

Required Appendix A

APPENDIX A.1: SCOPE AND SEQUENCE

6 th	7 th	8 th	9 th	10 th	11 th	12 th
Advisory/ Wellness	Advisory/ Wellness	Advisory/ Wellness	Advisory/ Wellness	Advisory/ Wellness	Advisory/ Wellness	Advisory/ Wellness
Language / (traditional knowledge)	Language / (traditional knowledge)age	Language / (traditional knowledge)age	Language / (traditional knowledge)	Language / (traditional knowledge)	Language / (traditional knowledge)	Language / (traditional knowledge)
Humanities PBL	Humanities PBL	Humanities PBL	Humanities PBL	Humanities PBL	Humanities Seminar	Humanities Seminar / AP/ Dual Enrollment
STEAM PBL	STEAM PBL	STEAM PBL	STEAM PBL	STEAM PBL	STEAM PBL	AP/Dual enrollment Science (optional)
Reading Skills	Reading Skills	Reading Skills	IMP 1	IMP 2	IMP 3	IMP4 / Dual Enrollment
Writing Skills	Writing Skills	Writing Skills	Native Literature	Literature	Literature	Literature / Dual Enrollment / AP
Math Skills	Math Skills	Math Skills	Elective*	Elective*	Elective*	Elective* / Dual Enrollment
Elective	Elective	Elective	Service Learning (Mentoring at mid school or local elementary school)	Service Learning (Community involvement – students work with non-profits or other organizations providing services to the local community)	Service Learning (Career exploration – students do an externship in a career field of their choice)	Sr. Capstone (Students produce their Senior Community Project)

NIYLP	NIYLP	NIYLP				
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* Electives will include physical education, different arts courses, creative writing, music; and could include more specialized options like journalism/communications. That time will also be reserved for Tier II interventions for significantly struggling students and the option for dual enrollment for seniors.

APPENDIX A.2: SCOPE AND SEQUENCE

THRIVE RUBRIC

Self-Reflection: Young Adolescent GPS

DRAFT
YOUTH LEVEL
FOR AGES 10-13

Scoring Levels	Choosing Your Destination	Sticking to a Plan	Showing Persistent Effort	Checking Your Progress	Seeking Different Help	Substituting Strategies
5 I work on this all the time and I'm excellent at it.	I consistently choose a small number of important goals for myself. These goals might be tough, but I feel I can meet them.	When I choose goals, I consistently make step-by-step plans to meet them. After I make these plans, I stick to them, and use my plans to help make choices every day.	I consistently put in my full effort to meet my goals.	I consistently check to see if the steps on my plans are helping me meet my goals. If they aren't, I might think about changing my plan.	I consistently ask for help to meet my goals. I ask the people I know or I'll search for someone new who can help.	When I'm having trouble meeting my goals, I consistently figure out new ways to change my plans so I can still meet my goals.
4 About half the time, I show initiative and skill at this.	About half of the time, I choose a small number of important and challenging goals for myself. I usually think I can meet these goals. Sometimes, I work on too many goals at once.	About half the time I choose a goal, I make a step-by-step plan to meet it. Sometimes, it's hard for me to stick to the plan, so I don't.	About half the time, I really work hard to meet my goals. Sometimes I'll take a break or get distracted.	About half the time, I'll check to see if my plans are working to meet my goals. Other times, I'll forget, or I'll just keep working.	About half the time, I ask for help to meet my goals from the people I know. Sometimes, I even ask new people for help.	About half the time, I have trouble meeting my goals, I sometimes figure out new ways to change my plans. Other times, I just try the same plans again.
3 I really want to get better at this, and I need my mentor's help.	I want to get better at choosing a few important goals. I need my mentor to help me choose these goals.	I want to use step-by-step plans to meet goals, but I need my mentor to help me make this plan and keep me focused on each step.	I want to put a lot of effort into meeting my goals, but I need my mentor to keep me working hard because I often get distracted.	I want to get better at checking to see if my plans are working. I need my mentor to show me, or tell me, when my plans are or are not working.	I want to work on being able to ask for help to meet my goals. I need my mentor to remind me that it's OK to ask for help, and to tell me who I can ask for help to meet my goal.	I want to get better at changing my plans when I'm having trouble meeting my goals, but I need my mentor to show me how to change my plans, or what isn't working.
2 I don't think this is important, but I'll try if my mentor makes me.	I don't think it's important to set a few important goals for myself. If my mentor pushes me to think about goals, I'll work on them.	I don't really think plans are all that useful to meet my goals. I can meet my goals without plans. I'll make a plan only if my mentor pushes me to do it.	I don't think I need to work too hard to meet my goals. I'll put some effort into meeting my goals only if my mentor pushes me.	I think that checking to see if my plans are working is kind of a waste of time, but I'll check my plans if my mentor pushes me.	I mostly don't ask for help to meet my goals. I can do things on my own, even if I'm having trouble. I'll ask for help if my mentor pushes me to do it.	Most of the time, when I'm having trouble meeting my goals, it's not my fault. I'll change my plans, but only if my mentor pushes me.
1 I don't do this.	I don't have any goals in my life right now.	I don't make or use plans when I'm trying to meet goals.	I do not put any effort into meeting goals.	I don't ever really check to see if my plans are working or not.	I don't ever really ask for help, even when I'm having trouble.	I don't change my plans when I'm having trouble meeting my goals. My way will work eventually.

STEP-IT-UP-2-THRIVE

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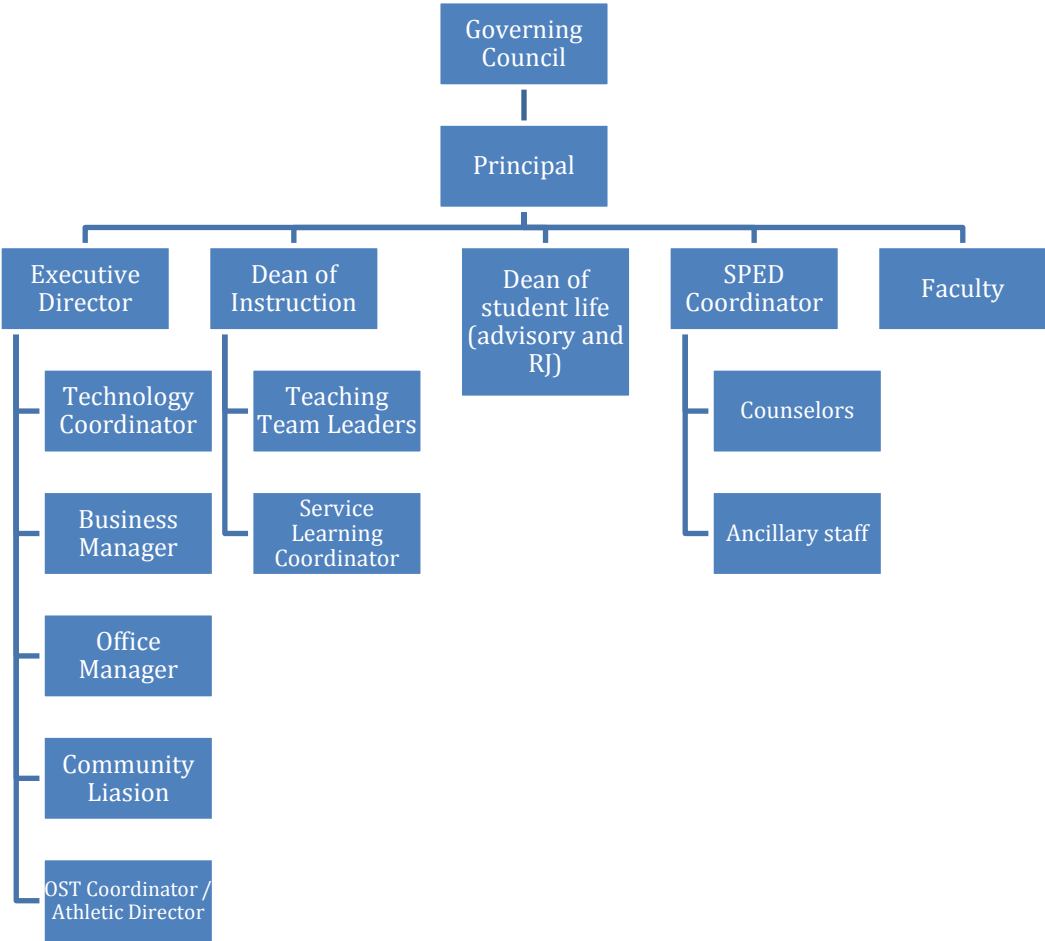
Youth Rubric Scoring Sheet

Date: _____

Optional Appendix B

APPENDIX B: GOVERNING DOCUMENTS

APPENDIX B.1: ORGANIZATIONAL CHART



APPENDIX B.2: STAFFING PLAN

Grades	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
	6th-7th	6th-8th	6th-9th	6th-10th	6th-11th
# Students	50	85	120	155	190
# SPED Students (15%)	7.5	12.75	18	23.25	28.5
Admin	0.5 Executive Director(2400) 1.0 Principal (2400)	.75 Executive Director(2400) 1.0 Principal (2400)	.75 Executive Director(2400) 1.0 Principal (2400) 1.0 Dean of Student Life (2100)	1.0 Executive Director(2400) 1.0 Principal (2400) 1.0 Dean of Student Life (2100) 1.0 Dean of Instruction (2400)	1.0 Executive Director(2400) 1.0 Principal (2400) 1.0 Dean of Student Life (2100) 1.0 Dean of Instruction (2400)
Student Services		1.0 Counselor (2100)	1.0 Counselor (2100) 1.0 SPED Coordinator (1000)	1.0 Counselor (2100) 1.0 SPED Coordinator (1000) 1.0 Service Learning Coordinator (2100) 1.0 Community Liaison (2100) 1.0 Counselor (2100)	1.0 Counselor (2100) 1.0 SPED Coordinator (1000) 1.0 Service Learning Coordinator (2100) 1.0 Community Liaison (2100) 1.0 Counselor (2100)
School Services	1.0 Business Support Specialist (2300/2500)	1.0 Business Support Specialist (2400/2500)	1.0 Business Support Specialist (2400/2500)	1.0 Business Support Specialist (2400/2500) 1.0 OST / Athletics Coordinator (3300)	1.0 Business Support Specialist (2400/2500) 1.0 OST / Athletics Coordinator (3300)

SIX DIRECTIONS INDIGENOUS SCHOOL
APPENDIX B

					1.0 Tech Coordinator (2200)
# Faculty (1000)	2.75 FTE Total 2.0 FTE Teachers (1 above is SPED dual) 0.5 FTE Executive Director as teacher .25 contracted language	5 FTE Total 3 FTE Teachers 1 SPED .25 FTE Executive Director as teacher .75 FTE Language	8 FTE Total 6 FTE Teachers 1 SPED .25 FTE Executive Director as teacher .75 FTE Language	11 FTE Total 8 FTE Teachers 2 SPED 1 FTE Language	14 FTE Total 11 FTE Teachers 2 SPED 1 FTE Language
Educational Assistants	1.0	2.0	2.0	3.0	3.0
FTE Total:	6.25 FTE	10.75 FTE	15.75 FTE	25 FTE	29 FTE

APPENDIX B.3: PROPOSED YEARLY CALENDAR

2016	
July 25th	Teachers' First Day
Aug 8th	First Day of School
Sept 5th	Labor Day Holiday
Sept 6th	Staff Data Day
October 27th	End of First Trimester
October 28th	Staff Data Reflection Day
Nov 11th	Veterans' Day Holiday
Nov 21st-25th	Thanksgiving Break
Dec 23rd – 30th	Winter Break
2017	
Jan 2nd - 6th	Winter Break Continued
Jan 16th	MLK Day Holiday / Day of Service
Feb 17th	End of Second Trimester
Feb 20th	Staff Data Reflection Day
March 20th-24th	Spring Break
May 25th	End of Third Quarter
May 26th	Last Day of School
June 2nd	Last Day for Staff

Students: 180 Days

Teachers: 198 Days

APPENDIX B.4: PROPOSED MIDDLE SCHOOL DAILY SCHEDULE

Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00 Optional Prep & Collaboration, Student Breakfast	8:00-9:00 Optional Prep & Collaboration, Student Breakfast	8:00-9:00 Optional Prep & Collaboration, Student Breakfast	8:00-9:00 Optional Prep & Collaboration, Student Breakfast	8:00-9:00 Optional Prep & Collaboration, Student Breakfast
9:00 - 9:20 Advisory	9:00 - 9:20 Advisory	9:00 - 9:20 Whole School Circle	9:00 - 9:20 Advisory	9:00 - 9:20 Advisory
9:23 - 9:53 Reading Skills Lab	9:23 - 9:53 Reading Skills Lab	9:23 - 9:53 Reading Skills Lab	9:23 - 9:53 Reading Skills Lab	9:23 - 9:53 Reading Skills Lab
9:56 - 10:26 Writing Skills Lab	9:56 - 10:26 Writing Skills Lab	9:56 - 10:26 Writing Skills Lab	9:56 - 10:26 Writing Skills Lab	9:56 - 10:26 Writing Skills Lab
10:26 - 10:36 Break	10:26 - 10:36 Break	10:26 - 10:36 Break	10:26 - 10:36 Break	10:26 - 10:36 Break
10:36 - 11:06 Math Skills Lab	10:36 - 11:06 Math Skills Lab	10:36 - 11:06 Math Skills Lab	10:36 - 11:06 Math Skills Lab	10:36 - 11:06 Math Skills Lab
11:09 - 11:59 Language	11:09 - 11:59 Language	11:09 - 12:22 Humanities PBL	11:09 - 11:59 Language	11:09 - 11:59 Language
12:00 - 12:35 Lunch	12:00 - 12:35 Lunch		12:00 - 12:35 Lunch	12:00 - 12:35 Lunch
12:35-2:00 Humanities PBL	12:35-2:00 Humanities PBL	12:22 - 12:57 Lunch	12:35-2:00 Humanities PBL	12:35-2:00 Humanities PBL
		1:00-2:20 STEAM PBL		
2:05-2:55 Elective 2	2:05-2:55 Elective 2		2:05-2:55 Elective 2	2:05-2:55 Elective 2
3:00-4:30 STEAM PBL	3:00-4:30 STEAM PBL	2:20 - 4:20 Teachers: PD Students: Outdoor Education	3:00-4:30 STEAM PBL	3:00-4:30 STEAM PBL

Minutes:

385

385

263

385

385

Total minutes per week:

Weeks necessary to reach 1080 hours per year:

1803

36

PROPOSED HIGH SCHOOL DAILY SCHEDULE

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Teacher Prep & Collaboration time	Teacher Prep & Collaboration time	Teacher Prep & Collaboration time	Teacher Prep & Collaboration time	Teacher Prep & Collaboration time
8:30					
9:00	Advisory / Wellness	Advisory / Wellness	Advisory / Wellness	Advisory / Wellness	Advisory / Wellness
9:30	Block A	Block F	Block B	Block C	Block D
10:00					
10:30	Block B	Block E	Block A	Block E	Block F
11:00					
11:30	Block C	Block E	Block A	Block D	Block E
12:00					
12:30	Lunch	Lunch	Advisory Lunch	Lunch	Lunch
13:00	Block D	Block D		Students: Service Learning Program	Block A
13:30	Block E		Block C		Staff: Professional Development and Collaboration Time
14:00					
14:30	Block F			Block B	Block A
15:00					
15:30					
16:00					

APPENDIX B.5: GOVERNING COUNCIL BYLAWS**ARTICLE I – GOVERNING COUNCIL****Section 1. Definition and Purpose**

The governance of Six Directions Indigenous School ("School") is vested in the Governing Board, hereby referred to as the Governing Council ("Council"). The purpose of the Governing Council is to govern the School in accordance with the terms of its contract with the Public Education Commission (PEC) and in compliance with the New Mexico Charter Schools Act, NMSA 1978, Section 22-8B-1 (2006), *et seq.* as amended from time to time.

Section 2. Powers of the Governing Council

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

- a) Perform any and all duties imposed on it collectively by State, Federal by the School contract, or these bylaws;
- b) Establish educational and operational policies consistent with the School's mission statement;
- c) Adopt rules and policies pertaining to the administration of the Governing Council and the School;
- d) Employ, supervise and annually evaluate the Principal of school including annually deciding on the renewal of the Principal's contract and annually establishing the Principal's salary.
 - i. The Governing Council shall delegate administrative and supervisory functions of the day-to-day operations of the School to the Principal. The Governing Council shall not be involved in the day-to-day operations of the School.
 - ii. The Governing Council shall delegate to the Principal the authority to implement the approved Charter and the School's policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Council. The Principal shall be responsible for all matters pertaining to the School's affairs, including recruitment and supervision of faculty and staff, discipline of students, maintenance of school property, and the relationship among students, families and faculty. The Principal shall approve the payment of proper bills for school expenditures and sign contracts for the school. The Principal shall maintain a copy of all Governing Council-approved documents, including the School Charter, Contract, minutes, agendas, bylaws, resolutions and policies.
- e) Establish for the remainder of the School staff, a compensation schedule to be employed by the Principal in setting salaries annually for all teaching, administrative and support staff of the School;
- f) Serve as final arbiter for all personnel grievances that have escalated to the Governing Council according to policies, procedures and appropriate protocol; and review recommendations submitted by the Principal and other Governing Council consultants and advisors;
- g) Review, approve and monitor the implementation of the annual budget, of anticipated income and expenditures; vote on Budget Adjustment Requests (BARS), and direct preparation of the annual financial audit;
- h) Participate in organizing resource development efforts at the school, including fundraising, grant writing, volunteer recruitment and public relations campaigns.
- i) Develop both a long-term strategic plan and an annual work plan for the school to foster the attainment of its goals and objectives and to assure faithful compliance with the terms of the Charter, including periodically reviewing that Charter with an eye to possibly seeing revisions in it;
- j) Acquire, lease and dispose of property, both real and personal to the extent permissible by laws applicable to public schools;
- k) Initiate or defend lawsuits and take all necessary steps to protect the School's interests;
- l) Authorize the repair and maintenance of all property belonging to the School, or for which the School is contractually responsible to maintain and repair, and/or delegate authority to the Principal for repair and maintenance of School property;
- m) Enter into contracts consistent with the School approved budget for any service that is required for the School to carry out the educational program described in its charter and in accordance with the New

Mexico Charter Schools Act as amended, and/or delegate authority to the Principal to enter into certain contracts;

- n) Accept or reject any charitable gift, grant or bequest;
- o) Approve amendments to the Charter or Contract prior to presentation to the authorizer for approval;
- p) Make application to the Public Education Department, the Public School Outlay Council, or other entities for capital outlay funds;
- q) Amend the Bylaws of the Governing Council from time to time consistent with the mission of the School by a majority vote of all members at any regular or special meeting;
- r) Promote a cooperative relationship with its charter authorizer; to function in accordance with the New Mexico Charter School Act and resolve any disputes which may arise between the Governing Council and its authorizer and/or the Public Education Department;
- s) Reserve any other powers and duties as included in the School Charter and that are not inconsistent with federal, tribal, or, state laws, or as otherwise set forth in the charter contract, Charter Schools Act, NMSA 1978, Section 22-8B-1, et seq. and the New Mexico Public School Code, Chapter 22 of the New Mexico Statutes.

Section 3. Governing Council Members

- a) The Governing Council shall establish the number of members, which shall consist of at least five and not more than nine. Members shall be comprised of the community at large, with a focus on individuals who bring professional expertise that the Governing Council has identified as referenced in the charter with a minimum of one and not more than two Six Directions Indigenous School parent members after the first year of operation. Except for the initial Governing Council, council members shall be elected by a majority of the Governing Council.
- b) Members shall be elected for a two (2) year term. Upon completion of that term, a member who wishes to continue serving may request another term from the other members of the Governing Council. Such extensions must be approved by majority vote. No member may serve more than three (3) consecutive two-year (2) terms.
- c) When a vacancy arises a Search Committee will be formed, made up of one current Council Member, the school's Principal, and one community representative. The Search Committee will seek out individuals ("identified individuals") who possess the specific experience and expertise needed to fill the vacancy in order to maintain an effective Governing Council. (Note: Per state statute, no Governing Council member can receive funding from the school, as either a contract worker or in any other capacity, therefore a Council member must resign from the Council prior to entering into contract or accepting a paid position at the School).
- d) Identified individuals will submit a letter of interest outlining the skills and expertise they possess which make them a strong fit for the Governing Council. This letter will be submitted to the Governing Council and the School Principal. In order to fill the parent member requirement, the School's Family Advisory Committee (FAC) will recommend one family representative to serve as a regular member of the Governing Council. This nominated individual will go through the same selection process as outlined below.
- e) The Governing Council President will meet with identified individuals, assess their leadership experience, time constraints, level of commitment, experiences, goals, and expectations as potential members of the Governing Council.
- f) Identified individuals will be expected to attend a monthly Governing Council meeting to better understand the scope of the Council's work and to have an opportunity to meet the other members. The Governing Council President may ask for their input regarding Council business in order to assess their strategic approach, philosophical positions, and professional fit.
- g) The Governing Council will vote, during an open public meeting, to select a member to the Council. The action item will be included as part of the Council agenda and will require a resolution that current members of the Governing Council will vote on. A majority vote will select a new member.
- h) Any member may be removed by a majority vote of the Governing Council whenever, in its sole and discretion, the school's best interests would be served thereby.
- i) Attendance at Governing Council meetings is mandatory. Any member missing four consecutive meetings or half the meetings within a school year without prior notification may be dismissed from the Governing

Council. If a Governing Council member cannot be physically present at the meeting for unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the New Mexico Open Meetings Act.

- j) Any Governing Council member may resign at any time by giving written notice to the Governing Council President or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.
- k) A vacancy shall be filled by the Governing Council through the process identified above.

Section 4. Quorum and Actions

- a) A simple majority of the current number of Governing Council members shall constitute a quorum. In the absence of a quorum, those members present may adjourn until a quorum is constituted.
- b) A vote of the majority of the Council present at the time of the vote, if a quorum is present at such time, shall be the act of the Council.

Section 5. Salaries and Reimbursements

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

Section 6. Conflict of Interest

Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of these Bylaws to maintain public confidence and prevent the use of public office for private gain. Council members shall disclose any known or potential conflicts of interest in writing to the Council prior to the time set for voting on any such transactions, and shall not vote on the matter or attempt to influence the decisions of other Council members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which Council action occurred relating to the matter disclosed. No Governing Council member shall contract with the School or receive compensation from the School for services, other than reimbursement as set forth in Section 5 above. Council members must be familiar with and observe all applicable law relating to conflicts of interest.

Persons shall be deemed to have a "conflict of interest" in a contract or other transaction who have a significant, direct or indirect financial or personal interest in contracts or transactions with the School. Any contract or transaction entered into in violation of these Bylaws or N.M.S.A 1978 Sections 10-16-1, 13-1-1, 22-8B-5.2, 22-21-1 or other relevant section, or any failure to make necessary disclosures, shall be cause for removal or termination.

Section 7. Liability Insurance for Governing Council

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

Section 8. Individual Member's Authority

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

Section 9. Binding Authority

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

ARTICLE II – MEETINGS

Section 1. Frequency of Regular Meetings

The Governing Council shall meet in regular meetings one time each month. All meetings of the Governing Council shall be held in accordance with the New Mexico Open Meetings Act (OMA) and in keeping with the Governing Council's annual OMA resolution.

Section 2. Special Meetings

Special meetings of the Governing Council may be called at any time by the President, or in his/her absence the Vice President by phone call and in a written e-mail. Such request for a special meeting shall include the reason for the meeting and shall comply with the OMA policy on such meetings.

Section 3. Annual Work Session

The Governing Council shall hold an annual work session for the purpose of reflection and strategic planning or such other purpose as the Governing Council shall determine. The annual work session shall normally be held in May, June, or July at such time and place as the Governing Council President determines.

ARTICLE III – OFFICERS

Section 1. Designation of Officers

The officers of the Governing Council shall consist of: President, Vice President, Secretary and Treasurer, all of whom shall be members of the Governing Council. The officers shall be elected by the Governing Council for a term of one (1) year and, unless sooner removed, shall serve until their successors are duly elected.

Section 2. Qualifications

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

Section 3. Election and Term of Office

Except for the initial Council, officers shall be elected by the Governing Council at the first regular meeting of the Governing Council following the start of the school year and shall assume their elected position immediately. Each officer shall hold office for a term of one year.

Section 4. Duties of President

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

Section 5. Duties of Vice President

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

Section 6. Duties of Secretary

The Secretary or the Secretary's designee shall issue Governing Council meeting notices, act as custodian of the school's records and seal, sign instruments as required, make other reports, and perform such other duties

as are incident to the office. The Secretary shall maintain a permanent archive of Governing Council-approved minutes and agendas.

Section 7. Duties of Treasurer

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

Section 8. Engagement of Consultants and Agents

The Governing Council may appoint or hire consultants and agents to perform duties on behalf of the Governing Council and/or the School as the Governing Council may prescribe. These consultants and agents must comport with the conflict of interest policy outlined in below.

Section 9. Vacancies Among Officers

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

ARTICLE IV – COMMITTEES

Section 1. Establishment

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

Section 2. Standing Committees

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the School policies. The function of any committee shall be fact-finding, deliberative, and advisory to the Governing Council. Committees shall not have authority to take legislative or administrative actions, nor to adopt policies for the school. Standing committees shall be made up of no more than one less than a quorum of the Governing Council. The Governing Council President shall be an ex officio member of each committee. The Principal shall be an ex officio member of each committee, except where his/her evaluation, tenure, or salary are to be deliberated. The Business Manager shall be an ex-officio member of the Finance and Audit committees. Standing committees shall be the **Family Advisory Committee (FAC), Finance Committee, Facilities Committee, and Audit Committee.**

- a) Family Advisory Committee (FAC):** The FAC is comprised of family of students attending the School. The purpose of the FAC shall be to collect family feedback on important issues facing the School community. The FAC acts in an advisory capacity to the Governing Council. The FAC will meet on a monthly basis at the school site to discuss various ideas, issues and concerns. The FAC shall submit any recommendations to the Governing Council and Principal within ten days after those recommendations were discussed, or the FAC representative will take the issue to the GC. The Governing Council may request periodic reports or updates from the FAC. The FAC recommendations of a policy nature (such as curriculum, student confidentiality, or dress code) shall be reviewed and approved by the Governing Council before being adopted. If it is unclear whether a recommendation is of an operational or policy-related nature, the recommendation may be presented to the Governing Council. The FAC may advise the Governing Council and Principal on school programs, marketing, public relations, cultural events, and community outreach. At the request of the Governing Council, the FAC may contribute to the development of the School's long-term strategic plan.

The Governing Council membership includes at least one parent or other family member, selected by the FAC. This individual will be expected to attend monthly FAC meetings and serve as a liaison between the Governing Council and the FAC. In addition, the School's educational staff will nominate one staff member each year to serve as a liaison between the staff and the FAC. These liaisons will report to the FAC on activities, opportunities and challenges at the School. They will also take FAC recommendations and concerns to the Principal.

- b) Finance Committee:** The Finance Committee shall be comprised of the School Business Manager, Governing Council President, Governing Council Treasurer (who shall serve as chair), at least one other member of the Governing Council (when there are more than 5 Governing Council members), and the Principal. The purpose of the Finance Committee shall be to make recommendations to the Governing Council in the following areas: financial planning, including review of the School's revenue and expenditure projections; review of financial statements and periodic monitoring of revenues and expenditures; annual budget preparation; oversight; and procurement. The Finance Committee shall also serve as an external monitoring committee on budget and other financial matters and shall evaluate the Principal's compensation, oversee the use of funds, review and oversee the school's risk management policies and investments, and review and advise the Governing Council on all matters affecting the school's financial condition.
- c) Facilities Committee:** The Facilities Committee shall be comprised of the Governing Council President, Principal, and at least one other member of the Governing Council. The purpose of the Facilities Committee shall be to develop and oversee the school's master plan for its site and facilities; implement policies to safeguard the existing facilities; monitor ongoing construction projects; and make recommendations for future construction projects.
- d) Audit Committee:** The Audit Committee shall be comprised of the School Business Manager, Governing Council Treasurer (who shall serve as chair), Principal, a second member of the Governing Council, and one parent who shall have experience in accounting and financial matters. The parent shall be appointed from a list of parents who are willing to volunteer on the Committee. The purpose of the Audit Committee shall be to evaluate the request for proposal for the annual financial audit services, recommend to the Governing Council the selection of the financial auditor, attend the entrance and exit conferences for annual and special audits, meet with external financial auditors at least monthly after the audit field work begins until the conclusion of the audit, be accessible to the external financial auditors as requested to facilitate communication with the Governing Council and the Principal, track and report progress on the status of the most recent audit finding and advise the Governing Council on policy changes needed to address audit findings, and provide other advice and assistance as requested by the Governing Council. The Audit Committee shall be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Governing Council by the Audit Act and rules of the New Mexico State Auditor.

Section 3. Committee Chair

Chairpersons of standing committees will report to the Governing Council as directed above or at the request of the Governing Council.

Section 4. Ad Hoc Committees

The Governing Council President, with the consent of the Governing Council, may create additional committees and ad hoc committees and delegate tasks to such additional committees as appropriate. Each ad hoc committee shall have a charge specific to its permitted activities and that charge shall include the date on which the Committee is to present its final report to the Governing Council and be dissolved. Members of ad hoc committees shall be drawn from those parents and staff of the School community who indicate interest in serving on the ad hoc committee and from such others as may be deemed appropriate by the Governing Council.

Section 5. Resignations and Removal

Any member of a Committee may, at any time, resign by giving written notice to the President or the Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member of a Committee may be removed by the Governing Council whenever in its judgment the best interests of the School would be served thereby.

Section 6. Compensation

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

ARTICLE V – PRINCIPAL**Section 1. Duties**

The Principal shall be responsible for all matters pertaining to the school's affairs, including recruitment and supervision of faculty and staff; discipline of students; maintenance of school property; and the relationship among students, parents, and faculty. The Principal shall approve the payment of proper bills for school expenditures.

Section 1. Terms of Employment

The Governing Council shall hire the Principal and conduct an annual performance evaluation. During the Principal's employment, he/she shall not engage in other employment without the President's written approval.

ARTICLE VI – FACULTY**Section 1. Faculty Engagement, Supervision and Termination**

The Principal shall recruit, supervise, and recommend hiring and termination of faculty and staff. The faculty contracts shall be for one school year or less. The Principal shall assign compensation based on a salary schedule approved by the Governing Council and in accordance with New Mexico law and shall assign job descriptions for, and annually assess, the faculty and staff.

Section 2. Direction of Faculty

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

ARTICLE VII – FISCAL YEAR AND AUDIT

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

ARTICLE VIII – MAINTENANCE OF RECORDS

The Governance Council directs the Principal to maintain the following records:

- a) Minutes of all meetings of the Council and Council committees, indicating the time and place of such meetings, whether regular or special, how called, the notice given and the names of those present and the proceedings thereof;
- b) Adequate and correct books and records of account, including accounts of its properties and business transactions and accounts of its assets, liabilities, receipts, disbursements, gains and losses;
- c) A copy of the Six Directions Charter, Contract and Bylaws amended to date, which shall be open to inspection at all reasonable times during office hours.

Every Council member shall have the right at any reasonable time and for purposes related to school business, to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School and shall have such other rights to inspect the books, records and properties of the School as may be required under the contract, and other provisions of these bylaws and provisions of law, unless access to a specific record is otherwise restricted by law.

ARTICLE IX – AMENDMENTS

These bylaws may be amended by a majority vote of all members at any regular or special meeting.

Required Appendix C

APPENDIX C: PRINCIPAL JOB DESCRIPTION

Six Directions Indigenous School seeks a principal for a new and innovative 6-12 charter school opening in Gallup, New Mexico in 2016. Six Directions Indigenous School began as a group of community members committed to reimagining the school experience for American Indian students and communities that became a founding team for a new charter school.

Our mission statement is: *The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.*

And our core values are:

Respect – Having concern for harmonious relationships; honoring yourself, your peers, your family, your elders, your ancestors, your teachers, your school, your community, your tribe/nation, your land. Having courteous regard for others' feelings and values. Respect helps people relate effectively even through conflict or discord.

Responsibility – We are responsible to our People, past, present and future, as well as our communities, our environment and other living things. Being responsible is a form of trustworthiness; being accountable for your words, actions, and conduct in all that you do.

Relationships – We commit to building compassionate relationships. Relationships are strength; they will ensure our school succeeds and that we are able to impact our communities positively.

Reflection – Indigenous thinking and learning is a reflective process involving a deliberate looking inward, self-awareness and contemplation of deeper meanings. We support this reflective practice to encourage thoughtfulness, personal growth, profound learning and meaningful change.

Critical Thinking – Indigenous thinking is critical thinking. We commit to seeking out the root of problems, designing solutions creatively, and constantly challenging the rigor of our thinking. We strive to exercise critical consciousness about history, society, and power. We also know we are better together, and we commit ourselves to thinking critically and productively about our practice as educators.

Our principal will start no later than the summer of 2016 for a late-summer 2016 school opening, with the option to start as early as July 2015 to be a part of finalizing curriculum, hiring staff, and opening our school.

We seek a principal to guide our school in the first years of its operation. The principal would be a leader passionate about improving education for Native students, with a vision for what is possible in Native communities, and with the

conviction and courage to realize a vision substantially different from current options in our communities.

The Principal will be the instructional leader of our school and will ultimately be responsible for student academic growth and school culture. The Principal will be selected and evaluated by the Governing Council.

At the end of year one, a successful principal will have established a staff and student culture in alignment with our core values and led our students to academic and personal growth that is demonstrably greater than other area schools our students could have attended. To reach this vision, a principal will have built trusting relationships with families, students, and staff; managed staff and daily procedures effectively; implemented a humanizing and responsive student justice policy; supported staff in realizing their potential; modeled our core values and worked with discipline towards our vision.

Qualities

- Conviction – an understanding of the current education systems serving Native communities, a vision for Native American education, and a sense of urgency about transforming Native American education.
- Cultural Competence – experience working in and building relationships in Native communities; knowledge of the history, values, and epistemologies in Native communities.
- Willingness to work across lines of race and culture – to be willing and able to effectively work with and build coalitions with people unlike oneself (i.e., a diverse staff, non-native community members in a border town, potentially disagreeing factions from within the community served).
- Dynamic Leadership – the ability to manage a new staff to meet our goals while also leading that group of individuals to build organizational culture in alignment with our core values and an orientation to our mission; the self-awareness and discipline to consistently be an exemplar of our core values; the self-assurance to make decisions in a difficult or rapidly changing environment.

Qualifications and skills

- A New Mexico level IIIB administrator's license or equivalent thereof required.

Responsibilities

- Execute on and actualize the school's mission, vision, and goals.
- Manage people, processes, and routines of the school day.
- Own the student experience and student culture of our school by...
 - Implementing student justice policy,
 - Building relationships with students,
 - Coaching teachers on their classroom culture,
 - Building and modeling culture in alignment with our core values,

- Managing all processes for meeting the unique needs of individual students.
- Build relationships and strong lines of communication with families and community.
- Evaluate teachers and educational assistants per state requirements.
- Develop and own all processes related to SPED, ELL and RTI.
- Provide regular updates on progress and data to the GC, the PED, and the authorizer.
- Oversee student assessment and lead school improvement efforts.

Responsibilities to be shared with the Executive Director

- Curriculum development and refinement
- Design, implement and broker for professional development
- Assess school progress and set goals for continuous improvement
- Create yearly budget priorities and projections
- Define annual school personnel needs and make final hiring a/o non-renewal decisions.

Required Appendix D

APPENDIX D: STAFF JOB DESCRIPTIONS

TEACHER JOB DESCRIPTION

Six Directions Indigenous School seeks teachers for a new and innovative 6-12 charter school opening in Gallup, New Mexico in 2016. Six Directions Indigenous School began as a group of community members committed to reimagining the school experience for American Indian students and communities that became a founding team for a new charter school. Teachers will have the opportunity to be part of the founding team at SDIS and be a part of building school culture and curriculum.

Our mission statement is: *The Six Directions Indigenous School, through a commitment to culturally relevant indigenous education and interdisciplinary project-based learning, will develop critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.*

At SDIS we view teachers as professional practitioners. Our teachers will have the opportunity to be part of a collaborative and appreciative team, create their curriculum, have access to regular professional development and peer critique, and to grow and improve constantly.

Qualifications

- A valid New Mexico Teaching License (subject-area endorsement when applicable)

Qualities and Skills

- A personal teaching philosophy that aligns with the mission and vision of the school.
- A desire to grow, improve, and receive feedback and development, especially regarding culturally responsive teaching, project-based learning, and positive youth development theories.
- Demonstrated cultural competence working with New Mexico's Native communities.
- Commitment to develop and contribute to a community of educators
- Navajo a/o Zuni language skills preferred but not necessary.
- Skill in writing curriculum
- Demonstrated ability to teach in ways that are interactive, hands-on, project-based, and promote self-discovery and critical thinking
- Demonstrated ability to guide students to achieve high academic expectations
- Demonstrated ability to use data to inform instruction on an on-going basis
- Clear understanding of curriculum, instruction, and child development
- Commitment to meet the needs of every child in a diverse population

- Demonstrated ability to establish an effective and efficient classroom culture and learn about peace-making/restorative justice practices
- Capacity to create a classroom environment that emphasizes and supports cultural identity and academic achievement.
- Capability to work collaboratively with families
- Strong interpersonal skills and proven ability to work as a member of a team

Responsibilities

- Lead a student advisory group
 - Build strong relationships and group culture with a small group of students.
 - Execute the trauma-informed curriculum based on the tenets of positive youth development.
 - Execute the Circle of Power and Respect program each morning.
 - Monitor your students' grades and behavioral infractions.
 - Guide students in setting and assessing goals
 - Help students prepare for student-led conferences and co-lead conferences with your advisee students.
 - Maintain open lines of communication with families of advisee students
 - Guide students in choosing electives
 - Plan and teach Skills Labs
 - Plan common core-aligned daily lessons for students in a differentiated small-group setting in math, reading, and writing.
 - Co-teach PBL
 - With a group of educators, plan curriculum for Humanities and STEAM PBL.
 - Design and lead electives
 - Each trimester, teachers will have the opportunity to lead elective courses covering material and skills they and their students are passionate about or interested in.
-

NATIVE LANGUAGE TEACHER JOB DESCRIPTION

The job description for a Language Teacher would be the same as above except for an additional qualification:

- A New Mexico 520 Language and Culture License

EXECUTIVE DIRECTOR JOB DESCRIPTION

The Executive Director of Six Directions will assist the Head Administrator/Principal in the leadership of our school. The Executive Director will take responsibility for everything outside the purview of daily academic programming such that the Principal can focus on being an instructional leader.

Qualifications

- Passion for the mission and vision of Six Directions.
- A strong locus of control about realizing the mission, vision, and goals of the school.
- Strong community relationships and/or demonstrated ability to build coalitions of support.
- Strong written and oral communications skills.
- Understanding of accounting and budgeting processes, especially as relates to schools in New Mexico.
- Demonstrated ability to lead, manage, and coach adults.
- NM Teaching License.

Responsibilities

- Implement systems that lead to the school's successful performance relative to its mission, vision, and core values
- Manage the school facility, technology, food and transportation services
- Manage school business staff and budget processes
- Seek out and apply for different revenue streams
- Manage out of school time program and athletics
- Build productive external relationships with our community, partners, tribes, and authorizers.
- Recruit new staff and assist in the hiring process.
- Manage student recruitment, lottery and enrollment process.
- Lead an advisory

Responsibilities to be shared with the Principal

- Lead teachers in the curriculum development and refinement process
- Design, implement and broker for professional development
- Assess school progress and set goals for continuous improvement
- Create yearly budget priorities and projections
- Define annual school personnel needs and make final hiring a/o non-renewal decisions.

BUSINESS SUPPORT SPECIALIST JOB DESCRIPTION

The Business Support Specialist will assist the Business Manager in executing financial policies and procedures as well as serve as an office manager and assistant to the Executive Director and Principal. The business support specialist is responsible for all administrative tasks in the school front office to include: front office management, record and compliance management, annual enrollment, distribution/collection of textbooks and materials and other duties and responsibilities as assigned. He/she also acts as an essential liaison for families, students, faculty and staff in all non-curricular, non-instructional and non-disciplinary school business. The business support specialist also assists in keeping student records, enrollment, attendance, budgetary and communication documents.

Qualifications

- Experience working in a school front office preferred.
- Budget management experience such as book-keeping, procurement, accounts payable, human resources organizational skills preferred.
- Ability to manage and organize confidential student and human resource data efficiently.
- Ability to communicate effectively and professionally with students, parents, co-workers and the public at large consistently.
- Knowledge and experience with accounting software and New Mexico state accounting systems preferred.
- Be a self-starter with an ownership attitude for meeting established deadlines and goals.

Responsibilities

- Implement financial policies and procedures including, but not limited to, staff reimbursements, cash donation collection, etc.
- Welcome visitors to the school and answer phone calls to the school office.
- Responds to visitor and parent requests
- Process the enrollment of new students and keep organized files for all students.
- Creates a neat, welcoming, and organized office environment
- Maintains complete sets of all parent and staff forms
- Executes daily attendance calls to the homes of absent students
- Receives, distributes, and prepares incoming/outgoing mail and shipments
- Maintains school supply closet and assists with inventory control
- Maintains office equipment and ensures that copier machines, fax, and postage are in working order
- Assists in the year-round management of student information and roster configuration, lottery application, enrollment and withdrawal process in student information system (SIS)

- Assists in the audits of student records with attention to completeness and accuracy
 - Inputs student and staff attendance data with accuracy
 - Assists in the coordination of daily student food services and transportation, if provided by the school
 - Provide administrative and clerical support to Head Administrator, Director of Operations and Budget Manager to develop documents, organize and keep records. Assist with coding invoices and purchase requisitions, entry into APTA funds (accounting software system), processing and mailing checks; maintain and update vendor files, including new set up and obtaining W-9 forms; assist with internal and external inquiries related to accounts payable and various expense reports; assist in preparation for year-end audits.
-

EDUCATIONAL ASSISTANT JOB DESCRIPTION

Six Directions seeks an Educational Assistant to bolster our academic program. In addition to having an appreciation for and commitment to the school's mission, vision, and educational approach.

Qualifications

- New Mexico EA licensure
- Experience working in tribal communities and/or speaking Navajo or Zuni is preferred but not required.
- Experience working with middle-school aged students preferred.
- An ability to build positive relationships with middle-school aged students, parents and community members.

Responsibilities

- Lead an Advisory group
- Assist teachers working with a small-group of students during skills labs
- Assist teachers in executing project-based learning, including monitoring group work, answering student questions, assessing student work, giving extra attention to struggling students, etc.

COUNSELOR JOB DESCRIPTION**Qualifications**

- Passion for the mission and vision of Six Directions.
- Ability to develop effective relationships with students, parents and school colleagues.
- Understanding of and commitment to student holistic wellness
- Demonstrated effective work as a student counselor, group leader or program facilitator for middle/high school students.
- Understanding and commitment to positive youth development practices.
- NM School Counselor License, MSW or similar credential.

Responsibilities

- Manage school counseling office
- Manage the College Preparation and Engagement Program
- Manage the Service Learning Program
- Oversight and tracking of student graduation requirements, working with advisors to ensure students are on-track for graduation.
- Assist in coordinating the student assessment program, administering assessments if needed.
- Assist in implementation and refinement of the Advisory curriculum
- Lead an Advisory group

DEAN OF STUDENT LIFE JOB DESCRIPTION**Qualifications**

- Passion for the mission and vision of Six Directions.
- Ability to develop effective relationships with students, parents and school colleagues.
- Understanding of youth development concepts and practices.
- Demonstrated ability to implement a student discipline program, with restorative justice/peacemaking components preferable.
- NM Teaching License, NM School Counselor License, MSW or similar credential.

Responsibilities

- Implement systems that lead to the school's successful performance relative to its mission, vision, and core values.
- Support the school in building a strong and student-centered school culture.
- Manage student discipline, utilizing the restorative justice/peacemaking practices.
- Lead student advisory curriculum refinement
- Lead and/or arrange for professional development to enhance holistic wellness component of the school
- Lead an advisory

DEAN OF INSTRUCTION JOB DESCRIPTION**Qualifications**

- Passion for the mission and vision of Six Directions.
- Ability to develop effective relationships with students, parents and school colleagues.
- Understanding data-driven instructional practices
- Demonstrated ability to develop, assess and refine curriculum.
- Demonstrated ability to lead, manage, and coach adults.
- NM Teaching License
-

Responsibilities

- Refine systems that lead to the school's successful implementation of its curriculum, instruction and assessment programs.
 - Lead the school's data days to interpret student assessment data and develop appropriate responses based on results.
 - Support teachers in development of curriculum, facilitating peer critique to strengthen UbDs.
 - Lead and/or arrange for professional development in Project-based Learning, Indigenous Education practices and Skill Lab methodologies.
 - Manage the school's SAT process
 - Observe instruction and provide coaching a/o actionable feedback to teachers for instructional improvement purposes.
 - Lead an advisory
-

SPED COORDINATOR JOB DESCRIPTION**Qualifications**

- Passion for the mission and vision of Six Directions.
- Strong community relationships and/or demonstrated ability to build coalitions of support.
- Strong written and oral communications skills.
- Demonstrated experience teaching a/o cording Special Ed in a middle/high school environment.
- NM Teaching License with Special Ed endorsements

Responsibilities

- Manage SPED processes, including the scheduling and facilitation of IEP and section 504 meetings.
- Manage Professional Development for teaching staff related to meeting the needs of SPED students.
- Facilitate conversations between teachers who share students with IEPs to ensure coordination and cooperating and that the IEP is implemented with fidelity.
- Manage all SPED-licensed teachers who manage IEP cases.

Optional Appendix E

APPENDIX E: GOVERNING COUNCIL PERSONNEL POLICIES

Equal Opportunity Employer

SDIS is an equal opportunity employer and will hire the most qualified personnel without regard to sex, race, religion, color, creed, national origin, citizenship, sexual orientation, veteran status, age, marital status or disability. SDIS will ensure equal treatment in all areas of personnel management, including hiring, promotion, training, layoff, or termination.

We welcome applications from people with disabilities, and will fully comply with the Americans with Disability Act (ADA) of 1990. Consistent with this policy, SDIS is committed to:

- Recruit, hire and promote on the basis of an individual's qualifications and competence for the job;
- Make the necessary, reasonable accommodations to enable a qualified person with a disability to perform the essential functions of their job;
- Protect the disabled individual's right to privacy and confidentiality to the extent possible;
- Fully comply with all requirements of applicable law, including those relating to employee benefits.

General Employment Practices

SDIS employees are considered "at will" which means that either the employee or SDIS can terminate the employment relationship with or without cause. All candidates will be required to get fingerprinted and undergo a background check before they are formally employed by SDIS. Classroom teachers, special education teachers, and ancillary service providers will be required to present their teaching certifications and provide any other information required to prove that they meet qualifications for the job.

SDIS will recruit staff with a variety of backgrounds, experiences and interests, giving preference to teachers with experience teaching Diné and Zuni students. The overarching criteria for all staff hired by SDIS are that they contribute to the kind of culture SDIS intends to create:

- Firm belief in the school mission and commitment to school goals.
- Willingness to collaborate and work in professional learning teams with a focus on ensuring students needs are met and student success.
- Deep respect for all.
- Understand the importance of engaging parents as full partners in their children's education.

Hiring Timeline and Process

Recruitment of the Head Administrator will begin in October 2015, after all members of the Governing Council become a board of finance, officers are elected, and bylaws are ratified, the board will make an offer to the Head

Administrator. The start date of the Head Administrator will depend on funds that may become available during the planning year.

Hiring the Head Administrator

Search Committee: The Governing Council President will chair the Search Committee, which will be comprised of interested board members who will participate in the selection process. The Search Committee will meet to discuss the criteria for selection of the successful candidate, the recruitment process they will use and timeline for completing the process. The process outlined here is a draft that may be refined once the Search Committee is actually convened.

Recruitment

As the Head Administrator of a small charter school where the educational model is has been designed through culturally responsive schooling and project based learning, it is imperative that SDIS board establish a process that yields the “right person” to fill the Head Administrator position. SDIS will establish a recruitment, screening and selection process that ensures the appointment of a highly qualified Head Administrator. The Search Committee will also use their personal networks and the networks of Board members to identify applicants who may be interested in applying for the position.

Reviewing Resumes

Once resumes are received by the stated deadline, the Search Committee will review the materials from applicants, and select the top candidates based on the established criteria and SDIS’s mission and educational strategies, the individual’s experience and recommendations.

Screening Interviews

The Search Committee will develop a set of questions to ask potential candidates on the phone after screening resumes. The questions will serve as a guide for the specifics we want to know about the candidate. The Search Committee will conduct the phone interviews with the top candidates as a way to narrow the candidate pool. Candidates will be questioned regarding their philosophy and experience, in addition to their potential areas of strength and development, their reasons for interest in the position and other related questions.

In-person Interviews

The Search Committee will narrow the candidates and invite approximately 2-4 candidates for a second interview in person. Prior to the interview, however, candidates will be asked to provide a writing sample, a statement of leadership philosophy and vision about a school environment. As with the first round, candidates will be questioned, but in more detail this time, regarding their philosophy and experience, in addition to their potential areas of strength and development in the following areas: fit with SDIS’s mission, experience with culturally responsive schooling/project based learning/wellness philosophy, knowledge of data analysis and accountability, collaboration, and leadership.

Ratings will be assigned to candidates in these areas and others that may be determined at the time.

Recommendation to the Board

The Search Committee will develop recommendations following the panel interview and present the candidate(s) to the full Board. In the event that there is more than one strong candidate, the Search Committee will present all candidates to the Board for a final determination.

Making an Offer

Prior to making a final offer to a candidate, he or she will be asked to undergo fingerprinting and a background check, as will all other staff members hired by the Head Administrator.

PERSONNEL POLICIES AND PROCEDURES

During the planning year, we will draft a set of policies and procedures for the Employee Handbook, which will be distributed to all new employees. These policies will govern, but not be limited to, areas such as:

Employment Matters

- Employment At-will
- 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
- Employee Standards of Conduct
- Anti-Smoking and Drug Use Policy
- Sexual and other Unlawful Harassment
- Technology Use Policy
- Use of Office Equipment and Supplies
- Personnel Files

Changes in Personal Status

Financial Matters

Expense Reimbursement

Travel – Mileage rates, Per Diems

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

Non-harassment Policy

ADA Policy

Secondary Employment outside of School

Employee Protection/Whistle-Blower Policy

Confidentiality

Required Appendix F

APPENDIX F: STUDENT DISCIPLINE POLICY

[Subject to Approval]

INTRODUCTION

Six Directions is committed to designing a student discipline policy that ensures fairness, equity, and effectiveness. We are also committed to ensuring our forms of student justice are informed by local, indigenous knowledge and practices about justice, restoration, and peacemaking.

We are committed to three tiers of support for students in line with the practices of Restorative Justice. **Tier 1** is the building of a community based on our core values, including trusting relationships between staff and students, so that school is a safe and productive place for everyone and where the emotional incentives for disrespect, bullying, or willful defiance are largely removed.

Tier 2 is characterized by the use of restorative processes such as talking circles, mediation, family- group conferencing, or peer court to respond to disciplinary issues in a restorative manner. This process addresses the root causes of the harm, supports accountability for the offender, and promotes healing for the victim(s), the offender, and the school community.

Tier 3 supports the successful re-entry of youth following suspension, truancy, expulsion or incarceration. The goal is to welcome youth to the school community in a manner that provides wraparound support and promotes student accountability and achievement.

Restorative Justice (RJ) supports schools by creating healthy, equitable, caring school communities by preventing and addressing behavioral disruption in a non-punitive way that supports accountability and enables healing. Restorative practices decrease suspension rates and lower racially disproportionate discipline. Based on values, principles and practices that indigenous communities have utilized for hundreds of years, restorative justice represents a shift in the way schools respond to behavior and promote discipline. RJ offers an alternative to zero tolerance policies that have proven to be ineffective and in fact have increased push out of students.

The questions the current, often zero-tolerance, systems try to address are:

- (1) What rules or laws were broken?
- (2) Who broke them?
- (3) What do they deserve?

Whereas, restorative justice asks:

- (1) Who has been hurt?
- (2) What are their needs?
- (3) Who has the obligation to address the needs and put right the harm?

The restorative questions cannot be adequately answered without the involvement of those who have been most affected. Involving those affected is a cornerstone of restorative justice. The foundation of restorative justice rests on common values: respect, inclusion, responsibility, empathy, honesty, openness, and accountability.

STUDENT RIGHTS AND RESPONSIBILITIES

Student Rights

1. Students have a right to a safe environment free from intimidation, bullying, sexual harassment, and assault.
2. Students have the right to clean and safe classrooms, hallways, and lunchrooms.
3. Students have a right to be respected and treated with kindness by everyone who present on our school campus—peers, teachers, administrators, staff, and visitors.
4. Students have a right to be an individual at school, and have their individuality affirmed and included rather than criticized or othered.
5. Students have the right to focus on their work without distraction.
6. Students have the right to express themselves. However, this right is subject to reasonable limits and may not be used to disrupt the educational environment or interfere with the rights of others.
7. Students have the right to expect to be listened to. They may tell their story when a conflict or problem arises. Also, if they need to talk about something, the teachers, advisors, program directors, counselors, head administrator, and other staff members want to hear from them. This includes the right to present petitions, complaints or grievances to school authorities and to receive prompt authoritative replies regarding the disposition of their petitions, complaints or grievances.
8. Students have the right to the free election of their peers to the student hearing authority (Peer Court) and the right to seek and hold office.
9. Students have the right to democratic representation on administrative committees affecting students and student rights.
10. Students have the right to participation in the development of rules and regulations to which they are subject and the right to be notified of such rules and regulations.
11. Students have the right to a meaningful curriculum and the right to voice their opinions in the development of such curriculum.

Student Responsibilities

In alignment with the rights students hold, they also carry certain responsibilities to themselves and our school community:

1. Students are responsible for demonstrating and leading our school's core values of Respect, Responsibility, Relationships, Reflection, and Critical Thinking.
2. Students are responsible for demonstrating the "4 C's" academically: Collaboration, Communication, Creativity, and Critical Thinking.
3. Students are responsible for the use of SDIS' Wellness Philosophy and its procedures and habits.
4. Students are responsible for their effort as learners, including the seeking of help and support when needed.
5. Students have a responsibility to complete classroom and homework assignments on time.
6. Students have a responsibility to respect the rights of others to learn and teach.
7. Students have a responsibility to live up to their agreements to observe safety and classroom rules.
8. Students are responsible for consistent attendance. This means to come to school every day, on time, unless sick or excused.
9. Students are responsible for the proper maintenance and use of school property and for ensuring reasonable cleanliness.
10. Students have a responsibility to take messages home and return communication from the family to the school.
11. Students are responsible for representing SDIS well in public situations.

BEHAVIORAL EXPECTATIONS AND POLICIES

Rules are essential to the functioning of any organization or community. At SDIS, we have tried to make the rules few in number and clear in purpose.

Fundamentally, students are expected to be responsible for their own conduct, to contribute to the general well-being of the community. The guiding principle for all rules will be the school's core values. It is assumed that everyone will understand and obey all rules. It is also assumed that students should have voice in the creation of specific rules and procedures, which they will be engaged in during and after the first year, and in subsequent years. All SDIS staff are responsible for working with students to ensure a safe, caring and productive learning environment. Teachers may have different ways of doing this at different age levels. Positive procedures, natural consequences and clear communication will be part of their strategies.

School-Wide Expectations

Certain school-wide procedures apply to all students. The purpose of these is to keep everyone safe from physical and emotional harm, and to create a productive learning environment. By enrolling in the school and signing for receipt of their Handbook, students and parents affirm that they are committed to

these agreements. If they do not agree, they are free to suggest improvements to the procedures or choose other schools.

The following behaviors will not be tolerated at SDIS, on buses or during any school-sponsored activities.

1. Violent or offensive language, including cursing, unkind teasing, put-downs, or threats
2. Intentional or reckless damage to school property
3. Physical harm to self or others

Drugs, Alcohol, and Tobacco

*SDIS is a “Drug Free School Zone” This means that alcohol, illegal drugs, non-ceremonial tobacco, and controlled substances are prohibited in or near the school buildings, parking lot, and entire school property. Appropriate action will be taken to enforce the drug free zone.

SDIS strives to teach its students how to handle the problems of adolescence and society by setting, explaining, and maintaining standards. The school has clear policies on the use of drugs, alcohol, and tobacco products. It is essential that everyone involved with the life of the school community understand them.

- The use, sale, or possession of drugs or alcohol on campus or at any school function, including school-sponsored trips, even during vacation time, is prohibited. This includes attending any school function under the influence of drugs or alcohol. Breaking this rule may result in expulsion.
- Smoking and other non-ceremonial tobacco use is not permitted on the campus, on the surrounding streets, on any school bus, or when students are representing the school in public.
- The possession of drugs by anyone and the purchase of alcohol or tobacco by minors are illegal and against school policy.

Harassment and Bullying

All students must be allowed to work and study in an environment free from harassment, intimidation, bullying and unsolicited and unwelcome sexual overtures. Sexual harassment does not refer to occasional compliments or other generally acceptable social behavior. Sexual harassment refers to behavior that is not welcome, personally offensive, or undermines or weakens morale. Any form of harassment, including sexual harassment, whether verbal, physical, visual, or electronic, is strictly prohibited. This includes:

- harassing messages communicated by email, the Internet, or telephone;
- cyber-bullying of any kind;
- the sending of sexually explicit or nude photos over the Internet;
- demands for sexual favors accompanied by implied or overt promises or preferential treatment or threats concerning student status;
- pressure for sexual activity;
- offensive, unwanted physical contact such as hugging, patting, pinching, or constant brushing against another’s body;

- offensive unwanted sex-oriented verbal “kidding,” jokes, or abuse;
- any other form of intimidation or unsolicited objectionable comments.

Hazing

Hazing activities of any type are inconsistent with the school’s educational goals and are prohibited at all times. “Hazing” is defined as committing an act against a student, or coercing a student into committing an act, that creates a substantial risk of harm to any person in order for the student to be initiated into or affiliated with an organization or for any other purpose. Hazing may include, but is not limited to, (1) any type of physical brutality, (2) any type of physical activity that may adversely effect the mental or physical health or safety of the student, or (3) any activity that may intimidate or threaten the student. Students who believe they have been victims of hazing or who believe they have knowledge of conduct which may constitute hazing should report the alleged acts immediately to the Dean of Student Life, school counselor or their advisor. Any such complaint must be specific and should include all relevant information so that the school may conduct a thorough investigation. Any school employee who receives such a complaint is required to report it to the Head Administrator. The school will conduct an investigation and take appropriate action to remedy the situation. The school will not tolerate any retaliation against a student who files a complaint or participates in an investigation regarding a complaint of hazing.

Personal Safety and Safety of Others

Items that have safety risks or are likely to disrupt the educational environment are not allowed. Teachers may establish their own classroom procedures, but the following articles are not allowed to be visible or to be used school-wide or on the bus:

- possession or use of any gun or other weapon, toy or real (including stun and taser guns), fireworks, or other explosives;
 - Food items that violate SDIS’ Wellness Policy
 - smoking;
 - possession or use of alcohol or other drugs;
 - leaving the campus or a school activity without authorization;
 - gambling, which includes pools for sporting events;
 - hitchhiking to and from school.
 - iPods, personal cameras, electronic games or other valuable items, unless approved by the teacher. These may have educational value, but also involve risk of theft.
 - Large amounts of money, unless needed for special purposes.
 - Weapons of any kind
 - Other items determined to be a threat to physical or emotional safety, or disruptive to the learning process
- The school cannot be responsible for damaged or lost articles. Students bringing valuable items (e.g. electronics) do so at their own risk. Weapons, including knives, are not allowed on campus, on buses, or at school events at any time. Prohibited valuables will be temporarily confiscated and locked up according to school-wide rules and parents will be notified. First

time: until the end of the day. Second time: end of week. Third time: end of the school year, or until parents come in for a conference.

Respecting the Rights of Others

Absolute respect for the rights of others is expected of all members of the school. The following are prohibited on or off campus, during school-run trips, and at all official school functions:

- rudeness, unkindness, or malicious behavior of any sort, including physical, verbal, and written, to faculty, staff, or peers;
- hazing or harassing of any kind, including sexual harassment and harassment by phone, mail, Internet, or email;
- profanity;
- name calling of any kind;
- violating another's personal privacy, which includes entry into another's locker, book bag, or other personal effects;
- accessing another's network folder or email account without permission;
- displays of affection that embarrass others;
- academic disruption, which includes behavior outside of any class in session or in any part of the library, as well as in the classroom

Respecting Property

Absolute respect for the property rights of others is expected of all members of the school. Violation of these expectations will not be tolerated and will result in disciplinary action. The following are prohibited:

- stealing or vandalism in any form, including the unauthorized "borrowing" of another's belongings;
- taking and/or eating food from the cafeteria without paying for it;
- unauthorized use of athletic equipment;
- removing books from the library without signing them out;
- defacing or vandalizing desks, walls, bulletin boards, or other property;
- selling of any items (see Selling/Trading policy for more information)
- littering or not picking up after oneself or others;
- food or drink outside specified areas.

In addition to respecting the property belonging to the school or to others on the campus, students must respect the property of neighboring organizations and homeowners.

Selling/Trading

In the interest of health and educational focus, students are not allowed to sell or trade items at school during school hours, including the after school program, other than for a school-sponsored project. However, handmade items may be sold after school and during breaks, and entrepreneurial students or family members are encouraged to contact teachers and administrators for sponsorship and support in fundraising or producing income. We especially welcome creative endeavors such as arts and crafts, or services needed in the community.

Fundraising involving items containing sugar may be done only by special permission from the Head Administrator.

RESPONSE TO MISCONDUCT

Policies guiding SDIS' responses to misconduct:

- I. A major consideration in the enforcement of a code of student conduct is that the most appropriate action taken by school personnel is the least extreme measure that can resolve the problem.
- II. SDIS first priority will be the utilization of restorative practices in all but exceptional cases (ie physical violence, use of weapons, sexual harassment or violence, drug use or distribution, etc.).
- III. In alignment with the practices and tenets of Restorative Justice, responses should be individualized to the needs of the perpetrators and victims of wrongdoing and should include an authentic form of accountability and a focus on root causes.

Response to minor misconduct

In cases of minor disruption or disrespect, a set of progressive steps will be taken aimed at encouraging reflection, de-escalation, and restoration of classroom harmony and productivity.

- i. Teachers will engage the individual student to understand the source of the behavior and ask students to reflect on the ways their behavior is disrupting and impacting others.
- ii. Teachers will ask the student to take their work to their advisor's classroom. When the student and advisory decide the student is calm and ready to return to their classroom, they will.
- iii. If misconduct continues, the student will be sent to the principal or Dean of Student Life. The student will complete a reflection before returning to class. The Dean has the right to initiate a talking circle or peacemaking process as they see fit.
- iv. In situations of consistent minor misconduct, a talking circle will be called with the student, teachers, parents, and administrators with the possible implementation of an individualized behavior plan and other positive behavior supports.

Responses to mid-level misconduct

In cases of elevated misconduct such as more significant classroom outbursts or disrespect, student bullying, property defacement, etc. an adult will write an incident report and refer the problem to the Principal, Dean of Student Life, or Restorative Justice Coordinator. From that point, Restorative Justice practices will be implemented. This could include:

- i. A talking circle with the perpetrator and any victims of harm to name the harm done and collectively decide how the perpetrator will restore harm and rebuild relationships.

- ii. Mediation between parties experiencing conflict facilitated by the Dean of Student Life or Restorative Justice Coordinator.
- iii. Family conferencing and talking circles to expand the circle of support and involvement in the RJ process.
- iv. In cases where resolution is not reached, incidents will be referred to a hearing authority made up of students and staff. The “court” will hear all sides of an incident and hand down the method for restoring harmony and relationships and fixing any harm done.

Responses to high-level misconduct

In cases of exceptional behavioral choices—physical violence, use of weapons, sexual harassment or violence, drug and alcohol use or distribution, etc.—the incident will be immediately referred to the principal and Dean. The situation will be handled at their discretion and may involve:

- The inclusion of police or legal action
- In-school or out-of-school suspension
- Expulsion
- Referral to counseling or other required services

Restorative Justice Framework in Schools

Whether conducted as a mediation between two students or as a talking circle with a wide range of stakeholders, there are basic steps to follow for restorative justice or peacemaking in a school setting:

1. Gather all students involved in the conflict together
2. Pause for a brief moment to ask for spiritual assistance (this can be done silently)
3. Ask each student and adult in the room to introduce themselves, or if they already know each other, to say how they are connected to each other. The Peacemaker can prompt this step by asking: “Are you all in the same class?” “Are you related to each other?” “Are you normally friends?” “Do you normally play or hang out together?” “Do you live close to each other?” The Peacemaker can also say how he or she is connected to each of the students.
4. Ask the student who has the grievance to talk first about the facts as they see them, expecting all others to listen and assuring them that everyone will get their chance to speak.
5. Ask the student who committed the offense to tell his/her side of the story. Make sure that all others listen while this student is speaking. If things get heated, ask everyone to stick to the facts and be respectful. Give everyone in the room a chance to say their side of the story, but have one person at a time speak. Seek common agreement on the facts.
6. Ask each student to describe how he/she would feel if they got treated the way they treated the other student.
7. The Peacemaker makes statements that seek common ground in what the students are saying about their feelings. (Example: “I notice that both of you would like to feel safe when you come to school.”)

8. Look for the moment when the students realize how the other person got hurt and how what they did contributed to that hurt. Give each person a chance to say something to the other student(s) that could help make peace. Usually this comes in the form of a sincere apology.
9. Encourage everyone to shake hands or hug and look at the other person when they are apologizing.
10. If the conflict was severe or if many students were involved, write out the understanding of resolution and have students sign the agreement.
11. Express thanks in a heartfelt way for the regaining of peace and harmony

STUDENTS WITH DISABILITIES

SDIS acknowledges that there are particular laws and rules pertaining to discipline policies for students with disabilities. Applicable law includes:

- The IDEA 2004 (20 USC Section 1415, Procedural Safeguards)
- The federal Department of Education's regulations, 34 CFR Part 300 (2006)
- The New Mexico state rules (New Mexico Administrative Code, Sections 6.11.2.1 through 6.11.2.12 and 6.31.2.1 to 6.31.2.14)

While students with disabilities are not immune from discipline, certain student rights for students with disabilities differ from general education students, in particular around suspensions and expulsions. With the exception of some short-term suspensions, students with disabilities are disciplined differently from students without disabilities in that:

- after 10 cumulative school days of removal from school in a school year, students with disabilities must continue to receive educational services even while on suspension or expulsion, and
- for long-term suspensions and expulsions, the IEP team determines what services the student will receive while on suspension.

Students with disabilities have the right to have their behavior addressed by staff and family before suspension or expulsion is considered the only option. When a student with disabilities demonstrates a behavioral infraction, they have the right to have the following people involved in a process of identifying the best modifications and supports for that students:

- the school official responsible for discipline
- the student
- the student's parent(s)
- the student's IEP team
- law enforcement
- attorneys or advocates for the school district, the student, and his or her parent(s)

Students have the right to have behavior addressed along a continuum of appropriate behavior instructional and/or related services including, but not limited to:

- Positive Behavior Support (a school-wide system that uses both systemic and individualized strategies and interventions to achieve social and learning success)
- verbal reprimands (excluding abusive language or harassment on the basis of disability)
- conflict management
- behavior contracts
- behavior management strategies (FBA, BIP)
- study carrels
- aversives (time-out, physical restraint [therapeutic holding], mechanical restraint)
- restriction of privileges
- exclusion from interscholastic athletics
- in-school suspension
- short- and long-term suspensions
- expulsion

A student with disabilities has the right to an Individual Discipline Plan (IDP) that may exempt him or her from certain school-wide discipline rules because he/she exhibits disruptive behavior as a consequence of their disability.

Students with a Section 504 Plan are entitled to all of the same legal protections as students with IEPs.

State regulations establish that certain activities are absolutely prohibited in New Mexico public schools no matter a student's disability:

- criminal or delinquent acts
- gang-related activity
- sexual harassment
- disruptive conduct
- refusal to identify self
- refusal to cooperate with school personnel

Required Appendix G

APPENDIX G: CONFLICT OF INTEREST STATEMENT

Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of Six Directions Indigenous School ("school") to maintain public confidence and prevent the use of public office for private gain.

Pursuant to N.M.S.A 1978 Sections 22-8B-5.2, a person shall not serve as a member of the school Governing Council if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the school contracts directly, for professional services, goods or facilities. No Governing Council member shall contract with the school or receive compensation from the school for services, other than reimbursement as set forth in the school bylaws. Board members, employees, and officers must be familiar with and observe all applicable law relating to conflicts of interest. A violation renders the contract between the person or the person's immediate family member and the school voidable at the option of the chartering authority, the state Department of Education, or the governing body. A person who knowingly violates this provision may be individually liable to the school for any financial damage caused by the violation.

Six Directions board members shall disclose any known, potential or perceivable conflicts of interest in writing to the school board ("Governing Council") prior to the time set for voting on any such transactions, and shall not vote on the matter or attempt to influence the decisions of other board members in voting on the matter. The written disclosures will be attached to the minutes of the meeting in which board action occurred relating to the matter disclosed.

A conflict of interest exists when any school board member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the school is contracting. A violation of this policy renders the contract voidable. Persons shall be deemed to have a "conflict of interest" in a contract or other transaction who have a significant, direct or indirect financial or personal interest in contracts or transactions with the school. No member of the governing council or school employee, officer or agent shall participate in selecting, awarding or administering a contract with the school if a conflict of interest exists. Any contract or transaction entered into in violation of N.M.S.A 1978 Sections 10-16-1, 13-1-1, 22-8B-5.2, 22-21-1 or other relevant section, or any failure to make necessary disclosures, may be cause for removal or termination.

As used in this policy, "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

Required Appendix I

APPENDIX I: PSFA-APPROVED PROJECTED FACILITY PLAN DOCUMENTATION

Gallup Intertribal Community School (GICS) FMP/Ed Specs

Contact Info:

Lane Towery

203 E Pine Ave, Gallup, NM 87301

505-263-9737

lane@nacainspireschoolsnetwork.org

CHARTER SCHOOL OVERVIEW

- ☐ Include the written request as well as any response received regarding your request to locate in existing district facilities

I've sent a written request without response so far. This is also a topic I have discussed in person with the Superintendent. Based on those conversations and the past decisions of our school board, it seems the chances are low for sharing space with the district.

- ☐ Indicate year of the application

Our application is due July 1st, 2015 and we intend to open the school for the 2016-2017 school year.

- ☐ Charter School cap

Our proposed cap is 300 students in grades 6 to 12.

- ☐ Include statement acknowledging review of:

- o Statewide Adequacy Standards NMAC 6.27.30

- o Charter-Alternative School Statewide Adequacy Standard Variance

We acknowledge that we have read, reviewed, and understand Statewide Adequacy Standards NMAC 6.27.30 and Charter-Alternative School Statewide Adequacy Standard Variance.

1. GOALS / MISSION

1.1 Goals

1.1.1 Mission

The Gallup Intertribal Community School, through a commitment to culturally relevant indigenous education and interdisciplinary project based learning, will develop critically conscious students who are engaged in their communities, holistically healthy, and have a personal plan for succeeding in post-secondary opportunities.

1.1.2 Briefly describe the general educational philosophy

Our educational philosophy is in alignment with the theories and philosophies of Culturally Relevant Indigenous Education. In this sense, we feel a commitment to student holistic well-being and identity security, to robust language instruction, to restorative justice, to natural outdoor education (learning through challenge), and to community-centered project-based learning (learning by doing).

1.1.3 Serving the community

□ Describe the desired interaction with school's community

The evidence makes it clear that family participation is a key lever for improving students' school experiences and increasing academic achievement. The tenets of indigenous education indicate that community accountability and engagement are foundational, as well. Additionally, right now Gallup lacks public space for use by its Native American community. For all of those reasons, our school's ability to serve as a safe, welcoming, and useful place for families and community members is critical.

We aspire to create a school that is a gathering place for families, where they spend time with their children, utilizing our facilities. We aspire to have semi-annual demonstrations of learning when community members are invited into our school to see and experience their children's work. We aspire to have spaces where families and community members can meet with and interact with school administration and faculty comfortably. We envision having a space to utilize for restorative justice circle meetings with families and students. And finally, we envision some sort of large, multi-use space that can be shared for many purposes, both for school and community needs. Finally, we aim to create a curriculum that includes project-based service learning in which our students' and staff's access to community spaces will be critical.

1.2 Process

1.2.1 Describe process for data gathering and analysis

□ Identify individual representing the school authorized as contact on issues and questions related to this submission

Lane Towery
203 E Pine Ave, Gallup, NM 87301
505-263-9737
lane@nacainspireschoolsnetwork.org

□ Identify process for capital planning and decision-making

The final decision-making for all capital and facility decisions will rest with the GICS governing board once it is in place and our school has been approved. The Head Administrator of GICS will assemble an advisory group responsible for gathering input and researching design, location, and financing of our facility. This advisory group will make recommendations to the Finance Committee of the Governing Board.

□ Identify how community input is considered o list members that attended planning meetings and their affiliation (i.e. maintenance staff, students, faculty)

As a school founding team, we have received community input in a variety of ways thus far. We have conducted approximately 60 one-on-one meetings with community members in and around Gallup, on the Navajo Nation, and on the Zuni Pueblo. We have done talking circles with parents and educators. We have done presentations at 6 chapter houses around Gallup and received questions and feedback from chapter members. We have also done presentations and received questions and feedback from the GMCS Board of Education, Gallup Kiwanis Club, and GMCS's Indian Education Committee. This community engagement work has encompassed our school design broadly, part of which is the determination of our values, mission, and ideal facilities.

In order to better understand our options for facilities we have met informally with the Superintendent of Gallup McKinley County Schools Frank Chiapetti, the president of UNM-Gallup Dr. Dyer, the principal of Sacred Heart School, the former head administrator of Uplift Community School (a state-chartered school), and a local realtor. Through that process we know that there are potential facility options within the district, though all of them come with challenges. We also know that there is a potential to work with the archdiocese to share the buildings that used to be Gallup Catholic High School, although that option is also not without challenges. We also know that UNM-Gallup is supportive of our work and willing to work together to find facility options. Finally, through the realtor we know that while there is not very much large commercial real estate available in Gallup, there is plenty of land and the potential to build a relationship with a willing landlord.

□ Describe the nature of Steering committee involvement o identify members of the steering committee

As GICS is still in the planning stages and charter-writing process, a formal Steering Committee has not yet been created. Our school's founding team consists of:

- Lane Towery
- Ben Soce
- Masika Sweetwyne

The founding team hosts public planning meetings weekly, which have included a variety of other community members, educators, and parents offering input into the design of the school.

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs overview

- Provide overview of proposed educational programs and facilities (if applicable)

Our proposed educational model is built around Culturally Relevant Indigenous Education. This implies a commitment to learning by doing, to robust language instruction, to restorative practices, to natural outdoor education, to community-centered project-based learning, and to holistic well-being and identity security.

From a curriculum standpoint, our proposed educational program is built around a model of project-based learning. Projects will be community-based and interdisciplinary. Learning in language and culture, humanities, and STEAM courses will be aligned thematically and each trimester students will work collaboratively in groups to produce projects related to that trimester's theme. Each semester will end with a large demonstration of learning that the community is invited to attend. As students transition from middle school to high school the curriculum will also transition. Service learning, individual projects, and a block schedule with more "traditional" courses aligned to college preparedness will define the high school experience as students work towards their senior community project, a capstone experience for our students.

Additionally, we propose offering natural outdoor education to our students through the programming of the National Indian Youth Leadership Project. We propose a restorative justice program for responding to student breaches of school values and expectations. And we propose an advisory system for building relationships, building school culture, and delivering curriculum aligned to holistic health and wellness and the philosophies of positive youth development. Part of the advisory system will be the implementation of a Circle of Power and Respect process, which is an extension of the morning meeting structure in elementary schools.

Our proposed facility needs, therefore, are flexible. We anticipate needing flexible classroom spaces for a mix of small-group instruction and large-group project-based learning. We anticipate needing spaces for advisory settings and for restorative justice talking circles. We would prefer a space that reflects indigenous epistemologies and traditional knowledge (ie is rounded rather than square), would prefer access to the out of doors, and would prefer a large multi-use space for demonstrations and community meetings, though none of those things are strictly necessary.

- Identify and describe any potential shared/joint use facilities with public or private entities

We have established inquiries with three different entities in Gallup about shared or joint use facilities:

- Gallup McKinley County Schools (GMCS): According to GMCS's facilities master plan and construction schedule, they will have two empty buildings in the near future. Church Rock Elementary School, an elementary school just outside of Gallup to the east, will be replaced by a new building in summer 2015. This building is schedule to be razed and its condition is unknown. Students and staff from Juan De Oñate elementary school, in Gallup's north side neighborhood, are scheduled to consolidate into a new Del Norte Elementary School near the current Washington Elementary in the summer of 2016. Juan De Oñate is larger, younger, and presumably in better condition than Church Rock. The district has indicated a willingness to keep the building standing, as has been demonstrated in their communication with UNM-Gallup about turning the building into an adult education center. Finally, Gallup Middle School includes a part of their facility that is unused currently.
- University of New Mexico – Gallup: Currently, UNM-G hosts a small district-chartered school, Middle College High School, on their campus in a combination of two portables and in university classroom space. Presumably, there is the potential to create a similar arrangement. We have also spoken with the university about the potential of sharing the Juan De Oñate facility if the university takes ownership of the building, which the University indicated an initial willingness about.
- The Roman Catholic Diocese of Gallup: The local Archdiocese operates a school campus in central Gallup for Sacred Heart Catholic School, a K-8 school, and Gallup Catholic High School. In recent years, the high school closed due to low enrollment, leaving their buildings empty. Additionally, the land and buildings of that campus are currently a part of the Diocese' bankruptcy filing, making their future uncertain. We have submitted a letter of inquiry to the Superintendent of Schools and the Chief Financial Officer of the Diocese so far without response.

Another possible option that we have not pursued specifically yet is working with other public entities to identify land for the use of portable classrooms. For this purpose, we could potentially work with the City of Gallup, McKinley County, the Navajo Nation, or individual chapters near Gallup.

□ Describe the school's proposed instructional program

As mentioned, the core aspect of our instructional program will be a project-based model that is community-centric. Small-group, skills-based instruction as well as discreet classes and seminars will support this interdisciplinary methodology.

At different points during our school day or week, students might be working in mixed-ability small groups under the supervision of one or more teachers and aids. At other points students might be split among educators for differentiated tier I learning or tier II interventions, while at other times students might be in traditional courses like language studies. In the mornings, students will be in small advisory settings, while at other times still students might be learning outdoors or on field trips in the community.

Given this educational program, our facilities needs are flexible. Ideally our space would include a larger, multi-functional space for project-based learning surrounded by smaller classrooms and work spaces, which rather than be dedicated to one teacher or subject could be used flexibly for different purposes, as on a college campus.

We also propose making outdoor experiential education available to students through the programming of the National Indian Youth Leadership Project. This makes access to outdoor learning spaces preferred but not necessary.

- Describe the general instructional organization (grade levels, groups, academies)

We will group students by grade-level cohorts for advisory, the core curriculum, project-based learning, and any specific coursework like language instruction. Differentiated and tier II instruction in small groups will be delivered based on need and may include groups that are mixed across grade levels. As students move from middle school to high school, instructional pacing will become more individualized. Students who are more advanced will be allowed to move through the scope and sequence faster until they reach the ability to be dual-enrolled at UNM-Gallup.

- Describe alternative methods of educational program delivery

Our students will spend time in groupings of different sizes and with different purposes at different parts of their day. Core instruction will be delivered in larger groups through interdisciplinary, project-based learning. This learning will often be cooperative and students will work in small groups within a larger learning setting. At other points in the day students might split up for small-group instruction with small groups of students with similar needs for their skills labs.

- Describe scheduling approach (periods, block schedule)

Each day will start for teachers one hour before students for professional collaborative time. In middle school the formal school day will start each day with 30 minutes in advisory for Circle of Power and Respect time and learning aligned to positive youth development theories. During the school day, students will spend time in short, differentiated “skills labs” differentiated to their needs while for longer blocks of time students will focus on project-based learning in either a Humanities or a STEAM class. In high school the schedule will take on more of a block schedule with a more traditional class structure, though independent studies and projects will still be valued and it may not be unusual to see students working independently during a free period.

- List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any

We intend to offer an increasing array of out-of-school options, beginning in the early

years with access to the outdoor experiential education of NIYLP and traditional athletics like cross country, basketball, and track. While our commitment to Natural outdoor education would ideally imply the need for access to outdoor spaces, NIYLP has a history of providing programming across a range of school facilities. We would also prefer access to athletics facilities, but know that there are opportunities to use public spaces in Gallup if our facility does not include our own athletics facilities.

Overall, our curricular model is flexible and could be carried out effectively in a variety of spaces.

2.2 Proposed Enrollment

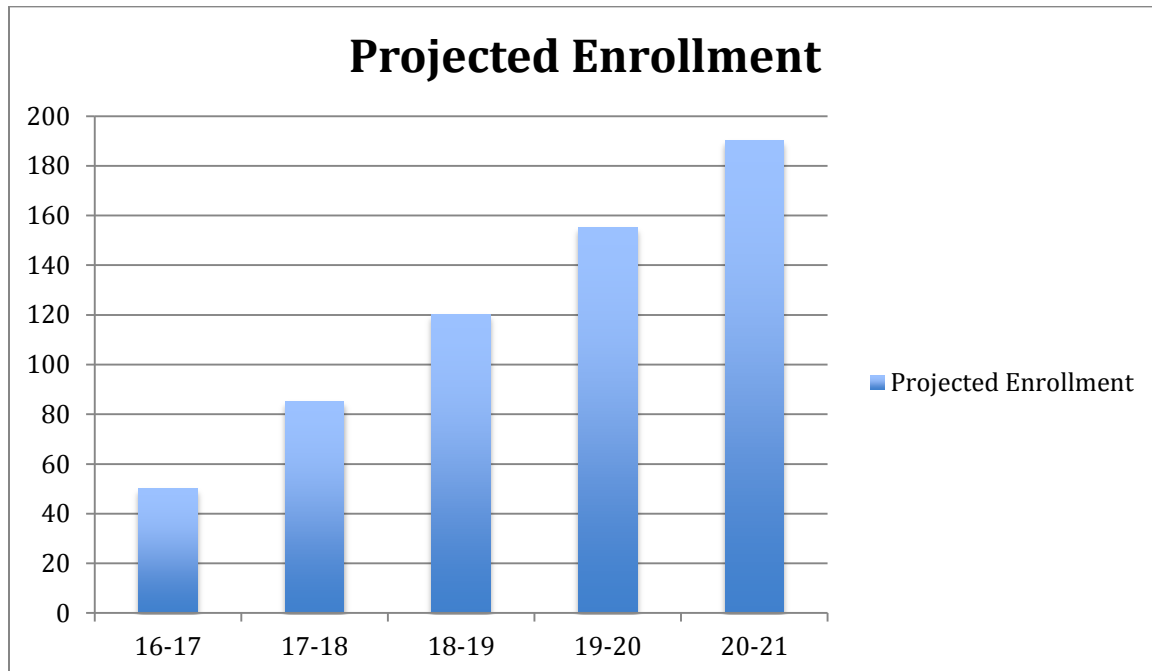
2.2.2 Describe any plans for phased enrollment

We plan to open with about 50 students in grades 6 and 7 in 2016 and then grow one grade per year until we are fully realized at 6th through 12th grades.

- ☐ Provide a graph of projected enrollment cap, if incremental

Our enrollment cap will be 300 students. While we recognize that it is unlikely we approach that cap during our first five years as we phase in grades, it will remain the only cap.

- ☐ Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility



2.3

2.2.3 Classroom loading policy

- Identify anticipated class loading policy (student teacher ratio)

We anticipate using a combination of licensed educators, language teachers, special educators, and educational assistants to keep classroom loads very low for differentiated, skills-based instruction—in the range of 8-12 students. At other times, students might work in small-groups on projects under the supervision of one teacher who monitors many more students who are working independently. Overall, we strive to keep our student:teacher ratio below 15:1 in order to provide enough flexibility that along with administrators, counselors, and Educational assistants we can provide small-groups instruction when appropriate.

2.2.4 Classroom needs

- Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.

Year	Number of Students	Min. Number of Classrooms @ 15 students per classroom load capacity	NSF required in total for classrooms (560 square feet per classroom, or 28 square feet per student with 20 students)
2016-2017	50	4	2240
2017-2018	85	6	3360
2018-2019	120	8	4480
2019-2020	155	11	6160
2020-2021	190	13	7280
Full Capacity	300	20	11200

The classroom needs are based on keeping the average students per teacher per classroom ratio below or equal to 15:1 while providing classroom spaces large enough to accommodate 20 students at a time to allow for flexible groupings. We assumed a need of 28 square feet per student per classroom and therefore that each classroom needed at least 560 square feet of space.

While there might at times be a desire to split students into even smaller groupings for skills labs or advisories, it is also true that those purposes do not necessarily require a traditional classroom and could be carried out in other multi-use spaces.

- Itemize the quantity and sizes of other spaces required to accommodate the instructional program

<u>Room Name</u>	<u>NSF</u>
Central multi-use space	~ 1200 square feet
Open-concept collaborative	~ 600 square feet

office space for
administrators, business
manager, etc.

Conference room 250 sq feet

Family meeting room / 150 sq feet

restorative justice talking
circle space

Entry-way with parent work ~ 200 sq feet
space

Faculty work space ~ 500 sq feet

Storage in core classrooms 600 sq feet (2/student)

Site and Facilities (if applicable)

2.3.1 Location/site

☐ Include Map(s) which identify the location of any existing and proposed facilities

See attached

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 What are the goals to be met by your school facility?

Our goal is to operate a school facility that meets our classroom needs and allows for our unique combination of small-group skills instruction combined with larger-group core instruction taught through project-based learning.

Our goal is to operate a school space that is collaborative—between students, between students and faculty, between faculty and administrators, and between families and staff.

Our goal is to create a space that is safe and welcoming for students and families and educators alike.

Given those goals, we feel we can make many different facilities work for us, though we have also demonstrated our thinking about an ideal facility as demonstrated in the renderings included in the appendices.

☐ If the school is not in a public building, outline plan for compliance with HB-33

We intend to do our due diligence to pursue all public options we can whether through the school district, the city, the county, or the Navajo Nation. In the event we cannot share space with a public entity, we will demonstrate that we have exhausted other options while ensuring that our facility meets all aspects of state statute and rules.

3.1.2 Concepts

☐ Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, and any other issues or special considerations that impact space requirements and/or costs

Ideally the school would be designed with the following concepts in mind:

- Indigenous community values and designs (ie a preference for round spaces rather than square).
- A commitment to collaborative project-based learning (ie large learning spaces with moveable walls and furniture; shared work space for faculty).
- A commitment to community collaboration (multi-use facilities and family meeting areas).

4. CAPITAL

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table (if applicable)

- ☐ Provide a table summarizing characteristics of site and facilities
- ☒ Name of facility (if applicable)

We do not have one specific facility in mind at this point, though we've been communicating with a number of local entities about possibilities.

5.2 Site Plan (if applicable)

- ☐ Scaled school site plan
- See example in appendices of what an ideal facility could look like.

5.3 Floor Plan (if applicable)

- ☐ Scaled school floor plan(s) with rooms numbers to match inventory
- See example in appendices of what an ideal facility could look like.

- ☐ FAD forms updated

5.4 FMA Reports and how Major and Minor findings are addressed by the Capital Plan (if applicable)

5.5 Detailed Space and Room Requirements (EdSpec) if applicable

- . 5.5.1 Technology and communications criteria
 - . Network access should be available in each classroom, workspace, and faculty office or shared workspace.
 - . Wireless internet should be available throughout the facility.
 - . Laptops will be purchased at a ration of 1:3 per student (100 total at full capacity) and one per each staff member. Laptops will be portable and available in carts.
 - . Phones and intercoms should be available in each classroom and office.
 - . A high-volume copier and printer will be leased and available for staff use centrally.
- . 5.5.2 Power criteria
 - . There should be sufficient outlets in each classroom for laptop use and teacher presentation equipment (ie projectors, document cameras).
- . 5.5.3 Lighting and day lighting criteria
 - . a light level of at least 50 foot candles is required in each general and specialty classroom, measured at a work surface located in the approximate center of the classroom.
- . 5.5.5 Classroom acoustics criteria
 - . The sound level in each general and specialty classroom shall be a one-hour, A-weighted Noise Criteria of less than 55 decibels as measured on a work surface in the approximate center of the room.
- . 5.5.6 Furnishing and equipment criteria

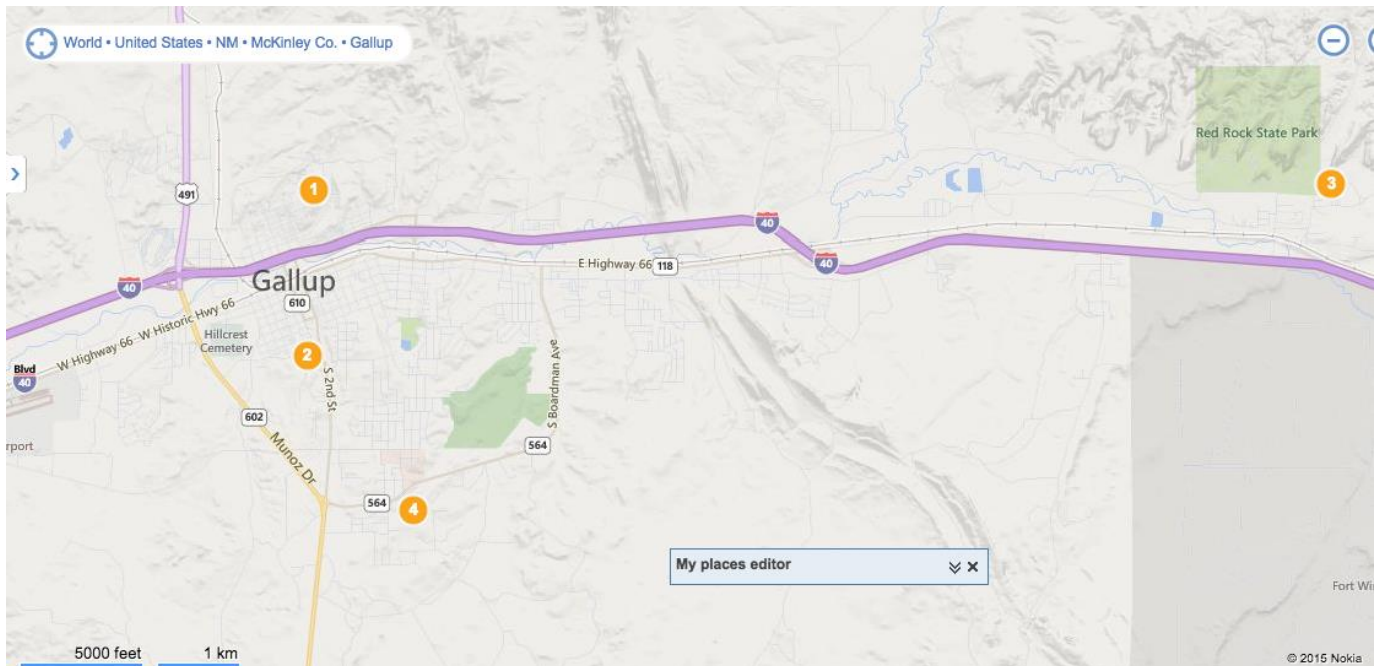
- . All classrooms shall have student work surfaces to accommodate up to 20 students. Flexible work settings are a priority. We will purchase rectangular tables that can move around the classroom.
- . 5.5.7 Criteria sheets

5.6 Submission

- . 5.6.1 Final hardcopy placed in a three-ring binder
- . 5.6.2 Final electronic copy

Appendix A

Map of Gallup with potential public/private partnerships



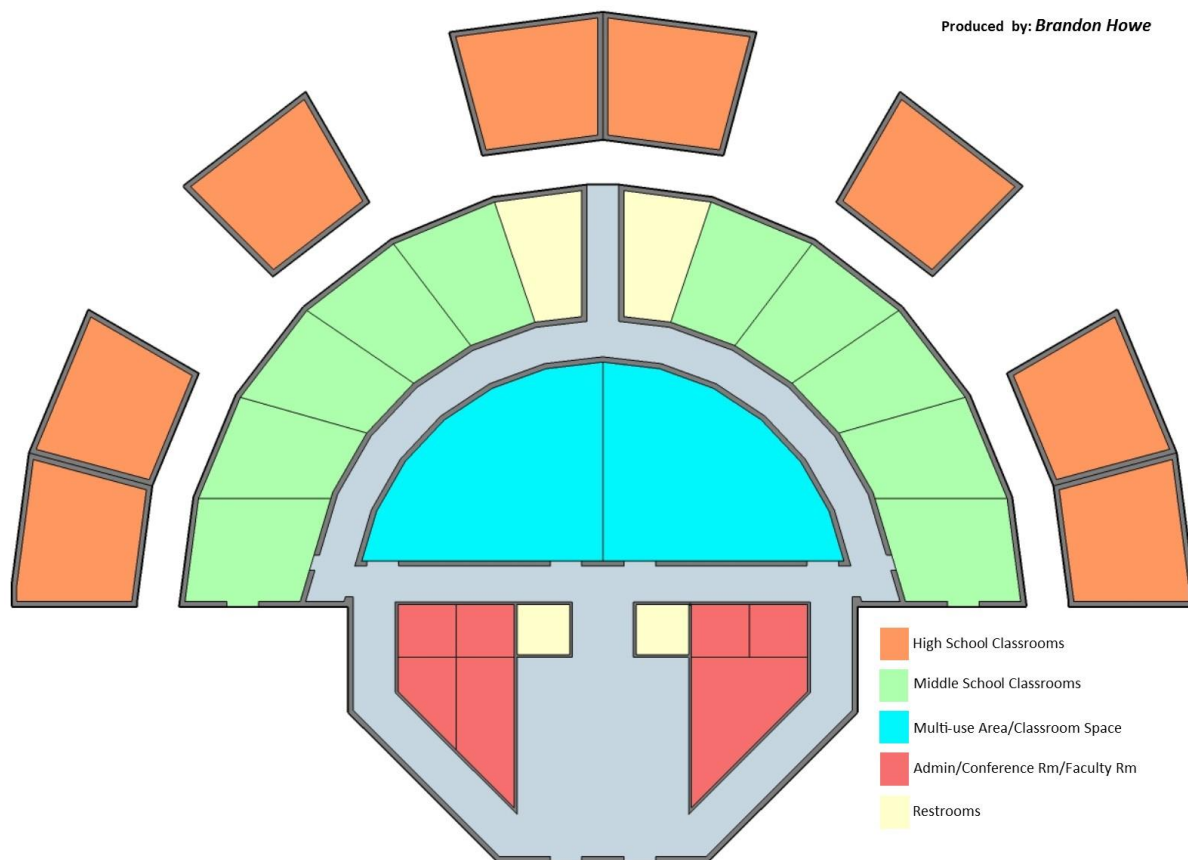
Key:

- 1 – Juan De Onate Elementary School
- 2 – Gallup Catholic High School
- 3 – Church Rock Elementary School
- 4 – UNM Gallup Campus

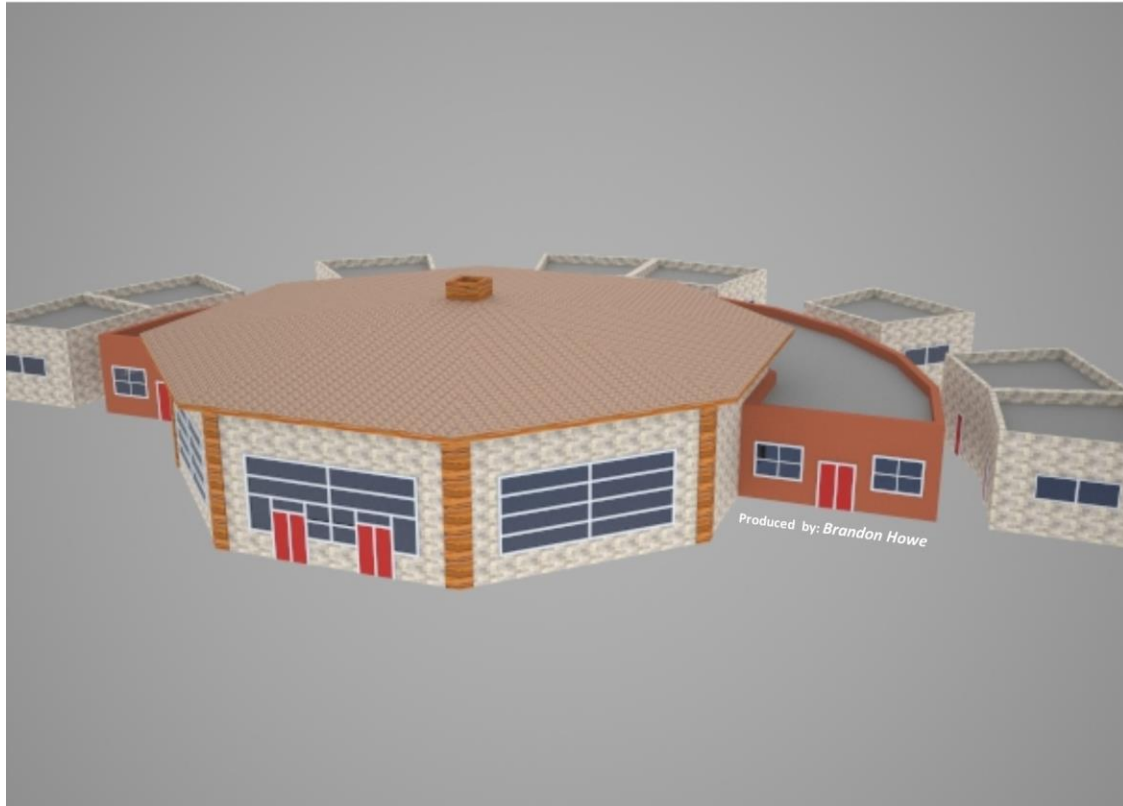
Appendix B

Here is an example rendering of a school facility meeting our programmatic needs. We drew this facility on a plot of land between Highway 602 south, Dusty Rd, and Boardman Avenue on the south side of Gallup, a piece of land that we know to be available for lease and that would meet many of our ideal criteria.

Space concept map/floor plan:



Front View



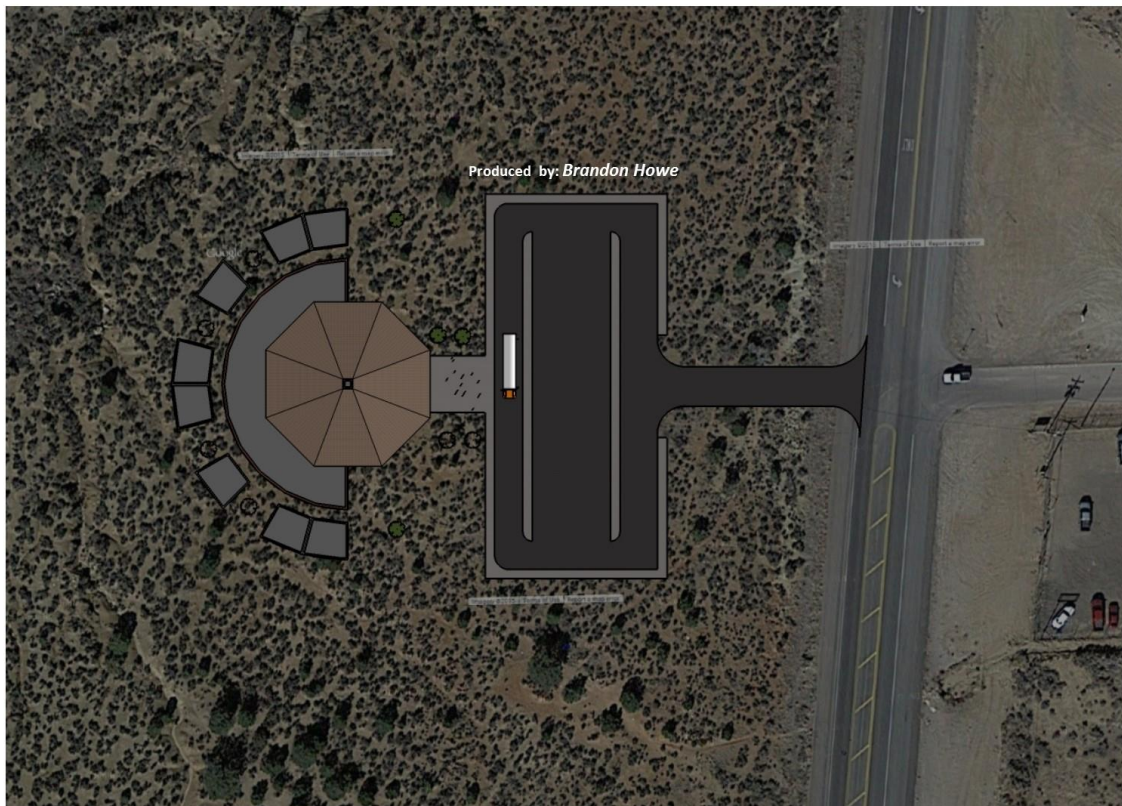
Rear View



Rendering on site



Site view



Appendix C

Written Request to District

Lane Towery
203 E Pine Ave, Gallup, NM 87301
505-263-9737
lane.towery@gmail.com

20 April 2015

Mr. Frank Chiapetti
Superintendent
Gallup McKinley County Schools
P.O. Box 1318, Gallup, NM 87305

CC: John T Cresto, Director of Construction
CC: Ron Triplehorn, Director of Maintenance

Dear Mr. Chiapetti,

It feels odd to write a formal letter having spoken about this topic in person, but I write today, per PSFA guidelines, to formally request to locate our future school in district facilities. I continue to feel that there are potential benefits for both our school and the district if we are able to reach an agreement on facilities, whether that means moving into a school facility that has been vacated like Juan de Onate's building, using parts of facilities not currently in use like Gallup Middle School's old art facility, or even using district-owned land to house portable classrooms. Could you reply in writing at your earliest convenience? I'd much appreciate it.

Thank you for your willingness to maintain open lines of communication so far and I look forward to being able to work together with you and your staff to find if an amenable situation can be agreed upon.

Sincerely,

Lane Towery
Co-founder, Gallup Intertribal Community School



STATE OF NEW MEXICO
Public School Facilities Authority

Robert A. Gorrell
Director

☐ originating office
Santa Fe Main Office
410 Don Gaspar Ave
Santa Fe, NM 87501
Telephone: 505-988-5989
Facsimile: 505-988-5933

☒ originating office
Albuquerque Field Office
1312 Basehart SE, Suite 200
Albuquerque, NM 87106
Telephone: 505-843-6272
Facsimile: 505-843-9681

April 28, 2015

Mr. Lane Towery
203 E. Pine Ave
Gallup, NM 87301

Dear: Mr. Towery,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for the Gallup Intertribal Community School (GICS). The FMP/Ed Spec's purpose is to guide you in the planning of and/or selection of a facility to ensure that it is adequate to accommodate your educational program and method of instruction. Based upon our review, PSFA is pleased to announce that the Plan meets our requirements. In accordance with House Bill 283, your next step is to submit your charter school application to the New Mexico Public Education Department (PED) and include your FMP/ Ed Spec's plan.

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

- Gallup Intertribal Community School did request to locate in existing Gallup McKinley County Schools facilities on April 20, 2015. As of yet, there has been no response from Superintendent Frank Chiapetti
- The school anticipates having a total enrollment of 300 students
- Class size of 15:1; would require 20 classrooms at 560 square feet per classroom (560 sq. ft. ;A.S. would allow up to 20 students/ classroom)
- Total 11,200 gsf for classrooms, plus 3,500 gsf for other spaces with a total of 14,700 gsf needed to meet your educational program
- Grades: 6th thru 12th grades
- You have reviewed our adequacy standards, planning guide and HB 283

If you are a successful applicant, please remember to work closely with PSFA's Planning and Design team as you review potential facilities. You can reach us at (505) 468-0282.

Sincerely,


William W. Sprick,
Facility Master Planner

cc: Jeremy Jerge, Regional Manager
Martica Casias, Planning and Design Manager

Required Appendix L

Six Directions Indigenous School

Proposed Salary Schedule 02/15

Based on 200-day contract.

EXPER.	BA		BA+15		BA+45 or MA			MA + 15	
	Level I	Level II	Level I	Level II	Level I	Level II	Level III	Level I	Level II
0	36,000		36,200		36,700			36,800	
1	36,200		36,400		36,900			37,000	
2	36,400		36,600		37,100			37,200	
3	36,600	43,000	36,800	43,200	37,300	43,700		37,400	43,800
4	36,800	43,200	37,000	43,400	37,500	43,900		37,600	44,000
5	37,000	43,400	37,200	43,600	37,700	44,100		37,800	44,200
6	37,200	43,600	37,400	43,800	37,900	44,300	52,500	38,000	44,400
7	37,400	43,800	37,600	44,000	38,100	44,500	52,700	38,200	44,600
8	37,600	44,000	37,800	44,200	38,300	44,700	52,900	38,400	44,800
9	37,800	44,200	38,000	44,400	38,500	44,900	53,100	38,600	45,000
10	38,000	44,400	38,200	44,600	38,700	45,100	53,300	38,800	45,200
11	38,200	44,600	38,400	44,800	38,900	45,300	53,500	39,000	45,400
12	38,400	44,800	38,600	45,000	39,100	45,500	53,700	39,200	45,600
13	38,600	45,000	38,800	45,200	39,300	45,700	53,900	39,400	45,800
14	38,800	45,200	39,000	45,400	39,500	45,900	54,100	39,600	46,000
15	39,000	45,400	39,200	45,600	39,700	46,100	54,300	39,800	46,200
16	39,200	45,600	39,400	45,800	39,900	46,300	54,500	40,000	46,400
17	39,400	45,800	39,600	46,000	40,100	46,500	54,700	40,200	46,600
18	39,600	46,000	39,800	46,200	40,300	46,700	54,900	40,400	46,800
19	39,800	46,200	40,000	46,400	40,500	46,900	55,100	40,600	47,000
20	40,000	46,400	40,200	46,600	40,700	47,100	55,300	40,800	47,200
21	40,200	46,600	40,400	46,800	40,900	47,300	55,500	41,000	47,400
22	40,400	46,800	40,600	47,000	41,100	47,500	55,700	41,200	47,600
23	40,600	47,000	40,800	47,200	41,300	47,700	55,900	41,400	47,800
24	40,800	47,200	41,000	47,400	41,500	47,900	56,100	41,600	48,000
25	41,000	47,400	41,200	47,600	41,700	48,100	56,300	41,800	48,200
26	41,200	47,600	41,400	47,800	41,900	48,300	56,500	42,000	48,400
27	41,400	47,800	41,600	48,000	42,100	48,500	56,700	42,200	48,600
28	41,600	48,000	41,800	48,200	42,300	48,700	56,900	42,400	48,800
29	41,800	48,200	42,000	48,400	42,500	48,900	57,100	42,600	49,000
30	42,000	48,400	42,200	48,600	42,700	49,100	57,300	42,800	49,200
31	42,200	48,600	42,400	48,800	42,900	49,300	57,500	43,000	49,400

Dual certification in SPED: \$500.00 / yr

	MA+45 or PhD		
Level III	Level I	Level II	Level III
	37,300		
	37,500		
	37,700		
	37,900	45,500	
	38,100	45,700	
	38,300	45,900	
52,600	38,500	46,100	53,000
52,800	38,700	46,300	53,200
53,000	38,900	46,500	53,400
53,200	39,100	46,700	53,600
53,400	39,300	46,900	53,800
53,600	39,500	47,100	54,000
53,800	39,700	47,300	54,200
54,000	39,900	47,500	54,400
54,200	40,100	47,700	54,600
54,400	40,300	47,900	54,800
54,600	40,500	48,100	55,000
54,800	40,700	48,300	55,200
55,000	40,900	48,500	55,400
55,200	41,100	48,700	55,600
55,400	41,300	48,900	55,800
55,600	41,500	49,100	56,000
55,800	41,700	49,300	56,200
56,000	41,900	49,500	56,400
56,200	42,100	49,700	56,600
56,400	42,300	49,900	56,800
56,600	42,500	50,100	57,000
56,800	42,700	50,300	57,200
57,000	42,900	50,500	57,400
57,200	43,100	50,700	57,600
57,400	43,300	50,900	57,800
57,600	43,500	51,100	58,000

Mean	45,484
Median	44,900

EA	
200 Days	
Step	
0	15,000
1	15,200
2	15,400
3	15,600
4	15,800
5	16,000
6	16,200
7	16,400
8	16,600
9	16,800
10	17,000
11	17,200
12	17,400
13	17,600

Principal		
225 Days		
Step	Mid School	High School
0	72,000	82,000
1	74,000	84,000
2	74,500	84,500
3	75,000	85,000
4	75,500	85,500
5	76,000	86,000
6	76,500	86,500
7	77,000	87,000
8	77,500	87,500
9	78,000	88,000
10	78,500	88,500
11	79,000	89,000
12	79,500	89,500
13	80,000	90,000

Executive Director	
225 Days	
Step	
0	60,000
1	60,500
2	61,000
3	61,500
4	62,000
5	62,500
6	63,000
7	63,500
8	64,000
9	64,500
10	65,000
11	65,500
12	66,000
13	66,500

Deans	
205 Days	
Step	
0	55,000
1	55,500
2	56,000
3	56,500
4	57,000
5	57,500
6	58,000
7	58,500
8	59,000
9	59,500
10	60,000
11	60,500
12	61,000
13	61,500

Coordinators	
205 Days	
Step	
0	45,000
1	45,500
2	46,000
3	46,500
4	47,000
5	47,500
6	48,000
7	48,500
8	49,000
9	49,500
10	50,000
11	50,500
12	51,000
13	51,500

Business Support Specialist	
205 Days	
Step	
0	32,000
1	32,200
2	32,400
3	32,600
4	32,800
5	33,000
6	33,200
7	33,400
8	33,600
9	33,800
10	34,000
11	34,200
12	34,400
13	34,600

Licensed Bachelor of Social Work

STEP	BA + 00 200 days	BA +15 200 days	BA + 30 200 days	BA + 45/MA+0 200 days	MA +15 200 days	MA + 30 200 days
0	40,000	40,500	41,000	41,500	42,200	42,500
1	40,200	40,700	41,200	41,700	42,400	42,700
2	40,400	40,900	41,400	41,900	42,600	42,900
3	40,600	41,100	41,600	42,100	42,800	43,100
4	40,800	41,300	41,800	42,300	43,000	43,300
5	41,000	41,500	42,000	42,500	43,200	43,500
6	41,200	41,700	42,200	42,700	43,400	43,700
7	41,400	41,900	42,400	42,900	43,600	43,900
8	41,600	42,100	42,600	43,100	43,800	44,100
9	41,800	42,300	42,800	43,300	44,000	44,300
10	42,000	42,500	43,000	43,500	44,200	44,500
11	42,200	42,700	43,200	43,700	44,400	44,700
12	42,400	42,900	43,400	43,900	44,600	44,900
13	42,600	43,100	43,600	44,100	44,800	45,100
14	42,800	43,300	43,800	44,300	45,000	45,300
15	43,000	43,500	44,000	44,500	45,200	45,500

Licensed Master of Social Work

STEP				MA+0 200 days	MA +15 200 days	MA + 30 200 days
0				42,000	42,500	43,000
1				42,200	42,700	43,200
2				42,400	42,900	43,400
3				42,600	43,100	43,600
4				42,800	43,300	43,800
5				43,000	43,500	44,000
6				43,200	43,700	44,200
7				43,400	43,900	44,400
8				43,600	44,100	44,600
9				43,800	44,300	44,800
10				44,000	44,500	45,000
11				44,200	44,700	45,200
12				44,400	44,900	45,400
13				44,600	45,100	45,600
14				44,800	45,300	45,800
15				45,000	45,500	46,000

MA +45, PhD, JD 200 days
43,500
43,700
43,900
44,100
44,300
44,500
44,700
44,900
45,100
45,300
45,500
45,700
45,900
46,100
46,300
46,500

43,100

MA +45, PhD, JD 200 days
44,000
44,200
44,400
44,600
44,800
45,000
45,200
45,400
45,600
45,800
46,000
46,200
46,400
46,600
46,800
47,000

Appendix-Optional

Part C Evidence

Question B.(1)



June 18, 2015

To members of the Public Education Commission:

I write to express support of the proposed Six Directions Indigenous School. The founders of SDIS propose creating an innovative and new option for the youth in our community. Quality educational options are deeply important for both Gallup and for our Kiwanis club. As Kiwanians, our motto is to serve the children of the world. We believe Six Directions will serve our children well.

We also believe Six Directions will support the Gallup community well. Most of our club are members of our local business community, and as such we see that improving educational options, test scores, graduation rates, and college readiness are important for economic development and community health in Gallup.

The Kiwanis Noonday Club is happy to offer our support to the Six Directions Indigenous School, and encourage the Public Education Commission to do the same.

Sincerely,

A handwritten signature in blue ink, which appears to read 'Michael Sage', is written over the printed name. The signature is fluid and cursive.

Michael Sage, President

Appendix-Optional

Part C Evidence

Question B.(2)

Mariano Lake Chapter Resolution

MLC 2014-12-02

Supporting the planning team for the Gallup Indigenous School Initiative will submit a notice of intent to the New Mexico Public Education Department and Gallup McKinley County Schools in January 2015 and a charter application in July 15, 2015 for the right to open a new, free public charter school committed to Indigenous Education to open in fall 2016.

Whereas:

1. The Mariano Lake Chapter was established by the Navajo Nation; and
2. The planning team for the Gallup Indigenous School Initiative will submit a notice of intent to the New Mexico Public Education Department and Gallup McKinley County Schools in January 2015 and a charter application in July 2015 for the right to open a new, free, public charter school committed to Indigenous Education to open in fall 2016; and
3. The proposed school will focus on fostering children who are compassionate and strong community leaders through the following outcomes:
 - a. Students will be prepared to succeed in higher education through rigorous academics and supports.
 - b. Students will be confident, proud, and secure in their identity.
 - c. Students will be holistically well and healthy—physically, emotionally, mentally, and relationally; and.
4. Mariano Lake Chapter is interested in and supportive of innovative and effective educational options for its children; and
5. Mariano Lake Chapter has a compelling interest in ensuring the local school systems support and promote culturally responsive and revitalizing education for its youth.

NOW THEREFORE BE IT RESOLVED:

1. Mariano Lake Chapter hereby approves this supporting resolution in favor of the work being led by the Gallup Indigenous School Initiative to found an innovative 6-12 school committed to equitable and culturally responsive Indigenous Education in Gallup, NM as reflected in their Notice of Intent to the New Mexico Public Education Department and Gallup McKinley County Schools to charter a free public school in 2016.
2. Mariano Lake Chapter hereby encourages the Gallup McKinley County Schools Board of Education to consider supporting the Gallup Indigenous School Initiative as their authorizer while working together on facilities and transportation to ensure the future success of the school.
3. Mariano Lake Chapter hereby encourages its members, Chapter Officials, and Chapter Delegate who support the Gallup Indigenous School Initiative to attend the

January 20th Board of Education meeting for Gallup McKinley County Schools to express public support for the Gallup Indigenous School Initiative.

C E R T I F I C A T I O N

We hereby certify that the foregoing resolution was considered at a duly called REGULAR Mariano Lake Chapter meeting of the Navajo Nation, New Mexico at which a quorum was present and the same passed by a vote of 26 in favor, and -0- opposed and 2 abstained on the 19th day of December, 2014. Marilyn Charley motioned and Sammie Charley second the motion.

Anthony Begay, President Jay R. DeGroat, Vice-President Bessie L. Tsosie, Sec./Treasure

Appendix-Optional

Part C Evidence

Question B.(3)



NACA INSPIRED SCHOOLS NETWORK

June 20, 2015

To the members of the Public Education Department,

As the Fellowship Director and Academic Team Leader with NACA-Inspired Schools Network (NISN) as well as a former resident of the Gallup community, it is my pleasure to support the charter application for Six Directions Indigenous School. The founding team leader, Lane Towery, and governing council have worked relentlessly to design a school that is student-centered and aligned to ensuring that all their students will attain an excellent education. I have had ample opportunities to engage with the Six Directions Team and their vision for student success and long term opportunities is superb! It is my belief that their academic plan rooted in Culturally Responsive Pedagogy, Project-based learning, family partnership and college and career readiness will provide an enduring academic experience for our American Indian children. The unique academic design will enable students to succeed holistically as scholars and future community leaders. All too often, American Indian students and families are unjustly forced to decide between a college and career focused educational experiences or an education that is rooted in preserving the values, traditions, culture and languages of their community. Six Directions Indigenous School creates a sustainable and community-led option so that students have access to an excellent AND relevant education. This new vision for Native Education will lead to healthier student leaders who will be equipped to transform their communities for generations to come.

The Six Directions Indigenous School is supported by NISN in their planning years and will continue to be once it is in operation. Lane is currently an NISN Fellow who is provided learning experiences through our residency program. Throughout his fellowship Lane engages with:

- Professional development and optional coursework in Indigenous studies.
- Real-time experience in the role of school administration and leadership. These duties will draw upon the applicant's strengths and interest areas, while establishing new skills and knowledge.
- Opportunities to work alongside NACA's experienced educators in the classroom and through administrative duties; for example, participating in planning and strategy sessions, facilitating staff meetings, participating in instructional teams, and attending budget workshops.
- Learning about relevant national and New Mexico Public Education Department reform efforts and current work to move New Mexico forward in educational attainment.
- Visits to schools in New Mexico and other areas of the country that offer best practices in Native American education.
- Establishing community partnerships with a vast array of highly effective organizations throughout the nation and Native American communities.


Once Six Directions commences operations, the NISN team will continue to provide additional supports through:

- Access to early stage planning and start-up funding for the new school and key supports such as accessing a facility, finance, and professional development.
- Participation and long-term access to our resources, which includes leaders in Native American education who share learning and provide and receive mentoring and coaching, as well as access to early stage supports to help launch a successful school.

*1000 Indian School Rd NW
Albuquerque, New Mexico 87104
(505) 266-0992
(505) 266-2905*

NISN fully supports the establishment of Six Directions Indigenous School. Six Directions offers a truly remarkable opportunity for the families and students of the Gallup community. I believe that the school along with their key community partnerships will create the conditions to transform the lives of students through a culturally relevant and academically rigorous education. Please do not hesitate to reach out to me with any questions or thoughts.

Sincerely,



Alan Brauer
Fellowship Director and Academic Team Lead
NACA-Inspired Schools Network
alan@nacainspiredschoolsnetwork.org
301-788-1498

*1000 Indian School Rd NW
Albuquerque, New Mexico 87104
(505) 266-0992
(505) 266-2905*

Appendix-Optional

Part C Evidence

Question B.(4)

One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

June 26, 2015

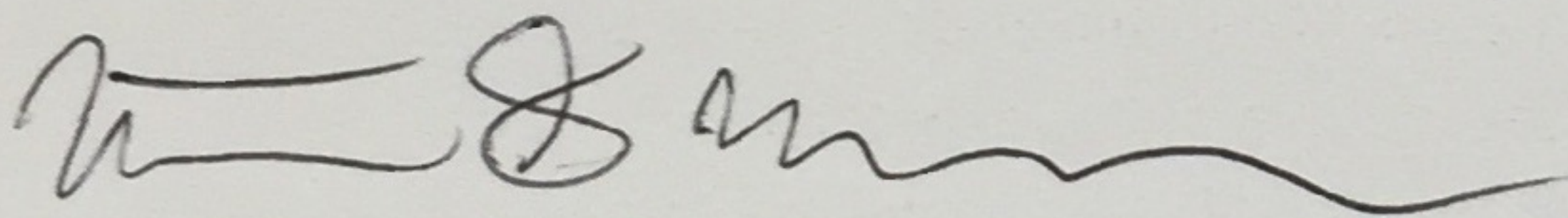
To members of the Public Education Commission:

I write to express support of the proposed Six Directions Indigenous School. Teach For America's vision is that "one day, all children in this nation will have the opportunity to attain an excellent education." Six Directions proposes to create an equitable educational option for the Native youth of our community through a culturally responsive design. Given both the history of Indian Education in our country and our region, and the contemporary opportunity gaps we see for the Native youth around Gallup, we support this endeavor fully.

Through our work and partnerships at Teach For America – New Mexico, we have had the privilege of visiting some wonderful schools inside and outside of New Mexico. Those include Puente de Hozho, a Navajo immersion school in Flagstaff, and the Native American Community Academy in Albuquerque. Schools such as these demonstrate the outcomes that are possible for children in schools that center teaching and learning on respect for and affirmation of cultural identity. Such an option could have a profound positive impact in Gallup.

There are many people and organizations who are committed to an excellent education for indigenous youth in our state. Teach for America is pleased to support Six Directions Indigenous School as an additional effort to bring excellence and justice to indigenous education in Gallup.

Sincerely,



Nate Morrison

Executive Director

Teach For America – New Mexico



AN AMERICORPS PROGRAM

Appendix-Optional

Part C Evidence

Question B.(5)



Ben Shelly,
President

Rex Lee Jim,
Vice President

SETH DAMON,
Council Delegate

Tsayatoh Chapter
P.O. Box 86
Mentmore, NM 87319
(505)905-2649 ♦ Fax: (505)905-0537
Website: www.tsayatoh.nndes.org
E-mail: tsayatoh@navajochapters.org

DAVID LEE,
Chapter President
WALTER HUDSON,
Chapter Vice President

VACANT
Secretary/Treasurer

HENRY HUDSON,
Land Board

RITA SILAGO
Community Services Coordinator

VACANT
Office Specialist

RESOLUTION OF TSAYATOH CHAPTER
RESOLUTION #: TSA-2015-03-01

Supporting the planning team for the Gallup Indigenous School Initiative, who submitted a notice of intent to the New Mexico Public Education Department and Gallup McKinley County Schools in January 2015 and will submit a charter application in July 2015 for the right to open a new, free public charter school committed to Indigenous Education to open in fall 2016.

WHEREAS:

1. Pursuant to 26 N.N.C. Section 3 (A) the Tsayatoh Chapter is a duly recognized certified chapter of the Navajo Nation vested with authority and responsibilities to provide and enact on all matter affecting the community; AND
2. Pursuant to CAP-34-98, the Navajo Nation Council approved the Navajo Nation Local Governance Act that allows Tsayatoh Chapter to make decisions over local matters; And
3. The planning team for the Gallup Indigenous School Initiative submitted a notice of intent to the New Mexico Public Education Department and Gallup McKinley County Schools in January 2015 and will submit a charter application in July 2015 for the right to open a new, free, public charter school committed to Indigenous Education to open in fall 2016; and
4. The proposed school will focus on fostering children who are compassionate and strong community leaders through the following outcomes:
The proposed school will focus on fostering children who are compassionate and strong community leaders through the following outcomes:
 - a. Students will be prepared to succeed in higher education through rigorous academics and supports.
 - b. Students will be confident, proud, and secure in their identity.
 - c. Students will be holistically well and healthy—physically, emotionally, mentally, and
5. Tsayatoh Chapter is interested in and supportive of innovative and effective educational options for its children; and
6. Tsayatoh Chapter has a compelling interest in ensuring the local school systems support and promote culturally responsive and revitalizing education for its youth.

NOW THEREFORE BE IT RESOLVED:

1. Tsayatoh Chapter hereby approves this supporting resolution in favor of the work being led by the Gallup Indigenous School Initiative to found an innovative 6-12 school committed to equitable and culturally responsive Indigenous Education in Gallup, NM as reflected in their Notice of Intent to the New Mexico Public Education Department and Gallup McKinley County Schools to charter a free public school in 2016.

2. Tsayatoh Chapter hereby encourages the Gallup McKinley County Schools Board of Education to consider supporting the Gallup Indigenous School Initiative as their authorizer while working together on facilities and transportation to ensure the future success of the school.

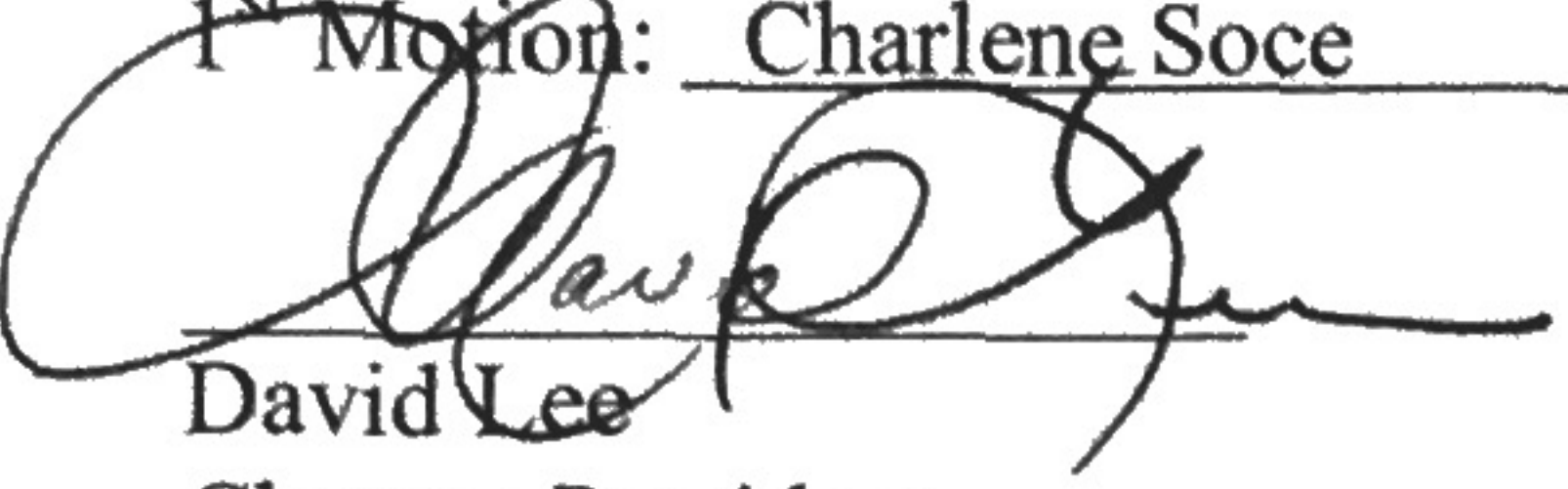
3. Tsayatoh Chapter hereby encourages the New Mexico Public Education Commission to support the Gallup Indigenous School Initiative as their authorizer in the event the group seeks authorization from the PEC.

CERTIFICATION

We, hereby, certify that the foregoing resolution was duly considered by the Tsayatoh Chapter at a duly called meeting in Tsayatoh Chapter, Navajo Nation (New Mexico) at which a quorum of Chapter members was present and that the same was passed by a vote of 14 in favor, 0 opposed 01 and abstained this 12th day of MARCH 2015.

1st Motion: Charlene Soce

2nd Motion Genita Abe


David Lee

Chapter President

Appendix-Optional

Part C Evidence

Question B.(6)



Office of the Executive Director

June 22, 2015

To members of the Public Education Commission:

I write to express support of the proposed Six Directions Indigenous School. As an institute of higher education, The University of New Mexico-Gallup supports and encourages innovative models of primary and secondary education in our community. We have housed and partnered with Gallup's Middle College High School, another charter school, since their inception with pride.

At UNM-Gallup, we know the area educational challenges well. We have many students who require remedial course work at the university level, and local high schools rank as some of the highest in the state in graduating students with a need for remediation. We see Six Directions, like Middle College High School before it, as a model that has the potential to help reverse such trends and give students the opportunity to thrive in their education.

In particular, I acknowledge that the history of Indian Education in our area has created many contemporary inequities. Six Directions, by designing their school through the philosophies of Culturally Responsive Indigenous Education, has a plan to tackle and end such inequities. This would be a welcome model for our youth, for our university, and for our small city.

In closing, our mission is to prepare people to achieve their educational and professional goals in a context of respect for the traditions and values of the many groups we serve. I feel the work of Six Directions Indigenous School fits within that mission. The University of New Mexico-Gallup offers their support and encouragement to Six Directions Indigenous School.

Sincerely,

Dr. Christopher Dyer
Executive Director