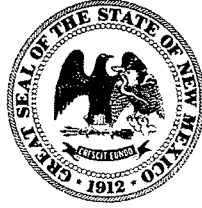


Required Appendix I

**State of New Mexico
Public School Facilities Authority**



Robert A. Gorrell, Director
Rocky Kearney, Deputy Director

Santa Fe Office
410 Don Gaspar
Santa Fe, NM 87501
(505) 988-5989
(505) 988-5933

Albuquerque Field Office
1312 Basehart Road, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

Website: www.nmpsfa.org

May 7, 2015

Ms. Emily Aversa, co-founder
Desert Willow School
1822 N. Yucca
Silver City, NM 88061

Dear Ms. Aversa:

PSFA has received and reviewed the Facilities Master Plan/Educational Specifications (FMP/Ed Specs) for the proposed Desert Willow School. The FMP/Ed Spec's purpose is to guide you in the planning and/or selection of a facility to ensure that it meets state-wide adequacy (NMAC 6.27.30), accommodates your educational program, and supports your method of instruction. Based upon our review, PSFA is pleased to announce that the FMP/Ed Specs meet our requirements and approves the plan and addendum. In accordance with House Bill 283 (HB283), your next step is to include your FMP/Ed Specs and addendum along with this letter in your charter school application to the New Mexico Public Education Commission (PEC).

In reviewing the Desert Willow School's FMP/Ed Specs, PSFA understands the following:

- Desert Willow is seeking to locate in the Silver City, NM vicinity;
- The school has contacted the Silver Consolidated School District and inquired about available space that could accommodate the school within district facilities;
- Desert Willow intends to serve a total of 120 students in grades K-5;
- The school intends to provide two kindergarten classrooms consisting of 10 students each at a SF of each classroom of 500 SF;
- The school intends to have 1 classroom per grade for the remainder of the 1st-5th grades for a total of seven classrooms (together with the two kindergarten classrooms);
- Desert Willow also desires:
 - four smaller reading rooms
 - a multi-purpose room for lunch/assembly/Friday clubs
 - administrative space and teacher support space
 - library/bookroom
 - outdoor space for gardening and play
- The school will seek top contract with a small business out of the Grant County Volunteer kitchen to provide student meals;
- The school does not need dedicated space for art, music, or physical education since its curriculum allows the school to provide these activities in the classroom;

- Overall, the school desires a building consisting of 17,463 SF, consistent with the PSFA Maximum Building Gross Square Foot Calculator for 120 students;
- While the school has not heard back from the district regarding facilities, Desert Willow is exploring other options for land and/or a building in which to open the school. According to the FMP/Ed Specs, other options include:
 - Privately owned land off of 32nd street
 - Vacant area on the privately run Guadalupe Montessori School's site
 - Former church building known as the Rydeski building
- In addition, the school has indicated that it will continue to search for a public building and if it cannot find such a space, it will enter into a lease-purchase agreement; and
- Desert Willow's educational program and instructional approach centers on a research-based curriculum and consists of the Enki, Orton-Gillingham, and Multi-Age Friday Clubs approach.

If you are a successful charter school applicant, PSFA is ready to meet and work closely with Desert Willow School when you find a potential facility. Prior into moving into any existing facility, PSFA will need to assess your building to ensure that it meets e-occupancy, code and meets or exceeds the average weighted New Mexico Condition Index (wWNMCI). Please contact our office before you occupy a facility. Feel free to contact PSFA if you have any questions or desire additional information.

Sincerely,



John M. Valdez, AICP
Facilities Master Planner

cc: Martica Casias, Planning and Design Manager, PSFA
Travis Coker, Regional Manager, PSFA

CHARTER SCHOOL OVERVIEW

The following document has been prepared for submission to the Charter School Division in April 2015 by the founders of Desert Willow School, a proposed state-chartered elementary school that would open for the 2016-2017 school year in Silver City, New Mexico. We have reviewed the Statewide Adequacy Standards NMAC 6.27.30 and the Charter-Alternative School Statewide Adequacy Standard Variance. The proposed cap for Desert Willow School is 120.

1. GOALS/MISSION

1.1 Goals

1.1.1 Mission

Desert Willow School

1.1.2 Educational Philosophy

Desert Willow School is being created to fill a void in the educational offerings of our community. The founders are veteran teachers who see that children with dyslexia and other language-based learning differences, children who must have multisensory learning experiences in order to remain engaged, children who are gifted, and children whose parents are looking for a holistic curriculum have unmet educational needs in our community. To that end, we have designed a learning environment that will be effective with all of these student groups. The common thread for these populations is multisensory instruction and a focus on creative, flexible thinking. The term “multisensory” is used to refer to any learning activity that includes the use of two or more sensory modalities to take in or to express information. This method is not only effective, but also enjoyable for the students. For example, alphabet letters and sounds can be learned by feeling and naming three-dimensional forms, paragraph structure might be modeled with Tinker Toys, and children might express their understanding of a mathematical concept through a skit.

Struggling readers require a multisensory reading program and approach in general, as documented by over 80 years of research and practice. The founders of Desert Willow School believe that these pedagogical strategies are very useful in the instruction of other groups of students, such as those who are typically disengaged, fidgety, or bored in traditionally organized public schools for various reasons. The other common thread among students needing an alternative is a focus on flexible, creative thinking. Recent research out of the Yale Center for Dyslexia and Creativity shows that people with dyslexia and others who struggle to read have a tendency to be very creative. This has also been shown to be true for students with attention issues and with giftedness. The founders want to encourage and strengthen creativity in all

students, which is very valuable as we move into the future.

In the course of studying various curriculums we discovered Enki Education, a holistic educational framework and curriculum that meets the needs of all our populations. The term “holistic” is used to describe education that takes the whole child into account, rather than just their academic progress. Holistic education aims to engender a passionate love of learning, and therefore seeks to make lessons meaningful. Teachers working from a holistic framework are knowledgeable of child development and sensitive to providing instruction in various skills at the times appropriate for learning them. In this way, students are internally motivated to be engaged in their learning. A secure and caring relationship between teacher and child is another core holistic value. Montessori and Waldorf are two well-known examples of holistic education. Enki Education pairs the heart and experience of holistic education with traditional Western education’s focus on mastery for a truly meaningful and powerful educational experience. Enki requires a classroom for each age group plus room for community activities and outdoor learning spaces.

1.1.3 Serving the Community: Partnerships

Desert Willow School is being organized to serve unmet educational needs in our community. The 2010 census showed the population of Grant County to be 29,514. From 2009-2013, 20.2% of the population was below the poverty level. Per capita income in 2013 was \$22,755. Grant County’s 20-year average unemployment rate is 7.9%. Job growth for the last ten years is 0.6%. Fifty percent of our families are living well below what Wider Opportunities for Women considers basic economic security for a family of four in New Mexico. (Basic Economic Security Tables- BEST Study.) All elementary school children in the Silver City Consolidated School district are on free breakfast and lunch programs. Studies show that growing up in poverty is toxically stressful to children, deeply affecting the architecture of their brains and significantly limiting their capacity to be contributing members of their communities. Desert Willow School will be a place in our community where children are supported through a philosophy, curriculum and community intentionally created to give them the academic skills and experiences needed to thrive now and in the future. This is a school that is very much about serving the community through partnerships with parents, extended family and volunteers to provide students with as many positive adult role models as possible. The Desert Willow School mission has excited many parents, grandparents and citizens of Silver City, and we plan to build and maintain strong connections.

The sense of community in our lives is built on several levels. First and foremost is the family. Good communication between parent and teacher is an essential piece in supporting the children. Therefore, Desert Willow School will open its doors to families throughout the year at events including open house, learning fairs, seasonal festivals, parent-teacher conferences, and

fundraising functions. We will need spacious gathering spaces. The next aspect of community, especially today when children spend the vast majority of their waking time at school, is the class community. In a school, it is the strong and nurturing class community that provides a foundation that is easily extended into the larger school, local and global communities through the child's activities and studies. To build strong class community, each group of students stays together for several years. Children do come and go, but there is an underlying sense of stability. As mentioned in our philosophy, students will be engaged in multisensory instruction, which requires space to move. Classrooms will need to accommodate this. Next comes the school community. Part of our mission states that we will build a sense of belonging. We envision students from multiple classes gathering together at lunch, recess, and for assemblies, and working together at times on projects. Desert Willow will need at least one gathering space that will comfortably fit the entire student body and staff. Finally, the natural progression of family to classroom to school extends to the local community. Part of our mission is to cultivate self-awareness. Everyone has their challenges and their strengths, which we come to know through diverse experiences. A unique aspect of Desert Willow School will be our partnerships with community volunteers who will introduce students to a wide variety of skill and knowledge sets. These will not be limited to brief 20 minute presentations, but will be for several hours on Friday mornings, perhaps over the course of several weeks. Visits and mentorships will be connected to the content being learned in the academic portion of the school week. For example, when the second grade studies tribes, they might work with a local herbalist to identify plants and to make medicine one week, then work with a retired astronomer to study the constellations that the tribe saw at night. Desert Willow School will deeply engage its students through these mentoring connections.

Finally, we see ourselves connecting to our community in another unique way. Desert Willow will contract with small businesses based out of the Grant County Volunteer Center Kitchen to provide hot meals for students. We are looking for a building that meets the 17,463 sf minimum for an elementary school with 120 students with a warming kitchen and a common gathering space.

1.2 Process

1.2.1 Data Gathering and Analysis

Data was gathered and analyzed using Participatory Design, which takes into account the needs of all stakeholders. In our case, stakeholders consist of parents, students and teachers. The members of the facility steering committee first met to brainstorm a list of spaces that would be needed to carry out our proposed educational program. Then, three questionnaires were created: one for teachers, one

for students and one for parents. Steering committee members used the questionnaires to gather information about space, crowding and safety at currently attended schools along with the dimensions of those spaces. The steering committee met again to analyze the data findings, which informed the design of the Desert Willow School facility. Findings included

2. PROJECTED CONDITIONS

2.1 Programs and Delivery Methods

2.1.1 Programs Overview

Desert Willow School’s programs and instructional approach is research-based and incorporates best-practices in all aspects of instruction. Desert Willow School’s curriculum framework consists of three components that align with the school’s mission statement. Tying these three approaches together forms a synergy in our curriculum and educational/social approaches to provide our students the education they deserve. We have determined that the most effective way to educate our student body will be through an extended day model Monday through Thursday, with Friday for student enrichment and teacher planning.

1.Enki Education

2.Orton-Gillingham research-based Language Arts Instruction

3.Multi-age Friday Clubs

1. Enki Education (www.enkieducation.org)

Enki Education creates a classroom environment where the curriculum nurtures the many aspects of the child: physical, emotional, imaginative, social, and intellectual. Through this integrated curriculum, the nurturing of academic excellence is never separate from the nurturing of the whole child. This approach speaks directly to Desert Willow’s mission to inspire each student through the multi-sensory approaches integral to the Enki curriculum.

As the growing child enters each new phase of development, she experiences the world in a new way. The Enki curriculum is carefully designed to mirror these stages, so that the child encounters her own deep interests in all she learns. Through the honoring of each child’s phase of development, Desert Willow School will honor each child’s unique learning styles and help him cultivate self-awareness to better understand who he is as a learner and a citizen of his varying communities.

In the Enki approach the classroom community, the school community, and the larger community are all seen as vital to each child’s learning process and overall sense of wellbeing. Therefore, we strive to extend the caring community of the classroom into the larger environment

through community service learning projects which will be developed according to student interest with community volunteers during our Friday Clubs.

To accommodate the movement, storytelling, hands-on and project-based approach to Desert Willow's curriculum we will need 7 large classrooms: two kindergarten classrooms and one for each grade first through fifth. A big part of Desert Willow's mission is that movement is an integral part of the children's learning. Another aspect of our mission is to build community. We will need a gathering space (one indoors, one outdoors) large enough for all students and staff to assemble.

2. Orton-Gillingham Language Arts Instruction

In the early 1930s, Anna Gillingham and Dr. Samuel Orton developed an approach to teaching the phonemic structure of our written language to people with dyslexia. At Desert Willow School we will instruct all students who show signs of dyslexia (which can be up to 20% of students) using Orton-Gillingham based instruction. Research shows that the simultaneous multi-sensory, sequential, explicit, and intense instruction in the Orton-Gillingham program will move students to grade level over the course of 1 – 3 years of small group instruction in a strong program. (Susan Barton; <http://www.dys-add.com/getHelp.html#anchorOrton>)

Desert Willow founders and organizers are veteran teachers who know that early detection and intervention is the key to preventing students from falling behind in reading. Therefore, we will have a reading specialist assigned to work primarily with kindergarten and another assigned to work primarily with first grade. Both the classroom teacher and the reading specialist will integrate Orton-Gillingham methodologies into our K-1 programs. In kindergarten special attention will be paid to phonemic awareness, letter naming, and letter/sound association with instruction always being in simultaneous multi-sensory approach. (Joseph Torgesen; 1998; <http://www.ldonline.org/article/225?theme=print>)

To provide small group language arts instruction and pull-out special education services as needed, we will require 4 smaller spaces.

Scheduling

To provide the fully-integrated curriculum essential to the mission of Desert Willow School we will have an extended four day week where the classroom teacher has the students for 6.5 hours of that day (with an hour "duty-free" lunch). We believe that providing both student and teacher these uninterrupted blocks of time allows for a more natural flow to the rhythms of learning.

Our kindergarten and first grade will have two teachers (a classroom teacher and a reading specialist) for the majority of their day.

The rhythm of each class will proceed as follow.

- Begin with physically active and socially engaging endeavors.
- Once the children are physically settled, mentally awake, and socially settled, we move into the

focused period of new learning. This is the **teacher led, full group** section of the day.

·Having worked together for several hours, the children move into individual pursuits. Sometimes these are assigned and sometimes they are child driven, but in either case, this is an **independent and individual work time, under teacher guidance**. Intervention for students who struggle to acquire reading skills will occur at this time.

·The children come back together for a community lunch (either as a school community or individual classroom communities, as determined by the needs of the group)

·A shared story time follows creating the more **restful, community building time**.

·The day ends with peer projects where the children apply their other learning to projects and artistic endeavors, working in small, **peer-driven groups with the teacher as facilitator**.

Desert Willow’s commitment to strong reading instruction and meeting the needs of all students, including those showing signs of dyslexia or other unique challenges in reading/language arts, we are providing small-group, intensive instruction built into the day of each grade.

By assuring all our teachers are trained in both the Enki approach to education and in Orton-Gillingham methodologies, we trust that our small group time will be a natural progression of what each child needs and will flow out of and back into their rest of their day with the whole class and classroom teacher.

Scheduling Reading Blocks (for 2nd through 5th grade):

Time	Grade	Teachers
8:30 to 10:00	4 th Grade receives small-group reading/language arts	Classroom teacher + a minimum of 2 reading specialists
10:00 to 11:30	2 nd Grade receives small-group reading/language arts	Classroom teacher + a minimum of 2 reading specialists
11:30 to 12:30	Lunch and Recess Time	Principal + Volunteers + teacher rotation
12:30 to 2:00	3 rd Grade receives small-group reading/language arts	Classroom teacher + a minimum of 2 reading specialists
2:00 to 3:30	5 th Grade receives small-group reading/language arts	Classroom teacher + a minimum of 2 reading specialists
3:30 to 4:00	All grades for Gathering Time to Culminate the Day	All classroom teachers

Keeping our approach to reading in mind, our 4 reading specialists will each need a small classroom space (or a classroom divided into 4 unique spaces). To focus the reading instruction of all our students to their “Just Right” level we will also need a book room/library with shelving to organize books by their reading levels.

3. Friday Clubs

Friday Clubs, as we are referring to them at this point, are a way to accomplish part of our

mission to cultivate students’ self-awareness and build a sense of belonging in community. By running an extended day academic program Monday through Thursday, Friday Clubs also provide programming for students while providing planning time for teachers. A Volunteer Coordinator will organize and oversee volunteer-led activities for students. Activities will take place at school and out in the community. Interest has already been expressed by retirees and others to teach gardening, weaving, clay-work, wood-work, painting, book-making, cycling, nature walk-about, photography, computer club, strategy games. Friday clubs will meet in the multi-purpose room, in the outside gathering space, in an outside area for gardening, and in the library/resource center.

One site we are looking at for our school location would be on the land of Guadalupe Montessori Preschool. We would use portables on an open field. We would share playground, soccer field, kitchen, large room for indoor meeting space, and garden/greenhouses.

Other possible sites will not have any shared space.

Desert Willow School will serve students in Kindergarten through 5th grade. In fall of 2016 we will open with one class at each grade level. In the first five years of the charter, we propose seven classes two Kindergarten and one at each grade level 1st through 5th. In the years of the charter renewal, we will incrementally grow from one section at each grade level to two sections of each grade level (K – 5th grade).

For the academic years of the initial charter, we will have one section of kindergarten and one section of first grade, each with a full-time teacher and each with a reading specialist, the majority of whose time will team-teaching in the classroom and promoting a strong foundation in the skills of reading and language arts.

In addition, we will have one section of each grade 2nd – 5th. For these four grades we will also have two reading specialists. In hour and a half blocks, the reading specialists will meet with small groups for reading/writing instruction. See chart showing proposed schedule above.

2.2 Proposed Enrollment

2.2.2 Phased enrollment

2016 – 2017 to 2020 - 2021 grades	# of students	# of teachers/ classrooms	# of reading specialists/ small rooms
1 kindergarten	12	1	1
1 first grade	16	1	1
1 second grade	18	1	

1 third grade	18	1	2 shared
1 fourth grade	20	1	
1 fifth grade	20	1	
Special Education	?	1	
Totals	104	7	4
Student: Teacher Ratio 9.5 : 1			

2.2.3 Classroom Loading Policy

2.2.4 Classroom Needs

Two kindergarten classrooms (approximately 900 sq. ft each)

Five 1st– 5th grade classrooms (each approximately 900 sq. ft)

·Four small reading/pull-out/ancillary service classrooms (each approximately 150 sq. ft)

One large multi-purpose room for lunch, assembly, and Friday Clubs

·One Administrative Office

One Front Office/Teacher Work Room

·One library/bookroom

·Outdoor space would include a gathering place with a shade structure

·Gardening areas, playground, and open field

2.3 Site and Facilities

2.3.1 Possible Locations

The Desert Willow founding board has been considering various housing possibilities. We sent a letter to the superintendent of Silver City Consolidate Schools on (((date))) asking if the district has any available space. (((response))) Several of us met with the Planning and Zoning department of Silver City to look at available acreage. There are a few privately owned parcels of land that could meet our space requirements if we could raise the funds to purchase them or if the owner would consider a donation. We received an unsolicited offer from privately run Guadalupe Montessori School (GMS) to use several vacant acres at the back of their property. The administration of GMS believes that if Desert Willow School is approved, they would only keep their preschool and after school sections open. This site would necessitate portables for classrooms and shared space in the kitchen and garden with a separate playground. (The preschoolers have their own playground at GMS.) Finally, we toured a building that formerly housed a church and then a preschool known in town as the Rydeski building. Its advantages include a central location, a nice gathering space, rooms for pull-out instruction, an E-Occupancy kitchen, multiple bathrooms, solar power, space for some portables, and a drop-off driveway. We are not sure, though, that it can accommodate our population.

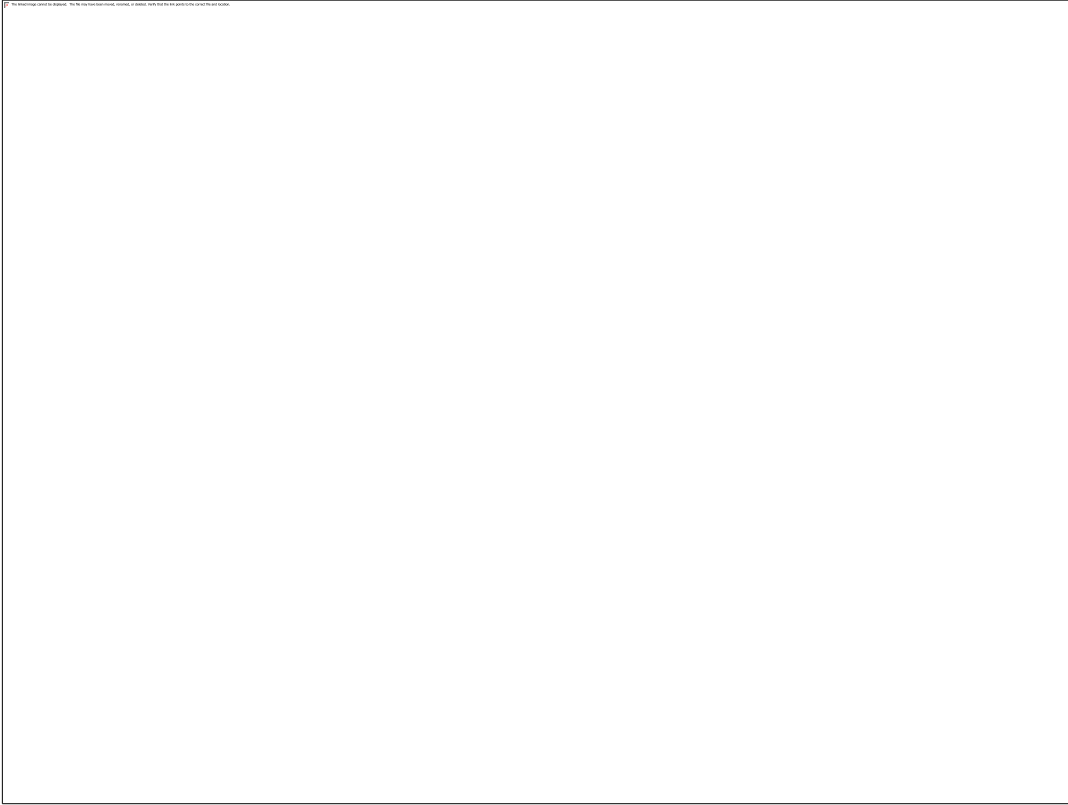


Photo: *2.5 acres behind GMS*



Photo: *View of the Rydeski building's main entrance.*

2.3.4 Facility Evaluation

2.4 Utilization Analysis

2.4.1 Special Factors

2.5 Facility Maintenance

2.5.1 Projected maintenance projects

Since we do not yet know where the school will be located we cannot speak specifically to projected maintenance projects, but we can say that we would cover these through grants, federal funds, state funds, and nonprofit fundraising.

3. PROPOSED FACILITY REQUIREMENTS (Ed Spec)

3.1 Facility Goals and Concepts

3.1.1 Goals

Our goals for the Desert Willow School facility are as follows:

- Spacious classrooms that allow for movement in a multisensory, experiential curriculum, that accommodate anticipated enrollment
- 4 smaller classrooms to be used for small group reading instruction, pull-out special education services, and ancillary special education services
- A combination library and bookroom. Literacy is emphasized at DWS. A bookroom is a place where multiple copies of grade-leveled texts are stored.
- Classrooms arranged so as to promote community within the school
- A gathering space that can hold the entire student body plus staff and parents
-

If using portable classrooms, we envision them arranged in a circle around a common gathering space with classrooms for pull-out instruction at one end and the administration/library/office building at the opposite end. The circle arrangement lends itself well to the communities we seek to foster within the school and with the greater community. There would be space for gardening behind the classrooms and access to a recreational space.

3.1.2 Concepts

Safety: Safety for the entire school body is of utmost importance. If we enter a lease-purchase agreement there may be areas that are not up to E-Occupancy standards that would have to be fixed ahead of time. We will cooperate to ensure that the site meets all requirements.

Security: A secure perimeter for the school will be achieved through fencing and a policy for visitors to sign in with the office, with the possibly of surveillance cameras.

Sustainability: DWS will make every reasonable effort to see that its facility uses water, electricity, heating and cooling responsibly.

Space Flexibility: Several spaces at Desert Willow will be flexibly used throughout the week. The gathering space will also serve as a cafeteria and a place for Friday clubs to meet. The small classrooms will be used for small group reading intervention, special education pull-out and ancillary services.

Community Use: If DWS enters an agreement to share campus space with the Guadalupe Montessori School we will codify the terms of community use in writing so as to ensure the health of both schools.

Utilities: The GMS site has near-by access to water, sewer and electricity. Ease of access to utilities from several currently vacant parcels of land is currently unknown.

4. CAPITAL PLAN

4.1 Total Capital Needs

At this point in time we cannot state our specific total capital needs, but we have been discussing them in general terms. Lease-purchase funds would be needed to pay for either portables or for a building. If the building we are interested in needs some work to bring it to E-Occupancy standards we would utilize funding from federal or state grants or nonprofit fundraising. Several excellent grant writers are working with us. Considering the amount of enthusiasm that our charter proposal has generated in this small community, it is also possible that some community members would donate labor or money to cover the cost of smaller maintenance jobs such as painting, fixing a leak, or buying light fixtures.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table

Name: Desert Willow School

Physical Address: Currently unknown

Date of Opening: If approved, August 2016

Dates of major additions and renovations: not applicable

FCI and NMCI: Unknown

Site owned or leased: Most likely it will be leased.

Total building area gross sq./ft. According to the Max. Building Gross Square Foot Calculator, for 120 elementary school students we would need 17,463 gross square feet.

Site acreage: unknown

Total number of permanent classrooms: unknown

Total number of permanent specialty classrooms: unknown

Total number of portable classrooms: unknown

Total number of classrooms: 7 general classrooms plus 4 pull-out/ancillary classrooms equals 11 classrooms total

Percentage of portable classrooms compared to total number of permanent classrooms: unknown

Total enrollment current year: We plan to open with 120 students.

Number of gross sq. ft per student per school facility: (((()))

GRADE	NUMBER OF STUDENTS	TOTAL SQUARE FEET
Kindergarten	20 @ sf	
Kindergarten	20 @ sf	
1st	20 @ sf	
2nd	20 @ sf	
3rd	20 @ sf	
4th	20 @ sf	
5th	20 @ sf	

5.2 Site Plan: N/A

5.3 Floor Plan: N/A

5.4 FMAR Reports and How Major and Minor Findings are Addressed: N/A

5.5 Detailed Space and Room Requirements (Ed Spec)

5.5.1 Technology and Communications Criteria

5.5.2 Power Criteria

5.5.3 Lighting and day lighting criteria

5.5.5. Classroom Acoustics Criteria

5.5.6 Furnishing and Equipment Criteria

5.5.7 Criteria Sheets

5.6 Submission

**Addendum to Proposed Ed Specs/FMP
for Desert Willow School
Silver City, NM**

- I. **Concerning HB 283:** The Desert Willow School Facility Steering Committee assures the NMPSFA that in accordance with HB 283 it will make every attempt to search for a publicly owned building in which to locate its operations, and that if none meet our needs, we will enter into a lease-purchase agreement pursuant to the Public School Lease-Purchase Act.
- II. **Concerning separate spaces for music, art and physical education:** The proposed curriculum is completely hands-on and multisensory. Art and music are part of teaching math, reading and the other subjects every day, so we do not need a dedicated music or art space. Likewise, every day starts with physical activities in the classroom, and movement is woven into lessons. The kids will be moving in their classrooms and exercising outside or in the gathering space, so we do not need a separate gymnasium, per se.
- III. **Concerning the parcel of land on 32nd Street Bypass:** To clarify, the parcel of land on 32nd Street Bypass is not the same land as what the Montessori School has offered us to locate upon.
- IV. **Concerning contact with local school district regarding available space:** Please find attached a copy of the Letter Delivered to Superintendent Lon Streib of Silver City Consolidated Schools on April 2nd 2015. On Friday, April 24 Mr. Streib informed Ms. Aversa in a visit to his office that he would only speak with the state regarding this issue.

April 1, 2015

Lon Streib, Superintendent
Silver Consolidated Schools
2810 N Swan
Silver City, NM 88061

Dear Mr. Streib,

I represent Desert Willow School, a proposed charter elementary school to be located here in Silver City. As part of the charter application process, we are required to ask the school district where the charter will be located if the district has enough space to accommodate the school. Our final requirements, based on a five year expansion program are 11,000 square feet, less if there's an opportunity to share common spaces such as an auditorium, cafeteria etc. We would like to provide the state with written evidence that we have made this inquiry so we would really appreciate it if you would respond in writing to this address: Desert Willow School, 1822 N Yucca, Silver City, NM 88061. Thank you so much for your time and attention to this matter.

George Lundy,
Desert Willow School, Board Member

cc: Frances Vasquez, President, Silver Consolidated School Board
Candy Millam, Associate Superintendent of Finance and Federal Programs