

Required Appendix A

THE STEAM ACADEMY SCOPE AND SEQUENCE

STEAM 9	STEAM 10	STEAM 11	STEAM 12
English I	English II	English III	English IV
Math: Algebra I (or Statistics, available for students who have received Alg I credit)	Math: Geometry	Math: Algebra II	Math: Elective (Calculus, Technical Math, Statistics)
Social Science: NM History	Social Science: US History	Social Science: World History	Social Science: Government/Economics
Physical Science: Earth Science/Geology	Physical Science: Biology or Chemistry	Physical Science: Physics	Physical Science: Elective (Astronomy, Environmental, Forensic)
Technology: Typing	Technology: MS Office	Technology: Advanced I	Technology: Advanced II
Community Engagement	Community Engagement	Community Engagement	Community Engagement
Physical Education	Physical Education		
		Personal Wellness	Personal Wellness
Financial Literacy			
	Language		
		Electives (Dual Enrollment)	Electives (Dual enrollment)

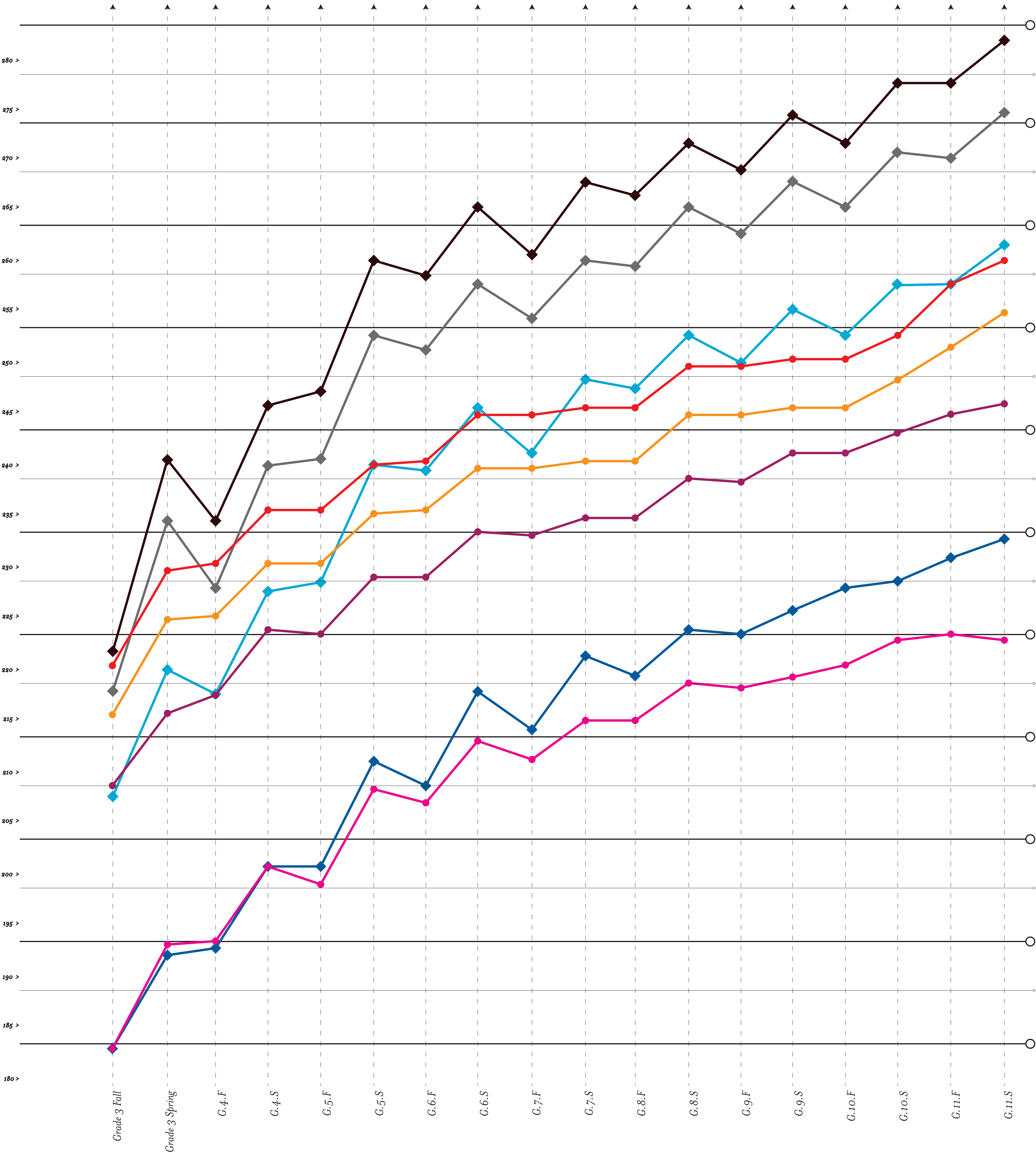
MEASURING GROWTH TOWARD COLLEGE READINESS:

Using MAP (Measures of Academic Progress) Scores to Predict Success on the ACT Test Benchmark Scores

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THIS STUDY EXPANDS THE AUTHORS' CONTINUING LINE OF RESEARCH TOWARD ACCURATELY ESTIMATING COLLEGE READINESS BENCHMARKS THROUGH ELEMENTARY AND MIDDLE GRADES IN MATHEMATICS AND READING. Benchmark scores established by ACT® (22 in mathematics and 21 in reading) were used as score criteria. The MAP® assessments were used in order to connect third through 11th grade student growth with college readiness. A large, multistate sample allowed for the extension of the authors previous analyses. The use of 11th grade MAP and ACT score correlations to backward map benchmark scores resulted in predictive accuracy beginning in grade 3. This study provides the current findings of a work in progress, whose final goal is a model for predicting college readiness.

Grade & Testing Season			READING				MATHEMATICS			
			Open Enrollment	State Universities	Top Public Universities	Ivy League	Open Enrollment	State Universities	Top Public Universities	Ivy League
			ACT 16	ACT 24	ACT 29	ACT 32	ACT 16	ACT 24	ACT 29	ACT 32
			◆	◆	◆	◆	◆	◆	◆	◆
Grade 3	Fall		179	205	216	221	179	207	217	222
Grade 3	Spring		189	213	224	229	188	220	234	241
Grade 4	Fall		190	214	225	231	189	217	228	234
Grade 4	Spring		197	221	231	236	197	227	240	246
Grade 5	Fall		196	220	231	236	197	228	241	247
Grade 5	Spring		204	226	235	240	207	240	253	260
Grade 6	Fall		203	226	236	241	205	239	252	258
Grade 6	Spring		209	230	239	244	214	246	258	265
Grade 7	Fall		207	229	239	244	211	242	254	261
Grade 7	Spring		212	232	241	246	217	248	260	267
Grade 8	Fall		212	232	241	246	216	247	259	266
Grade 8	Spring		215	235	244	249	221	253	265	272
Grade 9	Fall		214	234	244	249	220	250	262	268
Grade 9	Spring		216	237	246	251	223	255	268	274
Grade 10	Fall		217	237	246	251	224	253	265	272
Grade 10	Spring		219	239	248	253	225	258	271	277
Grade 11	Fall		220	242	252	257	228	258	270	277
Grade 11	Spring		219	243	254	260	229	262	275	282



Spring Grade 11 ACT College Readiness Benchmark Scores
Reading ACT = 21 MAP Predictive Score = 237
Mathematics ACT = 22 MAP Predictive Score = 258
NOTE: Values were calculated by ACT from empirical data to identify the scores of students with a 50% likelihood of achieving a B average in a freshman-level course (ACT, 2009)

Optional Appendix B

ARTICLE I – GOVERNANCE COUNCIL

Section 1. Definition and Purpose

The governance of WNMRTA Charter 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 charter 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 Charter, 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 Head Administrator of WNMRTA including annually deciding on the renewal of the Head Administrator’s contract and annually establishing the Head Administrator’s salary.

The Governing Council shall delegate administrative and supervisory functions of the day-to-day operations of the School to the Head Administrator. The Governing Council shall not be involved in the day-to-day operations of the School.

The Governing Council shall delegate to the Head Administrator 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 Head Administrator 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 Head Administrator shall approve the payment of proper bills for school expenditures. The Head Administrator shall maintain a copy of all Governing Council-approved documents, including the School Charter, minutes, agendas, bylaws, resolutions and policies.

- e) Establish for the remainder of the School staff, a compensation schedule to be employed by the Head Administrator 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 Head Administrator 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 Head Administrator 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 Head Administrator to enter into certain contracts;
- n) Accept or reject any charitable gift, grant or bequest;
- o) Approve amendments to the Charter prior to presentation to the authorizer for approval;
- p) Make application to the Public School Outlay Council 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 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 seven. 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 STEAM Academy parent members. Governing 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. Member may serve only three consecutive terms before they must wait one year before returning to the Council. Each member shall serve until his or her successor is selected.
- c) When a vacancy arises a the Council Development Committee shall have the responsibility of initiating the search for a new member, see Article 5, Sec.2c for further information on the role of the Council Development Committee. (Note: Per state statute, no Governing Board member can receive funding from the school, as either a contract worker or in any other capacity, therefore a school employee selected to become a Board member must resign from any paid position or contract). The opening will be announced in the school newsletter and website.

- 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 Head Administrator.
- e) The Governing Board 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) The Governing Council will vote, during an open public meeting, to select a member to the Board. 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.
- g) 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.
- h) Attendance at Governing Council meetings is mandatory. Any member missing two consecutive meetings 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, s/he may make arrangements to appear by telephone in accordance with the provisions of the New Mexico Open Meetings Act.
- i) 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, though the position is considered filled until the formal recognition of the resignation by the entire Council at the next formal meeting.
- j) A vacancy shall be filled by the Governing Council through the process identified above.

Section 4. Quorum

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.

Section 5. Salaries and Reimbursements

A Governance 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 Governance 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 board action occurred relating to the matter disclosed. No Governance 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. Board 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 Governance 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 Governance 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 Governance Council is a public officer, but has no power or authority individually. The School Charter vests power in the Governance Council and not in its members individually. These powers must be exercised by the Governance Council at public meetings, whether regular, special, or emergency meetings, with action duly recorded in its minutes.

Section 9. Binding Authority

The Governance Council shall not be bound in any way by any action or statement on the part of any individual Governance 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 Meetings

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

Section 2. Annual Work Session

The Governance Council shall hold an annual work session for the purpose of strategic planning or such other purpose as the Governance Council shall determine. The annual work session shall normally be held in late May or June, at such time and place as the Governance 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 Governance Council member is eligible to serve as an officer of the Governance Council upon election to office by a majority of the Governance Council members.

Section 3. Election and Term of Office

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. Members may serve up to two consecutive terms in the same position. Members may hold another officer position on the Council following their consecutive terms but may not serve in the same position.

Section 4. Duties of President

The President shall preside at all meetings of the Governance Council. The President shall have the right, as other members of the Governance Council, to make or second motions, to discuss questions, and to vote. The President may not act for or on behalf of the Governance Council without prior specific authority from a majority of the Governance 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 Governance Council. The President, in collaboration with the Head Administrator, is responsible for compiling the topics for business to be placed on the Governance Council meeting agenda. Any member of the Governance Council may offer items to be heard or discussed at any meeting of the Governance 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 Governance Council membership.

Section 6. Duties of Secretary

The Secretary or the Secretary's designee shall issue Governance Council meeting notices and shall keep minutes, 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 Governance 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 Head Administrator or the Business Manager. The Treasurer shall serve as chair of the Finance and Audit committees.

Section 8. Engagement of Consultants and Agents

The Governing 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 Section 6 of Article I, as applicable.

Section 9. Vacancies Among Officers

The Governance 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/her predecessor in office.

ARTICLE IV – COMMITTEES

The Governance 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 Governance Council and shall serve for such period of time, as the Governance 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 1. Standing Committees

Each standing committee shall have a charge specific to its permitted activities and such charges shall be incorporated into the School policy manual. 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 Head Administrator 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 Finance Committee, Audit Committee, and Council Development Committee.

a) Finance Committee: The Finance Committee shall be comprised of the School Business Manager, Governance Council President, Governance Council Treasurer (who shall serve as chair), at least one other member of the Governance Council (when there are more than 5 Governance Council members), and the Head Administrator. The purpose of the Finance Committee shall be to make recommendations to the Governance 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 Head Administrator'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.

b) Audit Committee: The Audit Committee shall be comprised of the School Business Manager, Governing Council Treasurer (who shall serve as chair), Head Administrator, 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 Governance 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 Governance Council and the Head Administrator, 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 Governance Council. The Audit Committee shall be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the Governance Council by the Audit Act and rules of the New Mexico State Auditor.

c) Council Development Committee: The Council Development Committee shall be comprised of the President of the Council, the School Director, and a second member of the Governance Council. This committee shall be in charge of cultivating and recruiting possible Council members. The committee shall serve as the point of contact for Council nominees and will be the first point of review for those interested in serving. The committee will be responsible for ensuring the Council has the appropriate number of members and shall fill vacancies as they are made present. The committee will also be in charge of Council professional development and trainings and shall ensure all members have received adequate and required trainings as directed by the state of New Mexico.

Section 2. Committee Chair

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

Section 3. Ad Hoc Committees

The Governance 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 shall present to the Governance 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 4. 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. The position shall remain filled until the next Council meeting, when the resignation has been acknowledged by the whole Council. 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 5. 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 – Head Administrator

The Head Administrator 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 Head Administrator shall approve the payment of proper bills for school expenditures.

Section 1. Terms of Employment

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

ARTICLE VI – FACULTY

Section 1. Faculty Engagement, Supervision and Termination

The Head Administrator shall recruit, supervise, and recommend hiring and termination of faculty and staff. The faculty contracts shall be for one school year or less. The Head Administrator shall assign compensation based on a salary schedule approved by the Governance 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 Head Administrator'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 Head Administrator to maintain the following records:

1. 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;
2. 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;
3. c) A copy of the WNMRTA Charter 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 WNMRTA Charter, 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

HEAD ADMINISTRATOR JOB DESCRIPTION

Specific Duties and/or Responsibilities:

Education Program:

Administers the development, coordination, maintenance, and evaluation of the educational program.

Supervises methods of teaching, supervision, and administration in effect at the school.

Keeps informed of modern educational thought and practices by advance study, by visiting other schools, by attending educational conferences and workshops, and by other appropriate means.

Keeps public and Board informed about modern education practices, educational trends, and the policies, practices, and challenges in the school.

Management:

Ensures that all activities of the school are conducted in accordance with the laws of the state of New Mexico, charter contract, federal laws, and adopted policies of the Governance Board.

Assumes responsibility for the overall financial planning of the school and for the preparation of the annual budget, and submits it to the Board for review and approval.

Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budget, subject to direction and approval by the Board.

Maintains or has maintained adequate records for the school, including financial accounts; business and property records; and personnel, attendance, and academic records.

Provides suitable instructions and guidance to protect and maintain school property.

Oversees the completion and submission of required reports.

Interprets the budget and finances to the community.

Monitors school progress toward charter goal accomplishment.

Remains current on charter school requirements and approved legislation.

In collaboration with School Director, conducts parent information meetings relative to school's entrance (lottery) requirements.

Assess facilities needs and recommends plans to Board.

Governing Board:

Attends and participates in all meetings of the Board and its committees, except when excused by the Board's President.

Takes prompt action to implement all directives of the Board.

Advises the Board on the need for new and/or revised policies.

Provides timely advice to the Board on the implication of changes in statutes or regulations affecting the school's programs.

Informs and advises the Board about programs, practices, and problems of the school, and keeps the Board informed of the activities operating under the Board's authority.

Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such facts, objective information, and reports as are needed to ensure the making of informed decisions.

Develops and implements rules and regulations in keeping with Board policy.

Acts as chief public relations agent for the school.

Acts on own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy guidance in the future.

Personnel:

Completes performance evaluations of school directors and certified teachers.

Recommends to the Board the appointment or dismissal of the School's Director.

Ensures that all employees are evaluated in accordance with the laws of the state of New Mexico and adopted Board policies.

Provides and/or facilitates professional development opportunities for school staff in alignment to the school's instructional approach.

Recommends all promotions, demotions, contracts, appointments, and salary changes to the Board.

Communicates to all employees all actions of the Board relating to personnel matters, and receives from employees all communication to be made to the Board.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

Valid New Mexico administrative certificate.

Masters degree from an accredited college or university with specialization in the areas of administration, supervision, and evaluation of educational programs.

Five or more years of school administration experience.

Experience as a classroom teacher preferred.

Physical Requirements:

Work is performed in an indoor environment and requires frequent sitting, standing, bending, repetitive motion, vision to monitor, and lifting up to 15 pounds.

Reports to: Governing Board

Required Appendix D

BUSINESS/OFFICE MANAGER

Specific Duties and/or Responsibilities:

Prepare and present an annual school budget to the Governing Board.

Prepare and present the Budget Adjustment Requests (BAR).

Post revenue to the appropriate fund and revenue code.

Responsible for impressed funds and disbursement of funds.

Aware of and follow the public school financial standards pursuant to NMAC, and follow GAAP standards.

Responsible for ensuring the safeguard of all financial and student records from potential theft and destruction.

Responsible for reconciliation of all bank statements.

Accuracy of payroll journal, backup of journal, and generation of payroll checks.

Maintain all employees' earnings, deductions, and leave records.

Responsible for substitute payment disbursement.

Entry of pay rates and deduction changes in accordance with benefits.

Responsible for the maintenance of employee insurance premium reconciliation, savings, ERB contributions, and other voluntary and mandatory payroll deductions.

Responsible for completing required PED financial reports in collaboration with Governing Board Treasurer and monthly, quarterly, and annual payroll tax-benefit reports required by federal, state, and local governmental agencies.

Accommodating and assisting State Auditor in yearly audit.

Assisting Head Administrator and School Director as appropriate and needed in oversight of the school.

Oversight of the school physical plant and coordination and ordering of all building supplies and equipment in accordance with approved internal control policy.

Responsible for accurate and right financial record keeping.

Coordinate all supply orders for all departments in accordance with approved internal control policy.

Coordinate and approve all textbook orders and teaching aids in collaboration with School Director in accordance with internal control policy.

With approval of Head Administrator, prepare contracts to enter into the Financial Management System.

Maintain vendor invoices, matching encumbrance copy and receiving copy of purchase order, then matching with approved purchase order copy.

Prepare requisitions.

Manage school activities funds.

Ensure that the STEAM Academy is in compliance with federal and state laws and procedures and the Public Education Department (PED).

Must hold at least a Level 1 State of New Mexico Professional School Business Official License.

Work Year: 12 months

Reports to: Head Administrator

SCHOOL DIRECTOR

Specific Duties and/or Responsibilities:

Education Program:

Keeps informed of and interprets all laws, regulations, statutes, rules, and policies affecting programs under his/her supervision.

Directs all school testing and assessment requirements.

Directs analysis and interpretation of data (achievement and survey) through descriptive statistics and narrative methods.

Prepares oral and written reports on assessment, evaluation, and survey results for staff and Board.

Acts as a resource to teachers and head administrator in analyzing student achievement data.

Performs all duties and responsibilities related to the school's special education program including the scheduling of initial, annual, and 3-year evaluations.

Assists teachers in implementing a school-wide student discipline plan/policy. When necessary, works with students to improve behavior.

Provides leadership, coordination, and guidance to develop, refine, and implement technology throughout the school.

Coordinates Mentorship Core/Circle of Care in collaboration with Student Wellness Director, including mentorship recruitment, student portfolio management and review, student mentoring placement, internship coordination, and program evaluation and review as necessary.

Management:

Acts as the school's registrar.

Coordinates with other staff to ensure completion of enrollment, attendance, and registration requirements.

Administers research/evaluation projects, needs assessment, and parent (community) satisfaction surveys.

Assist in the preparation and administration of the school's budget and assumes responsibility for preparing all purchase orders.

Attends and presides over such other meetings as the head administrator designates.

Prepares and submits to head administrator for review needed Board policies, status reports, handbooks, grant applications, school's annual calendar, and other documents required for overall management of school.

Serves upon assignment by the head administrator as a resource person to various parent and community groups and facilitates their positive involvement in the school.

Accepts from the head administrator such of his/her responsibilities as the head Administrator chooses to delegate, and assumes full responsibility for discharging them.

Operations:

Supervises personnel to carry out maintenance work.

Evaluates and recommends necessary improvements in school buildings and grounds.

Organizes, supervises, and directs the school's transportation program.

Develops and implements safety education programs.

Coordinates late starts, snow days, and make-up days for the school.

Assists teachers in securing transportation for pre-approved educational field trips and athletic events.

Personnel:

Assists instructional staff in securing substitute teachers.

Coordinates and supervises the work of all classified staff members.

Provides or facilitates professional development opportunities for classified staff.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

Masters degree from an accredited college or university with specialization in the areas of administration, supervision, and evaluation of educational programs.

Two years school administration experience preferred.

Experience as a classroom teacher preferred.

Physical Requirements:

Work is performed in an indoor environment and requires frequent sitting, standing, bending, repetitive motion, vision to monitor, and lifting up to 15 pounds.

Work Year: 210 days

Reports to: Head Administrator

DIRECTOR OF STUDENT WELLNESS

Specific Duties and/or Responsibilities:

Management:

Serve as the primary communicator between parents of students with special needs, their teachers and support staff, and other pertinent personnel.

Remain in close contact with the Head Administrator to ensure that state and federal guidelines and timelines are being implemented correctly and in a timely fashion.

Facilitate or designate an appropriate facilitator of Multidisciplinary Team/IEP meetings following performance-based reevaluations. Also facilitate any Manifestation Determinations or Addendums to the IEP.

Facilitate or designate an appropriate facilitator of annual Individual Educational Plan (IEP) meetings.

Coordinate with the diagnostician all reevaluations with testing to be completed in a timely manner

Coordinate support/ancillary special education staff needed to supply specific services for any special needs students

Manage and maintain special education confidential files

Coordinate the transfer of or request for any special education records to or from other schools

Assure that all special education IEP forms are available either in hard copy or electronically.

Coordinate with administration regarding special education policies, procedures, and/or technical assistance.

Ensure, along with administration, that the physical plant is up to ADA code for special needs access to the building.

Assist administration in the building of the Master Schedule as it pertains to any special needs issues.

Facilitate with any textbook purchase or other teaching materials, hardware or software particular to the specific needs of special education students.

Ensure that the appropriate state reports are correct and submitted in a timely fashion.

Assist with implementation/ participate as a member of SAT meetings but will not act as chair.

Assist/ participate in meetings, and other intervention committee.

Ensure that all special education students are receiving their required services in the Least Restrictive Environment.

Ensure that all special needs students have an appropriate "Next Step" plan and transition plan for post-secondary choices.

Assist with Professional Development as it pertains to all teachers working with special needs students, particularly differentiated instruction.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

Valid New Mexico Teacher certification with Special Education Endorsement - Experience as a classroom teacher preferred.

Work Year: 210 days

Reports to: Head Administrator

ADMINISTRATIVE ASSISTANT

Specific Duties and/or Responsibilities:

Serve as receptionist for school and first point of contact for guests, students, and visitors.

Maintain a positive attitude and style that contributes to the overall public relations of the district.

Prepare letters and documents for the district administrator and maintain a schedule of appointments and conferences.

Maintain filing system for correspondence and records.

Compile statistics and gather data as needed, including such things as researching historical board actions or conducting and completing surveys/questionnaires,

Prepare and post agendas. Attend board meetings and record minutes.

Prepare final regular and closed session meetings minutes for publication and official records.

Maintain list of personnel obtaining graduate credits to apply to the salary schedule.

Maintain records for students participating in the Public School Open Enrollment program.

Maintain and monitor an accurate key distribution system.

Assist with preparation of the district newsletter and prepare printed material for mailing.

Maintain the school website with current and accurate information.

Perform other duties as directed by the School Director or Head Administrator.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

Minimum of a two year degree in clerical/office management or five years experience.

Work Year: 12 months

Reports To: School Director

TEACHER/INSTRUCTOR

Specific Duties and/or Responsibilities:

Teach in line with the school mission and vision.

Monitor and direct student activity in accordance with the student's IEP (when applicable), and the school's policies and procedures.

Maintain accurate records of student progress.

Be proactive and diligent in classroom management strategies and uphold the discipline policy of the school.

Utilize a diverse array of techniques and modalities in order to maximize a student's academic and personal outcomes.

Participate regularly in grade level and staff meetings.

Participate in a personal growth plan (ILP) tied to the school's professional development plan.

Create lesson plans and project related activities which align with state standards.

Communicate regularly with families regarding student progress.

Analyze student data to drive instruction and track student progress.

Serve as an advisor to 8 – 10 students

Collaborate as part of the Mentoring Core-Circle of Care student support team

Contribute to the overall school community and culture by supporting the vision, mission and goals, as well as the programs and activities of the school.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

Hold NM certification (Level II preferred) and be highly qualified in teaching assignment areas.

Work Year: 190 student days.

Reports to: Head Administrator

EDUCATIONAL ASSISTANT

Support student learning in any way deemed appropriate by the teacher.

Participate in staff and professional development as determined by the Director Student Wellness.

Assist with clerical teacher duties.

Work with small groups at teacher discretion.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

Holds a New Mexico Educational Assistant License.

Work Year: 190 days

Reports to: Classroom Teacher

Required Appendix F

STEAM ACADEMY STUDENT DISCIPLINE POLICIES

School-Wide Behavior

The STEAM Academy is built upon principles of positive youth development and assents-based approaches, as such, our expectations are that students will behave and conduct themselves in ways that are positive and productive. These policies are established in order to provide an effective and efficient learning environment based on compassion and respect. Teachers will communicate these rules to students at the beginning of each year and any persons who are a part of the school environment will hold themselves to similar standards during their engagement with students.

STUDENT CODE OF CONDUCT

Closed Campus

STEAM Academy is a closed campus. Once students enter the building for the school day, they are not permitted to leave campus unless checked out by a parent, guardian or other approved release privileges are granted by the Director. Parents must give written permission for a student to leave early for an appointment, unless for an emergency. All students must check out before leaving early and must have prior parental permission in writing.

Recorded Absences:

Physical Absences: Students will also receive **an absence** when not in attendance for scheduled activities or for scheduled on-campus days. All alternative schedules must be submitted in writing from parent/guardian and approved by School Director and the student's advisor. Students with 10 recorded absences in one semester will be reported to the local truancy agency. Parents are notified with a warning at 5 absences. Students not in attendance, physical and/or online, for 10 consecutive school days or 20 recorded absences per semester will voluntarily relinquish lottery position unless arrangements have been made with the Director prior to the absence. Policy stands for all students unless arrangements have been made in writing with the Director prior to the absence.

Tardy Policy: Students arriving after 9:00am must sign in. Students will receive an absence for every third tardy arrival.

Student Network Account and Electronic Communications

As the STEAM Academy is built on technological access, it is important that students are familiar and competent with using technology in their daily lives. Our efforts will revolve around developing a sense of appropriate and ethical use throughout student coursework. Students will be allowed to bring their own devices to the school and utilize those devices when their teacher or instructor deems appropriate. Students who abuse their privileges in utilizing

their own technological devices during inappropriate times, as determined by each individual instructor, will be subject to further disciplinary actions, though efforts will be made to work with student to develop an appropriate sense of usage for their device.

STEAM Academy students will be also able to access the computer network on a regular basis for electronic e-mail and the Internet, including their coursework. To gain access to e-mail and the Internet all students under the age of 18 must obtain parental permission.

The following practices while using STEAM Academy electronic mail and accessing the Internet shall be prohibited:

- Any use for political or commercial purposes
- The use of electronic mail in any matter that is contrary to school policy
- Any use of profanity or inappropriate language on electronic mail
- Any use that disrupts the educational and administrative goals of the school
- Any use of the account by anyone but the authorized owner of the account
- Any reproduction of copyrighted material without explicit permission
- Access of material that has been deemed inappropriate for school use
- Sending or receiving offensive messages or pictures
- Harassing, insulting, or attacking others
- Damaging computers, computer systems, or computer networks
- Using another's password
- Trespassing on another's folders, work or files
- Using email in any way that violates state or federal law.

You are responsible for **ALL** activity while your account is logged in. If you walk away from a computer while logged in, **you are still responsible.**

All activities on our school network **ARE** monitored and logged including personal laptops or other personal devices.

Staff and students will be allowed access to Internet resources with the understanding that some material that can be accessed on the Internet is inaccurate; additionally, some resources contain material that is deemed contrary to prevailing community standards and is inappropriate for classroom use.

The school will provide a computer interface to Internet content that students should use in accessing instructional and reference material on the Internet. This interface will be designed so that objectionable materials are not easily available; however, the Internet is designed in

such a manner that all material contained within it are accessible using various search and retrieval tools. We are also aware that

Students and Parents must be informed that inappropriate materials could be encountered during students' research to achieve valid instructional objectives. If inappropriate material is inadvertently encountered, students are required to notify STEAM Academy staff immediately and shall disengage from the material. Students and teachers must be instructed in the necessary procedures of evaluation of information and resources as part of their ongoing education for life in modern society.

APPROPRIATE DRESS

We seek to create a positive environment for all students, as such, we encourage positive and creative expression. We are also a school that stresses community engagement and career development and therefore students are responsible for dressing in an appropriate manner given the various circumstances of their activities. Appropriate dress is determined on a case by case basis, though certain standards shall be enforced to support a safe and positive environment for learning.

The following are considered inappropriate dress for STEAM Academy students:

Any attire that features insignias or designs representing drugs, alcohol, tobacco, sex, violence, gangs or foul language, or any other attire that may be disruptive or unsafe in a learning environment. Any and all exposed undergarments. i.e.: bras, underwear, boxer shorts. Head gear and sunglasses can be worn outside, though not within the learning environment. Head coverings associated with religious dress are acceptable.

Weapons

Weapons of any kind are not allowed by a student on the school campus. For the purposes of school policy, a "weapon" is any firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose that has a potential violent use. Additionally defined as a "weapon" is any "look- a-like" object that resembles an object that has a potentially violent use, if, under the surrounding circumstances the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Plagiarism/Cheating

Students commit plagiarism when they use someone else's words, ideas, or creative productions as if they were their own. In publications, plagiarism is illegal, and in scholarly work it is unethical. Assignments are plagiarized if they are completed in whole or part by anyone other than the student who claims credit. Copying and pasting homework, computer work, test

answers, or creative productions of any kind is plagiarism. Submitting a paper or signing a name to a creative project that has been originated in any way by another is plagiarism.

PDA-Public Display of Affection

Appropriate PDA: Holding hands, less than 3 second hug, kiss on the cheek. Inappropriate PDA is defined as any show of affection beyond those listed above.

Habitually Disruptive Behavior

Habitually disruptive behavior is defined as a student who fails to comply with policy or is a disruption in the classroom, on school grounds, in school vehicles, at school activities or events at least five times during the school year for behavior which is initiated, willful and overt and which requires attention of school personnel to deal with the disruption.

Sexual Harassment/Misconduct

Sexual harassment regarding student-to-student, adult-to-student and student-to-adult conduct means unwelcome or unwanted conduct of a sexual nature (verbal, nonverbal, or physical). Any sexual harassment should be reported to a staff member immediately.

Bullying (face-to-face or cyber)

Bullying is an act of aggressive behavior in order to intentionally hurt another person, physically or mentally. Bullying is characterized by an individual behaving in a certain way to gain power over another person. Bullying behavior includes name calling, [verbal](#) or written abuse, exclusion from activities, exclusion from social situations, [physical abuse](#), or [coercion](#). Bullying will not be tolerated at TA.

Medication

STEAM Academy Policies in accordance with the New Mexico State Department of Health, Office of School Health are as follows:

Other than meter dose inhalers, NO medications are to be carried by students on campus. This includes both prescription and over the counter medications.

Parents who wish to have over the counter medications available for distribution to their student during the school year must obtain an over the counter medication form from the administrative office and return it with the medication in the original container. The medication will be provided as needed to the student in the administrative office.

Students who require prescription medication during the school year must obtain a prescription form. It must be filled out by the prescribing Physician and the lower parent release part signed by the parent. It must then be returned with the medication in the original prescription container and the script must match the Physician orders. Prescription medications will be given within one hour of the time due and students will sign for their dose. This is assisted self-administration. When students fail to present themselves to the office for their medication, every attempt to locate them and provide it to them will occur. However, due to emergencies this may not always be possible. When a student has run out of medication, the bottle will be sent home with the student and the parent will be called. Parents should bring their students' medication to the office at the start of the school day when possible.

Destruction of School Property

Students shall respect the property of the STEAM Academy. Current replacement price is imposed on any lost or excessively damaged equipment or educational materials. Grades and Transcripts may be withheld for any delinquent accounts. Students may have additional consequences imposed should it be determined that destruction was intentional.

STUDENT CONSEQUENCES

The school is a community and the rules and regulations of the school is the social contract that each member of the community strives to adhere. Members of the community have a responsibility to ensure the health and wellbeing of the community. The right to be a part of the STEAM Academy community is not absolute. It is conditional on each student's acceptance to maintain the health and wellbeing of the school community, of which the student is an integral part of that structure. The Director, advisors, and school staff are responsible for maintaining the integrity and safety of the community and balancing the needs and rights of each student. Directors, advisors, and school staff are also responsible for ensuring the laws of the state of New Mexico are followed and implemented to ensure the effective and responsible functioning of the school. In discharging their duties, all school employees have the right to be free from intimidation or abuse and have their lawful requests and instructions followed. Administrators will investigate all possible disciplinary situations and assign consequences in a fair and consistent manner in conjunction with the Governance Council policy.

Core-Circle members will also have the opportunity to discuss issues and consequences with staff and faculty, though all final disciplinary decisions regarding students lies with the Head Administrator, save for certain academic consequences afford to each teacher/instructor.

All efforts will be made to work with students should they violate any of the areas of the code of conduct. These efforts will seek to understand the motivations and external factors effecting the student before any consequences are enacted. Of course, some student actions which

violate the code of conduct may not be eligible for reconciliation as they endanger the student, other students, faculty and the community. In these instances, the safety of the school community is of utmost importance and necessary steps, as outlined in this document, will be taken to ensure that the safety and security of *all* students is enacted. The following represents the recommended guidelines in the disposition of discipline situations at STEAM Academy. Therefore, depending on the circumstances of the behavior or education status, responses may vary from situation to situation at the administrator's discretion.

Searches

For the protection and security of individuals and property on the STEAM Academy campus, the search of individuals, including students, their personal effects, desks and vehicles on school property, will be activated as permitted under federal and state law. Such searches may be conducted without prior parental consent or the presence of a parent. In certain circumstances random searches of personal effects, district property (such as lockers and desks) and vehicles on campus may occur, including random searches with the assistance of canines. Any illegal or unauthorized objects found in any search are subject to seizure. The STEAM Academy Head Administrator can dispatch local Police Department at his/her discretion. Parents will be notified upon dispatch.

Description of Disciplinary Consequences

Consequences at STEAM Academy are simply that: a natural response to actions that disrupt the learning or positive development of the self or the community. Consequences are not judgements to be leveled upon a student but a way to reinforce positive behavior and accountability to the school community. Prompt resolution of the problem or issues is expected. Discipline may include a warning to the student, parent notification, and a written commitment by the student to improve his/her behavior and/or performance. In addition, depending on the nature of the infraction and the student's past performance, any or all of the following consequences may be appropriate.

- **Intervention:** Any infraction must begin with an intervention step, where students have the opportunity to discuss their actions and their understanding of the consequences. This will be applied in all situations save immediate removal, as outlined below. The intervention will take place with the support of the Head Administrator and/or the student advisor.
- **Academic Consequences:** Infractions that are primarily academic in nature, such as non-participation in class or completing a project late may result in students receiving a lower grade.
- **Community Wellbeing Opportunity (CWO) or In-Service Detention:** A student may be assigned a detention time, such as an in-service detention to be served during lunch

whereby the student performs a service to the school or community (cleaning desks, assisting with office work, or other such duty).

- Suspension: A student may be suspended from school for one to three (1-3) days, if deemed necessary. Academic make-up work is required. Students are also required to complete an outside community service action (assisting with community cleanup, family service time, among other options) and an oral or written statement addressing the issue at hand and stating how the student intends to move forward.
- Expulsion: This option should be extremely rare, yet after a proper investigation and hearing, a student may be expelled from STEAM Academy, when a) the student has demonstrated she/he does not value his/her place at the school and/or b) expulsion is in the greater interest of the school community.

STEAM Academy has a no-restraint safety policy. If a student becomes violent on campus or is in need of immediate removal due to safety concerns, the parent will be notified and the local police department will be dispatched immediately.

If an incident is considered exceptionally flagrant, then a higher consequence, including but not limited to a disciplinary hearing, may be warranted. In the case of some infractions, a DPS (department of public safety) referral may be warranted. In both cases administrative discretion will be exercised.

Below is a description of school-related disciplinary offenses for which a student may be subject to in-service detention, out- of-school suspension, or expulsion. A school-related disciplinary offense refers to the violation of this code occurring:

- While the student is on school grounds.
- During a school-sponsored activity; or
- While walking to or from school, waiting for or riding on school-provided transportation, or waiting for or riding on public transportation to and from school.

Misconduct Resulting in Possible Expulsion

When the safety of the school community is threatened by a student's serious misconduct, the student may be expelled. The following are a list of infractions that will warrant an expulsion hearing.

- Using or possessing a Weapon (as defined above). The School Director will report possession of firearms on school premises to law enforcement and to the Children, Youth & Families Department. NMSA 1978, 32A-2-33
- Selling or transferring Drugs or Alcohol. Drugs may include any prescription or over the counter medications.

- Use of drugs or alcohol. Drugs may include any intoxicating substance, perscription, and/or over the counter medications, not authorized by parent/school for student use.
- Setting fires of any kind.
- Malicious and intentional harm/violence against another student, faculty, or community member

Immediate Removal

Students whose presence poses a continuing danger to persons or property or an ongoing threat of interfering with the educational process may be immediately removed from school, subject to the following rules:

- A rudimentary hearing, as required for temporary suspension, will follow as soon as possible.
- Students will be reinstated after no more than one school day unless within that time a temporary suspension is also imposed after the required rudimentary hearing. In such circumstances, a single hearing will support both the immediate removal and a temporary suspension imposed in connection with the same incident(s).
- The STEAM Academy will exert reasonable efforts to inform the student's parent of the charges against the student and the action taken as soon as practicable. If the school has not been able to communicate with the parent by telephone or in person by the end of the school day following the immediate removal, the school shall on that day mail a written notice with the required information to the parent's address of record.

Student Engagement

A student facing short-term suspension, in-school suspension or detention shall first be informed of the charges against him or her and shall be given an opportunity to present his or her version of the facts. The following rules apply:

- Unless the School Director or his/her designee decide a delay is essential to permit a fuller exploration of the facts, this discussion between the Head Administrator and the student may take place, within minutes after the alleged misconduct has occurred.
- A student who denies a charge of misconduct shall be told what act(s) s/he is accused of committing, shall be given an explanation of the evidence supporting the accusation(s) and shall then be given the opportunity to explain his or her version of the facts. The administrative authority is not required to divulge the identity of informants, although s/he should not withhold such information without good cause. (S/he is required to disclose the substance of all evidence on which s/he proposes to base a decision in the matter).
- The administration is not required to allow the student to secure counsel, to confront or cross-examine witnesses supporting the charge(s), or to call witnesses to verify the

student's version of the incident. However, the administrative authority may do so at his/her discretion to achieve fairness.

- If the School Director determines the charges are supported, he/she imposes discipline commensurate with the offense.

Procedures for Detentions and Short-Term Suspensions

The right to a public education is not absolute; it may be taken away, temporarily or permanently, for violations of school rules. The procedures that follow apply only to disciplinary detentions, suspensions and expulsions. (They do not apply to dis-enrollment of students who fail to meet immunization, age, residence or other requirements for valid enrollment, nor to the removal from school membership reports of students who have been absent from school for ten (10) consecutive school days in accordance with Subsection B of Section 22-8-2 NMSA 1978.)

Post-Suspension Placement of Students

Any student suspended from school shall be delivered directly by a school official to the student's parent(s), legal guardian or an adult designated by the parent(s) or the legal guardian, or kept on school grounds until the usual end of the school day.

STUDENTS WITH DISABILITIES

The STEAM Academy will provide special education services in accordance with mandates of law, the Public Education Department. However, special education students, including students with 504 determination, are not immune from the disciplinary process once placement procedures are properly followed. Since the exclusion of a student with a disability from his/her education program for more than a total of ten (10) days during a school year may constitute a significant change in placement, the following considerations must be addressed:

- When considering long-term suspension or expulsion, an Individualized Education Program (IEP) Team must first determine whether the behavior of concern is a manifestation of the student's disability or if the conduct in question was a direct result of the local educational agency's failure to implement the IEP appropriately.
- If the IEP Team determines that the behavior is related to the student's disability then no further disciplinary proceeding shall occur. Recommendations: Review IEP, add services and support, develop update FBA/BIP, and or change services if appropriate.
- If the IEP Team determines that the behavior is not a manifestation of the student's disability, disciplinary actions may be taken in accordance with the procedures in this handbook.
- Should the disciplinary procedures include long-term suspension or expulsion, the STEAM Academy must continue to provide educational services, including access to the general education academic curriculum, as determined in the IEP.

- Any suspension that excludes a student from his/her IEP services must be counted when calculating the total number of suspension days (up to 10 cumulative days or beyond the 10 days may constitute a change of placement).
- The decision to change a student from his/her IEP placement must be made on an individual basis (AES, IAES).
- Procedural safeguards outlined in the New Mexico Department of Education Standards for Excellence in the Compliance Manual, insure that parental due process rights are afforded.
- The STEAM Academy will follow the federal guidelines regarding the provision of educational continuation services for suspended special education students.
- Special education students are entitled to a due process hearing.

Required Appendix G

STEAM Academy Governing Council Conflict of Interest Policy

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 STEAM Academy ("school") to maintain public confidence and prevent the use of public office for private gain. STEAM Academy board members shall disclose any known or potential conflicts of interest in writing to the school board ("Governance 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. No Governance 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 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.

Pursuant to N.M.S.A 1978 Sections 22-8B-5.2, a person shall not serve as a member of the school Governance 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. 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.

Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation, or charter renewal process of the school is ineligible to serve on the governing body of the school.

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.

STEAM Academy Conflict of Interest Disclosure Statement

1. Name of Governance Council member _____
2. Home Address _____
3. Daytime Phone # _____
4. E-mail Address _____
5. Position on the Council _____
6. Are you (council member) an employee or contractor of the school?
_____No _____Yes (please
explain)_____

1. Do you or any of your family members have financial transactions with the charter school?
_____No _____Yes (please explain)

1. Do you or any of your family members have a financial interest in any entities with which the charter school is contracting? _____No _____Yes (please explain)

Signature

Date

Required Appendix I



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

Dr. Lee Francis IV, Founder
4120 Marble Ave NE
Albuquerque, NM 87110

Dear: Dr. Francis IV,

PSFA has received and reviewed the Facility Master Plan/Educational Specification (FMP/EdSpec's) for the Kawaik'a High School of Tradition and Technology. 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:

- Kawaik'a High School of Tradition and Technology did request to locate in existing Grants-Cibola County School's facilities on April 2, 2015. The District responded they do not have a facility to house the school at this time.
- The school has requested an enrollment of 120 student capacity.
- Document states Class size of 20:1; would require 8 classrooms (however $120/20=6$ classrooms)
- Policy to adhere to a minimum of 30 net square feet/student
- Document identified the space need for 7,650 gross square feet (gsf)
- Building selected has 9,500 gsf (1,850 excess gsf than identified needed for educational program)
- Grades: 9th 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

Kawaik'a High School of Tradition and Technology

Contact Information:

Dr. Lee Francis IV, Founder

4120 Marble Ave NE

Albuquerque NM 87110

505-948-4517

lee@nacainspiredschoolsnetwork.org

Proposed School Location:

Laguna, New Mexico

CHARTER SCHOOL OVERVIEW

☐ Indicate year of the application

Application to be submitted July 2015; school to open, if approved, September 2016.

☐ Include statement acknowledging review of: Statewide Adequacy Standards NMAC 6.27.30 & Charter-Alternative School Statewide Adequacy Standard Variance

We have received and reviewed the Statewide Adequacy Standards NMAAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance.

Contact Information:

Dr. Lee Francis IV, Founder

4120 Marble Ave NE

Albuquerque NM 87110

505-948-4517

lee@nacainspiredschoolsnetwork.org

Proposed School Location:

Laguna, New Mexico

ACROYNMS/DEFINITIONS

☐ Abbreviations, acronyms, and uncommon terms identified

KHSTT - Kawaik'a High School of Tradition and Technology

STEM – Science, Technology, Engineering, Mathematics

STEAM – Science, Technology, Engineering, Arts, Mathematics

1. GOALS / MISSION

1.1 Goals

1.1.1 Mission

☐ Describe the desired state of school's educational programs

Kawaik'a High School of Tradition and Technology will be established to provide dynamic and engaging educational experiences, rooted in community core values and traditional knowledge development, which challenge and inspire students to be academically advanced, technologically proficient, community minded, culturally grounded, and holistically healthy in order to be prepared for post-secondary success.

1.1.2 Describe the general educational philosophy

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

1.1.3 Serving the community

☐ Describe the desired interaction with school's community

The KHSTT will feature a dynamic and fully integrated community involvement program, on both a curricular and organizational level. Our curriculum features ongoing project-based learning with an emphasis on community engaged projects that seek to improve the local area while accomplishing high learning goals and strong academic achievement. We have sought to develop our school around a continuous community engagement process and have made strong efforts to this point in our school design to include the local community in decision-making around the areas of curriculum, student support, and learning outcomes. These efforts have included presentations at each of our local villages, weekly community meetings, and multiple one-on-one conversations with families and citizens. We have also begun establishing partnerships with our local business, educational entities, and leadership organizations in order to provide stronger supports and opportunities for students. We have also been working with the Pueblo of Laguna Council to assist with organizational development and community engagement. Although we have not received final approval for our application and location plans, we will continue our collaboration with the above entities throughout the ongoing application, development, and implementation process. As it currently stands, our proposed location for the school will be the B Building of the Laguna Industries Complex, now called the Mesita Facility, which was the former administration offices for the organization when it was fully operational.

1.2 Process

1.2.1 Describe process for data gathering and analysis

The KHSTT planning team engaged in a variety of methods to gather input from the local community. These methods included:

Survey of local facilities based on community input. At our community weekly meetings and presentations, community members made a number of suggestions as to which facilities would be best for serving students. Our steering committee discussed the multiple locations within the community, including the old Laguna-Acoma High School, the Laguna Elementary School, and an area of land nearby the old high school. With the help and support of the Pueblo administration, we were able to settle on one site for consideration, though no authorization has been currently granted.

Site inspections. Site inspections were conducted by the contact person of the planning team and the facilities associate. Data and notes from the various site inspections have been maintained and utilized to inform further planning, needs assessment, and community engagement

Historical documents. Significant and important historical documents have been collected from community members and entities who have been engaged in the development of this charter school and educational reform initiative over the past twenty years. These documents have been used to help with contextual understandings in regards to facilities and curriculum planning.

Weekly meetings. The planning team has held weekly information/planning meetings since the late fall of 2014. These meetings are open to the public and have been announced in the local paper to encourage participation. These meetings have been incredibly informative and a great deal of data has been collected from the various participant responses.

Presentations to villages. In addition to the weekly meetings, the team has presented to the various villages that make up the Laguna Pueblo community. These presentations have also yielded responsive data from community members.

One-on-one conversations. The planning team has also conducted a significant number of one-on-one conversations with individuals both within and outside of the reservation who are engaged in the establishment of the charter school. These conversations have been noted and included in various decisions regarding the school's development.

Fall survey. The planning team released a brief community survey in the Fall of 2014 to assess interest and understandings regarding the proposed charter school and additional educational needs. The survey was conducted

Spring community survey. A longer and more detailed community survey was developed and released mid-March to gain a fuller understanding of the community educational needs and the affirm the directions taken based on the previous Fall survey. To date more than 50 responses have been collected, though the assessment has not been officially closed.

The result of this data has allowed us to further clarify our mission and vision, as well as our curriculum and organizational design and what facilities will be necessary to meet the educational goals of the proposed charter school.

1.2.2 Authority and facilities decision making

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

At the present time, the planning team is in the process of presenting to the Laguna Pueblo Council and applying for charter school approval from the New Mexico Public Education Commission. Therefore, the KHSTT Governance Council is not currently established. Upon approval from both the Pueblo and the Commission, the Governance Council will have the ultimate decision-making authority for the school. Currently, the school founder, Dr. Lee Francis IV, is the authorized contact in regards to issues and questions related to this submission.

- ☐ Identify process for capital planning and decision-making

Capital planning team has not been established at the current time. Should the application be approved, capital planning will be established under the authority of the Head Administrator, who is responsible for the day-to-day operations of the KHSTT. The Head Administrator will be responsible for facilitating and organizing the capital planning team and developing the process by which decision-making will occur. The process will include: a) convening an advisory committee to set goals for the capital plan, b) assigning specific responsibilities to staff, governance board, and committee members, c) presenting recommendations to the committee for consideration, d) presenting recommendations to the community for consideration and feedback, e) presenting final recommendations to the school's Governance Board for final approval and acquisition of property.

- ☐ Identify how community input is considered

Community input is an integral component of the school design and implementation. To this point, the Head Administrator and Governance Council President will officially present to each village and the Laguna

Pueblo Council, on a bi-annual basis, efforts and activities of the KHSTT including all relevant student data, achievements, and plans undertaken by the school. Responses, input, and advice will be collected and utilized in decision-making for all aspects of the school in a systemic and regular manner. Separate community meetings will be held for issues such as curriculum, organizational design, and capital planning, in order to gain a deeper understanding of the needs and desires of community members. Strong efforts will be made to engage community members in all aspects of the planning, though final decisions remain with the school Governance Council.

☐ List members that attended planning meetings and their affiliation
Planning meetings for the establishment of the school have been open to the public , though the primary members of the Planning Team who have been present at each of the meetings has been Dr. Lee Francis IV, Founder and Ms. Shannon Douma, Member. They have been the primary facilitators at the planning meetings.

☐ Describe the nature of Steering committee involvement
Members of the Steering committee have been involved in the planning and development of the KHSTT, with Dr. Lee Francis and Ms. Shannon Douma undertaking the lead facilitation roles as well as communicating with Planning/Steering Committee members.

☐ Identify members of the steering committee
*Contact member: Dr. Lee Francis, KHSTT
Member: Shannon Douma, NACA
Member: Dr. Shelly Valdez, Sacred Pathways
Member: Leroy Silva, NACA
Member: Jodi Burshia, UNM
Advising Member: Valerie Siow, NACA
Advising Member: Daniel Ulibarri, NISN
Advising Member: Corina Chavez, NISN
Advising Member: Jim Hooper, Pueblo of Laguna*

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs overview

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

KHSTT will focus project-based, non-traditional instruction that will have students working in and around the community on student-led, culturally relevant projects. Utilizing a STEM/STEAM approach, students will receive online instruction, varying fieldwork, instructor facilitation methods, and apprenticeship/internship opportunities all of which we believe will lead to high levels of achievement on academic benchmarks on international assessments. Additionally, a school based Mentoring Core will work to provide one-on-one and multiple supports for students working through the school. The Mentoring Core will be composed of one elder, one community health partner, one community professional, one parent or guardian, and one classroom instructor for each student. This Mentoring Core will provide strong supports for student success both in-school and after graduation.

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

The Mesita Facility, as previously identified, is currently operated by the Pueblo of Laguna. The facility has been previously utilized by the Pueblo Tribal Courts and the Pueblo of Laguna Police Department. Future use has not been determined, although the B Building is unoccupied and will be the projected location for the charter school. It should be noted that the Laguna Pueblo Council has the final decision on the use of the facility and final approval for utilizing the space has not been authorized, though the process for gaining permission has been initiated.

- ☐ Describe the school's proposed instructional program

KHSTT will feature project-based, non-traditional instruction, which will have students working in and around the community on student-led, community-minded projects. The typical classroom structure (teacher in front, students in desks) will be replaced with online instruction, varying fieldwork, instructor facilitation methods, and apprenticeship/internship models. Within this mode of instruction, students will also engage in high levels of technological development and acquisition that will draw upon STEM/STEAM concepts of curriculum design and implementation. Students will also engage in aspects of local culture and traditions that will serve as the foundation for learning across all grade levels. Projects will be designed to help serve the community, as well as provide critical "real-world" skills.

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

KHSTT will be organized through grade levels 9 - 12. We are also currently surveying the possibility of adding an evening element for older students aged 18 - 24, who would not fall within a grade range but rather as an after-hours student group. Classes will be taught in a cross-disciplinary fashion with subjects combined or separated as based upon the necessity of the project tasks assigned to each student. The cross-disciplinary curriculum will also be used in both day and evening programs.

☐ Describe scheduling approach (periods, block schedule)

The scheduling for the school will revolve around each project with which the students/school are involved. Given the nature of project development and completion, a flexible schedule is necessary to ensure the maximum time for accomplishing given tasks. The hourly requirements for each subject will be maintained, however. Projects will be complimented with distance-based/computer-based instructional time, which may or may not be during the "regular" school day.

9:00 AM Advisory

10:00 AM – Period 1

11:15 AM – Period 2

12:15 PM – Lunch

12:45 PM – Period 3

2:00 PM – Period 4

3:15 PM – Period 5

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

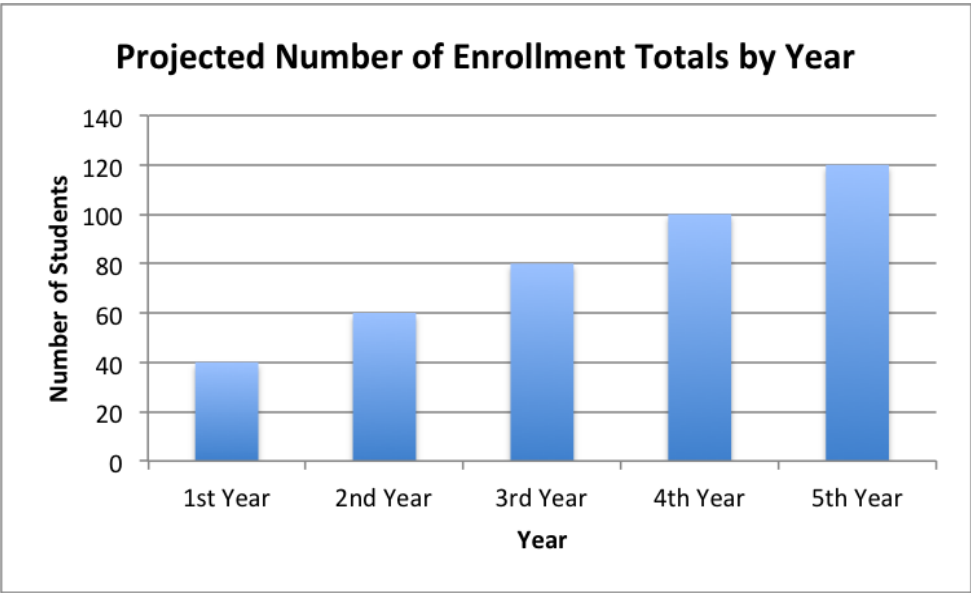
As previously noted, the majority of the curriculum will revolve around project-based activities, therefore the facility will be able to accommodate a flexible classroom set up with varying open spaces for maximum space-based learning arrangements. The facility must also be able to accommodate the technology necessary to run the various distance-/computer-based programs that will support and assist in the learning and development aspects of the student body. The targeted location in Building B, meets these two central requirements necessitated by our projected instructional needs.

2.2 Proposed Enrollment

2.2.1 Indicate proposed enrollment cap

The enrollment cap for the KHSTT School will be 120 students total for grades 9 - 12.

- 2.2.2 Describe any plans for phased enrollment
- ☐ Provide a graph of projected enrollment cap, if incremental



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

2016	30 9 th			
2017	30 9 th	30 10 th		
2018	30 9 th	30 10 th	30 11 th	
2019	30 9 th	30 10 th	30 11 th	30 12 th

- 2.2.4 Classroom loading policy
- ☐ Identify anticipated class loading policy
The KHSTT will have an average teacher to student ratio of 15:1 with no higher than 20:1. As noted previously, the space accommodations should be flexible to encourage project-based learning explorations. However, we anticipate the classroom loading policy to adhere to a minimum of 30 net square feet/student.

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

Projected Classroom Needs			
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Year	Number of Classrooms	Number of Students	Grades
<i>Year 1</i>	<i>2 Classrooms</i>	<i>40 Students</i>	<i>Grades 9 & 10</i>
<i>Year 2</i>	<i>4 Classrooms</i>	<i>60 Students</i>	<i>Grades 9, 10, 11</i>
<i>Year 3</i>	<i>6 Classrooms</i>	<i>80 Students</i>	<i>Grades 9, 10, 11, 12</i>
<i>Year 4</i>	<i>8 Classrooms</i>	<i>100 Students</i>	<i>Grades 9, 10, 11, 12</i>
<i>Year 5</i>	<i>8 Classrooms</i>	<i>120 Students</i>	<i>Grades 9, 10, 11, 12</i>

Core classrooms will accommodate 15 students for each classroom.

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

In addition to the classrooms KHSTT will also need:

Room Name	NSF	PFSA NSF
<i>Head Administrators Office</i>	<i>150</i>	<i>150</i>
<i>Project Coordinators Office</i>	<i>150</i>	<i>150</i>
<i>Reception Office</i>	<i>300</i>	<i>300</i>
<i>Student Health Office</i>	<i>150</i>	<i>150</i>
<i>Conference Room</i>	<i>200</i>	<i>200</i>
<i>Storage</i>	<i>100</i>	<i>100</i>
<i>Kitchen</i>	<i>1700</i>	<i>1700</i>
<i>Restrooms</i>	<i>100</i>	<i>100</i>
<i>Communications/Technology</i>	<i>200</i>	<i>-</i>

2.3 Site and Facilities (if applicable)

2.3.1 Location/site

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

Please refer to Appendix A - Map 1.

☐ Provide an description of sites and facilities , existing or proposed
The Mesita Facility is 100 yards south of I-40 at Exit 117. The original facility was built in 1984, though it has been renovated several times in the past 30 years, including the most recent renovation in 2012 to accommodate the Laguna Tribal Courts. The total area for the entire complex includes three buildings and approximately 112,000 sq.ft. of

useable space. The proposed site will be the B Building which was the original location for the administrative offices and the entrance to the manufacturing warehouse. Most recently, the building was occupied by the Laguna Pueblo Tribal Court system, who utilized the space while the main courthouse was being renovated. The building has four open rooms, meeting space, and a kitchen/dining hall area. There is adequate parking around the structure, both in front of the B Building as well as around the perimeter of the complex.

2.3.4 Facility evaluation (If applicable)

☐ Provide a summary of the facility condition evaluation (FAD Executive Summary Report)
Not currently available.

☐ Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.
Not currently available.

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?

- ☐ Outline plan for being in a public building by 2016 in compliance with HB-283

The Mesita Facility B Building is uniquely aligned with the mission, vision, and educational goals of the KHSTT. Beginning with the open concept of learning that revolves around project-based activities, the facility is ready to be utilized in service of a high performing school that features strong technological components, a rich history in the community, and a choice location in the Eastern side of the Pueblo. Should the application be approved, we will begin negotiations with the Pueblo of Laguna in order to lease the space for the new school. Renovations to the space have helped upgrade to current occupancy codes, though there are several more aspects that need to be improved in order to accommodate students in a safe and secure educational setting.

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.

Beginning with the long history in the community, the Laguna Industries was, for a long time, the economic engine for the Pueblo. As we continue to develop our charter high school, one area of community desire has been made clear: students need to be prepared for post-secondary success. This means being workforce or college ready with the capacity to succeed once there. Coupled with this is a desire for students to be connected to their local community, through engaging and dynamic community-based projects. Therefore, the primary considerations for the facility need to focus on how best to support innovative, community-oriented projects that are responsive and dynamic. This means the space must be flexible in design and structure and have the ability to encourage community presence in a safe and regulated manner. Although no agreement has been initiated with the Pueblo, there is also the consideration of other tenants, which may necessitate further safety and security requirements, and may have an impact on space usage and/or future costs. At the present time, we have no information regarding the Pueblo's future plans for the site, save for our inquiry regarding the space.

3.2 Space Requirements

3.2.1 Space summary

☐ Provide a summary list of all individual space needs and sizes.

<i>Room Name</i>	<i>NSF</i>	<i>PFSA NSF</i>
<i>Core classrooms</i>	<i>6500</i>	<i>-</i>
<i>Head Administrators Office</i>	<i>150</i>	<i>150</i>
<i>Project Coordinators Office</i>	<i>150</i>	<i>150</i>
<i>Reception Office</i>	<i>300</i>	<i>300</i>
<i>Student Health Office</i>	<i>150</i>	<i>150</i>
<i>Conference Room</i>	<i>200</i>	<i>200</i>
<i>Storage</i>	<i>100</i>	<i>100</i>
<i>Kitchen</i>	<i>1000</i>	<i>1700</i>
<i>Restrooms</i>	<i>100</i>	<i>100</i>
<i>Communications/Technology</i>	<i>200</i>	<i>-</i>

3.2.2 Describe site requirements Spaces

☐ Provide a graphic diagram illustrating the relationship between the program areas.

Please refer to Appendix A - Map 2

4. CAPITAL PLAN

As the Planning Team is in the process of applying for approval for the KHSTT, a Capital Plan is not yet fully in place. However, we will need a number of improvements to the current location to be ready for students. An internal review that included conversations with the facilities staff at Building B of the proposed facility, showed the need for several upgrades in order to be in compliance with state and federal law. These improvements still need to be negotiated with the Pueblo of Laguna, who is the owner and operator for the facility. We expect these improvements to be completed by late Spring 2016.

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
- ☐ State identification number
- ☐ Physical address
- ☐ Date of opening
- ☐ Dates of major additions and renovations
- ☐ Facility Condition Index (FCI) and N.M. Facility Condition Index (NMCI), if available
- ☐ Site owned or leased
- ☐ Total building area gross sq/ft.
- ☐ Site acreage
- ☐ Total number of permanent general classrooms
- ☐ Total number of permanent specialty classrooms
- ☐ Total number of portable classrooms
- ☐ Total number of classrooms
- ☐ Percentage of portable classrooms compared to total number of permanent classrooms
- ☐ Total enrollment current year (40th day count), if available (may not be available for a newly chartered school)
- ☐ Number of gross sq. ft per student per school facility

<i>Name of Facility:</i>	<i>Kawaik'a High School of Tradition and Technology</i>
<i>State Identification Number:</i>	<i>N/A</i>
<i>Physical Address:</i>	<i>I-40, Exit 114, Industrial Parkway Loop, Mesita, NM</i>
<i>Date of Opening:</i>	<i>August 2016</i>
<i>Dates of major additions & renovations:</i>	<i>2012 facility renovated for use by Tribal Courts</i>
<i>Facility Condition Index/NM Facility Condition Index:</i>	<i>Not Available at this time</i>
<i>Site owned or leased:</i>	<i>The site will be leased from the Pueblo of Laguna</i>
<i>Total building Area Gross Sq/Ft:</i>	<i>Building B: 9,500 square feet</i>
<i>Site Acreage:</i>	<i>10+ Acres</i>

<i>Total Number of Permanent General Classrooms:</i>	<i>4</i>
<i>Total Number of Specialty Classrooms:</i>	<i>4</i>
<i>Total number of Portable Classrooms:</i>	<i>No portable classrooms will be required upon completion of the school</i>
<i>Total number of Classrooms:</i>	<i>8</i>
<i>Percentage of Portable Classrooms compared to Total Number of Permanent Classrooms:</i>	<i>None required.</i>
<i>Total Enrollment current year:</i>	<i>Not Applicable</i>
<i>Number of Gross Square Feet per student per school facility:</i>	<i>80 square feet</i>

5.2 Site Plan(if applicable)

☐ Scaled school site plan

Please refer to Appendix A - Map 1.

5.3 Floor Plan (if applicable)

☐ Scaled school floor plan(s) with rooms numbers to match inventory

Please refer to Appendix A - Map 2

☐ FAD forms updated

Not available at this time.

5.8 Detailed Space and Room Requirements(EdSpec) if applicable

☐ 5.8.1 Technology and communications criteria

KHSTT will provide school-wide internet access, VOIP telecommunications system and multi-server capacity. As the location currently houses the servers for the local broadband provider, we do not see any issues in regards to space and will work with the entity to allow access for the technology needs of the school.

☐ 5.8.2 Power criteria

KHSTT will receive electrical power from Continental Divide Electric Cooperative. Building B of the Mesita Facility is currently fully powered.

☐ 5.8.3 Lighting and day lighting criteria

Security lighting in and around the school will need to be assessed in areas such as parking lots and access roads, though the recent renovations to the

site have included a number of these upgrades. Interior lighting of the classrooms and administrative areas will meet the requirements with supplemental lighting via windows and industrial fluorescent lights.

☐ 5.8.4 Environmental conditioning criteria

Classroom temperature and air quality will be maintained through heating, ventilation, and air conditioning system. Temperature will be maintained between 68 – 75 degrees with full occupancy. Air quality and temperature will be measured from a location in the middle of each room.

☐ 5.8.5 Classroom acoustics criteria

There are no specific requirements for classroom acoustics identified at this time.

☐ 5.8.6 Furnishing and equipment criteria

Some typical classroom equipment will be required, though the majority of the spaces will have flexible use. This will require desks and chairs that have the ability to be portable and compactable should the need arise to move these furnishings. Instructors and administrators will need access to office type furnishings, though there is no specific requirement as to the types necessary.

☐ 5.8.7 Table types

Due to the project-based nature of the school, we will need long portable tables (8') which can be configured into various patterns based on the project and student learning requirements.

☐ 5.8.8 Storage types

Storage will be located inside the building and will be secure and able to accommodate records, equipment, and school materials. Secure file cabinets and closets will be necessary.

☐ 5.8.9 Criteria sheets

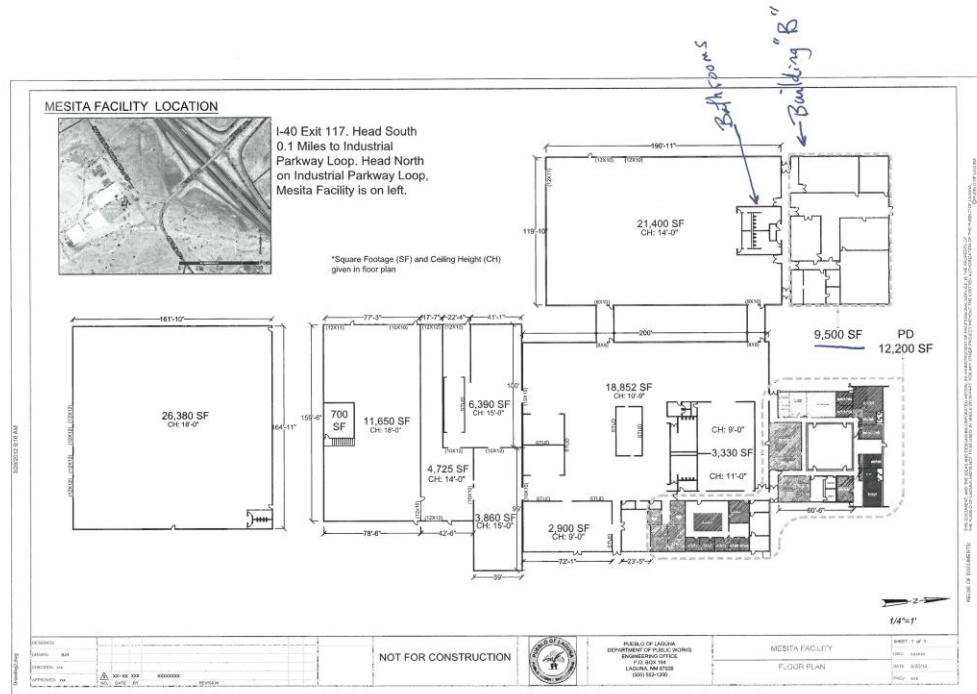
Not applicable at this time.

5.9 Submission

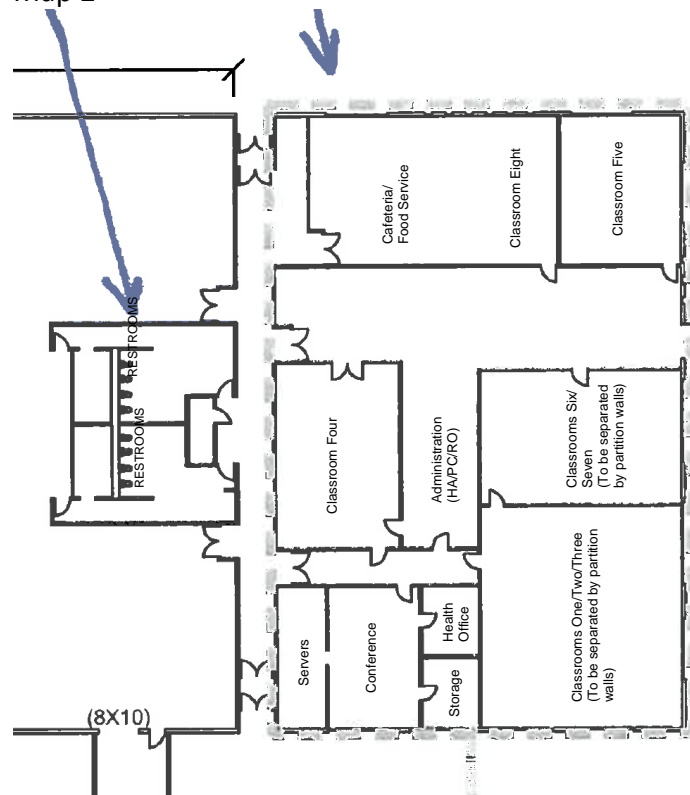
☐ 5.9.1 Final hardcopy placed in a three-ring binder

☐ 5.9.2 Final electronic copy

Map 1



Map 2



Required Appendix L

Teacher Salary Schedule - DRAFT

Level I Provisional Teacher

STEP	BA + 00	BA +15	BA + 30	BA + 45/MA+0	MA +15	MA + 30	MA +45, PhD, JD
0	38,000	38,500	39,000	39,500	40,200	40,500	41,500
1	38,200	38,700	39,200	39,700	40,200	40,700	41,700
2	39,400	39,700	40,200	40,700	41,200	41,800	42,800
3	39,600	39,900	40,400	40,900	41,500	42,000	43,000
4	39,800	40,100	40,600	41,100	41,700	42,200	43,200
5	40,000	40,300	40,800	41,400	41,900	42,400	43,400

Level II Professional Teacher

STEP	BA + 00	BA +15	BA + 30	BA + 45/MA+0	MA +15	MA + 30	MA +45, PhD, JD
3	44,500	45,000	45,500	46,000	46,500	47,000	48,000
4	44,700	45,200	45,700	46,200	46,700	47,200	48,200
5	44,900	45,400	45,900	46,400	46,900	47,400	48,400
6	45,100	45,600	46,100	46,600	47,100	47,600	48,600
7	45,300	45,800	46,300	46,800	47,300	47,800	48,800
8	45,500	46,000	46,500	47,000	47,500	48,000	49,000
9	45,700	46,200	46,700	47,200	47,700	48,200	49,200
10	45,900	46,400	46,900	47,400	47,900	48,400	49,400
11	46,100	46,600	47,100	47,600	48,100	48,600	49,600
12	46,300	46,800	47,300	47,800	48,300	48,800	49,800
13	46,500	47,000	47,500	48,000	48,500	49,000	50,000
14	46,700	47,200	47,700	48,200	48,700	49,200	50,200
15	46,900	47,400	47,900	48,400	48,900	49,400	50,400
16	47,100	47,600	48,100	48,600	49,100	49,600	50,600
17	47,300	47,800	48,300	48,800	49,300	49,800	50,800
18	47,500	48,000	48,500	49,000	49,500	50,000	51,000
19	47,700	48,200	48,700	49,200	49,700	50,200	51,200
20	47,900	48,400	48,900	49,400	49,900	50,400	51,400
21	48,100	48,600	49,100	49,600	50,100	50,600	51,600
22	48,300	48,800	49,300	49,800	50,300	50,800	51,800
23	48,500	49,000	49,500	50,000	50,500	51,000	52,000
24	48,700	49,200	49,700	50,200	50,700	51,200	52,200
25	48,900	49,400	49,900	50,400	50,900	51,400	52,400

Level III- A Master Teacher

STEP	MA + 0	MA +15	MA + 30	MA +45, PhD, JD
6	54,000	54,500	55,000	56,000
7	54,200	54,700	55,200	56,200
8	54,400	54,900	55,400	56,400
9	54,600	55,100	55,600	56,600
10	54,800	55,300	55,800	56,800
11	55,000	55,500	56,000	57,000
12	55,200	55,700	56,200	57,200
13	55,400	55,900	56,400	57,400
14	55,600	56,100	56,600	57,600

15
16
17
18
19
20
21
22
23
24
25

55,800	56,300	56,800	57,800
56,000	56,500	57,000	58,000
56,200	56,700	57,200	58,200
56,400	56,900	57,400	58,400
56,600	57,100	57,600	58,600
56,800	57,300	57,800	58,800
57,000	57,500	58,000	59,000
57,200	57,700	58,200	59,200
57,400	57,900	58,400	59,400
57,600	58,100	58,600	59,600
57,800	58,300	58,800	59,800

Administration Salary Schedules -DRAFT

Head Administrator

STEP	
0	80,000
1	81,100
2	82,100
3	82,800
4	83,500
5	84,200
6	85,000
7	85,800
8	86,600
9	87,400
10	88,200
11	89,000
12	89,800
13	90,600
14	91,400
15	92,200
16	93,000
17	93,800
18	94,600
19	95,400
20	96,200

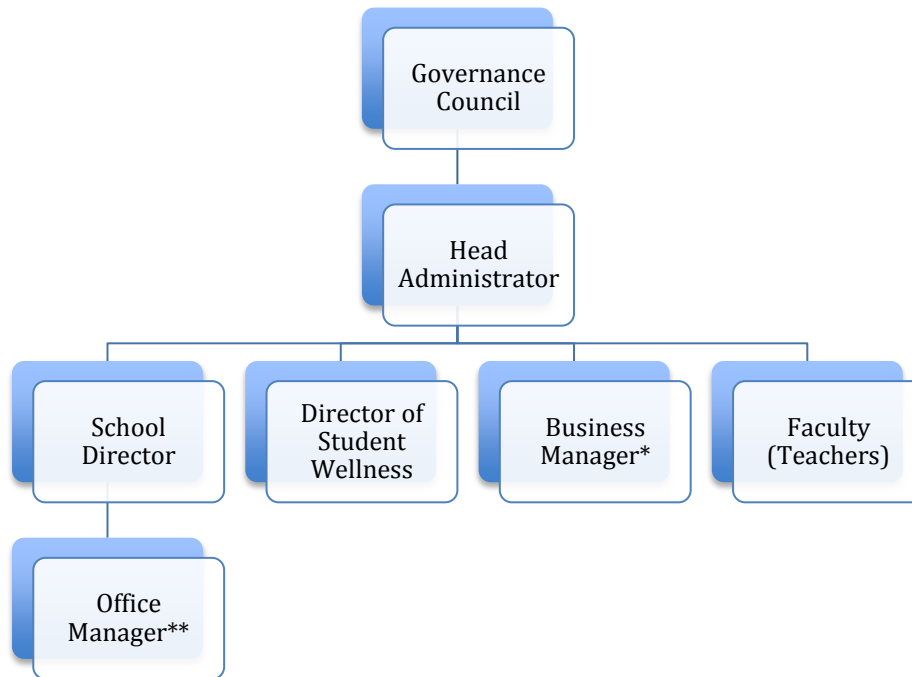
Appendix-Optional

Part C

Organizational

Question D.(1)

THE STEAM ACADEMY ORGANIZATIONAL CHART



* Business Manager will be contracted for the first two years of the school's operations, after which a full-time Business Manager will be hired; contractor will report to Head Administrator.

**Office Manager will not be hired until the third year of operations.

Appendix-Optional

Part C

Organizational

Question D.(3)

The STEAM Academy Staffing Plan (2016 - 2020)

STAFF	Year 1	Year 2	Year 3	Year 4	Year 5
Head Administrator	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Director of School	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE	1.0 FTE
Director of Student Wellness	NONE	NONE	1.0 FTE	1.0 FTE	1.0 FTE
Business Manager	Contract	Contract	1.0 FTE	1.0 FTE	1.0 FTE
Teachers	1.5 FTE	2.5 FTE	3.5 FTE	4.5 FTE	5.5 FTE
Spec.Ed. Teacher	1.0 FTE	1.0 FTE	2.0 FTE	2.0 FTE	2.0 FTE
ELL Teacher	.5	.5 FTE	.5 FTE	.5 FTE	.5 FTE
Office Manager	NONE	NONE	1.0 FTE	1.0 FTE	1.0 FTE
Diagnostician(s)	Contract	Contract	Contract	Contract	Contract
Custodian	Contract	Contract	Contract	Contract	Contract
Food Service	Contract	Contract	Contract	Contract	Contract
IT Coordinator	Contract	Contract	Contract	Contract	Contract

Appendix-Optional

Part C

Organizational

Question D.(4)

2016/17 School Calendar

2016					2017						
August	September	October	November	December	January	February	March	April	May	June	July
1 Mo	1 Th	1 Sa	1 Tu	1 Th	1 Su New Year's Day	1 We	1 We	1 Sa	1 Mo	1 Th	1 Sa
2 Tu	2 Fr	2 Su	2 We	2 Fr	2 Mo New Year's Day (obs.)	2 Th	2 Th	2 Su	2 Tu	2 Fr	2 Su
3 We	3 Sa	3 Mo	3 Th	3 Sa	3 Tu	3 Fr	3 Fr	3 Mo	3 We	3 Sa	3 Mo
4 Th	4 Su	4 Tu	4 Fr	4 Su	4 We	4 Sa	4 Sa	4 Tu	4 Th	4 Su	4 Tu Independence Day
5 Fr	5 Mo Labor Day	5 We	5 Sa	5 Mo	5 Th	5 Su	5 Su	5 We	5 Fr	5 Mo	5 We
6 Sa	6 Tu	6 Th	6 Su	6 Tu	6 Fr	6 Mo	6 Mo	6 Th	6 Sa	6 Tu	6 Th
7 Su	7 We	7 Fr	7 Mo	7 We	7 Sa	7 Tu	7 Tu	7 Fr	7 Su	7 We	7 Fr
8 Mo	8 Th	8 Sa	8 Tu	8 Th	8 Su	8 We	8 We	8 Sa	8 Mo	8 Th	8 Sa
9 Tu	9 Fr	9 Su	9 We	9 Fr	9 Mo	9 Th	9 Th	9 Su	9 Tu	9 Fr	9 Su
10 We	10 Sa	10 Mo Columbus Day	10 Th	10 Sa	10 Tu	10 Fr	10 Fr	10 Mo	10 We	10 Sa	10 Mo
11 Th	11 Su	11 Tu	11 Fr Veterans Day	11 Su	11 We	11 Sa	11 Sa	11 Tu	11 Th	11 Su	11 Tu
12 Fr	12 Mo	12 We	12 Sa	12 Mo	12 Th	12 Su	12 Su	12 We	12 Fr	12 Mo	12 We
13 Sa	13 Tu	13 Th	13 Su	13 Tu	13 Fr	13 Mo	13 Mo	13 Th	13 Sa	13 Tu	13 Th
14 Su	14 We	14 Fr	14 Mo	14 We	14 Sa	14 Tu	14 Tu	14 Fr	14 Su	14 We	14 Fr
15 Mo	15 Th	15 Sa	15 Tu	15 Th	15 Su	15 We	15 We	15 Sa	15 Mo	15 Th	15 Sa
16 Tu	16 Fr	16 Su	16 We	16 Fr	16 Mo Martin L. King Day	16 Th	16 Th	16 Su	16 Tu	16 Fr	16 Su
17 We	17 Sa	17 Mo	17 Th	17 Sa	17 Tu	17 Fr	17 Fr	17 Mo	17 We	17 Sa	17 Mo
18 Th	18 Su	18 Tu	18 Fr	18 Su	18 We	18 Sa	18 Sa	18 Tu	18 Th	18 Su	18 Tu
19 Fr	19 Mo	19 We	19 Sa	19 Mo	19 Th	19 Su	19 Su	19 We	19 Fr	19 Mo	19 We
20 Sa	20 Tu	20 Th	20 Su	20 Tu	20 Fr	20 Mo Presidents' Day	20 Mo	20 Th	20 Sa	20 Tu	20 Th
21 Su	21 We	21 Fr	21 Mo	21 We	21 Sa	21 Tu	21 Tu	21 Fr	21 Su	21 We	21 Fr
22 Mo	22 Th	22 Sa	22 Tu	22 Th	22 Su	22 We	22 We	22 Sa	22 Mo	22 Th	22 Sa
23 Tu	23 Fr	23 Su	23 We	23 Fr	23 Mo	23 Th	23 Th	23 Su	23 Tu	23 Fr	23 Su
24 We	24 Sa	24 Mo	24 Th Thanks-giving Day	24 Sa	24 Tu	24 Fr	24 Fr	24 Mo	24 We	24 Sa	24 Mo
25 Th	25 Su	25 Tu	25 Fr	25 Su Christmas Day	25 We	25 Sa	25 Sa	25 Tu	25 Th	25 Su	25 Tu
26 Fr	26 Mo	26 We	26 Sa	26 Mo Christmas Day (obs.)	26 Th	26 Su	26 Su	26 We	26 Fr	26 Mo	26 We
27 Sa	27 Tu	27 Th	27 Su	27 Tu	27 Fr	27 Mo	27 Mo	27 Th	27 Sa	27 Tu	27 Th
28 Su	28 We	28 Fr	28 Mo	28 We	28 Sa	28 Tu	28 Tu	28 Fr	28 Su	28 We	28 Fr
29 Mo	29 Th	29 Sa	29 Tu	29 Th	29 Su		29 We	29 Sa	29 Mo Memorial Day	29 Th	29 Sa
30 Tu	30 Fr	30 Su	30 We	30 Fr	30 Mo		30 Th	30 Su	30 Tu	30 Fr	30 Su
31 We		31 Mo		31 Sa	31 Tu		31 Fr		31 We		31 Mo

- Field Day/Staff PD
- First/Last Day
- No School
- Service Day
- Students Dismissed

Appendix-Optional

Part C

Organizational

Question D.(5)

THE STEAM ACADEMY WEEKLY SCHEDULE

	STEAM 9	STEAM 10	STEAM 11/12
Monday/Tuesday/Thursday/Friday	<p>9:00 AM Advisory <i>Students meet with advisory group; students can work on projects, homework, and interventions as necessary</i></p> <p>9:35 AM STEAM - Blended Learning <i>(M/T Math/Social Science; Th/F LA/Physical Science)**</i></p> <p>12:05 PM Lunch</p> <p>12:45 PM Technology <i>Students will focus on typing throughout the year</i></p> <p>1:35 PM Financial Literacy <i>Students will focus on financial literacy throughout the year</i></p> <p>2:05PM Project Development*** <i>Students will develop and work on their projects with faculty input and synthesis of the blended learning</i></p> <p>4:00 PM Reflection/Advisory/Study <i>Students will have the chance to reflect on the day, complete assignments, projects, or interventions, or meet with advisor as necessary</i></p> <p>4:30 PM Close out</p>	<p>9:00 AM Advisory <i>Students meet with advisory group; students can work on projects, homework, and interventions as necessary</i></p> <p>9:35 AM STEAM - Blended Learning <i>(M/T Math/Social Science; Th/F LA/Physical Science)**</i></p> <p>12:05 PM Lunch</p> <p>12:35 PM Technology <i>Students will develop aptitude with MS Office programs: Word, Excel, PowerPoint</i></p> <p>1:35 PM Language <i>Students will focus on a language other than English during this time</i></p> <p>2:25PM Project Development*** <i>Students will develop and work on their projects with faculty input and synthesis of the blended learning; Can also include science lab time</i></p> <p>4:00 PM Reflection/Advisory/Study <i>Students will have the chance to reflect on the day, complete assignments, projects, or interventions, or meet with advisor as necessary</i></p> <p>4:30 PM Close out</p>	<p>9:00 AM Advisory <i>Students meet with advisory group; students can work on projects, homework, and interventions as necessary</i></p> <p>9:35 AM STEAM - Blended Learning * <i>(M/T Math/Social Science; Th/F LA/Physical Science) **</i></p> <p>12:05 PM Lunch</p> <p>12:35 PM Technology <i>Students will spend both years developing skills and moving toward certification on self-selected software</i></p> <p>1:55 PM Personal Wellness <i>Students will engage in personal wellness courses to discuss aspects of individual and community wellness</i></p> <p>2:45 PM Project Development*** <i>Students will develop and work on their projects with faculty input and synthesis of the blended learning; Can also include science lab time</i></p> <p>4:00 PM Reflection/Advisory/Study <i>Students will have the chance to reflect on the day, complete assignments, projects, or interventions, or meet with advisor as necessary</i></p> <p>4:30 PM Close out</p>

Wednesday	<p>9:00 AM Project development <i>Students will work at various community sites to develop and implement their projects</i></p> <p>12:05 PM Lunch</p> <p>12:35 PM Physical education <i>Students will engage in physical education for the afternoon</i></p> <p>2:40 Community engagement <i>Students will continue community projects or engage in service learning activities</i></p> <p>4:00 Reflection <i>Students will take time to reflect on the days' activities and share out learning with colleagues, faculty, and community</i></p> <p>4:15 Close Out</p>	<p>9:00 AM Project development <i>Students will work at various community sites to develop and implement their projects</i></p> <p>12:05 PM Lunch</p> <p>12:35 PM Physical education <i>Students will engage in physical education for the afternoon</i></p> <p>2:40 Community engagement <i>Students will continue community projects or engage in service learning activities</i></p> <p>4:00 Reflection <i>Students will take time to reflect on the days' activities and share out learning with colleagues, faculty, and community</i></p> <p>4:15 Close Out</p>	<p>9:00 AM Internship (& Community engagement) <i>Students will spend the morning at their respective internship placements; this course takes the place of the community engagement credit</i></p> <p>1:00 PM Dual enrollment**** <i>Students will attend their dual enrollment courses in the afternoon</i></p> <p>4:50 Close Out</p>

* Students who test into higher levels of math, science, language arts, or social science may substitute a dual enrollment or distance learning course

** Students will take computer based/distance learning/online courses from IDEAL NM or another computer-based or online equivalent

*** Project development time is the extension of the Blended learning instructional time

**** Students are required to take two courses per semester. As such, student schedules are flexible in both STEAM 11 and STEAM 12 due to the possible requirements and scheduling of their dual enrollment courses. Advanced students may take more dual enrollment courses based on their ACCUPLACER scores and credit requirements.

Appendix-Optional

Part C Evidence

Question B.(1)



Dr. Lee Francis
NISN Fellow
The STEAM Academy
4120 Marble Ave. NE
Albuquerque, NM 87110

June 30, 2015


Dr. Francis:

Please accept this letter of support for the STEAM Academy. This academy will serve a much needed population of eastern Cibola County which includes the Pueblos of Laguna and Acoma, as well as the rural communities of Seboyeta, Cubero and Bibo. This academy will provide students in these communities the opportunity to participate in an innovative educational model, by combining technology and community based, hands on learning activities. As Laguna people, when we pursue our educational or career goals, we are taught to return to the community to share this knowledge and work on behalf of our people. This academy will provide that opportunity to the next generation.

As the Program Manager of Behavioral Health we are very supportive of and willing to participate in the Mentoring Core-Circle of Care aspect of the academy. We are also willing to provide health support services to the students focusing on mental health as well as overall wellbeing for the students.

This is an exciting opportunity for the eastern side of the county. Not only as service provider, but as a product of the Laguna school system and the mother of a graduate, I fully support the STEAM Academy.

Sincerely,


Kristina J. Pacheco, LADAC
Program Manager
Laguna Behavioral Health Services



LDC
LAGUNA DEVELOPMENT CORP.

July 1, 2015

Dear Dr. Francis,

As a major employer in Eastern Cibola County and the Pueblo of Laguna, the Laguna Development Corporation has a significant interest in developing and recruiting a highly skilled workforce. As we continue to expand our operations, we continue to seek ways to promote from within our local communities. Given the local community needs in developing a highly-skilled workforce, we realize that additional educational options are an asset to our families and community members.

The fact that the STEAM Academy will focus on science, math, and technology is a great benefit for our students who very much need 21st century skills in order to be successful. I am aware that different educational options are necessary for students and the STEAM Academy approach of project-based, hands-on learning activities align with our needs as an employer.

I am excited about this charter option for our communities and feel that the school could be a great benefit for those families and students who desire strong educational outcomes rooted in science and technology. I highly support this effort to establish a charter school in Eastern Cibola County and look forward to working with the STEAM Academy.

Sincerely,

Jerry Smith
CEO/President



June 29, 2015

Dr. Lee Francis, IV
The STEAM Academy
4120 Marble Ave NE
Albuquerque NM 87110

Multiverse
Space Sciences Laboratory
University of California at Berkeley
7 Gauss Way, MC 7450
Berkeley, CA 94720
<http://multiverse.ssl.berkeley.edu>

Dear Lee,

I am writing to reiterate the Multiverse team's interest in collaboration and strong support for the proposed new Laguna Pueblo STEAM Academy charter school. This school will provide much-needed opportunities to advance equity and inclusion in science, technology, engineering, arts, and mathematics careers for your community's youth, who are currently underrepresented in these fields. Not only are we honored to be a potential member of the STEAM Academy advisory group, but we are also committed to assisting the school as needed with curriculum development and teacher training prior to and during the school's opening year. Our commitment will include attendance at all necessary advisory group meetings, guidance and support for the school's administrative staff and teacher professional development for integrating STEAM concepts into the school's curriculum, development and review of new curriculum as necessary, help with recruiting STEAM professionals for career panels and speaker series, and assistance with the arrangement of field trips to off-site locations where students can engage with and see real-world STEAM professionals at work.

I will be taking a lead role in this new partnership and have a comprehensive background in the latest STEAM approaches in education. For example, I currently manage a multiyear effort titled *NASA Opportunities in Visualization, Art, and Science* (NOVAS). NOVAS is a NASA-sponsored program for high school students that helps teens explore NASA science through art, design, maker, and multimedia projects, while highlighting how such visualization techniques are used by scientists and engineers, and how they often need to collaborate with artists and other visualization experts. To date, NOVAS youth have consistently reported increased positive attitudes and interest towards science and engineering. We are also learning that STEAM approaches can help communicate science and engineering concepts more effectively for youth, and that in general, youth who did not have an affinity for science and engineering at the beginning of the program are better engaged in these topics and also have fun while learning.

I am very interested in how the new STEAM Academy will approach learning through a cultural context, and how you will align your curriculum with the Next Generation Science and Common Core Standards. Multiverse can assist you with both of these objectives, and I have been involved in similar efforts for over six years while a part of the Multiverse team. For example, I help manage a National Science Foundation funded project titled *Native Universe: Indigenous Voice in Science Museums*. This project is a partnership with the Indigenous Education Institute and is designed to assess how cultural background and exposure to indigenous knowledge systems integrated with western science influence the perspectives of science museum staff and visitors alike. It also aims to develop sustainable institutional competence in presenting multiple perspectives on science and environmental themes to the public, while creating models for inclusion and building an enduring community of practice around these concepts.

To conclude, the Multiverse team and I very much look forward to assisting you with the development, opening, and eventual ongoing operation of this much needed and well-thought-out new charter school. I also know there are multiple stakeholders and Laguna Pueblo community members that have been waiting for a school like the STEAM Academy. I hope they are not kept waiting much longer! If you need to reach me for any reason, please contact me at dzevin@ssl.berkeley.edu, or at (510) 642-8326. Thank you for your time.

Sincerely,

Dan Zevin
Public Education Specialist

June 25, 2015

Dr. Lee Francis
STEAM Coordinator
Albuquerque, NM

Dear Dr. Francis:

I am writing to strongly recommend the creation of the STEAM Academy in Cibola County, New Mexico, home of the Laguna and Acoma Pueblos.

As a faculty member at the University of New Mexico, I have had the opportunity to conduct professional development sessions with other teachers in Indigenous areas of New Mexico, especially in the Zuni Pueblo. These Project-Based Learning (PBL) sessions have been extremely successful in not only motivating teachers to implement more hands-on, technology-based lessons, but have also increased student and parent involvement in learning.

PBL is the ideal strategy to provide opportunities for teachers to implement culturally-relevant lessons with their students that are community-based.

I applaud your efforts and am in full support of the STEAM Academy.

Sincerely,



Marjori Krebs
Associate Professor
College of Education
University of New Mexico



Partners For Success
Employment and Training Program
P.O. Box 207
Laguna, NM 87026

June 30, 2015

Dr. Lee Francis IV
4120 Marble Ave NE
Albuquerque, NM 87110

RE: Letter of Support for STEAM Academy

Dear Dr. Francis

As Director of Partners For Success 477 Employment and Training Program and Laguna Acoma Connections VR Project, I am writing this support letter for the Science, Technology, Engineering, Arts, Mathematics (STEAM) Academic Charter School and its mission "to provide engaging project-based, educational experiences which challenge and inspire students to be academically advanced technologically proficient and community minded to enable post secondary success." Our mission is similar in that we are responsible for "Helping People Prepare for Life's Journey (Hanu He'ya Nayuutsi Gunishe). Both projects I manage are tasked to insure our participants and client achieve successful gainful employment.

I am in process of implementing the new Workforce Innovation & Opportunity Act (WIOA) on both our projects. To meet this challenge, it will require some of our participants and clients to achieve high academic expectations in a non-traditional instructional environment so that they are employable in the 21st century workforce. The academic curriculum and scope proposed by the STEAM Academy Charter School Initiative embraces that challenge. Therefore we are most excited about this initiative in that it provides an alternative for diverse participants and clients we serve.

As the Director of PFS and LAC VR Project, I highly support the STEAM Academy Charter School Initiative and believe the implementation of this program will positively impact student achievement and Workforce development.

Respectfully,

Anthony M. Riley
Director of Partners for Success and
Laguna Acoma Connection VR Project
Laguna Department of Education