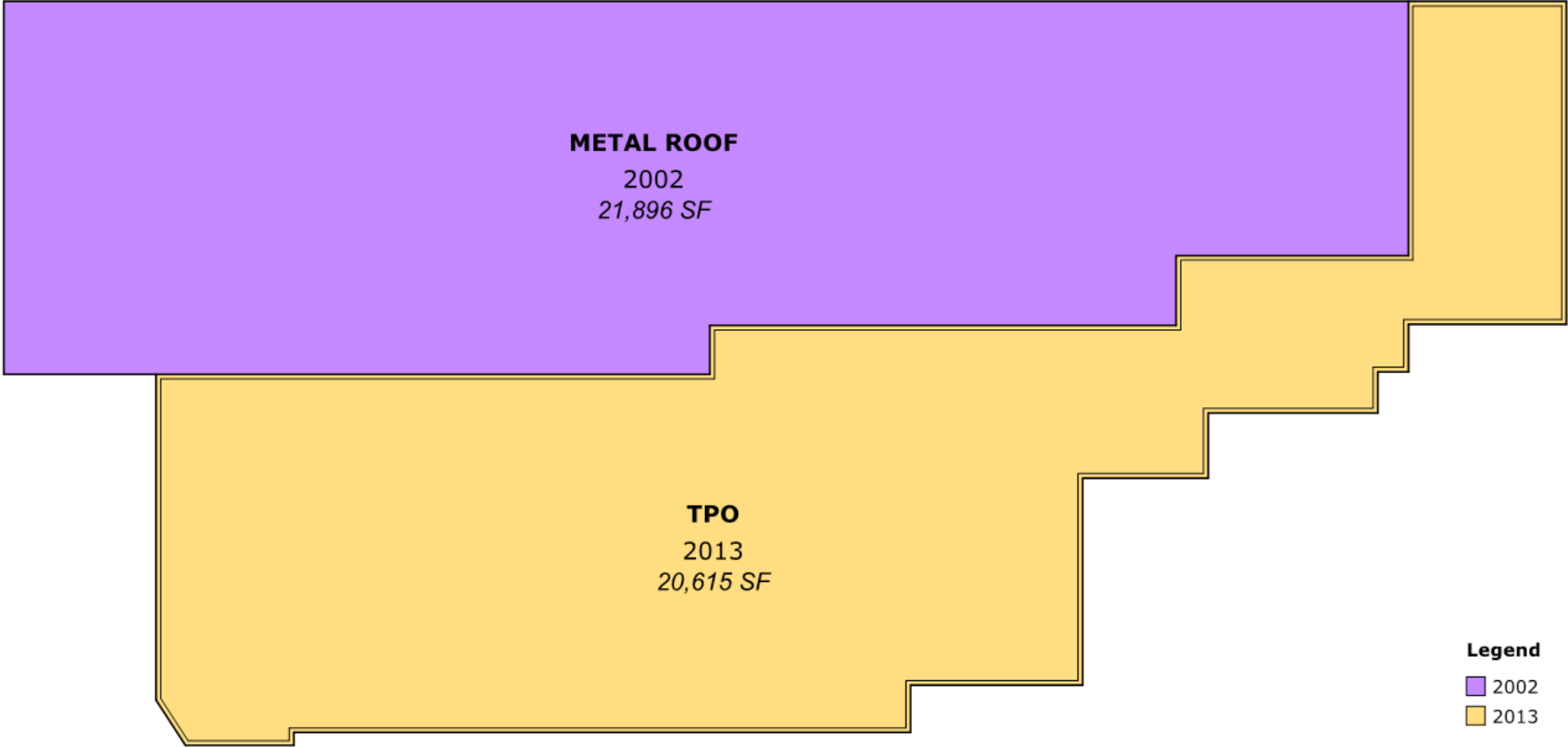


HORIZON ACADEMY WEST

1/32" = 1'-0"

CONSTRUCTION DATES

5.4 Horizon Academy West Roof Plan



HORIZON ACADEMY WEST

1/32" = 1'-0"

ROOF PLAN

42,261 SF

5.4 Horizon Academy West Capacity Plan

- LEGEND**
- General Use Classroom
 - Special Education Classroom
 - Special Use Classroom



HORIZON ACADEMY WEST

1/32" = 1'-0"

CAPACITY PLAN

42,261 SF

Master Plan Support Material

APPENDIX

HAW FAD

HAW FMAR

Presentations

Student / Parent Handbooks

Technology

SECTION

5.5

Master Plan Support Material



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

High Level Overview

General Information

Location:	Albuquerque, NM 87120	Ed. Adequacy Model:	Charter School Educational Adequacy
School Type:	Elementary	Ed. Adequacy CCI:	100.00%
School Category:	Charter	School CCI City:	RSMEANS2015:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	457	Number of Buildings:	2
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	42,347	Building Square Feet:	42,347
Site Size (Acres):	0.01	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$4,650,626	Unweighted Repair Cost:	\$721,412
Weighted Repair Cost:	\$180,353	Unweighted Educational Adequacy Cost:	\$0
Weighted Educational Adequacy Cost:	\$0	Total Unweighted Cost:	\$721,412
Total Weighted Cost:	\$180,353	Unweighted NMCI Score:	15.51
Weighted NMCI Score:	3.88		

NMCI Facility History

Last Assessment Date:	03-06-2015	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

Facility Description

7/12/2013 CJA Created this school in the FAD based on site assessment by Dennis Schneider on 7/12/2013. We got word that this charter was moving without going thru the requirements of HB283.



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Repair Cost (Weighted)	Year Built	Size	Type	Use
School Building (2002)	High School Building	\$609,015	\$152,254	2002	22,735	Building	Educational
School Building (2013)	High School Building	\$3,619	\$905	2013	19,612	Building	Educational
Site	Middle School Site	\$108,779	\$27,195	2002	42,347	Building	Site
Building Totals		\$721,412	\$180,353				
Educational Adequacy Need	Charter School Educational Adequacy	\$0	\$0				
School Totals		\$721,412	\$180,353				



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

Asset Detail

Building Name: School Building (2002) **Cost Model:** High School Building **Size:** 22,735

Name	Cost SF	Renewal Life	Last Percent	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments	
Air/Ventilation Equipment	\$3.10	20	110%	2002	2022	49%	33.25%	\$37,948	9	.25	\$9,487	
Ceiling Finishes	\$5.56	30	110%	2002	2032	22%	33.25%	\$30,262	9	.25	\$7,566	
Communications/Security	\$1.89	15	90%	2002	2017	87%	33.25%	\$33,625	9	.25	\$8,406	
Exterior Walls	\$14.26	100	100%	2002	2102	2%	33.25%	\$6,356	9	.25	\$1,589	
Exterior Windows and Doors	\$5.88	30	110%	2002	2032	22%	33.25%	\$32,016	9	.25	\$8,004	
Fire Detection/Alarm	\$1.90	15	90%	2002	2017	87%	33.25%	\$33,790	9	.25	\$8,447	
Fire Sprinkler	\$2.72	50	130%	2002	2052	8%	33.25%	\$6,314	9	.25	\$1,579	
Floor Finishes	\$6.47	12	110%	2013	2025	6%	33.25%	\$10,118	9	.25	\$2,529	TL 3/6/2015 VCT floors and carpet replaced 2013
Foundtion/Slab/Structure	\$28.62	100	100%	2002	2102	2%	33.25%	\$12,753	9	.25	\$3,188	
HVAC	\$24.35	30	100%	2002	2032	22%	33.25%	\$120,538	9	.25	\$30,135	
Institutional Equipment	\$3.86	30	100%	2002	2032	22%	33.25%	\$19,095	9	.25	\$4,774	
Interior Doors, Partitions, Stairs, Elevator	\$11.54	50	90%	2002	2052	8%	33.25%	\$18,515	9	.25	\$4,629	
Interior Walls	\$7.38	60	90%	2002	2062	5%	33.25%	\$8,221	9	.25	\$2,055	
Lighting/Branch Circuits	\$10.73	30	90%	2002	2032	22%	33.25%	\$47,819	9	.25	\$11,955	
Main Power/Emergency	\$1.40	30	90%	2002	2032	22%	33.25%	\$6,253	9	.25	\$1,563	
Other Electrical Systems	\$0.52	20	90%	2002	2022	49%	33.25%	\$5,164	9	.25	\$1,291	
Other Equipment	\$11.52	60	110%	2002	2062	5%	33.25%	\$15,681	9	.25	\$3,920	
Plumbing	\$10.40	30	100%	2002	2032	22%	33.25%	\$51,485	9	.25	\$12,871	
Roof	\$7.91	20	120%	2002	2022	49%	33.25%	\$105,760	9	.25	\$26,440	
Technology	\$0.14	10	90%	2002	2012	100%	33.25%	\$2,916	4	.25	\$729	
Wall Finishes	\$3.09	12	100%	2013	2025	6%	33.25%	\$4,385	9	.25	\$1,096	TL 3/6/2015 Repainted interior 2013.
Total:								\$609,015			\$152,254	



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

Asset Detail

Building Name: School Building (2013) **Cost Model:** High School Building **Size:** 19,612

Name	Cost SF	Renewal Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Adj. Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.10	20	110%	2013	2033	2%	33.25%	\$150	9	.25	\$38	
Ceiling Finishes	\$5.56	30	110%	2013	2043	1%	33.25%	\$120	9	.25	\$30	
Communications/Security	\$1.89	15	90%	2013	2028	4%	33.25%	\$133	9	.25	\$33	
Exterior Walls	\$14.26	100	100%	2013	2113	0%	33.25%	\$25	9	.25	\$6	
Exterior Windows and Doors	\$5.88	30	110%	2013	2043	1%	33.25%	\$127	9	.25	\$32	
Fire Detection/Alarm	\$1.90	15	90%	2013	2028	4%	33.25%	\$134	9	.25	\$33	
Fire Sprinkler	\$2.72	50	130%	2013	2063	0%	33.25%	\$25	9	.25	\$6	
Floor Finishes	\$6.47	12	110%	2013	2025	6%	33.25%	\$873	9	.25	\$218	
Foundation/Slab/Structure	\$28.62	100	100%	2013	2113	0%	33.25%	\$51	9	.25	\$13	
HVAC	\$24.35	30	100%	2013	2043	1%	33.25%	\$478	9	.25	\$119	
Institutional Equipment	\$3.86	30	100%	2013	2043	1%	33.25%	\$76	9	.25	\$19	
Interior Doors, Partitions, Stairs, Elevator	\$11.54	50	90%	2013	2063	0%	33.25%	\$73	9	.25	\$18	
Interior Walls	\$7.38	60	90%	2013	2073	0%	33.25%	\$33	9	.25	\$8	
Lighting/Branch Circuits	\$10.73	30	90%	2013	2043	1%	33.25%	\$189	9	.25	\$47	
Main Power/Emergency	\$1.40	30	90%	2013	2043	1%	33.25%	\$25	9	.25	\$6	
Other Electrical Systems	\$0.52	20	90%	2013	2033	2%	33.25%	\$20	9	.25	\$5	
Other Equipment	\$11.52	60	110%	2013	2073	0%	33.25%	\$62	9	.25	\$16	
Plumbing	\$10.40	30	100%	2013	2043	1%	33.25%	\$204	9	.25	\$51	
Roof	\$7.91	20	120%	2013	2033	2%	33.25%	\$419	9	.25	\$105	
Technology	\$0.14	10	90%	2013	2023	9%	33.25%	\$23	9	.25	\$6	
Wall Finishes	\$3.09	12	100%	2013	2025	6%	33.25%	\$378	9	.25	\$95	
Total:								\$3,619			\$905	



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

Asset Detail

Building Name: Site **Cost Model:** Middle School Site **Size:** 42,347

Name	Cost SF	Renewal Life	Last Percent	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments	
Athletic Fields	\$0.88	30	90%	2003	2033	19%	33.25%	\$6,361	9	.25	\$1,590	
Fencing	\$0.28	100	110%	2003	2103	2%	33.25%	\$222	9	.25	\$55	
Landscaping	\$1.81	30	110%	2003	2033	19%	33.25%	\$15,824	9	.25	\$3,956	
Parking Lots	\$3.58	20	80%	2003	2023	42%	33.25%	\$51,170	9	.25	\$12,792	
Playground Equipment	\$0.52	15	100%	2013	2028	4%	33.25%	\$881	9	.25	\$220	
Site Lighting	\$2.80	40	100%	2008	2048	4%	33.25%	\$4,743	9	.25	\$1,186	...08 Assessment Note: Site lighting is being repaired due to vandalism, updated renovation date. (TD-9/18/2008)
Site Specialties	\$0.15	40	100%	2003	2043	11%	33.25%	\$671	9	.25	\$168	
Site Utilities	\$2.14	50	120%	2003	2053	7%	33.25%	\$7,357	9	.25	\$1,839	
Walkways	\$2.47	30	110%	2003	2033	19%	33.25%	\$21,549	9	.25	\$5,387	
Total:								\$108,779			\$27,195	



District: State Chartered Schools School: Horizon Academy West Charter School School ID: 503022

Educational Adequacy Detail

Population

Table with 4 columns: Metric, Value, Metric, Value. Includes Growth Factor, Number of Staff, Number of Students, Number of Special Education Students, Number of Kindergarten Students, Number of 1-5 Students, Number of 6-8 Students, Number of 9-12 Students.

Square Footage

Table with 4 columns: Metric, Value, Metric, Value. Includes Permanent GSF, Portable GSF, Admin NSF, Art/Music NSF, Assembly NSF, Career Ed NSF, Computer Lab NSF, Faculty Work Area NSF, Food Service NSF, General Classroom NSF, General Storage NSF, Maintenance or Janitorial Space NSF, Media Center NSF, Parent Work Space NSF, Physical Ed NSF, Science Classroom NSF, Science Storage NSF, Special Education Classroom NSF, Student Health NSF.

Classrooms

Table with 4 columns: Metric, Value, Metric, Value. Includes Number of Classrooms, Number of Special Education Classrooms.

Parking

Table with 4 columns: Metric, Value, Metric, Value. Includes Number of Paved Parking Spaces, Number of Handicap Parking Spaces, Number of Gravel Parking Spaces, Number of Bus Drop Offs, Number of Student Drop Offs.

Miscellaneous

Table with 4 columns: Metric, Value, Metric, Value. Includes Number of Chemical Storage Rooms, Playground Equipment, Number of Multi-Use Playgrounds.



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	1	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	64	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	144	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	3,567	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	975	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	81	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	317	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	16,332	15,916	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	3,920	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	929	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	947	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,567	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	638	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	4	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0



Markup
12-15-16

Executive Summary Report

District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

High Level Overview

General Information

Location:	Albuquerque, NM 87120	Ed. Adequacy Model:	Charter School Educational Adequacy
School Type:	Elementary	Ed. Adequacy CCI:	100.00%
School Category:	Charter	School CCI City:	RSMEANS2015:US_NM_ALBUQUERQ, UE

NMCI Statistics

Number of Students:	457	Number of Buildings:	2
Growth Factor:	1.00	Number of Portables:	0
Total Gross Square Feet:	42,347	Building Square Feet:	42,347
Site Size (Acres):	0.01	Portable Square Feet:	0

NMCI School Metrics

Replacement Cost:	\$4,650,626	Unweighted Repair Cost:	\$721,412
Weighted Repair Cost:	\$180,353	Unweighted Educational Adequacy Cost:	\$0
Weighted Educational Adequacy Cost:	\$0	Total Unweighted Cost:	\$721,412
Total Weighted Cost:	\$180,353	Unweighted NMCI Score:	15.51
Weighted NMCI Score:	3.88		

NMCI Facility History

Last Assessment Date:	03-06-2015	Previous Award, Yes or No, Year if Yes:	No
Closed:	No		



State Chartered **Horizon Academy West** **School ID: 503022**
District: Schools **Charter School**

Facility Description

7/12/2013 CJA Created this school in the FAD based on site assessment by Dennis Schneider on 7/12/2013. We got word that this charter was moving without going thru the requirements of HB283.



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

Asset Level Summary

Building Name	Cost Model	Repair Cost (Unweighted)	Year Built	Size Type	Use
School Building (2002)	High School Building	\$609,015	2002	22,735 Building	218-96 Educational
School Building (2013)	High School Building	\$3,619	2013	19,612 Building	206-15 Educational
Site	Middle School Site	\$108,779	2002	42,347 Building	Site
Building Totals		\$721,412			\$180,353
Educational Adequacy Need	Charter School Educational Adequacy	\$0			\$0
School Totals		\$721,412			\$180,353



Executive Summary Report

State Chartered District: Schools School: Horizon Academy West Charter School School ID: 503022

Asset Detail

Building Name:	School Building (2002)	Cost Model:	High School Building	Size:	22,735							
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.10	20	110%	2002	2002	49%	33.25%	\$37,948	9	.25	\$9,487	
Ceiling Finishes	\$5.56	30	110%	2002	2032	22%	33.25%	\$30,262	9	.25	\$7,566	
Communications/Security	\$1.89	15	90%	2002	2017	87%	33.25%	\$33,625	9	.25	\$8,406	
Exterior Walls	\$14.26	100	100%	2002	2102	2%	33.25%	\$6,356	9	.25	\$1,589	
Exterior Windows and Doors	\$5.88	30	110%	2002	2032	22%	33.25%	\$32,016	9	.25	\$8,004	
Fire Detection/Alarm	\$1.90	15	90%	2002	2017	87%	33.25%	\$33,790	9	.25	\$8,447	
Fire Sprinkler	\$2.72	50	130%	2002	2052	8%	33.25%	\$6,314	9	.25	\$1,579	
Floor Finishes	\$6.47	12	110%	2013	2025	6%	33.25%	\$10,118	9	.25	\$2,529	TL 3/6/2015 VCT floors and carpet replaced 2013
Foundation/Slab/Structure	\$28.62	100	100%	2002	2102	2%	33.25%	\$12,753	9	.25	\$3,188	
HVAC	\$24.35	30	100%	2002	2032	22%	33.25%	\$120,538	9	.25	\$30,135	Replaced HVAC in kitchen 2016
Institutional Equipment	\$3.86	30	100%	2002	2032	22%	33.25%	\$19,095	9	.25	\$4,774	
Interior Doors, Partitions, Stairs, Elevator	\$11.54	50	90%	2002	2052	8%	33.25%	\$18,515	9	.25	\$4,629	
Interior Walls	\$7.38	60	90%	2002	2062	5%	33.25%	\$8,221	9	.25	\$2,055	
Lighting/Branch Circuits	\$10.73	30	90%	2002	2032	22%	33.25%	\$47,819	9	.25	\$11,955	
Main Power/Emergency	\$1.40	30	90%	2002	2032	22%	33.25%	\$6,253	9	.25	\$1,563	
Other Electrical Systems	\$0.52	20	90%	2002	2022	49%	33.25%	\$5,164	9	.25	\$1,291	
Other Equipment	\$11.52	60	110%	2002	2062	5%	33.25%	\$15,681	9	.25	\$3,920	
Plumbing	\$10.40	30	100%	2002	2032	22%	33.25%	\$51,485	9	.25	\$12,871	
Roof	\$7.91	20	120%	2002	2022	49%	33.25%	\$105,760	9	.25	\$26,440	
Technology	\$0.14	10	90%	2002	2012	100%	33.25%	\$2,916	4	.25	\$729	updated 2013
Wall Finishes	\$3.09	12	100%	2013	2025	6%	33.25%	\$4,385	9	.25	\$1,096	TL 3/6/2015 Repainted interior 2013.
Total:								\$609,015			\$152,254	



State Chartered District: Schools School: Horizon Academy West Charter School School ID: 503022

Asset Detail

Building Name:	School Building (2013)	Cost Model:	High School Building	Size:	19,612							
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Air/Ventilation Equipment	\$3.10	20	110%	2013	2033	2%	33.25%	\$150	9	.25	\$38	
Ceiling Finishes	\$5.56	30	110%	2013	2043	1%	33.25%	\$120	9	.25	\$30	
Communications/Security	\$1.89	15	90%	2013	2028	4%	33.25%	\$133	9	.25	\$33	
Exterior Walls	\$14.26	100	100%	2013	2113	0%	33.25%	\$25	9	.25	\$6	
Exterior Windows and Doors	\$5.88	30	110%	2013	2043	1%	33.25%	\$127	9	.25	\$32	
Fire Detection/Alarm	\$1.90	15	90%	2013	2028	4%	33.25%	\$134	9	.25	\$33	
Fire Sprinkler	\$2.72	50	130%	2013	2063	0%	33.25%	\$25	9	.25	\$6	
Floor Finishes	\$6.47	12	110%	2013	2025	6%	33.25%	\$873	9	.25	\$218	
Foundation/Slab/Structure	\$28.62	100	100%	2013	2113	0%	33.25%	\$51	9	.25	\$13	
HVAC	\$24.35	30	100%	2013	2043	1%	33.25%	\$478	9	.25	\$119	
Institutional Equipment	\$3.86	30	100%	2013	2043	1%	33.25%	\$76	9	.25	\$19	
Interior Doors, Partitions, Stairs, Elevator	\$11.54	50	90%	2013	2063	0%	33.25%	\$73	9	.25	\$18	
Interior Walls	\$7.38	60	90%	2013	2073	0%	33.25%	\$33	9	.25	\$8	
Lighting/Branch Circuits	\$10.73	30	90%	2013	2043	1%	33.25%	\$189	9	.25	\$47	
Main Power/Emergency	\$1.40	30	90%	2013	2043	1%	33.25%	\$25	9	.25	\$6	
Other Electrical Systems	\$0.52	20	90%	2013	2033	2%	33.25%	\$20	9	.25	\$5	
Other Equipment	\$11.52	60	110%	2013	2073	0%	33.25%	\$62	9	.25	\$16	
Plumbing	\$10.40	30	100%	2013	2043	1%	33.25%	\$204	9	.25	\$51	
Roof	\$7.91	20	120%	2013	2033	2%	33.25%	\$419	9	.25	\$105	
Technology	\$0.14	10	90%	2013	2023	9%	33.25%	\$23	9	.25	\$6	
Wall Finishes	\$3.09	12	100%	2013	2025	6%	33.25%	\$378	9	.25	\$95	
Total:								\$3,619			\$905	



Executive Summary Report

State Chartered **Horizon Academy West** **School ID: 503022**
District: Schools **Charter School**

Asset Detail

Building Name:	Site	Cost Model:	Middle School Site	Size:								
				42,347								
Name	Cost SF	Life	Renewal Percent	Last Reno.	Next Reno.	Degrade Adj. Percent	Factor	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)	Comments
Athletic Fields	\$0.88	30	90%	2003	2033	19%	33.25%	\$6,361	9	.25	\$1,590	
Fencing	\$0.28	100	110%	2003	2103	2%	33.25%	\$222	9	.25	\$55	
Landscaping	\$1.81	30	110%	2003	2033	19%	33.25%	\$15,824	9	.25	\$3,956	
Parking Lots	\$3.58	20	80%	2003	2023	42%	33.25%	\$51,170	9	.25	\$12,792	
Playground Equipment	\$0.52	15	100%	2013	2028	4%	33.25%	\$881	9	.25	\$220	
Site Lighting	\$2.80	40	100%	2008	2048	4%	33.25%	\$4,743	9	.25	\$1,186	...08 Assessment Note: Site lighting is being repaired due to vandalism, updated renovation date. (TD-9/18/2008)
Site Specialties	\$0.15	40	100%	2003	2043	11%	33.25%	\$671	9	.25	\$168	
Site Utilities	\$2.14	50	120%	2003	2053	7%	33.25%	\$7,357	9	.25	\$1,839	
Walkways	\$2.47	30	110%	2003	2033	19%	33.25%	\$21,549	9	.25	\$5,387	
Total:								\$108,779			\$27,195	



District: **State Chartered Schools** School: **Horizon Academy West Charter School** School ID: **503022**

Educational Adequacy Detail

Population				
Growth Factor:	1	Number of Kindergarten Students:	76	
Number of Staff:	41	Number of 1-5 Students:	362	
Number of Students:	457	Number of 6-8 Students:	19	
Number of Special Education Students:	0	Number of 9-12 Students:	0	
Square Footage				
Permanent GSF:	42,347	General Storage NSF:	317	
Portable GSF:	0	Maintenance or Janitorial Space NSF:	81	
Admin NSF:	1,567	Media Center NSF:	975	
Art/Music NSF:	638	Parent Work Space NSF:	0	
Assembly NSF:	3,240 697	Physical Ed NSF:	3,567 3480	
Career Ed NSF:	0	Science Classroom NSF:	0	
Computer Lab NSF:	947	Science Storage NSF:	0	
Faculty Work Area NSF:	929	Special Education Classroom NSF:	0	
Food Service NSF:	3,920	Student Health NSF:	144	
General Classroom NSF:	16,332			
Classrooms				
Number of Classrooms:	28	Number of Special Education Classrooms:	0	2
Parking				
Number of Paved Parking Spaces:	64	Number of Bus Drop Offs:	1	
Number of Handicap Parking Spaces:	4	Number of Student Drop Offs:	1	
Number of Gravel Parking Spaces:	0			
Miscellaneous				
Number of Chemical Storage Rooms:	0	Number of Multi-Use Playgrounds:	1	
Playground Equipment:	Yes			



Executive Summary Report

State Chartered School: **Horizon Academy West** School ID: **503022**
District: Schools School: **Charter School**

EA Deficiencies

EA Cost Model: Charter School Educational Adequacy

Name	Actual Value	Required Value	Unit Cost	CCI Adj Unit Cost	Repair Cost (Unweighted)	Category Number	Category Weight	Repair Cost (Weighted)
Missing or Inadequate Multi-use Play Area	1	0	\$11,436	\$11,436.30	\$0	8	.5	\$0
Insufficient Total Parking	64	0	\$1,322	\$1,321.66	\$0	6	1	\$0
Insufficient Student Health Square Footage	144	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Student Drop Off	1	0	\$21,000	\$21,000.00	\$0	6	1	\$0
Insufficient Special Education Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Storage Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Science Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Physical Education Square Footage	3,567	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Parent Work Space	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Media Center Square Footage	975	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Janitorial Square Footage	81	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Storage	317	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient General Classroom Square Footage	16,332	15,916	\$80	\$80.00	\$0	7	3	\$0
Insufficient Food Service Square Footage	3,920	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Faculty Workspace	929	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Computer Lab Square Footage	947	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Career Ed Square Footage	0	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Bus Drop Off	1	0	\$20,800	\$20,799.69	\$0	6	1	\$0
Insufficient Administrative Square Footage	1,567	0	\$80	\$80.00	\$0	7	3	\$0
Insufficient Art and Music Square Footage	638	0	\$80	\$80.00	\$0	7	3	\$0
Inadequate Number of Handicap Spaces	4	0	\$144	\$143.52	\$0	6	1	\$0
Inadequate Number of Chemical Storage Units	0	0	\$1,464	\$1,464.30	\$0	8	.5	\$0
Total					\$0			\$0

Facility Maintenance Assessment Report

2016 HORIZON ACADEMY WEST

503001 HORIZON ACADEMY WEST

○ Combined Id 1:
Schools Id 2:

FMAR_Date: 11/30/2016 Weather: Cold and Sunny 41 degrees

PSFA Reps: Levesque Troy Tillotson, Larry

District Reps :

Overall School Maintenance Rating	
Outstanding	90.1% to 100%
Good	80.1% to 90%
Satisfactory	70.1% to 80
Marginal	60.1 to 70%
Poor	<= 60%

Deficiency Factors		
Life Safety, Health or Property Loss		
Exposure Multipliers		
Minor Deficiency	1.5	Potential Threat and No Work Order
Major Deficiency	3.5	Immediate Threat and No Work Order

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Site Utilities	○	●	○	○	○	○	○	●	5	-0.95	0	-4.75
	Playgrounds/Athletic Fields	○	●	○	○	○	○	○	●	5	-0.95	0	-4.75
	Site Drainage	○	○	●	○	○	○	○	●	8	-1.89	0	-15.12
	Sidewalks	○	○	●	○	○	○	○	●	2	-1.89	0	-3.78
	Grounds	○	●	○	○	○	○	○	●	2	-0.95	0	-1.90
Building Exterior	Windows/Calking	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Walls/Finishes	○	●	○	○	○	○	○	●	5	-0.95	0	-4.75
	Entry/Exterior Doors	○	○	○	●	○	○	○	●	7	-2.83	0	-19.81
	Roof/Flashing/Gutters	○	●	○	○	○	○	○	●	10	-0.95	0	-9.50
Building Interior	Walls/Floors/Ceilings/Stairs	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Interior Doors	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Restrooms	○	●	○	○	○	○	○	●	3	-0.95	0	-2.85
	Housekeeping	○	○	●	○	○	○	○	●	4	-1.89	0	-7.56
Building Equipment and Systems	Electrical Distribution	○	○	●	○	○	○	○	●	3	-1.89	0	-5.67
	Lighting	○	●	○	○	○	○	○	●	5	-0.95	0	-4.75
	Fire Protection Systems	○	○	●	○	○	○	○	●	10	-1.89	0	-18.90
	Equipment Rooms	○	○	●	○	○	○	○	●	2	-1.89	0	-3.78
	Heating/Cooling/Ventilation	○	●	○	○	○	○	○	●	10	-0.95	0	-9.50
	Air Filters	●	○	○	○	○	○	○	●	5	0	0	0.00
	Kitchen Equipment/Refrig	○	●	○	○	○	○	○	●	2	-0.95	0	-1.90
Plumbing/Water Heaters	○	●	○	○	○	○	○	●	6	-0.95	0	-5.70	
Maintenance Management	PM Plan	○	○	○	○	●				10	-3.77		-37.7
	FIMS and Equipment Data	●	○	○	○	○				7	0		0.00
	Staff Development	○	○	○	○	●				5	-3.77		-18.85
	Maintenance Safety	○	○	○	○	●				5	-3.77		-18.85
	Maint. Contractor Oversight	○	○	○	○	●				5	-3.77		-18.85
	Facilities Mater Plan (Renewal)	○	○	○	○	●				3	-3.77		-11.31
Total Performance Deficiencies:		-241.93		Total Score:		758.07		Overall Rating:		75.81%			

Comments Section

Roadway/Parking

Asphalt drive lanes are in good condition with minor cracking. Recommend sealing minor cracks to prevent further damage to roadways. Lane striping and directional arrows visible. Handicap accessible lanes are painted with signage in place. Fire lane visible and accessible. Good performance level.

Site Utilities

Site utilities are secure and physically protected. Areas around utilities are clean and maintained. Good performance level.

Playgrounds/Athletic Fields

Playground equipment is secure, in good condition. Observed graffiti on slide cover appears to be done with chalk recommend cleaning off. Canopy in place. Impact surface is maintained with sufficient fill in high impact areas. Sidewalks around playground has impact material on walkways causing a slip/safety concern. Recommend removal. Satisfactory performance.

Site Drainage

Drainage works per design moving water away from building. Down spouts in place, good condition. Main concrete drain on North side of site contains weeds and debris where drainage canal meets street, recommend removing weeds and debris to allow proper drainage to occur. This issue recently accrued due to high winds. Satisfactory performance with a recommendation for correction.

Sidewalks

All sidewalks observed had even transitions with no lifting or separation. Impact surface on sidewalks around playground area causing a slip and safety concern. Was informed this was removed weekly, would recommend increasing sweeping/removing of impact surface to avoid injury. Satisfactory performance with a recommendation for correction.

Grounds

Observed leaves throughout site due to recent high winds and time of year. Grounds are well maintained with shrubs and bushes groomed, landscaping material in place and maintained. Was informed leaves will be removed during next PM on grounds by the end of the week. Good performance level.

Windows/Caulking

Windows are clean sealed and secure, no other issues at this time. Good performance level.

Walls/Finishes

Exterior wall finishes consist of metal siding which is secure sealed and hold a good paint job. Building to footing seal is complete. Stucco walls are clean maintained with no signs of damage. Good performance.

Entry/Exterior Doors

Entry/Exterior doors are operational with complete hardware. Some doors exteriors need to be repainted. Door sweeps need to be installed to keep weather and rodents out. Weather striping needed on some doors. Daylight visible under and between Entry/Exterior doors. Recommend door review for proper corrections needed. Marginal performance level.

Roof/Flashing/Gutters

Metal roof in good condition joints and screws are sealed with no leaks present. TPO roof is new 2013 well maintained with clean drains. Good performance level.

Walls/Floors/Ceilings/Stairs

Walls are clean fresh paint and well maintained with no observed damage. Floors are carpet and VCT with Ceramic tile in restrooms. All areas are well maintained with no issues at this time. Ceilings in good condition with two stained ceiling observed. Recommend replacing stained tile. Good performance with recommendation for correction.

Interior Doors

Wood interior doors are clean, well maintained and self closing with complete hardware. Smoke seals in place. Doors are in good condition.

Restrooms

Restrooms are clean well maintained and stocked with appropriate toiletries. Partitions are secure with complete hardware. Faucets and fixtures in good working condition. Lighting adequate, would recommend

increasing high dusting protocols on all return air vents and diffusers. Good performance with recommendation for correction.

Housekeeping

Housekeeping in offices, hallways, classrooms and most mechanical rooms is evident. Recommendations: Increase high dusting protocol on all diffusers and return air vents. Remove paint cans from outside, the fenced HVAC area North side of building. Organize custodial/maintenance area. Satisfactory performance with recommendations for corrections.

Electrical Distribution

Electrical panels are secure, labeled and accessible. Recommend removing flags and a box from next to electrical panel. 3' clearance is required around panels and maintaining access. Satisfactory performance with a recommendation for correction.

Lighting

Observed lighting to be adequate interior and exterior. East side has building lighting no parking lot lighting. Southwest parking has lighting. Lights are being changed as needed. Good performance level.

Fire Protection Systems

Fire monitoring system in normal mode with no trouble or advisory codes. Annual inspection review on fire extinguishers in place and current. Monthly inspection review is being performed, found 2 extinguishers missing Oct, and Nov 2016 monthly reviews. Recommend numbering and mapping extinguishers to better track and document monthly inspection reviews. Observed storage to close to ceiling and sprinkler in 1 storage area which was removed. Emergency and exit lighting operational. Satisfactory performance with recommendation for corrections.

Equipment Rooms

Equipment rooms are clean and well maintained. Observed flags stored next to electrical panel which need to be removed. 3" clearance and access is needed to equipment at all times. Satisfactory performance with recommendations for corrections.

Heating/Cooling/Ventilation

HVAC units are clean and maintained by TLC. Units are in good working condition secured with newly installed filters. Ventilation is adequate and functional. Good performance level.

Air Filters

Filters are clean, installed with appropriate sizes and types per manufactures specs and dated upon install. Units are maintained by TLC. Outstanding performance.

Kitchen Equipment/Refrig

Kitchen equipment is well maintained and operational. Kitchen floors, sinks and drains are free of debris. No hood system on site. Refrigerators are keeping temps needed. Good performance level.

Plumbing/Water Heaters

Water heaters are accessible, clean, maintained and in good working condition. Water fountains, faucets and fixtures are operational and clean. Good performance level.

Facility Maintenance Assessment Report

2016 HORIZON ACADEMY WEST

503001 HORIZON ACADEMY WEST

Combined Id 1:
Schools Id 2:

FMAR_Date: 11/30/2016 Weather: Cold and Sunny 41 degrees

PSFA Reps: Levesque Troy Tillotson, Larry

District Reps :

Overall School Maintenance Rating	
Outstanding	90.1% to 100%
Good	80.1% to 90%
Satisfactory	70.1% to 80
Marginal	60.1 to 70%
Poor	<= 60%

Deficiency Factors		
Life Safety, Health or Property Loss		
Exposure Multipliers		
Minor Deficiency	1.5	Potential Threat and No Work Order
Major Deficiency	3.5	Immediate Threat and No Work Order

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Site Utilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Playgrounds/Athletic Fields	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Site Drainage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8	-1.89	0	-15.12
	Sidewalks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Grounds	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
Building Exterior	Windows/Calking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Walls/Finishes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Entry/Exterior Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7	-2.83	0	-19.81
	Roof/Flashing/Gutters	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-0.95	0	-9.50
Building Interior	Walls/Floors/Ceilings/Stairs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Interior Doors	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Restrooms	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Housekeeping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4	-1.89	0	-7.56
Building Equipment and Systems	Electrical Distribution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Lighting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Fire Protection Systems	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-1.89	0	-18.90
	Equipment Rooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Heating/Cooling/Ventilation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-0.95	0	-9.50
	Air Filters	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	0	0	0.00
	Kitchen Equipment/Refrig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
Plumbing/Water Heaters	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6	-0.95	0	-5.70	
Maintenance Management	PM Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				10	-3.77		-37.7
	FIMS and Equipment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				7	0		0.00
	Staff Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maintenance Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maint. Contractor Oversight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Facilities Mater Plan (Renewal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				3	-3.77		-11.31
Total Performance Deficiencies:		-241.93		Total Score:		758.07		Overall Rating:		75.81%			

Comments Section

Roadway/Parking

Asphalt drive lanes are in good condition with minor cracking. Recommend sealing minor cracks to prevent further damage to roadways. Lane striping and directional arrows visible. Handicap accessible lanes are painted with signage in place. Fire lane visible and accessible. Good performance level.

Site Utilities

Site utilities are secure and physically protected. Areas around utilities are clean and maintained. Good performance level.

Playgrounds/Athletic Fields

Playground equipment is secure, in good condition. Observed graffiti on slide cover appears to be done with chalk recommend cleaning off. Canopy in place. Impact surface is maintained with sufficient fill in high impact areas. Sidewalks around playground has impact material on walkways causing a slip/safety concern. Recommend removal. Satisfactory performance.

Site Drainage

Drainage works per design moving water away from building. Down spouts in place, good condition. Main concrete drain on North side of site contains weeds and debris where drainage canal meets street, recommend removing weeds and debris to allow proper drainage to occur. This issue recently accrued due to high winds. Satisfactory performance with a recommendation for correction.

Sidewalks

All sidewalks observed had even transitions with no lifting or separation. Impact surface on sidewalks around playground area causing a slip and safety concern. Was informed this was removed weekly, would recommend increasing sweeping/removing of impact surface to avoid injury. Satisfactory performance with a recommendation for correction.

Grounds

Observed leaves throughout site due to recent high winds and time of year. Grounds are well maintained with shrubs and bushes groomed, landscaping material in place and maintained. Was informed leaves will be removed during next PM on grounds by the end of the week. Good performance level.

Windows/Caulking

Windows are clean sealed and secure, no other issues at this time. Good performance level.

Walls/Finishes

Exterior wall finishes consist of metal siding which is secure sealed and hold a good paint job. Building to footing seal is complete. Stucco walls are clean maintained with no signs of damage. Good performance.

Entry/Exterior Doors

Entry/Exterior doors are operational with complete hardware. Some doors exteriors need to be repainted. Door sweeps need to be installed to keep weather and rodents out. Weather striping needed on some doors. Daylight visible under and between Entry/Exterior doors. Recommend door review for proper corrections needed. Marginal performance level.

Roof/Flashing/Gutters

Metal roof in good condition joints and screws are sealed with no leaks present. TPO roof is new 2013 well maintained with clean drains. Good performance level.

Walls/Floors/Ceilings/Stairs

Walls are clean fresh paint and well maintained with no observed damage. Floors are carpet and VCT with Ceramic tile in restrooms. All areas are well maintained with no issues at this time. Ceilings in good condition with two stained ceiling observed. Recommend replacing stained tile. Good performance with recommendation for correction.

Interior Doors

Wood interior doors are clean, well maintained and self closing with complete hardware. Smoke seals in place. Doors are in good condition.

Restrooms

Restrooms are clean well maintained and stocked with appropriate toiletries. Partitions are secure with complete hardware. Faucets and fixtures in good working condition. Lighting adequate, would recommend

increasing high dusting protocols on all return air vents and diffusers. Good performance with recommendation for correction.

Housekeeping

Housekeeping in offices, hallways, classrooms and most mechanical rooms is evident. Recommendations: Increase high dusting protocol on all diffusers and return air vents. Remove paint cans from outside, the fenced HVAC area North side of building. Organize custodial/maintenance area. Satisfactory performance with recommendations for corrections.

Electrical Distribution

Electrical panels are secure, labeled and accessible. Recommend removing flags and a box from next to electrical panel. 3' clearance is required around panels and maintaining access. Satisfactory performance with a recommendation for correction.

Lighting

Observed lighting to be adequate interior and exterior. East side has building lighting no parking lot lighting. Southwest parking has lighting. Lights are being changed as needed. Good performance level.

Fire Protection Systems

Fire monitoring system in normal mode with no trouble or advisory codes. Annual inspection review on fire extinguishers in place and current. Monthly inspection review is being performed, found 2 extinguishers missing Oct, and Nov 2016 monthly reviews. Recommend numbering and mapping extinguishers to better track and document monthly inspection reviews. Observed storage to close to ceiling and sprinkler in 1 storage area which was removed. Emergency and exit lighting operational. Satisfactory performance with recommendation for corrections.

Equipment Rooms

Equipment rooms are clean and well maintained. Observed flags stored next to electrical panel which need to be removed. 3" clearance and access is needed to equipment at all times. Satisfactory performance with recommendations for corrections.

Heating/Cooling/Ventilation

HVAC units are clean and maintained by TLC. Units are in good working condition secured with newly installed filters. Ventilation is adequate and functional. Good performance level.

Air Filters

Filters are clean, installed with appropriate sizes and types per manufactures specs and dated upon install. Units are maintained by TLC. Outstanding performance.

Kitchen Equipment/Refrig

Kitchen equipment is well maintained and operational. Kitchen floors, sinks and drains are free of debris. No hood system on site. Refrigerators are keeping temps needed. Good performance level.

Plumbing/Water Heaters

Water heaters are accessible, clean, maintained and in good working condition. Water fountains, faucets and fixtures are operational and clean. Good performance level.

Facility Maintenance Assessment Report

2016 HORIZON ACADEMY WEST

503001 HORIZON ACADEMY WEST

Combined Id 1:
Schools Id 2:

FMAR_Date: 11/30/2016 Weather: Cold and Sunny 41 degrees

PSFA Reps: Levesque Troy Tillotson, Larry

District Reps :

Overall School Maintenance Rating	
Outstanding	90.1% to 100%
Good	80.1% to 90%
Satisfactory	70.1% to 80
Marginal	60.1 to 70%
Poor	<= 60%

Deficiency Factors		
Life Safety, Health or Property Loss		
Exposure Multipliers		
Minor Deficiency	1.5	Potential Threat and No Work Order
Major Deficiency	3.5	Immediate Threat and No Work Order

Area	Performance Items	Performance Level					Deficiency Factors			Performance Deficiencies			
		Outstanding	Good	Satisfactory	Marginal	Poor	Minor x 1.5	Major x 3.5	None	Weight	Performance	Deficiency	Calculated Score
Site	Roadway/Parking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Site Utilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Playgrounds/Athletic Fields	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Site Drainage	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	8	-1.89	0	-15.12
	Sidewalks	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Grounds	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
Building Exterior	Windows/Calking	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Walls/Finishes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Entry/Exterior Doors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	7	-2.83	0	-19.81
	Roof/Flashing/Gutters	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-0.95	0	-9.50
Building Interior	Walls/Floors/Ceilings/Stairs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Interior Doors	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Restrooms	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-0.95	0	-2.85
	Housekeeping	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	4	-1.89	0	-7.56
Building Equipment and Systems	Electrical Distribution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	3	-1.89	0	-5.67
	Lighting	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	-0.95	0	-4.75
	Fire Protection Systems	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-1.89	0	-18.90
	Equipment Rooms	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-1.89	0	-3.78
	Heating/Cooling/Ventilation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	10	-0.95	0	-9.50
	Air Filters	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	5	0	0	0.00
	Kitchen Equipment/Refrig	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	2	-0.95	0	-1.90
Plumbing/Water Heaters	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	6	-0.95	0	-5.70	
Maintenance Management	PM Plan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				10	-3.77		-37.7
	FIMS and Equipment Data	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>				7	0		0.00
	Staff Development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maintenance Safety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Maint. Contractor Oversight	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				5	-3.77		-18.85
	Facilities Mater Plan (Renewal)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>				3	-3.77		-11.31
Total Performance Deficiencies:		-241.93		Total Score:		758.07		Overall Rating:		75.81%			

Comments Section

Roadway/Parking

Asphalt drive lanes are in good condition with minor cracking. Recommend sealing minor cracks to prevent further damage to roadways. Lane striping and directional arrows visible. Handicap accessible lanes are painted with signage in place. Fire lane visible and accessible. Good performance level.

Site Utilities

Site utilities are secure and physically protected. Areas around utilities are clean and maintained. Good performance level.

Playgrounds/Athletic Fields

Playground equipment is secure, in good condition. Observed graffiti on slide cover appears to be done with chalk recommend cleaning off. Canopy in place. Impact surface is maintained with sufficient fill in high impact areas. Sidewalks around playground has impact material on walkways causing a slip/safety concern. Recommend removal. Satisfactory performance.

Site Drainage

Drainage works per design moving water away from building. Down spouts in place, good condition. Main concrete drain on North side of site contains weeds and debris where drainage canal meets street, recommend removing weeds and debris to allow proper drainage to occur. This issue recently accrued due to high winds. Satisfactory performance with a recommendation for correction.

Sidewalks

All sidewalks observed had even transitions with no lifting or separation. Impact surface on sidewalks around playground area causing a slip and safety concern. Was informed this was removed weekly, would recommend increasing sweeping/removing of impact surface to avoid injury. Satisfactory performance with a recommendation for correction.

Grounds

Observed leaves throughout site due to recent high winds and time of year. Grounds are well maintained with shrubs and bushes groomed, landscaping material in place and maintained. Was informed leaves will be removed during next PM on grounds by the end of the week. Good performance level.

Windows/Caulking

Windows are clean sealed and secure, no other issues at this time. Good performance level.

Walls/Finishes

Exterior wall finishes consist of metal siding which is secure sealed and hold a good paint job. Building to footing seal is complete. Stucco walls are clean maintained with no signs of damage. Good performance.

Entry/Exterior Doors

Entry/Exterior doors are operational with complete hardware. Some doors exteriors need to be repainted. Door sweeps need to be installed to keep weather and rodents out. Weather striping needed on some doors. Daylight visible under and between Entry/Exterior doors. Recommend door review for proper corrections needed. Marginal performance level.

Roof/Flashing/Gutters

Metal roof in good condition joints and screws are sealed with no leaks present. TPO roof is new 2013 well maintained with clean drains. Good performance level.

Walls/Floors/Ceilings/Stairs

Walls are clean fresh paint and well maintained with no observed damage. Floors are carpet and VCT with Ceramic tile in restrooms. All areas are well maintained with no issues at this time. Ceilings in good condition with two stained ceiling observed. Recommend replacing stained tile. Good performance with recommendation for correction.

Interior Doors

Wood interior doors are clean, well maintained and self closing with complete hardware. Smoke seals in place. Doors are in good condition.

Restrooms

Restrooms are clean well maintained and stocked with appropriate toiletries. Partitions are secure with complete hardware. Faucets and fixtures in good working condition. Lighting adequate, would recommend

increasing high dusting protocols on all return air vents and diffusers. Good performance with recommendation for correction.

Housekeeping

Housekeeping in offices, hallways, classrooms and most mechanical rooms is evident. Recommendations: Increase high dusting protocol on all diffusers and return air vents. Remove paint cans from outside, the fenced HVAC area North side of building. Organize custodial/maintenance area. Satisfactory performance with recommendations for corrections.

Electrical Distribution

Electrical panels are secure, labeled and accessible. Recommend removing flags and a box from next to electrical panel. 3' clearance is required around panels and maintaining access. Satisfactory performance with a recommendation for correction.

Lighting

Observed lighting to be adequate interior and exterior. East side has building lighting no parking lot lighting. Southwest parking has lighting. Lights are being changed as needed. Good performance level.

Fire Protection Systems

Fire monitoring system in normal mode with no trouble or advisory codes. Annual inspection review on fire extinguishers in place and current. Monthly inspection review is being performed, found 2 extinguishers missing Oct, and Nov 2016 monthly reviews. Recommend numbering and mapping extinguishers to better track and document monthly inspection reviews. Observed storage to close to ceiling and sprinkler in 1 storage area which was removed. Emergency and exit lighting operational. Satisfactory performance with recommendation for corrections.

Equipment Rooms

Equipment rooms are clean and well maintained. Observed flags stored next to electrical panel which need to be removed. 3" clearance and access is needed to equipment at all times. Satisfactory performance with recommendations for corrections.

Heating/Cooling/Ventilation

HVAC units are clean and maintained by TLC. Units are in good working condition secured with newly installed filters. Ventilation is adequate and functional. Good performance level.

Air Filters


Filters are clean, installed with appropriate sizes and types per manufactures specs and dated upon install. Units are maintained by TLC. Outstanding performance.

Kitchen Equipment/Refrig


Kitchen equipment is well maintained and operational. Kitchen floors, sinks and drains are free of debris. No hood system on site. Refrigerators are keeping temps needed. Good performance level.

Plumbing/Water Heaters

Water heaters are accessible, clean, maintained and in good working condition. Water fountains, faucets and fixtures are operational and clean. Good performance level.



Horizon Academy West



**HORIZON ACADEMY WEST
FACILITIES MASTER PLAN/
EDUCATIONAL SPECIFICATION
2016-2021
MARCH 16, 2016**


AGENDA

- FMP/ED SPEC Purpose
- FMP/ED SPEC Objective
- FMP/ED SPEC Partnership
- FMP/ED SPEC Procedures-Process
- FMP/ED SPEC Schedule
- HAW Background Information
- FMP/ED Goals and Objectives
- HAW Issues, Concerns & Needs

**2016-2021
Horizon
Academy
West
FMP/ED SPEC**

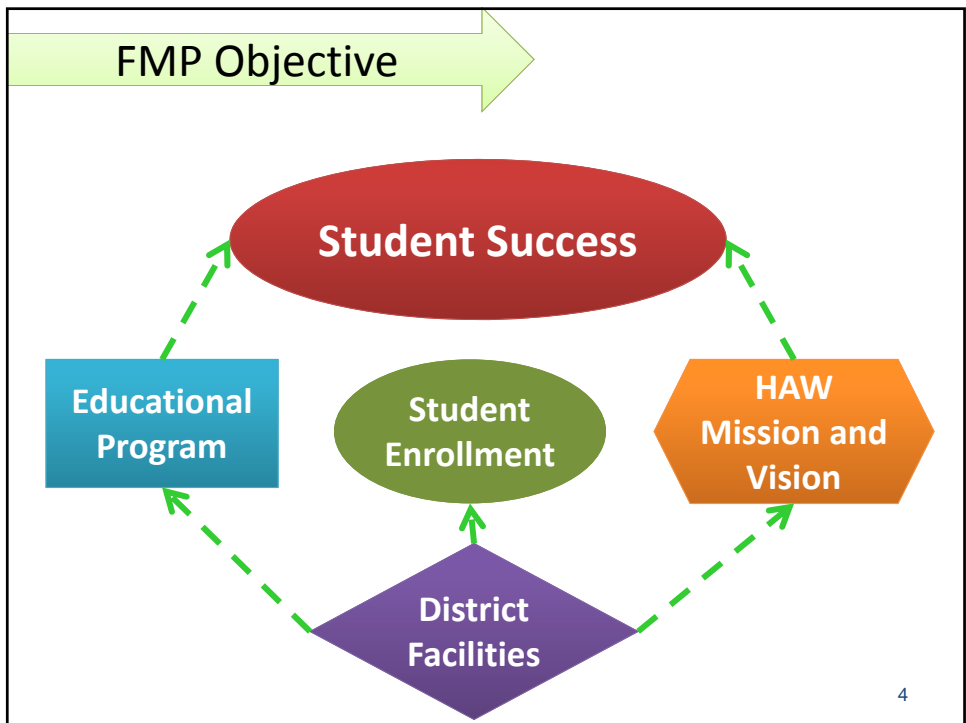
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FMP/ED SPEC Purpose →



Develop a
Plan / Road Map
for school facilities
which will support the
School's Mission
and Educational
Program For
Student Success

3

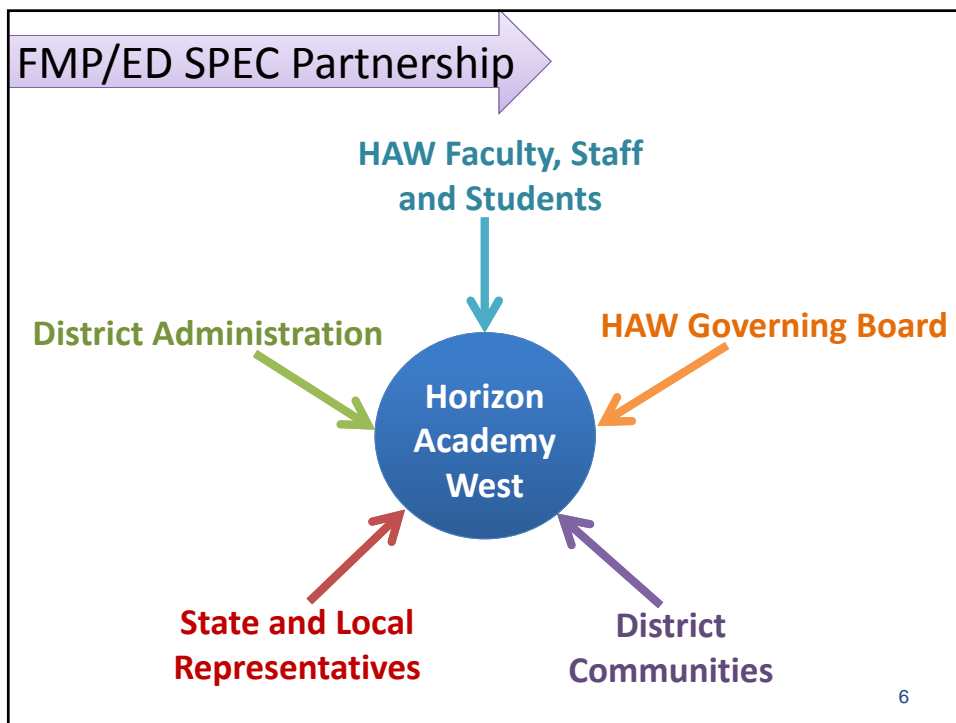


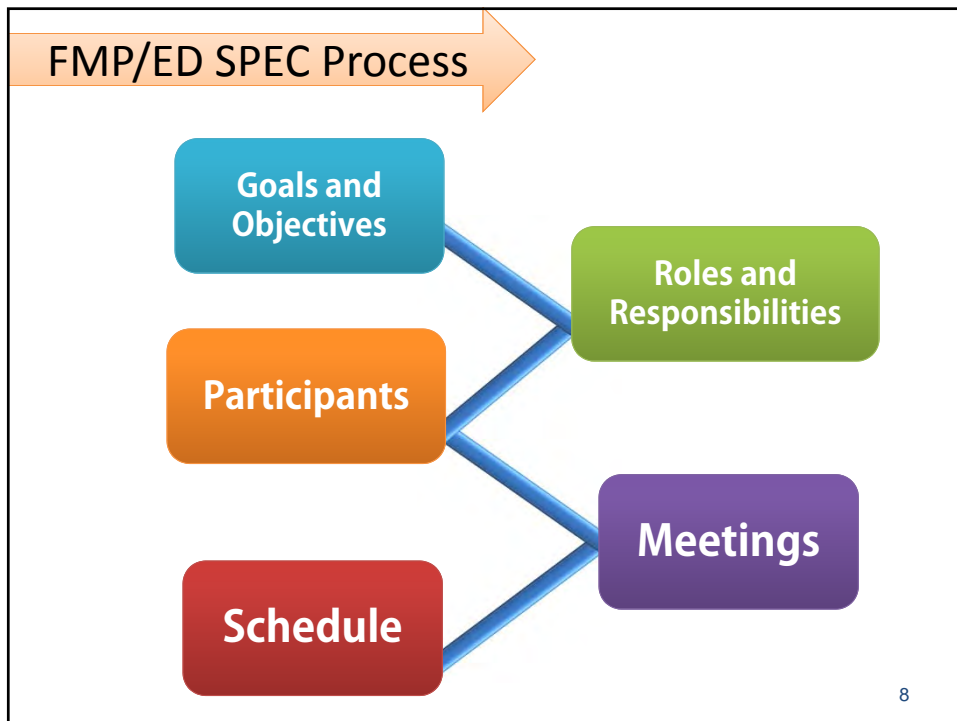
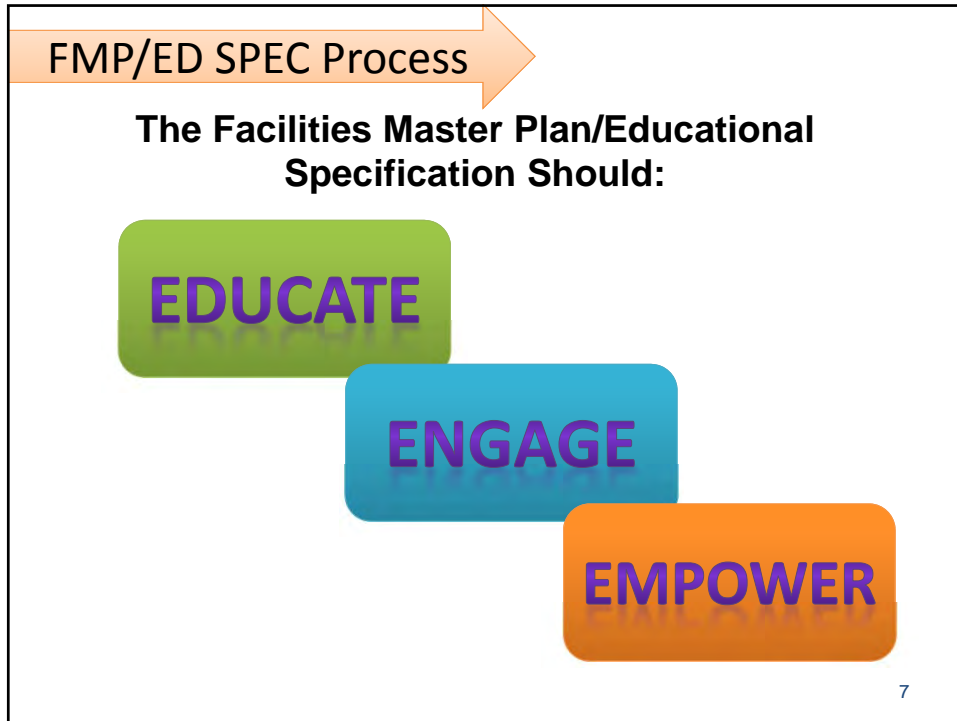
HORIZON ACADEMY WEST 2016

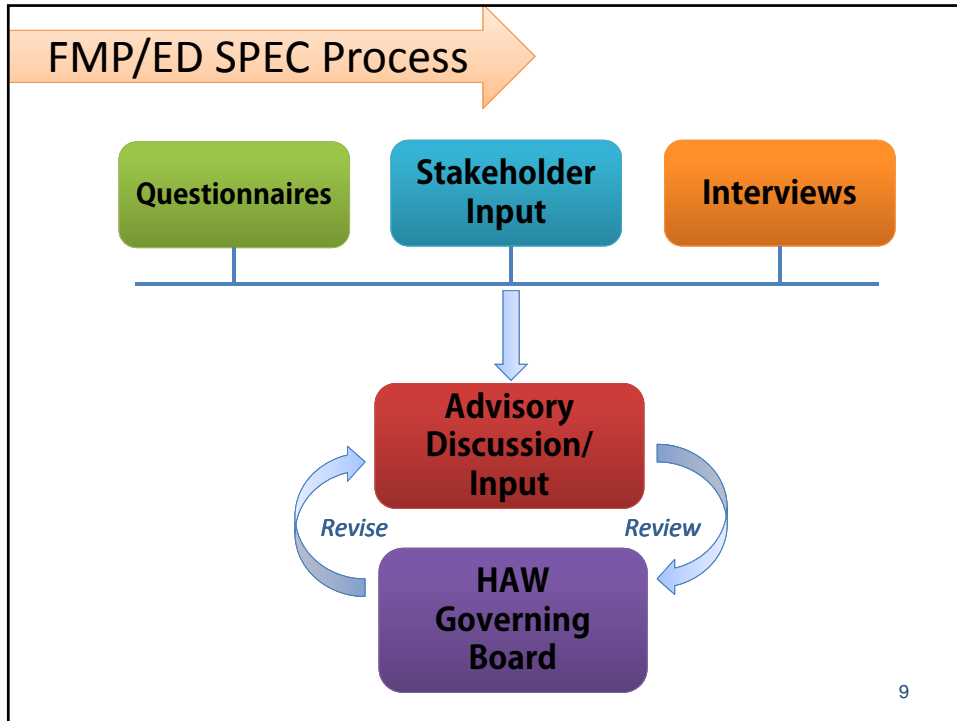
MISSION

Horizon Academy West has committed to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.

5







FMP/ED SPEC Process

PSFA FMP / EDUCATIONAL SPECIFICATION REQUIREMENTS

- Facilities Master Plan / Educational Specification Checklist
- Enrollment
- Facility Utilization
- School Issues, Concerns & Needs:
 - Life Health Safety
 - Technology
 - Preventive Maintenance
 - Efficient / Effective Use of Square Footage

10

FMP/ED SPEC Process

STEP 1: DATA

A. GATHER INFORMATION

- School Vision, Mission & Goals
- School Property
- Demographics
- Enrollment History & Projections
- Facilities Overview
- Square Footage
- Number of Instructional Spaces
- Age of Facilities
- Condition of Facilities
- Capacity & Utilization
- School Needs
- Financial Overview

FMP/ED SPEC Process

B. REVIEW and VERIFY DATA with:

- All Stakeholders
 - Governing Board
 - State PSFA Representatives
 - FMP/ED SPEC Committee
 - Advisory Committee
 - Community

STEP 2: DISCUSSION

- A. Include All Stakeholders
- B. School Issues / Needs
- C. Cost Associated with School Needs
- D. Funding Sources
- E. Develop Options

FMP/ED SPEC Process

STEP 3: DECISIONS

- A. Obtain Input from ALL Stakeholders
- B. Prioritize School Needs / Issues
- C. Review School Priorities with ALL Stakeholders
- D. Develop Recommendations Packet
- E. Governing Board Review of Recommendations Packet

STEP 4: CAPITAL PROJECTS

- A. Governing Board Adopt and Implement Facilities Master Plan / Educational Specification

FMP/ED SPEC Process

ROLES AND RESPONSIBILITIES

GOVERNING BOARD

- PROVIDE GUIDANCE AND DIRECTION
- REVIEW IDENTIFIED SCHOOL LEVEL
 - GOALS
 - CONCERNS
 - PRIORITIES
- APPROVE AND IMPLEMENT SCHOOL FACILITIES MASTER PLAN / EDUCATIONAL SPECIFICATION

FMP/ED SPEC Process

ROLES AND RESPONSIBILITIES

PSCOC / PSFA:

- HELP IDENTIFY SCHOOL LEVEL
 - NEEDS
 - GOALS
 - PRIORITIES
- PROVIDE INPUT, GUIDANCE AND DIRECTION TO ADVISORY AND FMP/ED SPEC COMMITTEE
- PROVIDE SUPPORT TO THE SCHOOL

FMP/ED SPEC Process

ROLES AND RESPONSIBILITIES

COMMUNITY:

- HELP IDENTIFY SCHOOL LEVEL
 - NEEDS
 - GOALS
 - PRIORITIES
- PROVIDE INPUT, GUIDANCE AND DIRECTION TO ADVISORY AND FMP/ED SPEC COMMITTEES
- PROVIDE SUPPORT TO THE SCHOOL

FMP/ED SPEC Process

ROLES AND RESPONSIBILITIES

ADVISORY COMMITTEE:

- HELP ESTABLISH SCHOOL LEVEL
 - NEEDS
 - GOALS
 - PRIORITIES
- PROVIDE INPUT ON SCHOOL OPTIONS
- PROVIDE INPUT ON SCHOOL CAPITAL PLAN
- PROVIDE INPUT ON RECOMMENDATIONS FOR GOVERNING BOARD
- LIAISON TO COMMUNITY CONCERNING SCHOOL ISSUES

FMP/ED SPEC Process

ROLES AND RESPONSIBILITIES

ADVISORY COMMITTEE:

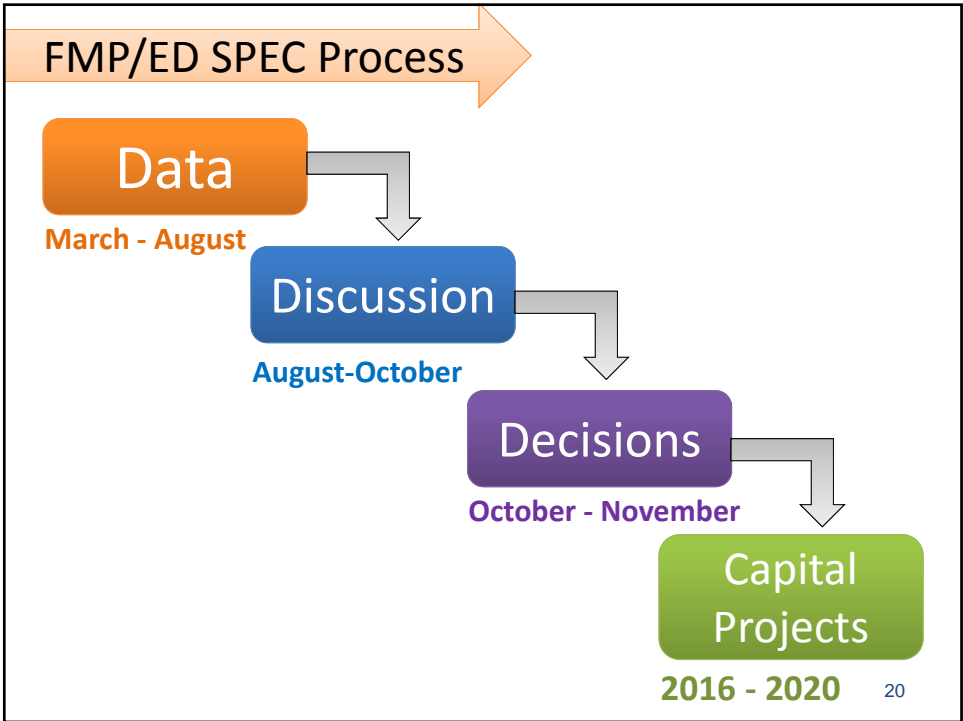
<input type="checkbox"/> PSFA Representatives	2-4
<input type="checkbox"/> School Representatives	12-16
<input type="checkbox"/> Student Representatives	2-4
<input type="checkbox"/> Parent Representatives	2-4
<input type="checkbox"/> Community Leaders	4-8
TOTAL ADVISORY COMMITTEE MEMBERSHIP:	20-50

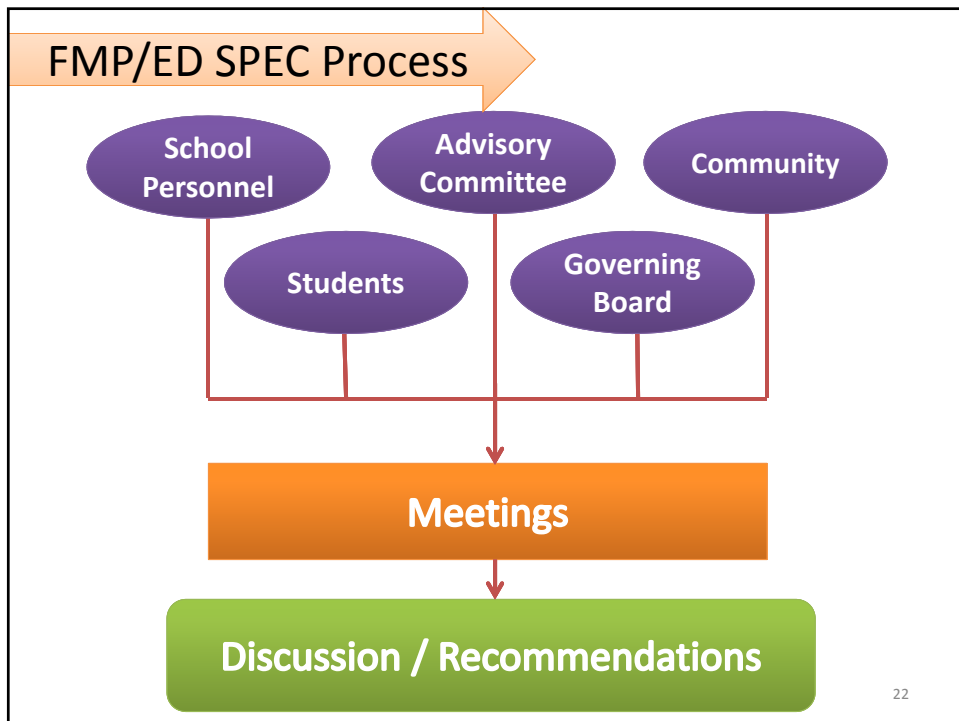
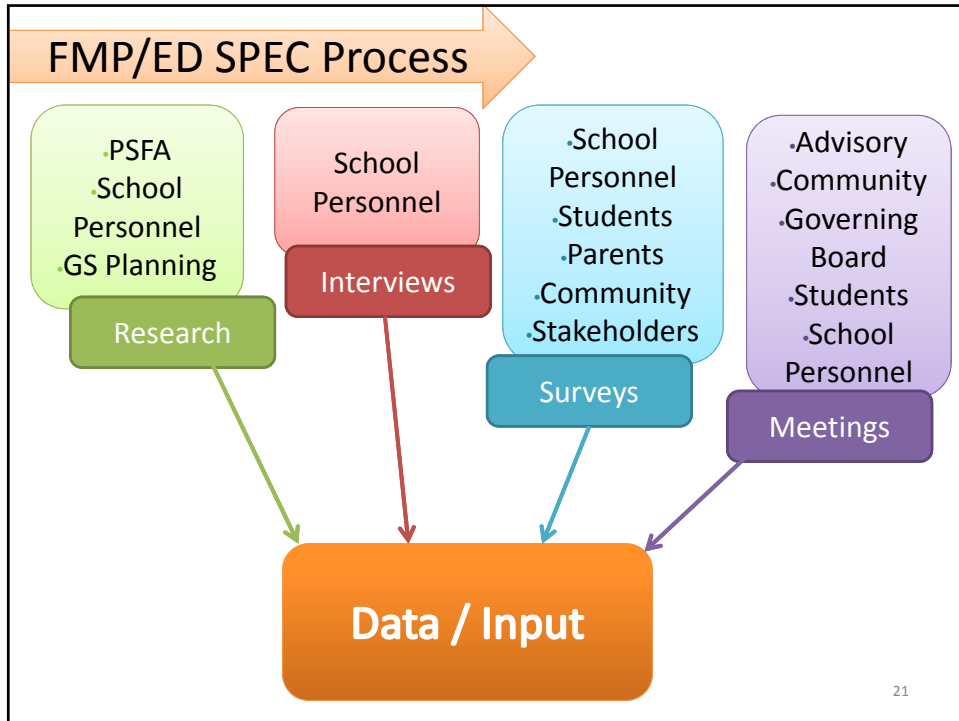
FMP/ED SPEC Process

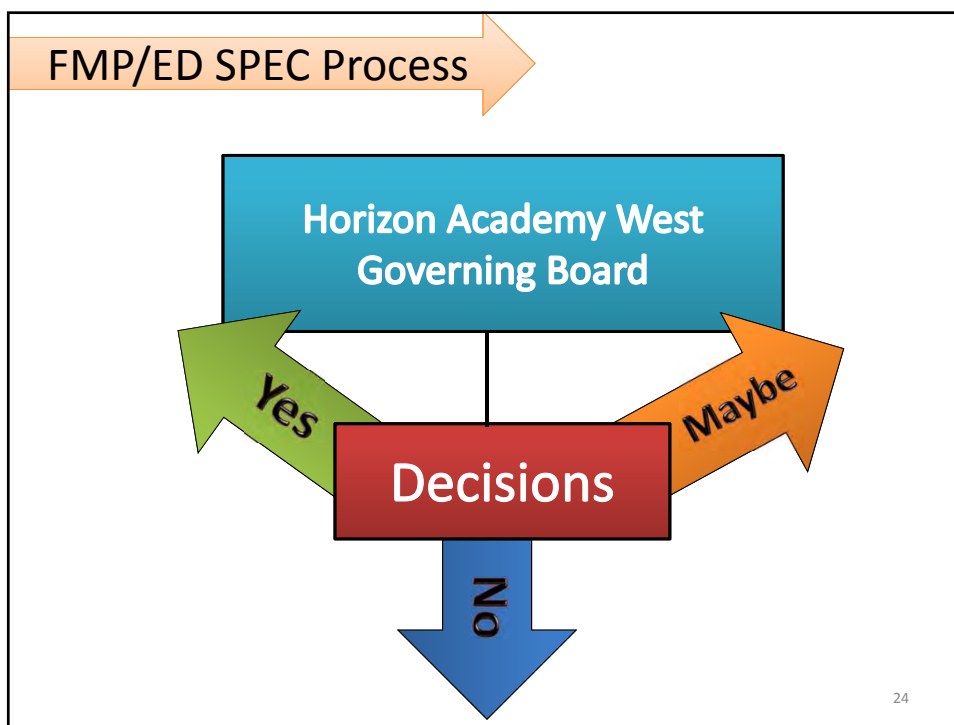
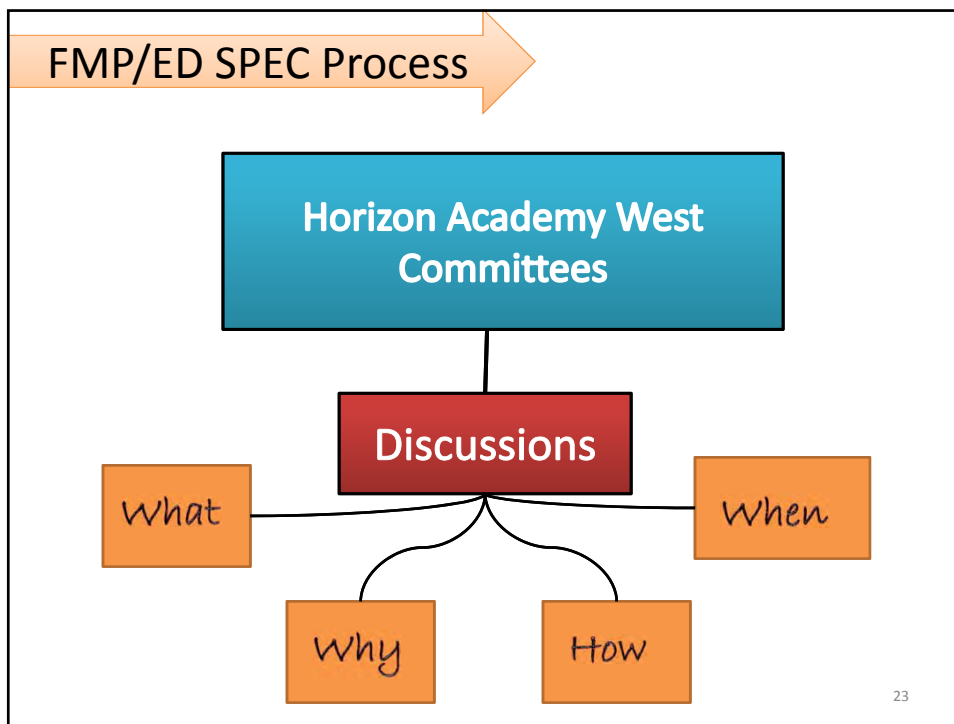
ROLES AND RESPONSIBILITIES

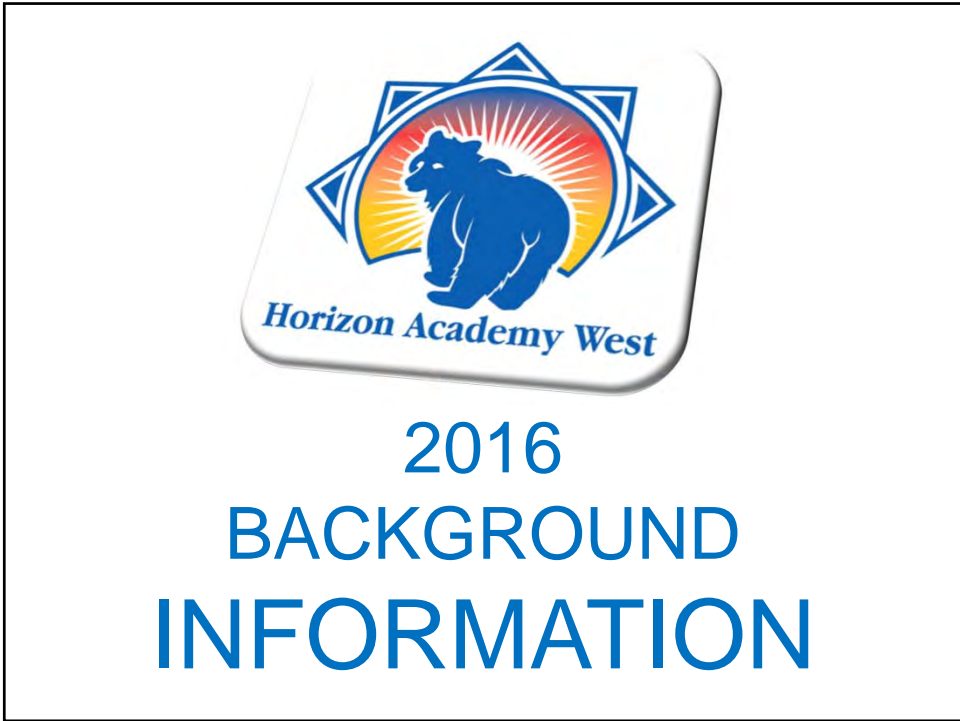
FACILITY MASTER PLAN (CORE) COMMITTEE:

- ❑ PROVIDE ASSISTANCE IN OBTAINING SCHOOL DATA
- ❑ REVIEW ALL SCHOOL DATA
- ❑ HELP ESTABLISH SCHOOL LEVEL
 - NEEDS, GOALS & PRIORITIES
- ❑ SYNTHESIS COMMUNITY AND ADVISORY COMMITTEE INPUT
- ❑ REFINE RECOMMENDATIONS FOR GOVERNING BOARD
- ❑ LIAISON TO COMMUNITY CONCERNING SCHOOL ISSUES







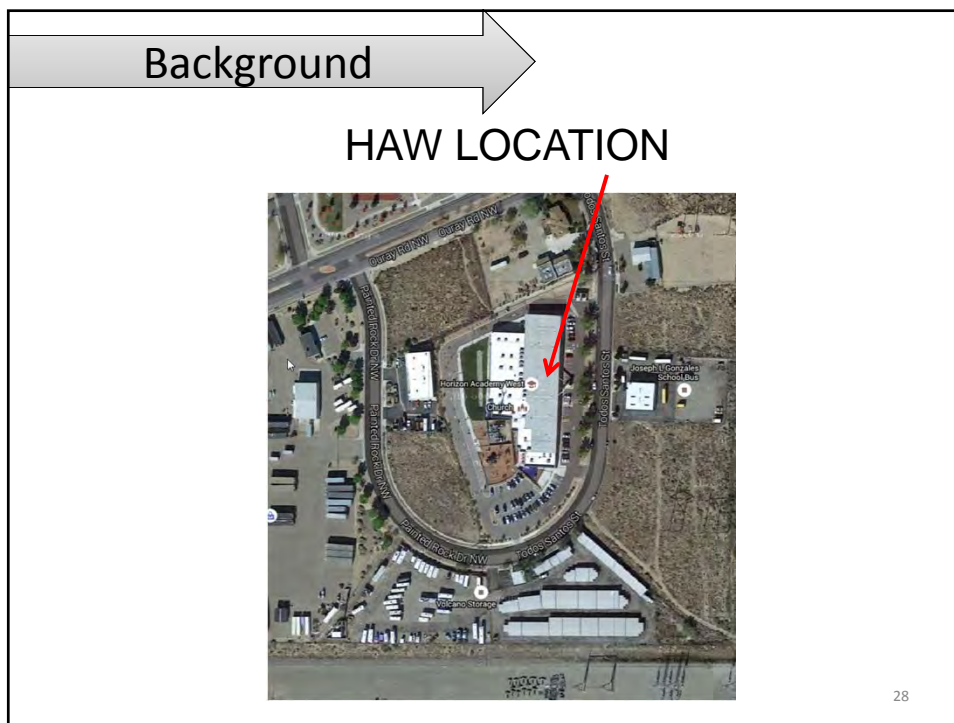
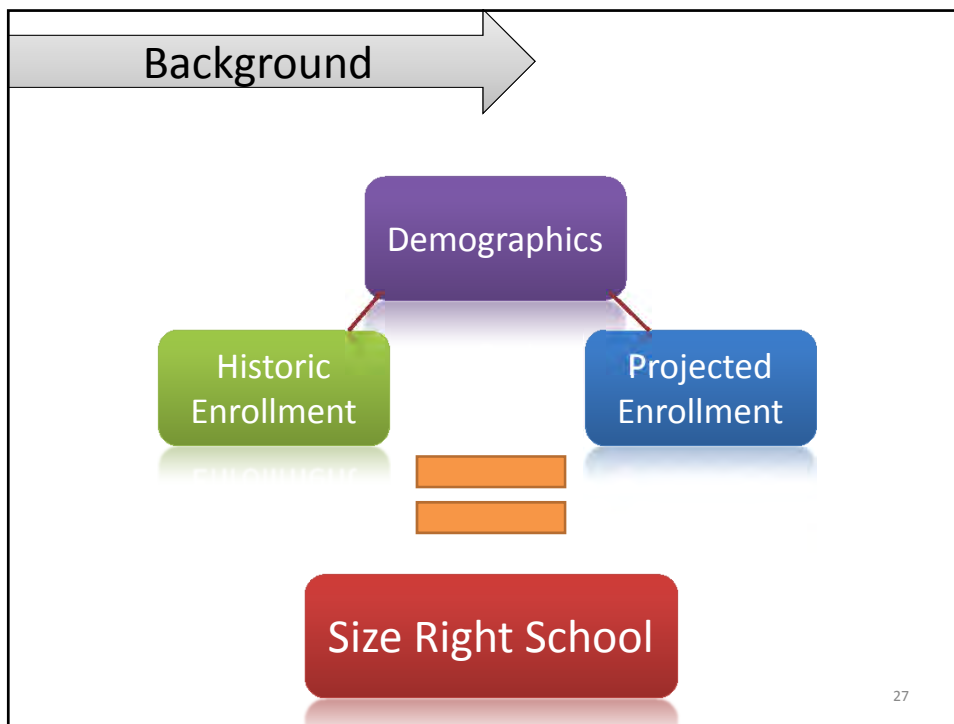


Background

**HAW 2012-17
Historic and Projected Enrollment**

Horizon Academy West Historic & Projected Enrollment Data															
	2003-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary															
Kindergarten	41	74	77	53	62	58	60	57	59	59	59	59	59	59	59
Grade 1	41	65	89	75	60	58	65	63	66	65	65	65	65	65	65
Grade 2	59	71	71	71	68	63	66	65	68	68	68	68	68	68	68
Grade 3	52	65	68	67	68	65	65	65	66	66	66	66	66	66	66
Grade 4	73	70	68	60	72	70	72	71	67	67	67	67	67	67	67
Grade 5	46	64	68	68	65	69	68	68	68	67	67	67	67	67	67
Grade 6	74	65	69	53	41	46	37	42	42	43	43	43	43	43	43
Total	386	474	510	447	436	429	433	431	436	435	435	435	435	435	435

*FIGURES ARE BASED ON NMPED 40-DAY ENROLLMENT AND DO NOT INCLUDE PRE-K.



Background

HAW 2014-15 School Grade

Horizon Academy West: D

Source: NM PED

29

Background

- Site Plans
- Construction Dates
- Floor Plans
- Completed Projects
- Facility Assessment Database
- Utility Consumption
- Facility Assessments
- Facility Assessment Maintenance Report

30

Background

HAW SCHOOLS 2015-16 CAPACITIES

31

HAW SCHOOLS FMAR RANKINGS

FACILITY MAINTENANCE ASSESSMENT REPORT

School	YEAR	Participation %
Horizon Academy West		

Mean: 04.02%

Median: 23.84%

Number of Schools: 48

Number of Schools: 48

OUTSTANDING: Maintenance activities demonstrate a highly focused and goal driven supported maintenance culture. Facility conditions are exceptionally good and clearly maintainable (Member-Whisper). Maintenance Rating: 90.0% to 100%.

GOOD: Maintenance activities demonstrate a focused and supported maintenance program. Facility conditions are fairly to of high quality, performing well, but not excellent or outstanding in quality (Member-Whisper). Maintenance Rating: 80.0% to 90%.

SATISFACTORY: Maintenance activities demonstrate a sufficient maintenance program which is sufficient to meet the demand or requirements adequately or reliably, acceptable (Member-Whisper). Maintenance Rating: 70.0% to 80%.

NEEDS ATTENTION: Maintenance activities demonstrate a need for improvement and fairly meet minimal acceptable standards to support the program. Activities are close to the lower limit of satisfactory, acceptable, or condition fairly meeting the minimum requirements. (Source: Member-Whisper). Maintenance Rating: 60.0% to 70%.

POOR: Operations and activities are poor and demonstrate a need for immediate improvement in quality, safety and the environment and at risk for failure. Activities are less than adequate inferior in quality or value (Source: Member-Whisper). Maintenance Rating: 50% and below.

2015 Facilities Assessment Database (FAD) RANKINGS

Horizon Academy West: 655

2015 State Share of an approved project: 59%
District Share of an approved project: 41%

33

PSCOC / PSFA SYSTEMS BASED FUNDING

FAD SYSTEM	LIFE SPAN
BUILDING:	
Air / Ventilation Equipment	20
Ceiling Finishes	30
Communications / Security	15
Exterior Walls	100
Exterior Windows and Doors	30
Fire Detection / Alarm	15
Fire Sprinkler	50
Floor Finishes	12
Foundation / Slab / Structure	100
HVAC	30

34

PSCOC / PSFA SYSTEMS BASED FUNDING

FAD SYSTEM	LIFE SPAN
BUILDING:	
Institutional Equipment	30
Interior Doors, Partitions, Stairs, Elevator	50
Interior Walls	60
Lighting / Branch Circuits	30
Main Power / Emergency	30
Other Electrical Systems	20
Other Equipment	60
Plumbing	30
Roof	20
Technology	10
Wall Finishes	12

35

PSCOC / PSFA SYSTEMS BASED FUNDING

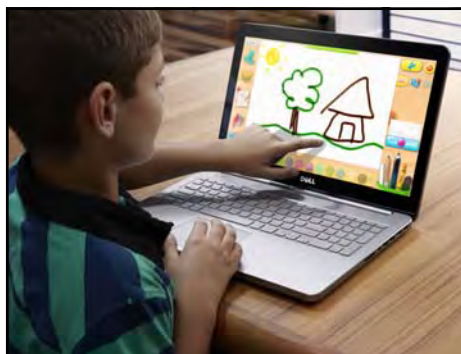
SITE:	
Athletic Fields	30
Fencing	100
Landscaping	30
Parking Lots	20
Playground Equipment	15
Site Lighting	40
Site Specialties	40
Site Utilities	50
Walkways	30

36

HAW SCHOOLS CAPITAL PROJECT FUNDING HISTORY


37








Academic Skills




2016
Focus of
Education
is on the
'TOTAL STUDENT'

Social Skills



Wellness Skills



42

FMP Goals and Objectives

WHAT WILL EDUCATION AT HAW LOOK LIKE IN 5, 10, 15, 20 YEARS?



43

FMP Goals and Objectives



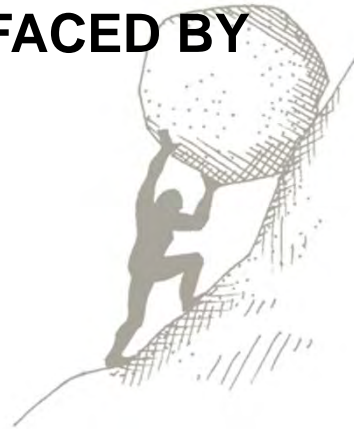
FMP Goals and Objectives

WHAT ARE POSITIVE FEATURES OF SCHOOL FACILITIES?



FMP Goals and Objectives

WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY HAW?



FMP Goals and Objectives

WHAT IS THE LONG RANGE VISION OF THE SCHOOL FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?

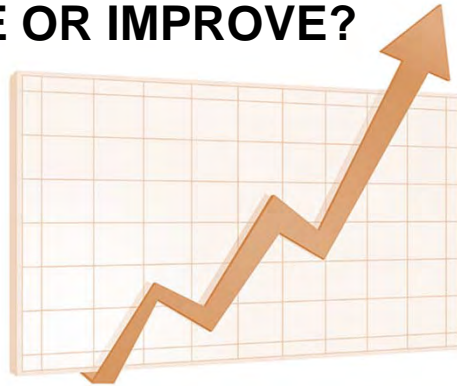


FMP Goals and Objectives



FMP Goals and Objectives

**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME FEATURES OF
SCHOOL FACILITIES THAT NEED
TO CHANGE OR IMPROVE?**



FMP Goals and Objectives



FMP Goals and Objectives

WHAT SPECIAL PROGRAMS NEED TO BE CONSIDERED FOR THE FMP / ED SPEC?



51

HAW Issues, Concerns & Needs

- Life-Health-Safety-Security
- Technology
- Preventive Maintenance
- Building Systems:
 - Fire Alarm
 - Intercom
 - Roofs
 - HVAC
 - Electrical
 - Plumbing
 - Lighting
- Site
- Utilization of Space
- Other

52

Marilyn

HORIZON ACADEMY WEST CHARTER SCHOOL

FACILITIES MASTER PLAN / EDUCATIONAL SPECIFICATION

FMP/ED SPEC Committee MEETING

LOCATION:

HORIZON ACADEMY WEST

JUNE 20TH, 2016

1:30PM

AGENDA:


1. Introductions ✓
2. PSFA Maintenance Program Review
3. Review FMP Status
 - a. Strategic Planning Meeting: complete
 - b. Facility Assessment: complete
 - c. FAD / FMAR Review: complete
 - d. Interviews: In progress Raul, IT, J+S IT Eric
 - e. Utilization Study: complete ✓
4. Identify Issues, Concerns & Needs Tuesday June 28th Interviews
5. FMP Schedule

Current investors did not approve the expansion.
2016-17 enrollment is at 454

Tested on Google Chrome.
Used Computer Lab


Need playground for students. Need place
for students to play ball, grass or dirt.
PE utilizes the Park, but Park cannot be
used during recess.


There is a piece of property next to school
that is for sale.

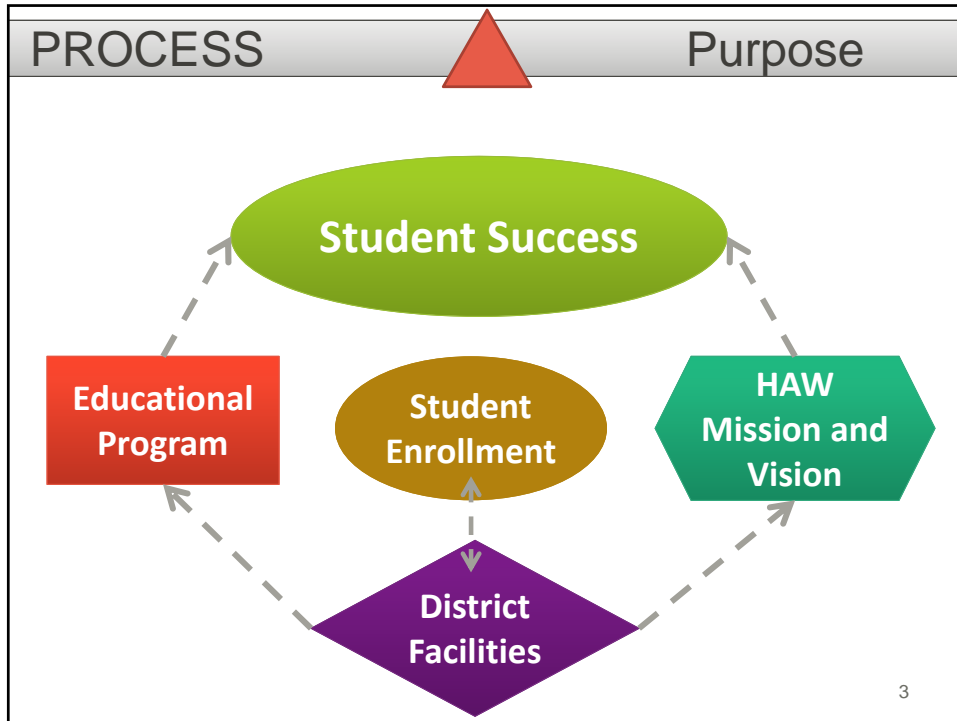


Horizon Academy West

**HORIZON ACADEMY WEST
FACILITIES MASTER PLAN/
EDUCATIONAL SPECIFICATION
2016-2021
October 19, 2016**



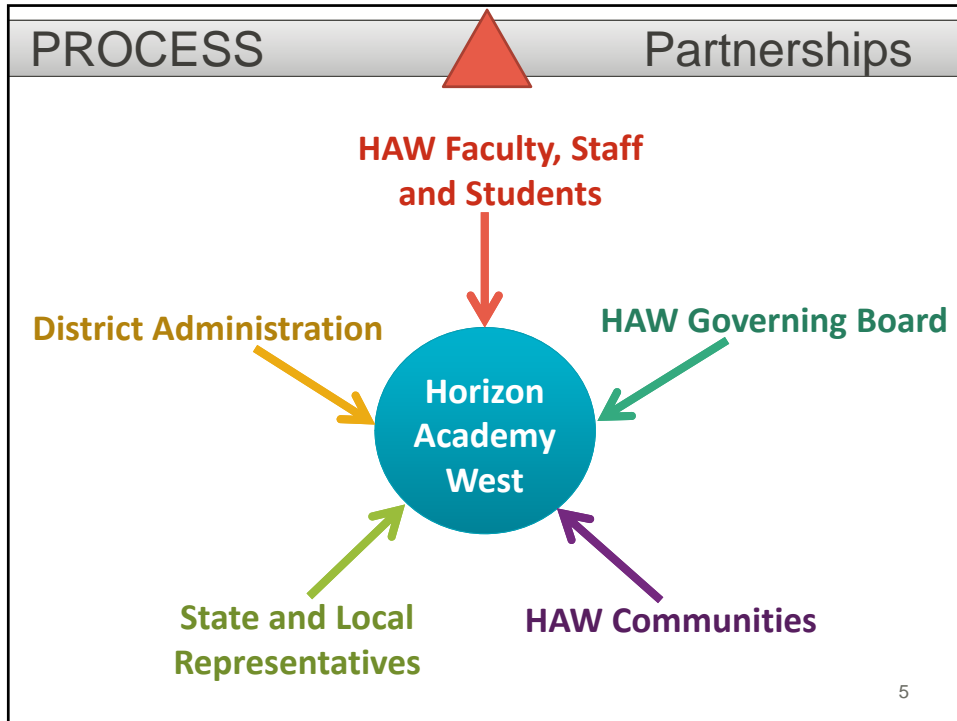
PROCESS	Purpose
	<p>Develop a Plan / Road Map for school facilities which will support the School's Mission and Educational Program For <i>Student Success</i></p> <p>2</p>

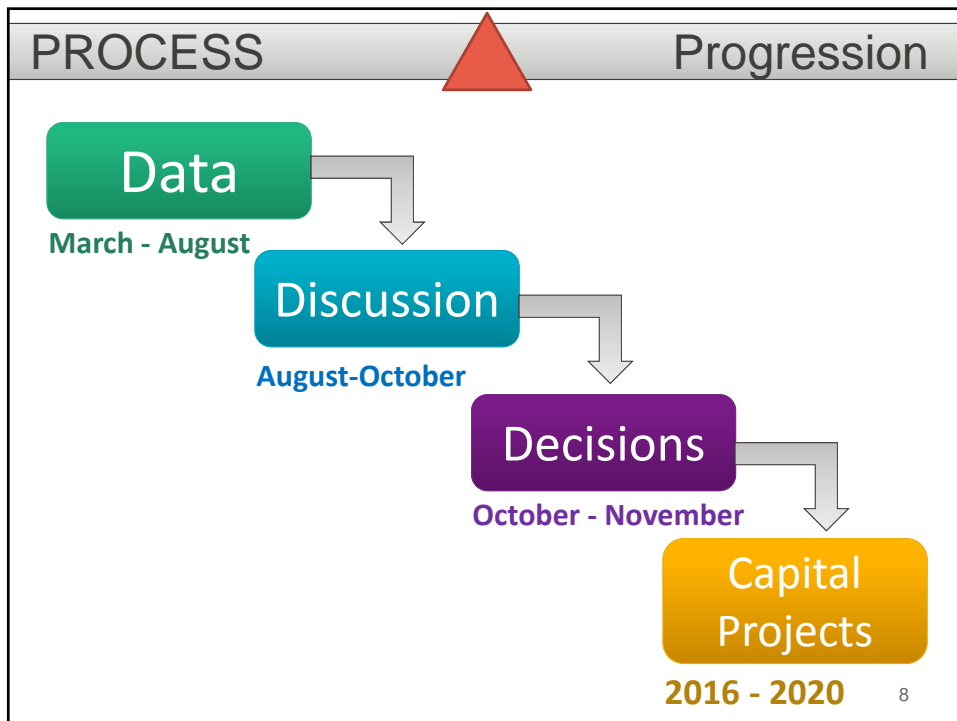


HORIZON ACADEMY WEST 2016

MISSION

Horizon Academy West has committed to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.







2016 BACKGROUND INFORMATION

BACKGROUND

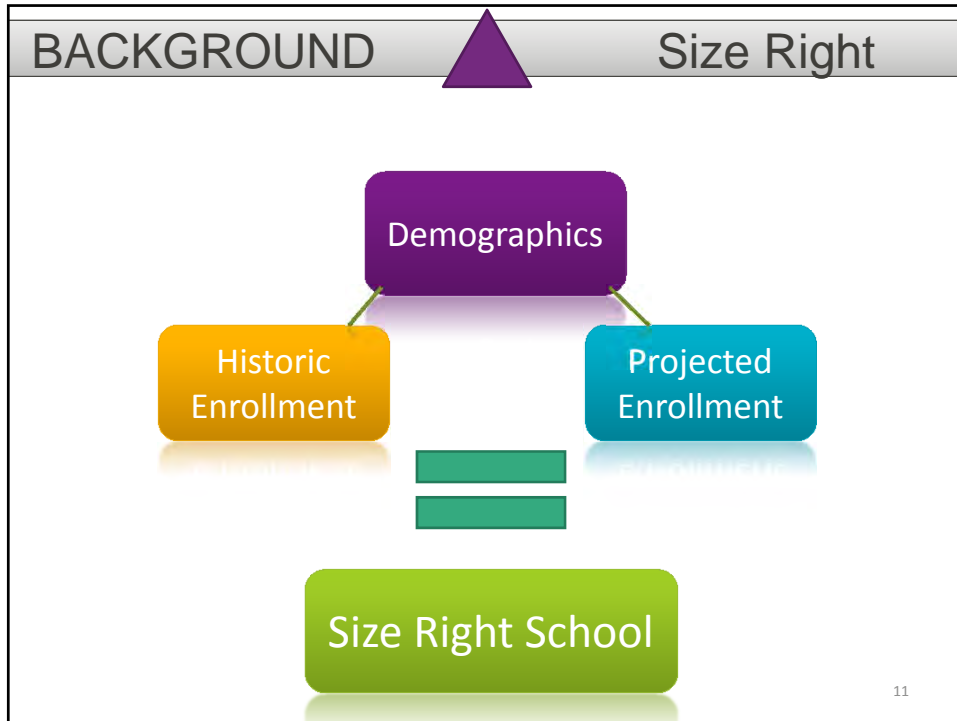
Enrollment

HAW 2012-17 FMP Historic and Projected Enrollment

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary															
Kindergarten	41	74	77	53	62	58	60	57	59	59	59	59	59	59	59
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Grade 6	74	65	69	53	41	46	37	42	42	43	43	43	43	43	43
Total	386	474	510	447	436	429	433	431	436	435	435	435	435	435	435

*FIGURES ARE BASED ON NMPED 40-DAY ENROLLMENT AND DO NOT INCLUDE PRE-K.

2015-16 40Day Student Count: 435 + 40 Pre-K
 HAW Charter Capacity: 500 + 40 Pre-K Students
 540 Total HAW Students



BACKGROUND		School Grade
District Name	School Name	School Grade
HORIZON ACADEMY WEST	HORIZON ACADEMY WEST	C

Source: NM PED 13

BACKGROUND		FMAR
FACILITY MAINTENANCE ASSESSMENT REPORT		
School	YEAR	Participation %
Horizon Academy West		

14

BACKGROUND	FAD Ranking
<p>2015 Facilities Assessment Database (FAD) RANKINGS</p> <p>Horizon Academy West: 655</p>	
<p>2015 State Share of an approved project:</p>	<p>59%</p>
<p>School Share of an approved project:</p>	<p>41%</p>
<p>15</p>	

BACKGROUND	PSFA Recommended Sq. Ft.					
<p>PSFA Recommended Square Footage:</p>						
School	Current Enrollment	PSFA CURRENT Recommended SF/Student	PSFA Recommended Facility SF	Facility SF (including portables)	Ratio of Existing SF to Recommended SF (Permanent Facilities Only)	PSFA Capacity based on Existing SF/Student
Horizon Academy West Charter	475	129	61,176	42,347	69%	310
DISTRICT TOTALS:						
<p>16</p>						

BACKGROUND			HAW Capacities			
				Existing # of Classrooms w/Portables	Instructional Space Capacity w/Portables @ 67%	Instructional Space Capacity w/Portables @ 75%
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/o Portables	Existing # of Classrooms w/Portables	Instructional Space Capacity w/Portables @ 67%	Instructional Space Capacity w/Portables @ 75%
Horizon Academy West Charter	Pre-K - 6	475	28	28	413	462

17

BACKGROUND			HAW Capacities			
Functional Facility Capacity Compared to Maximum Facility Capacity						
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/ Portables	Functional Facility Capacity w/Portables	Maximum Facility Capacity w/ Portables	PSFA Capacity based on Existing Permanent SF/Student
Horizon Academy West Charter	Pre-K - 6	475	28	508	592	310

18

BACKGROUND		HAW Utilizations			
Utilization of Spaces:					
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/o Portables	Utilization of Space based on % Rm. Occ/Day	Utilization of Space based on Periods Used / Day
Horizon Academy West Charter	Pre-K - 6	475	28.0	93%	82%

19

BACKGROUND		HAW Pupil / Teacher / Ratio						
GRADE:	2015-16 Enrollment	2017-18 Enrollment	2015-16 # of Classrooms & Teachers	2017-18 # of Classrooms & Teachers	PED PTR	2015-16 HAW PTR	2017-18 HAW PTR w/ Existing Classrooms	2017-18 HAW PTR w/ 2 Additional Classrooms
Pre-K:	40	40	1	1	20	20.00	20.00	20.00
Kindergarten:	76	80	4	4	20	19.00	20.00	20.00
1st Grade:	73	84	4	4	22	18.25	21.00	21.00
2nd Grade:	77	84	4	4	22	19.25	21.00	21.00
3rd Grade:	87	84	4	4	22	21.75	21.00	21.00
4th Grade:	55	84	3	4	24	18.33	28.00	21.00
5th Grade:	67	84	3	4	24	22.33	28.00	21.00
TOTAL:	475	540	23	25	22	19.85	22.71	20.71


20

BACKGROUND ▲ **Classrooms Required**

SCHOOL	Number of Classrooms Required				# of Existing Clrms
	2015-16		2021-22		
	Total Enroll	Total Clrms Needed	Total Enroll	Total Clrms Needed	
Horizon Academy West Charter	475	32	540	35	28

21

BACKGROUND ▲ **Capital Project Funding**



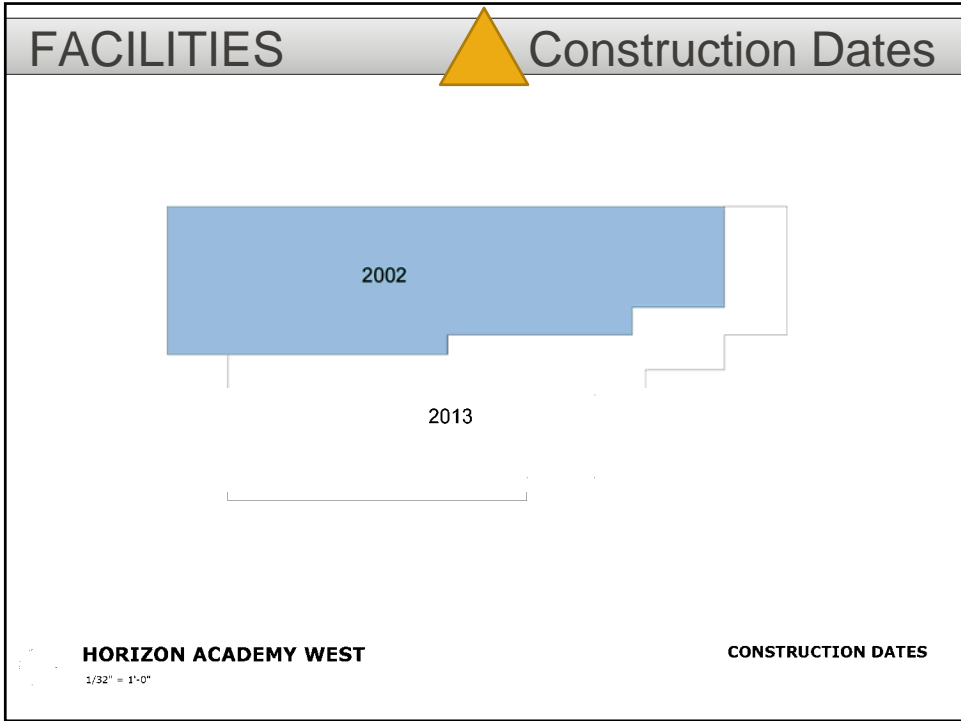
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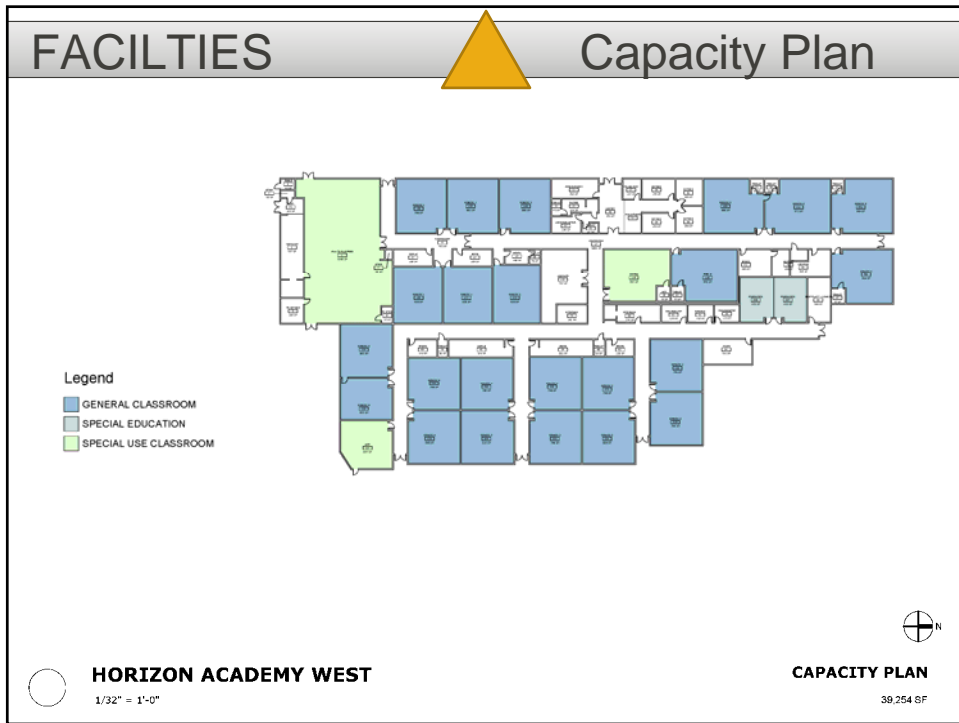
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- Budgeted FY2016 - \$334,258.00

SB-9 - FY2014 – \$122,998.66
 FY2015 - \$124,056.35
 Budgeted FY2016 – 126,000.00

HB-33 – \$260,000 / year Anticipated to receive starting in FY2017

22










Academic Skills




2016
Focus of
Education
is on the
'TOTAL STUDENT'


Social Skills




Wellness Skills



31

GOALS & OBJECTIVES  Participant Input

**WHAT WILL EDUCATION
AT HAW LOOK LIKE IN
5, 10, 15, 20
YEARS?**




32




GOALS & OBJECTIVES  Participant Input

**WHAT ARE POSITIVE
FEATURES OF SCHOOL
FACILITIES?**




GOALS & OBJECTIVES  Participant Input


WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY HAW?



The illustration shows a silhouette of a person pushing a large, textured globe up a steep, rocky incline. The globe is covered in small dots, representing a globe of the world. The person is positioned at the bottom of the incline, leaning forward and pushing the globe upwards. The background is a simple line drawing of the hillside.

GOALS & OBJECTIVES  Participant Input

WHAT IS THE LONG RANGE VISION OF THE SCHOOL FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?



The illustration shows several light blue puzzle pieces scattered on a white surface. One piece is prominently placed in the upper left and is labeled with the word "Vision" in a simple font. The other pieces are partially visible around it, suggesting a larger puzzle to be solved.

GOALS & OBJECTIVES ▲ Participant Input



GOALS & OBJECTIVES ▲ Participant Input

**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME FEATURES OF
SCHOOL FACILITIES THAT NEED
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GOALS & OBJECTIVES  Participant Input



GOALS & OBJECTIVES  Participant Input

WHAT SPECIAL PROGRAMS NEED TO BE CONSIDERED FOR THE FMP / ED SPEC?



40

ISSUES, NEEDS AND CONCERNS 

Life-Health-Safety-Security:

Technology:

Maintenance / Preventive Maintenance:


Facility Condition:

Efficient / Effective Facilities:

Availability of Capital Funding:

Partnerships: Community and PSCOC/PSFA

41

ISSUES, NEEDS AND CONCERNS **Funding Sources**

1. RE-OCCURRING NEEDS: SB-9 & GOB
2. FACILITY / SITE SYSTEM RENEWAL: SB-9 & GOB
3. FACILITY / SITE CAPITAL PROJECTS: GOB
4. FACILITY DEMOLITION

42

ISSUES, NEEDS AND CONCERNS	Re-Occurring
<p>HAW Re-Occurring Needs:</p>	
<p>Life-Health-Safety-Security:</p>	
<p>Technology:</p>	
<ul style="list-style-type: none"> • Infrastructure • Hardware & Software 	
<p>Maintenance:</p>	
<p>Facility & Site Preventive Maintenance:</p>	
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<ul style="list-style-type: none"> • Ceiling Tiles 	<p>Wall Paint</p>
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<ul style="list-style-type: none"> • Window Blinds 	<p>Furniture</p>

43

Capital Projects	Priorities
<p>BUILDING SYSTEM RENEWAL:</p>	
<p>1. HVAC</p>	
<p>2. Communications/Security</p>	
<p>3. Roof</p>	
<p>4. Main Power</p>	
<p>5. Exterior Windows and Doors</p>	
<p>6. Landscaping / Drainage</p>	
<p>7. Athletic Fields</p>	
<p>8. Parking Lots</p>	
<p>9. Walkways</p>	

44

Capital Projects	Priorities
<p>HAW PRIORITIES:</p>	
<p>1A. Life-Health-Safety-Security:</p>	
<p>1B. Technology:</p>	
<ul style="list-style-type: none"> • Infrastructure • Hardware & Software 	
<p>1C. Maintenance:</p>	
<p>Facility & Site Preventive Maintenance:</p>	
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<p>45</p>	

Capital Projects	Priorities
<p>HAW PRIORITIES:</p>	
<p>2. Building Systems Renewal</p>	
<p>3. Addition of 2 Classrooms</p>	
<p>46</p>	



HORIZON ACADEMY WEST
FACILITIES MASTER PLAN/
EDUCATIONAL SPECIFICATION
2017-2022
January 17, 2017


PROCESS

FMP Participants

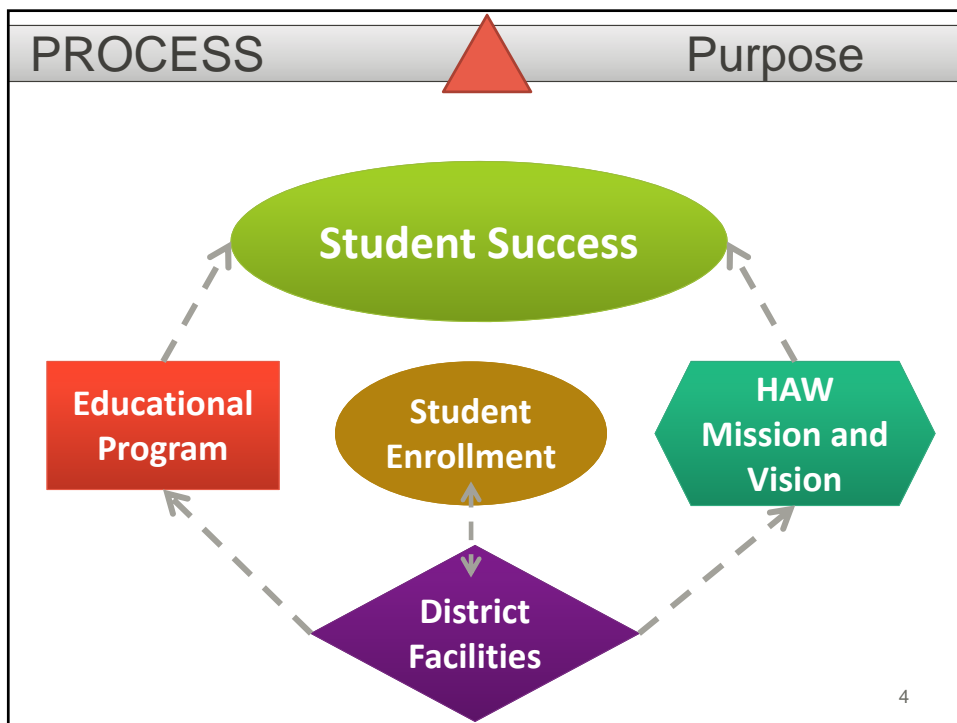


A Special Thank You To:

- Diana Cordova
- Cynthia Carter
- John Valdez
- Delia Shalom
- Larry Tillotsun
- Maria Chavez

PROCESS	Purpose
	<p>Develop a Plan / Road Map for school facilities which will support the School's Mission and Educational Program For <i>Student Success</i></p>

3

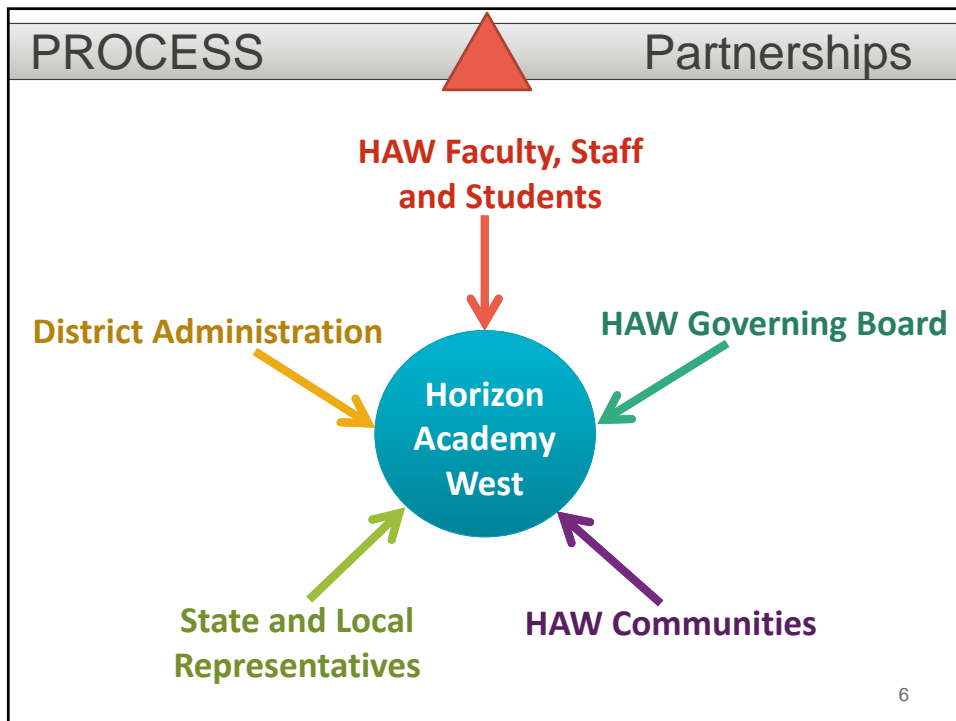


HORIZON ACADEMY WEST 2016

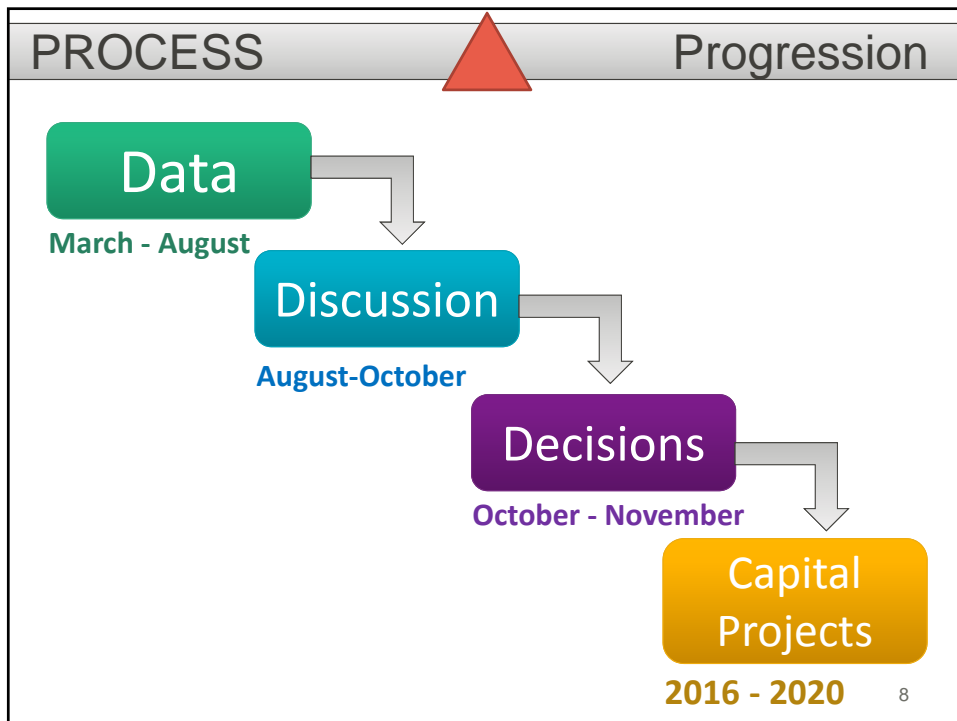
MISSION

Horizon Academy West has committed to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.

5



6





2016 BACKGROUND INFORMATION

BACKGROUND

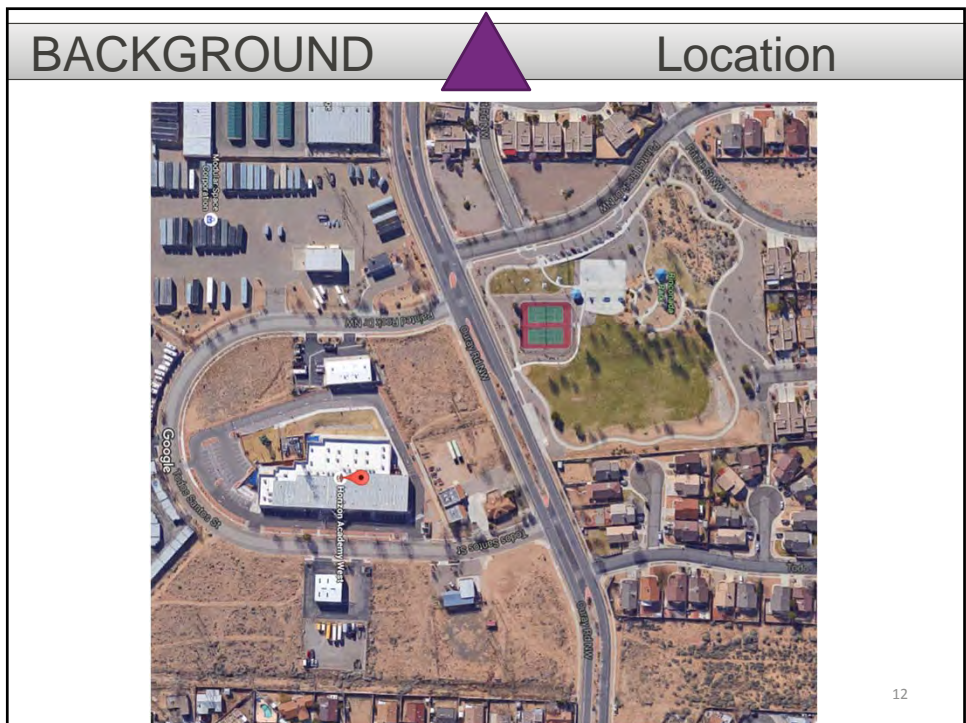
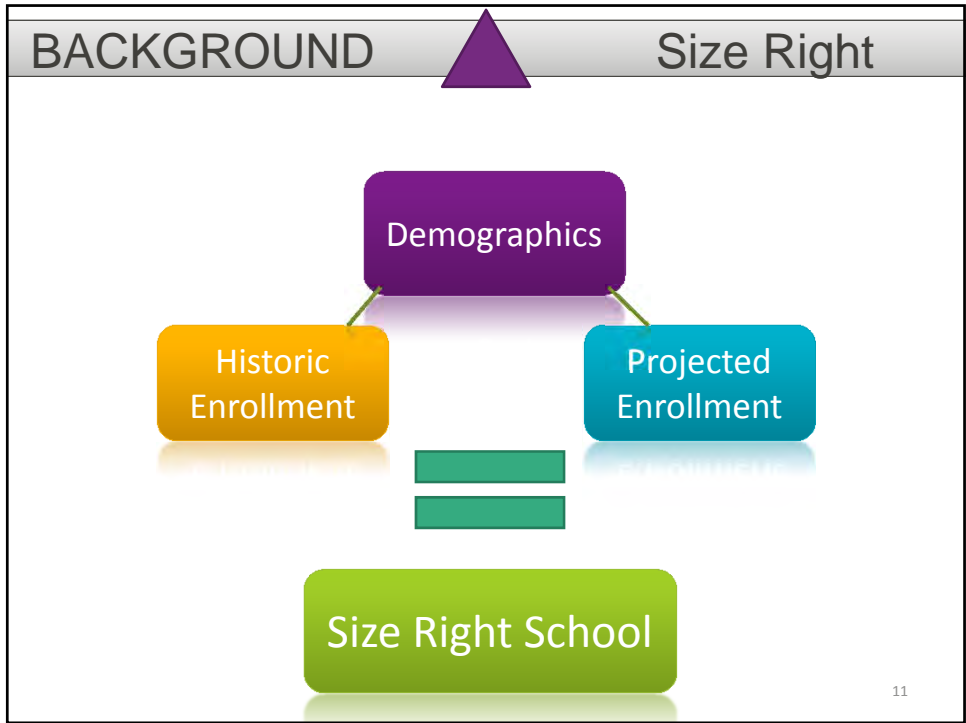
Enrollment

HAW 2012-17 FMP Historic and Projected Enrollment


	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
Elementary															
Kindergarten	41	74	77	53	62	58	60	57	59	59	59	59	59	59	59
Grade 1	41	65	89	75	60	58	65	63	66	65	65	65	65	65	65
Grade 2	59	71	71	71	68	63	66	65	68	68	68	68	68	68	68
Grade 3	52	65	68	67	68	65	65	65	66	66	66	66	66	66	66
Grade 4	73	70	68	60	72	70	72	71	67	67	67	67	67	67	67
Grade 5	46	64	68	68	65	69	88	68	68	67	67	67	67	67	67
Grade 6	74	65	69	53	41	46	37	42	42	43	43	43	43	43	43
Total	386	474	510	447	436	429	433	431	436	435	435	435	435	435	435

*FIGURES ARE BASED ON NMPED 40-DAY ENROLLMENT AND DO NOT INCLUDE PRE-K.

2015-16 40Day Student Count: 435 + 40 Pre-K
 HAW Charter Capacity: 500 + 40 Pre-K Students
 540 Total HAW Students



BACKGROUND		School Grade
------------	--	--------------



NM Public Education Department
School Grading
Find the highest-performing schools in your community.
 Find Them Here
 Year: 2015-2016
 District: HORIZON ACADEMY WEST (503)
 School: *** ALL Schools ***

District Name	School Name	School Grade
HORIZON ACADEMY WEST	HORIZON ACADEMY WEST	C

Source: NM PED 13

BACKGROUND		FMAR
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FACILITY MAINTENANCE ASSESSMENT REPORT

School	YEAR	Participation %
Horizon Academy West		

14

BACKGROUND		FAD Ranking
<p>2016 Facilities Assessment Database (FAD) RANKINGS</p> <p>Horizon Academy West: 655</p> <p>2016 State Share of an approved project: 59%</p> <p>School Share of an approved project: 41%</p>		
15		

BACKGROUND		PSFA Recommended Sq. Ft.																									
<p>PSFA Recommended Square Footage:</p> <table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr style="background-color: #c8e6c9;"> <th style="text-align: left; padding: 5px;">School</th> <th style="padding: 5px;">Current Enrollment</th> <th style="padding: 5px;">PSFA CURRENT Recommended SF/Student</th> <th style="padding: 5px;">PSFA Recommended Facility SF</th> <th style="padding: 5px;">Facility SF (including portables)</th> <th style="padding: 5px;">Ratio of Existing SF to Recommended SF (Permanent Facilities Only)</th> <th style="padding: 5px;">PSFA Capacity based on Existing SF/Student</th> </tr> </thead> <tbody> <tr> <td style="text-align: left; padding: 5px;">Horizon Academy West Charter</td> <td style="padding: 5px;">475</td> <td style="padding: 5px;">129</td> <td style="padding: 5px;">61,176</td> <td style="padding: 5px;">42,347</td> <td style="padding: 5px;">69%</td> <td style="padding: 5px;">310</td> </tr> <tr style="background-color: #ffc107;"> <td colspan="7" style="padding: 5px;">DISTRICT TOTALS:</td> </tr> </tbody> </table>							School	Current Enrollment	PSFA CURRENT Recommended SF/Student	PSFA Recommended Facility SF	Facility SF (including portables)	Ratio of Existing SF to Recommended SF (Permanent Facilities Only)	PSFA Capacity based on Existing SF/Student	Horizon Academy West Charter	475	129	61,176	42,347	69%	310	DISTRICT TOTALS:						
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Horizon Academy West Charter	475	129	61,176	42,347	69%	310																					
DISTRICT TOTALS:																											
16																											

BACKGROUND		HAW Capacities				
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/o Portables	Existing # of Classrooms w/Portables	Instructional Space Capacity w/Portables @ 67%	Instructional Space Capacity w/Portables @ 75%
Horizon Academy West Charter	Pre-K - 5	475	28	28	413	462

17

BACKGROUND		HAW Capacities				
Functional Facility Capacity Compared to Maximum Facility Capacity						
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/ Portables	Functional Facility Capacity w/Portables	Maximum Facility Capacity w/ Portables	PSFA Capacity based on Existing Permanent SF/Student
Horizon Academy West Charter	Pre-K - 5	475	28	508	592	310

18

BACKGROUND		HAW Utilizations			
Utilization of Spaces:					
School	Grades	2015-16 Enrollment	Existing # of Classrooms w/o Portables	Utilization of Space based on % Rm. Occ/Day	Utilization of Space based on Periods Used / Day
Horizon Academy West Charter	Pre-K - 5	475	28.0	93%	82%

19

BACKGROUND		HAW Pupil / Teacher Ratio						
GRADE:	2015-16 Enrollment	2017-18 Enrollment	2015-16 # of Classrooms & Teachers	2017-18 # of Classrooms & Teachers	PED PTR	2015-16 HAW PTR	2017-18 HAW PTR w/ Existing Classrooms	2017-18 HAW PTR w/ 2 Additional Classrooms
Pre-K:	40	40	1	1	20	20.00	20.00	20.00
Kindergarten:	76	80	4	4	20	19.00	20.00	20.00
1st Grade:	73	84	4	4	22	18.25	21.00	21.00
2nd Grade:	77	84	4	4	22	19.25	21.00	21.00
3rd Grade:	87	84	4	4	22	21.75	21.00	21.00
4th Grade:	55	84	3	4	24	18.33	28.00	21.00
5th Grade:	67	84	3	4	24	22.33	28.00	21.00
TOTAL:	475	540	23	25	22	19.85	22.71	20.71


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BACKGROUND ▲ **Classrooms Required**

SCHOOL	Number of Classrooms Required				# of Existing Clrms
	2015-16		2021-22		
	Total Enroll	Total Clrms Needed	Total Enroll	Total Clrms Needed	
Horizon Academy West Charter	475	32	540	35	28

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BACKGROUND ▲ **Capital Project Funding**



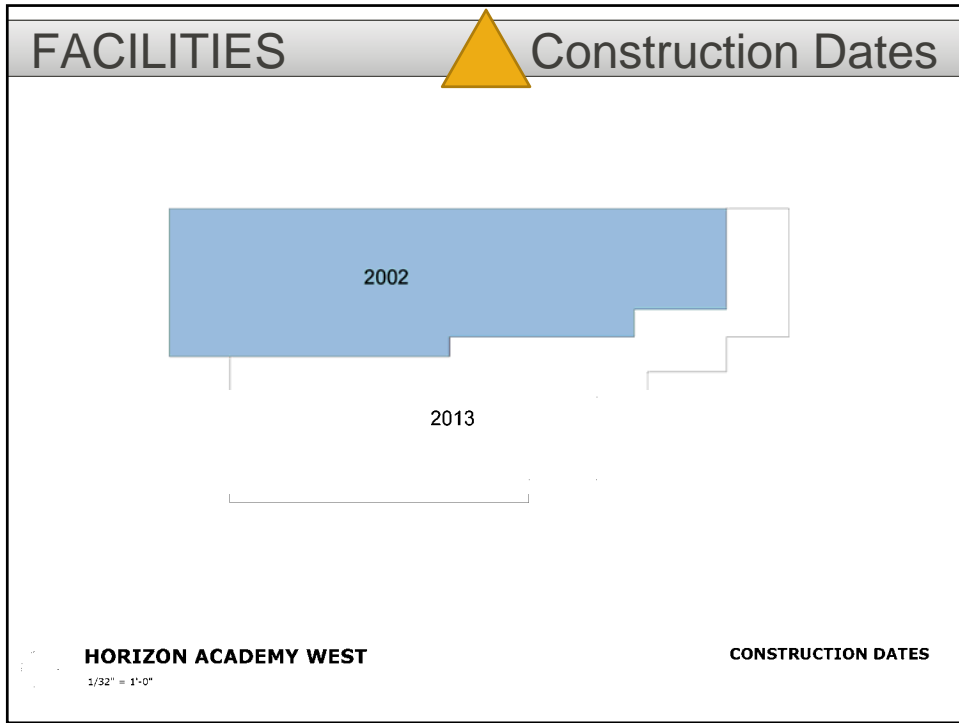
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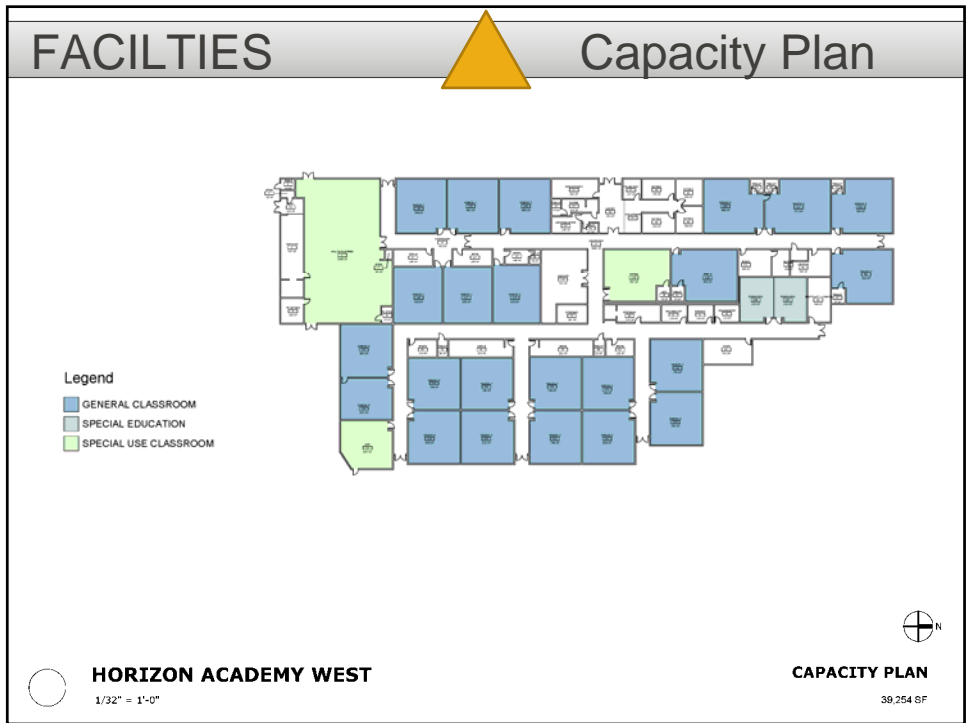
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22










50+ Years Ago
The Focus of Education was on
ACADEMIC SKILLS

Academic Skills




2016
Focus of
Education
is on the
'TOTAL STUDENT'


Social Skills




Wellness Skills



31

GOALS & OBJECTIVES  Participant Input

**WHAT WILL EDUCATION
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5, 10, 15, 20
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32




GOALS & OBJECTIVES  Participant Input

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GOALS & OBJECTIVES  Participant Input


WHAT ARE THE EDUCATIONAL CHALLENGES FACED BY HAW?



The illustration shows a silhouette of a person pushing a large, textured globe up a steep, hilly slope. The globe is covered in small dots, representing a globe of the world. The person is positioned at the bottom of the slope, leaning forward and pushing the globe up. The slope is rendered with hatching lines to indicate its steepness.

GOALS & OBJECTIVES  Participant Input

WHAT IS THE LONG RANGE VISION OF THE SCHOOL FOR EDUCATIONAL PROGRAM DELIVERY TRENDS?



The illustration shows several light blue puzzle pieces scattered on a white background. One piece is prominently placed in the upper right and is labeled with the word "Vision" in a simple font. The other pieces are partially visible around it, suggesting a larger puzzle to be solved.

GOALS & OBJECTIVES ▲ Participant Input



The top photograph shows a classroom setting where a teacher in an orange shirt stands at a whiteboard displaying a group of people. A large group of children is seated on a colorful rug in front of the whiteboard. The bottom photograph shows a teacher and several children gathered around a table, looking at a small object on the table. The children are engaged in an activity, possibly a science experiment or a craft project.

GOALS & OBJECTIVES ▲ Participant Input

**IN THE NEXT FIVE PLUS YEARS,
WHAT ARE SOME FEATURES OF
SCHOOL FACILITIES THAT NEED
TO CHANGE OR IMPROVE?**



The graph shows a purple line on a grid that starts at the bottom left and trends upwards to the top right, with a few minor fluctuations. The line ends in a large arrowhead pointing towards the top right corner of the grid.

GOALS & OBJECTIVES  Participant Input



GOALS & OBJECTIVES  Participant Input

WHAT SPECIAL PROGRAMS NEED TO BE CONSIDERED FOR THE FMP / ED SPEC?



40

ISSUES, NEEDS AND CONCERNS 

Life-Health-Safety-Security:

Technology:

Maintenance / Preventive Maintenance:

Facility Condition:

Efficient / Effective Facilities:

Availability of Capital Funding:

Partnerships: Community and PSCOC/PSFA

41

ISSUES, NEEDS AND CONCERNS **Funding Sources**

1. RE-OCCURRING NEEDS: SB-9 & GOB
2. FACILITY / SITE SYSTEM RENEWAL: SB-9 & GOB
3. FACILITY / SITE CAPITAL PROJECTS: GOB
4. FACILITY DEMOLITION

42

ISSUES, NEEDS AND CONCERNS	Re-Occurring
<p>HAW Re-Occurring Needs:</p>	
<p>Life-Health-Safety-Security:</p>	
<p>Technology:</p>	
<ul style="list-style-type: none"> • Infrastructure • Hardware & Software 	
<p>Maintenance:</p>	
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43

Capital Projects	Priorities
<p>BUILDING SYSTEM RENEWAL:</p>	
<p>1. HVAC</p>	
<p>2. Communications/Security</p>	
<p>3. Roof</p>	
<p>4. Main Power</p>	
<p>5. Exterior Windows and Doors</p>	
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<p>7. Athletic Fields</p>	
<p>8. Parking Lots</p>	
<p>9. Walkways</p>	

44

Capital Projects	Priorities						
<p>HAW PRIORITIES:</p> <p>1A. Life-Health-Safety-Security:</p> <p>1B. Technology:</p> <ul style="list-style-type: none">• Infrastructure• Hardware & Software <p>1C. Maintenance:</p> <p>Facility & Site Preventive Maintenance:</p> <p>Equipment & Material Replacement :</p> <table><tr><td>• Ceiling Tiles</td><td>Wall Paint</td></tr><tr><td>• Carpet</td><td>Wall Boards</td></tr><tr><td>• Window Blinds</td><td>Furniture</td></tr></table>		• Ceiling Tiles	Wall Paint	• Carpet	Wall Boards	• Window Blinds	Furniture
• Ceiling Tiles	Wall Paint						
• Carpet	Wall Boards						
• Window Blinds	Furniture						

45

Capital Projects	Priorities
<p>HAW PRIORITIES:</p> <p>2. Building Systems Renewal</p> <p>3. Addition of 2 Classrooms</p>	

46

New Mexico Public Education Commission Charter School Performance Framework

For the 2015-2016 Academic School Year
For Horizon Academy West Charter School

ABOUT THE PERFORMANCE FRAMEWORK

In collaboration, the New Mexico Public Education Commission ("PEC") and the New Mexico Public Education Department have developed the following comprehensive Performance Framework to ensure that each and every charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which PEC-authorized public charter schools will be evaluated, informing the PEC and charter school about the school's performance and sustainability.

By utilizing the Performance Framework as authorized in Section 22-8B-9.1 NMSA 1978, PEC will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Conditions placed on the School by the Authorizer, if any:

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework includes measures that allow the PEC to evaluate the school's academic performance or outcomes and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; if the charter school is a high school, post-secondary readiness; and, if the charter school is a high school, graduation rate (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

This section answers the evaluative question: Is the academic program a success? A charter school that meets the standards in this area is implementing its academic program effectively, and student learning is taking place.

For each measure, a school receives one of four ratings: "Exceeds Standard", "Meets Standard", "Does Not Meet Standard", or "Falls Far Below Standard".

NOTE: If a school identifies a group or cohort of students that are the students that will be assessed in an indicator set forth below, that cohort must include at least 70% of the students that would have been included had the total group been considered, unless otherwise agreed upon by the PEC. (i.e. "Students that have attended the School for 2 or more years" must include at least 70% of the students in the school.)

REQUIRED ACADEMIC PERFORMANCE INDICATORS

1. STATE AND FEDERAL ACCOUNTABILITY SYSTEM

1. Is the school meeting acceptable standards according to New Mexico's A-F grading system?	
Exceeds Standard: <input type="checkbox"/> The school received an A on the state's grading system.	
Meets Standard: <input type="checkbox"/> The school received a B on the state's grading system.	
Meets Standard: <input type="checkbox"/> The school received a C on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.
Does Not Meet Standard: <input type="checkbox"/> The school received a D on the state's grading system	The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades

Falls Far Below Standard:

- The school received an F on the state's grading system.

The school will write an improvement plan which they believe will result in improved results for the students of the school. This must be presented to the PEC for approval within 40 calendar days from the release of school grades.

2. MISSION-SPECIFIC INDICATOR(S)

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

2.a Performance Indicator

All students in grades Kindergarten-Sixth at Horizon Academy West will apply strategies and skills to comprehend information in reading that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.

2.a Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

- The school surpassed the targets of its mission-specific indicator(s).

15% or more of full academic year K -6th grade students will perform above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report and 70% or more of full academic year K -6th grade students will perform as average in reading as indicated Comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

Meets Standard:

- The school substantially met the targets of its mission-specific indicator(s).

65-84 % of full academic year K -6th grade students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

Does Not Meet Standard:

- The school met at least 50 percent of the targets of its mission-specific indicator(s).

54-64% of full academic year K -6th grade students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade level Report.

Falls Far Below Standard:

- Less than 54% of full academic year K - 6th grade students will perform as average or above average in reading as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Reading Grade Level Report.

Identify the Mission Specific Indicator(s) which shows the implementation of the school mission

2.b Performance Indicator

All students in grades Kindergarten-Sixth at Horizon Academy West will apply strategies and skills to comprehend information in math that is read, heard, and viewed; as assessed through the Discovery Education Short Cycle Assessment.

2. Did the school meet its mission-specific indicator(s)?

Exceeds Standard:

- The school surpassed the targets of its mission-specific indicator(s).

10% or more of full academic year K -6th grade students will perform above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report and 65% or more of full academic year K -6th grade students will perform as average in Math as indicated Comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

Meets Standard:

- The school substantially met the targets of its mission-specific indicator(s).

60-74 % of full academic year K -6th grade students will perform as average or above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

Does Not Meet Standard:

- The school met at least 50 percent of the targets of its mission-specific indicator(s).

45-59% of full academic year K -6th grade students will perform as average or above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade level Report.

Falls Far Below Standard:

- Below 45% of full academic year K - 6th grade students will perform as average or above average in Math as indicated by the comparative discovery growth report comparing test 1 to test 4 US Common Core Math Grade Level Report.

FINANCIAL PERFORMANCE FRAMEWORK

The Financial Performance Framework was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for financial performance and sustainability (Section 22-8B-9.1A (8) NMSA 1978).

For each measure, a school receives one of three ratings: "Meets Standard," "Does Not Meet Standard," or "Falls Far Below Standard."

Process:

- On a date specified in early August, following the final reporting on the previous FY, the school principal, school business manager and the chairman of the Finance Committee will complete and sign the questionnaire made up of the questions set forth below. ("current year" will refer to the year of the Performance Framework that completed on June 30.)
- The Budget Analyst for the school will confirm the information.
- Following that review, the liaison and the Budget Analyst will seek further information from the school, if necessary or if there are discrepancies between the school's understanding of an issue and the budget analyst's understanding of an issue.
- The liaison will score the indicator accordingly.

1. Operating Budgets

1. Was the information required for the budget provided on time for the current year operational budget, and the previous year, if requested by the PEC or its delegee?

a. If not, why not?

b. If not, how long was it before it was turned in?

1. Is the school timely submitting budget information?

Meets Standard:

The school demonstrates evidence of substantial compliance with the timely submittal of operational budget information.

Working to Meet Standard:

The school did not submit budget information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school did not submit budget information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward with law.

2. Audits

2. To the best of the knowledge of the financial staff at the school, was the information required for the audits provided on time for the most recent audit?
 - a. If not, why not?
 - b. If not, how long was it before it was turned in?
 - c. What was the date of the letter from the school certifying its readiness to proceed with an audit review?

2. Is the school timely submitting audit information?

Meets Standard:

- The school demonstrates evidence of substantial compliance with timely submittal of audit information.

Working to Meet Standard:

- The school did not submit audit information in a timely manner, and the school has instituted remedies that have resulted in compliance or prompt action toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school did not submit audit information in a timely manner, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. Periodic Reports

3. Cash report and Actual report

- a. Is this school on quarterly or monthly reporting?
 - i. If on monthly, please identify the reason for the monthly requirement.
 - ii. During the current fiscal year, was the school ever required to report monthly?
 1. If so, please identify the reason for the monthly requirement.
- b. Were the reports for the current year turned in on time? (Please explain for each late report)
 - i. If not, why not?
 - ii. If not, how long was it before it was turned in?
- c. For the current year, did the actual expenditures plus encumbrances ever exceed the budget authority within function (such as 1000, 2000, 3000, etc.)?
 - i. If so, why did that occur?

- ii. If so, was it corrected with a budget adjustment?
 - iii. How long did that process take to correct the issue(s)?
 - iv. If it was not corrected, why not?
 - v. Do the school's actual expenditures plus encumbrances exceed the budget authority now?
- d. For each of the last four reports, was the existing cash balance plus anticipated SEG funding sufficient to cover the next month's expenditures at that time?
- i. If not, why not?

3. Is the school timely submitting required reports which show sufficient financial management?

Meets Standard:

- The school demonstrates evidence of substantial compliance with timely submittal of required reports.

Working to Meet Standard:

- The school has not implemented the timely submittal of required reports in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school has not implemented the timely submittal of required reports in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4. Expenditures

4. Were there any invoices pending for more than 90 days in the current year?
- a. If so, why were these invoices pending for so long?
 - b. Are any of these pending now?
 - c. If so, what is the anticipated payment schedule?
- 4.1. Were payroll liabilities (Payroll Taxes, New Mexico withholding, NIMPSIA, NMRHC, NMERB, Worker's comp, State Unemployment) paid timely in the current year?
- a. If not, why not?
 - b. Are any of these liabilities not up-to-date now?
 - c. If not, what is the anticipated payment schedule?

4. Is the school timely paying expenditures?

Meets Standard:

The school demonstrates evidence of substantial compliance with timely paying expenditures.

Working to Meet Standard:

The school has not timely paid expenditures in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not paid expenditures in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5. Reimbursements

5. Were all requests for reimbursements submitted to meet PED-mandated deadlines in the current year?

- a. If not, why not?
- b. Have you received any indication that any reimbursement requests may be/were denied for any reason?
- c. If so, what is/was the reason being given?

5. Is the school timely seeking reimbursement?

Meets Standard:

The school demonstrates evidence of substantial compliance in seeking reimbursements.

Working to Meet Standard:

The school has not timely sought reimbursement in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not timely sought reimbursement in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

6. Audit Reviews

6. The last released audit by the State Auditor was for FY _____. Was the school specifically identified in the opinion that was issued regarding the School's last released audit by the State Auditor?

- a. If so, what was the text of the specifically identified section?

- b. What were the audit findings from the last released audit?
- c. Were any findings considered Material Weaknesses?
- d. What has the school done to correct these audit findings?
- e. Were any of the audit findings a repeat finding from any prior period?
 - i. If so, what was the repeat finding(s)?
 - ii. Please explain the reason for the repeat finding(s).
 - iii. What has the school done to correct it?

6. Is the school responsive to audit findings?

Meets Standard:

The school demonstrates evidence of responding to audit finding in a manner which looks to be sufficient to remedy the audit finding?

Working to Meet Standard:

The school has not responded to audit findings in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not responded to audit findings in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

7. Meals

- 7. Do you serve meals to students?
 - a. If yes, do you enter into contracts with food service management companies?
 - b. Were any audit findings noted regarding those food contracts?
 - c. Please explain the reason(s) for the finding(s).
 - d. What has the school done to correct these audit finding(s)?

7. Is the school managing food service contracts appropriately?

Meets Standard:

The school demonstrates evidence of managing food service contracts appropriately without audit finding.

Working to Meet Standard:

The school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not demonstrated evidence of managing food service contracts in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

8. General Information

8. Have you received any written indication in the current year from the assigned PED budget analyst that he/she had concerns regarding the school's finances?

- a. If so, what was the concern identified?
- b. What was the school's response to these concern(s)?
- c. What was the resolution of these concern(s)?

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties of charter schools that the schools are already required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics related to attendance; recurrent enrollment from year to year; and governing body performance, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

“A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local... compliance requirements while protecting schools’ legally entitled autonomy and minimizing schools’ administrative and reporting burdens” (p. 16).

For each measure a school receives one of three ratings: “Meets Standard,” “Working to Meet Standard” and “Falls Far Below Standard” which are defined below. The term “material” used below means that the PEC deems the matter relevant to:

1. The PEC’s accountability decisions including but not limited to decisions about whether to renew, non-renew, suspend, or revoke a charter, or
2. Information that a family would consider relevant to a decision to attend the school.

The Performance Framework is the basis of the annual school review process, and the data and evidence resulting from the annual review will ultimately inform the PEC’s renewal decision. If a school receives a “Working to Meet Standard” or “Falls Far Below Standard,” this may result in closer PEC review the following year on that indicator, the PEC may require a corrective action plan or take other appropriate action.

Meets Standard:

The school meets the standard if it satisfies each of the conditions described in the paragraph.

Working to Meet Standard:

The school has not implemented the program in the manner described below; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described below; the program area(s) not implemented were material; and, the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1. EDUCATIONAL PLAN

1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract?

Meets Standard:

The school demonstrates evidence of substantially achieving the material terms of the approved charter application in all respects as defined in the Charter Contract.

Working to Meet Standard:

The school has not implemented the program in the manner described above, and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above, and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.b. Is the school complying with applicable education requirements?

Meets Standard:

Unless waived, the school demonstrates compliance with applicable laws, rules, and regulations relating to education requirements:

- Instructional days or hours requirements;
- Next Step Plan;
- Graduation requirements;
- Promotion/retention requirements;
- Content standards, including Common Core;
- Educational Plan for Student Success (EPSS);
- State assessments including NMSA 22-2C-1, et. seq. and if a high school, 22-2-8.11;
- Implementation of mandated programming as a result of state or federal funding; and
- Parent surveys as required by 22-2C-11.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.c. Is the school protecting the rights of all students?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to the rights of students by:

- Development and adherence to legally compliant policies related to admissions, lottery, waiting lists, fair and open recruitment, and enrollment, including rights to enroll or maintain enrollment;
- Adherence to due process protections, privacy, civil rights and student liberties requirements, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction; and

- Development and adherence to legally compliant student discipline policies including discipline hearings, suspension and expulsion policies.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.d. Is the school protecting the rights of students with special needs?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations, including but not limited to, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and laws relevant to gifted children, relating to identification and referral of those suspected of having a disability or intellectual ability and providing services for students with identified needs.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.e. Is the school protecting the rights of English Language Learner students?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations, including, but not limited to, Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities, relating to English Language Learner requirements.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.f. Is the school complying with compulsory attendance laws?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to compulsory school attendance.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

1.g. Did the school meet the following recurrent enrollment goals?

(To be completed upon negotiation with the PEC of the Performance Indicators prior to the start of a new school year)

A. The school has the following enrollment at the present time:

B. Out of these total students, the following students are eligible for re-enrollment at the school:

C. Out of these total students, the following students are not eligible for re-enrollment at the school:

D. Describe the reasons that the students identified immediately above are not eligible for re-enrollment:

OR Other method for assessing recurrent enrollment goals

Meets Standard:

Of the students eligible for re-enrollment, at least 85% of these students did re-enroll in the school.

Working to Meet Standard:

Of the students eligible for re-enrollment, at least 50% of these students did re-enroll in the school.

Falls Far Below Standard:

Of the students eligible for re-enrollment, less than 50% of these students did re-enroll in the school.

2. BUSINESS MANAGEMENT AND OVERSIGHT

2.a. Is the school meeting financial reporting and compliance requirements?

Meets Standard:

- The school demonstrates complete and timely compliance with applicable laws, rules, and regulations relating to sound financial principles and financial reporting requirements:
- Submittal of all documentation related to the use of public funds including, annual budgets, revised budgets, if any, periodic financial reports as reasonably required by the PEC and set forth in the Charter Contract, and any reporting requirements if the school contracts with an education service provider;
 - Submittal of information required to conduct and complete the annual independent audit;
 - Development and adherence to sound internal control policies; and
 - Development and adherence to purchasing protocols that comply with the New Mexico Procurement Code, and all other applicable purchasing laws.

Working to Meet Standard:

- The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

2.b. Is the school following Generally Accepted Accounting Principles?

Meets Standard:

- The school demonstrates compliance with applicable laws, rules, and regulations relating to financial management and oversight expectations as evidenced by:
- An unqualified audit opinion;
 - An audit devoid of significant findings and conditions, material weaknesses, or significant internal control weaknesses; and
 - An audit that does not include an ongoing concern disclosure in the notes or an explanatory paragraph within the audit report.

Working to Meet Standard:

- The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

- Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3. GOVERNANCE AND REPORTING

3.a. Is the school complying with governance requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to charter school governance through the adoption of and adherence to

- All required school policies;
- The Open Meetings Act and Inspection of Public Records Act;
- A conflicts of interest policy;
- An anti-nepotism policy;
- Governing body organization and membership rules (e.g. bylaws);
- Creation of required committees of the Governing body;
- Governing body mandated training requirements;
- The Governing body has a plan in place for body succession;
- Governing body members are replaced within 45 days of the vacancy occurring.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

3.b. Is the school holding management accountable?

Meets Standard:

The school demonstrates timely compliance with applicable laws, rules, and regulations relating to oversight of school management:

- (Head of School) The governing body provides a written annual evaluation of the head of school that holds the head of school accountable for performance expectations.
- (Partner Organizations) The governing body periodically reviews the relationship and contracts with a partner organization identified in the approved charter application, as may be amended.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.



4. EMPLOYEES

4.a. Is the school meeting teacher and other staff credentialing requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to state certification requirements of teachers and other staff, including Title II of the ESEA for Highly Qualified Teachers and Paraprofessionals, and that the school has a licensed business manager. Credentials match the assigned work of employees or independent contractors.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.b. Is the school respecting employee rights?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to employment, including:

- School Personnel Act;
- Charter School Act;
- Family Medical Leave Act; and
- Americans with Disabilities Act.

The school develops and adheres to policies that demonstrate that the school:

- Does not interfere in employees' rights to organize collectively.
- Provides professional development and timely teacher evaluations.

The school develops and adheres to legally compliant personnel policies and an employee handbook that outline disciplinary and grievance procedures.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.c. Is the school completing required background checks?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to background checks of all individuals associated with the school, including staff and members of the community, where required.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not

implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

4.d. General Information

Has the school had more than 20% turnover in personnel in each of the past two years?

___ Yes ___ No

If so, please complete the following:

a. Please identify the reason for the turnover. _____

b. What impact do you see this having on the school and what actions are you taking to reduce the impact on the school?

c. What actions are you taking to retain staff?

d. What actions are you taking to ensure that staff hired will work well at the school?

5. SCHOOL ENVIRONMENT

5.a. Is the school complying with facilities requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to the school's facilities. The school shall provide evidence of the following:

- o Certificate of occupancy or other required building use authorization;
- o Compliance with the facility condition rating requirements of NMSA 22-8B-4.2 as it applies to the school;
- o Approved 5 year facility master plan;
- o Approved 5 year facilities maintenance plan;
- o Fire inspections and related records;
- o If applicable, approved list of facility variances; and
- o If applicable, student transportation programs.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not

implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.b. Is the school complying with health and safety requirements?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to safety including the provisions of providing health related services, if such services are provided. The school shall provide evidence of the following:

- Approved Safe Schools Plan;
- Completion of School Health Rules Checklists;
- Providing appropriate health services and dispensing of pharmaceuticals;
- Meeting food services requirements, if food services are offered; and
- Meeting the requirements of other resources offered, if applicable.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

5.c. Is the school handling information appropriately?

Meets Standard:

The school demonstrates compliance with applicable laws, rules, and regulations relating to security of information. The school shall provide evidence of the following that shows that the school:

- Maintains required information in the STARS data system;
- Collects and protects student information that has the potential of being used in discriminatory ways or otherwise contrary to law;
- Maintains the security of and provides access to student records under the Family Educational Rights and Privacy Act and other applicable authorities;
- Allows access to documents maintained by the school under the Inspection of Public Records Act and other applicable laws;
- Timely transfers student records;
- All records are safe from fire and theft and stored in a retrievable manner;
- All student records are retained and disposed of pursuant to state requirements; and
- Properly and securely maintains testing materials.

Working to Meet Standard:

The school has not implemented the program in the manner described above; the program area(s) not implemented were material; and the school has instituted remedies that have resulted in compliance or prompt and sufficient movement toward compliance with law.

Falls Far Below Standard:

Evidence shows that the school has not implemented the program in the manner described above; the

program area(s) not implemented were material; and the school has not instituted remedies that have resulted in prompt and sufficient movement toward compliance with law.

The Public Education Commission and Charter School agree to the terms specified in this Performance Framework.

Representative of the Public Education Commission

Signature: _____

Title: _____ Date of Approval: _____

Representative of the Charter School

Signature: *[Handwritten Signature]*

Title: *President* Date of Approval: *2/20/14*



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Horizon Academy West



Faculty / Staff Handbook

2015-2016

Welcome to Horizon Academy West

It is my pleasure to welcome you to Horizon Academy West for the school year 2015-2016. Here at HAW we strive to maintain a high quality reputation for Academic standards and achievement. Your dedication to making school improvement is admirable. Thank you for choosing to work at one of Albuquerque's finest schools.

Within this Handbook, you will find information about HAW's policies. Please read your handbook carefully and keep it for future reference.

This staff handbook replaces any earlier HAW staff handbook and may be revised from time to time if business, employment, legislation and/or economic conditions arise.

I hope that you have a prosperous 2015-2016 school year.

Sincerely,

Avery Ewing

****This is not/or any part of the hand book a contract of employment***

"In accordance with Federal law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age or disability.

To file complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitten Building 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call (202)720-5964 (voice and TDD) USDA is an equal opportunity provider and employer."

Administration	Name	Phone ext #
Director	Cynthia Carter	105
Principal	Dr. Avery Ewing	104
Business Manager	Diana Cordova	107
Social Worker	Yvonne Khann, MSW	211
Office Manager	Shalom D'Elia	107
Receptionist and Student Records	Angelica Montano	100
School Operational Assistant	Christa Benavidez	106
Health Aide	Jolene Rael	142
Cleaning	Service Master (Bertha)	
Teaching Faculty	Name	Phone ext. #
Dean of Academic Affairs	Jonas Cossey	216
Pre-K	Chris Ortiz	116
Kindergarten A (lead teacher)	Stephanie Martinez	111
Kindergarten B	Khristy Rodriquez	204
Kindergarten C	Michael Briggs	201
Kindergarten D	Carrie Ortiz	108
First Grade A (lead teacher)	John Wehner	128
First Grade B	Jennifer Lacey	127
First Grade C	Jennifer Olivas	138
First Grade D	Terrie Mirabal	139
Second Grade A (lead teacher)	Lisa Bennett	140
Second Grade B	Christine Sandoval	123
Second Grade C	Linda Stoffan	218
Second Grade D	Melissa Hanks	223
Third Grade A (lead teacher)	Aaron Peak	229
Third Grade B	Sarah McMaster	238
Third Grade C	Sarah Reynolds	219
Third Grade D	Kimberly Martin	218
Fourth Grade A (lead teacher)	Dennis Milinazzo	230
Fourth Grade B	Olivia Flores	225
Fourth Grade C	Tanya Torline	226
Fifth Grade A (lead teacher)	Michael Lucero	235
Fifth Grade B	Hannah Keeling	234
Fifth Grade C	Warren Grisham	239
Special Ed.	Desiree Apodaca	207
Special Ed. (lead teacher)	Jody Woody	208
Speech Language Pathologist	Paul Lindberg	210
Diagnostician	Clint Montgomery	209
Occupational Therapist	Darla Nore	223
Educational Assistants	Name	
Kindergarten EA Classroom A	Nilda Montes	111
Kindergarten Classroom B	Danette Kain	204
Kindergarten Classroom C	Abby Armijo	201
Kindergarten Classroom D	Tara Saiz.	108
Pre-K	Elizabeth Baca	116
Computer Lab	Veronica Alarcon	119
Special Ed EA	Thomas Delgado	206
Alternative Classes	Name	
P.E.	Randy Gutierrez	133
Art	Karen Whatley	237
Library	Pamela Crespín	122

Hours of Operation

Horizon Academy West hours for teachers and staff:

Monday - Thursday: 7:30-3:45

Horizon Academy West hours for students:

Monday - Thursday: 7:45-3:30

Important Dates to Note

Student Pictures

Fall school pictures TBA

Fall Retakes TBA

Information packages will be sent home with your students before that time with dates and times.

Open House

Teacher/Parent Meet and Greet 08/06/2015

Parent-Teacher Conferences

Parent-teacher conferences will be held on Friday November 13th and February 17th.

Please turn in your conference schedule to the office before conferences begin and turn in conference sign in sheet after all conferences.

Lunch Schedule

Cafeteria		Outside –return to class
11:20-11:35	Kindergarten	11:35 -12:05
11:30-11:45	First Grade	11:45 -12:15
11:40-11:55	Second Grade	11:55 -12:25
11:50-12:05	Third Grade	12:05 -12:35
12:00-12:15	Fourth Grade	12:15 -12:45
12:10-12:25	Fifth/Sixth Grade	12:25 -12:55

Mission Statement

Horizon Academy West has a commitment to educational excellence, and our staff is dedicated to providing a rigorous, creative, well-rounded education for all students. Our school is committed to helping each student master his or her subjects, and learn to think – critically and creatively.

Our Values

Always remember the old adage, “Students do not care how much you know until they know how much you care.” We only earn respect by showing respect; we gain trust by trusting. Develop a student-centered rather than subject-centered classroom.

Relations

The success of HAW depends upon the quality of the relationships between HAW, our employees, Haw Families and community. Our Haw families’ impressions of HAW and their interest and willingness to send their children to our school are greatly influenced by the people who serve them. You are an ambassador of HAW. The more good will that you promote, the more our families and students will respect and appreciate you, HAW and the programs we offer.

Harassment and Discrimination

HAW intends to provide a work environment that is pleasant, professional, and free from intimidation, hostility or inappropriate behavior which might interfere with work performance. Harassment or discrimination of any sort - whether verbal, physical, or visual based upon race, color, religion, gender, age, sexual orientation, gender identity, national origin or ancestry, disability, veteran status, or other protected status defined by law, will not be tolerated.

Workplace harassment can take many forms. It may be, but is not limited to, words, signs, offensive jokes, cartoons, pictures, posters, e-mail jokes or statements, pranks, intimidation, physical assaults or contact, or violence. Harassment is not necessarily sexual in nature. It may also take the form of other vocal activity including derogatory statements not directed to the targeted individual but taking place within their hearing. Other prohibited conduct includes written material such as notes, photographs, cartoons, articles of a harassing or offensive nature, and retaliatory action against an employee for discussing or making a harassment complaint.

Sexual harassment may include unwelcome sexual advances, requests for sexual favors, or other verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile and intimidating working environment and prevents employees from effectively performing the duties of their position. It also encompasses such conduct when it is made term or condition of employment or compensation, either implicitly or explicitly and when an employment decision is based on an individual's acceptance or rejection of such conduct.

It is important to note that sexual harassment crosses age and gender boundaries and cannot be stereotyped. In some situations, sexual harassment may even involve two women or two men.

Responsibility

All HAW employees have a responsibility for keeping our work environment free of harassment and discrimination. Any employee who becomes aware of an incident of harassment or discrimination, whether by witnessing the incident or being told of it, must report it to a school administrator. When the school becomes aware of the existence of harassment or discrimination, it is obligated by law to take prompt and appropriate action, whether or not the victim wants the school to do so.

Open Communication Policy

You are encouraged to discuss any issue you have with another co-worker directly with that person. If there is not a resolution, please arrange a meeting with the principal to discuss any concern. Please remember that it is not productive for employees to create or repeat rumors or gossip.

Reporting Harassment or Discrimination

If there is no threat of violence, HAW encourages you to communicate directly with the alleged harasser and make it clear that the harasser's behavior is unacceptable, offensive or inappropriate, although you are not required to do so. In addition, if you believe you have been subject to harassment or discrimination, you are required to immediately notify the School Administrator.

All complaints will be investigated promptly and as discreetly and confidentially as possible. If harassment or discrimination by an employee is established, HAW will take appropriate disciplinary action against the offender. Disciplinary action can range from verbal warnings to discharge, depending on the circumstances. HAW will also take any additional action necessary to appropriately remedy the situation. Retaliation of any sort will not be permitted. No adverse employment action will be taken for any employee making a good faith report of alleged harassment.

HAW accepts no liability for harassment or discrimination of one employee by another employee. The individual who makes unwelcome advances, threatens or in any way harasses or discriminates against another employee is personally liable for their actions and the consequences. HAW may or may not provide legal, financial or any other assistance to an individual accused of harassment or discrimination if a legal complaint is filed.

HAW prohibits any employee from retaliating in any way against anyone who has raised any concern about harassment or discrimination against another individual.

Reasonable Accommodation of Individuals with Disabilities

HAW makes reasonable accommodations to qualified employees with disabilities for the performance of essential job functions without undue hardship to the school. Accommodations are reviewed case by case in accordance with the Americans with Disabilities Act and any state or local laws that prohibit disability discrimination. If you have any questions or would like more information, you may contact the Director or the OEOs for assistance.

Participation in Political Activities

Staff members of HAW may hold public offices regardless of the relationship between the public office and the interests of HAW. The school seeks to assist employees/public officials in avoiding conflicts between the interests of HAW and the interests of the public official's constituents. An employee of HAW who is a public official, acting in his or her capacity, may speak, act, debate and vote according to his or her convictions, without undue influence by the Governing Council, or by the Administration Team. The school and employees who hold public office will observe compliance with laws, especially those relating to Article Nine, Section Fourteen (the anti-donation clause) of the Constitution of the State of New Mexico.

Drug/Tobacco Free Workplace

HAW has adopted a Drug free/Tobacco policy. The unlawful possession, dispensing, distribution, manufacture, sale or use of controlled substances and alcohol in the workplace by a HAW employee is prohibited on school premises or as part of any HAW activity. Being under the influence of controlled substances and/or alcohol by an employee is prohibited in the workplace, on the school premises or any part of a HAW activity.

Employees are required to notify their supervisor within five (5) days if they are convicted of a criminal controlled-drug statute violation occurring in the workplace. Failure by an employee to report such a conviction

may be grounds for disciplinary action. Supervisors who become aware of a conviction of an employee for a criminal controlled-drug statute violation occurring in the workplace should immediately notify the Principal.

Violation of this policy will result in disciplinary action, up to and including discharge, and a referral to law enforcement.

HAW reserves the right to search and inspect for the maintenance of a safe drug-free workplace.

Use of tobacco or tobacco products on school property is prohibited.

Equal Opportunity

HAW is an equal opportunity employer. The school prohibits discrimination on the basis of disability, race, ethnicity, color, sex, sexual orientation, national origin or ancestry, religion, age, veteran status and/or any other protected status as defined by law, in all facets of employment, compensation, promotion, transfer, demotion, layoff, discharge or selection for District-sponsored training programs. Discriminatory behavior violates state and federal laws and regulations.

Violence in the Workplace

HAW prohibits violence in the workplace. Acts or threats of physical violence, including intimidation, harassment and/or coercion which involve or affect HAW or its employees or which occur on HAW property will not be tolerated. This applies to all persons involved in HAW operation, including personnel, contract and temporary employees and anyone else on HAW property. Any act or threat of violence will result in disciplinary action, up to and including discharge, and referral to law enforcement.

Examples of workplace violence include, but are not limited to:

- a. All threats or acts of violence occurring on HAW property, regardless of the relationship between HAW and the parties involved.
- b. All threats or acts of violence occurring off HAW property involving someone who is acting as a representative of HAW.
- c. Grabbing, hitting or shoving an individual.
- d. Threatening an individual or his/her family, friends, associates or property with harm.
- e. Intentional destruction of or threats to destroy HAW property.
- f. Making harassing or threatening phone calls.
- g. Harassing surveillance or stalking.
- h. Unauthorized possession or inappropriate use of firearms or weapons.

- i. Intimidating or harassing students, staff or parents.

Weapons

HAW prohibits all persons who enter the school property from carrying a handgun, firearm, knife or other weapon of any kind regardless of whether the person is licensed to do so. HAW also prohibits all employees from having a handgun, firearm, knife or other weapon of any kind in their personal vehicle when that vehicle is being used on HAW business. The only exceptions to this policy are police officers, security guards or other persons who have been given consent by HAW to carry a weapon on the property or in their vehicle.

Employee Technology Acceptable Use

Horizon Academy West is committed to the safe and effective use of technology to enhance student learning, to improve teacher instruction, and to increase the efficiency of HAW's operations. The provisions of this policy and guidelines are subordinate to local, State, and Federal law. HAW retains the right to access and review all electronic information contained in voice mail, computer files, databases, and any other electronic transmissions used in conjunction with HAW's computer networks, telephone system, electronic mail system, and voice mail system. Any information that is stored or communicated with is not confidential or private.

Employees may have access to these resources for personal use, if they comply with the professional standards and the schools acceptable use policies. Violations of this policy may result in the revocation of this privilege. Employees may also face disciplinary action up to and including discharge, civil litigation, and/or criminal prosecution for misuse of these resources. HAW does not attempt to articulate all possible violations of this policy. In general, users are expected to use HAW computers and computer networks in a responsible, polite, and professional manner.

Users are not allowed to:

1. Upload or otherwise transfer out of the schools direct control any software licensed to the school or data owned by the school without authorization.
2. Use resources to reveal confidential or sensitive information, student data, or any other information covered by existing state or federal privacy or confidentiality laws, regulations, rules, policies, procedures, or contract terms.
3. Download executable software, including freeware and shareware, unless it is required to complete their job responsibilities.
4. Use resources to intentionally disable or overload any computer system or network, or to circumvent any system intended to protect the privacy or security of the school's technology resources.

5. Access, store, display, distribute, edit, or record sexually explicit or extremist material using the school's technology resources. Violation of this may result in immediate disciplinary action up to and including discharge from employment. The incidental and unsolicited receipt of sexually explicit or extremist material, such as might be received through email, shall not constitute a violation of this section, provided that the material is promptly deleted and neither stored nor forwarded to other parties.
6. Record/video students, conference meetings, employees or parents without written approval.
7. Access or attempt to access resources or information for which they do not have explicit authorization by means of user accounts, valid passwords, file permissions or other legitimate access and authentication methods. It is a violation to grant another individual access to any accounts that have been authorized to you; or use another individual's authorized accounts, user-ids and/or passwords.
8. Knowingly spread computer viruses

Personal Use of the Internet: Personal use of the schools information technology resources and Internet access is allowed subject to limitations. Personal use of the internet is *prohibited if:*

1. It interferes or conflicts with the employees responsibilities that are assigned to them.
2. Such use burdens the district with additional costs; or
4. Such personal use includes any activity that is prohibited under any school policy.

HAW may install software and/or hardware to monitor and record all technology usage, including email and Web site visits. The school retains the right to record or inspect any and all files stored on the school's system. Staff are advised that serious disciplinary action up to and including discharge from employment may result from evidence of prohibited activity obtained through monitoring or inspection of electronic messages, files, or electronic storage devices. Illegal activity involving information technology resource usage may be referred to appropriate authorities for prosecution.

All employees who have access to or may have access to personally identifiable student records shall adhere to all standards included in the Family Educational Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and other applicable laws and regulations, as they related to the release of student information.

Gifts

Advance approval from the Family and Community Engagement Coordinator is required before an employee may accept or solicit a gift of any kind from a customer, supplier or vendor representative.

Standards of Conduct

Rules of conduct are needed to help everyone work together efficiently, effectively, and congenially. By accepting employment with Horizon Academy West, you have a responsibility to HAW and to your fellow employees to adhere to certain rules of behavior and conduct. The purpose of these rules is not to restrict your rights, but rather to be certain that you understand what conduct is expected and necessary.

Employee Standards of Conduct

HAW employees serve as positive role models for students and set good examples in conduct, manners, dress and grooming. Each employee is expected to maintain the highest standards of conduct and act in a mature and responsible manner at all times. HAW employees must not engage in activities which violate federal, state or local laws or which, in any way, diminish the integrity, efficiency or discipline of the school. Professional Standard expectations include but not limited to the following;

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

Staff Conduct with Students

Staff members will maintain appropriate professional behavior while working with students and refrain from harassment, malicious or prejudicial treatment, and abridgement of student rights.

HAW reserves the right to investigate concerns of employee or volunteer misconduct involving students even if no written complaint has been filed. Employees are required to report known misconduct and questionable behavior on the part of fellow employees and volunteers involving students.

Conflict of Interest

Employees are prohibited from using confidential information acquired by virtue of their associations with the school for their individual or another's private gain.

Employees are prohibited from requesting, receiving or accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as employees. Business with suppliers to HAW will not be influenced or appear to be influenced by an employee's financial interest.

Employees must not engage in activities which violate federal, state or local laws or which, in any way, diminish the integrity, efficiency, or discipline at HAW.

Employee Support

This list is not all comprehensive, if you are not sure who to see, please ask the Principal.

Academic Improvement Plans/ SAT	Kimberly Martin
Approval of Requisitions	Shalom D'Elia, Cynthia Carter
Attendance, Tardiness, Student Discipline	Christa Benavidez
Building Grounds and Maintenance	Cynthia Carter, Avery Ewing, Shalom D'Elia
Classroom Supplies	Shalom D'Elia
Common Core	Jonas Cossey/ Avery Ewing /Cynthia Carter
Community Outreach	School Wide
Confidential Well-Being of Students	Yvonne Khan, Avery Ewing, Cynthia Carter
Crew Program	Avery Ewing
Curriculum	Jonas Cossey/ Avery Ewing
Entering and printing grades/grade book	Teachers/Angelica Montano
Grade level Schedules, Lesson Plans, Unit plans	Avery Ewing
Health and Insurance Benefits	Shalom D'Elia
Individual Education Plans (IEP)	Desiree Apodaca/Jody Woody
Personnel issues	Avery Ewing/ Cynthia Carter
Policies and Procedures	Cynthia Carter/Avery Ewing
PreK	Cynthia Carter, Chris Ortiz
Registration/Class lists/School Master	Angelica Montano,
Retentions	SAT Committee
School Fund Raisers	Shalom D'Elia
School Safety	Avery Ewing
School Budget	Diana Cordova, Cynthia Carter
Short Cycle Assessments	DATA Team

Special Education Issues	Jody Woody
Staff Professional Development	Jonas Cossey, Avery Ewing, Cynthia Carter
Staff Evaluations	Avery Ewing, Cynthia Carter
STARS Reporting	Angelica Montano
Student Health	Jolene Rael
Substitute Services/Staff Absences	Shalom D'Elia
Technology Issues	Veronica Alarcon/ J and J Tech -896-2969

Staff Complaint procedures

Step 1: Speak to the person with whom you have the concern, complaint, or inquiry.

Step 2: If after speaking to the aforementioned person, you still have a concern, complaint, or inquiry, speak to a lead teacher or appropriate immediate supervisor.

<u>Position</u>	<u>Employee</u>
* Kindergarten	K. Rodriguez
* First Grade	J. Lacey
* Second Grade	L. Bennett
* Third Grade	K. Martin
* Fourth Grade	D. Milinazzo
* Fifth Grade	W. Grisham
* Specials	K. Whatley
* Special Education	J. Woody
* Discipline/Attendance	A. Ewing
* Social Work	Y. Khan
* Curriculum/Fundraising	C. Carter/S. D'Elia
* Office Staff	S. D'Elia/C. Carter
* Computer Issues	V. Alarcon / JandJ technologies
* Custodial	S. D'Elia /C. Carter
* Canteen	I. Hunkins

Step 3: If your concerns have still not been met, schedule a meeting with the principal.

Step 4: Submit a written CCI form to the school office, to the Governing Council box or to a governing council member.

* Carlos Tenario * Michael Neff * Carrie Rodriguez

*Michael Winfield * Kathy Freeman *Stefanie Whaley

Concerns, complaints, and inquiries (CCI)

General Procedures

1. All CCI's must be initiated at Step 1 within ten school days from the date of the incident.
2. No teacher or staff member shall suffer retaliation, discrimination, harassment, intimidation or other unfavorable behavior as a result of their CCI.
3. When necessary, any conference held to resolve a matter must be held at a mutually agreed upon time that does not interfere with the regular school day.
4. A CCI file shall be maintained by HAW administration. All documents produced during this process shall be stored in this file. All parties agree to uphold confidentiality with regards to proceedings and resolution. No CCI will be made public unless mutual consent is obtained; the matter is decided by the governing council; the matter is pursued beyond the scope of this policy; or disclosure is otherwise required by applicable law or court order.
5. A grievant may terminate the process at any level by indicating in writing a desire to do so, by accepting the resolution at that stage, or by failing to pursue the complaint at the next step within the specified time period.
6. If the original CCI involved either the principal or the director, see the non-associated administrator.
7. All CCI's must be submitted in writing to be considered by the governing council.
8. Time limits may be extended at any level by mutual agreement between grievant and principal, director and/or unless an extension was granted, or the next stage initiated.
9. Responses to the grievant will be communicated to the principal, coordinators and all applicable staff.
10. Decisions rendered by the governing council are final and non-appealable.

The governing council will only address situations after all other avenues have been exhausted. Complaints against an identifiable source or program will be discussed in closed session. The governing council may form an ad hoc committee to further investigate the matter. No governing council member with a conflict of interest will serve on the ad hoc committee.

Unacceptable Activities

HAW expects each employee to act in a mature and responsible way at all times. If you have any questions concerning any work or safety rule, or any of the unacceptable activities listed below, please see the principal or director. Note that the following list of unacceptable activities does not include all types of conduct that can result in disciplinary action, up to and including discharge. Nothing in this list alters the at-will nature of employment for some employees of the school.

1. Violation of any HAW policy or Procedural Directive.
2. Violation of security or safety rules or failure to observe safety rules or safety practices.
3. Negligence or any careless action which may endanger the health, safety or well being of another person.
4. Being intoxicated or under the influence of a controlled substance, including alcohol, while at work; use, possession or sale of a controlled substance in any quantity while on the school premises, except medications prescribed by a physician which do not impair work performance.
5. Possession of dangerous or illegal firearms, weapons or explosives on school property or while on duty.
6. Engaging in criminal conduct or acts of violence or making threats of violence toward anyone on the school premises or when representing HAW; fighting, or provoking a fight on school property, or negligent damage to property.
7. Insubordination or refusing to obey instructions properly issued by your supervisor pertaining to your work; refusal to help out on a special assignment.
8. Threatening, intimidating or coercing fellow employees on or off the premises at any time, for any purpose.
9. Engaging in an act of sabotage; negligently causing the destruction or damage of school property, or the property of fellow employees, customers, suppliers, or visitors in any manner.
10. Theft or unauthorized possession of school property or the property of fellow employees; unauthorized possession or removal of any school property, including documents, from the premises without prior permission from the principal or director; unauthorized use of school equipment or property for personal reasons; using school equipment for profit.
11. Dishonesty; falsification or misrepresentation on your application for employment or other work records; untruthfulness about sick or personal leave; falsifying reason for a leave of absence or other data requested by HAW; unauthorized alteration of school records or other documents.
12. Spreading malicious gossip and/or rumors; engaging in behavior which creates discord and lack of harmony; interfering with another employee on the job; restricting work output or encouraging others to do the same.
13. Immoral conduct or indecency on school property.
14. Unsatisfactory or careless work, failure to meet work productivity or work quality standards.
15. Any act of harassment including but not limited to sexual, racial, religious, telling sexist or racist jokes, making racial or ethnic slurs.

16. Leaving work before the end of a workday or not being ready to work at the start of a workday without approval of the principal or director; stopping work before time specified for such purposes.
17. Sleeping or loitering during working hours.
18. Excessive use of telephones for personal calls, text messaging, and cell phone plan features.
19. Smoking on school property.
20. Creating or contributing to unsanitary conditions.
21. Failure to report an absence or late arrival; unauthorized or excessive absences or lateness.
22. Obscene, abusive or hostile language toward any supervisor, employee, parent, or student; indifference or rudeness; any disorderly/antagonistic conduct on the school premises.
23. Unauthorized soliciting during working hours and/or in working areas; selling merchandise or collecting funds of any kind for charities or others without authorization during business hours, or at a time or place that interferes with the work of another employee on school premises.
24. Failure to use required timesheets, alteration of your own timesheet or records or attendance documents, or causing someone to alter your timesheet or records.
25. Any other act or omission which impairs or restricts the ability of the school to provide a safe and healthy environment for employees and students.
26. Sharing or disseminating personal or confidential information about students or employees.
27. Negligence or any careless action which allows others access to personal or confidential information about employees or students. Willfully providing someone access to personal or confidential information about employees or students.
28. All employees are expected to treat each other with respect, consideration and civility. Intimidating, demeaning, threatening, vulgar, or violent behaviors depart from the standard of civility and respect.

Progressive Discipline Process

The expectation of the Horizon Academy West administration is that all staff members follow school guidelines. This shall include attendance at school functions (SAT team meetings, parent/teacher conferences, open house, etc.), timely submission of required paperwork (lesson plans, SAT team referrals, AIP's, etc.)

In order to address these and other discipline issues, the following discipline procedure will be utilized.

Level I: Oral Warning

With the first violation of any rule, an oral warning will be given by administration. The purpose of this warning is to let the employee know that there is a specific problem that needs correcting.

- ▣ *What steps will you take to solve the problem, i.e. late arrivals at work, etc.*
- ▣ *What will you do differently.*

Level II: Written Reprimand

Level II is followed when the same rule violation occurs a second time. This second infraction requires a written action plan which documents the change in behavior or action that should be taken to resolve this situation.

- ▣ *This level requires a written agreement signed by both the staff member and administration documenting a proposed resolution.*

Level III: Written Reminder to be documented in employee's file

This is a more serious step which occurs when the first two levels do not resolve the problem situation. Again, the third level documents the issue and the employee's wish to solve the problem at hand.

- ▣ *Again the staff member and member of administration will both sign a written action plan to resolve the issue.*

Level IV: Decision making leave of absence

If at this time there has been no resolution of the current problem, the employee will take a one day suspension with pay. During this paid suspension day, the employee will be asked to decide whether or not they are willing and able to return to work and resolve the issue.

Level V: Termination

Termination is the last resort and will follow Horizon Academy West guidelines. Termination will only be utilized when all previous plans have failed.

The Director or Principal may use this process to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.

Administrative Leave Pending Possible Disciplinary Action

If you are suspected of violating the District's policies, procedures, or work rules, you may be placed on administrative leave, with or without pay, pending an investigation of the situation.

EMPLOYMENT MATTERS

Employee Background Check

All prospective employees (i.e. applicants offered employment) with HAW, contractors and the contractor's employees, and volunteers who have unsupervised access to students must have a background check. Background checks are based on fingerprint identification of the prospective employee, contractor/ employee or volunteer. All offers of employment are contingent upon a satisfactory background check. The background check may consist of prior employment verification, professional reference checks, education confirmation, a criminal background check and/or driving record history.

Immigration Law Compliance

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

Per Diem

If you are authorized to travel on HAW business, you will be reimbursed for food and lodging expenses at the applicable per diem rate. If you are authorized to use your personal vehicle to conduct HAW business, you will be reimbursed based on the applicable mileage rate.

Health Examinations

HAW may require an employee's participation in an examination to determine the employee's ability to perform his/her essential job functions.

Personnel Files

Keeping your personnel file up-to-date is important to you with regard to pay, deductions, benefits and other matters. If you have a change in any of the items listed below, notify the Office Manager and the Principal as soon as possible. You may review information in your personnel file except for confidential materials relating to pre-employment. Contact the Office Manager if you would like to see your file. The office manager may ask you to provide information to be kept in your file such as but not limited to:

- a. Legal name
- b. Home address; home telephone number
- c. Marital status
- d. Military or draft status
- e. Exemptions on your W-4 tax form
- f. Transcripts/Degrees
- g. Required training certificates
- h. Required professional license(s)/Level

Medical Records File

Medical records are kept in a separate confidential file. HAW maintains this information in the strictest confidence.

Social Networking Policy

“Social networking” includes all types of postings on the Internet, including, but not limited to, social networking sites, (such as Facebook, MySpace, or LinkedIn); blogs and other on-line journals and diaries; bulletin boards and chat rooms; microblogging, such as Twitter; and the posting of videos on YouTube and similar media. Employees need to be mindful of their internet website postings even if done off duty and off school property. Do not engage in social networking during the duty day. Do not disclose personal or contact information, or post photographs of employees without their permission. Never post a photograph and/or information about a HAW student. An employee who violates this policy may be subject to the schools discipline process.

Staff Absences

When you know ahead of time you are going to be out:

- Fill out a request form and give it to the office manager

When you do not know ahead of time and are going to be out suddenly:

- Call the office manager at 414-8916 and record your absence **by 5:00pm the night before you will be absent or by 5:00am the morning the day that you will be absent.**

NOTE: Some positions do not require a substitute such as Kindergarten Assistants, but staff members must still call the office manager and record the absence.

Leave Policy

G.9 LEAVE AND HOLIDAYS

1. Employees on 9 or 10 month contracts: All Nine/ten-month contract employees (full-time teachers, educational assistants, licensed personnel) will be entitled to:

1.1 Sick Leave. Eight (8) days each contract-year of sick leave accrued at the rate of 2.9524 hours per pay period for 26 pay periods. Sick leave may be carried over from year to year provided that the total accrued sick leave at any time shall not exceed 30(Thirty) days; employees shall not be paid for unused sick leave upon severance of their employment at HAW.

1.2. Personal Leave. Two (2) days per annum personal leave, accrued after the employee has worked at least thirty days of his/her contract. Personal leave may not be carried over from year to year, nor will an employee be compensated for unused, accrued personal days upon severance of their employment at HAW;

1.3 Part Time.

1.3.1 Sick Leave. Part time employees, who work more than half time as defined in HAW's policies, shall be entitled to eight (8) days prorated, per their FTE. Sick leave will be accrued through 21 pay periods. Sick leave may be carried over from year to year provided that the total accrued sick leave at any time shall not exceed 30 (Thirty) eight-hour days; employees shall not be compensated for unused, accrued sick leave days upon severance of their employment at HAW.

3.2.1 Sick Leave. Part time employees, who work more than half time as defined in HAW's policies, shall be entitled to eight (8) days prorated, per their FTE. Sick leave will be accrued through 26 pay periods. Sick leave may be carried over from year to year provided that the total accrued sick leave at any time shall not exceed 30 (Thirty) eight-hour days; employees shall not be compensated for unused, accrued sick leave days upon severance of their employment at HAW.

2. Twelve month licensed employees. The Principal, assistant administrators, school business manager and other administrative staff on 12 month contracts will be entitled to:

2.1 Sick Leave. Eight (8) days per annum sick leave accrued at the rate of 2.4615 hours per pay period. Sick leave may be carried over from year to year provided that the total accrued sick leave at any time shall not exceed 30 (Thirty) days; employees shall not be compensated for unused, accrued sick leave days upon severance of their employment at HAW.

2.2 Annual Leave. Twelve-month employees shall be entitled to twenty-five (25) days per annum annual leave, accrued at the rate of 7.6923 hours per pay period. Twelve-month licensed employees are entitled to all school holidays and paid legal holidays observed by HAW in addition to their regular annual leave. Employees may accumulate up to 50 days of annual leave and upon severance from employment at HAW be paid for unused annual leave at the rate of 25% of their daily salary based on their current contract rate.

2.3 Professional Development. Eight (8) days professional development leave accrued at the beginning of the employee's contract year. Professional development leave may not be carried over from year to year. Employees shall not be compensated for unused professional leave upon severance of their employment at HAW. Professional development leave must be approved in advanced by the employee's direct supervisor.

2.4 Part Time.

2.4.1 Sick Leave. Part time twelve-month employees, who work more than half time as defined in HAW's policies, shall be entitled to eight (8) days prorated, per their FTE. Sick leave will be accrued through 26 pay periods. Sick leave may be carried over from year to year provided that the total accrued sick leave at any time shall not exceed 30 (Thirty) eight-hour days; employees shall not be compensated for unused, accrued sick leave days upon severance of their employment at HAW.

2.4.2 Annual Leave. Part time twelve-month employees, who work more than half time as defined in HAW's policies, shall be entitled to twenty-five (25) days per annum annual leave prorated per their FTE, accrued through 26 pay periods. Twelve-month licensed employees are entitled to all school holidays and paid legal holidays observed by HAW in addition to their regular annual leave. Employees may accumulate up to 50 days of annual leave and upon severance from employment at HAW be paid for unused annual leave at the rate of 25% of their daily salary based on their current contract rate.

3. Regular employees (non-contract, non-exempt).

3.1 Full time.

3.1.1 Sick Leave. Eight (8) days per annum sick leave accrued at the rate of 2.4615 hours per pay period. Sick leave may be carried over from year to year provided that the total accrued sick leave at any time shall not exceed 30 (Thirty) days; employees shall not be compensated for unused, accrued sick leave days upon severance of their employment at HAW.

3.1.2 Annual Leave. Full time regular employees shall be entitled to ten (10) days annual leave per year, accrued at the rate of 3.0769 hours per pay period. Full-time hourly employees are also entitled to all school holidays and legal holidays based on HAW's annual school calendar. Employees may accumulate up to 20 days of annual leave and upon severance from employment at HAW will be paid for unused annual leave at the rate of 25% of their daily salary based on their current contract rate

3.2 Part Time.

3.2.1 Sick Leave. Part time employees, who work more than half time as defined in HAW's policies, shall be entitled to eight (8) days prorated, per their FTE. Sick leave will be accrued through 26 pay periods. Sick leave may be carried over from year to year provided that the total accrued sick leave at any time shall not exceed 30 (Thirty) eight-hour days; employees shall not be compensated for unused, accrued sick leave days upon severance of their employment at HAW.

3.2.2 Annual Leave. Part-time employees shall not be entitled annual leave, but are entitled to all school holidays and legal holidays based on HAW's annual school calendar.

4. Independent Contractors. Independent contractors are not entitled to paid leave benefits.

5. Request for Leave.

5.1 Foreseeable Leave. When the necessity for leave is foreseeable, employees shall provide reasonable advanced written requests to the Principal for personal leave, annual leave and sick leave. Reasonable advanced notice means notice given as soon as the employee is made aware of the necessity for taking leave. The Principal shall provide the employee written approval of the request within five days of the request. The Principal has the discretion to request a return to work release from your health care providers at any time. If you anticipate a health related procedure/treatment that will require more than three-days leave of absence, you must provide a written excuse from your medical provider along with your request for leave as well as a statement that you are fit to return to work.

5.2. Unforeseeable Leave. In the case of the necessity to take unforeseen leave, employees must notify the Principal by no later than 5:00 am the morning you will be absent.

6. Sick Leave Bank.

6.1 Donating leave. All employees entitled to personal leave, may donate personal days to the school's Sick Leave Bank.

6.2 Sick Leave Bank Requests. All employees entitled to paid, sick leave are eligible for requesting leave from the Sick Leave Bank. An employee who has exhausted his/her accrued paid sick leave may submit a written request to the Principal for additional paid days from the Sick Leave Bank. The Principal will review the request and notify the employee prior to the employee having to incur unpaid leave. When allocating leave from the bank, the Principal may consider, the employee's past record of absenteeism, the number of days remaining in the bank, whether the employee has any other sources of accrued paid leave, the number of requests pending and any other reason the Principal deems appropriate to the request. A written decision will be delivered to the employee and the business manager.

7. Bereavement Leave . Family Member Definition: A person who is a spouse, domestic partner, father, father-in-law, grandparent, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, ward, brother, brother-in-law, sister, sister-in-law, grandchild, aunts and uncles, nieces and nephews of Horizon Academy West employee. Family members shall include any individual residing in the employee's household, or a person for whom the employee is legally responsible. Up to (5) five days of leave with pay (not charged to other leave time) may be granted, upon request to the principal or director, for the death of an employee's family member. If the death occurs at a time when work is not scheduled, payment will not be made. If a holiday or part of the employee's

vacation occurs on any of the days of absence, the employee may not receive holiday or vacation pay in addition to paid funeral leave.

8. **School and Legal Holidays.** School holidays and legal holidays will be determined annually and published in the school's calendar approved by the HAW Governing Council.

Daily Guidelines

- Be punctual at all times. Stay on schedule. Teachers failing to dismiss or rejoin their classes at scheduled times contribute to the loss of teaching time for other staff and to the loss of classroom learning opportunities for children.
- Always be in your room or at the door when students enter your classroom. Please meet your students on time. This means that staff members should be in their room, ready to open their classroom door to students at their scheduled time.
- Teachers increase their risk of liability whenever they are not in their assigned areas of responsibility.
- Staff should be punctual to their assigned duty area.
- Never leave students unattended.

Guidelines for Employee Dress

Employees are expected to dress in a professional manner while on campus and while on field trips. Dress should reflect the professional position of the employee.

- Denim (Jean pants) is not appropriate unless there is a specified denim day or the teacher or staff member has approval from the Principal to attend an outing with their class.
- Men are not required to wear ties, however dress should be neat; collared shirts are preferable.
- Tank tops, spaghetti straps and unkempt T-shirts are not appropriate.
- At no time should there be an issue of midriffs or cleavage showing. *This is not appropriate nor is it acceptable in a school environment.*
- Flip flop shoes should not be worn to school under any circumstance.

If the employee dress code becomes an issue at any time, the individual will first be warned. The second time the dress violation occurs, the employee will be asked to go home and change. The third time the violation occurs; the employee will go home for the day without pay and will have a formal complaint placed in their file.

Requisitions

The procedure is outlined below.

1. Staff member completes and submits a requisition.
 2. Requisitions must be turned in to the office manager
 3. Office manager will submit to Principal for approval
 4. If approved the business manager will create a purchase order and give it to the office manager
 5. Once staff members receive a purchase order, the order can be placed
 6. Once order is received it is the staff member's responsibility to make sure all items are received. Sign the packing slip that all items are received and give it to the office manager
- If you are submitting a Requisition for reimbursement, it must be approved **before** the purchase is made. The Requisition will be denied if the purchase has been made before written approval.

Tutoring

TUTORING OR ADVISING FOR PAY Except for HAW personnel receiving stipends for extra- or co-curricular activities and adjunct faculty, HAW personnel are not permitted to receive pay for tutoring or advising any students assigned to them for classroom teaching or other HAW functions.

Employment Classification

At the time you are hired, you are classified as a regular full-time, regular part-time, short-term, temporary, 10 month or 12 month employee. In addition, you are classified as non-exempt or exempt employee in accordance with the Fair Labor Standards Act and applicable state law. If you are unsure of which classification your position fits into, please ask the office manager.

Non-Exempt and Exempt Employees

Exempt employees include teachers, administrators, principals, professional staff, directors and others whose duties and responsibilities exempt them from statutory overtime pay provisions.

Non Exempt employees include employees in certain types of jobs that are entitled to overtime pay for hours worked in excess of forty (40) hours per work week. *The school will not allow an employee to work overtime unless it is approved by the Director or Principal.*

Non Exempt employees must sign in and sign out every day in the office. No Exceptions!

Regular Full-time Employees

An employee who is regularly scheduled to work at least 30 hours per week is considered a regular fulltime employee.

Regular Part-Time Employees

An employee who is regularly scheduled to work less than 30 hours per week is considered a regular part-time employee. Regular part-time employees may or may not be eligible for certain benefits offered.

Short-Term Employees

An employee hired for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a short-term employee. The job assignment, work schedule and duration of the position will be determined on an individual basis. Normally, a short-term position will not exceed nine (9) months in duration, unless specifically extended by a written agreement. If the position for which you have been hired will exist for a pre-designated period of time, such as a federal grant period, you will receive a short-term assignment. You will be informed of the nature and duration of the appointment. A short-term employee does not become a regular full-time employee by virtue of being employed longer than the agreed upon specified period.

Temporary Employees

Hourly, summer employees and interns are considered temporary employees.

Safety

General Employee Safety

HAW is committed to the safety and health of all employees and recognizes the need to comply with regulations governing injury and accident prevention and employee safety. Maintaining a safe work environment however, requires the continuous cooperation of all employees. It is your responsibility to ask the principal for assistance if you are not confident on how to perform a job safely. Any suspected unsafe conditions and all injuries that occur on the job must be reported to the principal and office manager immediately.

Reporting Safety Issues

All accidents, injuries, potential safety hazards, safety suggestions and health and safety related issues must be reported immediately to the office manager. If you or another employee is injured, contact outside emergency response agencies, if needed and notify the Office Manager. If an injury does not require medical attention, you must fill out an Accident Form in case medical treatment is later needed and to ensure that any safety hazards are corrected. The Employee's Claim for Workers' Compensation Benefits Form must be completed in all cases in which an injury requiring medical attention has occurred.

Federal law requires that we keep records of all illnesses and accidents that occur during the workday. The New Mexico State Workers' Compensation Act also requires that you report any workplace illness or injury, no matter how slight. If you fail to report an injury, you may jeopardize your right to collect workers' compensation payments as well as health benefits.

Parking Areas

HAW is not responsible for any loss, theft or damage to your private vehicle or any personal property. Courtesy and common sense in parking will help eliminate accidents, personal injuries, damage to your vehicle and to the vehicles of other employees. If you should damage another car while parking or leaving, immediately report the incident, along with the license numbers of both vehicles and any other pertinent information you may have, to the Principal.

Separation of Employment

Voluntary Termination

HAW will consider you to have voluntarily terminated your employment if you:

a. *Resign from HAW*

A letter of resignation must be given to the Principal stating the reason and date of resignation. In some cases a verbal resignation or other form of communication will be accepted.

b. *Retire from HAW*

A letter of retirement must be given to your immediate supervisor with a copy to the office manager.

c. Fail to return from an approved leave of absence on the date specified; or

d. Fail to report to work or call in for three (3) or more consecutive work days.

Involuntary Termination

HAW may discharge you from your employment for poor performance, misconduct, excessive absences, tardiness, discrimination or other violations of HAW policies. If your employment is at-will, you or HAW may terminate the employment relationship at any time and for any or no reason.

Non-Reemployment

HAW may elect not to renew the expiring contracts of some employees.

Post Employment Inquiries

In the event another HAW employee is terminated either voluntarily or involuntarily, you must not, as a current HAW employee, under any circumstances, respond to any requests for information regarding another employee. Forward the information request to the Principal.

Return of District Property

Any property HAW issues to you, such as keys, or computer equipment, must be returned at the time of termination. You will be responsible for any lost or damaged items. The value of property issued and not returned may be deducted from your paycheck.

You may be required to sign a wage deduction authorization form for this purpose

Student Guidelines

Horizon Academy West - Student Dress Code

Foundation

In real-world circumstances, seldom are children prevented from making their own choices when it comes to clothes and hairstyles except when certain apparel or hairstyles can mean being in a gang or can imply promiscuity. More, we believe that clothing and appearance say two things: "I belong to a group" - in this case the Horizon Academy West Elementary School and "I am different from other students from other schools."

Having said that, part of the requirement for enrollment at Horizon Academy West Elementary School is embracing our perspectives about permissible clothing and hairstyles simply because we'd like to concentrate on more important things like values, skills, honesty and treatment of other people. It is up to the teacher to check for students who are out of compliance with the dress code. If a student is habitual for coming to school out of dress code, please communicate to the parent first, if the behavior continues you may forward this issue, along with your documentation that you have spoken to parents/guardians to the Family and Community Engagement Coordinator.

Shirt/Blouse/Tops

1. Must be a SOLID color - Navy Blue
2. **Approved styles are:**
 - Collared dress shirt (no shirt unbuttoned except for top 2 buttons)
 - Collared polo shirt
 - Turtleneck or mock turtleneck (white is acceptable)
 - School Spirit T-Shirts and polo shirts (must have School Principal or designee approval)
3. Must be long or short-sleeved (not sleeveless)
4. Must be cotton or cotton blend (no see through material, no shiny material, no denim material)
5. Insignias can be no bigger than ½ dollar size

Note: No shirts of any other styles except those listed above are allowed. No skin should be shown between the bottom of the shirt/blouse and the top of the pants/skirt when arms are stretched upward. Shirts must be tucked in at all times. No contrasting stripes or piping on shirts.

Pants/Skirts/Dresses

1. Must be a SOLID Color -Khaki
2. Approved styles are: Classical/traditional, straight leg cut, with or without pleats, with or without cuffs (maximum hemline circumference 16" & maximum cuff width 2")
3. Pants must fit at the waist, fit in the crotch, and be properly hemmed or cuffed. Tight fitting, stretch type pants are **NOT** allowed. Also, pants with holes and frayed bottoms are **NOT** allowed. No contrasting stripes or piping on pants. No Cargo pants (this style has many large pockets that may conceal contraband).
4. Shorts - no shorter than the point where longest extended finger ends when the student is standing up straight (tight fitting, stretch type are **NOT** allowed). No Cargo shorts.
5. Skirts/Skorts - no shorter than the point where longest extended finger ends when the student is standing up straight (tight fitting, stretch type are **NOT** allowed)

NOTE: SLITS in Skirts or Dresses can be NO higher than the point where longest extended finger ends when student is standing up straight.

Accessories

1. Belts must fit around the waist and be secured in belt loops. (Kindergarten students are not required to wear a belt.)
2. Sweaters, sweatshirts, blazers, and vests must be a SOLID color - Blue or Khaki, must be worn over the approved style shirts. Shirts worn under accessories must be in compliance.
3. **Approved styles are:**
 - Sweaters - pull-over, cardigan or button-down - must be appropriately sized
 - Sweatshirts - must be a pull-over, appropriately sized with no hood
 - Blazers and Vests- must be appropriately sized
4. Items worn **INSIDE** the school building for warmth **MUST MEET THE DRESS CODE**

Outerwear

1. Winter coats, winter jackets, and gloves do not have to meet the color requirements; however, these items are for **OUTSIDE wear only**.
2. If a jacket is worn inside a building, it must remain open.

Note: Jackets must be appropriately sized and may not be worn in any way that reflects gang affiliation or conceals contraband. No trench-coats or dusters may be worn.

Footwear

Socks and hosiery should be solid in color and navy blue, khaki, white or nude hosiery. All students should wear appropriate footwear (no open-toed shoes, sandals, or flops).

Exceptions

Spirit day, photo day, denim/jean day or other special event day dress will be allowed at the discretion of the School Principal.

Prohibited School Dress and Hairstyles:

The following articles are not allowed at Horizon Academy West

1. Jewelry that disrupt the educational process or endanger students.
2. Body piercing jewelry (with the exception of earrings worn in the ears).
3. Headgear such as hats (**indoors**), bandanas, hair nets, do-rags, and sunglasses (**indoors**).
4. Belt loop chains or wallet chains, spiked jewelry, and extended belts.
5. Any items or accessories including face painting which advertise, display, or promote any drug (including tobacco and alcohol), sexual innuendo, violence, weaponry, profanity, hatred, or bigotry toward any group.
6. “Heelys” - shoes or sneakers with wheels or “in-line” skating mechanisms.

The following hairstyles are not allowed at Horizon Academy West

1. Unnatural hair coloring (e.g. flaming red, purple, blue, orange, yellow or green, etc.)
2. Multi-colored hair (for example, highlights, texturing, frostings, etc.)
3. Boys specifically: Mohawks, Spiked hair or “Retro” Afros circa 1970’s.

How our Clothing and Appearance Policies affect you

In this case, as with any other real-world circumstance, there are real-world consequences to coach those if their clothing and or appearance do not fit the requirement of the settings, they have to go. To make your life a little easier, we urge you to pay close attention to the following **non-negotiable** outcomes.

Consequences for non-compliance of clothing and appearance policies:

1st Infraction - Contact parent or guardian and rectify problem immediately. If parent cannot be contacted or is unable to bring appropriate attire to the school, the student may be required to wear substitute attire or be removed from classes for the remainder of the day (depending on the nature of the infraction or magnitude of severity).

2nd Infraction - Loss of all non-educational privileges. Contact parent or guardian, rectify problem immediately.

3rd Infraction - An indefinite loss of non-educational privileges and a compulsory face-to-face administrative meeting.

4th Infraction - Internal Suspension (**ISS**) for each successive violation.

Families in need of financial assistance can contact the school or the PTO for assistance in securing school clothing.

Student Accidents/Illness

In the event of an illness, please do the following:

1. Send **two children** with the ill child to the health aide's office with a health pass which explains the illness. (See additional forms).
2. If a student leaves the school for an illness or for any other reason, they must be checked out through the office. This must be done for security reasons!
3. An ill student is to be picked up and signed out by a parent or other adult through the office and not taken directly from the classroom.

Special Education Services

A key component of Horizon Academy West is the belief that the best and most appropriate educational setting for students is in a general education classroom with age and grade appropriate peers. For that reason, Horizon Academy West is designed around a Full Inclusion Model, where the special education services along with appropriate modifications and/or accommodations, are provided to students by a general education teacher

and/or a special education teacher in the classroom. When necessary, based on the individual student needs, a student may require direct instruction in a separate setting on either a one-on-one basis or in a small group. In all cases, the special education services and appropriate modifications and accommodations will be provided in accordance with the student's current Individual Education Plan (IEP)

Discipline

Code of Discipline

FOUNDATION

It is the policy of Horizon Academy West Charter School to attempt to resolve disciplinary problems using every means short of exclusion from school. Fair and reasonable procedures will be followed to assure students of their rights. The administration expects all persons connected with the school to demonstrate mutual respect for the rights of others: and they expect all involved in teaching and learning to fully accept and discharge their responsibilities toward others and the system. The framework for these rights and responsibilities rests with federal and state laws and regulations and Horizon Academy West Governing Council policy.

GUIDING PRINCIPLES

The following guiding principles lay the foundation for a positive school climate. These principles are essential beliefs that will guide Horizon Academy West, staff, students and families in the shared work of ensuring positive school environments and improved student outcomes.

1. Appropriate behavior can be taught, modeled and generalized within and across settings.
2. Civil behavior modeled by adults is a powerful teaching tool for children.
3. Behavioral issues represent a range and there are different techniques and interventions along that range.
4. Ensuring the safety of all students and staff is the responsibility of all staff.
5. Students need to feel connected, capable and contributing in the classroom setting. There are a variety of reasons for misbehavior, and an understanding of these reasons can help prevent or address behavior issues.
6. Mental health issues need to be understood in relationship to school behavior and to work with families.
7. Counseling is one intervention for solving behavior issues; but it may have limited impact as a sole intervention.
8. Recognition and respect for the diverse population in the school and community are essential. All children

must be assured that they can learn in a non-disruptive atmosphere and can be treated in a fair, consistent and non-discriminatory manner.

RESPONSIBILITIES OF STUDENTS

In order to develop and maintain a safe and effective instructional environment that encourages and supports teaching and learning; we believe that children must behave in an appropriate manner. We recognize that all children are unique and respond differently to the classroom setting. We have worked very hard to develop instructional techniques that allow for these differences. However, we cannot allow children to disrupt their own learning and the learning of others by persistent, inappropriate behavior. Therefore, students who consistently behave in accordance with the following will be in compliance with the rules of the code.

1. Report to class ready to work at the assigned time
2. Have paper, pencil, books, and completed assignments everyday.
3. Keep hands, feet, books and all objects to yourself.
4. Do not swear, make rude comments, tease in a cruel manner or treat others harshly.
5. Respect the diversity of staff and students at Horizon Academy West with regard to race, color, ethnicity, national origin, religion, sex, parenthood, sexual orientation, marriage, pregnancy, primary language, handicap, special needs, and economic class.
6. Exercise the highest degree of self-discipline in observing and adhering to rules and regulations.

ALTERNATIVE SOLUTIONS TO DISCIPLINARY PROBLEMS

Horizon Academy West Charter School will not tolerate an act of verbal or physical aggression. Infractions are categorized as Minor, Serious, or Criminal and handled through a progressive level of discipline and or restriction.

Operational Definition of Category of Behaviors

Minor Offenses are those which do not result in significant loss of class time, property damage or personal injury and are treated flexibly first by the instructor and or administrator - depending on circumstance.

Examples of minor offenses include but are not limited to the following:

1. **Annoying Behaviors** - such as dealing with compulsive talking, gross-outs and constant questioning.
2. **Non-Compliant Behaviors**- such as having no pencil, paper, books, or homework, or not following directions.

3. **Off-Task Behaviors** - such as motivating the reluctant learner, the procrastinator, and the non-contributor.
4. **Confrontational Behaviors** - challenging statements, arguing, and smart aleck remarks.
5. **Rude Behavior** - Foul language, improper language or gestures
6. **Mean Behavior** - students excluding others, using puts downs and exhibiting destructiveness.

Effective classroom solutions include:

1. Loss or delay of privileges
2. Loss of freedom of interaction
3. Restitution
4. Re-teaching the appropriate behavior.

Serious Offenses are those which result in loss of significant class time, inflict psychological or emotional trauma, property damage or physical personal injury. Examples include but are not limited to the following:

1. Bullying
2. Physical Assault
3. Ridicule or Harassment
4. Leaving school grounds without permission
5. Repeated and Flagrant Violations
6. Pulling the fire alarm
7. Continuously and intentionally making noise or seriously disrupting or preventing the normal functioning of the school or the teaching of other students

Effective administrative solutions include but are not limited to the following:

Contracting

Behavior Management

Student Support Resources - MDT or SAT

Detention

Loss of School Privileges

Restitution

Temporary Removal from Class

Organized Study /In-School Suspension

Suspension

Criminal Offenses are those which normally would result in a student being charged with or convicted of a misdemeanor or felony and / or have an adverse effect on the stability of the school. Offenses in this category will be reported to the police as part of our anti-crime agreement. Examples include but are not limited to the following.

1. Assault and Battery / Bodily Harm
2. Sexual Assault
3. Possession of Firearms, Dangerous Weapons and Dangerous Objects
4. Possession of Controlled Substances, Alcohol, and Tobacco
5. Theft and Vandalism
6. Harassment and Violations of Civil rights
7. Making a bomb threat

Effective administrative solutions include:

1. Lodging criminal complaint with law enforcement
2. Long-term suspension
3. Indefinite Suspension
4. Alternative Program Placement
5. Expulsion

Incident Response Procedures

Students may report any category of offense to any teacher, administrator or staff. Although the classroom teacher is considered the first responder, a response can be activated from a multitude of directions. Before submitting an administrative referral and, as first responder, the teacher must demonstrate that (1) they made every effort possible to contact the parent/guardian; (2) they consulted with peers, cluster leadership, social work, SAT team and or; (3) they made every every effort possible to consult with SAT to attenuate the behavior.

Due Process

Horizon Academy-West Campus has established a hearing and appeal process for students to present their side of the story that increases the likelihood of fairness. Keep in mind; however, not all cases merit an appeal hearing. When granted an appeal hearing the student may have an attorney present.

Most Common Problems	Classroom Solutions	Repeated Minor Offenses Administrator	Serious Offense MDT - CDT	Criminal Offense
Brief disruption <5mins	Lose a recess			
Defiance - to 2 nd violation	Lose field trip	Contracting		
Dress Code to 2 nd violation	Lose recess /day	Community service		
Minor Skirmish	Writing assignment	Behavior management		
Theft by taking		ISS max 5 days		
Property Damage		ISS max 5 days	Civil Court	
Bullying - see supplement		OSS max 5 day	Social Work	
Phys. harassment		OSS max 5 days	Social Work	
Verb Harassment		ISS max 3 days	Social Work	
Illegal substances				Police
Assault				Police + Exp
Threats				Police + Exp
Intimidation				Police + Exp
Weapons				Police + Exp

The above chart represents examples of the types of misconduct that occur on school campuses and the range of solutions to those instances of misconduct or criminal behavior. In any case, however, all cases appearing before the administrator will be documented in the perpetrators' permanent record.

Critical Incident Response

In response to the dramatic rise in aggressive and acting out behaviors in school settings, Horizon Academy West recently completed a review of school safety policies to help ensure there are preventative, intervention and security measures in place to quickly and safely stabilize an escalating situation such as a major disruption, fight, or aggravated assault.

Research has accumulated over the years to show that schools are an opportune place to identify and support children with developmental disorders as well as victims of interpersonal violence and to offer prevention skills, information and supports. Elementary schools, among other early education settings, are prime places to implement trauma sensitive policies that provide opportunities for students to heal without being stigmatized or re-traumatized through counter-therapeutic or counter-productive strategies.

The "Critical Incident Response" (CIR) plan is intended to be utilized only when generally accepted classroom practices and techniques for controlling aggressive and acting out behaviors fail to quickly and safely stabilize an escalating situation namely a fight, disturbance or aggravated assault. The plan - with a focused concentration on accountability - includes a more specific procedure for "Administrative Referrals", additional and more stringent requirements for its application, including documenting at least three forms of contact with relevant stakeholders to control observed behaviors that may interfere with school functioning.

Sequential Illustration: Chart and Timelines

Objective	Function	Staff Responsible	Timeline	Performance Measures
Determine students to be most at-risk for disruptive behavior, attention and impulse control problems.	<ul style="list-style-type: none"> >Identify observed behaviors that may interfere with school functioning. >Analyze information then assess risk. >Communicate with relevant staff to coordinate appropriate prevention strategies. 	>Social Worker	On-going	Will have conducted an effective set of <u>culturally-competent</u> cross- trainings enabling staff to more easily spot behaviors related to stress, anxiety and other childhood symptoms of exposure to violence and /or acts constituting abuse or neglect.
Collaborate with peers, cluster leadership and parents to reduce likelihood off recurrence.	<ul style="list-style-type: none"> >Call parent/guardian to inform them of observed behavior. >Establish relations with parent/guardian for student screening, provide culturally-competent therapeutic opportunity for disclosure and source appropriate support. >Notify parent/guardian about the consequences for the violation. 	<ul style="list-style-type: none"> >Homeroom Teacher >Social Worker >Discipline Officer 	Point of Incident	<p>Will have furnished appropriate documentation detailing the incident and a classroom plan to rectify behavior.</p> <p>Will, in conjunction with relevant parties, formulate a workable individuated Behavior Intervention Plan (BIP).</p> <p>Will manage, clear and verify all pertinent information.</p>
Fights & Assaults Functioning as a team, control and command crisis to reduce further incidents of violent and aggressive behavior using <u>appropriate</u> crisis management techniques.	<ul style="list-style-type: none"> • Separate participants • Disperse students • Document <u>staff-witnessed</u> activities. • Provide first aid • Notify APD (if criminal) • Notify parents/guardians • Preserve all evidence • Determine consequence/s > Develop coordinated management guidelines. >Test plan: simulated 	<ul style="list-style-type: none"> > RESPONSE TEAM >Principal >Social Worker > Designate >Health Aide >Discipline Officer 	<p>Point of Incident</p> <p>SY 06'-07'</p> <p>Bi-annually</p>	<p>Will reduce risk of lawsuits and allegations of abuse in utilizing non physical strategies, personal safety techniques and vertical or prone immobilization procedures to reduce risk of injury.</p> <p>Record activities, refine and revise, if necessary.</p>

Bully Prevention

In 2006, and in direct response to a Health Resources Services Administration (HRSA) survey indicating the prevalence of problem behaviors at school, ranging from minor disciplinary problems to criminal victimization, the New Mexico Public Education Department (NMPED) Office of Safe and Drug Free Schools (OSDFS) unveiled a state-wide component of a national strategy (Safe and Drug free schools Act) to reduce the incidence of criminal victimization and bullying in school settings. *Refer to Anti-Bullying Policy rule 6.12.7 NMAC.*

In 2007, and according to NMPED recommendations, Horizon Academy West not only adopted the standardized definition of “Bullying” but also implemented specific measures to identify, characterize and treat student reports of serious violent, violent and property victimization. The purpose of this section of the disciplinary code is to outline the lengths HAW will take to target bullying more effectively in order to create a safer environment in which to learn.

Horizon Academy West believes that providing an educational environment for all students, employees, volunteers, and families, free from harassment, intimidation, or bullying supports a total learning experience that promotes personal growth, healthy interpersonal relationships, wellness, and freedom from discrimination and abuse. Therefore, harassment, intimidation or bullying are forms of dangerous and disrespectful behavior that will not be tolerated.

DEFINITIONS:

1. “Bullying” means any repeated and pervasive written, verbal or electronic expression, physical act or gesture, or a pattern thereof, that is intended to cause distress upon one or more students in the school, on school grounds, in school vehicles, at a designated bus stop, or at school activities or sanctioned events. Bullying includes, but is not limited to, hazing, harassment, intimidation or menacing acts of a student which may, but need not be based on the student’s race, color, sex, ethnicity, national origin, religion, disability, age or sexual orientation.
2. “Harassment” means knowingly pursuing a pattern of conduct that is intended to annoy, alarm or terrorize another person.
3. “Disability Harassment” is defined as intimidation or abusive behavior toward a student based on disability that creates a hostile environment by interfering with or denying a student’s participation in or receipt of benefits, services, or opportunities in the district.

Harassment and Disability Harassment include but are not limited to:

- a. Verbal acts, teasing, use of sarcasm, jokes;

- b. Name-calling, belittling;
 - c. Nonverbal behavior such as graphic or written statements;
 - d. Conduct that is physically threatening, harmful, or humiliating; or
 - e. Inappropriate physical restraint by adults.
4. “Racial Harassment” consists of physical or verbal conduct relating to an individual’s race when the conduct:
- f. Has the purpose or effect of creating an intimidating, hostile, or offensive academic environment;
 - g. Has the purpose or effect of substantially or unreasonably interfering with an individual’s academic performance; or
 - h. Otherwise adversely affects an individual’s academic opportunities.
5. “Sexual Harassment” means any unwelcome sexual advances, requests for sexual favors, or other inappropriate verbal, written, or physical conduct of a sexual nature. Sexual harassment may take place under any of the following circumstances:
- i. When submission to such conduct is made, explicitly or implicitly, a term or condition of obtaining an education; or
 - j. Submission to or rejection of that conduct or communication by an individual is used to factor in decisions affecting that individual’s education; or
 - k. That conduct or communication has the purpose or effect of substantially or unreasonably interfering with an individual’s education, or creating an intimidating, hostile or offensive educational environment.
6. “Hazing” means committing an act against a student, or coercing a student into committing an act, that creates a risk of harm to a person, in order for that student to be initiated into or affiliated with a student organization, or for any other purpose. Hazing includes but is not limited to:
- l. Any type of physical brutality such as whipping, beating, striking, branding, shocking, or placing a harmful substance on the body.
 - m. Any type of physical activity such as sleep deprivation, exposure to weather, confinement in a restricted area, calisthenics or other activity that subject the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - n. Any activity involving the consumption of any alcoholic beverage, drug, tobacco product or any other food, liquid, or substance that subjects the student to an unreasonable risk of harm or that adversely affects the mental or physical health or safety of the student.
 - o. Any activity that intimidates or threatens the student with ostracism, that subjects the student to extreme mental stress, embarrassment, shame, or humiliation, that adversely affects the mental health or dignity of the student or discourages the student from remaining in school.

- p. Any activity that causes or requires the student to perform a task that involves a violation of state or federal law, or district policies.

REPORTING INTIMIDATION, HARASSMENT, OR BULLYING BEHAVIOR:

1. Any student who believes s/he has been the victim of harassment, intimidation, bullying or hazing by a student or school personnel, or any person with knowledge or belief of such conduct that may constitute harassment, intimidation, bullying, or hazing toward a student should immediately report the alleged acts.
2. The report may be made to any staff member. The staff member will assist the student in reporting to the principal or the principal's designee.
3. Teachers and other school staff who witness acts of bullying or receive student reports of bullying are required to promptly notify designated staff.
4. Reports should be done in writing using the Administrative Referral Form. Parents may file a report using the CCI (Concerns, Complaint, or Inquiry) Form available in the front office. A copy of either form will be submitted to the Safe Schools Coordinator.

CONSEQUENCES FOR BULLYING:

1. Verified acts of bullying shall result in intervention by the principal or her designee that is intended to ensure that the prohibition against bullying behavior is enforced.
2. Consequences for verified acts of "*direct bullying*" or "*indirect bullying*" range according to the severity continuum.

Direct Bullying takes the form of overt, physical contact in which the victim is openly attacked (i.e. punching, shoving and other acts that hurt people).

Indirect Bullying takes the form of social isolation and intentional exclusion from activities (i.e. keeping people out of a group, teasing people in a mean way, getting certain people to "gang up on others").

Progressive disciplinary consequences include but are not limited to:

- 1 Verbal Warnings
- 2 Essay writing
- 3 Loss of privileges
- 4 Internal Suspension
- 5 External Suspension
- 6 Expulsion and or Criminal Complaint Lodged.

CONSEQUENCES FOR KNOWINGLY MAKING FALSE REPORTS:

Horizon Academy West believes additional caution is in order when examining bullying because self-reports may be inaccurate due to error in recall, falsification, or exaggeration (e.g. a student either may not be forthright or artificially inflate his/her self-reported academic grades) or the student may forget a bullying event entirely or recall the characteristics of the event inaccurately.

Therefore, any student who knowingly falsifies a report of bullying or other forms of victimization will face severe disciplinary action or other appropriate sanctions.

Conclusion:

Horizon Academy West Public Charter School believes bullying should be totally unacceptable to students, teachers, parents and administrators and we also believe intervention by an adult is key. More, we see bullying for what it is: not a normal part of growing up, but a potentially devastating series of events for any student who is different for a variety of reasons, including being overweight, a different race, having an accent, or a physical or mental disability.

Attendance

Prompt and regular attendance is essential for a student to attain academic success. Missed days, coming to school late and leaving early can leave gaps in the educational process. Parents must make every effort to get your child to school, on time, everyday.

Under the auspices of the New Mexico Department of Education – Truancy Prevention Unit, Horizon Academy West will aggressively track and monitor absenteeism. Since 2006, this award continues to enable the development of progressively intrusive interventions to increase consistency and uniformity of enforcement of attendance policies and to streamline communication between parents, agencies and the community – all in an effort to keep kids in school.

The law requires regular attendance. All schools are required to take attendance.

Attendance records are legal documents which may be required in a court of law, for example as evidence in prosecutions for non-attendance. They provide the daily record of attendance as an early warning system for various areas which may affect a child's welfare including child protection, illegal child employment, truancy, disaffection with school, special education needs, illness, and problems in school. The information they contain can act as useful monitoring systems for plans which are developed to support children.

Simply put, the overarching goal of our school attendance program is to make sure students attend school everyday and arrive on time, and when a student is not in school or arrives late it is our responsibility to find out why.

Attendance policies and practices differ from district to district and, in some instances, from school to school within the same district. As an independent school district, please acquaint yourself with the following

HORIZON ACADEMY WEST CHARTER SCHOOL attendance practices that have been recognized as having a positive effect on our annual rate of attendance.

If your child will be absent, please call the school (998-0459 ext 156) before 9:00 am on the day of the absence, and leave the following information: A. Name of Child; B. Teacher's Name; C. Reason for Absence and; D. Your Name and Relationship to Child.

Note: Calling in does not excuse the absence.

Verification of excessive absences for illness is the responsibility of the parents and students. Absences that are not verified by a licensed entity, or the Attendance Office, will be counted as unexcused. It is expected that each student will be present on every day that school is in session during the school year.

Certain absences are excusable with written proof furnished by either:

- a licensed medical or mental health provider
- a member of the clergy or tribal governor
- a licensed diagnostician or licensed social services entity

When a student is absent, parents will be contacted by the Attendance Aide no later than 10:00 am that day.

UNEXCUSED ABSENCES:

The following are examples of unexcused absences at Horizon Academy West:

- Any missed day of school without proper verification from a licensed provider, clergy or tribal official
- Participation in nonacademic programs and / or athletic activities not affiliated with HAW enrichment offerings
- Family vacations while school is in session
- Hunting trips

MEDICAL RELEASE FOR THREE-DAYS OF CONSECUTIVE ABSENCE:

With both the rise in reported cases of MRSA (Community-Associated Methicillin Resistant Staphylococcus Aureas) H1N1 (swine flu), and with the cold and flu season, it's critical that everyone follow our simple rule surrounding medical release. Any student who misses three (03) consecutive days, for any unsubstantiated reason, must be medically released. **No exceptions.**

EXTENDED ABSENCES MUST BE REPORTED TO THE SCHOOL NURSE – ACCOMPANIED ONLY WITH WRITTEN PROOF.

PROGRESSIVE INTERVENTIONS:

At **three, five, seven,** and **10 unexcused absences,** school personnel will notify and inform the parent, guardian or caregiver of their responsibilities and, exactly, what the next step will be along the attendance enforcement continuum. *In other words, when the normal avenues of school intervention are exhausted, we will refer "Habitual Truants" to the district attorney, to the juvenile probation office-mediation program or CYFD.*

In accordance with Section 22-12-9et seq. NMSA 1978 and 6.10.8.8.E NMAC – Compulsory School Attendance (*amended 2009*), **a student who misses five days of school within a school year will be classified as a student in need of early intervention.** "Habitual Truant" means a student who has accumulated the equivalent of **ten (10) days or more unexcused absences within a school year.**

EARLY RELEASE / DISMISSAL:

After the **fifth (05)** dismissal, early release will only be granted for illness, family emergency, or verifiable proof of services from a licensed provider. In the case of medical or psychological tests, **you must show evidence** (such as a note from the health center) that the test could not be scheduled after school. **No exceptions**

Students will not be released thirty (:30) minutes before the end of the school day without a valid doctor's note or appointment slip.

Homework Policy

Homework and related out-of-school activities are an integral part of the educational process. All such activities should be appropriate to the needs, capabilities and interests of students. While a teacher is responsible for identifying goals and assignments, the student and his/her parent(s) must also assume some responsibilities. Objectives of homework and related out-of-school activities are:

- ▶ To reinforce learning through the practice, application, integration and/or extension of knowledge and skills.
- ▶ To develop study skills, work habits, and a sense of personal responsibility so that the student may become an independent learner.
- ▶ To stimulate originality and creativity.
- ▶ To enrich school experiences.

Homework times per grade level:

Kindergarten:	20-25 minutes per day, Monday-Thursday
First Grade:	25-30 minutes per day, Monday-Thursday
Second Grade:	30-35 minutes per day, Monday-Thursday
Third Grade:	35-40 minutes per day, Monday-Thursday
Fourth Grade:	40-45 minutes per day, Monday-Thursday
Fifth Grade:	45-50 minutes per day, Monday-Thursday

Modifications to this homework policy may be made, at the teacher's discretion, to accommodate students with learning difficulties or in response to extenuating circumstances.

Field Trips

The purpose of field trips is to provide an extended educational experience for students. All field trips must support the competencies in the core curriculum scope and sequence. Before any field trips will be approved by the principal, teachers must fill out the Horizon Academy West field trip assistance form (See additional forms). Once this form is submitted and approved, arrangements for a field trip may then be made.

When requesting a check for a particular field trip, please give the office manager a requisition with the required documentation attached. (One for the destination and one for the bus) It may be up to one week before you receive a check; please plan accordingly.

NOTE: Because field trips are part of the curriculum students should not be withheld from field trips unless it is recommended from Mr. Cox office.

Use of videos in the classroom

Videos may be viewed in the classroom primarily for educational purposes; occasionally other videos may be viewed in a classroom but all videos must be approved by the principal through a video release form (see additional forms) prior to the viewing of the movie. If a classroom teacher does not get approval from the principal, that teacher's video privileges may be revoked for the current school year.

Fire/Safety Drills

In order to comply with state law, one fire drill will be held each month except during the first month of school when one drill will be held each week. Teachers must place a map by the door indicating how students are to exit the building.

Windows and doors are to be closed, but not locked. If on the way out, you see an open door, please close it. Teachers need to take an attendance roster with them and take roll once outside. Students need to quietly walk out in an orderly manner.

Public Relations

Every reaction, every paper, every note which goes home with a student is a public relation matter. Please try to make sure this is a good kind of relation. All communications should be designed with a positive nature in mind.

Please provide a copy of anything written which goes home with every child to the principal. Too often we receive frequent calls from parents concerning a note that you sent out and we know nothing about. All items sent home with students should be looked over by at least one other staff member before it is sent home to parents.

Lesson Plans

Every teacher is expected to have daily lesson plans which reflect the unit plan which is instructionally aligned to common core state standards. The unit plans will be turned in to the principal. Unit plans need to be submitted on the Horizon Academy West Unit Plan Template and posted at the door for easy access to Classroom Walkthroughs. **Daily lesson plans reflecting the unit should be available on your desk.** Please be prepared in the event that you are not available.

Substitute Teacher Folder

Each staff member needs to have a folder with specific directions for a substitute teacher. Items should include, an updated seating chart with student names, lesson plans, daily schedule, lunchtime procedures, and a pull out schedule. Please be prepared in the event that you are not available.

Mailboxes

Please check your boxes in the lounge twice each day. There may be important information that you may otherwise miss if you do not check your box.

Horizon Academy West Technology Report 11/21/2016

- Computer Count – 145
- Ethernet replaced in last 2 years
- Server replaced in last 2 years
- Switches replaced recently
- Wireless access point replaced recently
- Camera system recently added
- Broadband speed is 30 Mbps from Century Link

Needs:

- Faster internet speeds

