



New Mexico Public Education Commission

2015 New Charter School Application Kit Part C. Application & Rubric



School Information:

Name of Proposed Charter School: The STEAM Academy

School Address (if known): _____

School Location (City/Town): Eastern Cibola County, New Mexico

School District within which your school will be located: Grants Cibola County Schools

Grades to be served: 9-12

Projected Enrollment Cap: 120

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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school you will not answer questions about graduation), where indicated in red below. Use the rubrics following the prompts to guide your answers and responses. As you will see from those rubrics, it is best to provide clear, comprehensive, cohesive, reasonable, and at times, innovative responses. Too often, an applicant leaves something out (comprehensive) or does not explain how pieces in their proposal fit together (the educational program aligns with the budget—cohesive). The reviewers are also interested in reasonable answers; often applicants are excited to try many new things and this can be taken too far. Finally, remember to showcase the innovation in your charter school proposal whenever possible. Charter Schools are in existence for this reason.

Please note: The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased if your answers receive “Exceeds” or “Meets” score as indicated in the scoring rubric as set forth below.

Academics

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

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	40	9 th -10 th	13:1 (3 Teachers)
Year 2	60	9 th -11 th	15:1 (4 Teachers)
Year 3	80	9 th -12 th	13:1 (6 Teachers)
Year 4	100	9 th -12 th	16:1 (6 Teachers)
Year 5	120	9 th -12 th	15:1 (8 Teachers)
At Capacity (Enrollment Cap)	120	9 th -12 th	15:1 (8 Teachers)

	Included	Meets—3	Partially Meets - 2	Not included
A. School Size	The applicant provides all of the required information.			The application does not provide the required information.
	← Satisfied		Not Satisfied →	

B. Mission. Note: The School shall report each year on implementation of its mission as set forth in the mission-specific indicator(s) as set forth in the Performance Framework, Academic Framework (see glossary).

B. State the mission or the driving force that guides this school proposal. The mission should answer questions such as: 1) what does your school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about your school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outputs rather than inputs.

The mission of the STEAM Academy is to provide engaging, project-based STEAM experiences which challenge and inspire students to be academically advanced, technologically proficient and community minded to enable post-secondary success.

To achieve this mission, STEAM Academy will focus on a STEAM (Science, Technology, Engineering, Arts, Mathematics) curriculum that will have students working in and around the community on student-led projects. Utilizing a PBL (project-based learning) approach, STEAM Academy's high school students will receive online instruction, varying fieldwork, instructor facilitation methods, and apprenticeship/internship opportunities all of which we believe will lead to high levels of achievement for students. Additionally, a school based Mentoring Core-Circle of Care will work to provide one-on-one and multiple supports for students working through the school.

We believe high academic expectations and non-traditional instructional strategies, coupled with deliberate mentorship and strong health supports, will produce students who are capable of serving their communities as strong citizens and culturally enabled leaders. Our ultimate vision is to create a school that is dedicated to serving as a rural center of community-based knowledge, innovation, creativity, and revitalization, while seeking to develop healthy and secure citizens ready to help our communities transition into the 21st century and beyond.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. School Mission	The mission statement incorporates all three questions above and therefore meets or exceeds the expectation by providing a clear, cohesive, comprehensive, reasonable, and innovative purpose for the school.	The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level by providing a clear and reasonable purpose for the school.	The mission statement does not adequately address the three questions above and therefore partially meets expectations.	The mission statement is inadequate or incomplete. --OR-- The application does not respond to this prompt.
Comments:				

C. Indicators/Goal(s) Related to the School's Mission. The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for the implementation of the school mission. Mission-specific indicators/goals **MUST BE** provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

For the purposes of this application, the indicators/goals will show the capacity of the applicant to identify appropriate indicators/goals aligned with the mission of the proposed school. During the later contracting process after approval, these indicators/goals that are finally negotiated and put into the Performance Framework allow the school to demonstrate its achievements related to the school mission. The Performance Framework is assessed on an annual basis and may be revised yearly.

Mission-specific indicators/goals put into the application should:

- (1) demonstrate the school's ability to implement the school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

Again, please note that **these indicators/goals are subject to change through the negotiation process as the school works with their Authorizer in the contract negotiation process during the planning year.**

Please note: The criteria for SMART Format is as follows:

- Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- Attainable. A goal should be challenging yet attainable and realistic.
- Rigorous. A goal should present the challenge of rigor.
- Time-Bound with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.

C.(1) Mission-Specific Indicators/goals *Required*

Identify and provide at least two mission-specific indicators/goals in the following section. Include the following key elements:

- First, ensure that the annual indicators/goals provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicators/goals. Specifically, determine what percentage constitutes "exceeds standards," what constitutes "meets standards," what falls under "does not meet standards" and what it means to "fall far below standards." NOTE: **Please see examples in the glossary or in Part A of this application.**

1. Academically Advanced

1a) Academically advanced: Mathematics SMART Goal

*The STEAM Academy high school students will strive to meet academically advanced goals by demonstrating strong end of year (Spring) achievement on the NWEA MAP short-cycle assessments. These assessments are directly aligned with CCSS. The MAP scales scores have been aligned with ACT benchmarks for various college levels (Theaker & Johnson, 2010 – **Appendix A.C1**). Our goal is established as a school-wide Cohort average of NWEA Math scores. A Cohort is defined as grade level students who attend a full academic year.*

<i>Exceeds</i>	<i>Cohort AVERAGE score of 258 or higher in the Spring NWEA assessment.</i>
<i>Meets</i>	<i>Cohort AVERAGE score between 250 and 257 in the Spring NWEA assessment.</i>
<i>Does Not Meet</i>	<i>Cohort AVERAGE score between 221 and 249 in the Spring NWEA assessment.</i>
<i>Falls Far Below</i>	<i>Cohort AVERAGE score between 220 or below in the Spring NWEA assessment.</i>

1b) Academically advanced: Reading SMART Goal

*The STEAM Academy high school students will strive to meet academically advanced goals by demonstrating strong end of year (Spring) achievement on the NWEA MAP short-cycle assessments. These assessments are directly aligned with CCSS. The MAP scales scores have been aligned with ACT benchmarks for various college levels (Theaker & Johnson, 2010 – **Appendix A.C1**). Our goal is established as a school-wide Cohort average of NWEA Math scores. A Cohort is defined as grade level students who attend a full academic year.*

<i>Exceeds</i>	<i>Cohort AVERAGE score of 240 or higher in the Spring NWEA assessment</i>
<i>Meets</i>	<i>Cohort AVERAGE score between 232 and 239 in the Spring NWEA assessment</i>
<i>Does Not Meet</i>	<i>Cohort AVERAGE score between 214 and 231 in the Spring NWEA assessment</i>
<i>Falls Far Below</i>	<i>Cohort AVERAGE score of 213 or below in the Spring NWEA assessment</i>

2) Technologically proficient SMART Goals

By the time of graduation, all STEAM Academy students will have achieved a Microsoft Office Specialist certificate in Word, Excel, Power Point, will be certified in typing at fifty words-per-minute, and will have achieved a certification in one additional software program of the student's' choosing.

<i>Exceeds</i>	<i>100% - 90% of students achieve all three certifications.</i>
<i>Meets</i>	<i>89% - 75% of students meet goal all three certifications.</i>
<i>Does Not Meet</i>	<i>74% - 60% of students meet goal all three certifications.</i>
<i>Falls Far Below</i>	<i>Less than 60% of students meet goal all three certifications.</i>

3) Community minded SMART Goals

STEAM Academy students' grades will complete the required community engagement courses and complete a community-based, service learning capstone project during their senior year that requires the application of skills from core courses as well as the community engagement courses.

<i>Exceeds</i>	<i>100% - 85% of all students will complete the community engagement courses and all students will complete the community capstone project in their senior year.</i>
<i>Meets</i>	<i>84% - 70% of students meet goal.</i>
<i>Does Not Meet</i>	<i>69% - 50% of students meet goal.</i>

*Falls Far
Below*

Less than 50% of students meet goal.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet- 1
C.(1) Goal(s) Related to the School's Mission	The applicant includes all key elements in the indicators/goals provided. As such, the indicators/goals reflect the implementation of the school's mission, are in SMART format, and include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The applicant includes most of the key elements in the indicators/goals provided. As such, the indicators/goals may somewhat reflect the implementation of the school's mission, contain most elements of the SMART format, and attempt to include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The applicant includes some or a limited amount of the key elements in the indicators/goals. As such, what is provided may not reflect implementation of the school's mission, may not be written in SMART format, and/or the measures and metrics provided are unclear.	The applicant's response to the indicators/goals are inadequate or incomplete. --OR-- The applicant does not state indicators/goals.
Comments:				

C.(2) Provide a clear, comprehensive, cohesive, and reasonable rationale for the indicators/goals developed. In that rationale, offer a detailed plan, and specific methods of assessment to be used annually for the indicators/goals listed above. It is best to use an assessment developed by experts outside of the school (i.e. Discovery short cycle assessment) rather than using grades provided by teachers in the classroom.

In seeking to create a new high school which will support students in achieving post-secondary success, the STEAM Academy is built upon the idea that students can learn well when they have the chance to explore and experiment in a way that is relevant to their identity and their cultural and community understandings. Input from the community--through local meetings, surveys and one-on-one conversations--informed each aspect of the school design. During our conversations, community members repeatedly mentioned the need for "real world" skills, i.e. those skills which could be useful for post-secondary success in both the workforce and higher education.

This school is designed to provide significant educational opportunities for students who need stronger instructional and holistic supports. By implementing innovative community-based instructional approaches, grounded in STEAM based curriculum, our vision is to increase local capacity to help support

and guide the communities of Eastern Cibola County into a sustainable 21st century. It is from this understanding that the STEAM Academy has designed the primary focus goals for the school. These goals are about scaffolding and balancing the various knowledge systems in order for students to attain positive educational outcomes. Each of our core goals will utilize STEAM oriented, project-based learning (PBL) synthesized with Common Core, as a strategy for developing deep understandings based on both community and practical knowledge and which allow for flexibility in developing culturally revitalizing learning projects, activities, and assessments. Ultimately, we seek to build our academic framework on rigor, skill development, relevancy, and excellence for all STEAM Academy students.

1) Academically Advanced

- **Rationale:**

STEAM Academy High school students will strive to meet academically advanced goals by participating and achieving scores on NWEA short cycle assessments that predict a strong performance on the ACT. NWEA scores have been correlated with performance on the ACT for grades 9-11; the NWEA scores we choose are Reading and Math scores that correlate with the ACT performance of students who have been admitted to state universities.

- **Methods of assessment:**

STEAM Academy will administer the NWEA MAP short-cycle assessment three times during the year in both mathematics and reading. Student scores on each of the examinations will be charted over the course of the year and monitored to determine student growth. The school will provide instruction and interventions to support growth and achievement. To determine goal accomplishment, student spring scores in both math and reading will each be averaged to determine cohort performance relative to the target we set.

2) Technologically proficient

By 10th grade, all STEAM Academy students will have achieved a Microsoft Office certificate which will include demonstrated proficiency in MS Word, Excel, and Powerpoint. By 11th grade, all students will also be certified in typing at fifty words-per-minute. Finally, by graduation, students will have achieved a technical certification in one additional software program of the students' choosing, which aligns with their college and career goals. This may include graphic design software, web management, or programming.

- **Rationale:**

As Dede (2011) notes, "All other professions are successfully transforming to affordable models that use technology to empower typical professionals to be effective" (p. 4). As we seek to educate students, it is critical that they have necessary skills in order to be viable in the 21st century. Understanding and sophistication with technology can provide numerous workforce opportunities and ensure post-secondary success. Additionally, we have heard from our community the desire for students to have tangible skills and certifications that can serve them and the community in the coming years. Further, technological proficiency aligns with both CCSS and with the project-based learning strategies enabling strong learning synthesis and higher academic outcomes for students.

- **Methods of assessment:**

By 10th grade, students will achieve their Microsoft Office Specialist certification by passing the Microsoft-developed online assessments of their skill and capacity in MS Word, Excel, and Powerpoint.

By 11th grade, students will demonstrate typing speed and accuracy on professional typing software (i.e. Mavis Beacon) and register their scores through an online typing assessment.

Finally, students will be required to take a certification examination in one additional software of their selection in their senior year. Registration for the test will be determined once student has completed necessary training course as part of their Electives class selection. Test will be administered online or in-person by the software company and will be monitored by staff through completion, as necessary.

3. Community minded

STEAM Academy students will complete the community engagement courses and a community-based, service learning capstone project during their senior year that requires the application of skills from core courses as well as the aforementioned cultural enrichment courses.

- **Rationale:**

Each year, students will take a community engagement course as part of their total course load. Within those courses, students will work together to develop, implement, and assess a community-based project. In their final year, students will complete an independent capstone project, which is a culmination of each of their previous years' work. As Gillis (1992) notes, the use of community engagement works well in the strategic implementation of content and learnings from core courses and helps to integrate the classroom with the community. As part of the course work, students will need to complete a specific number of community-based, service-learning hours independent of the class project, which will develop their capacity for completing independent work. The ultimate goal of this community engagement focus is to engage students in different learning opportunities, which do not take place in the standard classroom setting, as a means of promoting deep and relevant understandings. This area will also help to create a synthesis of learning between academic content and how it can be utilized for the benefit of the community, which is in alignment with comments from the community regarding the need for practical skills in high school learning.

- **Methods of Assessment:**

Students will enroll in a community engagement course each year of high school, with completion of a senior capstone required for graduation. The senior capstone will require students to develop and complete their own community service projects. To assess goal accomplishment, we will track the percentage of students who pass the community engagement courses in grades 9-11 and who complete the senior capstone project.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet- 1

C.(2) Rationale for Goal(s) Related to School's Mission	The school provides a clear, comprehensive, cohesive, and reasonable rationale , for their goal/indicators as related to their mission. The school provides a detailed plan , and specific methods of assessment to be used annually for the indicators/goals listed above.	The school provides a clear and reasonable rationale for their goal/indicators as related to their mission. The school provides a plan , and methods of assessment for the indicators/goals listed above.	The school provides a general rationale for its indicators/goals as related to their mission. The school provides a limited plan , and may or may not offer general methods of assessment for the indicators/goals listed above.	The school provides an inadequate or incomplete rationale for indicators/goals as related to their mission. --OR-- The application does not provide a rationale for indicators/goals as related to their mission. The school provides an incomplete and inadequate plan and methods of assessment for the indicators/goals listed above.
Comments:				

D. Curriculum, Instructional Program, Student Performance Standards.

D.(1) Provide a description of a curriculum and instructional program with the potential to raise the achievement of the intended student population. The description provided must be research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly align with the New Mexico Common Core State Standards, and the school's mission.

If approved, the PEC recommends one semester's curriculum to be fully completed by the charter school during the planning year and approved before commencement of operations is approved.

The STEAM Academy has been built around the use of multiple instructional methods and curricular strategies in order to support well-rounded, dynamic students who are focused on both individual achievement and community development. We believe this holistic approach is especially important for students in rural areas where there is a strong need for capacity and community revitalization. Students at the STEAM Academy will engage in blended learning through computer-based coursework, teacher-directed instruction, and group work. Utilizing a Project Based Learning approach in some courses, students will participate in project fieldwork, service learning, internships and apprenticeship opportunities.

The curriculum will be built around three areas of knowledge development:

- 1. STEAM (Science, Technology, Engineering, Art, Mathematics),*
- 2. Community Engagement, and*
- 3. Mentoring Core-Circle of Care (Core-Care).*

STEAM Curriculum

The core of the curriculum will revolve around STEAM (Science, Technology, Engineering, Arts, Mathematics), an extension of STEM (Science, Technology, Engineering, Mathematics) based upon the

work of the Rhode Island School of Design (RISD). Including Arts (and Design) as a necessary component within the STEAM curriculum functions to encourage, innovation, and creativity within the standardized approaches of science and math instruction. The STEAM curriculum is structured to create a holistic synthesis of knowledge with a particular eye on the aesthetic qualities and project-based approach to demonstrating knowledge. All STEAM coursework will align with Common Core and New Mexico high school graduation requirements.

- **Science**

Included in our STEAM coursework will be Science, including both physical and social science. Earth Science and Geology in STEAM 9 will ground students within their local environment. Biology or Chemistry, Physics plus and additional physical science course will be offered to students in STEAM 12 as part of their graduation requirements. Social science courses, integrated with English, will develop students' general knowledge across the areas of literature, history, government, economics, philosophy, and law.

- **Technology/Engineering**

As a STEAM school, technology will be highly integrated into our program at every level. Students will be expected to develop technological proficiency in all of their work and use tablet computers provided by the school. Our curriculum will include instruction in technologies that are relevant for college and career readiness. In their project-based work students will need to make presentations, develop spreadsheets and conduct analyses of data. Their first year (STEAM 9) will feature one semester of typing. STEAM 10 will be required to demonstrate mastery of Microsoft Office (Word, Excel, PowerPoint). For STEAM 11/12, students will select a technology/software to demonstrate mastery. This software/technology could range from design (Adobe) to programming (Python) to gaming (Flash/Ruby). Students will set these goals, in consultation with their faculty advisor, in their Individualized Learning Plans. Elements of engineering will be included in lesson planning and project development and students who wish for more formal training in engineering will have the opportunity to explore this aspect during the community engagement courses and their STEAM 11/12 internships and as part of their electives selection.

- **Arts**

For the STEAM Academy, the arts strand refers to both language and fine arts. Ultimately, we seek to develop an aesthetic for students that is not simply in how "pretty" something is, but how it evokes a deep emotional response while simultaneously reinforcing the function of a project or product. STEAM 9 language arts courses will specifically focus on Arts and Media as a way to draw in students and begin to develop their community reflections and individual aesthetic. This approach will also allow for the cultivation of their creative and imaginative expressions necessary for 21st century workforce placement and college success. STEAM 10 will focus on the concept of Development and Technology. STEAM 11 will look at Global Citizenship and Human Rights and STEAM 12 will focus on Philosophy and Ethics. This final course will challenge students in cultivating a personal philosophical framework and developing an ethical position in order to support their decision-making beyond the school. The hope is to provide a moral compass to couple with the skills they have developed to align their future work in service of their homes and their communities.

- **Mathematics**

As such, the mathematics courses will build out from "real world" applications. STEAM 12 students will have the opportunity to select a math course which aligns with their self-determined career and college goals. The idea would be for this final math course to be a dual-

enrollment or college credit course, wherein students would have a great deal of flexibility in the math course, so long as it is beyond the level of Algebra II. Further, instructors would seek to develop cross-curricular projects that would integrate the levels of mathematics, including those at the 12th grade advanced level.

- **Dual Enrollment**

As a central component of our distance learning/rural technology strategy, students will round out their coursework with dual enrollment courses, which can be accomplished online or in-person. Students are eligible for dual enrollment in their Junior and Senior years and these courses are also a part of their school graduation requirements. Students may choose to take core courses (dependent upon their Accuplacer scores) or may take electives as they see fit. The dual enrollment options will be selected in collaboration with the Head Administrator and the School Director to ensure each student has the options that best fit their remaining course requirements and personal goals. We are currently discussing dual enrollment options with the University of New Mexico, and will reach out to other higher education institutions as the school continues to be established.

Community Engagement

The STEAM Academy is founded upon the idea of students engaging their local community as they participate in learning, growth, and development. Students will be provided this opportunity through the Community Engagement courses--interdisciplinary, teacher-facilitated with student input, project-based courses--that provide avenues for students to apply knowledge, while engaging in developing and revitalizing their local economies and communities. In developing community-based projects, students will draw upon the local resources and be required to demonstrate their project to the community. STEAM 12 students are required to develop a year-long capstone project, as part of their community engagement coursework, that incorporates their learning and reflections from each of their high school years. This intentional synthesis requires students to move beyond developing short-term, test-based knowledge, to creating deep manifestations of understanding across all subjects.

- **College/Career Preparation**

The mission of the STEAM Academy focuses on promoting post-secondary success for students. As such, we will integrate college and career preparation elements throughout the curriculum. When developing lesson/project plans, teachers will seek to include college preparation and workforce readiness skills as part of the learning activities. Additionally, STEAM 11/12 students will have the opportunity to participate in various internships as a part of their coursework. Students will need to be in academically good standing and demonstrate their ability and readiness to serve as an intern prior to being placed.

Mentoring Core/Circle of Care

As part of the community and cultural engagement curriculum, the Mentoring Core/Circle of Care is a defining feature of STEAM Academy. The Core-Circle is built on a framework of holistic wellness for all students. The Core-Circle is composed of five to six individuals whose primary function is to support an individual student throughout their enrollment at the STEAM Academy. These individuals are: parent(s), teacher (Student Advisor), community elder, community professional, and health care provider will provide input into the Individualized Learning Plans and help students achieve their goals for the school year. Each member of the Core-Circle will be assigned multiple students (save for the parent/guardian member) who they will engage with during the course of each year. The specific engagement goals and strategies will be outlined as the beginning of each year and, with the help of the School Director and the student's advisor and in alignment with the ILPs. Members of the Core-Circle will meet with students no less than four times per year with at least one of the meetings consisting of all of the Core-Circle

team. Each member of the team will also agree to serve for one full year and will sign a mentorship agreement that will articulate the roles and responsibilities of each of the team members. As a new school, we will ease in to the Core-Circle program in our first year and aspects may change in subsequent years based on feedback from students and Core-Circle members.

As noted, Core-Circle Members will meet with students at a minimum of four times per school year, only one of these meetings will be a full group assembly, which will take place during the student-led conferences. The Elder and Community Professional will serve as volunteers for a minimum of ten hours during the school year. Of course, Core-Circle members may serve more time as they see fit. The initial student inventories will help guide the direction of the Core-Circle team, and will likely inform the student/volunteer match to maximize the likelihood of success. The School Director will be in charge of overseeing each team, will provide an orientation and ongoing support for the Core-Circle gatherings.

- **Advisory**

Advisory is an important component of the school curriculum as it functions to strengthen student learning through relationship formation and content reinforcement. All students will have an advisory period that begins each morning when the school day begins at 9am (except Wednesdays, when students will be at their project locations). During the advisory period, the Student Advisor will meet with their cohort of 8 - 10 students. Administrators will also serve in advisory roles to ensure low students:advisor ratio. The advisory period will serve as chance for the advisor to check-in with students to see how they are accomplishing their goals, meeting their academic requirements, and developing as young adults. The function of the advisory is to provide a school-based, consistent support for each student to provide guidance, direction, focus, compassion, and dedication as the student transitions throughout their high school years. The advisory will ensure daily contact between an adult and each student to identify any significant issues or concerns that students may be dealing with. The advisory period will also be utilized as a time for extra assistance to students who need additional academic support or interventions under the guidance of the advisor. The advisory time will also be spent developing and reviewing student Individual Learning Plans, where each student will outline their goals and action steps in meeting those goals throughout the year. Advisory will serve as an opportunity to encourage and promote a sense of safety, wellness, achievement, expectations, and relationships.

We believe that a strong and well-articulated curriculum is necessary for student success and have outlined plans for a dynamic and engaging curriculum based on best practices and community needs. In describing the curriculum, it should be noted that our first year of operating will be a one in which faculty will engage in significant professional collaboration to develop school culture, curriculum and projects. As we will be phasing in grade levels, it will be important to establish solid foundations in our approach to curriculum design and implementation with a focus on strong assessment of student knowledge development, learning comfort, and assets-based outcomes. For this application, we have not developed a full curriculum but rather have established a general framework for a curriculum that is aligned with our mission and goals.

The development of our full curriculum will begin in the fall of 2015 once the charter is approved. A Curriculum Planning Team will be established in October and meet on a bi-weekly basis to develop each section of the curriculum (as outlined above) in alignment with common core standards. A first draft of the curriculum for STEAM 9 (9th grade) and STEAM 10 (10th grade) will be designed by December 1. The team will review and adjust the full curriculum over the next two months (December/January 2016). During this time, the curriculum will be available for public comment and CPT members will have the opportunity to present the curriculum to the Eastern Cibola communities as a way of continuing the

engagement process. The CPT will finalize the STEAM 9/10 curriculum by the end of February 2016. Technical support and/or facilitation will be provided by the NISN Director of Professional Development, Curriculum and Instruction who has had years of experience and success in facilitating teaching teams in the design process. Once the Head Administrator is hired, that person will review the curriculum and the work of the CPT to make adjustments as necessary for implementation.

As a result of this work, first year staff and faculty will have curricular maps for the school year and the first semester's curriculum plans (including the projects for the 9/10 curriculum). During the summer/fall 2016, the CPT (which will include all new faculty) will develop the spring semester curriculum, then begin the process of developing the STEAM 11/12 curriculum, which will be finalized by the Spring of 2017. The Head Administrator will ultimately be responsible for overseeing curriculum development with input from the CPT and support from the NISN (NACA-Inspired School Network).

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(1) Academic Program & Curriculum	<p>The description provided has the potential to raise the achievement of the intended student population. What is provided is research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly aligns with CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided and described a clear, comprehensive, and reasonable timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided a clear timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description provided is limited and does not support or partially supports CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided a limited timeline and plan for its development, including limited identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description OR the timeline provided is incomplete or inadequate.</p> <p>--OR--</p> <p>The application does not respond to this prompt.</p>

Comments:

D.(2) Substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. (Required if a curriculum program is provided)

As the primary goal of STEAM Academy is to prepare students for post-secondary success, we believe our approach of "learning by doing" will create students who are able to accomplish whatever they choose after high school. Furthermore, as has been clearly indicated by numerous community members, there is a need to develop a local community workforce that is both educated and ready to engage in a productive community-oriented capacity. Our school design and approach to instruction will focus on developing both academically-skilled and community-minded individuals who are grounded in their culture and community. We seek to develop the whole student in a way that is not currently being enacted within the local education systems. We believe that this holistic approach, which aligns with Indigenous knowledge structures and ways of learning, will yield strong academic results and students who become exceptional citizens of their respective communities.

STEAM

The use of STEAM focuses on the need for innovation and the need for this in 21st Century learning in the classroom (Maeda, 2013). The use of STEAM and specifically the inclusion of the arts, allows students to make broad connections between and within disciplines rather than keeping them siloed. This supports more active learning and more adaptive cognitive processes, which support college and career readiness and success (Henriksen, 2011; Henriksen & Mishra, 2013). Further, in cultivating the arts, STEAM creates a juxtaposition of subjects that creates a dynamic tension that allows for greater creativity in problem solving (Saga, 1986). This development of creative thinking and imaginative problem solving has proven successful at increasing student academic achievement, including college and graduate school success (Maker, 2004; Sternberg, 2006b; Fredrickson & Ward, 1978). The need for students who have the capability to think in divergent ways will prove to be a necessity in fulfilling the numerous job openings that will be vacant in the next several decades (McKinsey Global Institute, 2011). Within the STEAM framework, the humanities coursework blends language arts and social sciences in such a way as to place the aspects of literature in its historical context and visa versa. This develops strong cultural literacy and a broad understanding of the individual place in society (Hirsch, 1987). With Microsoft Office technologies mastery, our students will gain skills that can be applied in college and are among the top skills required for positions with the highest wage and growth potential (IDC, based on WANTED Analytics and U.S. Bureau of Labor Statistics data, October 2013).

Dual Enrollment

In requiring students to participate in dual enrollment courses, the STEAM Academy seeks to create another platform for student engagement with content areas. The use of dual enrollment allows the school to offer a number of courses that can appeal to a student's intellectual curiosity, while simultaneously supporting their college and career goals. Further, the inclusion of dual enrollment courses has shown to have a positive effect on student educational aspirations, satisfaction with high school, and a better understanding of college expectations (Shkolnik & Knudson, 2008; Heath, 2008; Smith, 2007; Zeidenberg, Jenkins, & Calcagno, 2007).

Community engagement

Connected to our project-based learning is the community engagement or place-based learning approach, which links back to the early work of Dewey who felt that schools were inherently connected to community and had the opportunity to prepare students to improve said community (Dewey 1899). Drawing upon current research, place-based learning highlights the interdisciplinary nature of knowledge and intellectual development (Smith, 2007). As with PBL, when students move beyond the segregated disciplines they are able to fully explore the contextual relationships in local and real life situations. This approach helps cultivate critical thinking and tangible skills necessary for post-secondary success (Promise of Place, 2010). Additionally, when students engage in local learning, it also creates a strong foundation for students to address more and more complex regional and global issues (Knapp, 2008).

Mentoring Core-Circle of Care (Core-Circle)

The development of the Core-Circle comes from the perspective that when more individuals are involved in the education of a student, the better the outcomes. Multiple studies have demonstrated the effect of parent involvement in positive student outcomes (Hara & Burke, 1998; Hill & Craft, 2003; Marcon, 1999; Stevenson & Baker, 1987). By allowing for a space in which parents can also be supported, we hope to prove the positive effects of parental involvement. In adding the other connections to the Core-Circle (professionals, elders, teachers), we create an internal community that is important in determining post secondary success. Connections to elders have proven to be instrumental in working with Indigenous communities (LaFrance & Nichols, 2008; Levallee, 2009). Further, the concept of modeling behavior has proven successful in student development and academic outcomes. (Kitchen & Raynor, 2013; Guajardo, Guajardo & Casaperalta, 2008).

Advisory

By including an advisory component, we hope to develop strong relationships between students and advisors so as to support more effective learning and socio-emotional development (Herlihy & Quint, 2007). The advisory has proven to build relationships, increase self-esteem, mediate academic and social concerns, and support a strong school community (Simmons & Kiarich, 1989).

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Research/Data	The applicant provides clearly defined research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides some research and data that appears to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The school provided incomplete or inadequate research or data. --OR-- The application does not respond to this prompt.
Comments:				

D.(3) Provide a clear, comprehensive, and reasonable Scope and Sequence that clearly aligns with the description of the curriculum and instructional program and is aligned with the school's mission. Insert Course Scope and Sequence as Appendix A. (Required if a curriculum and academic program are

provided)

*For scope and sequence, see **Appendix A**.*

The scope and sequence of the STEAM Academy has been developed in a way that scaffolds learning across each of the high school grades. It also highlights the nature of holistic learning fundamental to a STEAM curriculum. By integrating the multiple subjects of STEAM with project-based learning, we are able to develop stronger critical analysis and real world skill sets, as well as provide an alternative learning approach for students who are seeking a non-traditional educational experience. This scope and sequence also supports high expectations for academic achievement, strong technology instruction, and rich community engagement across all four years of high school instruction, in addition to aligning with Common Core and New Mexico high school graduation requirements.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(3) Scope and Sequence	The school provides a clear, comprehensive, and reasonable Scope and Sequence that clearly aligns with the description of the curriculum and instructional program and is aligned with the school's mission.	The school provides a clear and reasonable Scope and Sequence that aligns with the description of the curriculum and instructional program and school mission.	The school provides a limited Scope and Sequence that partially aligns or does not align with the description of the curriculum and instructional program or mission.	The school provided an incomplete and inadequate Scope and Sequence. --OR-- The application does not provide a description of the school's Scope and Sequence.
Comments:				

E. Graduation Requirements.

E.(1) Identify your school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following link:

<http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

STEAM Academy will require students to earn 27 units in order to graduate. In addition to the courses required by the state of New Mexico, STEAM Academy will require an additional unit of science and a ½ unit of Social Science for graduation.

High School Courses and Graduation Requirements

<i>English</i>	<i>4 units</i>
<i>Mathematics</i>	<i>4 units</i>
<i>Science (including 2 lab courses)</i>	<i>4 units</i>
<i>Social Science</i>	<i>4 units</i>
<i>Health Education/Personal Wellness</i>	<i>1 unit</i>
<i>Physical Education</i>	<i>1 unit</i>
<i>Language (other than English)</i>	<i>1 units</i>
<i>Workplace Readiness</i>	<i>.5 unit</i>
<i>Electives (Technology - 3.5; Community Engagement - 2; Dual enrollment - 2)</i>	<i>7.5 units</i>
TOTAL	27 units

Additionally, students will successfully complete the following:

- College dual enrollment in 4 full courses (for a total of 12 college credit hours) with a grade of "C" or higher*
- Completion of 4 technology courses*
- Completion of 4 community engagement courses and 12th grade capstone project*
- Pass NMHGA or Alternative Demonstration of Competency*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) (2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only	Only applicable for high school proposals High school graduation requirements are clearly articulated and meet state requirements. Any change proposed by the school that vary from state minimum requirement are clearly explained.			Only applicable for high school proposals The application does not address graduation requirements.
Comments:				

F. Instruction.

F.(1) Provide a **clear, comprehensive, and cohesive** overview of the instructional strategies and methods to be implemented that **clearly** support and align with your school's mission, curriculum, instructional program and performance standards.

The core of the STEAM Academy instructional strategies will revolve around providing socio-emotional support and cultivating modes of community-based knowledge in a rural setting. With this in mind, our efforts will be to draw upon the assets of each student to provide a unique learning experience, rooted in core values and rural understandings, as articulated by the communities which are connected to the school. This approach stems from a critical understanding of both the nature of giftedness and assets-based youth development (Romero, 1999; Guajardo & Guajardo, 2004), wherein each student has something to contribute no matter their level, background, or ability. Utilizing a PBL (project-based learning) approach, students will receive online instruction, varying fieldwork, instructor facilitation methods, and apprenticeship/internship opportunities all of which we believe will lead to high levels of achievement for students.

Project-based Learning (PBL)

Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. The Buck Institute's Gold Standard PBL includes the following Essential Project Design Elements:

- Key Knowledge, Understanding, and Success Skills - The project is focused on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.*
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.*
- Sustained Inquiry - Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.*
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact – or speaks to students' personal concerns, interests, and issues in their lives.*
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.*
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.*
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.*
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.*

The model of "learning by doing" is the primary strategy by which STEAM Academy will engage students. In utilizing PBL, we intend to focus on scaffolding student learning through the creation of more and more complex projects. Students will develop problem-solving skills and will work through concepts of collaboration and self-direction. The Buck Institute Gold Standard model allows for a holistic approach to learning and integrating knowledge in order to solve student-developed problems. With PBL, students will seek to create tangible products as a demonstration of their understanding, which aligns with STEAM curriculum and approaches.

For STEAM 9/10, students will spend the first semester assisting in already established community-based projects, while they spend time imagining the type of project they wish to develop. In the second semester of each year, students will initiate their own project, either individually or within a group, to be completed by the end of the school year. STEAM 11 students will develop their own project in the first semester, as they will be engaged in their internship in the second semester. STEAM 12 students will spend the year working on their capstone project.

Each year will build upon the project from the previous year, though students have flexibility in the ultimate project outcome each year. We will also encourage group projects with clearly defined roles for

each student, so as to ensure strong individual learning and cooperative engagement. The School Director will be the primary coordinator for community-based projects and will assist classroom instructor with project development, which should be challenging while at the same time drawing upon the strengths of the student. As the STEAM Academy phases in each grade level, we will assess whether this model continues to be effective in engaging students and supporting student achievement.

*Using the Buck Institute Project Development Model, we have created a project planning template (**Appendix A.F1**) and process by which instructors will engage students in the learning process using the model. Initially, the instructor may have to assist to a greater extent with this effort but over time, students will build the skills to be able to take more control over their learning and project development strategies.*

Working collaboratively, instructors will develop the themes for each semester (three projects per semester). These themes will form a central core for each project and activity and direct the learning toward concrete articulations of knowledge. Once the themes have been established, the instructors will work collaboratively with students to develop the project (Student Voice/Choice).

- As a whole, the class will work to articulate a challenging problem or question.*
- The class will capture the Narrative of the problem/question, or why is this problem/question important (Sustained Inquiry).*
- The class will then align the key knowledge and understandings from their core courses, using the Common Core benchmarks.*
- Using the Skills Toolbox, students will select the various skills they hope to gain and/or think will be necessary to complete the project. These are skills that correspond to college and career readiness. The whole class will reflect on how the question and project may connect to previous knowledge and what other knowledge might be gained from the project.*
- Using the Design Thinking process (empathize, identify, ideate, prototype, and test) to generate ideas and project concepts and designs, students will work through their own individual or collaborative projects.*
- Students will need to address the ways in which the project is connected to the community (Authenticity)*
- Students will develop project steps and activities leading to a final product*
- Students will be responsible for presenting their project to the class/school community. These projects are then open for public critique. Students will develop a rubric by which to respond to each project. Students will then revise their projects based upon the critique and their own reflective process.*
- Students will then present their final work to the public (Public Product). At the end of every project cycle, community members will be invited to witness the project/product presentations.*
- Finally, students will reflect on their process, address how to improve the project going forward, and generate new questions for consideration in a subsequent project cycle.*

As students progress through their secondary education paths, we expect the projects to gain more complexity and depth. Students will keep all of the work related to their projects in their Student Portfolios so they are always able to reference their work.

Community Engagement/Place-based learning

As a central part of our mission, community engagement and place-based learning are critical to achieving strong student outcomes. An intentional connection to community and place give students a foundation on which to build their frameworks of understanding in alignment with Vygotsky's Ecologies of Knowledge, wherein knowledge is built out from the micro to the macro. By grounding student learning in their communities, students are able to take advantage of the rich history and strong networks already present to promote their success and help revitalize their communities.

Blended Instruction

Moving in the 21st century, students, whether urban or rural, must be able to navigate the changing landscape of technology, knowledge, and instruction. More and more institutions of higher education are moving to online courses and many of the world's career paths require a solid understanding of technology and computer systems. By using a blended instruction approach, the STEAM Academy will help to cultivate student familiarity with online courses and learning through technology. However, it is still important to have a qualified instructor available to support and reinforce concepts and provide additional instruction for students who may need assistance in understanding various concepts. The blended approach allows for the "best of both worlds" strategy, where students can learn at their own speed while still receiving hands-on and direct support as may be necessary. Courses will all be accessed through IDEAL-NM or another online program, which have been accounted for in our budget, which will then be implemented in the various projects with which each student is engaged. Each instructor will have the responsibility of providing additional learning supports, overseeing content engagement, and aligning projects with course content throughout the year.

Student Centered/Assets-based

Our instructional approaches will always seek to focus on student needs. The assets-based approach to instruction encourages students to take more risks and be open to critique, which will generate stronger learning opportunities and richer understandings. Students will have Individual Learning Plans that include strategies for meeting ELL, SPED and/or Gifted students' needs. In this framework, we approach instruction with a growth mindset, where mistakes and failures are considered learning tools to improve a project or process, rather than a judgment on student knowledge or ability.

Faculty will spend much time in crafting the structures to support their lessons and overall curriculum, however, one of our key elements is flexibility in lesson plans that will allow for the student needs to be incorporated in the learning and instructional process. This organic approach requires instructors to be attentive and responsive to student needs in order to cultivate their strategies to deliver instructional materials and to be responsive to external factors in adapting project plans.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The school provides a clear, comprehensive, and cohesive overview of the instructional strategies and methods to be implemented that clearly support and align with the school's mission, curriculum, instructional program, and performance standards.	The school provides a clear overview of the instructional strategies and methods to be implemented that adequately support and align with the school's mission, curriculum, instructional program, and performance standards.	The school provides a limited overview of the instructional strategies and methods to be implemented that partially or do not support and align with the school's mission, curriculum, instructional program, and performance standards.	The school's overview of instructional strategies and methods is incomplete or inadequate. --OR-- The application does not address instructional strategies.
Comments:				

F.(2) Provide a **clear, comprehensive and cohesive** explanation of how the proposed methods/strategies are effective with the target student population.

STEAM Academy is dedicated to providing alternative learning approaches for students in the Eastern Cibola County communities. As such, the instructional strategies have been developed in a way that have demonstrated success with students across multiple demographics. While not a direct replication, we are inspired by the Native American Community Academy (NACA) in Albuquerque and have adapted aspects for our advisory, holistic wellness, college preparation and engagement, indigenous knowledge and community engagement components. NACA's 2015 graduating class attained a 100% college acceptance rate, NACA received an "A" in college and career readiness on the NM Report Card and matriculates graduating students immediately to college at four times the national average for Native American students. Other features of the STEAM Academy's instructional strategies have proven effective with ELL, Special Education, and general population students as outlined below.

Project-based Learning

Common Core requires teachers to move away from teaching skills in isolation and toward the integration of reading, writing, speaking and listening, and language into long-term projects. Based on Constructivist theory, the utilization of project-based learning helps students frame their knowledge in real world experiences, issues and practices (Ulrich, 2012). In engaging student in projects, we encourage "learning by doing" which supports the use of academic and abstract skills in the pursuit of intellectual and creative endeavors (Katz & Chard, 2000). Project-based learning has a demonstrated effect on student academic achievement (Panasan & Nuangchalem, 2010; Bell, 2010; Silver, Duncan & Chinn, 2007) and reinforces both collaboration and self-directed learning. There is also an impact on how students perceive their own academic success when they are able to tangibly express their learnings and understandings. In developing a continuous improvement cycle, students are forced to determine their own assessment and learn to evaluate their work in order to complete their projects. The Buck Institute model for project development is a definitive guide in supporting student PBL and has demonstrated success in multiple educational settings (Buck Institute for Education, 2013). Ultimately, PBL capitalizes on students' intellectual strengths and talents and motivates in ways that create authentic learning cycles (Ulrich, 2012). Further, in connecting these projects to the local communities, we are able to connect place-based experiences that allow students to explore their own experiences within a cultural context. This approach instills greater understanding of contextual issues.

Community engagement/Place-based instruction

A place-based instructional approach has the benefit of fostering student-to-community connections that have a demonstrated effect on student performance (Noddings, 2005; Lieberman & Hoddy, 1998). Further, when place-based learning is implemented, there is often a positive result for the community (Duffin et al, 2005; Duffin, Murphy & Johnson, 2008), which creates stronger school-community connections and allows for additional student support mechanisms to develop and grow.

Blended instruction

Using a blended instruction approach is key to the success of the STEAM Academy in achieving its mission and vision. Over the past decade, blended learning has proven to be a successful strategy in fostering student achievement, especially in low-performing student populations (Public Impact, 2013; Vander Ark, 2014). In utilizing distance/computer based instruction with the support of an in-class teacher/instructor, students are empowered to learn at their own pace in a supportive environment, that seeks to reinforce fundamental concepts, while building independence, self-reliance, and self-motivation (Garrison & Kanuka, 2004). Further, in appealing to a population that may not have been successful in a traditional classroom setting, the blending learning approach to curriculum development allows for divergent learning and critical skill development (Welsh, Wanberg, Brown, & Simmering, 2003). This

strategy has also proven to have success in cultivating student creativity and increase the richness of the educational experience (Michaela, 2001; Mortera-Gutiérrez, 2006). Additionally, the balance of online and face-to-face instruction has been shown to effectively integrate various learning methods (Procter, 2003).

Student-centered/Assets-based

Based on the work of Romero (1994) and the Search Institute (2003), our assets-based approach to instruction will seek to find and encourage the gifts of each student as they approach their courses and projects. This strategy has shown to be effective in developing student self-esteem and internal motivation, as we build on the strengths of each student rather than their deficits. The need for flexible and responsive lessons is critical to engaging students' interests and needs. Moreover, this type of adaptability is necessary for students to function in the 21st century as technology cycles change the dynamics of society every few years. This type of strategy would be characterized by its responsive adjustment to context and changing content (Smeyers & Verhesschen, 2001).

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	The school provides a clear, comprehensive and cohesive explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a clear explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a limited explanation of how the proposed methods/strategies are effective with the target student population.	The school provides an inadequate and/or incomplete explanation of how the proposed methods/strategies are effective with the target student population. --OR-- The school does not address the prompt.
Comments:				

F.(3) Provide a **clear and comprehensive** description of how instruction will be differentiated based on identified student needs and provide **specific** examples.

Differentiated instruction is critical to the development of all students in the school and a way in which we are able to find common ground in educational and instructional strategies for all levels of student attainment. STEAM Academy will provide differentiated instruction in each of its courses based on the assessed needs of each individual student. To determine these needs, STEAM Academy faculty will receive extensive professional development on differentiation strategies for student success. Additionally, the STEAM Academy special education coordinator will be tasked with assisting school faculty in meeting specific student needs through coaching, lesson planning, and project implementation. In addition to STEAM Academy's project-based learning strategies, courses will incorporate numerous strategies to accommodate varying learning modalities, including:

- *Visual, auditory, and kinesthetic*
- *Cooperative learning*

- *Experiential learning*
- *Blended learning*
- *Dual enrollment*
- *Assets-based instruction*

The learning environment will also be varied based on the student project needs, the class field-work and the adjustments as the staff gains further insight into the learning values of each student; accommodations and strategies will be developed based on ongoing understandings of student needs.

As students mature their learning needs may change, therefore students will have the chance to discuss their ongoing needs in quarterly advisory meetings, which will be included in their school learning and achievement portfolio that will form the basis of their Individual Learning Plans (ILPs). Evaluations for student achievement will also be based on various metrics, including oral and written presentations, demonstrations, performances, project assessments, and their overall portfolio.

An example of the STEAM Academy process and differentiation strategies is as follows:

As part of the Core-Circle, student skill levels, experience, and needs will be assessed by the School Director, utilizing various instruments, at the beginning of each school year. Students will develop projects with the assistance of their advisors, which meet their learning needs and challenge them to learn more in order to complete their projects in a manner that fulfills both the in-class requirements and the student individual goals.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(3) Differentiated Instruction	The school provides a clear and comprehensive description of how instruction will be differentiated based on identified student needs and specific examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs and at least one specific example is provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs and no examples or inadequate examples are provided.	The school provides an incomplete and/or inadequate description of how instruction will be differentiated. --OR-- The application does not address differentiated instruction.
Comments:				

G. Special Populations. This includes those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

G.(1) Special Education.

G.(1)(a) Provide a **clear, cohesive, and comprehensive** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' in special populations access to the general education curriculum.

STEAM Academy is focused on creating an environment for learning which offers dynamic, relevant, and engaging opportunities for students based on each student's needs. We strongly believe that a high quality education is critical to unlocking student potential in their pursuits of post-secondary success. As such, all STEAM Academy students are expected to succeed no matter their challenges.

To ensure the highest quality education for all students, STEAM Academy will enact the following:

- 1. Compliance with all requirements of the Individuals with Disabilities Act, 20 USC 1400 et. Seq. (IEAD) and implementation of all regulations regarding persons with disabilities, including Section 300.209 of Title 34 of the Code of Federal Regulations, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and abide by the guidelines set forth for NM Special Education Scope and Sequence Standards (NMAC-Title 6, Chapter 31, Part 2).*
- 2. Utilization of the Student Assistance Team and Three-Tier model of Student Intervention to help identify and assist with the general education of students who may struggle with general classroom instruction or require more specific special education needs and assistive services. The Student Assistance Team (SAT) will involve the student, parent/guardian, and necessary staff to identify interventions to assist with completion of general education requirements. The head of the SAT will be the Head Administrator in year one and two but will transition to the Director of Student Wellness once that person is hired in year three. Additional community health supports will be available as part of the Core-Circle foundations for each student, based on parent/guardian need and understandings. Further, efforts will be made to assess each student's mental and socioemotional health throughout each school year, in collaboration with community health care providers, and will follow a similar protocol in identifying students who may need additional support for mental and socioemotional health related issues. STEAM Academy will conduct the following steps in identifying, evaluating, and supporting students who have various special needs:*
 - 1. Assessment of Strengths/Needs - during enrollment, students will complete a interest survey that details the areas in which they are most likely to be engaged. During the first full month of school, students will complete a student needs and strengths assessment to be shared with their Core-Circle members and mentors. With the help of their advisor and the School Director, students will develop an Individual Learning Plan. STEAM Academy staff will then assess the student plan, the needs analysis, and the inventory in order to gain further understanding in how a student's intellectual, physical, behavioral, cultural, and personal needs are met during the course of the year.*
 - 2. Identification of students: STEAM Academy faculty will identify students based on observational and empirical data, including demonstrations on short cycle assessments and behavioral issues. Any STEAM Academy faculty that interacts or provides direct service to an identified student will share observations with parents/guardians and initiate the process for implementing additional services and classroom accommodations as necessary. The data collection on each student will be routine and feature standardized documentation, with additional data collection for identified students.*
 - 3. Data collection: STEAM Academy faculty will engage in robust data collection and documentation. A number of forms are available, including: Student Profile Form, Hearing Screening Form, and Vision and Referral Form, Teacher Form, and the Teacher Input for Addressing Behavior if behavior is a concern. These forms, in addition to documentation regarding student needs, will be prepped for review with Western New Mexico Rural Technology Academy's Head Administrator and Director of Student Wellness.*
 - 4. Faculty Meeting: All relevant STEAM Academy faculty, the Director of Student Wellness and the Head Administrator will meet to review documentation and determine next*

steps. If the determination is a need for additional services to support the student, they will be referred to the SAT. The meeting will be documented using the SAT Student Review Form.

- 5. Student Advisory Team Data Collection: The SAT Team Leader will complete the following documentation and establish a formal student case file. The documentation will include: Student Case History, Teacher Form, Teacher Input for Addressing Behavior to document Tier One interventions. Faculty referring students for Gifted, will complete Characteristics of Gifted Students with Factors and necessary assessments. Formal observations will be conducted to gauge concerns in classroom environment.*
- 6. SAT Meeting: The head of the SAT will review all documentation and meet with faculty to ensure all data has been collected. The SAT head will then schedule a meeting and send parents/guardians a Notice of/Invitation to Student Advisory Team meeting. The team will meet and review all the data collected to that point and develop a Student Support Plan (SSP) which will include subsections regarding Intervention Plan for Academics, Academic Improvement Plan (Retention-related), Intervention Plan for Behavior. Each of these subsections will only be completed should the student demonstrate a need in these areas. The SSP can also be tailored for the needs of each student if there are multiple factors and interventions needed. The SSP should be factored in to the Individual Learning Plan (ILP) but is a proscriptive document/plan for each student and falls within the SAT jurisdiction for implementation, assessment, and review. If a student has a physical or mental impairment and a Section 504 determination is warranted, the SAT will proceed with the 504 Process including the completion of all relevant forms and documentation.*
- 7. Follow Up Meetings: SAT Team will review each SSP on a regular basis to ascertain the effect of the interventions and make adjustments as necessary. Each meeting will be documented on the SAT Meeting Summary Form and included with the SSP. At these meetings, the team will assess the impact of the modifications and whether to continue with the current plan or modify the SSP with additional recommendations. The SAT will discontinue the process if the interventions have exhibited an appropriate response to the intervention(s). During these meetings, the SAT may also determine if Tier III referral is necessary. If the referral to Tier III is initiated, the SAT will complete the Fidelity Assurances for Referral for Evaluation. The Director of Student Wellness will ensure the Referral Checklist is completed.*
- 3. Eligibility for Tier III Services: If a student is referred for Tier III services following the above outlined process, they will be referred to the Multidisciplinary Evaluation to determine their eligibility for Tier III services. With consent of the student's parent/guardian, STEAM Academy will contract the specialists able to perform the evaluation using criteria found in the New Mexico Technical Evaluation and Assessment Manual (NM TEAM). A qualified group of professionals (as defined in the IDEA and often referred to as the Multidisciplinary Team–MDT) and the parent/guardian shall use the diagnostic evaluation report to determine the student's eligibility for special education and related services under the criteria of one or more of the 13 categories of disabilities as defined by the IDEA. Based on all information gathered, the eligibility determination group makes its decision. The three possible options are as follows:*
 - 1. Ineligible - student is ineligible but still demonstrates a need for specific supports. Student is referred back to SAT who reviews new information and amends the SSP to provide additional supports.*
 - 2. Eligible, but not needed - student is eligible as they have a qualified exceptionality under IDEA criteria, but the group finds that the student's exceptionality does not require*

specially-designed instruction. Under this option, the student is referred back to the SAT for consideration of a Section 504 Accommodation Plan.

- 3. Eligible and shows need - student is eligible and shows a need for special education and related services. At this point, the SAT transitions to an IEP team (Head Administrator/Director of Student Wellness, relevant faculty, specialists, parents) which will convene to design the Individualized Education Plan (IEP). The IEP will outline the specific academic or behavioral needs for the student, including an alternative curriculum. Once the IEP is implemented it shall be reviewed annually, though the IEP Team will meet on a regular basis to discuss each student's progress. A reevaluation will be conducted every three years to determine continued eligibility, though the parents and school may agree a reevaluation is not necessary under IDEA provisions.*
- 4. Individual Education Plan Process: Any student receiving special education services is entitled to an IEP. As all students at the school will have an Individualized Learning Plan, the IEP may take the place of the ILP if special services are deemed necessary. The IEP will serve as the guiding document for the delivery of services and supports to ensure a fair and appropriate public education. If a student has received special services at a school other than STEAM Academy, they are entitled to continue those services. STEAM Academy will work with the student's previous school to obtain their Transition Plan and provide the appropriate transition services. At the beginning of each school year, the STEAM Academy Director of Student Wellness will lead the IEP process and reevaluate students who have received special education services prior to enrollment at STEAM Academy. The IEP process will be initially led by the Head Administrator and subsequently the Director of Student Wellness. The process will include STEAM Academy faculty and special education staff, parents/guardians and the student (IEP Team). The IEP Team lead will schedule a meeting develop a process to conduct the meeting in a way that is culturally responsive, respectful, and collaborative. The Team lead shall ensure the process is aware and inclusive of cultural and familial values and that those values are reflected in the development and implementation of the IEP. Once the IEP is implemented and the student is receiving services, the IEP Team will be accountable to measure student progress and provide quarterly reports to parent/families. The IEP Team will review the IEP annually, in which the student will be reevaluated to determine further services.*
- 5. Professional Development Plan: All STEAM Academy staff and faculty will receive intensive professional development on how to support students with special needs. The Director of Student Wellness, in collaboration with the School Director, will develop a robust professional development schedule for staff and faculty which will include training on how to implement the Rti Framework into daily learning, instructional delivery methods, resources and supports, intervention strategies, understanding modifications, legal understandings, and additional topics as deemed necessary for strong student supports. These professional development sessions will take place at the beginning of the year, with additional sessions quarterly.*
- 6. Core-Circle Collaboration: As the Mentoring Core-Circle of Care is an integral component of the STEAM Academy school design, the team's role in supporting students with special needs is also important. The role of the Core-Circle Team will be to understand the needs of each student and respond appropriately. The student's advisor will take the lead on providing the necessary information to the team (as dictated by confidentiality and legal constraints and with implicit parent approval) in order to support student learning and development. This is important in project development and off-site student placement in the 11th and 12th grades. The advisor will serve as the lead in all Core-Circle strategies and convenings, with assistance from the School Director.*
- 7. Parent/Guardian Collaboration and Communication: STEAM Academy faculty and staff will be accountable in communicating with parents/guardians' concerns and successes with each*

student. STEAM Academy will host a number of events aside from the SAT and IEP meetings, including quarterly community presentations, two parent-teacher conferences, and two open house events, at which there is ample opportunity to discuss student progress and positive development. STEAM Academy will make all efforts to ensure culturally responsive and culturally revitalizing collaborations wherein parents/guardians feel welcomed and supported in their needs.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) Special Education	The school provides a clear, cohesive, and comprehensive explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a clear explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a limited explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides an incomplete and/or inadequate explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum. --OR-- The application does not address Special Education.
Comments:				

G.(1)(b) Provide a **clear, cohesive, and comprehensive** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

All STEAM Academy faculty providing instruction or services to a student with an IEP will be required to meet quarterly in association with Core-Circle meetings to determine quarterly growth of each student and their identified goals in meeting their IEP. A quarterly report will be completed and shared with the student, parent/guardian, and IEP team. Goals on each IEP will be reviewed and adjusted on an annual basis at the beginning of each school year. Based on previous reviews, students with an IEP will be reevaluated at a three-year interval, by a certified, contracted diagnostician, in order to correctly determine student progress and accurate classification. The work of the Core-Circle, as well as, certified SPED instructors and specialist, will ensure that all student needs are properly identified, specifically those with special needs and further, that teachers and administrators are equipped with the

appropriate interventions and developmental supports necessary to promote student growth and success.

To ensure a successful IEP process, STEAM Academy will provide essential and timely professional development to all faculty and Core-Circle associates in the areas of: accommodations, modifications, assistive technology, behavior and social-emotional supports, and disability specific information. Core-Circle mentors and associates will not be required to participate in trainings, though specific student needs will be discussed as part of the annual Core-Circle conversations, as permitted by both student and parent/guardian. STEAM Academy will also provide necessary training to all faculty and staff in order to ensure compliant, exceptional, student-focused IEPs, which are consistent and accessible for parents/guardians and students throughout the IEP process.

Ranking				
← Satisfied		Not Satisfied →		
G.(1)(b) Special Education	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, cohesive, and comprehensive description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a clear description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a limited description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides an incomplete and/or inadequate description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. --OR-- The application does not address the regular evaluation and monitoring of students with special needs.
Comments:				

G.(1)(c) If applicable, provide a **clear, cohesive and comprehensive** plan for graduating students with special education needs that complies with federal and state regulations. (high schools only)

The STEAM Academy Core-Circle and IEP teams will work in collaboration to develop and implement the best program of study for graduation as determined by the needs of each student and the level of the disability. With assistance from the Circle-Core team, the IEP team will select from the four approved

graduation options as outlined by the state of New Mexico (Standard graduation, Career readiness graduation, Ability alternative graduation, Certificate of transition).

STEAM Academy shall be accountable for ensuring each student has a "Next Step Plan," developed to assist students in identifying and achieving postsecondary goals. This plan will be included in each student's portfolio and will align with yearly goals established within the Core-Circle meetings and advisories. The Plan will be utilized as a guide for each student in assessing their career and academic interests and aligning those with the necessary educational steps and holistic supports needed for the student to engage in their selected career path. The Plan and the planning process is also a way of engaging students who are receiving special education services in creating their own transition plan into postsecondary life. The Plan will focus on identifying each student's individual transition needs and ensuring that the appropriate course of study is selected for each student to achieve their short and long term goals. As the Plan will be a component of the student's Core-Circle support system, the goals will also be included within their IEP.

Student Transition Planning:

The Transition Plan is developed in order to support students in reaching their postsecondary goals. Both the Core-Circle and IEP teams will collaborate in identifying attainable and measurable goals based on information provided throughout their school years, including both formal and informal assessments. This planning will begin before the student turns sixteen and will initially include the student, parent and IEP Team. Once the plan has been established, the Core-Circle team will be primarily responsible for establishing connections with outside entities who might be able to provide support for students as they transition beyond the high school. Each student will receive a Transition Plan as part of his or her IEP. These plans will conform with IDEA requirements and will look to build upon student strengths as well as include opportunities to develop skills for work and community life.

As a core function of the school design and holistic health goals, the Core-Circle team will also seek to assist students beyond their school-based efforts. This is one of the primary functions of the Mentoring Core, as a strategy for creating long-term connections to assist with post secondary success, in both academic and career areas.

Finally, the Core-Circle advisories and mentoring will connect directly with the student health and wellness courses that will reinforce the mission and vision of the school in regards to post secondary success. These courses will scaffold student learning and knowledge development in a way that supports long-term goal achievement and strategies to make their transitions a success.

Ranking				
<div> <div>←</div> <div>Satisfied</div> <div>Not Satisfied</div> <div>→</div> </div>				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(c) Special Education	<i>High Schools Only</i>	<i>High Schools Only</i>	<i>High Schools Only</i>	<i>High Schools Only</i>
	The school provides a clear, cohesive and comprehensive plan for graduating students with special education needs that	The school provides a clear plan for graduating students with special education needs that complies with federal and state	The school provides a limited plan for graduating students with special education needs.	The school provides an incomplete and/or inadequate plan for graduating students with special education needs. --OR-- The application does not address graduating

	complies with federal and state regulations.	regulations.		students with special education needs.
Comments:				

G.(1)(d) Provides a **clear, cohesive and comprehensive** plan that addresses how the school will provide ancillary staff support for special need students

In the first year of operations, STEAM Academy will hire at minimum one teacher with dual licensure that includes special education certification. This teacher will serve as the lead instructor for students with identified needs and will assist with the planning of curriculum and projects to ensure the appropriate day-to-day modifications for students in accordance with their IEPs. In years 2 - 4, we seek to bring on a minimum of three dual license teachers on staff. In year three, we will hire a Director of Exceptional Programs (see job description) who will serve as the special education coordinator for the school. Prior to that point, the School Director will serve as the coordinator for students with special needs. Should we receive more students than projected who require special services, we will seek to hire the Exceptional Programs Director sooner. Additional services will be contracted based on student requirements, including diagnosticians. Further, we will establish partnerships and contract with local entities that are able to provide ancillary services for specific student needs. Coordination with outside entities will be the initial and ongoing responsibility of the Director of Schools, who will collaborate with all internal parties to ensure each students needs are met based upon their IEP.

Ranking				
<div> <div>←</div> <div>Satisfied</div> <div>Not Satisfied</div> <div>→</div> </div>				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(d) Special Education	The school provides a clear, cohesive and comprehensive plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan fully addresses how the school will provide ancillary staff support.	The school provides a clear plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan adequately addresses how the school will provide ancillary staff support.	The school provides a limited plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan does not or minimally addresses how the school will provide ancillary staff support.	The school provides an incomplete and/or inadequate plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. --OR-- The application did not address budgeting, staffing, and ancillary services.
Comments:				

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

H.(2) Provide a **clear, comprehensive, and cohesive** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

STEAM Academy will establish a comprehensive 504 plan for students who require specific accommodations so as to be able to fully participate in all learning activities at school. Upon realizing the needs of specific students, the STEAM Academy plan may include: addressing wheelchair accessibility for all areas of the school facility, providing assistive technology for students throughout the school day, or other necessities as circumstances warrant. All school staff will be apprised of student needs, specifically those students identified as having major physical or mental impairments, and cultivate individualized and appropriate plans to fully address the various needs in regards to health, safety, and equitable access to school environment and learning activities.

STEAM Academy will follow the established SAT process in determining student eligibility for a 504 plan. The SAT team, with support from the Core-Circle, and in collaboration with parents/guardians, will develop and implement the 504 plan subject to consent of student's parent/guardian. The SAT team will review 504 plans annually and reevaluate students at least once during their high school career (every three years).

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(2) Students with Section 504 Plans	The school provides a clear, comprehensive, and cohesive description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a clear description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a limited description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides an incomplete and/or inadequate description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. --OR-- The application does not address Section 504 Plans.
Comments:				

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

G.(3)(a) Provide a **clear, comprehensive, and cohesive** explanation of how English language learners will be identified.

Students who enroll at the STEAM Academy will be required to complete the Home Language Survey during the registration process. All efforts will be made by STEAM Academy staff to ensure that parents/guardians are aware of the form, school-based ELL assessments, and the various services available for ELL students. Within the first full month of each school year, STEAM Academy staff will administer the W-APT (WIDA-ACCESS Placement Test) to incoming students who have demonstrated a need for ELL support. The W-APT will help school staff and administrators in planning for programmatic placement (RTI, ELL Placement, developing language curricula, etc.). In collaboration with Core-Circle, students will be reevaluated on an annual basis to determine English proficiency.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (3)(a) English Language Learners (ELLs)	The school provides a clear, comprehensive, and cohesive explanation of how English language learners will be identified.	The school provides a clear explanation of how English language learners will be identified.	The school provides a limited explanation of how English language learners will be identified.	The school provides an inadequate and/or incomplete explanation of how English language learners will be identified. --OR-- The application does not address the identification of English Language Learners.
Comments:				

G.(3)(b) Provide a **clear, comprehensive, and cohesive** explanation of how the school will provide services/supports to identified students.

To meet the needs of each student who attends STEAM Academy, the school is tasked with providing the services and supports for those students to meet their personal and academic goals. STEAM Academy will establish Language Support Team (LST) that will be responsible for conducting ELL assessments, providing professional development for faculty, and ensuring support systems are in place for ELL parents/guardians, as well as connecting to the community at-large. The LST will also coordinate with the Core-Circle Team in developing strategies for student achievement. The LST will be composed of the School Director, ELL Coordinator, and Intervention Specialist.

The STEAM Academy budget allows for the recruitment of one highly qualified teacher with TESOL endorsement, who will function as the ELL Coordinator. In collaboration with the Head Administrator, the Coordinator will be tasked with supporting teachers in utilizing successful models of curricula and instructional materials proven effective in developing ELL students. We have currently budgeted funding for ELL materials and professional development. STEAM Academy will also contract a .25 Intervention Specialist, who will work with ELL students on improving reading and writing performance throughout the year. We will expand this position to .5 FTE over the next four years (Years 2 - 5) to provide additional ELL support as necessary.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (3)(b)				

	The school provides a clear, comprehensive, and cohesive explanation of how the school will provide services/supports to identified students.	The school provides a clear explanation of how the school will provide services/supports to identified students.	The school provides a limited explanation of how the school will provide services/supports to identified students.	The school provides an inadequate and/or incomplete explanation of how the school will provide services/supports to identified students. --OR-- The application does not address how the school will provide services/supports to identified students.
Comments:				

G.(3)(c) Provide a **clear, comprehensive, and cohesive** description of how instruction will be differentiated or sheltered based on identified ELL student needs. Please include relevant examples.

Based on the structure of our curriculum, STEAM Academy will provide academically advanced, project-based learning activities in a way that is culturally responsive. Within our Core-Circle structure, students will complete interest inventories regarding their academic and personal interests and needs. STEAM Academy educators will use these inventories to develop projects and lessons that can meet the needs of each student. The Core-Circle Team will also use these inventories to develop support systems for students that will help with their placement strategies during internships and out-of-school projects. There will also be a strong focus on communication skills in both the STEAM curriculum as well as the humanities. We will build off of the oral communication ability as a platform to develop skills for reading and writing in English at an appropriate academic level.

Methods to assist with ELL instruction:

As STEAM Academy is centered on project-based learning, the hands-on approach creates a natural path for differentiation in instruction especially in developing real world skills. By providing tangible, physical demonstrations of work, we emphasize kinesthetic and visual learning and the replication of activities as a means of bridging abstract and concrete concepts, all while emphasizing direct and specific language usage and acquirement. In working on projects, students of differing English language fluency will work together in collaborative activities designed to engage students across skill levels and knowledge domains. This collaborative approach will highlight and activate strong communication skills as students learn from each other in order to accomplish the project. Finally, all STEAM Academy students will receive instruction that seeks to build literacy across all content areas. Further, inherent in any literacy strategy is to also build context and knowledge systems that allow for adaptation and acquisition. Strong reading programs will be key to these efforts and will be built in to classroom instruction and project-based activities. Multiple forms of writing will also be used as a means of adjusting to various skill and language levels of each student. Writing can range from journaling to poetry to personal essays. Interventions will also be implemented and will feature a strong technological component to assist with students across multiple instructional engagements.

Ranking	
← Satisfied	Not Satisfied →

G. (3)(c) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of how instruction will be differentiated or sheltered based on identified student needs. Relevant examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs. Examples are provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs, Limited or inadequate examples are provided.	The school provides an incomplete or inadequate description of how instruction will be differentiated based on identified student needs. --OR-- The application does not address differentiated or sheltered instruction for English Language Learners.
Comments:				

G.(3)(d) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners.

The Language Support Team will be responsible for evaluating ELL student progress throughout the year. This will include oversight of the Home Language Survey and ACCESS assessments yearly. The team will ensure ELL students receive appropriate accommodations for state mandated tests and internal tests (PARCC, NWEA, etc.).

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(d) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners.	The school provides a clear plan to regularly evaluate and monitor the progress of English language learners.	The school provides a limited plan to evaluate and monitor the progress of English language learners.	The school provides an incomplete and/or inadequate plan to evaluate and monitor the progress of English Language Learners. --OR-- The application does not address evaluating and monitoring the progress of English language learners.
Comments:				

G.(3)(e) Provides a **clear, comprehensive, and cohesive** description of how the school will budget and staff to meet the needs of ELLs.

The STEAM Academy budget reflects our desire to attract highly qualified teachers and we have allocated funds to seek qualified level 2 teachers to support our curriculum and school design. At least one of these teachers will have a TESOL endorsement and will serve as the ELL coordinator. We will hire this instructor beginning in year one and as we expand will seek to add or develop teachers who have TESOL endorsement. Our budget also allows for digital, online, and instructional supports for ELL students, in order to increase ELL student achievement.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(e) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a clear , description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a limited description of how it will budget and staff itself to meet the needs of ELLs.	The school provides an incomplete and/or inadequate description of how it will budget and staff itself to meet the needs of ELL students. --OR-- The budgeting and staffing does not meet the needs of ELLs.
Comments:				

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

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

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

Note: Be aware that all New Mexico public schools including charter schools are subject to the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards. New Mexico Public Education Commission Final 12/9/14

Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards.

H.(1) Provide a **clear, comprehensive, and cohesive plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Please provide **clear** evidence that the school has considered the common core standards, the state-mandated PARCC and SBA, the school's targeted student population, and how the assessments will be used to inform instruction.

STEAM Academy will use the following assessments to measure student performance:

<i>Grade Levels</i>	<i>Name of Assessment and Content Areas</i>	<i>Type</i>	<i>Frequency</i>	<i>Purpose of the Assessment</i>
9-12	CCMAP NWEA Short Cycle Assessment: Math	formative	3 x year	Gauges student progress towards mastering the Common Core Standards
9-12	CCMAP NWEA Short Cycle Assessment: Reading	formative	3 x year	Gauges student progress towards mastering the Common Core Standards
9-11	PARCC SBA Math, Reading, Science	summative	1x spring semester	Informs student mastery of Common Core Standards and school achievement
9-12	HS End of Course/Final Exam Writing, Social Studies	summative	end of the semester	Informs student mastery of course content and pass/fail
All	WIDA ACCESS for ELL	diagnostic	fall semester	Determines English Language proficiency
10-12	PSAT, SAT and ACT	summative	PSAT: fall of grade 10 and 11, SAT and ACT variable in grades 11-12	Informs college readiness
9-12	Accuplacer	diagnostic	Prior to enrolling	Determines college course eligibility for dual enrollment
All	Teacher developed interim unit assessments	formative	variable by course	Informs whether each student has mastered the unit objectives
All	Teacher developed end of unit assessments	formative	variable by course	Informs whether each student has mastered course content and is on track to passing the course.
All	Technology	formative	at the end of each	Informs whether each student has

	<i>certifications (typing, MS Office, student selected)</i>		<i>technology course</i>	<i>mastered the technology courses as part of their graduation requirements</i>
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For students with severe, cognitive disabilities, the New Mexico Alternate Performance Assessment (NMAPA) will be administered rather than the SBA.

Although the STEAM Academy is project-based, all students will participate in norm-referenced short cycle and summative assessments as required by the state of New Mexico. We have selected the NWEA CCMAP short cycle assessment, in order to gauge student progress at the beginning, middle, and end of each school year. These assessments will allow teachers and administrators to identify learning gaps and design individual and collective strategies to address those gaps. Faculty will review data from the various assessments in meaningful collaborations and use the collective insight to revise curriculum, differentiate lessons, apply interventions, develop projects, assess professional growth, and engage students and parents/guardians in creating meaningful learning strategies for each student. These assessments and subsequent plans will be a part of each student's ILP and included in their learning portfolio. The Core-Circle Team will also have a chance to review the summary of student performance, following the initial work of the faculty, and can address the learning gaps in their interactions and mentoring supports.

STEAM Academy will have mid and end of unit assessments that are integrated into each project and align with CCSS and the school's curricula. These assessments will primarily look at knowledge transference to ascertain if students are able to apply their project-based knowledge toward abstract concepts and visa-versa. These assessments will provide insight for teachers and administrators around project development and what gaps may need to be readdressed in subsequent project-based lessons. The assessments will also allow faculty to identify students who may need further supports in order to matriculate. Course level assessments will be considered in determining student promotions, though satisfactory project completion will still be the main method for determining student school-based performance.

The results on the annual PARCC assessment will be the key determinant of school progress towards meeting student achievement goals. The PARCC performance will inform decisions regarding curriculum changes and instructional methodology as well as professional development and personnel.

Ranking				
← Satisfied		Not Satisfied →		
1	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

	<p>The school provides a clear, comprehensive and cohesive plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Clear evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.</p>	<p>The school provides a clear plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Some evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.</p>	<p>The school provides a limited plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Limited or no evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.</p>	<p>The school provides an incomplete and/or inadequate assessment plan. --OR-- The application did not address plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.</p>
Comments:				

H. (2) Provides a **clear, comprehensive and cohesive** description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) **and** school-wide levels. A **complete** explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.

The STEAM Academy staff and faculty, led by the Head Administrator, will evaluate school performance on a quarterly basis utilizing the formative and summative assessments available. From these assessments, staff and faculty will determine what, if any, corrective actions are necessary to improve school performance as a whole. The administration will also conduct a monthly process review to understand how the evaluation process is being conducted and the ways in which it is effective in its intent. The goal of both the process review and the quarterly evaluations will be to inform a continuous improvement process around the areas of curriculum and instruction as well as provide direction for faculty and the Governance Council.

The School Director will be in charge of professional development and will be tasked with coordinating instructional and curriculum planning, critique sessions, and professional project development and

collaboration. Each week, faculty and staff will engage in school-wide planning time which will also give time to staff to undertake any and all corrective action steps as outlined by the administration in order to meet school goals around student achievement.

The Head Administrator will be responsible for conducting classroom observations on a regular basis and providing feedback to instructors to support and/or improve classroom instruction. In collaboration with the School Director, improvement plans may be developed with teachers who could benefit from additional supports to improve their practice. Formal evaluations will adhere to the NMTeach rubric in identifying teacher strengths and deficiencies across multiple areas.

The Governance Council is responsible for evaluating the performance and effectiveness of the Head Administrator. Should the school fail to meet its established goals including student achievement goals, the Council will work with the Head Administrator to establish a school improvement plan in order to promote stronger and more effective instructional leadership at the school. This plan will be in alignment with both the mission/vision of the school as well as any performance contracts with which the school is obligated.

Ranking				
←		Satisfied	Not Satisfied	→
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	

H.(2) Individual and School-wide Corrective Action	The school provides a clear, comprehensive and cohesive description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a clear description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. An adequate explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a limited description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A limited or incomplete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.
Comments:				

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Body, the school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

The Head Administrator will convene faculty and staff to review and analyze the NWEA data and establish a consensus in regards to reporting the information outside of the school. It will be the Head Administrator's job to present the findings to the Governing Council and the community at-large. The NWEA data will be used to monitor yearly and inter-yearly progress so as to guide recommendations for improvements. Data shall be used to guide decisions regarding staffing needs, as well as student supports. Results will be shared with parents, families, and the various communities through the school website, community meetings, and monthly newsletters.

Documentation of student progress in mastering Common Core goals will appear as: Project reports and quarterly report cards. Project reports will be released at the end of each six week project-based period and will highlight student achievement and cross-contextual understandings. Report cards will formalize the representation of knowledge and provide a common understanding across the school as to how each student is performing in each subject. At the end of three project cycles (18 weeks), student led conferences will take place wherein each student will provide information regarding their learning and understanding to that point. The first conference will include the student advisor and parents/guardians. The second conference will consist of the student and the Core-Circle Team. In each conference, the student will reflect on their learning based on a Reflection Protocol, which will be developed by the student's advisor and the student. The Protocol will include samples of the students work, reflections on what has been learned, applications of learning, and improvements for learning. After the conferences, advisors will follow up with parents/guardians who would like additional information or have concerns about their student's performance.

The Head Administrator will facilitate a faculty and staff review and analysis of data throughout the year. The Head Administrator will present this data to the Council on a quarterly basis. The summary will include information on: student performance on assessments, attendance, discipline trends, service learning events, and other information as requested by the Council. The Council will hold an annual retreat to discuss student performance and the overall health of the school. Primarily, the Council will assess whether the school is meeting its established goals, both internal and external, and will use the assessment data from multiple sources (PARCC, School Report Card, etc.) to drive further goal setting and school direction.

At part of its community obligations, the school will present this information, including school performance data and goals, at quarterly community-based meetings. These meetings will be held outside of school and will be hosted by the Head Administrator and the School Director. At the community meeting following the annual Council retreat, the Governance Council is expected to attend and present to the community as well. The presentation will outline and frame student and school performance as related to the mission/vision of the school and demonstrate the ways in which the school is meeting internal and external goals and objectives.

The school will make all general performance data available online for transparency and community access. Students/parents will be able to access individual performance data through a secure web-portal. The School Director will be tasked with training parents/guardians to access the system as well as providing additional supports, as needed.

Finally, the STEAM Academy is aware of its obligation to submit data to the Public Education Department several times throughout each school year. Adequate, appropriate and timely submission of student results to the state will be coordinated by the Head Administrator, as outlined in the job description. The school is also aware of the Public Education Commission's charter school monitoring plan, site visits, and renewal application process and will ensure full and open access to the Commission. STEAM Academy is dedicated to strong measures of accountability and transparency as an integral part of the school's ethical and public responsibility.

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

H.(3) Reporting on Progress	The school provides a clear, comprehensive, and cohesive plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Body, the school's Authorizer, and the broader community.	The school provides a clear plan that explains how student assessment and progress will be appropriately communicated to parents and the school's Governing Body.	The school provided a limited plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The school provides an inadequate or incomplete plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application does not address the communication of student assessment and progress.
Comments:				

Organization

A. Governing Body Creation/Capacity.

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

STEAM Academy will have a Governing Council consisting of between five and seven members who will be tasked with upholding the school mission, establish educational and operational policies, and oversee fiscal and budgetary priorities to meet the school's goals. The Council will not be a part of the day-to-day operations but will oversee the Head Administrator, who has the vested authority for managing the operations of the school. Fiscal responsibility shall be a primary responsibility for the Council, specifically ensuring that the school is solvent and to further identify resources that can support the school in order to achieve its mission. As such, the Council will approve the annual budget, set salary schedules, set spending priorities, monitor implementation of the budget, assist in fundraising, and other activities as necessary to ensure fiscal responsibility. In collaboration with the Head Administrator, the Council will establish annual goals for the school, assess current progress toward meeting those goals, and communicate the mission, vision, and goals to the public and local communities on an annual basis. No members of the Council will receive financial compensation from the school.

The Governing Council will have leadership positions: President, Vice President, Treasurer, and Secretary. The President shall convene regularly scheduled Board meetings, shall preside or arrange for other members of the Board to preside at each meeting in the following order: Vice-Chair, Secretary, and Treasurer. The Vice-President will chair committees as designated by the President and/or Board and will be the presiding officer at regularly scheduled meetings should the President not be in attendance, if no other arrangements were made as outlined above. The Secretary shall be responsible for keeping records of Council actions, including overseeing the taking of minutes at all board meetings (which may be delegated to staff, as necessary), sending out meeting announcements, distributing copies of minutes and the agenda to each Council member, and ensuring that records are maintained. The Treasurer shall chair the Finance and Audit committees, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to Governing Council, parents, local governments and the public.

The Governance Council will select officers annual at an open, public meeting each year. Officers may only serve two consecutive terms in one position but may be an officer in another position so long as their term is valid. The Council will establish the following working committees: Finance, Audit, Council Development, and Fundraising. Ad-hoc committees shall be formed as necessary to address the various needs of the school or at the discretion of the Council. Committees may be chaired by any board member and the chair has the ability to select members of the committee with approval from the whole committee. This may include non-Council members who can provide significant expertise in the various committee areas, though care will be taken in sharing confidential or sensitive information with outside members.

Members will serve staggered terms, which will entail two members serving one-year terms at the formation of the Council. Thereafter, members of the Council will serve two-year terms. Council members are allowed to serve up to three consecutive terms before they are required to wait for one year before being allowed to rejoin the Council. Initial members have been involved in planning of the school and have broad expertise and experience in areas of school design, school leadership, curriculum development, assessment, financial management, legal process, fundraising, community engagement, and cultural revitalization. The Council will have a strong commitment to goals and philosophy of project-based learning and community engagement, as well as student holistic wellness and student supports. Council members have a strong understanding of the nature of community engagement and should represent the communities that surround the school. Knowledge of local cultures and issues of cultural significance are also important. At a future point, we will add a non-voting youth member who will represent the student body. The Council will always be seeking involvement from dedicated individuals and will establish the Council Development Committee to seek individuals who may be assets to the Council and may be dynamic Council members.

New members will be nominated by current Council members and voted on during an open public meeting of the Governing Council. Prior to nomination, the candidate will engage in conversations about the school with both the Head Administrator and existing Governing Council member(s) who will ensure there is no conflict of interest. The Council candidate shall submit a letter of interest after this initial meeting outlining their interest, expertise, and ability to contribute. The Council may ask for further documentation, such as a resume/vita to support their decision and nomination.

A Council member may resign at any point by giving notice in writing to the Secretary of the Council. The resignation is effective at the next Council meeting once accepted by Council (no vote required). Any member may be removed from their position whenever it is in the best interest of school, especially in areas of convicted criminal activity, severe moral failings, or significant conflicts of interest.

*For more detail on the roles and responsibilities of the Council members, officers and committees, please reference **Appendix B**.*

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

A.(1) Governance Description	The school incorporates all key components of their governance structure, specifically outlining the roles and responsibilities of the GB members. The school provides comprehensive “bylaws” or specifically explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The school provides adequate “bylaws” or explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates some of the key components of their governance structure partially outlining the roles and responsibilities of the GB members. The school provides “bylaws” or somewhat explains how its governing body will develop its governing documents or “bylaws” if not submitted with application	The school provides an incomplete or inadequate outline of their governance structure. --OR-- The application does not address the governance structure.
Comments:				

A.(2) Provide a **compelling and relevant list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that your **membership reflects (or will reflect)** the diverse experiences and skills necessary to oversee all aspects of the school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the school’s compliance with legal obligations).

Gilbert Sanchez

Mr. Sanchez has over forty years of experience in education, fundraising, and organizational development. He served as the Principal of the Laguna Elementary School for a number of years and was the Superintendent for the Laguna Department of Education for almost fifteen years. Currently, he is the Executive Director of the Laguna Community Foundation a position he has served in for the past four years. He has significant experience in educational administration, finance, fundraising and community and organizational development.

Dr. Shelly Valdez

Dr. Valdez is an Indigenous scholar and Executive Director of Native Pathways, an research and evaluation consulting firm serving Native and Indigenous organizations around the world. She has served as a Board member for the Laguna Department of Education and has a significant background in science education and positive youth development.

Daniel T. Cornish

Mr. Cornish is a graduate student at the University of New Mexico School of Law. He has a strong background as a performer in and around the Albuquerque community. He is also a consistent community advocate and will bring expertise in legal matters and the arts programs for the school.

Philip Riley

Mr. Riley is the former Tribal Secretary for the Pueblo of Acoma and recently completed a term as the Public Defender for the Pueblo. He is a graduate from the University of New Mexico and brings community knowledge and youth development expertise. He is also a graduate from the Laguna-Acoma High School and understands the educational issues that the community faces.

John “Chris” Ahmie

Mr. Ahmie is the current Administrator for the Acoma Economic Development Department, the second largest employer in Eastern Cibola County. Mr. Ahmie has served as the Acoma Tribal Administrator and the CEO of the Laguna Industries. He brings decades of business and finance experience, as well as a solid understanding of educational operations.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A.(2) Description of Prospective Governance Expertise	The school provides a compelling and relevant list of all GB members and describes their experience, skills, and qualifications. Membership reflects (or will reflect) the diverse experiences and skills necessary to oversee all aspects of the school.	The school provides a list of all GB members along with a description of their experience, skills, and qualifications. Most of the membership appears to reflect (or will reflect) the diverse skills necessary to oversee all aspects of the school.	The school provides a list of GB members. However, the GB membership description appears to lack appropriate and diverse experiences and skills necessary to oversee all aspects of the school.	The school provides an inadequate or incomplete list of GB members; or the provided list fails to include descriptions of the members’ experience, skills, and qualifications. --OR-- The application does not address the description of the GB members and their experience, skills, and qualifications.
Comments:				

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how future governing body members will be selected as vacancies arise.

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

Members of the STEAM Academy Governing Council shall be selected, for the most part, from the Eastern Cibola County communities (Acoma, Laguna, Seboyeta, Cubero). These members will be committed to cultivating and realizing the mission and vision of the school and bringing in necessary resources to ensure these outcomes. A Council Development Committee will be established in order to determine the ongoing and future needs of the board, including the recruitment and cultivation of

members. These individuals may be invited to visit the school, attend a school-sponsored event, and/or attend a meeting of the Council. At minimum, the individual should have the chance to meet and interact with current Council members either at the school or at an off-campus event.

Vacancies on the Governing Council will be publicly announced at regular Council meetings. Anyone on the Council can identify potential members of the Council and ask individuals to submit a letter of interest along with a resume and biography to the Council Development Committee. The Council Development Committee will conduct a review of the letters and submit names to the full Council for review based on current Council needs. The Council will vote during an open public meeting, a majority of affirmative votes are needed to elect the new member.

New members of the Council will be provided with an electronic binder that contains the charter contract, bylaws, conflict of interest policy, school budget and financial statements. The chair of the Council Development Committee will provide an orientation to the new member, explaining relevant information including expectations for attending meetings and highlighting specific skills that would benefit the Council and/or the school.

When the STEAM Academy identifies future Council members, individuals with the following mindsets and qualifications will be sought:

- Commitment to the mission, vision, goals and educational approach of the STEAM Academy*
- Understanding and appreciation for the Council roles and responsibilities*
- Ability to commit to attend monthly council meetings and serve on a subcommittee as a volunteer*
- Experience and/or expertise in one of these areas: education, business, management, finance/accounting, fundraising, law, government, pueblo government, community relations, community organizing.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(3) Selection of Members	The school provides a clear and appropriate process or plan for selecting new GB members that is focused on selecting quality leaders who have the identified skills necessary to govern the proposed school. The school fully enumerates the qualifications desired for members and those qualifications clearly demonstrate how the school's governance will be well qualified to operate a public school.	The school provides a clear process or plan for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The school somewhat enumerates the qualifications desired for members and those qualifications demonstrate how the school's governance will be adequately qualified to operate a public school.	The school provides a limited process or plan for selecting new GB members, but skill sets are not identified. The school provides a limited enumeration of the qualifications desired for members and those qualifications not clearly demonstrating whether or not the school's governance is qualified enough to operate a public school.	The school provides an inadequate or incomplete process or plan for selecting new GB members. --OR-- The application does not address the process for selecting new GB members.
Comments:				

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for Governing Body training that complies with state requirements, including the Open Meetings Act, and is **completely supported** by the budget you propose.

During their tenure, all members of the Governance Council are required to participate in ongoing training as a process of continuous improvement. These trainings shall cover a broad range of subjects including: Board governance, ethics, charter law, Open Meetings Act, Inspection of Public Records Act, performance management and accountability, finance, facilities, state and federal policy requirements, and fundraising. The chair of the Council Development Committee will be responsible for coordinating, tracking and ensuring all Council members meet the training requirements as mandated by the state of New Mexico.

Following STEAM Academy charter approval, the Governance Council will begin meeting on a regular basis and attend PED-sponsored workshops to gain understanding of the necessary requirements of their position during and following the planning year. Initially, the Council will focus on understanding their role as a Board of Finance and what that responsibility entails. The first trainings will address the Open Meetings Act and the performance contract negotiations with the Public Education Commission. The Council may seek legal counsel and training when crafting personnel policies and HR roles for the

school. The Council Development Committee may suggest and promote additional trainings as necessary for the healthy functioning of the Council and the school as a whole.

Council members are aware that their responsibilities may require travel and certainly require a time commitment, including the mandatory five hours of training as required by the state of New Mexico. The 5-year budget includes funding to support board travel, training, and professional development. The Council Development Committee shall have oversight of the budget for Council trainings and development and may work in collaboration with the Finance Committee to ensure adequate funds for proposed trainings are available and prudent. Though the committee may make recommendations, the full Council shall have final approval over additional trainings beyond the requirements of the state. The committee will also be responsible for providing information on trainings to current or new Council members who may have not been able to attend. The committee will also be responsible for reviewing outcomes from the trainings and conducting internal Council assessments on the impact of the trainings.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(1) Governance Training	The school provides a clear, comprehensive, and cohesive plan for GB training that complies with state requirements and is completely supported by the budget.	The school provides a clear plan for GB training that complies with state requirements and is supported by the budget.	The school provides a plan for GB training but it is not clear if it complies with state requirements and/or support in the budget is unclear .	The school provides an inadequate or incomplete plan for GB training. --OR-- The application does not address the training of GB members.
Comments:				

B.(2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

The STEAM Academy Governance Council will be required to conduct an annual self-evaluation based on a rubric established by the Council before the school is open. Areas of evaluation could include: Council development; composition of the Council; process for selecting, recruiting, and retaining members; meeting oversight responsibilities; school's overall health; Council's operations; Council to Head Administrator relations (including a Head Administrator evaluation); meeting attendance; fundraising requirements; and committee assignments. In each of these areas, and others as determined during the annual review, the Council will establish goals for members and the body as a whole. These goals will serve as the internal metric for the Council and allow for a robust understanding of the effectiveness and efficiency of the Council. A deeper qualitative analysis will also be conducted with individual board member evaluations that highlight each member's perception of the Council and its accomplishments, engagements, and needs. The Council will conduct this evaluation to be completed prior to the annual meeting so as to inform the goal setting and strategies at the annual meeting.

		Satisfied ←		Not Satisfied →
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(2) Governance Evaluation	The school provides a clear, comprehensive, and cohesive plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	The school provides a clear plan for an annual self-evaluation of the GB that reflects that body's effectiveness.	The school provides a limited plan for an annual self-evaluation of the GB.	The school provides an inadequate or incomplete plan for an annual self-evaluation of the GB. --OR-- The application does not address the self-evaluation of GB members.
Comments:				

C. Leadership and Management.

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

The Governance Council will conduct monthly meetings and establish the various required and recommended committees, which will also meet on a monthly basis. Standing agenda items at each monthly meeting will include: Head Administrator's Report, Director of School's Report, Director of Student Wellness' Report, Finance/Business Report. Each permanent or ad-hoc committee will also have an agenda item, though may not be required to report. Each meeting will address areas of finance (a review of financial statements), organizational development, academic performance, and facilities maintenance. Organizational and academic goals will be reviewed each meeting to ensure progression toward goals. The Governance Council will also conduct an annual performance evaluation of the Head Administrator to ensure the effective operation of the school.

At the annual meeting, the Governance Council will also review school policies to understand which policies are effective in supporting the mission and goals of the school and to enable efficiency in operations. The Council will also conduct an annual audit and audit review on both financials and academics. This review will take place at the meeting following the fiscal audit from the external auditors, at which time the Council may make recommendations to better utilize resources or adjust the control procedures as necessary. Community-based quarterly meetings will also allow for community feedback, accountability, and transparency. The meetings will be facilitated by the Head Administrator, though, one meeting each year will require the presence of the Council.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
C(1) Monitoring	The school's descriptions of how the Governing Body will monitor outcomes clearly demonstrate an understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission, and able to manage and sustain a quality school.	The school's descriptions of how the Governing Body will monitor outcomes adequately demonstrate its understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission.	The school's descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to help the school meet its mission.	The school's description of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The school does not address the prompt.
Comments:				

C.(2) Identify and provide a **clear, comprehensive, and cohesive** description of the leadership characteristics and qualifications for the head administrator needed to run your school. In your description, take **into account the mission of the school**. Accordingly, include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running your school and delivering its unique mission.

Finally, provide **evidence of a clear plan** to both hire and subsequently evaluate a highly- qualified administrator.

The Head Administrator for the STEAM Academy will be an exemplary practitioner who has a deep understanding of project-based instruction and community engagement. The Governance Council will seek a candidate whose educational philosophies align with the vision and mission of the school and who will be able to support all aspects of a student's development. The Council will follow the following process in seeking and selecting the Head Administrator.

***Search committee:** Recruitment of the Head Administrator will begin in January of 2016 with the establishment of the STEAM Academy Search Committee. The Committee will have five members and will be composed of three members of the Governance Council and two members of the local communities. The Governance Council President will chair the Committee. The initial work of the committee will be to review the hiring and selection process and establish timelines for the hiring of the*

Head Administrator. The Committee will then review the current Head Administrator job description and make adjustments as necessary. The Committee can also use their networks to seek candidates who may be interested in applying for the position.

Search announcement: *Once the process and the job description have been finalized, the Committee will release the job search announcement. Digital and print media will be used to recruit possible candidates for the position and will be open for one month. An online portal will be utilized to receive applications and distribute applications/info to the Committee.*

Review of resumes: *When the announcement closes, the Committee will have two weeks to conduct the initial review of resumes/applications in order to select the top candidates. The initial screening will be based on the established criteria developed by the Search Committee and will look at areas such as alignment with the school's mission and educational strategies, the individual's experience, and recommendations.*

Screening Interview: *The Search Committee will develop a set of questions for the top candidates, for an interview to be conducted by phone. These questions will address in more detail the areas of each candidate's philosophy and experience, potential areas of strength and development, their reasons for interest in the position and other related questions. These questions will help the Committee narrow the field to two potential candidates who will be invited to the school for a final interview.*

Final Interview/Site Visit: *At this final interview stage, the Committee will have the chance to interact with the candidates and discuss educational specifics, knowledge of data analysis and fiscal accountability at length. Final candidates will be asked to submit a Philosophy of Leadership essay that outlines their philosophies of leadership and how they would apply those to the STEAM Academy. They will also be asked to submit a plan for a school project that would fit within the school's curriculum. Ratings will be assigned to the candidates based upon a Committee developed rubric, which will address areas of leadership, financial management, personnel management, data analysis, experience, provided samples, recommendations, and other categories as determined by the Committee.*

Recommendation: *The Search Committee will make its final recommendations to the full Council at a special meeting no later than May 2016. The Council will vote on the final candidate and give approval to make a formal offer.*

Formal Offer: *The President of the Governance Council will make a formal offer to hire the candidate approved by the Council, presuming the candidate clears a background check, which will be a condition of final hiring.*

Goals Setting: *Once the Head Administrator is selected, hired, and begins their work, s/he will be informed of the process and criteria by which their performance will be evaluated. The Council will make explicit the Head Administrator roles, responsibilities and school goals (including charter contract and compliance goals). The Head administrator will develop a work plan, aligned to the school goals, that identifies professional development and technical support needs. The Governing Council will take into consideration this plan when prioritizing budget requests and when the Head Administrator provides updates to the Council.*

Evaluation mechanism: *On an annual basis, usually during the in the last quarter of the fiscal/school year, the full Governing Council will conduct an evaluation of the Head Administrator that considers multiple indicators of performance.*

- **Self-assessment:** *The Head Administrator shall conduct a self-assessment, based on a questionnaire addressing various areas such as: leadership and management, charter contract goal accomplishment, ability to cultivate partnerships and collaborate with others, or his/her ability to effectively communicate with the Board, subordinates, students, parents, and community members. The Head Administrator will complete a rubric that measures these areas and will provide a written analysis with each area of consideration.*
- **Faculty/Staff Assessment:** *the Faculty/Staff Assessment will look at similar areas as the Self Assessment and provide insight into management ability and leadership qualities. This assessment is a way to ensure accountability to both staff and provide an objective assessment of morale, staff engagement, and mission/vision alignment. This assessment will take place online and will be anonymous (though each faculty and staff will receive a unique identifier, so as to avoid duplications and/or results tampering). The survey instrument will be approved by the Council. The Council will receive the survey summary results directly from the online survey.*
- **Goals and Objectives Assessment:** *The final component of the evaluation will look to assess how and to what extent the Head Administrator accomplished the goals of the school as established at the beginning of the year. The Head Administrator will have the chance to comment each goal and will provide written explanations for each.*

These three areas will be developed as a report to be submitted to the Council for review. At the next Council meeting, the Council and the Head Administrator will then have the opportunity to discuss the review and what, if any, next steps should be taken. Ultimately, the Council will need to decide if the performance of the Head Administrator warrants an offer of a contract for the subsequent year.

Ranking				
← Satisfied		Not Satisfied →		
C.(2) Head Administrator Selection	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of the desired or, if selected, the head administrator's leadership characteristics and qualifications and takes into account the mission of the school. The school provides evidence of a clear plan to hire and evaluate a highly-qualified administrator.	The school provides a clear description of the desired, or, if selected, the head administrator's leadership characteristics and qualifications and may or may not clearly take into account the mission of the school. The school provided evidence of a plan to hire and evaluate a highly-qualified administrator.	The school provides a limited description of the desired, or, if selected, the head administrator's qualifications. The school provided some evidence of a plan to hire and evaluate an administrator.	The school provides an inadequate or incomplete description of the head administrator's qualifications, and the plan to hire and evaluate an administrator. --OR-- The application provides no plan to address the head administrator's qualifications and the hiring and evaluating of an administrator.
Comments:				

C.(3) Describe how the governing body will convey and delineate the roles and responsibilities of your school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix C.

*The Governance Council will establish and approve the final job description regarding the Head Administrator. In this description, the roles and responsibilities are made clear and present. (See **Appendix C** for Head Administrator's job description). Once the Head Administrator has been hired, the Council will work with him/her to establish school goals and objectives, as well as professional growth and development opportunities. In the first year, the Head Administrator will also share the responsibilities of the Director of Student Wellness (see **Appendix D**) with the School Director (see **Appendix D**). As STEAM Academy grows in capacity, the Head Administrator's role will evolve from establishing strong and effective systems, to overseeing the expansion and capacity building of the school. Each year, the Council will meet with the Head Administrator and review the roles and responsibilities and make changes to the job description as necessary. The Council will also convey additional or changes in responsibilities based on the annual evaluation of the Head Administrator.*

Ranking				
← Satisfied		Not Satisfied →		
C .	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school describes a clear and comprehensive plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides a detailed job description for the head administrator that includes a comprehensive list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a clear plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides an adequate job description for the head administrator that includes a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a limited plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides a limited job description for the head administrator that may or may not include a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school provides an inadequate or incomplete plan to hire and evaluate an administrator. --OR-- The application provides no plan to hire and evaluate an administrator.
Comments:				

D. Organizational Structure of the School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.

See **Appendix D1** for STEAM Academy organizational structure.

The organizational structure for STEAM Academy is reflective of the mission and goals of the school. As we feature a project-based approach, our community engagement efforts are critical and an integral part to our school design. Further, our approach to student wellness, as a holistic mechanism, informs how we intend to staff the school in our drive to support students both in and out of school.

Governance Council: The Governance Council is responsible for hiring and evaluating the Head Administrator. The Council will ensure that the Head Administrator has the policies and resources necessary to implement the mission and goals of the school in a manner that is both effective and efficient. As the agent ultimately responsible for ensuring the school is high performing, the Council will have the decision-making authority in regards to the school budget, priority-setting and ensuring compliance with the charter contract with the PEC, the New Mexico Charter Schools Act, as well as all other required state and federal laws and regulations.

The following positions make up the Administrative Staff:

Head Administrator: The Head Administrator reports directly to the Governance Council and oversees the rest of the staff and faculty at STEAM Academy. The Head Administrator serves as the educational leader and chief administrator of the school and is responsible for implementing the daily activities that will accomplish the mission and goals of the school. In the first two years of the school's operations, the Head Administrator will also take on many of the responsibilities of the Director of Student Wellness.

Director of School: The Director of School reports to the Head Administrator and is responsible for overseeing external relations, project-based components, Core-Circle recruitment/engagement, student recruitment, family engagement, professional development, fundraising and communications. In the first two years, the Director of School will also have some of the responsibilities of the Director of Student Wellness.

Director of Student Wellness: The DSW reports to the Head Administrator and is responsible for managing the holistic aspects of student health and wellbeing. This includes coordinating with outside entities for student supports, leading the SAT and IEP Teams for special education services, addressing student discipline issues, overseeing the development of wellness curriculum, and crafting wellness policy recommendations for the school.

Business Manager: The Business Manager reports to the Head Administrator and assists in preparing, planning for and presenting an annual school budget to the Governing Council. The Business Manager will also provide financial status reports at Governing Council meetings. The Business Manager will be a member of the Audit and Finance standing committees. This position may be a contract for professional services. (See Appendix D for Job Description of the Business Manager)

Faculty: Faculty includes teachers and instructional aides who will be directly in contact with students on a day-to-day basis. Their responsibilities are to provide instruction for students. These positions require a New Mexico Teacher and/or Educational Assistant certification. All faculty report to the Head Administrator.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

D.(1)Organizational Structure	The school provides a clear, comprehensive, cohesive, and reasonable organizational chart and narrative that align structures with the mission of the school and demonstrate a clear understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides a clear organizational chart and narrative that demonstrate an adequate understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides a limited organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides an inadequate or incomplete organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school. --OR-- The application does not include an organizational chart and supporting narrative.
Comments:				

D.(2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and then **appropriate** reporting lines that are consistent with the organizational chart. Attach staff job descriptions as Appendix D.

*The job descriptions for all positions at STEAM Academy are located in **Appendix D**. Two positions at STEAM Academy, as previously described, could be considered non-traditional in their formation and have been outlined below:*

***Director of School:** The Director of School reports to the Head Administrator and is responsible for overseeing external relations, project-based components, Core-Circle recruitment and management, student recruitment, family engagement, professional development, fundraising and communications. In the first two years, the Director of School will also engage some of the responsibilities of the Director of Student Wellness.*

***Director of Student Wellness:** The DSW reports to the Head Administrator and is responsible for managing the holistic aspects of student health and wellbeing. This includes coordinating with outside entities for student supports, leading the SAT and IEP Teams for special education services, addressing student discipline issues, overseeing the development of wellness curriculum, and crafting wellness policy recommendations for the school.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(2) Job Descriptions	The school provides clear, comprehensive, and cohesive job descriptions for all key staff, including qualifications and clear, appropriate reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides clear job descriptions for most of the key staff, including clear reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides limited job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides inadequate or incomplete job descriptions for key staff.] --OR-- The application does not address job descriptions for key staff.
Comments:				

D.(3)(a) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the school's staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum.

The STEAM Academy staffing plan has been strategically developed in order to fully meet the needs of an expanding school, which is project-based and engaged directly with the surrounding communities. As such, the staffing needs and job descriptions revolve around flexibility, creative thinking, and a high degree of technological awareness. The creation of the School Director, who will focus on community/external engagement is crucial to meeting the needs of a project-based school and establishing strong community ties to ensure long-term sustainability. Further, the creation of the Director of Student Wellness, ties to our efforts to provide strong student supports in the areas of health and wellness. The concept of a healthy community beginning with healthy students is a key component of this staffing need and aligns with the mission and goals of the school.

*The staffing plan can be located in **Appendix D3a**.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

D.(3)(a) Staffing Plan Need	The school provides a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a limited staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is inadequate or, incomplete. --OR-- The application does not provide a staffing plan.
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D.(3)(b) Provide a **clear, comprehensive, and cohesive** staffing plan that is clearly aligned with the budget, projected enrollment, and implementation schedule.

The STEAM Academy staffing plan has been developed in a way that is both efficient and effective. Given the limited resources of our first years of operations, we have develop a staffing plan that takes advantage of external resources and strong community collaborations. In the first year, we have an estimate of forty (40) students (grades 9 & 10) and we anticipate being able to hire three teachers and two administrative positions (with a Business Manager on contract). Our three teachers will provide coverage for instruction on all subject areas, especially within the blended model of instruction upon which the school is based. If necessary, the two administrative positions will be able to assist with course instruction. As the school expands the need for administrators to serve as instructors will no longer be necessary.

Our budget has been created in a way to entice high quality teachers to work in a rural area and our salary schedule is crafted to appeal to experienced teachers looking to work in a dynamic environment that revolves around distance and online learning utilizing SEG funds. However, we will apply for and likely receive additional funding from private, state and federal sources (Special Education, Title I, Title III, Title VII, IDEA-B, Laguna Community Foundation, STEM/STEAM Resources) which will help cover additional, necessary costs for providing high quality staff. As the school expands in years 3 -5, our staffing needs will add a total of four additional teachers in order to maintain a small class size and allow for the flexibility of a project-based educational system.

Ranking				
	← Satisfied	Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(3)(b) Staffing Plan Alignment	The school's staffing plan is clearly aligned with the budget, projected enrollment, and implementation schedule.	The school's staffing plan is clear and complete and generally appears to be aligned with the budget.	The school's staffing plan is adequate and partially aligned with the budget.	The school's staffing plan is inadequate or incomplete and does not align with the budget. --OR-- The application does not provide a staffing plan.

Comments:

D.(5) Provide a calendar and schedule (length of school day and school year including total number of days/hours of instruction) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

The STEAM Academy school calendar is reflective of our various communities and the expected events that are of importance to these communities. We have tried to align planned instructional days/activities with the local school district to accommodate families who may have students in other schools, as well as to ensure better transitions for students within the area. We have also added days for student-led conferences, professional development, and community events that support the mission and goals of the school. Primarily, we will operate around six (6) week Project Cycles, for a total of six cycles in each school year. These project cycles allow for robust instruction and include the various days mentioned above, as well as student absences so students are not penalized by missing knowledge development.

Our daily schedule is designed to be flexible for students to work on projects while also receiving online instruction. Project development time will be guided toward the successful completion of designed projects and gaining the knowledge necessary for project completion. In the 9th and 10th grade years, instruction time will be far more regimented and the hybrid model will focus on student engagement in developing strong internal locus of control and self-motivation. In the 11th and 12th grade years, students will have more flexibility with their schedule, including time for dual enrollment courses. Wednesday of each week will be dedicated to field work/community-based experiential learning. This schedule allows for a total of 1080 hours of instruction. We expect staff to be available for the duration of each day but not for the Project Work days, which can be used for professional development or other staff needs as necessary. Additionally, we anticipate several community service days that revolve around the community celebrations, in which students are required to participate in some fashion.

*We have attached a sample daily schedule, which can be found in **Appendix D5**.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

D.(5) School Day/Year	The school provides a calendar and schedule that completely comply with all state requirements and ensure effective, successful implementation of the educational program/curriculum. The school provides a detailed description of how the calendar optimally supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with most state requirements and are sufficient to ensure successful implementation of the educational program/curriculum. The school provides some detail regarding how the calendar supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with some state requirements. The school provides few details regarding how the calendar supports the target student population.	The school provides an incomplete or inadequate calendar and schedule that may or may not comply with state requirements. --OR-- The application does not address a school calendar and schedule.
Comments:				

D.(6) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

STEAM Academy is very much aware that strong professional development can have definite and meaningful impacts on students and student achievement. Quality professional development can range from the necessary (legal understandings) to the explorative (cutting edge curriculum, etc) and we intend to be strategic and systematic in providing professional development to faculty, staff and Council members. Our professional development program will focus on our core areas: Project-based Learning, STEAM, and community engagement. Additionally, we will discuss special education, differentiation, cultural revitalization, college and career preparation, assessment, evaluation, and Common Core State Standards. As we continue to develop the school and realize additional needs, we will consider how to include those in the professional development program.

Role of School Director: *The School Director will be tasked with developing the professional development program. As noted, there are a number of areas that we believe are necessary to faculty, staff, and Council members in the first year of the school. The School Director will assess the school needs and collect information on the required professional development in order to develop a robust and engaging professional development program. The program will include in-house trainings (led by the School Director), outside trainings (beyond the school), and team/content meetings/trainings. The School Director will conduct evaluations on each training/PD opportunity and find ways to strengthen the individual trainings or the overall PD program. Further, the School Director will be in charge of facilitating the responses and suggestions from the team meetings and cultivating/working with faculty and staff to develop their Individual Learning Plans. The School Director will also be responsible for crafting the PD budget which will be submitted to the Head Administrator for inclusion in the annual budget.*

Project-based PD: *First and foremost, as a Project-based school, faculty will need professional development in learning how to plan and facilitate project development that approximates the Buck*

Institute's gold standard in PBL. Teachers will come to the STEAM Academy with varying levels of experience in PBL so in addition to the individual learning plans, we anticipate the entire faculty will spend much of the first semester of STEAM Academy establishing a solid foundation for project-based learning, including the principles, learning strategies, project ideas, culturally-relevant projects, place-based learning, project assessment, and Common Core integration. Much of this work could be done through MOOCs (Massive Open Online Courses) in keeping in line with the school's STEAM focus. Additionally, STEAM Academy will work with the University of New Mexico and the Pueblo of Zuni to expand their ZETAC Teacher Training project, which focuses on project-based learning in a cultural setting.

Special Education/ELL: *In addition to the project-based PD, the first months will focus on special education and ELL PD for incoming instructors and staff. Although we may have veteran teachers, the importance of differentiated instruction, progress monitoring and understanding legal requirements to ensure all students have the opportunity to learn, is key to fully achieving the mission of the school. Additionally, learning how to integrate special education/ELL instruction within the project-based structure will be necessary for student success.*

Team meetings: *Another avenue for professional development will take place in instructional team meetings. During these meetings, faculty will discuss instruction methods and share best practices with each other. These meetings provide an informal space for professional development, though each team will be required to take notes on the various conversations and submit them to the School Director for inclusion in the PD program. Faculty members and teams are also encouraged to make suggestions regarding professional development strategies, workshops and trainings that may be needed or desired.*

Individual Learning Plans: *All faculty and staff will develop their own Individual Learning Plan on how they would like to develop their professional careers. The School Director will factor these plans into the overall PD program and the school will assist with these individual opportunities whenever possible. An example of an individual item on a faculty ILP might be: To receive an endorsement in another subject.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(6) Professional Development Plan	The school provides a clear, comprehensive, and compelling plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission and performance goals. The plan is completely supported by the budget.	The school provides a clear plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission and performance goals. The plan is mostly supported by the budget.	The school provides a limited plan for Professional Development that meets state requirements and appears to be somewhat supported by the budget.	The school provides an inadequate or incomplete Professional Development Plan. --OR-- The application does not address a Professional Development Plan.
Comments:				

E. Employees.

E.(1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

STEAM Academy's Head Administrator and Governance Council will follow the provisions of the School Personnel Act, Section 22-10A et. seq. NMSA 1978. Employees are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, employees are classified as nonexempt or exempt in accordance with the Fair Labor Standards Act and applicable state law and compensated according to FLSA overtime guidelines. Employees who work more than 0.25 FTE (Full Time Equivalent) shall participate in the Educational Retirement Board (ERB) pension for public educational employees. Employees are not covered under any collective bargaining agreement. Employees of STEAM Academy are not employees of a school district. The school does not intend to have an employee bargaining unit. However, in the event that one is certified, the Governance Council will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer	The school clearly describes the employer/employee relationship and	The school describes the employer/employee relationship and	The school provides a limited description of the terms of employment for all	The school's description of the employer/employee relationship is

	provides clear terms of employment for all classes of employees. The school completely and appropriately explains how it will address employees' recognized representatives.	provides the terms of employment for all classes of employees. The school explains how it will address employees' recognized representative.	classes of employees and may or may not address how the school will address employees' recognized representatives.	incomplete or inadequate. --OR-- The application does not address the relationship between the employer and the employee.
Comments:				

E.(2) Provide a **clear, comprehensive, and cohesive** set of governing body personnel policies and procedures **that are aligned** with the stated employer/employee relationship, and comply with all applicable state and federal statutes and regulations (attach as Appendix E). **OR** If you plan to develop those governing body personnel policies and procedures later, state how and when they will be developed and how you will ensure that they comply with applicable federal and state statutes and regulations.

The employment policies and procedures for the STEAM Academy will be developed once the Governance Council is established upon approval of the charter. The Council will develop the policies in the Fall of 2015 in collaboration with the planning team, with a tentative completion date of November 30. During the process, the Council will consult with internal and external legal representation to ensure the policies are in compliance with both state and federal statutes and regulations. Legal services will be contracted to finalize the policies by the close of the year. The Council will vote on the final policies at the first Council meeting of 2016. All planning year policies and procedures will be completed by March 2016. Policies and procedures will be published for all employees and will be uploaded to the school's website, as well. The Council will review the policies and procedures annually or as needed to ensure compliance with all federal and state regulations, as well as the effective and efficient management of the school.

The specific personnel policies to be developed will include:

Employment Matters

Employment At-will

Re-employment Process

School Hours / Work Schedules Attendance and Punctuality

Paid Time-off Policy

Severe weather and emergency conditions

Jobs and Employment Classifications

Nepotism Policy

Professional Development

Professional Opportunities

Payroll and Payroll Periods

Performance Evaluations

Progressive Discipline Policy

*Employment Termination
Grievance Procedures*

*Working Environment
Safety and Healthy Working Environment
Food and Nutrition Policy
Staff Wellness
Building and Office Access
Computer, Network, and Internet Use
Employee Standards of Conduct
Anti-Smoking and Drug Use Policy
Staff Dress Code
Sexual and other Unlawful Harassment
Technology Use Policy
Use of Office Equipment and Supplies
Personnel Files
Changes in Personal Status*

*Financial Matters
Expense Reimbursement
Staff Purchasing Procedures
Travel – Mileage rates, Per Diems
Compensation for Loss*

*Employee Benefits
Group Insurance
Change in Family Status
Life Insurance
Short-Term Disability
Long-Term Disability
Workers' Compensation
New Mexico Retirement Plan-ERB
Leave Policy including: Jury Duty, Bereavement Leave and Military Leave*

*Employment Practices
Equal Employment Opportunity Policy
Fair Labor Standards Act
Non-harassment Policy
ADA Policy
Secondary Employment outside of School
Employee Protection/Whistle-Blower Policy
Confidentiality
Hazard/Crisis Response
Release of Public Information
Open Communications*

Employee Ethics

Ranking

		← Satisfied		Not Satisfied →
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(2)Personnel Policies	<p>The school provides a clear, comprehensive, and cohesive set of personnel policies and procedures that are aligned with the stated employer / employee relation-ship, and comply with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a clear, comprehensive, and cohesive plan that states how and when personnel policies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations.</p>	<p>The school provides a clear set of personnel policies and procedures that mostly complies with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a clear plan that states how and when personnel policies will be developed and how it will ensure that they comply with most of the applicable federal and state statutes and regulations.</p>	<p>The school provides a limited set of personnel policies and procedures that somewhat comply with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a plan that states how and when personnel policies will be developed and how it will ensure that they comply with some of applicable federal and state statutes and regulations.</p>	<p>The school provides an incomplete or inadequate set of personnel policies and procedures.</p> <p>--OR--</p> <p>The application does not address personnel policies and procedures or plans to develop the policies.</p>
	Comments:			

E.(3) Provide a staff discipline process that is **clear, comprehensive, and cohesive** and that is aligned with the stated employer/employee relationship, and follows an appropriate route ensuring due process.

The STEAM Academy follows all national and state laws regarding employee disciplinary action and termination procedures. The Head Administrator shall handle all matters of discipline within the school and may use a number of methods to correct or discipline employees at STEAM Academy. Such tools include: written/documented warnings, reprimands, suspension and discharge. Each individual circumstance shall warrant the associated response. Progressive disciplinary actions may be used to correct employee behavioral or performance issues. In some situations, the severity or seriousness of the offense may justify the omission of various steps in the process.

In accordance with the School Personnel Act, STEAM Academy may terminate an employee with fewer than three years of consecutive service for any reason the school deems necessary (NMSA 22-10-14A). In accordance with state law, the employment of teachers who have been employed for three consecutive years at STEAM Academy may be terminated for reasons that are directly and clearly related to the employee's competence or proper performance of duty that is not in violation of the employee's civil or

constitutional rights (NMSA 22-14-10D). Employee behaviors that may result in disciplinary action or termination include but are not limited to:

- *Drug or Alcohol Abuse*
- *Incompetence*
- *Insubordination*
- *Excessive absences and/or tardiness*
- *Misconduct*

In the event of termination, the written notice of the reasons for termination will be provided. Personnel policies and procedures that will be finalized during the planning year will include a process to address due process rights of employee for instances in which an employee believes the reasons for termination are unfair.

Ranking				
← Satisfied		Not Satisfied →		
E.(3) Staff Discipline Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a staff discipline process that is clear, comprehensive, and cohesive and aligned with stated employer/employee relationship, and follows an appropriate route that ensures due process.	The school provides a staff discipline process that is clear and follows an appropriate route that ensures due process.	The school provides a limited staff discipline process that partially follows an appropriate route that ensures due process.	The school provides an inadequate or incomplete staff discipline process. --OR-- The application does not address a staff discipline process.
Comments:				

E.(4) Provide a **clear, comprehensive, and cohesive** employee grievance process that is aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines.

STEAM Academy will adopt the following grievance process to reflect its mission and adhere to legal guidelines.

Definition of a grievance: *Disputes, disagreements and complaints about decisions and actions made by supervisors and co-workers. If the grievance involves a supervisor or administrator then the definition of a grievance is as follows:*

1. *Improper or inconsistent administration and/or application of policies, procedures, rules or regulations;*
2. *Unfair or unequal treatment.*

Procedure:

- *Level I (Informal Conference) Prior to the filing of a formal written grievance, the grievant will first discuss the grievance with her or his supervisor in a good faith attempt to resolve the grievance prior to the filing of a formal grievance. In the case of a claim of sexual harassment in which the grievant's supervisor is the subject of the claim, the grievant may initiate the grievance at the next supervisory level above that of the immediate supervisor.*

- *Level II (Head Administrator) If the grievant is not satisfied with the discussion and disposition of the grievance at Level I, s/he may file a written grievance with the Head Administrator within fifteen (15) days of the disposition. The Head Administrator will communicate her/his proposed resolution in writing to the grievant within five (5) workdays from the filing of the written grievance. If the proposed resolution is not acknowledged or approved by the grievant within five (5) workdays, the Head Administrator has the discretion to require a hearing or conference and gather such evidence prior to the preparation of the decision as s/he feels would assist in any appropriate resolution of the grievance. The hearing or conference will occur within five (5) workdays of the grievant's action/inaction regarding the Head Administrator's proposed resolution. The hearing or conference will be conducted, as the Head Administrator feels is appropriate for a full understanding of the grievance, the position of the grievant, and the evidence supporting the position. The Head Administrator will have the right to ask any question of the interested parties, as s/he deems necessary. Within five (5) workdays following the hearing, the Head Administrator will render a written proposed resolution to the grievant.*
- *Level III (STEAM Academy Governing Council) If the grievant is not satisfied with the resolution of the grievance at Level II, or if the Head Administrator fails to issue a proposed resolution within the specified time limit, the grievant may make a written request to the Head Administrator for a hearing with the STEAM Academy Governance Council within ten (10) work days after the Head Administrator's resolution was rendered or due, if none was received. At its sole option, the Council may appoint a Grievance Review Committee to hear the grievance. The Grievance Review Committee will be comprised of three (3) persons, one from each of the following staff categories: Certified School Instructor; Administrator (other than the immediate supervisor involved) and one Governance Council member. The Council will appoint the members. The Committee will select its Chairperson prior to the processing of the grievance. The Chairperson of the Committee will schedule a hearing within ten (10) workdays of receipt of the grievance. If a Committee member is unable to participate in the hearing, the Chairperson will designate a substitute from within the employee category of the non-attending member.*

Procedure for Hearing before the GRC

The following procedure will be used at hearings before the Grievance Review Committee (GRC):

1. *The parties in interest will submit written statements of position, which will be delivered to the GRC Chair at least five (5) days prior to the hearing. In addition, any other documentary evidence to be reviewed by the Committee will be submitted at that time.*
2. *The grievant will present his/her grievance first through testimony, witnesses, documents, etc. Cross-examination will not be allowed by the other party in interest, if any.*
3. *The other party or parties in interest, if any, will present their responses to the grievance. Cross-examination will not be allowed.*
4. *The Committee members may ask any questions that it deems necessary.*
5. *Arrangements to make a taped recording or to keep minutes of the proceeding will be made by the Chair. A verbatim transcript is not required, but any minutes or other written record will fairly reflect the substance of the hearing.*
6. *Within five (5) days following the date of the hearing, the Committee will transmit its findings and recommendations for proposed resolutions to the Council. Within ten (10) working days, the Governance Council shall consider the recommendations of the Committee. The Council may accept the recommendations as presented, impose a lesser sanction, if disciplinary action was recommended, or decide to hold a new hearing on the grievance.*
7. *If the Council rules that it is appropriate to hear the grievance, it will set the date for such hearing. All parties will be notified by the Council President. If the Council adopts the recommendations of the Committee, the decision shall be final.*

Hearing before full Governance Council

If the Council decides to grant a new hearing the following procedures will be followed:

1. Each party in interest will have the opportunity to present oral statements limited to thirty (30) minutes each.
2. The presentation will be limited to a review of evidence previously presented, unless the Council, in its discretion, allows new evidence to be presented during the hearing.
3. Evidence may not be cross-examined by the other party in interest; however, the Council may ask questions of any party, as it deems necessary or appropriate.
4. Hearings will be conducted in an executive session, unless the grievant requests that the hearing be held in a public meeting.
5. The Council will render a written decision within 10 working days after the hearing. In arriving at its decision, the Council has complete discretion in fashioning such relief, if any, as it believes is appropriate, regardless of the relief requested. The Council's decision is final.

Exclusions from the grievance procedure:

- Wage and salary schedules;
- Job classifications, job assignments and job descriptions;
- Hiring, appointments, dismissals; and
- Performance evaluations.

Failure to comply with established policies and procedures (e.g. inequitable pay adjustments, inconsistent compensation for additional duties, or inconsistent application of evaluation procedures) is also grounds for grievance. The grievance procedure is available only to salaried full time employees.

Ranking				
← Satisfied		Not Satisfied →		
E.(4) Grievance Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive employee grievance process that is completely aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines.	The school provides a clear employee grievance process that mostly aligns with the stated employer/employee grievance process, and includes provisions for appropriate protections and appeals, time frames, and that follows legal guidelines.	The school provides an employee grievance process that partially follows appropriate legal guidelines.	The school provides an inadequate or incomplete employee grievance process. --OR-- The application does not address the school's employee grievance process.
Comments:				

F. Community/Parent/Employee Involvement in Governance.

F.(1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and

operation of the school. The plan includes how **parental involvement will help to advance** the school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

STEAM Academy is committed to engaging the local communities and building strong and lasting relationships with parents and community members. The following systems and structures have been designed to provide meaningful engagement opportunities for parents and community members in guiding and cultivating a dynamic school culture. We believe these efforts and systems are critical to the sustainability of the school and are committed to the strong development of these structures.

Mentoring Core-Circle of Care (Core-Circle): *As a pillar of our curriculum and school design, the Core-Circle is an essential part of our parent and community engagement strategy. Composed of five members (parent, elder, community professional, student advisor (teacher), and community health professional), the Core-Circle is designed to support student wellness and achievement. The School Director will facilitate the Core-Circle engagement strategies, including the selection of the members and the placements of the students (internships/project-based activities). The Core-Circle will meet on a bi-annual basis, as a whole group, but will have smaller interactions with various members throughout the year (quarterly for elders and community professionals, daily with parents and advisors, monthly with health professionals - or as needed). Members of the Core-Circle will have the chance to address school governance and operations issues, in relation to student performance and achievement, with the School Director who is the primary point of contact for the Core-Circle Teams. The Core-Circle members will also be asked to participate in a survey regarding their experience as members, the results of which will be used to support changes to the structure and improve the overall experience for students and Team members.*

Community Events: *As our curriculum and mission is grounded in community engagement, STEAM Academy will host a number of activities and events in and around the community, wherein parents and community members can learn more about the school, our accomplishments, student achievements, and upcoming activities. Further, students will be engaged in community-based projects throughout the year, so there will be a number of opportunities for community members to discover and connect with the school. We expect community members to inform us of the impact of the projects and ways in which the project or community-based experience can be improved.*

Parent Advisory Committee (PAC): *During recruitment and enrollment, we will seek dedicated parents who wish to be a part of a Parent Advisory Committee. The PAC will meet monthly to discuss issues of concern or areas of support at STEAM Academy. The contact person for the PAC at the school will be the School Director, who will assist with facilitating meetings, recruiting member, enabling communications, or whatever else the PAC may need. The PAC will not have decision-making authority, though it is expected that the School Director will take PAC suggestions to the Head Administrator or the Governance Council for review.*

Impact Survey: *At the end of each school year, the School Director will build and release an impact survey to all parents and community partners. The survey will seek qualitative and quantitative data on perceptions of the school, impacts of the projects, modes of communication, effectiveness of instruction, quality of education, and other questions/ideas as necessary. The School Director will be responsible for aggregating the data and submitting a final report on the survey to the Head Administrator before the annual meeting of the Governance Council.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(1) Community involvement.	The school provides a clear, comprehensive, and cohesive plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how parental involvement will help to advance the school's mission.	The school provides a clear plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school.	The school provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the school.	The school provides an inadequate and incomplete plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the school. --OR-- The application does not address community involvement.
Comments:				

F.(2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GB.

STEAM Academy will provide numerous opportunities for parents/guardians and community members to express concerns and complaints as part of our strong commitment to community engagement. Quarterly off-campus community presentations will provide community members the opportunity to discuss matters with faculty, staff and Governance Council members. Further, open houses and student-led conferences provide additional opportunities for parent and community response.

For issues and complaints that may prove more sensitive or require direct action, rather than a public forum, and are not otherwise covered by formal dispute resolutions process (e.g. student suspensions, special education matters or discrimination/harassment complaints), the following process is outlined to ensure parent and community concerns are received and addressed.

Step 1. *Speak and/or meet with the school-based individual with whom there is a concern in order to address/resolve the concern.*

Step 2. *If a resolution cannot be reached with the individual, the parent/guardian and/or community member may contact the Head Administrator and request a meeting with the Head Administrator and the other employee with whom there is a disagreement. If it is the Head Administrator with whom there is a disagreement, then move to Step 3.*

Step 3. *If a resolution cannot be reached following the meeting with the Head Administrator, or the issue is with the Head Administrator, then the parent/guardian and/or community member shall submit a*

written complaint to the Governance Council President requesting a meeting. The Governance Council or designated committee will schedule a meeting with the parent/guardian/community member once the complaint is received. The Council (or its designated committee) will be the final step in the process to address the concern.

Ranking				
← Satisfied		Not Satisfied →		
F(2) Complaint Resolution	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from school administration or the GB.	The school provides a clear plan to receive and process concerns and complaints from the community and parents. The plan is somewhat transparent, fair, accessible to the community, and assures a timely and meaningful response from the school administration or the GB.	The school provides a limited plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the school administration or the GB.	The school provides an inadequate or incomplete plan to address community and parent complaints. --OR-- The school does not address complaint resolution.
Comments:				

G. Student Policies.

G.(1) Provide and attach as Appendix F, **clear, comprehensive, and cohesive** Student Discipline Policies (6.11.2 NMAC) that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a **detailed explanation** of how it will take into account the rights of students with disabilities.

*See **Appendix F** for proposed student discipline policies.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1) Student Discipline Policy	The school provides clear, comprehensive, and cohesive Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a detailed explanation of how it will take into account the rights of students with disabilities.	The school provides a clear Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides an explanation of how it will take into account the rights of students with disabilities.	The school provides limited Student Discipline Policies that partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules.	The school provides incomplete or inadequate Student Discipline Policies set forth in the Public Education Department rules. --OR-- The application does not address student discipline policies.
Comments:				

G.(2) Provide a **clear, comprehensive, and cohesive** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. Ensure that the plan is consistent with the Students' Rights and Responsibilities rules.

In accordance with New Mexico statute, NMAC 6.11.2, students receiving special education services shall follow a prescribed process and the STEAM Academy will ensure their IEP goals are met while addressing issues of misconduct. If a serious infraction of school policy is conducted by an eligible student, a manifestation meeting will take place within ten (10) days of the infraction. The Team will meet to determine if the behavior is a result of the exceptionality and will further determine what response is both appropriate and necessary. The team will ensure that the outcome complies with all IDEA regulations, including the establishment of an Interim Alternative Educational Setting (IAES) for students facing severe discipline consequences.

If expulsion is determined as necessary for the safety of students at STEAM Academy, the Head Administrator, in collaboration with the School Director and parents/guardians, will establish an Immediate Transition Plan, to assist with said student's transition to another school. The School Director will follow up with the parents/guardians to ensure the student has enrolled and transitioned safely to another institution.

Ranking				
← Satisfied		Not Satisfied →		
G.(2)Alternative Placements	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students' Rights and Responsibilities rules.	The school provides a clear plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students' Rights and Responsibilities rules.	The school provides a limited plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is somewhat consistent with the Students' Rights and Responsibilities rules.	The school provides an inadequate or incomplete plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. --OR-- The application does not address alternative placement of students.
Comments:				

H. Student Recruitment and Enrollment.

H.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are **reasonable**. Ensure that the outreach/ marketing plan is supported by the budget.

The STEAM Academy was designed to address the need for an alternative high school in Eastern Cibola County based on numerous factors. The thought was that one school does not fit every student. In the Easter Cibola area, there are five choices for elementary schools - two BIE/Tribal schools, two public schools, and one parochial school. Yet, there is only one local choice for a high school. Parents and students who wish to pursue other options, based on curriculum or student support decisions, are forced to drive between thirty and fifty miles to explore other options.

With this in mind, STEAM Academy intends to reach out to those students and families who may wish for a different educational structure for their students to succeed in. Our efforts at recruitment will target those students who have dropped out of the local system, students who do not attend the local high school (are traveling beyond the boundaries of the Eastern side of the county), or students who would prefer a project-based, real world approach to their secondary education. To this end, we have a number of parents who have expressed interest in keeping their student in the community to learn and explore in an educational system that is small, flexible, and responsive.

To further our reach, we intend to recruit and actively market the school within the various communities (Acoma, Laguna, Cubero, Seboyeta) and will go door-to-door to seek families and parents who will be interested in having their student attend the new school. We will also host several open houses and community dinners to inform possible students about the school and the benefits of attending. Our

budget supports these efforts at recruitment, with a high amount budgeted in the first and second years as we become well established in the local communities.

Our projected timeline for recruitment is as follows.

- Fall 2015: Pending approval, we will inform the local communities at their monthly meetings that the application has been approved and we are currently seeking students. We will place advertisements in the local newspapers (Laguna Towncrier, Grants Beacon), the Albuquerque Journal, and on social media (Facebook, community listservs). We will also begin our door-to-door efforts in the evenings to seek students and families who may be interested*
- October 2015 - March 2016: We will continue to visit local community meetings and present on our efforts, as well as continue to recruit. We may also inform community members through a direct mail campaign. We will also recruit at local and regional middle school events as we are allowed.*
- January 2016 - April 2016: We will accept and process lottery applications.*
- May 2016: We will conduct a lottery and inform students of the drawing by the end of May 2016.*
- May 2016 - July 2016: If all slots are not filled, we will continue to recruit and conduct additional lotteries, then provide notification to students.*
- August 2016: Prior to the first day of school, all enrolled students will be invited to a daylong orientation and welcome in which parents, families and students will be informed of STEAM Academy expectations of students, families and community. We will offer several of these orientation meetings in order to meet with all students and families prior to the first day of school. We will also engage in home visits as necessary should parents/families find they are unable to attend any of the planned sessions.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(1) Student Recruitment	The school provides a clear, comprehensive, and cohesive outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are reasonable . The outreach/ marketing plan is completely supported by the budget.	The school provides a clear outreach and recruitment plan that ensures equal access to the school. Adequate recruitment /enrollment timelines are presented. The outreach/ marketing plan appears to be supported by the budget.	The school provides a limited recruitment plan for ensuring equal access to the school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is partially supported by the budget.	The school provides an inadequate or incomplete outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the school. The outreach / marketing plan does not appear to be supported by the budget. --OR-- The school does not address student recruitment.
Comments:				

H.(2) Provide a **complete, comprehensive, and cohesive** description of your lottery process and procedures that comply with state statutes, and **support equal access** to the school (include how you will maintain a wait list). Please provide tentative timeframes or dates.

STEAM Academy is a public school and will provide a tuition-free and engaging learning experience to any individual, regardless of gender, race, religion, disability, academic standing, or any other specific condition, who desires admission.

As per NMSA Section 22-8B-4.1 NMSA 1978 enrollment and the lottery will be governed by the following rules:

(1) a start-up school may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start-up school; and

STEAM Academy gives enrollment preference to:

(1) students who have been admitted to STEAM Academy through an appropriate admission process and remain in attendance through subsequent grades; and

(2) siblings of students already admitted to or attending STEAM Academy

STEAM Academy will recruit students following the process listed in H.(1). In the event that we have more applications than space, we will conduct a lottery and inform students of the drawing at the end of May 2014.

Lottery Process:

- 1. A number/letter combination will be assigned to each application.*
- 2. These numbers assigned to each student who submits an application will be placed in a "hat" and randomly drawn, one at a time, on the approved lottery date until the available slots are filled.*
- 3. The drawing continues until all numbers are drawn and a waiting list will be generated based on the order in which they were drawn.*
- 4. Lottery applicants will be notified in writing regarding their placement as a result of the lottery process.*
- 5. Drawn students will have 14 days to accept or reject their placement to attend STEAM Academy. Applicants that fail to respond within 14 days will lose their placement and will be placed at the end of the waiting list.*
- 6. STEAM Academy's admissions team will process initial placements and will determine if any placements are available. If placements are available, STEAM Academy will inform applicants on the waiting list based on the order in which they were drawn. STEAM Academy will repeat steps 5-6 until all placements are filled.*

Note: A student may apply for one slot only. Students who apply for more than one slot will be removed from the lottery. A student must apply using his/her legal name. Using an alias could result in disqualification from the lottery or dis-enrollment at a later date.

Ranking				
← Satisfied		Not Satisfied →		
⌌	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school provides a complete, comprehensive, and cohesive description of its lottery procedures that comply with state statutes, and support equal access to the school. Tentative dates are provided.	The school provides a clear description of its lottery procedures that comply with state statutes. Tentative dates are provided for the most part .	The school provides a general description of lottery procedures that comply with state statutes. Some tentative dates are provided.	The school provides an inadequate or incomplete description of its lottery procedures or what is provided does not comply with state statutes. --OR-- The school does not address the lottery process.
Comments:				

I. Legal Compliance.

I.(1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

See Appendix G for STEAM Academy's Conflict of Interest Policy and disclosure statement.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
I.(1) Conflict of Interest	The school provides a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to meet the requirements of the law. The school provides a sample disclosure statement of any real or potential conflict of interest.	The school provides a clear Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law.	The school provides a limited Conflict of Interest Policy. However, the school's response may raise questions or concerns about understanding or capacity regarding the requirements of the law.	The school provides a Conflict of Interest Policy that is inadequate or incomplete or does not meet the requirements of the law. --OR-- The application does not address a Conflict of Interest Policy.
Comments:				

I.(2) Provide a **comprehensive and clear** explanation that demonstrates a **complete understanding of, and capacity to** comply with the Open Meetings Act in its several parts (agendas posted in advance, quorums, executive or closed session procedures, minutes, etc. NMSA 1978 Section 10-15-1 to 4), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc. NMSA 1978 14-2-1 to 12) that meets the requirements of the laws. For further information please see the following link: <http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

The STEAM Academy will abide by the provisions of the New Mexico Open Meetings Act and will make a motion as such at least annually. Governance Council meeting dates will be published in the local newspapers (Laguna Towncrier, Grants Beacon) and will be posted on the school website on the home page in a clearly visible and accessible place. Notice of meetings will also be delivered to local governmental agencies (Pueblo of Laguna and Pueblo of Acoma). Council meeting agendas will be made available on the website 72 hours prior to the meeting. We will also send notice through our email list to our parents/guardians and community partners. As part of their training and professional development, the Council will receive training regarding the Open Meetings Act and will ensure relevant policies effected by the Act are maintained and reviewed annually.

Meeting minutes will be drafted within two weeks of each Council meeting and will feature all decisions/actions voted on by the Council. The Council will approve minutes, sign, notate and keep according to the Open Meetings Act and the Inspection of Public Records Act.

The school will also comply with the New Mexico Audit Act that requires all public schools to have an audit committee. The findings of the annual audits will be made public and shared with any interested party.

Finally, although the school is likely to post most items, we will designate a custodian of public records whose responsibility is to make available all policies and procedures, Council minutes, agendas, and handouts to ensure open public access, as specified in the Public Records Act.

Ranking				
←		Satisfied	Not Satisfied	→
— —	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school provides a comprehensive and clear explanation that demonstrates a complete understanding of, and capacity to comply with the Open Meetings Act in its several parts (agendas posted 24 hours in advance, quorums, executive or closed session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a clear explanation that demonstrates an adequate understanding of and capacity to how it will comply with the Open Meetings Act and most of its parts (agendas posted 24 hours in advance, quorums, executive- or closed-session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a general explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. However, the school's response may raise questions or concerns about understanding or capacity regarding all components and requirements of the law.	The school provides an incomplete or inadequate explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. --OR-- The school does not address how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.
Comments:				

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

J.(1) If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the school.

STEAM Academy will not have a relationship with an entity that is crucial to its existence, governance, or management of the school.

We will be a member of the NACA-Inspired Schools Network (NISN) to purchase services for business management, professional development, data analysis, and compliance support. Additionally, we will have access to network opportunities through onsite visits and NISN convenings and learning community exchanges.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1

J.(1). Third Party Relationships	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a clear, comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a complete understanding of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a clear description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides some information about the relationships and how it/they will support the school. The school may or may not indicate a limited knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school's response is inadequate or incomplete. --OR-- The school indicates that there is /are third party relationship(s), but the application does not address the relationship.</p>
Comments:				

J.(2) If applicable, provide and attach as Appendix H, a proposed, **signed, clear, formal** agreement between the school and each third party relationship **OR** memorandum of understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

Not applicable.

Ranking				
← Satisfied		Not Satisfied →		
J.(2) Proposed Agreement	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
	<i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed, clear, formal agreement between the school and each third party relationship OR memorandum of understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.	<i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed formal agreement or MOU between the school for most prospective third-parties, delineating major roles and responsibilities OR the school provides some formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.	<i>If Applicable</i> The school offer and limited proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) OR signed letter(s) of intent between the school and prospective third-parties. Roles and responsibilities provided may be general .	<i>If Applicable</i> The school provides an inadequate or incomplete response --OR-- Does not address the prompt.
Comments:				

K. Waivers.

K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. Ensure that the rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, its mission, and the educational program and curriculum . For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html			
NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Although we plan to have low student: teacher ratios, certain projects may require a larger class load.</i>
Teaching load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Depending on the project needs, a teacher may be required to teach a larger class load.</i>
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The school will have the required number of hours per year and the recommended number per week, though based on our projects, some days may need to be extended.</i>
Staffing pattern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The STEAM Academy may need flexibility in staffing the school and may request a waiver as such.</i>
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The use of a STEAM curriculum features the combining of multiple subjects with may require a waiver.</i>
Purchase of instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The STEAM Academy will not purchase instructional materials that are on the NMPED list of instructional materials.</i>
Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The STEAM Academy will seek to develop evaluation standards for</i>

standards for school personnel			<i>school personnel that aligns with the NMTEACH and the school's mission and core values.</i>
School principal duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The Head Administrator may be required to perform additional duties such as those of a school teacher or project director.</i>
Drivers education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The STEAM Academy does not plan to offer Driver's Ed as an elective.</i>

K.(2) Only for schools seeking local district authorization.

Provide a list of Authorizer policies for which a waiver is requested (see NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code), including a rationale for why the waiver is being requested. Ensure that the **rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.** (If you require additional space, attach as an Appendix.)

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Insert	Insert
Insert	Insert
Insert	Insert
Insert	Insert

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0
K.(1)(2) Waivers	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, its mission, and the educational program and curriculum.	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The school provides a limited list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the school fails to identify the waivers in III.K.(1) and (2). Or, the application does not address waivers.
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0 <input type="checkbox"/>

	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a general statement is provided for why the waiver is being requested.	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested.	<i>Only for schools seeking local district authorization.</i> The school provides and inadequate or incomplete list. The school does not provide a list of Authorizer policies for which a waiver is requested.
Comments:				

L. Transportation and Food.

L.(1) *If Applicable*, state how your school plans to offer transportation to its students. Provides a **clear description** of how student transportation needs will be met that is supported by the proposed budget. For further information please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>.

STEAM Academy will provide transportation to students in alignment with NMPED state statutes and regulations. We will seek state transportation funds, grant funding or local resources to ensure a viable and sustainable transportation plan is eventually developed.

We will develop a transportation plan following the conclusion of our first enrollment period, which we will review annually. In our first years, STEAM Academy students may utilize transportation services from the local public transportation system for the Pueblo of Laguna (Sha'rshka) to get to school. We do anticipate that some parents will provide transportation as necessary and some students may be able to walk to school, depending on the distance to their home. We have budgeted for shuttle passes on the local public system for all students for each year of operation.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1)Transportation	<i>If Applicable</i> The school states that it plans to offer transportation to its students. The	<i>If Applicable</i> The school states that it plans to offer transportation to its students. The school	<i>If Applicable</i> The school states that it plans to offer transportation to its students. Only a limited	<i>If Applicable</i> The school states that it plans to offer transportation to its students. The school

	school provides a clear description of how student transportation needs will be met that is supported by the proposed budget.	provides an adequate description of how student transportation needs will be met that appears to be supported by the budget.	description of how student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget.	provides an inadequate or incomplete description of how student transportation needs will be met. --OR-- The school does not state whether or not it plans to offer transportation to its students.
Comments:				

L.(2) *If Applicable* Provide a plan to offer food services to students (i.e, contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

We expect between 90%-100% of our students to qualify for free and reduced meals. STEAM Academy will contract with a local, authorized food service provider to provide on-site meals. We are anticipating a collaboration with the local Pueblo school district to help meet our food service needs. There is also the possibility of partnering with the Laguna Development Corporation to help meet the food service needs of the high school. Meals from any provider will comply with the USDA nutritional standards and will be eligible for reimbursement from the USDA. We anticipate generating sufficient funding from the National School Lunch Program USDA Food Service Fund to cover the costs of these operations.

Students will eat in a designated food space, in their classrooms, or as weather permits, outdoors in designated, covered areas. As we are a community oriented school, our additional hope with our food service program is to engage local community members who cultivate small farms and gardens, to contract with STEAM Academy to provide locally grown foods that are reflective of the local communities traditional habits and values. We also hope our students will develop projects that can help subsidize our food service with their own, school grown foods.

Ranking				
← Satisfied		Not Satisfied →		
—	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	<i>If Applicable</i> The school plans to offer food services to its students. The school provides a clear description of how food services will be provided that is supported by the proposed budget.	<i>If Applicable</i> The school plans to offer food services to its students. The school provides an adequate description of how food services will be provided that appears to be supported by the proposed budget.	<i>If Applicable</i> The school plans to offer food services to its students. Only a limited description of how food services will be provided is included OR the school has not fully addressed food services in the budget.	<i>If Applicable</i> The school plans to offer food services to its students. The school provides an inadequate or incomplete response of how food services will be provided. --OR-- The school plans to offer food services to its students but provides no other information.
Comments:				

M. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 24th, 2015**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

M.(1) Describe in detail the charter school's projected facility needs and the desired school environment. **Complete, submit, and attach as Appendix I**, the Facilities Master Plan Ed / Spec Checklist to the Public Schools Facilities Authority (PSFA) for review and approval, and attach the **approved form** as Appendix "J."

*The letter of approval from the Public Schools Facility Authority (PFSA) for the STEAM Academy Master Plan and Educational Specifications is included as **Appendix J**. See **Appendix I** for the accompanying Master Plan/Facilities checklist.*

As the STEAM Academy will feature project-based, non-traditional instruction, we envision a facility, which will have students working in and around the community on student-led, community-minded projects. The typical classroom structure (teacher in front, students in desks) will be replaced with online instruction, varying fieldwork, instructor facilitation methods, and apprenticeship/internship models. A flexible interior design is necessary to facilitate our project-based approach, as students will need varying degrees of space to create, design, and complete projects. We also envision a technologically enabled facility that allows for students to fully engage in the technological goals of the curriculum. The space must be able to fully accommodate 120 students, as well as students with special needs/disabilities. Outdoor access

is also important for our proposed, project-based activities. And finally, we hope to secure a facility that is located in an accessible location for all the communities in Eastern Cibola County.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(1) Projected Facility Needs	The school has clearly and comprehensively described its projected facility needs and desired school environment. The school completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix "J."	The school has described its projected facility needs and desired school environment. The school provides evidence from PSFA that it has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the review process has not been completed, the plan has received PSFA's tentative approval.	The school has provided a limited description of its projected facility needs and desired school environment. The school has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the review and approval process has not been completed.	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The school does not address the Facilities Master Plan Ed / Spec checklist, i.e. has not attached the completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J.
Comments:				

M.(2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/ property in the targeted geographic location.** Include evidence of a **clear plan** to prepare the facility/property in time for the school's opening.

The STEAM Academy planning team surveyed the options within the local community and contacted Grants Cibola County Schools with a formal request for facility use in March 2015. The district replied that there were no facilities available. Three additional locations were considered: St. Joseph's Elementary School, Laguna Elementary School, and the Kawaik'a Community Center. However, the team had engaged the Pueblo of Laguna regarding the Mesita Facility, Building B, which was the former location of a telecommunications manufacturing plant for the Pueblo. This facility is deemed optimal for use as a school due to space, location, and configuration. A lease has not been secured at this date, but conversations with the Pueblo are ongoing.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(2) Facility Plan	The school provides evidence that it has researched potential	The school provides evidence that it has researched potential	The school provides evidence that it has done some research	The school does not provide evidence that it has researched or

	facilities/properties and identified at least one appropriate, viable facility/property in the targeted geographic location. The evidence includes a clear plan to prepare the facility/property in time for the school's opening.	facilities/properties and made significant efforts to identify appropriate, viable facility/property in the targeted geographic location.	on potential facilities/properties in the desired geographic location.	begun a search for an appropriate facility/property. --OR-- The application does not address the school's facility needs.
Comments:				

M.(3) Provide a **description** of the school's potential capital outlay needs, including projected requests for capital outlay assistance that are reasonable and sufficient to support the school program. Recognizing that facility needs may change in the future provide a **reasonable projection** for facility maintenance, repair, and equipment needs.

As we are in conversations with the Pueblo of Laguna to lease an established facility, we anticipate that we will use state-issued lease reimbursement through PSCOC payments to fund the cost of rent, maintenance, equipment, and repairs of this facility. We have budgeted funds to meet the cost needs for maintenance and repairs, as well as the purchase of equipment and furniture. We have also allocated funds to cover the cost of utilities, though we hope to reach an agreement with the Pueblo to assist with the costs for these services. Additional funds for our facilities will come from federal and tribal grants, legislative appropriation, and private support from our local fundraising organization. We do not anticipate the development of a new facility until after our fifth year in operation.

Ranking				
<div> <div>←</div> <div>Satisfied</div> <div>Not Satisfied</div> <div>→</div> </div>				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

M.(3) Projected Facility Costs	The school provided a thorough description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided a reasonable projection for facility maintenance, repair, and equipment needs.	The school provided a description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided adequate estimates for facility maintenance, repair, and equipment needs.	The school provided a limited description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are sufficient to support the school program.	The school provides only an incomplete or inadequate description of the potential capital outlay needs. --OR-- The application does not address the school's capital outlay needs and potential costs.
Comments:				

Finance

A. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding in all areas of the budget.

A.(1) Provide, and attach as Appendix J, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding.

*Please find attached as **Appendix J**.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet clearly demonstrates understanding of and capacity to implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet contains some errors that may raise questions about understanding of and capacity to implement New Mexico public school funding.	The school provides an incomplete or inadequate 910B5 State Equalization Guarantee (SEG) Computation Revenue Worksheet for each of the 5-year budget plan. --OR-- The application does not include a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
Comments:				

A.(2) Provide, and attach as Appendix K, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the school's mission and aligns with the school's five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

*Please find attached as **Appendix K**.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
A(2) 5-Year Budget Plan	The school provides a five-year budget that clearly supports the school's mission and aligns with the school's five-year growth plan, including staffing, facilities, educational program, and services. The draft budget clearly demonstrates the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that appears to support the school's mission and the school's five-year growth plan, including staffing, facilities, educational program and services. The draft budget adequately demonstrates the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that generally supports the school's five-year growth plan. However, the draft budget may raise some questions about the financial capacity or the long-term sustainability of the school.	The school provides an inadequate or incomplete five-year budget. --OR-- The application does not include a 5-year budget.
Comments:				

A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school's mission, educational program, staffing, and facility. The budget narrative demonstrates the school's thorough understanding of the budget and of budgeting.

The STEAM Academy budget has been designed to meet the school's educational goals and objectives based on projected SEG. We have calculated our projected SEG using the 910B-5 with an estimate of:

- 40 students in year one (9th and 10th)
- 60 students in year two (9th - 11th)
- 80 students in year three (9th - 12th)
- 100 students in year four (9th - 12th)
- 120 students in year five (9th - 12th)

We believe our incremental approach in student recruitment will help us to manage our resources more effectively and plan for steady growth over our first five years. As our school enrollment cap is 120, we do not anticipate growth beyond year five.

We used a salary schedule that is highly competitive in order to attract top-level talent to the school.

We anticipate receiving additional funding from state and federal funding sources through Special Education, Title I, Title III, Title VII, IDEA-B, Indian Education and Impact Aid. We also have a number of private sources to draw from, including the resources available through local foundations and partners.

In each fiscal year, we seek to operate with a carryover to ensure we have cash on hand at the beginning of each school year. In year one, we will have less of a carryover than in years two and three due to the initial startup costs for the school. Our carry over funds level off in years four and five as we continue to implement our technology strategy, which becomes ever more expensive as we add students.

Year 1: In our first year of operations, we have budgeted to meet the needs of 40 students in grades 9 and 10. We will have one full time Head Administrator, one contract Business Manager, one Director of School, and three teachers (including one certified in special education and one endorsed in TESOL). Because of our small size, we expect that staff will serve multiple roles in the initial years of the school. We have budgeted our salaries in such a way as to attract highly qualified individuals who have the ability to teach multiple subjects. We will contract for special education and ancillary services in our first two years until we are able to hire the Director of Student Wellness who will serve as the special education coordinator as part of their job responsibilities. The remaining funds will be used to cover the costs of instructional materials and supplies, accounting system costs, professional development, Governance Council related support, software and computer hardware, facilities maintenance, utilities, transportation, audit fees, legal fees, communications, office equipment and supplies. It should be noted that we have budgeted for accounting/student reporting software and in lieu of textbooks, students will receive tablets/netbooks to meet our technological goals. Books and instructional handouts will be digital. We have also included the costs for software and our technology certifications for students. Further, we have budgeted resources for online coursework for students. For our transportation costs, we intend to purchase passes for each student to use the local public transportation system. We anticipate that the majority of our student population will qualify for free and reduced lunch. The STEAM Academy will also be seeking private funding to cover the costs for additional technologies for students and resources to support the community-based projects. We have also allocated funds for the Governance Council trainings and funds for meetings.

Year 2: In year two, we expect to have 60 students (9 - 11), as we continue to phase in our grades. We will add an additional teacher (4 FTE). Increases in salaries reflect a 3% COLA. We have also allocated funds for student travel opportunities in relation to the expansion of our project-based learning. The remaining funds will be used to cover the costs of instructional materials and supplies, accounting system costs, professional development, Governance Council related support, software and computer hardware, facilities maintenance, utilities, transportation, audit fees, legal fees, communications, office equipment and supplies. We have still allocated funds for contracting around special education and ancillary services.

Year 3: In year three, our school will be fully operational with all grades 9 - 12 fully populated. During this year we bring on board Director of Student Wellness and Office Administrator to realize the full capacity of the school for student support. We will also add two additional teachers (1 with special education certification). We anticipate auditing fees increase due to the number of students we have in

the school and the increasingly complex nature of our funding. The remaining funds will be used to cover the costs of instructional materials and supplies, accounting system costs, professional development, Governance Council related support, software and computer hardware, facilities maintenance, utilities, transportation, audit fees, legal fees, communications, office equipment and supplies. We have increased our technology certification and software budget to support more students engaging in their online coursework and beginning their independent software training programs. We have also increased our professional development budget to support our teachers and staff in more robust training.

Year 4: Our administration will not see any increases beyond this point. The remaining funds will be used to cover the costs of instructional materials and supplies, accounting system costs, professional development, Governance Council related support, software and computer hardware, facilities maintenance, utilities, transportation, audit fees, legal fees, communications, office equipment and supplies. We continue to allocate funds for technology certifications and the appropriate software necessary to meet those requirements. We have still allocated funds for contracting around special education and ancillary services.

Year 5: The school will now be operating at full capacity of 120 students. We will bring on an additional teacher. The remaining funds will be used to cover the costs of instructional materials and supplies, accounting system costs, professional development, Governance Council related support, software and computer hardware, facilities maintenance, utilities, transportation, audit fees, legal fees, communications, office equipment and supplies. We have also allocated funds for a school nurse, custodian, and IT services. We have still allocated funds for contracting around special education and ancillary services.

	Ranking			
	Satisfied ←		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(3) Budget Narrative	The school provides a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school's mission, educational program, staffing, and facility. The budget narrative demonstrates the school's thorough understanding of the budget and of budgeting.	The school provides a clear budget narrative with some meaningful detail that explains basic assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the school's mission, educational program, staffing and facility. The budget narrative demonstrates the school's general understanding of the budget and of budgeting.	The school provides a limited budget narrative that explains some basic assumptions, how those were determined, and identifies some priorities. The budget narrative may raise some questions about the school's understanding of the budget and of budgeting.	The school provides an incomplete or inadequate budget narrative. --OR-- The application does not provide a budget narrative.
Comments:				

A.(4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how your school will modify the budget when there are students with special education needs currently attending the school, but under the funding formula the school will only receive additional funding during the next school year.

Provide a narrative description of how your school will address the budget in the event that the school has budgeted for more students, based on early enrollment, than actually enroll in the school at the beginning of the school year.

We have crafted a budget and staffing pattern that is based upon projected SEG over a five-year period. We anticipate additional funds from both state and federal sources including: Special Education, Title I, Title III, Title VII, and IDEA-B. The revenues from these sources will supplement the basic educational program budget. Funds from private sources, such as the local Laguna Community Foundation, will also help to supplement educational programs and staffing.

We are certainly aware that other grant revenue may be necessary to sustain the educational programs at the school. Since the 910B-5 only calculates SEG, the associated 5-year budget spreadsheets are reflective of only this revenue. However, we are confident that we will be able to operate the school based on the SEG calculations with additional revenue allowing for the enhancement of projects, programs or activities.

The STEAM Academy staffing pattern has been developed to meet the needs and educational goals of the school. We have been conservative in our initial first year budget, in order to be sure we are able to have funding for staff and student supports as we fully realize that special education funding generated through the SEG will not be distributed until after the 40-day membership count. We intend to hire staff that can fulfill multiple roles or on a contractual basis so as to have available funds based on the 40-day count. We have also ensured that we have accounted for carry-over funds for each year so as to be prepared for any student needs that may arise. In the case of a budget shortfall or low enrollment, the STEAM Academy administrative team will prioritize necessary staff positions in order to meet the needs of students. If our target enrollment is not met by the 40th day, the administration will review the staffing plan to determine where cuts can be made in compensation or other programmatic services in order to assuage any deficit.

	Ranking			
	Satisfied		Not Satisfied	
← —	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school provides a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide clear evidence that the adjustments are viable and realistic. The suggested budget control strategies demonstrate capacity to manage the budget successfully.	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide some evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a general capacity to manage the budget successfully.	The school provides a limited description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic.	The school provides an inadequate or incomplete description of budget adjustments. --OR-- The application does not address strategies for budgeting control.
Comments:				

A.(5) Provide, and attach as Appendix L, a **clear, comprehensive, and cohesive** proposed salary schedule for all staff, including teachers, administrators, and other salaried / hourly staff that complies with state requirements.

*Please find attached as **Appendix L**.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(5) Salary Schedule (Appendix)	The school provides a clear, comprehensive, and cohesive proposed salary schedule for all key staff , including teachers, administrators, and other salaried / hourly staff that complies with state requirements.	The school provides a clear proposed salary schedule for most key staff , including teachers and administrators, that complies with state requirements.	The school provides a limited salary schedule for some key staff, including teachers and administrators, that complies with state requirements.	The school provides an incomplete or inadequate proposed salary schedule for key staff. --OR-- The application does not provide a proposed salary schedule for key staff.
Comments:				

B. Financial Policies, Oversight, Compliance, and Sustainability

B.(1) Provide a **clear, comprehensive, and cohesive** set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls **demonstrate capacity** to appropriately manage public funds.

The financial policies will be established in full accordance of the laws and regulations of the NMPED and all local and federal laws, as well. These policies will be finalized once the Governance Council is established in the Fall of 2015, should the application be approved. Various staff and Governance Council members will have specific roles in developing and maintaining the financial health and public accountability of the school.

Each spring the Governance Council will review and approve the operations budget for the upcoming year. During the first year of the Council will be active in consistently reviewing and adjusting the budget to adjust to changing conditions (i.e. unexpected funding sources, funding not received, etc.). The Council will also be responsible for final approval of expenditures, policy revisions, contracts, and salary schedules, as recommended by the Finance Committee.

Both the Finance and Audit Committees, as established by the Governance Council bylaws, shall play integral roles in guiding and overseeing the implementation of the financial policies as established by the Governance Council.

The Finance Committee, as chaired by the Council Treasurer, will review financial statements on a monthly basis. The Committee will review financial reports and bank reconciliations on a monthly basis and make recommendations for budget adjustments, as necessary. The Committee will also review fiscal policies on an ongoing basis to ensure compliance with all state and federal laws and requirements, as well as, ensure that all fiscal procedures are being adhered to. The Head Administrator and Business Manager will be present at Finance Committee meetings. The Committee will monitor the various financial statements to ensure the fiscal health of the school. The Business Manager will also be responsible for presenting the school's finances to the Governance Council on a monthly basis.

The Audit Committee will provide another system of support and accountability. The Committee will be the point of contact with the school auditors who will be able to identify ways in which the school can improve internal controls and more efficiently and effectively manage the finances. Recommendations of the auditors and the Committee shall be enacted for the following school year. Funds have been allocated for the annual audit in each year of the STEAM Academy budget.

Ranking			
←		Satisfied	Not Satisfied →
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1

B(1)(2) Financial Policies and Internal Controls	The school provides a clear, comprehensive, and cohesive set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls demonstrate capacity to appropriately manage public funds.	The school provides a set of clear financial policies and internal controls that comply with requirements and financial best practices. The policies and controls appear to demonstrate capacity to appropriately manage public funds.	The school provides a limited description of financial policies and internal controls that comply with requirements. The policies and controls suggest some capacity to manage public funds.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
--	--	--	--	--

Comments:

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

The STEAM Academy will adopt the necessary internal control procedures to ensure its financial practices and policies are properly handled and in accordance with laws and requirements as set forth by the NMPED, New Mexico state, and local and national agencies. During the planning year, The STEAM Academy will work with auditors and financial advisors to craft a set of full Financial Policies that will ensure transparency and strong internal controls. The following addresses the initial issues of control procedures that the school will use to ensure fiscal health and integrity.

At the start, The STEAM Academy will segregate its payroll and check disbursement by requiring two signatories on outgoing checks. The Business Manager will be responsible for processing checks but the Head Administrator and Governance Council Treasurer are the only signatories who may sign the checks. It will be allowable for one signature to be done with autopen. The Governance Council Finance Committee will be responsible for reviewing and verifying financial statements and the Audit Committee will provide an annual review of financial controls, policies, and procedures.

The Business Manager for The STEAM Academy will be responsible for promoting operational efficiency and will review the financial policies and procedures on a regular basis. The Business Manager shall be required to make recommendations to the Governance Council on an annual basis regarding ways to improve effectiveness and efficiency of the financial system for the school. The Finance Committee will review these recommendations before submitting to the full Council for review and policy implementation. As part of the job responsibilities, the Business Manager will attend conferences and trainings provided by NMPED and NMASBO in order to understand changes in statute and financial developments both locally and nationally.

Additional Control procedures:

- *Segregation of responsibilities – the following duties will be segregated: authorization to execute a transaction, recording the transaction, and the custody of assets involved in the transaction;*
- *Recording procedures – all transactions shall be properly approved and recorded based on a system of authorization*
- *Accounting practices – varied error-check routines shall take place to ensure proper entry and record keeping*
- *Access – access to financial systems and assets shall be granted only on management’s authorization*
- *Numbering – receipts, checks, purchase orders, purchase requisitions, and vouchers shall be sequentially numbered*
- *Safeguards – proper safeguards shall be established to protect unused checks, numbered forms, cash, and assets*
- *Conformity with GAAP – all actions shall conform to Generally Accepted Accounting Principles*
- *Audits – internal and external audits shall be conducted at regular and approved intervals*
- *Independent checks – administration or Council has the authority to conduct independent checks on procedures, practices, and safeguards and make necessary changes to ensure fiscal integrity.*

Budgeting:

Budgeting shall be conducted by the Head Administrator in collaboration with Finance Committee. Any and all modifications to the budget shall be first approved by the Finance Committee and ultimately approved by Governance Council.

Purchasing:

Business manager and head administrator must approve all purchase requests; procurement from reputable vendors based on an approved procurement process: budget verification and approval shall be obtained prior to the release of funds

Accounts Payable:

Goods received shall be in good condition and working order prior to payment; Invoices shall be required for services rendered; invoice processing shall be approved by the Business manager based on pre-approved purchase request

Payroll:

Using the APTAFund Accounting system, the Business manager shall maintain records for all employees and contractors; all timesheets will be signed by a supervisor before being accepted for payroll; payroll reports shall be generated for review at the end of each payroll period

Assets and Equipment:

Records shall be kept of all equipment and shall be numbered; Business Manager shall conduct an equipment audit every six months; any equipment that is missing shall be reported to authorities and removed from the records; all equipment must be signed in and out by an authorized employee or contractor

Cash Controls:

Receipts shall be issued for all cash received; cash shall be deposited within 24 hours by Business Manager or School Director; verification of deposit shall be delivered to the Head Administrator for review

Bank Reconciliations:

Reviewed monthly by Business Manager and Finance Committee

Donations:

All donations to the school will be recorded and will be issued a letter of recognition

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(2) Financial Policies and Internal Controls	The school provides a clear, comprehensive, and cohesive description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides a clear description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides a limited description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
Comments:				

B.(3) Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions.

The Head Administrator, in collaboration with the Governance Council, will hire a highly qualified Business Manager to oversee the school's finances.

The Business Manager will provide the following tasks:

- *Keep the Head Administrator informed on the business affairs of the school.*
- *Respond to requests for financial/accounting information*
- *Develop accounting procedures, systems and controls, ensuring that they comply with applicable laws and regulations*
- *Develop cash flow analysis to aid in determining cash availability and payment of bills*
- *Oversee the preparation of monthly bank reconciliations*

- Prepare and enter all budget adjustments, additions, and deletions
- Assist in the annual budget development
- Prepare and evaluate monthly financial statement
- Provide financial information to the Public Education Department as requested
- Oversee the quarterly and final reports for grant funds
- Attend board meetings and make presentations on financial matters
- Manage the payroll activities

The Head Administrator will provide the following duties:

- Assist in the preparation for auditors to review the school's records
- Review expenditure requests, purchase orders, verifying the availability of funds and account coding
- Ensure that expenditures support the school's goals
- Compile, maintain and file reports, records and documents as required
- Prepare board, administrative and staff reports
- Manage purchasing activities

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(3) Financial Personnel	The school identifies the appropriate staff to perform financial tasks, and the staff positions are completely supported in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are clearly provided .	The school identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The school provides some qualifications and responsibilities for those positions.	The school generally identifies the appropriate staff to perform financial tasks.	The school's provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks. --OR-- The application does not address identification of appropriate financial personnel for the school.
Comments:				

B.(4) Provide a **clear, comprehensive, and cohesive description**: of how the Governing Body will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and explain how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting.

The STEAM Academy Governance Council will seek to recruit both lawyers and financial professionals to serve on the Council. These professionals will provide the necessary capacity as the Council established policies, procedures, and strong controls in order to promote strong fiscal oversight of the school. The Council is also authorized to seek legal and financial help as necessary to develop robust systems that will support Council oversight. During regular Council meetings, the Finance Committee will report on the fiscal health of the school and members will have the opportunity to review various financial reports including cash flow, income statements, balance sheets, bank statements, and journal entries. It is also expected that Council members will contribute to the fiscal health of the school by donating in-kind resources, drawing upon personal networks to support the school, and engaging in fundraising as necessary to ensure the quality of the programming for the school. A vested interest in the success of the school by Council members will assist in creating sound and effective oversight.

Both the Finance Committee and the Audit Committee will play important roles in informing the Governance Council of the fiscal health of the school and issues or concerns regarding the financial or legal activities the school may be engaged in. Further, as standing committees established by the bylaws of the STEAM Academy, both committees are integral to the school fulfilling its mission and objectives in a way that is both effective and efficient.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(4) Financial Oversight	The school provides a clear, comprehensive, and cohesive description : of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a sound understanding of the required GB oversight and financial reporting.	The school provides a clear description of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an adequate understanding of the required GB oversight and financial reporting.	The school provides a limited description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the school's overall governance & management. Stated financial controls demonstrate some understanding of the required GB oversight and financial reporting.	The school provides an incomplete or inadequate description of how the GB will provide fiscal oversight and of the state-required audit and finance committees. --OR-- The application does not provide a clear plan for financial oversight.
Comments:				

B.(5) Provide a **clear, comprehensive, and cohesive description** of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. Please ensure that you consider the sustainability of the school in your description.

The purpose of the STEAM Academy is to provide a choice for parents and students for their high school education. An important consideration in establishing a school is to ensure that it will be around for many students and families to partake of that choice throughout the years. Therefore, the idea of sustainability is built into the design of the school. The community engagement focus and the determination to access funding beyond the state and federal systems, speak to our efforts in developing a long-term strategy to support the sustainability and institutionalization of the STEAM Academy.

Governance: *From a governance standpoint, we will seek to "grow our own." In this way we will develop our own capacity from within. The policies and philosophical framework of the school support these efforts and the work of the Governance Development Committee is critical to this work. As the school evolves and grows stronger in its ability to promote successful student outcomes, so will the Governance of the school. As we seek to firmly establish the school within the community consciousness, our systems and assessments will promote our long-term development. Further, our dedication to transparency and accountability will create strong ties to our communities and allow for positive development as we move forward.*

Finance/Budget: *The creation of strong, transparent policies and systems will help ensure a sustainable system by creating levels of accountability that move beyond the school. In establishing a conservative approach to budgeting, we create an initial dynamic that will promote fiscal responsibility as well as supporting a long-term strategy for solvency.*

Facilities: *Our facility is important to student learning but our project work is also important for our long-term plans. The more we are able to engage the communities in projects and student-led activities, the more we are able to justify our need for upkeep and maintenance, as well as the possible creation of a new facility. As we continue to move forward, we will continue to seek locations that can help our students continue to grow and achieve in the 21st century.*

Community Relationships: *One of the central aspects of the school, our community relationships are key for ensuring our long-term strategies and the sustainability of our efforts. The School Director will be the main staff to cultivate these relationships and establish deep and dynamic collaborations with multiple partners, who are actively engaged in supporting positive youth outcomes.*

Student Enrollment: *Our efforts to recruit students will be ongoing from the day our school is authorized. The students are the reason for the school and we will continue to engage all the local communities, as well as seeks students who may be beyond the borders of the county. As our reputation grows from our successful projects and student outcomes, we believe we will see an increase in enrollment. Our efforts, then, are to continue to provide a quality education for all students and promote successful student outcomes.*

Charter Compliance: *Our ongoing reviews, our strong assessment systems, and our internal capacity will be instrumental in continuing to ensure our compliance with all charter laws in the state of New Mexico. These systems shall be firmly established and will continue to evolve and mature in ways that promote long-term goal setting.*

Mission: As our mission is rooted in community engagement, we see the STEAM Academy as an extension of the community. Therefore, our mission is what will help to create an environment for sustainable systems and practices, as we will continue to draw upon our communities for support and capacity as we move forward.

Performance Objectives: As the economic and community needs evolve and change over the years, so too will our performance objectives. The reflective processes for developing and adapting our performance objective goals are key to the flexibility of meeting a long-term sustainability plan.

	Ranking			
	Satisfied		Not Satisfied	
B.(5) School Sustainability	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's thoughtful consideration of school sustainability.	The school provides a clear description of long-range goals and strategies that will help build the school's capacity most of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's adequate consideration of school sustainability.	The school provides a general description of long-range goals and strategies that will help build the school's capacity some of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates that the school has a limited understanding of long-range planning and school sustainability.	The school provided an inadequate or incomplete description of long-range goals and strategies that will help build the school's capacity and ensure the school's sustainability. --OR-- The application provides no information regarding the long-term sustainability of the school.
Comments:				

Evidence of Support

A. Outreach Activities.

A. Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to ensure that all students have an equal opportunity to enroll. Provide clear descriptions of outreach activities demonstrating that the school is attempting to reach a broad audience and to ensure that all

students have an equal opportunity to enroll.

For the initial development of The STEAM Academy, the planning team began with hosting conversations in the Albuquerque community with parents who had selected to enroll their students beyond Eastern Cibola County. Concurrently, we began face-to-face meetings in the Eastern Cibola County communities. To date, we have hosted four out-of-community meetings, twenty in-community meetings, sixty-five face-to-face interviews, and four village presentations. The team also conducted two online surveys that generated 173 responses in the Fall 2014 and Winter 2015. We have informed the leadership of both Pueblos in conversations regarding the charter school as well as the major business entity in the Eastern Cibola County corridor (the Laguna Development Corporation). Additionally, we had one article in the county paper (Grants-Cibola Beacon) with contact information regarding the school and three articles in the local Laguna Pueblo paper inviting participants and community to give input on the charter initiative.

From our conversations and meetings, there has been a strong response indicating the need for additional educational choices in the community. Further, the majority of responses spoke of a strong desire for college and career preparation outcomes, math and science courses, and real world skill development.

As we move forward, we will continue to host weekly community meetings, continue our presentations to the local villages, and engage the local leadership in order to cultivate strong support and parental engagement. Our biggest efforts will be focused on recruiting students who have dropped out or who are not attending school in the community.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A: Outreach Activities	The school provides clear, comprehensive, and cohesive evidence that it has developed an effective and thoughtful outreach program. There is sound evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. Clear descriptions of outreach activities demonstrate that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.	The school provides clear evidence that it has developed an adequate outreach program. There is adequate evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides general evidence that it has developed an outreach program. There is some evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides inadequate or incomplete evidence that it has developed an outreach program. --OR-- The application does not provide a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach.
Comments:				

B. Community Support.

B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

Surveys of over 170 community residents indicate a strong desire for another educational option at the high school level. More than fifty face-to-face interviews and seven focus groups supported the survey results and spoke to how a number of parents were choosing different high school options for their students. The closest Native-specific-serving high schools (NACA and the Santa Fe Indian School) indicate that more than 60 students from the Laguna and Acoma communities attend those schools. Conversations with parents at those schools reinforced the understanding of their need for stronger student supports and different approaches toward education. Because we are located in Eastern Cibola County, we will primarily draw students from the Pueblos of Laguna and Acoma, where we did the majority of our surveys and interviews. We are likely to draw students from Cubero and Seboyeta, and Tohajiilee areas as well. Potential students who may attend the school will could come from the 285 9th – 12th grade students at Laguna-Acoma High School, the 64 students at SFIS/IAIA, Native students attending Grants High School, and based on a 30% dropout rate, 90 students who may be in or around Eastern Cibola County. As we have continued our presentations to the local communities, we continue to find students and parents who are interested in attending once the school is operational.

	Ranking			
	← Satisfied		Not Satisfied →	
B. Evidence of Support	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	The school provides sufficient measurable , quantifiable and qualitative data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population.	The school provides adequate quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population.	The school provides limited measurable evidence of support for the school among residents in the targeted community or student population.	The school provides inadequate or incomplete evidence of community or student support for the proposed school. --OR-- The application does not provide evidence that there is community and student support for the proposed school.
Comments:				

C. Community Relationships

C. Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.)

Letters or other documentation of support are provided.

Conversations regarding a charter school in Eastern Cibola County began almost twenty years ago, with local communities expressing the desire for a school system that would be more responsive to addressing student and community needs. As such, the planning team has cultivated relationships with local agencies, institutions, and individuals in order to fully realize the vision of the school. Additionally, as the curriculum of the school revolves around community-based projects, local, regional, and national partnerships and collaborations are critical in achieving the mission and goals of the school. As such we have established a number of connections to support our efforts.

We have informed the leadership from the Pueblos of Laguna and Acoma about our charter plan, as well as the Laguna and Acoma Departments of Education. We have received support from the major business entities in the area, Laguna Development Corporation, as well as the Acoma Business Enterprises, both of who wish to see students who are more prepared for the workforce. Both have agreed to assist the efforts of the school in providing locations for student internships and learning opportunities. Further, the Partners For Success Program (with the Laguna Department of Education) has endorsed our efforts and will provide support in collaborating around student engagement activities and community projects. Numerous health partners in the area, including Laguna Behavioral Health Program, have given their support of our efforts and will prove instrumental in enacting our student wellness activities and our Core-Circle Teams.

The STEAM Academy will be a member of the NACA-Inspired Schools Network (NISN), which will facilitate our collaboration with other schools and school leaders through onsite visits and NISN convening. NISN will also provide business management services, professional development, data analysis, and compliance support.

*We are also working with the NOVAS STEAM program out of the University of California, Berkeley to provide curriculum supports and professional development around STEAM and we are also working with Wordcraft Circle of Native Writers and Storytellers, a 25 year old national organization, to provide curriculum and professional development support around our Humanities program. We have also received the support of the Project-based learning program at the University of New Mexico, which had been working with the Zuni Public School District to assist with professional development around project-based learning. Finally, we have engaged a number of community elders and professionals to volunteer with our Core-Circle efforts. Our letters of support can be located in the **Appendix M**.*

	Ranking			
	Satisfied ←		→ Not Satisfied	
C	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	<p>The school clearly demonstrates that it has developed meaningful, strategic networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.)</p> <p>Robust letters or other documentation of support are provided.</p>	<p>The school demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals.</p> <p>Letters or other documentation of support are provided.</p>	<p>The school provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals.</p> <p>Letters or other documentation of support are not provided.</p>	<p>The school provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals.</p> <p>--OR--</p> <p>The application does not address the school's networking relationships or other agreements with local community agencies, groups, or individuals.</p>
Comments:				

D. Uniqueness and Innovation.

D. Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling need for the proposed school's educational program.

Grants-Cibola County School District (GCCS) operates 10 schools serving nearly 4,000 students. Fifty percent of the high school student population identifies as Native American. GCCS operates two schools on the Laguna reservation, the Laguna-Acoma Middle School and the Laguna-Acoma High School, with the enrollment at the high school being 287 students, 91% of who are Native American primarily from the Pueblos of Acoma and Laguna. Both Pueblos operate their own Departments of Education, which either directly educate local students (as with Laguna) or assist and consult with external federal agencies (as with Acoma). Approximately, 612 students from the Pueblos are enrolled in high school, both in and out of the district. Between the two Pueblos, roughly 47% of the total local population has achieved a high school diploma, though only 5% are able to complete a four-year Bachelor's degree (US Census, 2010).

At Laguna-Acoma High School, 21% are considered English Language Learners (ELL), 21% are categorized as Special Education, and 81% are economically disadvantaged. Through a school improvement grant in 2010, the school has been able to move from an "F" school to a "B" rated school, though for the 2013-2014 school report card, the school fell back to a "C" level, with a very low rating of student growth for the lowest 25%. Graduation rates over a four-year cohort stand at 80%.

The majority of students are currently being educated at Laguna-Acoma High School located just south of I-40, near Casa Blanca. There are also a number of students attending Santa Fe Indian School, various

high schools in the Albuquerque Public School District, and a few at Grants High School. As noted, Laguna-Acoma High School has been improving their academics over the past three years, though the 2014 results showed a decrease in performance from a "B" grade in 2013 to a "C" grade this past year. Science scores remain well behind the other academics, which speak to a focus on test preparation rather than the practical applications and long-term development.

Multiple discussions with community members in higher education and local businesses owners have surfaced concern for how local high school graduates show a lack of preparedness for the rigors of post-secondary education and a lack of work-ready skills. Learners at the STEAM Academy will benefit from a curriculum that revolves around tangible projects with an emphasis on practical knowledge and skills development. Because of our different approach to learning and knowledge development, we will attract those students who are seeking a more practical education that can also benefit the local communities.

STEAM: Our STEAM curriculum makes the school unique for both rural schools and in the local area. Although many schools focus on STEM, the STEAM curriculum adds the Arts to the program, which aligns with the aesthetic values of the local communities and creates more viable college and career candidates in seeking post-secondary opportunities.

Project-based instruction: Although a number of classes often use forms of project-based learning, our school is built upon the core that "doing is learning." In this way, our instructional design is built around creating a product or developing a project which integrates the concrete with the abstract so as to provide meaningful, real-world learning opportunities. This approach also supports our efforts to ensure that students who graduate are both college and career ready. As project-based learning can be both collaborative and individualized, we look to appeal to students who wish to have a personalized learning experience.

ILPs: Individualized Learning Plans are required of all students and will provide guidance and outline learning strategies as developed by the student. These plans demonstrate the individualized attention that will be given to each student in supporting their learning and their personal growth.

Core-Circle: Perhaps the single-most unique feature of the school is our Core-Circle Teams. These teams are developed in a way to provide the most support for students. As has been noted, the more support structures for students, the more success a student will have. By providing and systematizing the five support members, students have the chance to learn and grow in a way that their peers in other institutions may not. Further, as we are appealing to a student demographic who may have not been successful in a standard educational structure, the Core-Circle support system will create a fresh dynamic in which the student is valued, supported, and encouraged to succeed.

	Ranking			
	← Satisfied		Not Satisfied →	
☐	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

	<p>The school provides clear evidence of the uniqueness, innovation and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.</p>	<p>The school provides adequate evidence of the significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.</p>	<p>The school provides unclear or general descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is limited or weak.</p>	<p>The school provides inadequate or incomplete evidence of the uniqueness, innovation, or significant contribution of its educational program to public education.</p> <p>--OR--</p> <p>The application does not address the uniqueness or innovation of the proposed school's educational program.</p>
Comments:				

E. Letters of Support.

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

*Letters of Support can be found in **Appendix M**.*

Appendices and Attachments

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

	Ranking			
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
Appendices	The school provides all of the required appendices.		The school provides most of the significant appendices	The school does not provide the most significant appendices. --OR-- The application does not include all of the required appendices.