



New Mexico Public Education Commission

**2015 New Charter School Application Kit
Part C. Application & Rubric
NM Gateway Academy**



School Information:

Name of Proposed Charter School: New Mexico Gateway Academy

School Address (if known): 1776 Montana Road NW

School Location (City/Town): Los Ranchos de Albuquerque, NM 87107

School District within which your school will be located: Albuquerque Public Schools

Grades to be served: K-12

Projected Enrollment Cap: 1500

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Academics	4
A. School size.....	4
B. Mission.....	4
C. Indicators/Goal(s) Related to the School’s Mission.....	5
D. Curriculum, Instructional Program, Student Performance Standards.....	11
E. Graduation Requirements.....	21
F. Instruction.....	23
G. Special Populations.....	34
H. Assessment and Accountability.....	61
Organization.....	74
A. Governing Body Creation/Capacity.....	74
B. Governing Body Training and Evaluation.....	85
C. Leadership and Management.....	88
E. Employees.....	108
F. Community/Parent/Employee Involvement in Governance.....	117
G. Student Policies.....	122
H. Student Recruitment and Enrollment.....	124
I. Legal Compliance.....	129
J. Evidence of Partnership/Contractor relationship. (If Applicable.).....	132
K. Waivers.....	134
L. Transportation and Food.....	137
M. Facilities/ School Environment.....	138
Finance	143
A. Budgets.....	143
B. Financial Policies, Oversight, Compliance, and Sustainability	150
Evidence of Support.....	163
A. Outreach Activities.....	163
B. Community Support.....	165
C. Community Relationships.....	168
D. Uniqueness and Innovation.....	171
E. Letters of Support.....	174
Appendices and Attachments.....	175

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

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

Academics

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

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	260	K – 10	49
Year 2	310	K – 11	46
Year 3	375	K – 12	45
Year 4	495	K – 12	45
Year 5	845	K – 12	46
At Capacity (Enrollment Cap)	1500	K - 12	46

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

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

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

New Mexico Gateway Academy (NMGA) will provide a statewide online learning environment with a comprehensive career focus that begins in kindergarten and, upon graduation, prepares its students to enter directly into the workforce or continue their postsecondary education.

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

	innovative purpose for the school.			
<p>Comments:</p> <p>Meets</p> <p>The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level by providing a clear and reasonable purpose for the proposed school.</p> <p>In answering the first question, “what does your school seek to accomplish”, the applicant states the proposed school will “prepare its students to enter directly into the workforce or continue their postsecondary education.” In answering the second question, “how will it accomplish that”, the applicant states the proposed school will “provide a statewide online learning environment with a comprehensive career focus that begins in kindergarten.” The applicant does not address what is innovative and unique about the proposed school.</p>				

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

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

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

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

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

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

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

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.

- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic.
- **Reflective of the School's Mission.** A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

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

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

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

Goal/Indicator 1: Students in grades K-5 will complete grade specific career awareness lessons aligned to the National Career Clusters, including speakers, field trips, events, and online and print lessons.

- *Exceeds Standard: 91-100% of elementary school students complete grade specific career awareness lessons.*
- *Meets Standard: 81-90% of elementary school students complete grade specific career awareness lessons.*
- *Does Not Meet Standard: 71-80% of elementary school students complete grade specific career awareness lessons.*
- *Falls Far Below Standard: Less than 70% of elementary school students complete grade specific career awareness lessons.*

Goal/Indicator 2: Middle School students will complete two or more career related assessments/inventories at each grade level identifying specific career pathways that align with students' goals and interests. Students will complete an Individualized Learning Plan (ILP) to include a Next Step graduation plan.

- *Exceeds Standard: 91-100% of middle school students complete two or more career related assessments/ inventories at each grade level to identify interests on their ILP and Next Step graduation plan.*
- *Meets Standard: 81-90% of middle school students complete two or more career related assessments/ inventories at each grade level to identify interests on their ILP and Next Step graduation plan.*
- *Does Not Meet Standard: 71-80% of middle school students complete two or more career related assessments/ inventories at each grade level to identify interests on their ILP and Next Step graduation plan.*

- *Far Below Standard: <70% of middle school students complete two or more career related assessments/ inventories at each grade level to identify interests on their ILP and Next Step graduation plan.*

Goal/Indicator 3: High school students will earn high school credits aligned with student specific career or college postsecondary goals.

- *Exceeds Standard: 91-100% of high school students will earn high school credits aligned with student specific career or college postsecondary goals.*
- *Meets Standard: 81-90% of high school students will earn high school credits aligned with student specific career or college postsecondary goals.*
- *Does Not Meet Standard: 71-80% of high school students will earn high school credits aligned with student specific career or college postsecondary goals.*
- *Far Below Standard: <70% of high school students will earn high school credits aligned with student specific career or college postsecondary goals.*

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

Comments:

Partially Meets

The applicant includes a limited amount of key elements in the indicators/goals provided.

Goal/Indicator 1: "Students in grades K-5 will complete grade specific career awareness lessons aligned to the National Career Clusters, including speakers, field trips, events, and online and print lessons." The applicant does not quantify the number of lessons, career clusters, field trips, events, or online lessons the students are expected to achieve in elementary school. The applicant does not provide details of how the measures relate to implementation of the proposed mission. The metrics provided

for this goal only address how many of the measures were completed by the students without addressing how completing grade specific career lessons will lead to achievement of the proposed mission.

Goal/Indicator 2: “Middle School students will complete two or more career related assessments/inventories at each grade level identifying specific career pathways that align with students’ goals and interests. Students will complete an Individualized Learning Plan (ILP) to include a Next Step graduation plan.” The applicant quantifies the number of career related assessments each middle school student must complete along with the completion of an individualized learning plan. The applicant does not provide details about the content of the career assessments or how the ILP will lead to implementation of the mission. The metrics provided for the goal address only what percentage of the measures were completed by the students and does not address rigor.

Goal/Indicator 3: “the applicant states high school students will earn high school credits aligned with student specific career or college postsecondary goals.” The metrics provided for this goal only indicate what percentage of students will earn credits aligned with career or post-secondary education. It does not specify how many credits will be earned. The goal also does not address how completion of those credits might lead to attainment of the proposed mission.

The metrics provided for the all three proposed goals provide percentages identifying “Exceeds” to “Does Not Meet.” Therefore they are measurable. The proposed goals are not specific for the reasons identified above. The applicant has not addressed whether the proposed goals are attainable. The applicant has also not identified whether the proposed goals are rigorous. The proposed goals are not time-bound because they do not present a schedule or timeline.

The applicant includes a limited amount of key elements in the indicators/goals provided. As such, the indicators/goals does not reflect the implementation of the proposed school’s mission, is not be written in SMART format, and some of the measures and metrics provided are unclear.

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

To achieve the School’s mission of preparing students to be college and career ready, NMGA will monitor Goal/Indicator progress with a variety of methods of assessment including curriculum standards, portfolios, ILPs, Next Step plans, project based activities, internships and internship evaluations, degree plans and transcripts, job shadowing, field projects, career fairs, and results from skill assessments such as ACT and COMPASS.

“In order for the United States to remain competitive in the increasingly globalized economy, it is necessary for students to graduate from high school prepared for the demands of college and careers.” (Carenavel, 2013)

Rationale for Goal/Indicator 1: Students in grades K-5 will complete grade specific career awareness lessons aligned to the National Career Clusters, including speakers, field trips, events, and online and print lessons.

New Mexico Gateway Academy (NMGA) seeks to provide students with early engagement and career awareness. The goal is to teach students how to explore and identify their likes and dislikes, hobbies and interests, and how their interests connect to their future coursework and careers by using developmentally appropriate career readiness and college words and themes. Because NMGA's daily schedule builds in lessons specifically geared towards career awareness, it is expected that students will participate in outings, attend activities that include guest speakers, and complete teacher-developed career curriculum and lessons that introduce kindergarten through 5th grade students to career opportunities available in and outside of their community. Students will begin to build their individual digital portfolios that will showcase student work related to college and career readiness.

Progress monitoring will be implemented through the systematic use of curriculum standards, project-based activities as well as common planning time and learning communities for teachers.

Rationale for Goal/Indicator 2: Students will complete two or more career related assessments/inventories at each grade level identifying specific career pathways that align with students' goals and interests. Students will complete an Individualized Learning Plan to include a Next Step graduation plan.

The Forgotten Middle, a 2008 study by testing company ACT, found that academic achievement in eighth grade "had a larger impact on (students') college and career readiness by the time they graduate from high school than anything that happens in high school."

At NMGA, students will take yearly career assessments and interest inventories to define paths and plans that align with their individual likes, dislikes, strengths, and weaknesses. Students will take mini courses in career clusters that interest them.

Using the portfolio carried over from the 5th grade, each student, by the end of middle school (8th grade), will create a Next Step plan to target the student's postsecondary college and career interests and set forth the studies he or she will complete during high school in order to be on track for graduation. The student will decide on curricular options, such as Honors, AP, and dual credit, and begin to consider internship programs. Students will also research personal career interests or goals through career related assessments and inventories such as EdOnline, iSEEK, PLAN, NCTC, Occupation Profile, and/or COMPASS. Students will plan their postsecondary education and examine industry certifications and other career options prior to their transition to high school.

A key identifier in the success of this middle school program is the transition from 8th grade to 9th grade with a concrete understanding of the relationship of students' interests, coursework, and careers identified in their ILP and Next Step plans.

Rationale for Goal/Indicator 3: High school students will earn high school credits aligned with student specific college or career postsecondary goals.

Beginning in their freshman year, students enrolled in NMGA will focus their choice of high school studies on their career and/or college postsecondary goals as well as meeting graduation requirements. Just as a student declares a major at the university level and then takes courses in and related to that major, there will be offerings at NMGA in areas of interest for students to explore their college and/or career interests.

This type of education model will serve three purposes. First, it will develop students' career selection skills and their college readiness by providing them with insight into the reality of the careers in which they potentially see themselves. Second, it will motivate them to pursue their academic interests which leads to greater student engagement. Third, it will allow the upper division courses to be career-focused based upon the students' postsecondary career readiness decisions.

The effectiveness of a college and career preparatory program can best be measured by the success of its graduates as they enter the workforce or a postsecondary institution. One way to effectively prepare high school students for success in their choice of life after high school is enrollment in appropriate developmental courses. These courses are designed to assist students in identifying their postsecondary goals as well as to provide credits towards graduation. The NMGA curriculum will provide students with the option to choose elective classes aligned with the National Career Pathways tailored to their postsecondary interests.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet- 1
C.(2) Rationale for Goal(s) Related to School's Mission	The school provides a clear, comprehensive, cohesive, and reasonable rationale , for their goal/indicators as related to their mission. The school provides a detailed plan , and specific methods of assessment to be used annually for the indicators/goals listed above.	The school provides a clear and reasonable rationale for their goal/indicators as related to their mission. The school provides a plan , and methods of assessment for the indicators/goals listed above.	The school provides a general rationale for its indicators/goals as related to their mission. The school provides a limited plan , and may or may not offer general methods of assessment for the indicators/goals listed above.	The school provides an inadequate or incomplete rationale for indicators/goals as related to their mission. --OR-- The application does not provide a rationale for indicators/goals as related to their mission. The school provides an incomplete and inadequate plan and methods of assessment for the indicators/goals listed above.

Comments:

Partially Meets

The applicant provides a general rationale for its indicators/goals as related to their mission. The applicant provides a limited plan for the general methods of assessment for the indicators/goals listed above.

Goal 1: The applicant indicates the rationale for this K-5 goal is: "To teach students how to explore and identify their likes and dislikes, hobbies and interests, and how their interests connect to their future coursework and careers by using developmentally appropriate career readiness and college words and themes." The applicant's plan is to use career readiness and college words and themes, have students attend activities that include guest speakers, career curriculum and introduce career opportunities, portfolios showcasing college and career readiness. The applicants states that progress monitoring will be: "implemented through the systematic use of

curriculum standards, project-based activities as well as common planning time and learning communities for teachers.” Goal 1 Does not directly align to the proposed mission of “preparing students to enter directly into the workforce or post-secondary education.” The indicators (measures) suggested include list of instruments the proposed school will use to gather information but the applicant provides no explanation of when the data will be gathered or how it will be used. No specific plan is mentioned for implementation, timelines are not provided, and how the information will be gathered is not mentioned.

Goal 2: The applicant indicates the rationale for this goal is: “To have students complete two or more career related assessments/inventories at each grade level identifying specific career pathways that align with students’ goals and interests.” The applicant states that academic achievement in 8th grade has the single greatest impact on student achievement in high school. Although CSD does not dispute the findings from the “The Forgotten Middle” study quoted, the applicant does not make the connection to CTE which is the focus of Goal 2. The applicant indicates they will utilize Individualized Learning Plans and Next Step Plans as the indicators in addition to portfolios and interest inventories. No specific plan is mentioned for implementation, timelines are not provided, and what will be done with the information gathered is not mentioned.

Goal 3: The applicant indicates high school students will earn credits aligned to specific college or career goals, choose high school studies, meet graduation requirements, and offer elective classes as the rationale for this goal. The proposed plan: “to develop career selection skills and college readiness as motivator for them to pursue their interests,” lacks specificity. The applicant indicated the measure for this goal is to: “track students as they enter the workforce or post-secondary education.” The metrics for goal three only measure how many career credits high school students earn. The applicant did not specify how tracking would be accomplished. The applicant did not mention how any information gathered would be used to measure success.

D. Curriculum, Instructional Program, Student Performance Standards.

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

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

*NMGA founders have evaluated several potential online curricula for the purposes of developing the NMGA model and preparing the charter application. After charter contract approval, the NMGA Governing Council will select online grades K-12 curriculum best suited for this career-focused school (complying with the State of New Mexico Procurement Code [13.1.21.et seq. NMSA]). The selected curriculum will include core curriculum, specific career pathway curriculum, electives including World Languages, credit recovery courses, remedial courses, and AP courses. In the charter application, NMGA has identified the K12 Inc. suite of instructional curriculum as a potential curriculum for the School (currently including K12, FuelEd Online Courses, Anywhere Learning System, and Middlebury Interactive Languages) (see course catalogues in **Appendix A**). As a result of our evaluation of curricula to date, the founders have observed that K12, compared to other curriculum providers, currently has a comprehensive curriculum with career pathway courses whereas other curriculum providers the founders evaluated have a limited number of courses and/or career pathway offerings. Please note that the founders requested information from K12 about their curriculum which they provided. We have included that information in this application and are presenting K12 as a potential curriculum for the School.*

K¹² Courses

- Award winning curriculum based on extensive research
- Engaging interactive content
- Multiple versions of courses to meet student academic needs
- Six new math courses in SY 13-15

FuelED Online Courses

- Credit recovery option to advance students toward graduation
- Multiple options to demonstrate mastery of content
- Content is always available
- Formerly known as Aventa

FuelED Anywhere Learning System

- Supplemental course material
- Identifies deficiencies and creates individualized remediation plan
- Matches curriculum and instruction to individual skill level
- Formerly known as A+

Middlebury Interactive Languages

- Competency, fluency and AP world language courses
- Designed around highly interactive and immersive real life situations
- Media rich activities and videos shot on location around the world

Each course will include online and offline lessons and teaching tools to serve varied learning styles. Using individualized, online learning approaches, staff will use curriculum content and systems to ensure students are provided with the tools they need to succeed in school and beyond. The curriculum will cover both core subject areas and electives including career pathways. As an example of a potential curriculum, based on decades of education research (see below), the K12 curriculum packages high-quality lessons with assessments that ensure students achieve success at each level.

Instructional Technology

At home or at other locations where their students are studying, families of students will be required to have access to a computer (including a compatible browser and Flash capabilities) and Internet service that meets the minimum specifications necessary in order to access the School's curriculum on the learning management system.

The Governing Council will establish a policy concerning the School loaning NMGA students a computer and printer/fax/scanner for the duration of their enrollment in the School based on student need and budgetary dependencies. The Governing Council will also establish a policy concerning reimbursing student families for Internet access in their homes, at a pre-set rate, also based on student need and budgetary dependencies. The Governing Council will ensure that the required instructional technology is available for all students. These expenses have been factored into the School's budget. Eligibility for loaned computers and peripherals and Internet service assistance will be determined each school year.

All NMGA students may also access the School's web-based curriculum via publicly available Internet such as in public libraries or schools, if needed, to supplement home access.

Curriculum Research Basis

K12 provides a curriculum which is based on more than fifty years of cognitive science research in the following areas:

- *how students learn;*
- *the structure of expert knowledge in school subject areas;*
- *general instructional design principles, including research-based e-learning methods; and methods for teaching specific topics and addressing possible misconceptions on those topics.*

To insure that they draw on methods shown by scientific research to be effective in improving learning, K12 has dedicated an Evaluation and Research team to reviewing and synthesizing cognitive science research and working with course development teams to implement it. The Evaluation and Research team, which is guided by Ph. D.-level cognitive science researchers and statisticians, also conducts original research on new teaching methods and tools in addition to studies of the effectiveness of their curriculum. In addition to the cognitive science research that goes into K12 curriculum, they also conduct evaluations of the assessment materials that are used to measure student performance as they move through the courses. The alignment between the cognitive research, measurement, and instructional strategies are targeted to insure best practice and student accessibility to K12 curriculum.

Alignment with the New Mexico Common Core State Standards

*K12 maintains documentation around how their courses are aligned to the New Mexico Common Core State Standards thereby equipping all students to meet the standards (see **Appendix A** for examples). The K12 Product Development group has a direct historical connection to the work of the Core Knowledge Foundation, through one of K12's original founders, John Holdren, who worked directly with E.D. Hirsch, leader of the Core Knowledge Foundation. This longstanding connection has disposed K12 core Math and English Language Arts curriculum to be fully aligned to the Common Core standards. The mapping of key Mathematics and English Language Arts topics by Core Knowledge, in a structured sequence from kindergarten on up through high school, predicted and, in many ways, established the fundamental scaffolding of the CCSS. K12, having built its curriculum to reflect this internal coherence and planned scaffolding from Core Knowledge, thus had all the building blocks in place and in order for alignment to the CCSS. As of November 2012, all Common Core State Standards (CCSS) at the national level have been fully addressed in the K12-brand English Language Arts (ELA) and Mathematics courses.*

The alignment process is overseen by K12's Standards and Alignments team. K12 engages Alignment Specialists to review and document the alignment between its curriculum and the standards. For each standard at each grade level, Alignment Specialists identify where in the K12 curriculum the concepts are addressed and note specific units and lessons where students learn or demonstrate an understanding of the skills and knowledge required by the New Mexico Common Core State Standards.

At the School level, teachers and School level administrators will constantly monitor and modify the curriculum, assessments, and supplemental materials as needed. School leaders and teachers will review curriculum, assessments, and supplemental materials at least two times per year in Fall and Spring/early Summer to ensure standards alignment and ability to differentiate instruction and assessment. Modifications will be made as determined by the School leaders and teachers to be necessary.

Alignment with the NMGA Mission

The mission of New Mexico Gateway Academy (NMGA) is to provide a statewide online learning environment with a comprehensive career focus that begins in kindergarten and, upon graduation, prepares its students to enter directly into the workforce or continue their postsecondary education.

In an effort to bring this model to New Mexico, NMGA will introduce its students to a Career Pathways Program as part of its virtual learning model. The Career Pathways Program is a program that incorporates academic pathways based on the national Career Cluster model designed by the National

Association of State Directors of Career Technical Education Consortium. Of these career clusters, New Mexico has identified seven career clusters that have been crosswalked to the national Career Cluster model. These seven clusters were identified via the Workforce Coordination and Oversight Committee (COC), formed by the Governor, to bring together the state agencies and resources needed to prepare New Mexico's labor force to compete in the 21st Century. The challenge for the COC was to align the state's education and workforce development programming with the job demands of the future economy of the State. New Mexico's focus resulted in seven career pathways which are directly linked to strategic industries and the State's leading economic indicators:

- 1. Arts and Entertainment*
- 2. Business Services*
- 3. Communications and Information*
- 4. Energy and Environmental Technologies*
- 5. Engineering, Construction, Manufacturing and Agriculture*
- 6. Health and Biosciences*
- 7. Hospitality and Tourism*

Potential Pathways

The number of career pathways available to NMGA students and the scope of each pathway will depend on a variety of factors, including the total enrollment of the School, the location of students, available curriculum, state labor market trends, development of work-related experiences/internship partners, and development of dual credit/certification partnerships.

The specific career pathways to be offered by NMGA will be determined by the Governing Council with input from the Director, the Career Pathways Advisory Committee described below, and the NMGA Strategic Planning Coordinator. The Strategic Planning Coordinator will be a liaison between the School and New Mexico industry, the work force, and postsecondary colleges and universities. The Strategic Planning Coordinator will support student development by creating internships, and working with industry leaders.

Of New Mexico's identified Career Clusters, NMGA founders envision potential career pathways to include:

NEW MEXICO CAREER CLUSTERS	NMGA CAREER PATHWAY
Arts and Entertainment	A/V Technology and Film
Business Services	Administrative Support Business Finance General Management
Communications and Information	Web and Digital Communications Programming and Software Development
Engineering, Construction, Manufacturing and Agriculture	Maintenance, Installation, and Repair Manufacturing Production Process Development Quality Assurance
Health and Biosciences	Therapeutic Services Diagnostic Services Health Informatics

Program Framework

NMGA's focus at the elementary level is exposure to and basic exploration of careers while in middle school, each career pathway is designed to accommodate a student's specific career interests and capabilities. In high school, students may choose to engage in a career pathway. Below is a table indicating the projected time allocations students will be expected to spend on career pathways based on grade level:

Grade	% Core Curriculum	% Pathways
K-3	90%	10%
4-5	85%	15%
6-8	75%	25%
9	70%	30%
10	65%	35%
11	60%	40%
12	55%	45%

At NMGA, students will be exposed to the concept of career pathways through the following components to prepare them for high school:

Individualized Learning Plan (ILP)

The ILP is the starting point for identifying and selecting a career pathway. This is where elementary and middle school students are introduced to the Career Pathways Program and how it works and high school students are enrolled in the applicable exploratory course depending on their grade level. This process will be led by a Counselor or Advisor in collaboration with the Strategic Planning Coordinator and instructors.

Exploratory Concepts

Elementary and middle school students will become aware of and begin to explore a broad overview of careers and industries. Awareness of college and career readiness will begin in the elementary curriculum through guest speakers, field trips, events, and online and print lessons.

In middle school, an exploratory course provides students with a broad overview of careers, addresses the concept of employability, includes career interest surveys, and offers seminars and assemblies with guest speakers focusing on specific career clusters and pathways. Students will have general exposure to the career pathways at NMGA and engage in the Career Readiness Exploratory Course.

High school career pathway courses will have one or more foundation courses as well as various career pathway electives. Students may enroll in postsecondary courses through Dual Credit programs which provide access to academic or career-technical course options that deliver simultaneous credit toward high school graduation and a postsecondary degree or certificate. Eligibility for enrollment in these courses will be determined by the NMGA administration based on a student's grade level and academic performance.

Internships

High school students participating in the Career Pathways Program will be presented with the opportunity to apply for participation in an internship in their junior and/or senior year. An evaluation of each internship will be written by the both intern and the intern's supervisor.

*These evaluations will be included in the student's portfolio and assessment records (see **Appendix M** for draft NMGA Internship Agreement and Evaluation).*

Career Pathway Portfolio

Upon completion of a career pathway, students will have a unique portfolio of coursework and projects to demonstrate their achievements to future employers and/or to include in college applications.

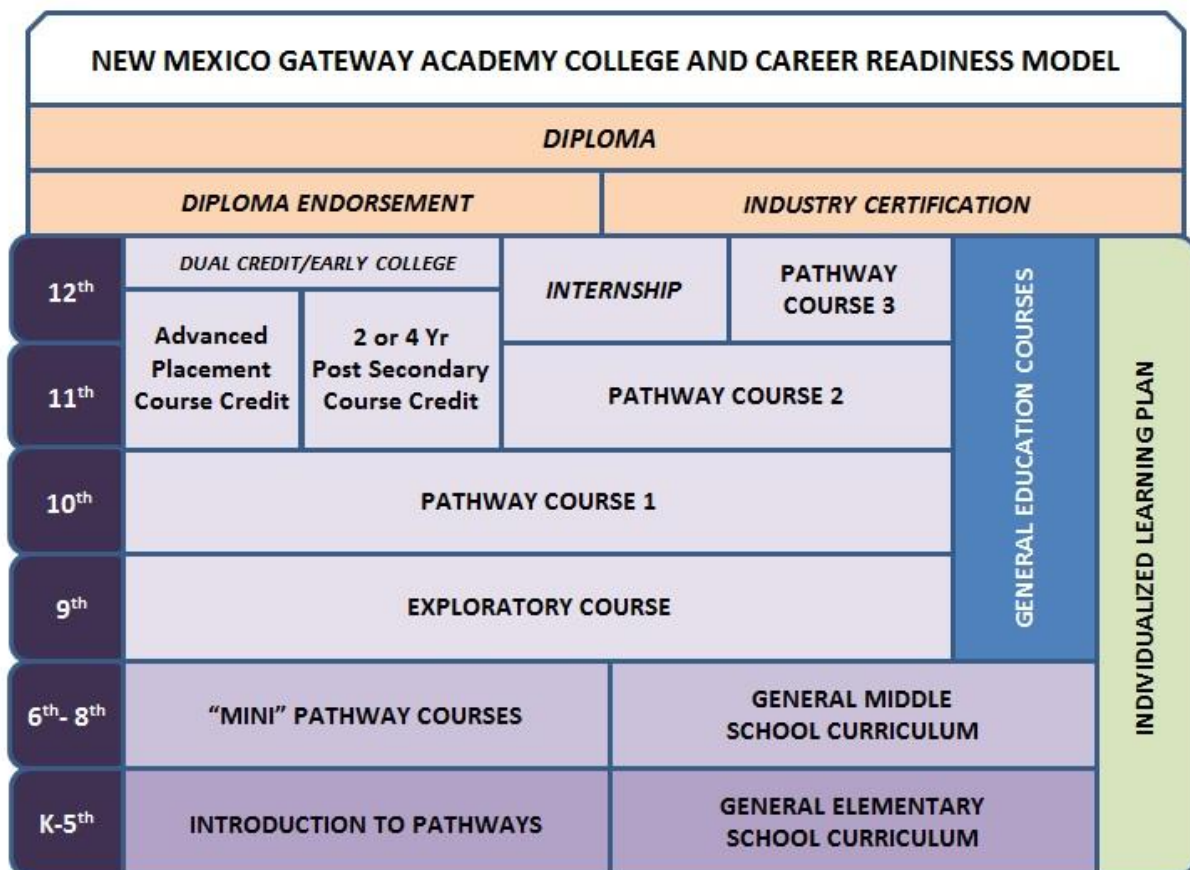
Diploma Endorsement

Students who successfully complete a career pathway will receive an endorsement on their high school diploma indicating that the student has fulfilled all the requirements of the designated career pathway as well as any industry certification that the student may have received.

Industry Certification

There may be opportunities for students to earn industry certification through several of the career pathways. For example, a student might become a Certified Production Technician 1-5 Assessments (MSSC) through the Manufacturing Production Process Development pathway.

The following diagram illustrates the basic framework of the Career Pathways Program model at the elementary, middle school, and high school levels:



Career Pathways Advisory Committee

In order to provide a Career Pathways Program that is relevant to the students and businesses of New Mexico, NMGA will establish a Career Pathways Advisory Council (CPAC). The CPAC will be comprised of community leaders from industry, business, government, and education from around the state. This group will serve a complementary role to the Governing Council with respect to the career technical education component of the School. The primary function of the CPAC is to provide market-based expertise, guidance, and assistance around the development, structure, and implementation of the Career Pathways Program, especially in the area of internships and community partnerships. The initial members and areas of expertise of the CPAC will reflect the initial career pathways to be offered by the School.

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

Comments:

Partially Meets

The applicant does not appear to have fully developed a curriculum by the time the application was submitted and has therefore provided a description of the curriculum and instructional program that is limited and does not support or partially supports CCSS, NM Content Standards, and the proposed school's mission.

Specifically, in the response the applicant stated "After charter contract approval, the NMGA Governing Council will select online grades K-12 curriculum best suited for this career-focused school (complying with the State of New Mexico Procurement Code [13.1.21.et seq. NMSA])." Further the applicant stated, "The selected curriculum will include core curriculum, specific career pathway curriculum, electives including World Languages, credit recovery courses, remedial courses, and AP courses. "

The applicant has provided a proposed curriculum framework that included developing a Career Pathways Advisory Committee and individualized learning plans (ILP) for each student to help keep them on track for graduation. The applicant also provided information about an "example of a potential curriculum." In Appendix A, the applicant provided excerpts of a scope and sequence from the K12 curriculum and promotional materials from multiple K12 curriculum programs. The applicant stated they prefer the K12 curriculum programs after a comparison to other available online programs.

The applicant has provided a limited timeline and plan for the development of the curriculum, identifying only that the NMGA Governing Council will select a curriculum according to the procurement code "after charter contract approval." The applicant has not identified responsible staff or deadlines. The applicant states "K12 maintains documentation around how their courses are aligned to the New Mexico Common Core State Standards thereby equipping all students to meet the standards." However, the applicant does not provide any assurance that the curriculum that will be selected according to the procurement process will align with CCSS or NM Content Standards.

In relation to the development of the career pathways curriculum the applicant states "The specific career pathways to be offered by NMGA will be determined by the Governing Council with input from the Director, the Career Pathways Advisory Committee described below, and the NMGA Strategic Planning Coordinator. The Strategic Planning Coordinator will be a liaison between the School and New Mexico industry, the work force, and postsecondary colleges and universities. The Strategic Planning Coordinator will support student development by creating internships, and working with industry leaders." While this identifies the responsible staff, it does not provide deadline or a timeline for the development of this aspect of the curriculum.

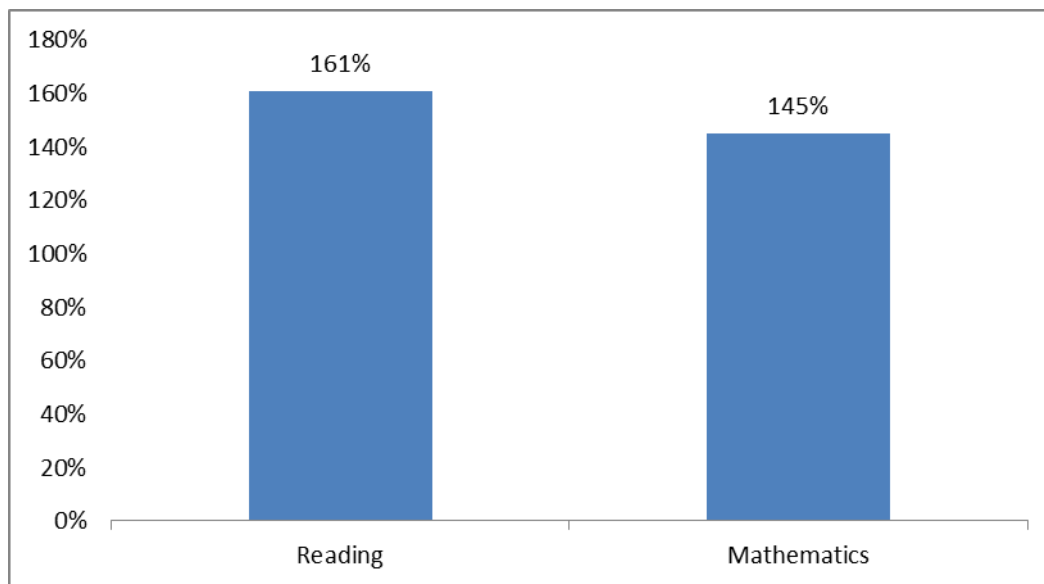
D.(2) Substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. (Required if a curriculum program is provided)

Academic Success and Achievement

The K12 curriculum has shown student academic success and achievement in schools across the country. Because states have different academic standards and accountability systems, K12 has used the Scantron Performance Series as a common measure of the academic growth of students using K12 curriculum in grades K-12 public online schools. With Scantron (a norm-referenced series of adaptive tests that can be administered online), K12 has a consistent measure by which to compare the

effectiveness of different interventions and tactics implemented with their curriculum in different schools.

Scantron tests are administered in the fall and spring. The student's spring score is compared to the fall score to provide a measure of academic growth. This growth is compared to the growth achieved by a national norm group made up of thousands of students of diverse socioeconomic status, ethnicity, and location. In the 2013–2014 school year, in grades 3–10, students using K12 curriculum in grades K-12 public online schools exceeded the Scantron national norm group mean gain in both Reading and Mathematics. (see graph below)



Students eligible for free or reduced-price lunch exceeded the Scantron norm group mean gain by a slightly smaller margin than students not eligible for meal subsidies.

- In Reading, overall, students using K12 curriculum in grades K-12 public online schools who were eligible for free or reduced-price lunch achieved 157 percent of the norm group gain, while K12 students not eligible for subsidized meals achieved 166 percent of the norm group gain.*
- In Mathematics, overall, students using K12 curriculum in grades K-12 public online schools who were eligible for free or reduced-price lunch achieved 136 percent of the norm group gain, while K12 students not eligible for subsidized meals achieved 157 percent of the norm group gain.*

Graduation Rate

Students will engage in an academic program that they find relevant to their future. This is especially critical for at risk students who may have struggled with the learning process in the past. One of the most powerful means for achieving this objective of engagement is through career readiness education.

On a national scale, statistics point to career readiness education playing a vital role in the educational landscape of various states. For example, in a Wisconsin Career and Technical Education (CTE) report¹ the senior graduation rate for Wisconsin students engaged in CTE programs in 2013 was approximately 95 percent. This is well above the 89 percent graduation rate for students that same year who did not

¹ Why Career and Technical Education?, Wisconsin Department of Public Instruction, February 2014.

participate in a CTE program. Also, 94 percent of CTE students were employed, in the military, or in postsecondary education or advanced training within six (6) months of graduation.

In California, a study conducted by the College & Career Academy Support Network (CCASN) at the University of California, Berkeley, compared outcomes for students enrolled in California Partnership Academies (CPAs) with statewide outcomes for all public high schools. They found that 95 percent of academy seniors in 2009-2010 graduated at the end of the school year, compared with 85 percent of all California public high school seniors. Among academy graduates, 57 percent reportedly completed the full set of courses required for admission to California State University or the University of California, compared with only 36 percent of graduates statewide². California's law governing CPAs dictates that that at least half the students entering an academy in tenth grade must meet specified "at risk" criteria, indicating a clear effectiveness with students of diverse backgrounds.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Research/Data	The applicant provides clearly defined research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides some research and data that appears to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The school provided incomplete or inadequate research or data. --OR-- The application does not respond to this prompt.
<p>Comments:</p> <p>Not Rated</p> <p>The applicant has not provided a fully developed curriculum program and therefore this question should not be rated. It is worth noting the applicant provides some research and data that appears to substantiate how the "example" and "potential" curriculum and instructional program will help the proposed school achieve high outcomes for students.</p> <p>The applicant stated that K12's online data base allows comparisons not only state-wide, but also nation-wide, which would allow the proposed school to track student achievement data more accurately and more immediately than conventional methods. The applicant has indicated they intend to use Scantron, norm-referenced tests because they align with CCSS. They provided a graph of results in reading and math from students K-12 who are eligible for free and reduced lunch and presented achievement metrics at higher levels than students who do not utilize the K12 program.</p> <p>The graduation data studies presented on Career and Technical Education (CTE) from Wisconsin and California were derived from students attending brick and mortar institutions rather than through an online program. The applicant did not provide a correlation of results to articulate how the results from this traditional model would translate to online learning which is a completely different delivery and</p>				

² Dayton, C., Hester, C, and Stern, D (2011). Profile of the California Partnership Academies 2009-2010. Retrieved on June 9, 2015 from <http://www.cde.ca.gov/ci/gs/hs/documents/cpareport2010.pdf>

instructional methodology.

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

*Please see **Appendix A**.*

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

Comments:

Not Rated

The applicant has not provided a fully developed curriculum program and therefore this question should not be rated.

Appendix A lists courses by grade, providing a "[g]eneral education sequence for NMGA students in grades K – 8" and a "sample high school sequence that would lead to a sample Career Pathway certification and Graduation." The applicant further states "Students will have access to many additional career focused courses, college preparation courses, and electives."

Appendix A also includes partial sample scope and sequence from the K12 curriculum with examples for selected grades and subjects, but does not provide a comprehensive scope and sequence. In this appendix, the applicant also provides promotional materials from multiple K12 curriculum programs including K12 and FuelEd.

E. Graduation Requirements.

E.(1) Identify your school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirement they are clearly explained. For further information please see the following link:
<http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

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

NMGA students will be required to fulfill the NMPED minimum graduation requirements and will be required to pass all state mandated graduation assessments including standardized testing and End of Course exams. The elective choices will be in the student's chosen career pathway and/or in preparation for postsecondary education. NMGA high school students will earn high school credits aligned with student specific career or college postsecondary goals.

Language Arts	4 units
Math	4 units with 1 unit => than Algebra 2
Science	3 units two to include labs
Social Studies	3.5 units-NM History, Government, Economics (.5 each) World History and Geography (1) US History and Geography (1)
Physical Education	1 unit
Career Cluster, Workplace Readiness or Language	1 unit
Health Education	0.5 unit
Electives	7.5 units

Total Credits: 24.5 or State Requirements

In addition to the New Mexico graduation requirements listed above, students will be required to take 7.5 units of electives (will focus on the student's chosen career pathway. Electives will include internships and courses preparing the student for certification or college entrance when appropriate.)

The high school curriculum will include Honors, Advanced Placement, and Dual Credit options.

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

Comments:

Exceeds

The applicant clearly articulates high school graduation requirements including credit requirements and testing requirements. The applicant's proposed graduation standards meet state requirements. No variances from state minimum requirements are proposed by the applicant. The narrative provided states the 7.5 elective units will match school's proposed mission by focusing on student selected career pathways. The applicant also states students will be "required to pass all state mandated graduation assessments including standardized testing and End of Course exams."

F. Instruction.

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

NMGA will utilize various methods of instruction, course structures, staffing models, and curricular offerings to ensure students have the opportunity to attain the knowledge and skills described by the New Mexico Standards of Excellence in all their courses.

Individualized Learning Plan

A key part of the NMGA education program is the Individualized Learning Plan (ILP). An ILP is designed for each student at the start of the school year to ensure a customized program that fits each student's unique strengths, weaknesses, learning styles, and aptitudes. The ILP is also the starting point for the Career Pathways Program; it introduces the program as an option and allows students to identify and select a career pathway, as well aligns appropriate resources and academic guidance according to the student's chosen pathway. The development of the ILP is a collaborative team process involving all relevant parties—the student, parent, teachers, Strategic Planning Coordinator, counselor, and advisor. The ILP will articulate the student's academic strengths and weaknesses, establish academic objectives, map out multi-year personalized learning strategies, and organize and sequence coursework around career pathways beginning in kindergarten and lasting through graduation. The ILP will be a living document that is regularly reviewed and updated during a student's enrollment at NMGA.

NMGA will provide each student with the support and services they need for a successful education. A well-organized and systematic onboarding plan will ensure students are engaged in all course content and actively participating in orientation and classroom activities. Each student's ILP will be based on a data-driven evaluation of where the student fits on a learning continuum between capable of achieving high school graduation and at risk of academic failure. School counselors will work closely with School staff to deliver a Schoolwide Social and Emotional Learning (SEL) program through advisory sessions with students. NMGA will provide the interventions and comprehensive support needed in both face-to-face and online learning experiences for students to pursue careers, graduate from high school, and go on to reach their full potential in life.

Elementary and Middle School Instructional Strategies and Methods

Each elementary and middle school student will be instructed by a team including highly qualified certified teachers and parents or other designated responsible adults who are the students' learning coaches. A learning coach may be a parent, or another responsible adult designated by the parent, who helps guide a student through their daily coursework. A healthy working relationship between the

student and the assigned teacher(s) and between the learning coach and the teacher will be essential. A certified teacher(s) will be assigned to each elementary and middle school student and will communicate with the parent through e-mail, telephone, online web meetings, and physical meetings. It is the teacher's personal responsibility to ensure the academic success of each individual student in his/her class. They engage students in the coursework and continually motivate them through frequent live interaction. They also manage the student's ILP, validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each student's individual problem areas. Students learn from this feedback and then revise their efforts for future assignments. Teachers set the pace of the course through defining daily assignments and setting due dates, and support students through the use of live and online teaching methods. Each student will also have a homeroom teacher who addresses noncurricular questions.

Lesson plans will appear daily for each NMGA elementary and middle school student in the learning management system. This will update daily as students progress and master the content in each course. Teachers will provide support to students and their learning coaches by phone, email, and web conferencing. The teacher will lead academic conferences with the learning coach, but will also be available to answer questions the student and/or learning coach have as they progress through the lessons. The teacher will also provide direct instruction based on the students' ILP through a web-based conferencing platform such as Blackboard Collaborate. Students will attend classroom sessions by logging in on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features to further explore and discuss lesson topics with teachers and fellow students.

NMGA teachers will monitor individual student progress by setting goals, grading assignments, giving support and advice, and drawing on their years of experience and training. This approach, integrated with assessments and a comprehensive learning system will provide learning coaches and teachers with the support needed to deliver an unparalleled education. Teachers can proactively track individual student academic progress through ongoing lesson and unit assessments tracked in "real time" through the learning management system. Students who master lessons ahead of schedule can progress seamlessly into the next unit. Students who need additional instructional time can continue working on lessons until they master the lesson objectives.

High School Instructional Strategies and Methods

Students will have one subject-specific teacher for each subject studied. The teacher will be responsible for conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through the learning management system. Students are regularly involved on a course-by-course basis in threaded, teacher-monitored discussions about key topics and ideas being covered. The teachers will work together on a teaching team, and employ a cooperative team-teaching approach. This approach will allow the parent to focus on serving as a learning coach and guide to her/his student to help them achieve academic excellence.

High school courses will make use of a weekly schedule of activities and assignments. The student has the flexibility to decide what work gets done during the week. Each week, however, there are due dates, and assignments and mandatory live, interactive online discussion sessions designed into the program to:

- *Allow a class to move through material at the same time or in close proximity;*

- Enable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time;
- Encourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill for later in life.

While providing students with the needed flexibility for work, extracurricular activities, and hobbies, the School program's weekly schedule permits the teacher to ensure that each student is moving along at a reasonable pace, and enables state-of-the-art distance learning techniques to be used, such as conducting a live full-class meeting online. The most successful online learning environments are those in which groups form a "community of learners" with their teacher. Students come to know each other, respect each other's differences and contributions, and work together. At NMGA, students will participate in interactive, daily online teacher-monitored class web conferencing sessions in the core content areas (for example, through Blackboard Collaborate, a web-based conferencing platform) providing students with both practice and confidence in the underlying concepts of a particular topic, as well as practice in communicating. Teachers can both coach one-on-one, privately, and provide direction to the whole group at once. Teachers and students get to know each other during these frequent discussions.

Instructional Format for all Grade Levels

All NMGA students will receive the course content, instruction, assignments, assessments and supplemental materials online (web-based lessons and assessments) as well as hands-on materials kits shipped directly to the student, including related books (textbooks, workbooks, reference books, and anthologies), DVDs, maps, and other hands-on activity materials (phonics kits, science experiments, art supplies, math manipulatives, musical instruments, etc.).

Students receive instruction in multiple formats depending on the particular needs of the individual.

- Online units and lessons along with traditional materials, including textbooks, CDs, videos, and hands-on manipulatives that complement interactive online learning.

Online sessions provide direct instruction on course specific objectives and assignments; small group and one-on-one targeted interventions provide support based on students' identified areas of need; and open office hours and tutoring provide support in a "drop in" format for math, English, history and science.

- Mini-lessons are pre-recorded to provide an introduction to new concepts, direct instruction and modeling of current course objectives, and a review of previously taught standards and objectives.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The school provides a clear, comprehensive, and cohesive overview of the instructional strategies and methods to be implemented that	The school provides a clear overview of the instructional strategies and methods to be implemented that adequately support	The school provides a limited overview of the instructional strategies and methods to be implemented that partially or do not support and align with	The school's overview of instructional strategies and methods is incomplete or inadequate .

	clearly support and align with the school's mission, curriculum, instructional program, and performance standards.	and align with the school's mission, curriculum, instructional program, and performance standards.	the school's mission, curriculum, instructional program, and performance standards.	--OR-- The application does not address instructional strategies.
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Comments:

Partially Meets

The applicant provides a clear overview of its proposed instructional strategies and methods, stating "Online sessions provide direct instruction on course specific objectives and assignments; small group and one-on-one targeted interventions provide support based on students' identified areas of need; and open office hours and tutoring provide support in a 'drop in' format for math, English, history and science."

The applicant further states the proposed school will utilize "Individualized Learning Plans" to "articulate the student's academic strengths and weaknesses, establish academic objectives, map out multi-year personalized learning strategies, and organize and sequence coursework around career pathways beginning in kindergarten and lasting through graduation."

For students in elementary and middle school, the applicant states they will be "instructed by a team including highly qualified certified teachers and parents or other designated responsible adults who are the students' learning coaches." The learning coaches are responsible for "guid[ing] a student through their daily coursework." The certified teachers assigned to each elementary and middle school student are responsible for "engag[ing] students in the coursework and continually motivate[ing] them through frequent live interaction." The certified teachers also "manage student ILP's, validate student attendance and course activity, are responsible for curricular mastery, review and provide feedback for work samples, monitor progress, assign course grades, and focus on each students' individual problem areas." Finally, the certified teachers "provide direct instruction based on the students' ILP through a web-based conferencing platform such as Blackboard Collaborate," and facilitate "classroom sessions ... on Blackboard Collaborate, using chat, an interactive whiteboard, Voice-Over IP (VOIP), and other features."

For students in high school, the applicant states they will be "have one subject-specific teacher for each subject studied" who is responsible for "conducting online sessions and discussions, holding office hours, validating student attendance and course activity, curricular mastery, setting and grading assignments, providing instructional feedback, and assigning course grades through the learning management system." The applicant provides that high school courses follow a "weekly schedule of activities and assignments" with "due dates, and assignments and mandatory live, interactive online discussion sessions." The applicant explains the weekly schedule is intended to move students through each course efficiently, "[e]nable teachers to run online group activities as needed for each section of students, helping many students to overcome the same often complex obstacles at the same time", and "[e]ncourage students, with help from family and teachers, to acquire the experience of planning their work and lives day by day, which is a key skill for later in life."

The applicant's response indicates the proposed instructional strategies partially support and align with the proposed school's mission. The applicant states, "[t]he ILP is also the starting point for the Career Pathways Program; it introduces the program as an option and allows students to identify and select a career pathway, as well aligns appropriate resources and academic guidance according to the student's chosen pathway." The applicant's proposed instructional strategies do not specifically address the internship elements described in the applicant's response in the curriculum section.

As noted above, the applicant's response specifically requires: "Each elementary and middle school student will be instructed by a team including highly qualified certified teachers and parents or other designated responsible adults who are the students' learning coaches. A learning coach may be a parent, or another responsible adult designated by the parent, who helps guide a student through their daily coursework." During the capacity interview the applicants reiterated that parents or someone in the household must be an essential part of the process for elementary and middle school students. In making these statements, the applicant appears to be creating an admission requirement for elementary and middle school students, which is a violation of statute.

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

As described above, NMGA will use the following instructional strategies:

- *Individualized Learning Plans*
- *Career Pathways*
- *Learning Coaches*
- *Self-paced, mastery-based learning*

Individualized Learning Plans: *The introduction of the Individualized Learning Plan, ILP, was among the various education initiatives recommended by National Association of Secondary School Principals' in the first Breaking Ranks report in 1996³. A little over 10 years later, the Education Commission of the States (2007) indicated that ILPs were being legislatively mandated in a least 20 states, including New Mexico. NMGA's Individualized Learning Plan (ILP) is similar in many ways to New Mexico's Next Step Plan, although NMGA's ILP will begin in kindergarten and transition through a student's senior year. There is little conclusive research about the effectiveness of ILPs, however, one investigation sought to evaluate whether parents, teachers, and students perceive ILPs as an important activity by conducting 53 focus groups using 15 schools in four states that mandate ILPs⁴. The results indicated that all three groups perceived engaging in ILPs as highly valuable and contributing to:*

- a. selection of more rigorous coursework;*
- b. improved relational connections between teachers and students, parents and the school, and parents and their children;*
- c. access to a wider range of career exploration activities;*
- d. more clarity regarding their postsecondary college and training opportunities; and*
- e. increased academic motivation, goal-setting, and career search competence.*

³ Anonymous. National Association of Secondary School Principals. NASSP Bulletin. Reston: Mar 1996. Vol. 80, Iss. 578;

⁴ Solberg, V. S., Budge, S., Phelps, L. A., Durham, J., Haakenson, J. F. & Timmons, J. (in press). The effectiveness of individualized learning plans in supporting preparation for making successful postsecondary transitions: Parent, teacher, and student perspectives. Journal of Career Development.

By utilizing ILPs, NMGA will be aligned with the New Mexico Next Step Plan. Additionally, NMGA believes that providing ILPs that are consistently aligned to all components of the School will provide clear and detailed guidance for teachers and students; have the support of the Governing Council and administration; and have the stability to maintain policies and practices over time.

Career Pathways (as cited previously in this application in Section D. Curriculum, Instructional Program, Student Performance Standards): National studies indicate clear effectiveness of Career Pathways (career readiness programs), especially in graduation rates among participants. On a national scale, statistics point to career readiness programs playing a vital role in the educational landscape of various states. For example, in a Wisconsin report⁵ the senior graduation rate for Wisconsin students engaged in Career and Technical Education (CTE) programs in 2013 was approximately 95 percent. This is well above the 89 percent graduation rate for students that same year who did not participate in a CTE program. Also, 94 percent of CTE students were employed, in the military, or in postsecondary education or advanced training within six (6) months of graduation.

In California, a study conducted by the College & Career Academy Support Network (CCASN) at the University of California, Berkeley, compared outcomes for students enrolled in California Partnership Academies (CPAs) with statewide outcomes for all public high schools. They found that 95 percent of academy seniors in 2009-2010 graduated at the end of the school year, compared with 85 percent of all California public high school seniors. Among academy graduates, 57 percent reportedly completed the full set of courses required for admission to California State University or the University of California, compared with only 36 percent of graduates statewide⁶. California's law governing CPAs dictates that that at least half the students entering an academy in tenth grade must meet specified "at risk" criteria, indicating a clear effectiveness with students of diverse backgrounds.

Learning Coaches: Parent involvement in their child's education has long been established as an effective means to improve student achievement and help students stay in school longer. A report from Southwest Educational Development Laboratory, *A New Wave of Evidence* (2002),⁷ found that, regardless of family income or background, students with involved parents are more likely to:

- Earn higher grades and test scores, and enroll in higher-level programs
- Pass their classes, be promoted, and earn credits
- Attend school regularly
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education

One of the basic tenets of online learning is direct parental involvement. Communication among teachers, parents and students occurs often, sometimes daily. This level of parental involvement will be integral to the effectiveness of NMGA's program.

Self-paced, mastery-based learning: There is a plethora of research pointing to the benefits of self-paced, mastery-based learning programs. The traditional model in which students, grouped by age, are

⁵ Why Career and Technical Education?, Wisconsin Department of Public Instruction, February 2014.

⁶ Dayton, C., Hester, C, and Stern, D (2011). Profile of The California Partnership Academies 2009-2010. Retrieved on June 9, 2015 from <http://www.cde.ca.gov/ci/gs/hs/documents/cpareport2010.pdf>

⁷ A. T. Henderson & K. L. Mapp. (Southwest Educational Development Laboratory, 2002). *A New Wave of Evidence The Impact of School, Family, and Community Connections on Student Achievement*. Retrieved June 10, 2015 from <http://www.sedl.org/connections/resources/evidence.pdf>

given a fixed period of time in which to cover a curriculum results in a model that falls short of meeting the needs of all students. The learner-centered model that puts mastery-based learning at its center is being embraced throughout the nation. Currently, thirteen states are participating in Competency-Based Pathways that are designed to complement and reinforce states' overall plans to implement the Common Core State Standards. NMGA's online platform and learning management system allows the School to integrate this approach beginning in kindergarten and lasting through graduation.

The four research-based instructional strategies outlined above will be integrated into NMGA instructional program to provide an effective instructional strategy to serve the targeted student population at New Mexico Gateway Academy.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	The school provides a clear, comprehensive and cohesive explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a clear explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a limited explanation of how the proposed methods/strategies are effective with the target student population.	The school provides an inadequate and/or incomplete explanation of how the proposed methods/strategies are effective with the target student population. --OR-- The school does not address the prompt.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provides a limited explanation of how the proposed methods/strategies are effective with the target student population.</p> <p>Specifically, in relation to whether individualized learning plans with online delivery will be effective with the target population, the applicant states: "There is little conclusive research about the effectiveness of ILPs, however, one investigation sought to evaluate whether parents, teachers, and students perceive ILPs as an important activity by conducting 53 focus groups using 15 schools in four states that mandate ILPs. The results indicated that all three groups perceived engaging in ILPs as highly valuable." The applicant further states, "NMGA believes that providing ILPs that are consistently aligned to all components of the School will provide clear and detailed guidance for teachers and students." The applicant does not provide a clear explanation of how this proposed method will be effective with the target student population.</p> <p>In relation to the use of career pathways, the applicant presents studies on the success of Career and Technical Education (CTE) out of Wisconsin and California. As described above, these studies were derived using students attending brick and mortar institutions rather than through an online program. The applicant did not provide a correlation of results to identify the how results coming out of these traditional brick and mortar models will apply to this school's target population, online learners.</p>				

In relation to the use of learning coaches, the applicant cites a 2002 report from Southwest Educational Development Laboratory (A New Wave of Evidence), which found that, regardless of family income or background, students with involved parents are more likely to demonstrate academic success against several measures including grades, attendance, and continuing with post-secondary education. This again raises the question of whether the applicant is proposing to impose an admission requirement in contravention to the requirements of statute.

Finally, in regards to self-paced mastery-based learning the applicant states: "There is a plethora of research pointing to the benefits of self-paced, mastery-based learning programs." The applicant does not cite this research. Rather, the applicant states "learner-centered model that puts mastery-based learning at its center is being embraced throughout the nation." It continues, "thirteen states are participating in Competency- Based Pathways that are designed to complement and reinforce states' overall plans to implement the Common Core State Standards." The applicant summarizes that "NMGA's online platform and learning management system allows the School to integrate this approach beginning in kindergarten and lasting through graduation." The applicant does not provide any clear explanation on how this method will be effective with the target student population.

The applicant stated: "The four research-based instructional strategies outlined above will be integrated into NMGA instructional program to provide an effective instructional strategy to serve the targeted student population at New Mexico Gateway Academy." The applicant did not explain how the adoption of the self-paced and mastery-based online program would be effective with the target population.

The applicant failed to address how other methods and strategies identified in the response above, including "online sessions and discussions", "office hours" or "tutoring", and "small group and one-on-one targeted interventions" will be effective with the target population.

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

Differentiated Instruction or differentiated learning is a powerful classroom instructional strategy that provides students a variety of opportunities to master important content standards. More specifically, differentiated instruction ensures that "what a student learns, how he/she learns it, and how the student demonstrates what he/she has learned is a match for that student's readiness level, interests, and preferred mode of learning."⁸ (Ellis, Gable, Greg, & Rock, 2008, pg. 32).

For students performing below grade level, NMGA will include specific interventions as part of a student's ILP. These interventions will include both online and offline approaches to ensuring that struggling students are provided with structured efforts to address gaps in their knowledge or skills. The online approaches include targeted tutoring sessions via a tool like Blackboard Collaborate where the student and teacher are working together at the same time, detailed use of Scantron's Performance Series, Study Island benchmark testing, instruction of study skills, and other interventions. General and special education teachers and counselors may work as needed with students, parents, and/or learning coaches face-to-face (at locations where NMGA can utilize designated space to work with students) if the need is demonstrated. The approved sites could also be used for meetings of student clubs, proctored

⁸ Rock, M., Gregg, M., Ellis, E., & Gable, R. A. (2008). REACH: A framework for differentiating classroom instruction. *Preventing School Failure*, p.32.

test administration sites, and parent training. NMGA hopes to share space with other nonprofit organizations, or in public facilities such as libraries, in order to not incur additional costs. All academic interventions implemented at such sites can be accomplished online via Blackboard Collaborate if necessary without diminishing instruction.

Small group instruction is used effectively with at risk students:

- *as a bridge to self-paced independent learning for students who have spent years in a direct-instruction environment;*
- *to model the correct use of curriculum by guiding a class through lessons;*
- *to create the feeling of a learning community by moderating student interaction;*
- *to engage students who are otherwise disengaged;*
- *to provide supplemental instruction for struggling students; and*
- *for students requiring direct instruction because of their struggle or inability to engage in the curriculum as designed.*

Course Offerings

After charter contract approval, the NMGA Governing Council will select online grades K-12 curriculum best suited for this career-focused school (complying with the State of New Mexico Procurement Code [13.1.21.et seq. NMSA]). The selected curriculum will include core curriculum, specific career pathway curriculum, electives including World Languages, credit recovery courses, remedial courses, and AP courses. NMGA founders have researched several potential online curricula and have found that options for grade K – 12 curriculum offerings that provide a career pathways focus are limited. The founders concluded that the K12 Inc. suite of instructional curriculum is a potential option for NMGA. For the purposes of this application, NMGA will reference the K12 curriculum (currently including K12, FuelEd Online Courses, Anywhere Learning System, and Middlebury Interactive Languages) as an example of curriculum the School may use.

At the School level, teachers and School level administrators will constantly monitor and modify the curriculum, assessments, and supplemental materials as needed. School leaders and teachers will review curriculum, assessments, and supplemental materials at least two times per year in Fall and Spring/early Summer to ensure standards alignment and ability to differentiate instruction and assessment. Modifications will be made as determined by the School leaders and teachers to be necessary.

The curriculum will have the flexibility to be assigned based on student need. If an elementary or middle school student is significantly below grade level in Math or English Language Arts, the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions. Beyond placement at the appropriate “starting point” within the K12 curriculum is the fact that the curriculum in grades K-8 is mastery-based--repeating/reviewing previously introduced information through skills assessments and updates. New vocabulary words are introduced prior to each lesson and highlighted throughout the lesson. Assistive technology can be used when necessary to read/highlight/define unknown online print material. Audio text is also available when the team deems appropriate for the individual student.

K12 curriculum is known for its instruction using all modalities to help all learners to meet standards including Students with Exceptional Needs and English language learners. Embedded within the daily offerings in each subject area, students have the opportunity for daily exposure to grade level content materials with their general education peers, to review previously introduced materials, and be continually assessed on their mastery of state standards. Students will have access to remediation

programs such as Study Island. Scantron Performance Series assessments along with Study Island, or similar assessments, will aim to ensure mastery while progressing through the curriculum.

Students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum.

Courses use visualizations to make abstract concepts and complex ideas more accessible for students. K12's suite of curriculum employs a variety of techniques to explain these concepts in a media-rich environment through:

- Animations (e.g., unzipping strands of DNA, and reconstructing them to understand how proteins work together).
- Illustrations (e.g., viewing the systems of the human body layer by layer and seeing how they build upon each other).
- Simulations (e.g., understanding how density and mass have an effect on the buoyancy of an object).
- Games (e.g., testing a student's knowledge of the cold war in a timed trivia game).
- Photography (e.g., seeing the Taj Majal up close).
- Video (e.g., watching famous speeches that happened before students were born).

These interactive pieces engage the students in ways that print or traditional classroom materials cannot.

Ranking				
<div> <div>←</div> <div>Satisfied</div> <div>Not Satisfied</div> <div>→</div> </div>				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(3) Differentiated Instruction	The school provides a clear and comprehensive description of how instruction will be differentiated based on identified student needs and specific examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs and at least one specific example is provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs and no examples or inadequate examples are provided.	The school provides an incomplete and/or inadequate description of how instruction will be differentiated. --OR-- The application does not address differentiated instruction.
Comments: <div> Partially Meets <p>The applicant provides a limited description of how instruction will be differentiated based on identified student needs and no examples are provided.</p> <p>The applicant states that when students are performing below grade level they will be assigned “specific interventions as part of a student’s ILP.” The applicant indicates, “interventions will include both online and offline approaches to ensuring that struggling students are provided with structured efforts to</p> </div>				

address gaps in their knowledge or skills. The online approaches include targeted tutoring sessions via a tool like Blackboard Collaborate where the student and teacher are working together at the same time, detailed use of Scantron's Performance Series, Study Island benchmark testing, instruction of study skills, and other interventions." The applicant does not, however, describe a process for how these interventions will be assigned based on identified student needs.

The applicant states that small group instruction can be "used effectively with at risk students" "as a bridge to self-paced independent learning for students who have spent years in a direct-instruction environment; to model the correct use of curriculum by guiding a class through lessons; to create the feeling of a learning community by moderating student interaction; to engage students who are otherwise disengaged; to provide supplemental instruction for struggling students; and for students requiring direct instruction because of their struggle or inability to engage in the curriculum as designed." Again, the applicant does not describe a process for how these interventions will be assigned based on identified student needs.

The applicant further identifies that the proposed school will "constantly monitor and modify the curriculum, assessments, and supplemental materials as needed. School leaders and teachers will review curriculum, assessments, and supplemental materials at least two times per year in Fall and Spring/early Summer to ensure standards alignment and ability to differentiate instruction and assessment." The applicant also states that "[m]odifications will be made as determined by the School leaders and teachers to be necessary." This response does not describe a specific process identifying student needs and administering appropriate interventions.

The applicant further states, "[t]he curriculum will have the flexibility to be assigned based on student need." The applicant provides an example when a "student is significantly below grade level ...the academic team can determine that it is appropriate to place the student in a lower grade level course with the designated teacher providing remediation, support, and exposure to grade level standards within online class sessions." This response does not describe a process for how the student's grade level curriculum will be delivered through differentiated instruction that is based on identified need; instead it appears to indicate students will not be provided appropriate grade level instruction and will be provided instruction in lower grade level standards instead.

The applicant's response also describes various characteristics of the K12 curriculum, which has been provided as an "example" or "potential" curriculum. These characteristics include "[a]ssistive technology [that] can be used when necessary to read/highlight/define unknown online print material", "[a]udio text [that is] available when the team deems appropriate for the individual student," and the ability to "review previously introduced materials, and be continually assessed on their mastery of state standards." The applicant also states that "[s]tudents will have access to remediation programs." While the applicant may eventually select this curriculum program, the applicant has not specifically described how the proposed school's instruction, not K12's program, will be differentiated based on identified student needs.

Regarding services for special education students, the applicant stated: "Students with disabilities will have access to the accommodations and modifications deemed appropriate by their IEP team. This includes the use of assistive technology to ensure equal access to all classroom tools, including the online curriculum."

Although the applicant mentioned many types of interventions that could be utilized to differentiate instruction, no specific examples of how students' needs are evaluated or how the methods would be

implemented.

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

G.(1) Special Education.

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

New Mexico Gateway Academy welcomes the opportunity to serve students with disabilities. The founders believe strongly that all students have strengths and weaknesses that must be recognized and accommodated in order to reach their full potential as a contributing member of society.

Students with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act. A free and appropriate education will be provided to students with disabilities in accordance with their Individualized Education Programs (IEPs).

NMGA will work to accommodate students with all disabilities who are using the School's web-based courses in a distance learning setting. NMGA will offer necessary accommodations by procuring the technology and other services required in the student's IEP to aid these students in navigating through their courses. K12's experience making web-based content more accessible to students with disabilities includes incorporating audio and video enhancements into the courses and using equivalent alternatives to accommodate various disabilities, such as using text equivalents and various forms of assistive technology. All materials meet the requirements of the National Instructional Materials Accessibility Standards (NIMAS).

Child Find

The NMGA enrollment application, a conference call with a placement counselor, and conference calls with a NMGA general education teacher will all provide a query for the parent to indicate a special education or gifted education student. In addition, a careful review of previous school records, after enrollment approval, by NMGA's Manager of Exceptional Students will be undertaken upon receipt of such records to identify any students enrolling who have previously been identified as a student with a disability or exceptionality. NMGA's general education teachers will be provided professional development prior to and during the school year about their child find responsibilities, including possible indicators of special education and exceptional needs related to achievement and behaviors. Since NMGA will be enrolling students in communities across the state, posting and public notification concerning the process for screening and the availability of special services and programs of instruction for students with disabilities and exceptionalities will be on the School website, in addition to being sent via electronic and/or U.S. postal service mail to all enrolled families.

Special Education Services and Support

All identified students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance. The appropriate notices/invitations will be issued addressing the virtual nature of the school setting. The IEP will include a statement of the student's current level of academic and functional performance and how the student's disability affects his/her ability to progress through the general education curriculum; a statement of measurable goals; and a statement of educational

services, program modification and support necessary for the student to be involved in the general education coursework, including assistive technology. The means for learning and demonstrating proficiency will be aligned to New Mexico's Standards of Excellence. Assessment accommodations or alternative instruction procedures will be based on the objectives in the student's IEP.

If a student has a behavioral need, NMGA staff will implement a Functional Behavioral Assessment (FBA) and a Behavioral Intervention Plan (BIP). The IEP team will consider, when appropriate, strategies including positive behavioral interventions and support to address that behavior through the IEP process.

Students with special needs will be supported by their regular education teacher in the least restrictive environment, in addition to receiving the supportive services of a special education teacher. The student's IEP will determine the type and amount of services necessary to meet the goals of the IEP. Related service providers, if required, are located within the geographical vicinity of the student. These related services may be provided through contracts with a private agency/provider. A full continuum of special education services will be provided by NMGA.

NMGA believes that the IEP is a working document that is to be amended to reflect the student's current academic and functional performance. The IEP will be reviewed at a minimum of once per year and upon evaluation/re-evaluation.

Students with disabilities will participate in the general education program to the greatest extent possible offered by NMGA and as determined by the IEP team. The NMGA special education teacher will support students with disabilities and provide specially designed instruction through online contact which may include phone conferencing, email, and direct "real-time" interaction through web-conferencing tools. With web conferencing, the special education teacher/general education teacher can provide real time support to the student and assessment of progress towards IEP goals. In addition, parent education can be effectively delivered using web conferencing.

Students with disabilities will fully participate in all general education classroom activities with their classmates including outings and field trips. If necessary, transportation will be provided to accommodate the special needs of the student as determined by the IEP team.

Gifted or "Exceptional" Learners

A gifted student is defined as a school-age person whose intellectual ability paired with subject matter, aptitude/achievement, creativity/ divergent thinking, and/or problem solving/ critical thinking meets the eligibility criteria and for whom a properly constituted IEP team determines that special education services are required to meet the student's educational needs. (6.31.2.12 NMAC)

NMGA will first identify our gifted population through the Child Find process which includes parental input, teacher input, and a records review. Child Find will be an ongoing process across all grade levels and all students, through parent and teacher referrals. Students from low socioeconomic, culturally and/or linguistically diverse backgrounds often manifest giftedness in more diverse ways than those typically related to academics. NMGA will take extreme caution to ensure that all populations are appropriately identified and screened. Students who are demonstrating characteristics of exceptional learning will be referred to the Student Assistance Team (SAT). If warranted, this team may review the Frasier Traits, Aptitudes, and Behavior scales and the student may be referred for an initial evaluation that determines eligibility for services. Additional instruments and procedures may be implemented that are more suitable in identifying students from various backgrounds. Through the identification process,

NMGA will use multiple assessments to determine a student's eligibility for gifted programming services (6.31.2.12 C (2)(3)D NMAC).

If services are warranted, an IEP will be written to determine the appropriate services and delivery model to meet the student's exceptional needs. The IEP Team considers current classroom placement and determines whether or not the student's needs can be met within general and/or current special education classroom setting if more than one exceptionality is identified. Modifications to the current curriculum are also considered.

Differentiated learning experiences will be developed, with student input. NMGA curriculum will allow for individualized levels, pace, style, and subject for all students' unique learning needs. A continuum of programming services will be inherent to the mastery-based distance learning curriculum to be used by NMGA. Gifted students will receive the appropriate supports and services dependent on their individual needs, some supports may include; consultation and monitoring of curriculum and learning opportunities in the general education classroom, curriculum expansion through an academic enrichment resource room, pull-out model, additional or elective course offerings, and/or academic acceleration for part or all of their academic areas.

Professional development will be provided annually to all staff on the characteristics of giftedness including diverse populations, Child Find procedures, and best instructional practices in meeting the needs of this exceptional population.

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

This applicant first provides an assurance that “[s]tudents with disabilities will be served in accordance with federal and state regulations including Section 504 of the Rehabilitation Act of 1973, the Individuals with Disabilities Educational Act and subsequent amendments and the Americans with Disabilities Amendment Act.” Providing more detail, the applicant states the proposed school will “procur[e] the technology and other services required in the student’s IEP to aid these students in navigating through their courses.” The applicant continues, relying on the “potential” curriculum provider, K12’s, “experience making web-based content more accessible to students with disabilities.” The applicant does not, however, provide any specific practices and strategies the proposed school will employ.

The applicant next provides a clear explanation of the identification processes the proposed school will use to identify students who may need services to ensure access to the general education curriculum. The applicant states with will implement a child find process that includes “a conference call with a placement counselor, and conference calls with a NMGA general education teacher will all provide a query for the parent to indicate a special education or gifted education student.” The proposed school will also ensure “a careful review of previous school records” to “identify any students enrolling who have previously been identified as a student with a disability or exceptionality.” The applicant also described an identification process to identify gifted students, which will include a “multiple assessments to determine a student’s eligibility for gifted programming services.”

The applicant provides a limited description of the special education services and support that will be administered. The applicant states “students with a disability will have an IEP meeting upon enrollment with the appropriate team members in attendance.” The applicant identifies the legal requirements for information that must be included in an IEP, assures that students will be supported in the “least restrictive environment”, and assures that the “IEP will determine the type and amount of services necessary to meet the goals of the IEP.” The applicant also states that “related services may be provided through contracts with a private agency/provider” located in the same geographic area of the student.” Again, the applicant makes the assurance that a “full continuum of special education services will be provided by NMGA”, but does not provide detail about any specific practices and strategies the proposed school will employ.

The applicant provides some, limited, detail when it states the “NMGA special education teacher will support students with disabilities and provide specially designed instruction through online contact which may include phone conferencing, email, and direct ‘real-time’ interaction through web-conferencing tools.” The applicant does not provide any detail of what that support might entail.

The applicant further states “[d]ifferentiated learning experiences will be developed, with student input,” but provides no additional detail of how these experiences will be developed or what student input will be accepted. The applicant asserts that a “continuum of programming services will be inherent to the mastery-based distance learning curriculum to be used by NMGA.” Again, the applicant does not provide detail about any specific practices and strategies the proposed school will employ.

In relation to gifted students the applicant identifies that some supports may include “curriculum expansion through an academic enrichment resource room, pull-out model, additional or elective course offerings, and/or academic acceleration for part or all of their academic areas.”

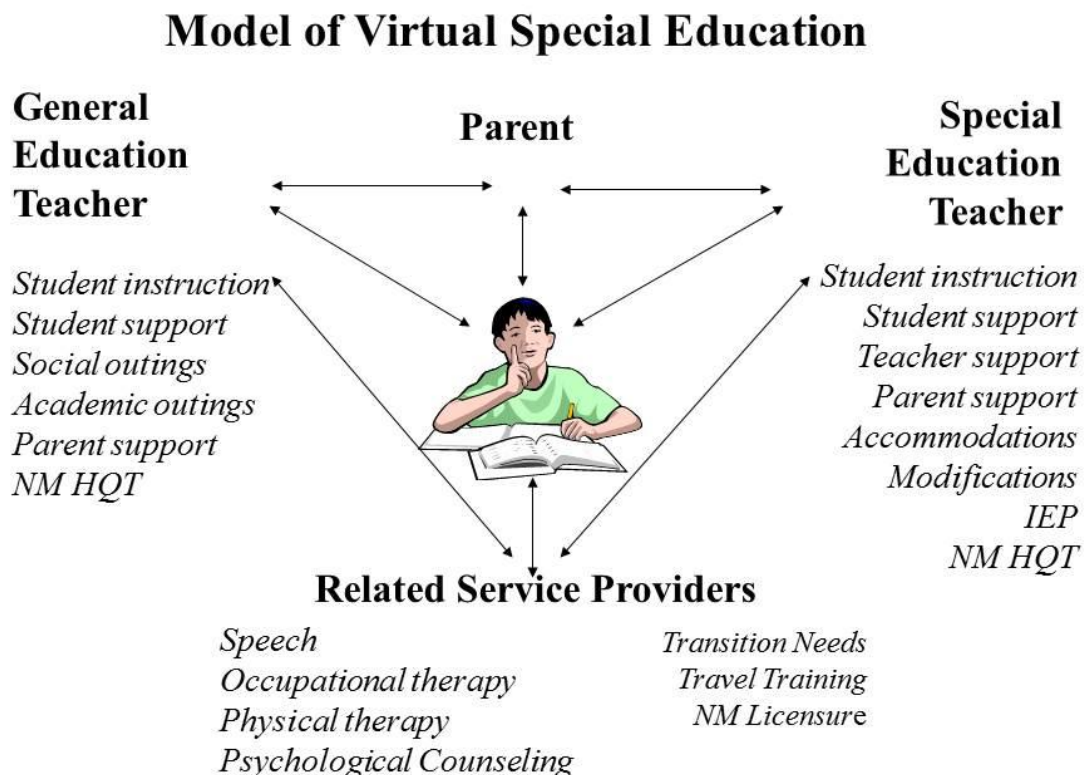
The applicant does indicate that all staff will receive annual professional development of “on the characteristics of giftedness including diverse populations, Child Find procedures, and best instructional practices in meeting the needs of this exceptional population.”

The applicant's response, as described above, has provided general information about required processes that will be utilized to provide support services to special education students. The applicant does not provided a description of any specific practices and strategies the proposed school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

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

Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, individualized instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher as well as file review and monitoring of timelines by NMGA's Manager of Exceptional Students.

NMGA believes that it takes a complete team of individuals to serve the student with a disability to ensure academic success. As such, frequent and relevant communication between all parties is delivered through phone conferencing, notes, emails, and web conferencing tools. The following illustration depicts this team model.



Accommodations

In addition to the team approach to serving students with disabilities, there may be necessary accommodations that will ensure that students achieve New Mexico's Standards of Excellence. The following table provides examples of those accommodations which are instructional and assessment enhancements.

Instructional Enhancements	Assessment Enhancements
Use interactive groupings of students in structured and purposeful settings.	Use multiple forms of assessment such as performance-based assessments.
Draw on student background and knowledge.	Create appropriate test settings; use magnification of print or sound; use color-coding to focus attention where appropriate; allow for frequent breaks, use calculators and dictionaries; and minimize distractions and interruptions.
Teach skills explicitly as appropriate and ensure opportunities for students to apply and practice skills in a meaningful context.	
Use graphic organizers to model organization skills and to engage students in the process.	Integrate technology into a variety of assessment settings.
Use manipulatives and connect learning experiences to real life.	Remind students to use self-monitoring strategies and clarify directions.
Use community experts as resources and as models.	Ensure that language and academic skills are assessed appropriately.
Minimize interruptions and distractions during time-on-task.	Take dictation for students; allow for tape and/or video recordings.
Check often for understanding among students.	Use multiple measures of assessment to assess language and academic skills of two language learners.
Teach students' organizational and study skills.	
Ensure access to resources in the languages, reading levels, and interests of the students.	Include samples of second language learners' work as anchors when developing rubrics and other scoring devices.

Related Services

Special services required in a student's IEP (as listed below) will either be provided by the licensed therapist or individual employed by NMGA or contracted by NMGA, ensuring the appropriate licensure and background checks are completed. Therapy may be delivered virtually or face-to-face at the therapeutic setting.

- *Mobility training*
- *Adaptive therapy*
- *Assistive technology evaluations*
- *Counseling services*
- *Psychological services*
- *Speech and Language Services*
- *Occupational Therapy*

- *Physical Therapy*
- *Transportation (when required)*
- *Interpreter services for the deaf or hard of hearing*

Evaluation

When screening (Child Find) indicates that a student may be eligible for special education services, NMGA will seek parental consent to conduct an evaluation. "Evaluation" means procedures used in the determination of whether a child has a disability and the nature and extent of the special education/related services that the child requires. The evaluation will be completed by a multidisciplinary team which includes the general education teacher, other qualified professionals who work with the child and the legal guardians/parents. The report generated from the evaluation will make a recommendation about a student's eligibility for special education services that must be agreed upon by the appropriate team members. Parents may request an evaluation if they suspect their child has a disability. Requests for an evaluation should be made in writing to the Manager of Exceptional Students at NMGA. NMGA will use a three tiered Response to Intervention (RtI) and all students will be served appropriately based on their placement within these tiers. Parents have the right to request an independent educational evaluation. When requested by parents, NMGA must provide them with information about where an independent evaluation may be obtained.

The Student Assistance Team (SAT) will examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services. If a student is found eligible for special education because of a Specific Learning Disability, the SAT must complete the form "Determining the Existence of a Specific Learning Disability." This two-page form includes objective results (such as test date) and subjective assessments (such as observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions. A written notice of the meeting will be sent to the parents.

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

				needs.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provides a limited description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.</p> <p>Specifically, the applicant stated “applicant Oversight and compliance monitoring in a distance learning setting is assured through many means including detailed monitoring of student progress and achievement both in the general education curriculum and on IEP goals through work sample collection, individualized instruction and assessment, and assessment data collected through the online school by a highly qualified general education teacher as well as file review and monitoring of timelines by NMGA’s Manager of Exceptional Students.” The applicant does not identify how often this monitoring will occur and does not identify specific processes for the monitoring of the progress and success of special education students to ensure attainment of IEP goals.</p> <p>The applicant goes on to state that “frequent and relevant communication between all parties is delivered through phone conferencing, notes, emails, and web conferencing tools.” The applicant does not, however provide any detail regarding the content of these communications or how they relate to monitoring of the progress and success of special education students to ensure attainment of IEP goals.</p> <p>The applicant’s response provides the following additional information that does not address the regular evaluation and monitoring of students with special needs:</p> <ul style="list-style-type: none"> - A table including examples of accommodations which are instructional and assessment enhancements, - A brief description of how Special services required in a student’s IEP will either be provided by the licensed therapist or individual employed by NMGA or contracted by NMGA, and - A general description of the Child Find process that provides information on how the proposed school will identify whether a student may be eligible for special education services. - <p>The applicant’s response does not identify how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.</p>				

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

NMGA’s IEP team will plan a program of study for students with special needs based on the students’ postsecondary goals and New Mexico’s graduation requirements. New Mexico provides options for students with disabilities to earn a regular diploma. The graduation options will enable the IEP team to

develop a program of study that is most conducive to preparing a student to achieve his or her postsecondary goals. The three options available to students with special needs are the Standard Diploma, the Career Readiness Diploma, and the Ability Diploma.

The IEP team will assess and document student progress and update goals, objectives, and benchmarks annually or as needed. The annual assessment will:

- Be a part of all IEPs for students receiving special education support and services in grades 8 through 12 or up to age 22;*
- Identify by name all course options the student may take in the remaining years of the student's secondary program;*
- Reflect the student's long-range measurable postsecondary goals; and*
- Be reviewed on an annual basis and adjusted to address the student's strengths, interests, preferences, and needs.*

The IEP team will be responsible for developing a multi-year plan that is most conducive to preparing the student to achieve his or her postsecondary goals.

- The composition of the IEP team will meet federal and state requirements.*
- When a graduation program of study is proposed, an individual knowledgeable about high school curriculum will be on the team.*
- The parent(s) and student will be members of this team, and will sign to verify and accept graduation/transition plans.*

An administrator or designee who has knowledge of the student will be a member of the team. When developing the student's program of study the student's graduation needs and personal goals will be the primary considerations for the IEP team when identifying and developing an alternative graduation plan. All decisions will be based on the student's strengths, needs, measurable postsecondary transition service needs, goals, interests, and preferences. Discussion about graduation/transition plans will begin at the eighth grade IEP meeting which will include plans leading to earning a regular diploma.

Throughout the student's education, the least restrictive environment (LRE) will apply and all students will have appropriate access to the general education curriculum.

A Conditional Certificate of Transition may be used when a student has completed the high school portion of his or her education and is on track for graduation, but the student still has transition or academic needs that must be addressed by School staff and adult service providers. This conditional certificate of transition allows the student to participate in graduation activities and continue toward obtaining the high school diploma based on a plan to implement transition services.

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

	students with special education needs that complies with federal and state regulations.	needs that complies with federal and state regulations.		--OR-- The application does not address graduating students with special education needs.
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Comments:

Partially Meets

The applicant provides a limited plan for graduating students with special education needs that complies with federal and state regulations.

Specifically, the applicant describes that beginning in the “eighth grade IEP meeting”, the “team will plan a program of study for students with special needs based on the students’ postsecondary goals and New Mexico’s graduation requirements.” The applicant identifies that “decisions will be based on the student’s strengths, needs, measurable postsecondary transition service needs, goals, interests, and preferences.” The applicant further identifies the IEP team will include an “administrator or designee who has knowledge of the student.”

The applicant identifies three potential graduation options including “Standard Diploma, the Career Readiness Diploma, and the Ability Diploma.” The applicant further identifies that the IEP team will annually assess progress and “Identify by name all course options the student may take in the remaining years of the student’s secondary program; and [r]eflect the student’s long-range measurable postsecondary goals.”

The proposed plan speaks in general terms about the process and lacks specific details including the criteria will be used to identify the appropriate graduation option, or steps that will be taken after the option is identified to ensure they graduate students with special education needs.

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

Access to Ancillary Services

NMGA will contract with licensed professionals to provide ancillary services. Contractors may include Cooperative Educational Services and other professionals in the field. This will provide all services determined and required by the student’s IEP or 504 Plan.

Ranking				
<div> <div>←</div> <div>Satisfied</div> <div>Not Satisfied</div> <div>→</div> </div>				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(d) Special Education	The school provides a clear, cohesive and comprehensive plan for budgeting and staffing to meet the identified needs and educational	The school provides a clear plan for budgeting and staffing to meet the identified needs and educational plans for students needing	The school provides a limited plan for budgeting and staffing to meet the identified needs and educational plans for students needing	The school provides an incomplete and/or inadequate plan for budgeting and staffing to meet the identified needs and educational plans for students

	plans for students needing special education support/services. The plan fully addresses how the school will provide ancillary staff support.	special education support/services. The plan adequately addresses how the school will provide ancillary staff support.	special education support/services. The plan does not or minimally addresses how the school will provide ancillary staff support.	needing special education support/services. --OR-- The application did not address budgeting, staffing, and ancillary services.
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Comments:

Does Not Meet

The applicant provides an incomplete plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The applicant states: "NMGA will contract with licensed professionals to provide ancillary services. Contractors may include Cooperative Educational Services and other professionals in the field. This will provide all services determined and required by the student's IEP or 504 Plan." No plan is presented for how students will be served by ancillary staff, how needs will be identified, or how contracting will occur.

There is \$11,114 in the budget for special education ancillary staffing needs the first year. This will allow for .22 FTE (or less) ancillary staff for a potential population of 39 special education students. This estimate is based on an enrollment of 260 students in the first year and state averages of 15% special education students. During the capacity interview, the application was not able to provide clarity on how ancillary services will be contracted for and delivered remotely to students who are engaged in a state-wide, online school. The projected budget does not provide a breakdown of anticipated services.

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

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

Section 504 (Subpart D) is a civil rights law that is the responsibility of the comprehensive general education system. It requires students with disabilities to be provided with a free appropriate public education (FAPE). In compliance with Section 504, New Mexico Gateway Academy will provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

NMGA recognizes that all individuals who are disabled under the Individuals with Disabilities Act (IDEA) are protected under Section 504/ADA. However, not all individuals who are disabled under Section 504 will meet the eligibility requirements of IDEA. These children will require a response from the general education staff. A plan for the provision of accommodations and services may take the form of a written Section 504 Plan.

NMGA's SAT will be responsible, among other tasks, for ensuring nondiscriminatory educational practices, establishing and monitoring a Section 504 referral/identification/review process, maintaining data on Section 504 referrals, conducting staff and parent awareness and training activities concerning Section 504 requirements, implementing Section 504 grievance procedures for the School, monitoring the Section 504 budget, serving as a liaison with the State Section 504 Coordinator, and serving as the liaison

with the regional Office for Civil Rights.

Eligibility

Section 504 protects all qualified students with disabilities, defined as those persons having a physical or mental impairment which substantially limits one or more major life activities; having a record of such impairment; or regarded as having such impairment (29 U.S.C Sec. 706(8)). Major life activities are defined as "...functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working." (34CFR Part 104.3)

Evaluation Process

The components of evaluation assessment for Section 504 are determined by the type of disability suspected, data required to define the impact of the disability in the education environment, and the type of services/accommodations that may be needed. There are no evaluation requirements as exist under IDEA. However, the evaluation will be sufficient to accurately and completely assess the nature and extent of the disability, and the impact of the disability on a specific major life activity.

Services

The Section 504 referral and identification procedures occur through the Student Assistance Team (SAT) process outlined in the Rtl process. The determination of services needed will be made in accordance with evaluation data developed by the SAT. The SAT will review the nature and presence of the disability, how it affects the student's access to the educational process, and whether accommodations are needed to prevent discrimination. The decision about 504 eligibility and services will be documented in the student's file, and, if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the SAT who developed the plan.

Parent Notice

As required by this law, parents or guardians will be provided with notice of non-discrimination, notice of the School's responsibility to provide accommodations and services to identified individuals with disabilities, and a notice and description of student and common parent rights under Section 504 and other federal laws. Notices will be posted on the School's website, and mailed to parents on an annual basis. Parents and Guardians will also be a key member of the SAT team that is responsible for considering and developing a Section 504 Accommodation Plan.

Grievance Procedure

NMGA will develop and provide a copy of the grievance procedure and investigate all complaints in accordance with this procedure. The procedure will contain a description of the types of complaints covered by the grievance procedure and a description of the investigative appeals process. The grievance procedure will include a statement that a copy of each of the acts and the regulations on which the notice is based may be found in the 504 Coordinator's office. The person and/or parent of a child with a disability who believes he/she has been discriminated against based on disability shall discuss the grievance with, and give the completed grievance form to, the Section 504 Coordinator who shall, in turn, investigate and reply to the complainant.

NMGA Self-Evaluation

As required by both Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, if NMGA employs 15 or more employees, the School must conduct a self-evaluation to ensure there are no discriminatory practices involving its school facilities, programs, activities, and policies. If discriminatory practices are found, a transition plan will be developed that outlines how the School will eliminate any form of discrimination.

Monitoring Student Progress and Success

504 plans are reviewed at least annually within 20 days of the beginning of the school year and re-evaluations will be conducted at least once every 3 years, if necessary. Ongoing progress monitoring will include semester progress reports/report cards and parent/teacher conferences. The 504 Coordinator will collaborate with the general education teachers to ensure accommodations are implemented and adequate progress is being made.

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

Comments:

Does Not Meet

The applicant provides an inadequate description of how the proposed school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

The applicant begins by providing a description and quotations from statute regarding civil rights law pertaining to FAPE and eligibility for 504 plans. In relation to serving, evaluating, and monitoring the process and success of students with Section 504 plans, the applicant states, "NMGA's SAT will be responsible, among other tasks, for... establishing and monitoring a Section 504 referral/identification/review process, maintaining data on Section 504 referrals, conducting staff and parent awareness and training activities concerning Section 504 requirements, implementing Section 504 grievance procedures for the School, monitoring the Section 504 budget, serving as a liaison with the State Section 504 Coordinator, and serving as the liaison with the regional Office for Civil Rights."

This statement demonstrates the applicant has not provided any specific description of how the proposed school will serve, evaluate, and monitor the progress and success of students with Section 504 Plan, but rather has indicated processes for completing these tasks will be developed at a later date.

The applicant provides limited information regarding how students will be evaluated to identify the need for a 504 plan, stating "evaluation will be sufficient to accurately and completely assess the nature and extent of the disability, and the impact of the disability on a specific major life activity." The applicant continues, stating the "SAT will review the nature and presence of the disability, how it affects

the student's access to the educational process, and whether accommodations are needed to prevent discrimination.

The applicant again provides limited information, stating "decision about 504 eligibility and services will be documented in the student's file, and, if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the SAT who developed the plan." This description does not identify specific timelines, action steps, or identification of who is responsible for documenting the services, providing services, or reviewing progress.

In relation to monitoring student progress and success, the applicant stated "504 plans are reviewed at least annually within 20 days of the beginning of the school year and re-evaluations will be conducted at least once every 3 years, if necessary." The applicant continues, identifying "progress monitoring will include semester progress reports/report cards and parent/teacher conferences. The 504 Coordinator will collaborate with the general education teachers to ensure accommodations are implemented and adequate progress is being made." This description does not identify specific timelines, action steps, or identification of who is responsible for each action.

The applicant did not address how they would accommodate eligible students or how those services might be delivered in the student's home which is where students would be attending class in an online school. During the capacity interview, the applicant was asked how the proposed school would address any potential barriers to access in the student's local environment or how those services might be provided in the student's home in remote areas. The applicant first stated accommodations would be the responsibility of the parents and then indicated the proposed school would provide any needed accommodations at their cost.

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

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

During the enrollment process, as a first effort for Child Find, a home language survey or a student language survey will be completed for every student upon enrollment in NMGA and the results of the survey must be maintained in every student's cumulative file folder. The home language survey is completed by the student's parent or guardian. The student language survey is completed by a high school student. The below questions are examples of questions that may be asked on the home language survey:

- *What was the first language or languages your child learned to speak?*
- *What language or languages does your child understand?*
- *Does your child speak a language other than English?*
- *In what language does your child communicate with*
 - *Adults in the home?*
 - *With friends, peers, and siblings?*

Any positive responses on the home language or student language surveys will be routed to the English language learner (ELL) point of contact (in the first five years it is expected that this will position will be filled by the Manager of Exceptional Students) at NMGA for further investigation. These same questions will be verbally asked again of the parent/legal guardian or high school student by the registrar. Finally,

these same questions will be asked by the general education teacher. All parties asking these questions will be provided professional development about Limited English Proficient (LEP) indicators and their obligation in routing positive responses to the appropriate ELL point of contact.

For those students who have attended another public school within the United States, their language surveys and ESL/bilingual records will immediately be requested from their last school of attendance. Prior to providing ESL services, parents will be notified annually, in writing via mail, of the recommended student services and placement. Parents have the right to refuse their student's placement in an ESL/bilingual program by submitting a letter to NMGA indicating such. If notification occurs and parents do not refuse services, ESL/bilingual services will be provided immediately.

Those students with positive responses to any of the home language or student language questions will be referred to the ELL point of contact who will then talk with the family and student to determine if services were previously received, discuss current language needs of the student, review prior school records, including any previous ELL evaluations, program plans, etc. that could help the School determine next steps needed in the assessment and placement of the student. If deemed appropriate, based on one or more positive responses to the home language or student language questions confirming the influence of a language other than English, steps will be taken to screen and then assess the student using the New Mexico English Language placement test, WIDA ACCESS (W-APT), to determine eligibility status within the first 20 days of enrollment.

If a student is not identified as having a language acquisition need through the home language or student language survey screening, yet the student demonstrates significant difficulty with English proficiency, general education teachers may complete a Teacher Language Observation form to recommend the student be tested using the W-APT. This form can be completed at any time and as soon as a lack of English proficiency is suspected that is having a direct correlation to lack of education performance and achievement.

Based on the W-APT results and within the first 20 days after a student enrolls, New Mexico Gateway Academy will determine whether the student is proficient or nonproficient in English. See the table below for New Mexico's identification criteria:

Grades	Domains	W-APT Score Identifies Student as ELL	W-APT Score Indicating Student is not ELL
Kindergarten 1st Semester	Speaking and Listening	Less than 27	27 or higher
Kindergarten 2nd Semester	All Four	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher

Grade 1 1st Semester	All Four	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher	Listening and Speaking 27 or higher and Reading 14 or higher and Writing 17 or higher
Grade 1 2nd Semester	All Four	Composite less than 5.0 or any domain less than 5.0	Composite 5.0 or higher and no domain less than 5.0
Grades 2nd-12th 1st and 2nd Semester	All Four	Composite less than 5.0 or any domain less than 5.0	Composite 5.0 or higher and no domain less than 5.0
Note: There is not a composite score for the current kindergarten W-APT.			

The W-APT placement scores will determine if a student is placed in an English as a Second Language Program (ESL) or Transitional Bilingual program (Spanish/English). Once placement and services are determined and warranted, based on the W-APT placement results, parents will be notified within 30 days of the students ESL services or Transitional Bilingual program (Spanish/English) and placement.

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

The applicant states “a home language survey or a student language survey will be completed for every student upon enrollment in NMGA.” The applicant next states “[a]ny positive responses on the home language or student language surveys will be routed to the English language learner (ELL) point of ...for further investigation.” It is unclear why the applicant has incorporated this “further investigation” step or what exactly will constitute further investigation. It appears the further investigation may include:

- verbally asking the same questions that were asked on the written surveys,
- determining if services were previously received,
- discussing current language needs of the student, and
- reviewing prior school records, including any previous ELL evaluations, program plans, etc.

The purpose of the further investigation is not clear, but the application’s response indicates it may be used to “help the School determine next steps needed in the assessment and placement of the student.” The applicant has not provided sufficient information to understand how these additional steps comply with the requirements of law. The applicant states, “steps will be taken to screen and then assess the student using the New Mexico English Language placement test, WIDA ACCESS (W-APT), to determine eligibility status within the first 20 days of enrollment.” However, the applicant provides a caveat stating this screening will only be completed if “deemed appropriate.”

The inclusion of the language and steps above present a lack of clarity as to whether the proposed school plans on administering the required assessment to all students whose language surveys include the markers of students who are potentially ELLs.

The applicant’s response does provide clear criteria, including a table of identification criteria for determining whether a student who has tested using the ACCESS test is proficient or nonproficient in English. The applicant’s response also provides a process for identifying students who may not have “identified as having a language acquisition need through the home language or student language survey screening.” The applicants response provides that if a “student demonstrates significant difficulty with English proficiency, general education teachers may complete a Teacher Language Observation form to recommend the student be tested using the W-APT. This form can be completed at any time and as soon as a lack of English proficiency is suspected that is having a direct correlation to lack of education performance and achievement.”

While the applicant provided clear criteria for identifying ELLs based on their performance on the ACCESS test and provided a process for using Teacher Language Observation form, the proposed school’s initial survey process as described in the applicant’s response presents a substantial lack of clarity and is therefore limited.

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

New Mexico Gateway Academy will increase English proficiency of every student who is an English language learner (ELL) or limited English proficient (LEP), by providing an Academic English Language Support Program appropriate to the student’s developmental and instructional level. NMGA will help students meet academic achievement standards required for grade promotion by providing high quality language instructional programs that are based on scientifically based research and demonstrate the effectiveness of English proficiency and achievement in academic content area. According to Title I of the ESEA (NCLB 2001), the term “scientifically-based research” means “research that involves the application

of rigorous, systematic, and objective procedures to obtain reliable and valid knowledge...” (NCLB 2001, Section 901. General Provisions, Section 37).

Students enrolled in NMGA will receive instruction through English language acquisition (ESL or bilingual) classes. Just as schools approach educating students with special needs, instruction of ELL students should be specifically geared towards individual students and addressing their individual needs. NMGA will ensure programs of instruction for ELLs shall include formal instruction in English language development through a clearly defined ESL or Transitional Bilingual (see W-APT table above in G.(3)a) and instruction in inclusion, core content academic subjects to provide ELLs with access to the regular curriculum. ESL/bilingual classes will be developed and provided daily as part of the student’s schedule for students identified as Entering through Expanding language acquisition levels. For those students identified as Bridging or Reaching, ESL class time will be based on the student’s individual language needs. Students will be placed in small ESL classes, based on grade, age, and language acquisition need, as determined by the W-APT and ACCESS WIDA assessments, plus classroom performance and progress monitoring data. New Mexico Gateway Academy will take proper precaution, in creating ESL class schedules, ensuring that ESL classes do not interfere with each student’s core “live” class sessions.

The New Mexico Department of Education has joined the multi-state World Class Instruction Design and Assessment (WIDA) Consortium. The WIDA consortium consists of states dedicated to the design and implementation of high standards and equitable educational opportunities for English language learners. To this end, the WIDA consortium has provided English Language Proficiency (ELP) Standards.

The English Language Development (ELD) Standards

The WIDA ELD Standards are a curriculum planning and assessment preparation tool used to assist educators, determine students' English language proficiency levels, and determine how to appropriately challenge them in reaching higher levels. The WIDA Consortium's English Language Development Standards for ELLs:

- Standard 1: English language learners communicate for Social and Instructional purposes within the school setting.*
- Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*
- Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*
- Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*
- Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*

Four Language Domains

Each of the five English language development standards encompasses four language domains:

- Listening—process, understand, interpret, and evaluate spoken language in a variety of situations*
- Speaking—engage in oral communication in a variety of situations for an array of purposes and audiences*
- Reading—process, interpret, and evaluate written language, symbols, and text with understanding and fluency*
- Writing—engage in written communication in a variety of forms for an array of purposes and audiences*

Proficiency Levels

Five language proficiency levels outline the typical progression of language development implied in the acquisition of English as an additional language from Entering (Level 1) to Bridging (Level 5). A student's English proficiency level is determined by the W-APT (initial placement test) or the yearly administration of the ACCESS for ELLs assessment which measures each student's English Language Development (ELD).

Based on the student's performance on the language proficiency assessments, he/she will be assigned one of the following levels of English Proficiency:

- Level 1–Entering: Student does not understand enough oral and written language to perform in English.*
- Level 2–Beginning: Student is able to produce isolated words and may be able to understand visual universal symbols and graphics associated with text in English during academic content instruction. Listening and speaking skills are limited in both social and academic language.*
- Level 3–Developing: Student uses single words and/or simple phrases to communicate basic content area concepts in English; is able to read and write simple phrases. Oral skills are more developed than reading and writing skills in both social and academic language.*
- Level 4–Expanding: Student is becoming comfortable with social language and with routine academic language functions; usually understands English texts in subject areas quite accurately when structures and topics are familiar; and is able to understand and respond to reading and express ideas in writing with some errors in writing conventions.*
- Level 5–Bridging: Student is able to speak English with fluency and use some figurative language and idiomatic expressions; can read a variety of grade-appropriate English texts in subject areas with considerable comprehension and speed; and shows an understanding of sentence structure and close to grade-appropriate composition skills.*

Programs of instruction for ELLs shall include formal instruction in English language development and instruction in academic subjects which is designed to provide ELLs with access to the regular curriculum. The program(s) NMGA will choose will be researched based; have been demonstrated to be effective in the education of ELLs; have been WIDA Primed; and are New Mexico Common Core Standards (NMCCS) aligned.

Highly Qualified ESL/bilingual teachers will consult regularly with content area teachers who work with ELLs using academic language development strategies. In order to effectively teach language through academic content, it is necessary for content area and ELL staff to work and plan together. Collaboration between ESL/bilingual and classroom teachers is one of the best ways to serve English language learners. The ESL/bilingual and general education teachers work as a collaborative team to pre-plan lessons and activities that will help ensure English learners have meaningful access to the content throughout the day. Classroom teachers will be taught how to incorporate the New Mexico Common Core Standards into their daily lessons allowing for meaningful, comprehensible access to classroom content and instruction in all core content classes. Because of the unique nature of the virtual teaching environment, teachers can easily find and schedule mutual planning time to collaborate and discuss student progress, monitoring data to address any individual student need.

In addition to regular collaboration, professional development for all staff specifically working with English Learners is built into the Professional Development Calendar for ESL Growth and Development in the areas of WIDA Can Do Descriptors, working with ESL students, differentiation, supporting ESL students, and biliteracy planning. Additionally, all general education staff and ELL staff will complete a

10 part Sheltered Instruction Observation Protocol (SIOP) training series, specifically designed for virtual education.

New Mexico Gateway Academy ESL Model

At all proficiency levels outlined below, services will be provided by a certified ESL/bilingual highly qualified classroom teacher with additional highly Qualified SIOP trained staff (push in) and a certified ESL/bilingual endorsed classroom teacher (pull out).

Proficiency Level: ENTERING/EMERGING

Level of Service/Number of Hours Daily: Emerging students will receive push in support for 2 hours per week for “live” math class and 2 hours a day pull out Transitional Bilingual* class (Spanish/English: grades K-6) or ESL Pull Out (other languages grades K-12) in lieu of their English class. All other classes will be modified to meet the student’s current ability and language needs.

Mode of Delivery:

- Push-in for language development and CCSS content area learning in their General education math class.
- ELLs receive Pull-Out Transitional Bilingual (Spanish/English) or ESL (other languages besides Spanish) Pull out class in lieu of core English instruction. ESL research based program that has been WIDA Primed and is aligned to the NM CCCS, (program placement will be determined by grade level) ESL curriculum is implemented as well as explicit academic vocabulary and/or writing instruction using supplemental materials during instruction. The focus is for students to understand the social and academic surroundings and to facilitate the acquisition of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.
- Collaborative teaching between an ESL/bilingual highly qualified staff and classroom teacher for all other content areas
- Monitoring and providing teacher support and consultation
- Learning Coach support provided by ESL/bilingual highly qualified staff
- Grades will be given by Certified ESL/bilingual staff

*In the Transitional Bilingual instructional program, students are instructed in the primary language (Spanish) and English. The goal is to gradually increase the instruction in English and phase out instruction in the students' first language by sixth grade for students identified as limited English proficient (LEP).

Proficiency Level: DEVELOPING

Level of Service/Number of Hours Daily: Developing students will receive push in support during Live English web conferencing sessions for 2 hours per week, and 5 hours a week pull out ESL class in addition to their general education classes.

Mode of Delivery:

- Push-in for language development and CCSS content area learning in their general education core content classes.
- ELLs receive Pull-Out ESL services for optional elective credit at the HS level. ESL research based program that has been WIDA Primed and is aligned to the NM CCSS, (program placement will be determined by grade level) ESL curriculum is implemented as well as explicit academic vocabulary and/or writing instruction using supplemental materials during instruction. The focus is for students to understand their social and academic surroundings and to facilitate the acquisition of Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency.
- Collaborative teaching between an ESL/bilingual highly qualified staff and classroom teacher
- Monitoring and providing teacher support and consultation
- Learning Coach support provided by ESL highly qualified staff

Proficiency Level: EXPANDING

Level of Service/Number of Hours Daily: Expanding students will receive push in support during Live English web conferencing sessions for 1 hour per week, and 3 hours a week pull out ESL class in addition to their general education classes.

Mode of Delivery:

- Push-in for language development and CCSS content area learning in their General education core content classes (English)
- ELLs receive 3 hours a week pull out support in the areas of the four domain areas of need, as identified by the annual ACCESS test and quarterly progress monitoring for each individual student. ESL program will be research based, WIDA Primed and NM CCSS aligned. (program placement will be determined by grade level) ESL curriculum will be implemented based on individual need as well as explicit academic vocabulary and/or writing instruction using supplemental materials during pull out instruction.
- Monitoring and providing teacher support and consultation
- Learning Coach support provided by ESL highly qualified staff

Proficiency Level: BRIDGING/REACHING

Level of Service/Number of Hours Daily: Bridging/Reaching students will receive push in support during Live English web conferencing sessions for 1 hour per week, and pull out ESL class for up to 2 hours per week in addition to their general education classes.

Mode of Delivery:

- Push-in for progress monitoring and support of language development and CCSS content area learning in their General education core content class(English)
- ELLs will receive up to 2 hours a week pull out support with focused instruction and practice using English in all four domains, with an emphasis on reading, listening, speaking and vocabulary as determined by individual student need and specific standards not mastered by the student. ESL program will be research based, WIDA Primed and NM CCSS aligned. ESL curriculum will be implemented based on individual need as well as explicit academic vocabulary and/or writing instruction using supplemental materials during pull out instruction.
- Monitoring and providing teacher support and consultation

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

The applicant provides a clear explanation of how the proposed school will provide services/supports to identified students.

Specifically, the applicant identifies that “[s]tudents enrolled in NMGA will receive instruction through English language acquisition (ESL or bilingual) classes.” The applicant plans to determine the amount of ESL class time based on the student’s individual language needs, stating “[s]tudents will be placed in small ESL classes, based on grade, age, and language acquisition need, as determined by the W-APT and ACCESS WIDA assessments, plus classroom performance and progress monitoring data.”

The applicant identifies specific elements of their intended programs to serve ELLs including:

- formal instruction in English language development and instruction in academic subjects which is designed to provide ELLs with access to the regular curriculum,
- researched based,
- demonstrated to be effective in the education of ELLs,
- WIDA Primed, and
- New Mexico Common Core Standards (NMCCS) aligned

The applicant provided a framework for the New Mexico Gateway Academy ESL Model identifying the specific level of service, number of hours daily, and mode of delivery ELLs will receive based on classification in each of the following placement levels:

- Entering/emerging
- Developing
- Expanding
- Bridging/reaching.

The applicant’s description of this model includes “live” classes and web conferences, as well as push in and pull out services. While the applicant has provided some information about how services will be provided, the applicant’s description does not clearly explain how this will be implemented in the online context.

The applicant also identifies that outside of ESL classes students will receive services and “[h]ighly Qualified ESL/bilingual teachers will consult regularly with content area teachers who work with ELLs using academic language development strategies.” Further, the applicant identifies that the “ESL/bilingual and general education teachers work as a collaborative team to pre-plan lessons and activities that will help ensure English learners have meaningful access to the content throughout the day.”

The applicant identifies that to further support providing services/supports to identified students all staff will receive “professional development ... in the areas of WIDA Can Do Descriptors, working with ESL students, differentiation, supporting ESL students, and biliteracy planning,” and “will complete a 10 part Sheltered Instruction Observation Protocol (SIOP) training series, specifically designed for virtual education.”

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

Meeting each student's individual needs is critical to achieve academic and language growth. Each student identified as an English language learner will have an Individualized Learning Plan (ILP) in which the student's accommodation needs will be determined by the Student Assistance Team (SAT) composed of various parties, including; ELL teacher, general education teachers, School Counselor, parent, and student. Current justification for each accommodation will be reviewed by the SAT who will determine if the student needs that specific accommodation daily for instruction and for assessment purposes. The team will review the student's language proficiency score, progress attained towards English proficiency, time in a U.S. school, the student's grade level, and the student familiarity with the accommodation.

Each teacher that has academic contact with a student with an ELL's Individualized Learning Plan will receive a copy of the plan, the accommodations, language proficiency level, a copy of the WIDA Can Do Indicators, and support for successfully differentiating instruction and expectations of outcomes. The ELL teacher will meet with the general education teachers on a biweekly basis to assist with pre-planning of lessons and student expected outcomes for those lessons.

Using WIDA resources and the "Can Do" indicators and instruction supports, ELLs will receive differentiated instruction based on their individual language acquisition level, grade, age, and ability.

WIDA Instructional Support

SENSORY	GRAPHIC	INTERACTIVE
<ul style="list-style-type: none"> *Real-life objects (realia) *Manipulatives *Pictures and photographs *Illustrations, diagrams, and drawings *Magazines and newspapers *Physical activities *Videos and films *Broadcasts *Models and figures 	<ul style="list-style-type: none"> *Charts *Graphic organizers *Tables *Graphs *Timelines *Number lines 	<ul style="list-style-type: none"> *In pairs or partners *In triads or small groups *In a whole group *Using cooperative group structures *With the Internet (websites) or software programs *In the native language (L1) *With mentors

A hierarchy of questioning and assignment expectations will correlate directly with the student's language acquisition level, while still maintaining high expectations for the student. Teachers will be supported through professional development and collaboration with ELL highly qualified teachers on strategies to support learning. For example using ExC-ELL strategies, teachers will be taught that there should be different expectations for vocabulary building for ELL's including:

- *Entering/Emerging Students-- Basic words ELLs need to communicate, read, and write; those that should be taught.*
- *Developing/Expanding -- Information processing words in long sentences, polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions.*
- *Bridging/Reaching-- Subject-specific words that label content discipline concepts, subjects, and topics; infrequently used academic words.*

Specifically, NMGA believes in having high expectations for all students including ELLs and follows the belief of ExC-ELL, providing more instruction for students with weaker vocabularies rather than offering them fewer words.

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

Comments:

Meets

The applicant provides a clear description of how instruction will be differentiated or sheltered based on identified student needs. Examples are provided.

The applicant's response indicates, "[e]ach student identified as an English language learner will have an Individualized Learning Plan (ILP) in which the student's accommodation needs will be determined by the Student Assistance Team (SAT)." The SAT will consist of the ELL teacher, general education teachers, the School Counselor, the parent(s), and the student. In order to ensure implementation of each ILP the applicant states all of the ELL's teachers will "receive a copy of the plan, the accommodations, language proficiency level, a copy of the WIDA Can Do Indicators, and support for successfully differentiating instruction and expectations of outcomes." Specifically, the applicant states that the ELL teacher and general education teachers will meet biweekly to "pre-plan[] lessons and student expected outcomes for those lessons." This description clearly describes the general programmatic expectations for the ELL and general education teachers, and begins to provide some detail about how instruction will be differentiated based on identified student needs.

The applicant next identifies that by "[u]sing WIDA resources and the 'Can Do' indicators and instruction supports, ELLs will receive differentiated instruction based on their individual language acquisition level, grade, age, and ability." The applicant also states "hierarchy of questioning and assignment expectations will correlate directly with the student's language acquisition level, while still maintaining high expectations for the student." The applicant's response clearly described how instruction will be differentiated based on identified student needs.

The applicant's response provides at least two examples of how ELL instruction will be differentiated. Specifically, the applicant provides a chart of "WIDA Instructional Supports" that include examples of supports each of the following areas: sensory, graphic, and interactive. The applicant provides one

example of how instruction may be differentiated through “ExC-ELL strategies.” The applicant indicates this strategy indicates “there should be different expectations for vocabulary building for ELL’s including:

- Entering/Emerging Students-- Basic words ELLs need to communicate, read, and write; those that should be taught.
- Developing/Expanding -- Information processing words in long sentences, polysemous words, transition words, connectors; more sophisticated words for rich discussions and specificity in descriptions.
- Bridging/Reaching-- Subject-specific words that label content discipline concepts, subjects, and topics; infrequently used academic words.”

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

Students identified as ELL and those that have been exited and are within the 2 year monitoring timeline will be monitored within the four domains quarterly through progress monitoring using an ELL specific benchmark assessment. Benchmark assessments assist teachers in monitoring ELL student progress towards the New Mexico Common Core Standards and allows for adjustment to the curriculum and interventions to target student learning and ensure student academic growth. Quarterly progress monitoring will be recorded and maintained in each student’s personal ELL file as well as shared with the student’s respective families.

A Formal Monitoring Form will document quarterly student progress monitoring including:

- *The individual responsible for monitoring*
- *How often the student is monitored*
- *Items that will be monitored (including benchmark assessment data, annual ACCESS scores, current class grades, state/local assessments, and teacher feedback)*
- *Method or criteria used to measure the student has been successful*

Those students identified as not making appropriate growth towards their language acquisition will have their ILP revisited by the Student Assistance Team (SAT). The SAT will determine if additional accommodations are necessary for the student to access their curriculum; more ESL direct service time is warranted; additional differentiated instruction is needed within the general education setting; or, when a student is in the 2 year monitoring period, if re-entry into the ELL program is necessary.

New Mexico Gateway Academy will ensure that all ELLs will be assessed annually with the full ACCESS for ELLs until proficiency is attained. Students who are enrolled in their first year in school in the United States may receive a language exemption for the Reading Subtest only. In this situation, the student’s language proficiency assessment (ACCESS for ELLs) score, if available, will be substituted for the Reading Subtest in determining the School’s participation rate. In all other content areas, however, the new student must participate in the Spanish language version of the assessment (if available and appropriate), or in the English language version, with accommodations provided as determined to be appropriate by the SAT and documented on the student’s Individualized Learning Plan.

Following the administration and receipt of the ACCESS for ELLs test results, those students with a composite score of 5.0 on the ACCESS for ELLs will be reclassified as Fluent English Proficient.

Ranking

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

Comments:

Meets

The applicant provides a clear plan to regularly evaluate and monitor the progress of English language learners the applicant identifies the responsible party, timelines, and a clear process.

The applicant's response indicates the proposed school will conduct quarterly monitoring of ELLs and "those that have been exited and are within the 2 year monitoring timeline" using "an ELL specific benchmark assessment." This monitoring will be carried out according to a "Formal Monitoring Form" that documents: 1) "[t]he individual responsible for monitoring," 2) "[h]ow often the student is monitored", 3) "[i]tems that will be monitored (including benchmark assessment data, annual ACCESS scores, current class grades, state/local assessments, and teacher feedback)", 4) "[m]ethod or criteria used to measure the student has been successful." The applicant indicates the "[q]uarterly progress monitoring will be recorded and maintained in each student's personal ELL file as well as shared with the student's respective families."

Upon monitoring, the applicant identifies that if students are "not making appropriate growth towards their language acquisition will have their ILP revisited by the Student Assistance Team (SAT)," which will "determine if additional accommodations are necessary for the student to access their curriculum; more ESL direct service time is warranted; additional differentiated instruction is needed within the general education setting; or, when a student is in the 2 year monitoring period, if re-entry into the ELL program is necessary."

As part of annual monitoring the applicant provides and assurance that the proposed school "will ensure that all ELLs will be assessed annually with the full ACCESS for ELLs until proficiency is attained." The applicant specifically identifies the criteria for being reclassified as Fluent English Proficient.

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

Professional development for all staff specifically working with English Learners is built into the professional development Calendar. During the first four years of the School's opening, all general education and special education staff will provide services for ELL students. The assessment and monitoring of ELL students will be included as part of the special education teacher contract.

In NMGA's fifth year when the expected enrollment growth is significant and the budget allows, NMGA may provide for a fulltime ELL TESOL certified instructor.

*The School's budget includes \$1500 per year for instructional supports and materials for ELL instruction. These funds are built into the five year operating budget in the areas of supplies, instruction and testing, and instructional support. Please see **Appendix K**.*

Ranking				
		Satisfied		Not Satisfied
G. (3)(e) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a clear , description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a limited description of how it will budget and staff itself to meet the needs of ELLs.	The school provides an incomplete and/or inadequate description of how it will budget and staff itself to meet the needs of ELL students. --OR-- The budgeting and staffing does not meet the needs of ELLs.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant provides a limited description of how it will budget and staff itself to meet the needs of ELLs.</p> <p>Information is lacking on how the budget will specifically be allocated for various ELL requirements.</p> <p>The applicant's response states that during the first four years of the proposed school's operation "all general education and special education staff will provide services for ELL students," and that in the fifth year the proposed school "may provide for a fulltime ELL TESOL certified instructor." In connection with this the applicant states that "Professional development for all staff specifically working with English Learners is built into the professional development Calendar." This response does not provide sufficient information to understand how the proposed school will budget and staff itself to meet the needs of ELLs. Specifically, while the applicant states the proposed school will provide training to all general education staff, it does not indicate how it will ensure the general education staff is sufficiently capable of meeting the needs of ELLs.</p> <p>The applicant's response states, "The School's budget includes \$1500 per year for instructional supports and materials for ELL instruction. These funds are built into the five year operating budget in the areas of supplies, instruction and testing, and instructional support." But it does not indicate how this funding will be divided or how it will be sufficient to meet the needs of ELLs.</p>				

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

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

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

Note: Be aware that all New Mexico public schools including charter schools are subject to the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards.

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

NMGA will use a variety of formative and summative assessments that are aligned to the curriculum. NMGA's formative or short-cycle assessments are intended to serve as baseline for student progress comparisons. Formative assessments will be given regularly during the year to monitor student progress towards meeting state (Common Core) standards and other School goals. Summative assessments will be administered annually to demonstrate appropriate student growth.

Below are the assessments the Governing Council expects NMGA's students to participate in based on appropriate grade level.

Statewide Assessments

DIBELS (Screening and Monitoring): grades K-1, 3 times per year; **DIBELS (diagnostic):** grades 2, 3 times per year

Partnership for Assessment of Readiness for College and Careers (PARCC) (as of Spring 2015): Reading grades 3 – 11, Math grades 3 – 11, Writing grades 3 – 11.

Standards Based Assessment (SBA): Science grades 4, 7, and 11, given in Spring of each year.

End of Course Exams (EoC): NMGA students will be required to take EoCs in all relevant subject matter and grade levels including Mathematics, Social Studies, English Language Arts, Sciences, and Physical Education when appropriate.

WIDA ACCESS Placement Test (W-APT) and ACCESS: Students will be assessed for language proficiency using the W-APT within 20 days of assessment if another language is noted in the home language survey. ELL identified students will then be tested annually with ACCESS until the student achieves a composite score of "5.0-Bridging" on Tier B or C, or graduates.

Standardized Assessments

Study Island: Students will take Study Island benchmark assessments, or a comparable assessment, in the fall for Math, Reading, Science, and ELA in order to assess each student's mastery of New Mexico grade appropriate standards and to help the School identify at risk students in need of additional remediation and support. Study Island is an online program aligned with CCCS and the New Mexico Standard Based Assessment and is an effective test mastery program. Study Island Pathways will be organized and assigned based on the New Mexico state standards. Students answer a targeted number of questions which are scored electronically. Students are assigned a proficiency level to correlate with mastery of the standards and provided a prediction of success on the New Mexico tests. Students will earn blue ribbons to show mastery. If students do not earn a blue ribbon, building block activities will be automatically assigned as remediation. Those students who cannot earn the blue ribbons and do not demonstrate mastery will attend instructional intervention sessions specific to the deficient standard (unless IEP designation provides for an alternative plan). The interventions will be targeted, teacher-led, and web-based. Study Island content is available in Reading (grades 3 – 12 Common Core), Math (grades 3 – 8 Common Core), Science (3 – 8 SBA), and English Language Arts (grades 9 – 12 Common Core).

College and Career Readiness Assessments

The College Board's Preliminary SAT (PSAT) or ACT's PLAN will be offered through the students' local school district for all students in grades 9-11. Students will receive feedback on their strengths and weaknesses with respect to the skills necessary for college and careers. NMGA will work with students to focus preparation on those areas identified in the student's results that could most benefit from additional study or practice. Students and the School will see how their performance on these college and career preparatory exams compares with that of others applying to college. In addition, taking this precursor exam will help prepare students taking the SAT and ACT to become familiar with the kinds of questions and the exact directions they will see on the SAT and ACT.

NMGA will offer a variety of Advanced Placement (AP) courses. Students taking AP courses will also be able to take the exams to earn college credit and advanced placement, preparing them for success in college.

Formative Short Cycle Assessments

Scantron Performance Series: Students will take the Scantron Performance Series, or a comparable assessment, in the fall of each school year. The scaled score will identify those students not performing at grade level and will provide information on subject area deficit. The Scantron Performance Series is given again in the winter for students who have enrolled after the start of the school year and for identifying at risk students, and then again in the spring in order to ensure that all students are making one year's growth in one school year as measured by Scantron. The Performance Series is a key aspect of

the School's goal to measure annual value-added gains. Scantron may be used for the following subject areas and associated grade levels:

- *Reading Foundations (grades K-2)*
- *Reading (grades 2–12)*
- *Language Arts (grades 2–8)*
- *Math Foundations (grades K-2)*
- *Mathematics (grades 2–9)*
- *Algebra (1 & 2)*
- *Geometry*
- *Life Science and Inquiry (grades 2–8)*

The evaluation of student performance will include the collection of quantitative data (outcome and demographic) and qualitative data (process and survey) for the purpose of:

- *Monitoring student progress;*
- *Measuring program effectiveness;*
- *Assessing instructional effectiveness;*
- *Guiding curriculum alignment and development;*
- *Promoting accountability;*
- *Reporting progress to all stakeholders;*
- *Maintaining education rigor and focus;*
- *Assessing trends; and*
- *Implementing action plans*

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

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

Partially Meets

The applicant provides a mostly clear plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Some evidence that the proposed school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school's targeted student population, and how the assessments will be used to inform instruction is provided.

The applicant first states the proposed school will "use a variety of formative and summative assessments that are aligned to the curriculum...to serve as baseline for student progress comparisons." The applicant continues, indicating that formative assessments will be administered "regularly during the year to monitor student progress towards meeting state (Common Core) standards and other School goals." The applicant does not identify specific timelines and does not define what it means by "regularly."

The applicant identifies the following "statewide assessments" and the grades at which each will be administered: DIBELS, Partnership for Assessment of Readiness for College and Careers, Standards Based Assessment, End of Course Exams, and WIDA ACCESS Placement Test. While the applicant does not provide specific timelines for these assessments, it does provide general time periods that each will

be administered. The applicant does not identify how any of these assessments will be used to inform instruction.

The applicant next identifies “standardized assessments” that will be administered by the proposed school. Specifically, the applicant identifies that the proposed school will utilize “Study Island benchmark assessments, or a comparable assessment” to assess students in the fall “in order to assess each student’s mastery of New Mexico grade appropriate standards and to help the School identify at risk students in need of additional remediation and support.” The applicant identifies that the Study Island program is aligned with CCCS and the New Mexico Standard Based Assessment and can be used to automatically assign course pathways, including remediation courses, based on the New Mexico state standards and the student’s performance on the mastery assessments. The applicant further explains how this program can be used to inform instruction, stating that “students who cannot earn the blue ribbons and do not demonstrate mastery will attend instructional intervention sessions specific to the deficient standard (unless IEP designation provides for an alternative plan). The interventions will be targeted, teacher-led, and web-based.” The applicant does not provide a clear description of the frequency of assessment through Study Island. However, the applicant does identify the grade levels at which these assessments are available indicating, “Study Island content is available in Reading (grades 3 – 12 Common Core), Math (grades 3 – 8 Common Core), Science (3 – 8 SBA), and English Language Arts (grades 9 – 12 Common Core). “

The applicant also states the PSAT or ACT’s PLAN “will be offered through the students’ local school district for all students in grades 9-11.” The applicant does not identify the frequency of testing. The applicant does indicate that the assessment may be used to inform instruction stating, “[s]tudents will receive feedback on their strengths and weaknesses with respect to the skills necessary for college and careers. NMGA will work with students to focus preparation on those areas identified in the student’s results that could most benefit from additional study or practice.” The applicant provides limited information to understand how this process will be implemented.

The applicant briefly indicates “NMGA will offer a variety of Advanced Placement (AP) courses” and students will be able to take AP exams. The applicant neither identifies the frequency of testing, nor identifies how this assessment will be used to inform instruction.

Finally, the applicant identifies that students will be assessed using “the Scantron Performance Series, or a comparable assessment.” This assessment will be administered in the fall, winter, and spring of each school year. The applicant states the assessment results will be used to “identify those students not performing at grade level and ... provide information on subject area deficit,” and to “ensure that all students are making one year’s growth in one school year as measured by Scantron.” The applicant does not specifically identify how the assessment will be used to inform instruction. The applicant does identify the assessment will be administered in the following areas, for the identified grades:

- “• Reading Foundations (grades K-2)
- Reading (grades 2--12)
- Language Arts (grades 2-8)
- Math Foundations (grades K-2)
- Mathematics (grades 2-9)
- Algebra (1 & 2)
- Geometry
- Life Science and Inquiry (grades 2-8)”

The applicant further states the assessment data will be used for:

- “• Monitoring student progress;
- Measuring program effectiveness;
- Assessing instructional effectiveness;
- Guiding curriculum alignment and development;
- Promoting accountability;
- Reporting progress to all stakeholders;
- Maintaining education rigor and focus;
- Assessing trends; and
- Implementing action plans.”

The applicant does not, however provide specific details to understand how the assessment data will be used to meet the identified ends.

The applicant has not identified how the applicant considered the target population in formulating this assessment schedule.

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

At-risk Students

Our instructional model will have a specific focus on an intervention program for our struggling learners (to include students scoring below proficient on the PARCC exams). General education interventions will be developed and implemented providing each student who is not progressing toward meeting the content standards or who, as demonstrated by state assessment scores or school level formative assessments, is performing below grade level. The interventions will be specific, timely, and updated based upon ongoing formative assessments and progress monitoring.

General educational interventions are a systemic process (see below) using techniques to mobilize school resources to remove barriers to learning. At the core of the program is a professionally trained Student Assistance Team (SAT) that includes, but is not limited to, an administrator or their designee, teachers, parents, student (when appropriate), and relevant community agencies. The team is trained to identify the individual needs students have to achieve success and meet graduation requirements.

The virtual environment allows these students to participate in class activities including, but not limited to, large and small group instruction sessions led by licensed New Mexico teachers and collaborative activities with their peers.

NMGA will use New Mexico's three-tier model of intervention that includes problem solving, positive behavior supports, and a three tiered Response to Intervention (RtI) process. All students will be served appropriately based on their placement within these tiers.

- *In **Tier 1**, all students are screened (universal screening) for potential problems. All students also receive appropriate, standards-based, core instruction including any classroom, grade level, or school-wide interventions (universal interventions) for academics and behavior. Tier 1*

interventions are provided in the general education classroom and provide interventions at the earliest point possible when academic or behavioral difficulties first arise.

- *In **Tier 2**, students who have not responded significantly to the Tier 1 core program will receive supplemental, strategic, and individualized support. The School's SAT will design an intervention plan or Behavioral Intervention Plan (BIP), if needed. Tier 2 requires frequent progress monitoring, so that fast adjustments can be made for the at-risk student, if needed. Students receiving Tier 2 services continue to receive Tier 1 instruction, but with the benefit of more intensive interventions prescribed by the intervention plan or BIP.*
- *In **Tier 3**, students who have not responded significantly to the Tier 2 interventions will be referred for special education and related services for students with identified disabilities under the Federal Individuals with Disabilities Education Act (IDEA) and the state criteria for gifted students.*

The process for the provision of general education interventions will include:

- a. *Student screening to assess their academic skills in the content areas, as well as language proficiency, vision, hearing, general health, and social and behavioral health. The screening tests administered depend on a student's grade level.*
- b. *Data analysis by teachers to determine: 1)which students are progressing as expected behaviorally and academically; 2)which students are not progressing as expected in one or more particular areas; 3)if the majority of the students in a grade or class are facing challenges behaviorally or academically. A high rate of SAT referral and/or retention recommendations suggests that the school or district leadership needs to evaluate the school's Tier 1 core program, practices, and the behavioral system to ensure that students are not failing due to instructional and/or school behavioral system inadequacies.*
- c. *If the data indicates that a student is not progressing as expected, then a teacher should continue providing Tier 1 instruction for the student based on the core curriculum with differentiation and add targeted interventions based on the student's needs as identified by data.*
- d. *Teachers continually track and monitor student progress using formative, interim, and summative assessments and analyze the data. If the data suggests that interventions have not been effective, teachers should implement different, evidence-based interventions that are likely to meet the student's needs. After at least two rounds of interventions and documented lack of sufficient progress in Tier 1, the student should be referred to Tier 2.*
- e. *Referral to Tier 2: Prior to an initial SAT meeting, the SAT coordinator reviews the SAT referral packet, collects all relevant information about the student, and determines if the data meets the certification criteria for Tier 2. If this review demonstrates that the student has received core instruction with differentiation and interventions and/or behavioral interventions with lack of progress over time, then the SAT coordinator certifies the referral.*
- f. *In Tier 2, a student's RtI will be progress-monitored and graphed in two-week increments. After approximately nine weeks (with at least four data points), a follow-up SAT will be scheduled to determine the effectiveness of the intervention, based on whether or not there has been a positive trend in the student's learning. After examining the data points the SAT makes one of the following decisions:*
 1. *Improvement noted - no further actions/interventions required.*
 2. *Improvement noted - continue current actions/interventions until pre-determined date.*
 3. *Improvement noted - continue with current plan with revision(s) until predetermined date.*
 4. *No improvement noted - create revised action/SAT Intervention Plan.*
 5. *No improvement noted - create new action/intervention plan.*

6. *No improvement noted - refer student for Section 504 eligibility consideration.*
7. *No improvement noted - refer student for special education evaluation consideration to determine whether Tier 3 services are required.*
- g. *In order to move a student to Tier 3, one of the following must be true:*
 1. *The student has been unresponsive to Tier 2 evidence-based interventions based on progress-monitoring data.*
 2. *The student has a clear disability or has a disabling condition that significantly restricts a major life activity, long or short term, as determined by the evaluation team, and thus requires a Section 504 eligibility consideration.*
- h. *Once a student is referred to Tier 3, with written parental consent and prior written notice, a multidisciplinary evaluation is completed.*

Schoolwide Corrective Action

New Mexico Gateway Academy will develop an Academic Plan that will be a primary means of self-evaluation of the curriculum, instructional methods, coaching and practices on an annual basis. The Academic Plan process is a multi-stage planning process, based on Leverage Leadership by Paul Bambrick Santoyo, which will take into consideration data collected about the School's success in reaching its academic and nonacademic goals as stated in measurable terms in this charter application.

The levers of the Academic Plan include:

1. *Student Culture: Create a strong culture where learning thrives.*
2. *Staff Culture: Build and support the right team for your school.*
3. *Managing School Leadership Teams: Train instructional leaders to expand their impact across the school.*
4. *Data-driven Instruction: Define the roadmap for rigor and adapt teaching to meet students' needs*
5. *Observation & Feedback: Give all teachers professional, one-on-one coaching that increases their effectiveness as instructors.*
6. *Instructional Planning: Guarantee every student well-structured lessons that teach the right content.*
7. *Professional Development: Strengthen both culture and instruction with hands-on training that sticks.*

To fulfill a quality Academic Plan, NMGA must provide evidence to support each of the Levers above and share it with the Academic Planning Team.

Following is the process used to plan, prepare, and review the Academic Plan:

Stage 1: Prepare for Readiness to Benefit

The School's Academic Planning Team (representatives from all areas of the School), must be aware of their own readiness, abilities, and willingness to embark in a collaborative strategic planning process. All Team members should:

- *Have completed training in conducting effective meetings*
- *Understand how decisions are made*
- *Agree on decision-making strategies for working toward consensus*
- *Commit time to meet and resources to support this work*
- *Assure open communication and trust among members*
- *Possess an understanding of the purpose of the Academic Plan process and collection of data*

Stage 2: Collect, Sort, and Select Data

- Team collects and sorts information from previous school records, past performances on state testing, anecdotal information from parents, and other sources
- Team verifies data is current and correct

Stage 3: Analyze the School Data

- Team analyzes School data to understand current student achievement and instructional practices
- Team displays achievement and other data types in ways that are understandable to all audiences and stimulates shared responsibility
- Team clearly articulates answers to the guiding questions in each of the levers to ensure success and challenges are being addressed.

Stage 4: Set and Prioritize Goals

- Team identifies three-to-five areas based on data review.
- Team follows a systematic process to develop focused, student-centered, measurable, realistic, and time-bound goals to improve student achievement
- Team discusses desired and anticipated gains from action plan implementation

Stage 5: Research Effective Practices

- Assessments and researched- based tools (such as Scantron testing, Study Island, Blackboard Collaborate, and others) – and coaching for teachers, that have proven to be effective and should be imbedded throughout the Academic Plan.

Stage 6: Craft Academic Plan

- The Team creates an Academic Plan that converts data analysis into action. Time spent in detailed planning at this stage is critical to ensure implementation with fidelity.

Stage 7: Monitor Implementation of the Plan

- Team monitors Academic Plan quarterly or as new information/data is obtained
- Team discusses the progress of the Academic Plan and its impact on student achievement, regularly with Academic Planning committee
- Team assures the activities and tasks for each goal are moving forward under the identified timelines
- Team considers what revisions are needed to accomplish the learning improvement goals and increase student achievement
- Team will annually report academic findings to the Governing Council

Stage 8: Evaluate Impact on Student Achievement

Evaluating the impact of the Academic Plan brings the process full circle. It is a time to measure action plan effectiveness, determine which practices will be continued, and start the process again.

- Team collects and analyzes data to determine if Academic Plan goals were met and if student achievement resulted
- Team evaluation report creates an Academic Plan to implement the following August.

In addition to the Academic Plan and process, NMGA will also be involved in self-assessment and evaluation in other ways. School staff will regularly track and report to the Governing Council, administrators, teachers, and students the successes and challenges the School is experiencing in realizing the School's vision, achieving its mission, and accomplishing its goals and objectives.

Standardized assessments at the state level and school-based level are the ultimate evaluation of a curriculum and the instructional strategies used by teachers. The Governing Council will utilize the Academic Plan, outlined above to provide a clear plan for constant review and analysis of student performance. This type of review process will allow the School to make changes in teacher professional development, implement additional intervention strategies, and make needed curriculum changes.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(2) Individual and School-wide Corrective Action	The school provides a clear, comprehensive and cohesive description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a clear description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. An adequate explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a limited description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A limited or incomplete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.
Comments:				
Partially Meets				
At the individual level, the applicant identifies that it will implement an RTI program for struggling learners, specifically identifying triggers including “each student who is not progressing toward meeting the content standards or who, as demonstrated by state assessment scores or school level formative assessments, is performing below grade level.”				

The applicant indicates teacher will be responsible for conducting data analysis to determine: “1)which students are progressing as expected behaviorally and academically; 2)which students are not progressing as expected in one or more particular areas; 3)if the majority of the students in a grade or class are facing challenges behaviorally or academically.” If the proposed school identifies a trend of “[a] high rate of SAT referral and/or retention recommendations” the proposed school leadership will to “evaluate the school’s Tier 1 core program, practices, and the behavioral system to ensure that students are not failing due to instructional and/or school behavioral system inadequacies.” The applicant further provides details about a process for the proposed school to evaluate effectiveness stating, “Tier 2 requires frequent progress monitoring, so that fast adjustments can be made for the at-risk student, if needed. Students receiving Tier 2 services continue to receive Tier 1 instruction, but with the benefit of more intensive interventions prescribed by the intervention plan or BIP.”

At the school wide level, the applicant identifies that the proposed school “will develop an Academic Plan that will be a primary means of self-evaluation of the curriculum, instructional methods, coaching and practices on an annual basis.” The applicant states the evaluation process will be “based on Leverage Leadership by Paul Bambrick Santoyo, which will take into consideration data collected about the School’s success in reaching its academic and nonacademic goals as stated in measurable terms in this charter application.” The applicant states the academic plan will be created using the following steps:

- Stage 1: Prepare for Readiness to Benefit
- Stage 2: Collect, Sort, and Select Data
- Stage 3: Analyze the School Data
- Stage 4: Set and Prioritize Goals
- Stage 5: Research Effective Practices
- Stage 6: Craft Academic Plan
- Stage 7: Monitor Implementation of the Plan
- Stage 8: Evaluate Impact on Student Achievement.

Under each stage, the applicant provides limited information to understand how the process will be carried out, timelines for completing the process, or what will trigger the process. Under Stage 4, the applicant states the proposed school will “[i]dentif[y] three-to-five areas based on data review... follow[] a systematic process to develop focused, student-centered, measurable, realistic, and time-bound goals to improve student achievement...[and] discuss[] desired and anticipated gains from action plan implementation.” This is not a clear description of the corrective actions that will be taken at the school wide level if proposed the school falls short of achieving student academic achievement or growth expectations or goals.

The applicant does indicate that upon implementation of its academic plan it will continue to monitor and evaluate the effectiveness of the plan.

The applicant also briefly identifies “The Governing Council will utilize the Academic Plan, outlined above to provide a clear plan for constant review and analysis of student performance. This type of review process will allow the School to make changes in teacher professional development, implement additional intervention strategies, and make needed curriculum changes.” The applicant does not identify timelines for this process, what would trigger these potential actions, who would be responsible for implementing these potential responses, or how their effectiveness would be evaluated.

As described above the applicant has provided a clear description of corrective action at an individual level using the RTI process, but has provided only a limited description of the process it would implement to take corrective action at a school level. The applicant has not clearly provided explanation of what would trigger corrective actions at the school wide level, who would be responsible for implementing them, and how the school will assess effectiveness.

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

New Mexico Gateway Academy will use proactive communication strategies in reporting student achievement results to parents, the School's Governing Council, the School's authorizer, and the broader community. This documentation will be a component of the students' ongoing portfolio.

The educational program of the School is most effective when parents and teachers work together to promote student learning. Parents and students will have daily access within the learning management system to view their student's progress. Parents will be able to see how long it took for their child to master the lesson or unit and what level of mastery their child achieved on assessments. Teachers and Advisors will initiate regular conferences and conversations with learning coaches about their child's progress and also about learning coaches' needs and concerns about the operation of the School. Parents are free to contact teachers, specialists, and other learning coaches to solve problems, give feedback, or pass on ideas and insights to the School community. Report Cards will be sent home two times per year. Parents will be informed through the media and school announcements about the progress reports and report cards and the date they will be sent home.

The progress report will include:

- 1. Career pathway checklist*
- 2. Percentage grade*
- 3. Use of class time*
- 4. Completion of assignments*
- 5. Career pathways narrative*

Recommendations will be made as needed regarding:

- 1. More effort at home*
- 2. After-school help*
- 3. Tutoring*
- 4. Conference with the teacher*
- 5. Other suggestions*

In addition to these report cards, teachers will inform parents, at any time, if a student is failing, or if a significant decline in the student's grade(s) occurs.

NMGA will document all student data in electronic files which is a permanent part of their portfolio. These data files will be kept at the School. To document progress in each of these areas, the NMGA Director will report on academic progress to the Governing Council. Annually, NMGA will prepare a progress report card and distribute it to all stakeholders including the Governing Council, the authorizer,

and the broader community. Data will also be used to complete the School's annual Educational Plan for Student Success (EPSS) and to update the plan as required.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(3) Reporting on Progress	The school provides a clear, comprehensive, and cohesive plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Body, the school's Authorizer, and the broader community.	The school provides a clear plan that explains how student assessment and progress will be appropriately communicated to parents and the school's Governing Body.	The school provided a limited plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The school provides an inadequate or incomplete plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application does not address the communication of student assessment and progress.
Comments: Partially Meets <p>The applicant identifies that the proposed school will communicate student assessment and progress with parents as follows, “[p]arents and students will have daily access within the learning management system to view their student’s progress. Parents will be able to see how long it took for their child to master the lesson or unit and what level of mastery their child achieved on assessments.” While the information will be accessible, the applicant has not identified how this is a method they will use to <i>communicate</i> student results.</p> <p>The applicant does continue, indicating that teachers and advisors “will initiate regular conferences and conversations with learning coaches about their child’s progress and also about learning coaches’ needs and concerns about the operation of the School.” This does not identify what the applicant means by regular or what might prompt such communication. The applicant also identifies that report cards will be sent home semi-annually and “Parents will be informed through the media and school announcements about the progress reports and report cards and the date they will be sent home.” The progress reports will include grades, completion of assignments, use of class time, a career pathway checklist, and recommendations that may include the need for more effort, tutoring, after school help, or a conference with the teacher. The applicant also states, “teachers will inform parents, at any time, if a student is failing, or if a significant decline in the student's grade(s) occurs.” By utilizing calls, emails, and report cards, the applicant has provided a fairly clear plan that explains how student and progress will be appropriately communicated to parents. The applicant has not identified how student assessment results will be communicated to parents.</p> <p>The applicant has provided a limited description of how student assessment and progress will be appropriately communicated to the Governing Body. The applicant states only that the “NMGA Director</p>				

will report on academic progress to the Governing Council.” The response does not indicate how regularly these response will be provided, in what format, or utilizing what information and data.

The applicant also states, “annually, NMGA will prepare a progress report card and distribute it to all stakeholders including the Governing Council, the authorizer, and the broader community.” Again the applicant does not identify a clear timeline for this report, does not identify the format or what information will be included.

Because the applicant has not provided a clear plan for how student assessment and progress will be appropriately communicated to the proposed school’s Governing Body, the proposed school’s Authorizer, and the broader community, this response is limited.

Organization

A. Governing Body Creation/Capacity.

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

Roles and Responsibilities of Governing Council Members

The New Mexico Gateway Academy Governing Council will serve as the governing body of New Mexico Gateway Academy (“NMGA”). The Governing Council will be established with no less than five (5) members. Council members shall serve two year terms. No member may serve on the governing body of another charter school. No member may be employed at NMGA.

The powers and duties of the Governing Council will be prescribed by the NMGA Charter and the New Mexico Public School Code and all applicable laws and regulations. Complete and final control of all matters pertaining to NMGA’s educational system shall be vested in the Governing Council including, but not limited to:

- 1. those powers as set forth in NMGA’s Charter that are not inconsistent with federal or state laws or constitutions, or as otherwise set forth in the Charter Schools Act, NMSA 1978 §§22-8B-1, et seq.*
- 2. being subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services;*
- 3. its own operation, including preparation of a budget, subject to audits pursuant to the Audit Act [12-6-1 NMSA 1978] and contracting for services and personnel matters;*
- 4. contracts with a district, a university or college, the state, another political subdivision of the state, the federal government or one of its agencies, a tribal government or any other third party for the use of a facility, its operation and maintenance, and the provision of any service or activity that the charter school is required to perform in order to carry out the educational*

program described in its charter. Facilities used by a charter school shall meet the standards required pursuant to Section 22-8B-4.2 NMSA 1978;

- 5. pay the costs of operation and maintenance of its facilities or may contract with the school district to provide facility operation and maintenance services;*
- 6. acquire and dispose of property provided that, upon termination of the charter, all assets of the state-chartered charter school shall revert to the state, except that, if all or any portion of the state-chartered charter school facility is financed with the proceeds of general obligation bonds issued by a local school board, the facility shall revert to the local school board;*
- 7. accept or reject any charitable gift, grant, devise or bequest provided that no such gift, grant, devise or bequest shall be accepted if subject to any condition contrary to law or to the terms of the charter. The particular gift, grant, devise or bequest shall be considered an asset of the charter school to which it is given;*
- 8. comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy;*
- 9. comply with all applicable state and federal laws and rules related to providing special education services. Charter school students with disabilities and their parents retain all rights under the federal Individuals with Disabilities Education Act and its implementing state and federal rules;*
- 10. employ and evaluate the Director of NMGA;*
- 11. delegate administrative and supervisory functions of the Director of NMGA when appropriate;*
- 12. approve the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report in connection with the New Mexico Public Education Department's annual audit;*
- 13. have the capacity to sue or be sued;*
- 14. contract for provision of financial management, food services, education related services, or other services; and*
- 15. be responsible for its own operation, including preparation of the budget, subject to audits pursuant to the Audit Act.*

Governing Council Officers

The officers of the Governing Council will be a President, a Vice-President, a Secretary, and a Treasurer. NMGA may, at the discretion of the Governing Council, provide for different categories of officers, including, without limitation, one or more Assistant Treasurers and/or Assistant Secretaries. All officers shall be elected each year by the Council at its Annual Meeting for terms of two years, with a two term maximum or until their successors have been duly elected and qualified, or until their death, resignation or removal. No officer may hold more than one position at the same time. Major officer responsibilities include the following:

- President: The President will preside at all meetings and appoint committees with approval of the Governing Council. The President shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governing Council. It is the President's responsibility to ensure that Governing Council members uphold their commitments/responsibilities to the School. The President is responsible for compiling the topics for business to be placed on the agenda.*
- Vice President: The Vice President will 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 has been filled by a vote of the Council membership.*
- Treasurer: The Treasurer will also serve as the Chair of the Finance Committee, provide general oversight of the School's fiscal affairs, and keep the Council informed in the event that NMGA's*

Director is unable to so act. He/She will have knowledge of public school finance laws, rules, and policies.

- ***Secretary:** The Secretary keeps the minutes of the Governing Council meetings, assures that all notices are given in accordance with the provisions of the Charter, maintains Governing Council policies and, as required by law, shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments, and, in general, perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governing Council. The Secretary will review the minutes prior to presentation to the Governing Council for approval. The Secretary shall be responsible for presenting the minutes to the Council at meetings.*

Governing Council Committees

The Governing Council will have the authority to form committees based on the needs of NMGA. The following committees and associated responsibilities are proposed for NMGA:

1. School Advisory Council (SAC): *This council will assist the Director with School-based decision-making and involve parents in their children's education. The SAC shall be created and its membership elected in accordance with rules that will be adopted by the Governing Council. Membership on the SAC shall reflect an equitable balance between school employees, parents, and community members. At least one community member shall represent the business community, if such person is available. The Director will be an active member of the SAC and may serve as chair.*

2. Audit and Finance Committees: *The Audit and Finance Committees will keep the Governing Council apprised of the School's fiscal affairs and financial condition.*

- *The Finance Committee will be made up of at least two members of the Governing Council, the NMGA Business Manager, and at least one other member who is not employed by NMGA and is a disinterested party. The Finance Committee will work to meet the fiscal needs of NMGA and ensure awareness and compliance with all the rules and regulations applicable to public school finance in New Mexico. The Finance Committee shall make recommendations to the Governing Council in the areas of financial planning, review of financial statements, monitoring of revenues and expenses, annual budget preparation and oversight, and procurement, and shall serve as an external monitoring committee on budget and other financial matters.*
- *The Audit Committee will include two Governing Council members, one volunteer member who is a parent of a student attending NMGA, and one volunteer member who has experience in accounting or financial matters. The Director and the Business Manager shall serve as ex-officio members of the Audit Committee. The Audit Committee shall evaluate the request for proposals for annual financial audit services; recommend 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 audit field work begins until the conclusion of the audit; be accessible to the external financial auditors as requested to facilitate communication with the Governing Council and the Director; track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings; provide other advice and assistance as requested by the Governing Council, and be subject to the confidentiality requirements of the Audit Act, NMSA 1978 Section 12-6-1 et seq.*

3. Policy Development Committee: The Policy Development Committee will assume the primary responsibility for matters pertaining to development of school and Governing Council policies.

4. Professional Development Committee. The committee will provide the Governing Council information and recommendations concerning NMGA's budget with regard to expenditures on professional development opportunities.

5. Student Support and Safety Committee. This committee will be created to ensure that the School is adequately providing the necessary support to students attending NMGA.

6. Facilities and Capital Planning Committee. After charter approval, one of the initial responsibilities of the Governing Council will be to appoint a Facilities and Capital Planning Committee that will focus on selection of an appropriate facility in compliance with provisions of the Public School Code, assist in negotiating terms and conditions for the facility, develop the School's facility master plan and initiate capital planning and assist with other facility related decision-making for NMGA.

7. Career Pathways Advisory Committee. The function of this committee will be to engage industry leaders as advisors to the Board to help NMGA develop appropriate career pathways and build a statewide network of industry experts. The Strategic Planning Coordinator will serve on this committee.

8. Ad hoc Committees: The Governing Council has the authority to create ad hoc committees as deemed necessary.

Grounds for Removal from Office

Any member may be removed by a majority vote of the Governing Council whenever such removal is in the best interests of NMGA. Grounds for removal will include, without limitation, the following acts or omissions:

- a. Violation of the Conflict of Interest Policy;
- b. Violation of Governing Council Commitment Agreement;
- c. Failure to attend three consecutive scheduled meetings of the Governing Council, except when such absence is due to exigent circumstances;
- d. Violation of the member's duty of loyalty;
- e. Violation of the Governing Council's Code of Ethics;
- f. Failure to attend mandatory training; or
- g. Any other grounds the Governing Council deems appropriate

Relationship with School Administration

The Governing Council is the governing body of NMGA and is responsible for ensuring the fair and uniform application of all federal, state, and local laws in the operation of NMGA as well as the School's charter and policies. NMGA will be operated for the educational benefit of its Students. The Governing Council is the policy-making body for NMGA. The NMGA Governing Council will exercise leadership primarily through the formulation and adoption of policies and with the appraisal of results rather than with administrative detail.

The application of policies is an administrative task to be performed by the Director and designated staff, and they shall be held responsible for the effective implementation of Governing Council policies. The Director shall be held responsible for keeping the Governing Council informed of all matters within its purview, so that the Governing Council can fulfill the above described functions of a governing body.

The Director will have primary responsibility for all aspects of the School's operations and programs, including the day-to-day management and implementation of the School's charter and Governing Council policies. The teachers and staff of NMGA will report to the Director.

Draft Bylaws

Please see **Appendix B** for a draft of the Governing Council bylaws.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(1) Governance Description	The school incorporates all key components of their governance structure, specifically outlining the roles and responsibilities of the GB members. The school provides comprehensive “bylaws” or specifically explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The school provides adequate “bylaws” or explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates some of the key components of their governance structure partially outlining the roles and responsibilities of the GB members. The school provides “bylaws” or somewhat explains how its governing body will develop its governing documents or “bylaws” if not submitted with application	The school provides an incomplete or inadequate outline of their governance structure. --OR-- The application does not address the governance structure.
<p>Comments:</p> <p>Meets</p> <p>The applicant incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The applicant provides adequate “bylaws”.</p> <p>The applicant identified the governing body will consist of “no less than five (5) members” who shall “serve two year terms.” The applicant does not identify the maximum number of members.</p> <p>The applicant identifies the governing body will have “a President, a Vice-President, a Secretary, and a Treasurer,” and thoroughly describes the duties of these officers. The officers will be “elected each year by the Council at its Annual Meeting for terms of two years, with a two term maximum or until their successors have been duly elected and qualified, or until their death, resignation or removal.”</p> <p>The applicant further indicates “NMGA may, at the discretion of the Governing Council, provide for different categories of officers, including, without limitation, one or more Assistant Treasurers and/or Assistant Secretaries.” It is not clear what might prompt the board to provide different categories, or what roles and responsibilities would be assigned those potential officers.</p>				

The applicant addresses Governing Council committees, and proposes the following committees, along with a description of the responsibilities of each committee: School Advisory Council (SAC), Audit and Finance Committees, Policy Development Committee, Professional Development Committee, Student Support and Safety Committee, Facilities and Capital Planning Committee, and Career Pathways Advisory Committee. The application further indicates, “[t]he Governing Council has the authority to create ad hoc committees as deemed necessary.”

The applicant also identifies that “[a]ny member may be removed by a majority vote of the Governing Council whenever such removal is in the best interests of NMGA,” and it lists several reasons that would constitute grounds for removal.

The applicant clearly identifies the specific roles of the Governing Body and School Director.

The applicant provides comprehensive set of “bylaws” in Appendix B. These bylaws terms include, but are not limited to, the powers and authority of the governing council, meetings of the governing council, manner of action, confidential matters, code of ethics, and training and development.

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

Katherine Kegel

Katherine Kegel has taught business education in grades 7-12 for 17 years and has been a guiding force in helping students gain the knowledge and experience necessary to pursue postsecondary education or career fields after high school. She actively participated in New Mexico’s Business Professionals of America (BPA) as an advisor, board member, and board chair. Ms. Kegel has her NM Level 3-B Pre K-12 Administrative License and her NM Level 3-A Instructional Leader 7-12 License with endorsement in business education.

Ms. Kegel now serves as the Chama Schools District coordinator for K-3 NM Reads to Lead program and the K-12 SAT/RTI/504 Coordinator where she uses her skills to facilitate meetings and provide coaching opportunities for staff and parents, and extensively analyze assessment data for driving instruction. Education is a priority for Ms. Kegel and she participates actively in all professional development opportunities in order to maintain expertise in her field.

Ms. Kegel managed and/or owned several businesses prior to her formal education career including hotel management, tax preparation, food and beverage services, and convenience store operations. She became adept at bookkeeping, training, and human resource management. Ms. Kegel is also a veteran of the Woman’s Army Corp where she was the first female air traffic controller to be assigned to South Korea. She currently resides in Chama, NM, with her husband and enjoys outdoor activities, gardening, and travel.

Christopher O. Lyons

Christopher Lyons is the President of Santa Teresa Land, LLC, which is a major landowner in the 60,000+-acre bi-national master-planned community of Santa Teresa, New Mexico and San Jeronimo, Chihuahua, Mexico. Between 2004 and 2009, Mr. Lyons was Vice President of Capital Markets for Verde Realty, a \$1.5 Billion private REIT focused on industrial, multifamily, retail, and master-planned community development in the U.S./Mexico border region. Between 1993 and 2003, Mr. Lyons served as President of Fairfax Properties, Inc., where he was responsible for all activities related to a 20,000+-acre master-planned community in Santa Teresa, New Mexico. Mr. Lyons was also Vice President of Capital Markets at First Interstate Bancorp and began his career in 1980 at Lehman Brothers Kuhn Loeb Inc. in New York. He received a Bachelor of Arts in Economics from Holy Cross College.

Mr. Lyons serves as a board member of the Border Industrial Association, a 108-member industry group representing companies involved in business on New Mexico's border with Chihuahua, Mexico. As an NMGA Governing Council member, he will provide a working knowledge of the rural, bi-national nature of southern New Mexico and a willingness to facilitate contacts with business, political, and community leaders in New Mexico. His perspective spans across kindergarten through college education options for the community, to future employment needs for residents, to employment requirements by current and future companies within the community.

Linda Richins

Linda Richins has worked as a financial advisor since 1987 and is currently employed by Morgan Stanley. From 1982 through 1987, Ms. Richins worked in Operations at the Sunwest Bank. Ms. Richins will bring to the Governing Council many years of business and economic related experience. She has an interest in organizing general financial education seminars for NMGA students that will provide information on management, retirement planning, banking and credit education. As a Governing Council member, Ms. Richins anticipates that she will be able to introduce many industry contacts to the School, specifically business based contacts such as Certified Public Accountants, Insurance Agents, and Attorneys to speak with students and provide them with exploratory career options. Ms. Richins is currently affiliated with the Federal Industry Regulatory Authority (FINRA) and has provided years of community service with Bernalillo County 4-H program.

Roann G. Sexson, RN, MBA

Roann Sexson is a Senior Healthcare Executive with over 20 years of progressive medical management experience including: clinic operations, facility operations, revenue operations, business development, strategic planning, finance with profit and loss responsibilities, human resources management, risk management, patient satisfaction, clinical research, occupational health management, and new systems development and integration. Ms. Sexson currently serves as the President of A Love For Life, LLC, an assisted living home for seniors, and manages her own healthcare administrative consulting business, RG Sexson Consulting, LLC. Between 1999 and 2010 Ms. Sexson worked at ABQ Health Partners where her roles and responsibilities expanded over the years until her final role as Senior Vice President of Operations of the Southwest's largest physician-owned medical group. ABQ Health Partners offers over 50 medical/surgical specialties, primary care, and urgent care services in 18 locations throughout Albuquerque, Rio Rancho, and Santa Fe. In her role as Senior Vice President of Operations, Ms. Sexson was responsible for all service lines and accounting for 1 million patient visits per year totaling \$160 million in annual revenue. She also had direct oversight for 50 outpatient clinics, 825 FTEs, internal distribution pharmacy, risk management, occupational health, provider and payer credentialing, PR/marketing, internal float pool, radiology services, Endoscopy Center ASC, and facility operations.

Ms. Sexson has co-authored two research papers and has been a presenter at medical conferences. She holds affiliations with the American Association of Medical Administrators, American Medical Group

Association, Heart & Vascular Nursing Conference Co-Chair January 2001, and the Greater Albuquerque Chamber of Commerce Board of Directors, 2009 – 2010. Ms. Sexson is a licensed registered nurse and holds a B.S. in Nursing from the University of New Mexico and a M.B.A. in Healthcare Administration from the University of Phoenix.

Tim Sheahan

Tim Sheahan is the President and CEO of the Boys & Girls Clubs of Central New Mexico and has served this organization in various capacities for the past 40 years. In his roles at the Boys & Girls Clubs, Mr. Sheahan has been building partnerships with local school districts, the University of New Mexico and Central New Mexico Community College. As a Governing Council member he will help with community outreach for students and families, and be a community spokesperson for the school through his network affiliations.

Mr. Sheahan has many professional affiliations including service as the President of the Albuquerque Citizen's Police Academy Alumni Association, a member of Rotary International-Albuquerque, member of the Albuquerque Mayor's Commission on Volunteerism, co-chair of the Mayor's Fun Day Sunday in Rio Rancho, member of the Albuquerque Chapter of the FBI Citizen's Academy, member of the New Mexico After School Alliance Leadership Council, and a Leadership Albuquerque Class of 2015 Graduate. Mr. Sheahan holds a Bachelor in Management and a Masters in Human Service with a specialization in Human Resource Management.

*NMGA has three founders in addition to the Governing Council. These founders will not serve on the Council. The founders' biographies can be found in **Appendix N**.*

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

The proposed membership includes experience in education, real estate, finance, non-profit management, and business. The applicant does not identify any proposed members who have a legal background, online school experience, or specific school business management experience. Three founders have extensive experience with an existing, successful charter school.

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

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

Governing Council Member Recruitment Procedure

The Governing Council will recruit new members to become permanent members of the NMGA Governing Council following the below process:

- 1. Prepare for active Council member recruitment by developing a stakeholder profile of the current council. This will include taking an inventory of the experience, skills, and qualifications (as listed below) to determine desired experience, skills, and qualifications of prospective Council members.*
- 2. Determine and apply outreach strategies to identify prospective Council members who have the needed and desired experience, skills, and qualifications. Outreach strategies may include posting Council openings on the School's website and pursuing specific members through personal relationships of Council members, parents, or School staff. Members may be recruited from throughout the State of New Mexico.*
- 3. Develop an initial list of prospective candidates.*
- 4. Contact top prospects and invite them to orientation sessions to educate prospective members about the School and the role they would serve as Council members.*
- 5. Obtain commitments of interest from prospective Council members.*
- 6. The Governing Council will nominate Council members who may then be elected by a majority vote of the existing Council.*
- 7. Newly elected Governing Council members will attend appropriate training and orientation (please see response to question B. (1)).*

Governing Council Composition

The Governing Council will ensure that its member composition will include people with the below stated experience:

Curriculum, Instruction and Assessment Experience: *Member(s) will need the necessary skills to understand and make educated decisions about grade-appropriate, standards based curriculum; instructional strategies; and types of assessments and the importance of assessment results. The Council will also greatly benefit from a member who has experience with Special Education, 504 and/or English language learners.*

Business Leadership and Administration: *General business experience for Council member(s) is essential for many reasons including expertise in human resources, budgeting, evaluation,*

facilities management, etc. Because NMGA is a K-12 career-focused charter school, Council members who are also business leaders who understand the needs of New Mexico's industries will be integral to NMGA's growth and success.

Postsecondary Administrator: *NMGA will prepare its students to enter directly into the workforce or continue their postsecondary education. To this end, NMGA will strive to develop strong ties with colleges and universities to ensure the School is providing the foundation required to enter into a 2 or 4 year college. Council members' knowledge of postsecondary requirements will be important in order for NMGA to accomplish its mission.*

Legal or Legislative Experience: *The Governing Council will strive to have one member with a legal or legislative background to ensure the fair and uniform application of all federal, state, and local laws in the operation of NMGA as well as the School's charter and policies.*

Finance and Accounting Experience: *It is imperative that the Council has at least one member with financial and accounting experience that has knowledge of public school finance laws, rules, and policies and is responsible for developing the School's annual budget, directing the preparation of the annual audit.*

The Governing Council, when identifying Council members, will also set a preference for the following experience, skillsets and qualifications, although these are not required:

Parent of a student attending a New Mexico Public School: *A Council member who is also a parent of a student attending a New Mexico Public School is highly desired. It should be noted that the Governing Council will also have a stand-alone School Advisory Council with an equitable balance between school employees, parents, and community members.*

Non-Profit Management/Fundraising Experience: *A Council member with experience in non-profit management will understand best practices for governing boards, the importance of staff/board communications, and governing board development. A background in fundraising will be beneficial for event coordination and grant planning and implementation.*

Operations and Facilities Management Experience: *Ideally a member with this background would assist with facility-related decisions and have a broad understanding of business management.*

The Governing Council will also strive for a demographically diverse board, one that reflects the racial, socio-economic, and geographic demographics of the School.

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

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

Partially Meets

The applicant provides a limited process or plan for selecting new GB members.

The applicant provides a limited description of a seven step process for the selection of new GB members. The process starts with "developing a stakeholder profile of the current council. This will include taking an inventory of the experience, skills, and qualifications (as listed below) to determine desired experience, skills, and qualifications of prospective Council members." Next the applicant states the process will require the governing council to "[d]etermine and apply outreach strategies to identify prospective Council members." The applicant identifies several potential strategies, but does not provide a plan for determining the appropriate strategies. Next the applicant indicates the governing council will, "[d]evelop an initial list of prospective candidates, "[c]ontact top prospects and invite them to orientation sessions, "[o]btain commitments of interest from prospective Council members," and "nominate Council members who may then be elected by a majority vote of the existing Council."

The limited plan provides general guidelines for recruiting potential members but does not identify how applicant will be evaluated and screened to ensure they are quality members with appropriate backgrounds. The plan does not provide specific timelines, identify specific parties who are responsible for carrying out each step, or provide criteria for how members will be selected.

The applicant somewhat enumerates the qualifications desired for members and those qualifications demonstrate how the proposed school's governance will be adequately qualified to operate a public school.

The applicant enumerates the following qualifications desired for members : curriculum, instruction and assessment experience, business leadership and administration, postsecondary administrator, legal or legislative experience, finance and accounting experience, parent of a student attending a New Mexico public school, non-profit management/fundraising experience, and operations and facilities

management experience. For each of the desired qualifications the applicant explains how the qualifications will support the governance of the proposed school and will ensure the governing board is adequately qualified to operate a public school. The applicant does not include prior experience with an online learning platform in the qualifications desired for members, considering the proposed model, this appears to be a significant omission.

Because the applicant provides a limited process or plan for selecting new GB members, the response is limited.

B. Governing Body Training and Evaluation.

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

Governing Council member development will be a priority of the Council and the Council will develop a planned program of training consistent with 6.80.4.20 (A)-(E) NMAC. The Governing Council will attend training in charter school law, department rules, finance and budget, policies and procedures, statutory powers and duties of governing boards, legal concepts pertaining to public schools, procurement code, Open Meetings Act, code of ethics, strategic planning, and other relevant matters deemed appropriate. New and returning Governing Council members will comply with training specific to New Mexico charter schools per 22-8B-5.1 NMSA and 6.80.4.20 NM (A)-(E), and will complete the mandatory annual 5 hour training provided by the Department.

Council members will attend, as appropriate, mandatory and other PED training for charter schools; school board and charter school conferences; curriculum training; school funding training; team-building sessions; School mission and vision reviews; review of Council member and officer job descriptions; leadership training; new Council member orientation; networking; and committee and task force assignments.

Additionally, new members of the Governing Council who have been in office for less than a year will be provided training on the Council's functions, policies, procedures, and goals. Newly appointed members will also participate in 5 hours of mandatory annual training. Three of the required five hours will be via a training course developed by the Department and sponsored by the NMSBA or the NMCCS. The additional two hours of annual training for new governing body members shall consist of sessions approved by the Department that are sponsored by the NMSBA or by the NMCCS.

In order to be credited with attendance at training courses, each Council member shall complete written attendance forms provided by the Department and kept on file with NMGA. Prior to September 1 of each year, the NMSBA or the NMCCS will provide the Director with a list of training hours earned annually by each Council member. The report will include the names of those Governing Council members who failed to attend annual mandatory training.

In the interim between appointment and actually assuming office, each new Council member will be invited to attend appropriate meetings and functions of the Governing Council and will receive pertinent reports and communications normally sent to Governing Council members.

The Governing Council Secretary will provide new members access to documents including the Governing Council Policy Manual, the School's charter, agendas and minutes from previous meetings, and other

School-related reports.

The Governing Council President and School's administrative staff will confer with the new members as necessary to introduce them to School personnel, answer questions, and provide additional information about the School.

All Governing Council members will schedule and complete yearly training on updated school policies and procedures, staffing changes, and fiscal management. In addition they will evaluate current and future Governing Council committees that align with NMGA's Strategic Plan.

The NMGA Governing Council will meet and conduct its meetings in accordance with the Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.

*The NMGA proposed operational budget (see **Appendix K**) allocates funds for board training.*

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

Comments:

Partially Meets

The applicant provides a limited plan for GB training and it is not clear if it complies with state requirements; support in the budget is unclear.

The applicant makes assurances that the proposed school's governing council will receive all training required by law, stating "[t]he Governing Council will attend training in charter school law, department rules, finance and budget, policies and procedures, statutory powers and duties of governing boards, legal concepts pertaining to public schools, procurement code, Open Meetings Act, code of ethics, strategic planning, and other relevant matters deemed appropriate." It further identifies separate topics of training that will be provided to new members and other topics that council members will attend training on. The applicant does not specifically identify dates for the trainings, specific training providers, except to the extent that the applicant quotes the requirements of rule ("shall consist of sessions approved by the Department that are sponsored by the NMSBA or by the NMCCS."), or a plan to ensure training is appropriately attended.

The applicant states "[t]he Governing Council Secretary will provide new members access to documents including the Governing Council Policy Manual, the School's charter, agendas and minutes from previous

meetings, and other School-related reports.” This does not provide information on training that will be provided, but rather indicates documents will be accessible to members.

The applicant indicates that members will be responsible for scheduling and complete yearly training, but again does not provide a training plan with responsible parties, deadlines, or specific actions.

While the applicant states “The NMGA Governing Council will meet and conduct its meetings in accordance with the Open Meetings Act” the applicant does not specifically provide information to understand how the plan for Governing Body training will comply with the Open Meetings Act.

The applicant’s budget does include funding for training, but because a clear plan has not been provided it is unclear whether the budget funding will support the plan.

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

The Governing Council of New Mexico Gateway Academy will ensure that the mission that promotes student learning and success is followed by all stakeholders. The Governing Council provides guidance and direction for accomplishing the mission of NMGA in collaboration with established committees.

The Governing Council shall meet annually for the purpose of evaluating its effectiveness as a Council and its focus on continuous improvement. The annual self-evaluation will be facilitated by the Governing Council President with assistance from the Director. All Council members will be expected to participate.

The purpose of the Governing Council’s annual self-evaluation is to identify where the Council is performing well and areas that need improvement and to clarify member roles and responsibilities, which in turn will help strengthen communication and understanding among Council members. Furthermore, the Governing Council’s focus on continuous improvement as a governing body will set the tone for the School as a whole.

A specific self-evaluation tool will be developed in the planning year. Proposed areas of evaluation will include:

- *Meetings and decision-making processes*
- *Policy development and implementation*
- *Goal setting*
- *Curriculum and instruction management/program*
- *Fiscal management/resource allocation*
- *School plant planning/management*
- *Member orientation*
- *Member development*
- *Officer performance*
- *Member relationships*
- *Director relationship and evaluation*
- *Community relationships*
- *Legislative and governmental relationships*
- *Communication among Governing Council members, staff, teachers, and community*

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

Comments:

Partially Meets

The applicant does not provide a clear plan for an annual self-evaluation that focuses on continuous improvement.

The applicant stated that the governing council will annually conduct a self-evaluation to "identify where the Council is performing well and areas that need improvement and to clarify member roles and responsibilities, which in turn will help strengthen communication and understanding among Council members."

However the applicant does not provide a clear plan for conducting a self-evaluation of the key areas of governance relevant to effectiveness and continuous improvement. Rather the applicant provides only a list of what may be evaluated. The applicant does not identify what tools will be used to measure the efficacy and continued improvement of the proposed school, the steps that will be used to conduct the self-evaluation, or what steps will be taken afterwards to focus on continuous improvement.

C. Leadership and Management.

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

New Mexico Gateway Academy's Governing Council will meet monthly to monitor organizational, financial and academic outcomes. The Council will review monthly finance reports, evaluation of the data about student withdrawals and year over year retention rates, and, most importantly, student academic achievement. Establishing a strong line of communication and partnership between the Council and the Director, the Council and third party vendors, and among all parties will be vital to the success of NMGA.

The Governing Council will apply to become a Board of Finance and provide oversight of the School's finances by adopting an annual budget which will include the Director's contract and the staff salary

schedule to ensure that the School is achieving its mission. Each month, the annual budget will be compared to the monthly finance reports to ensure the financial stability of the School. The Council member who serves as Treasurer will be familiar with the fiscal affairs of NMGA and shall keep the Council informed of the School's finances in the event that NMGA's licensed Business Manager is unable to so act. The Treasurer will have knowledge of public school finance laws, rules, and policies and shall serve as the Chairperson of the NMGA Finance Committee. The Treasurer shall attend the PED Spring Budget Workshop and/or any other financial regulatory training recommended by the Director or the Business Manager.

The Governing Council is responsible for setting policies for monitoring and ensuring compliance and successful implementation of those policies. The Council will monitor NMGA through a variety of tools, including, among other things: administrator evaluations; frequent direct reporting from the Director and staff; suggestions from the School Advisory Council; parent surveys; and multiple data collecting/reporting tools which will be built into the School's technological frameworks.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
C(1) Monitoring	The school's descriptions of how the Governing Body will monitor outcomes clearly demonstrate an understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission, and able to manage and sustain a quality school.	The school's descriptions of how the Governing Body will monitor outcomes adequately demonstrate its understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission.	The school's descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to help the school meet its mission.	The school's description of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The school does not address the prompt.
Comments: Partially Meets The applicant's descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic success of the proposed school, to help the school meet its mission. The applicant states that the "Governing Council will meet monthly to monitor organizational, financial and academic outcomes." The applicant provides a limited description of the information the council will review, stating it will "review monthly finance reports, evaluation of the data about student withdrawals and year over year retention rates, and, most importantly, student academic achievement." The applicant does not specifically identify what student academic achievement data will be provided or reviewed.				

The applicant provides some detail about the financial oversight and the actions of the finance committee stating, “the annual budget will be compared to the monthly finance reports to ensure the financial stability of the School.”

The applicant does not provide any specific details on how the governing council will monitor academic or operational outcomes. The applicant states, the council will monitor the proposed school “ through a variety of tools, including, among other things: administrator evaluations; frequent direct reporting from the Director and staff; suggestions from the School Advisory Council; parent surveys; and multiple data collecting/reporting tools which will be built into the School’s technological frameworks.” This does not provide specific descriptions of how the council will monitor the operations or legal compliance, actions the council will take in order to monitor the performance in these areas. The applicant does not demonstrate how the council will ensure the proposed school is meeting its mission, and does not demonstrate that the council will be able to manage and sustain a quality school.

The applicant also states that it will use the meetings as an opportunity to establish strong lines of communication with the Director and third party vendors. The applicant does not identify which third party vendors and what the relationship with those vendors will be. It is unclear if this aligns with the proposed school’s reporting structure which identifies that the Board sets policy and the Director carries out that policy.

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

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

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

Leadership Characteristics and Qualifications of the Director

The Director of NMGA will have the following leadership characteristics and qualifications:

- *Academic Achievement: Responsible for developing programs that will enable students and families to be successful and meet their academic goals. Additionally, responsible for the school meeting its education goals and objectives for student progress and performance. Able to implement programs to ensure academic success for a diverse group of students.*
- *Management: Supervises the staff of the school. Creates policies and procedures in regards to performance management, succession planning, staffing requirements, etc. Must be able to have a close relationship with the school’s Governing Council.*
- *Finance: Work with the Business Manager, and Finance Committee to oversee and manage budgets and forecasting. Manage the budget and expenditures in cooperation with the Finance Committee to meet financial obligations.*

- *Marketing: Promote the School throughout the community and develop relationships within the charter school network. Work closely with staff on enrollment and retention programs. Actively participate in community events.*
- *Government Affairs / Public Relations: Able to educate and inform community leaders and legislative committees via local and state meetings as needed.*
- *Compliance: Manage all reporting needs required by the state and administration of grants, as applicable.*
- *Facilities Management: Establish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities. Assume responsibility for the health, safety, and welfare of students, employees, and visitors. Develop clearly understood procedures and provide regular drills for emergencies and disasters.*

Qualifications for the Director include:

- *Master's degree or equivalent work experience*
- *New Mexico Administrative License or ability to obtain a license*
- *Experience with Local, State, and Federal laws and reporting*
- *Experience in a charter school environment preferred*
- *Experience in Career Pathways and dual enrollment preferred*
- *Experience using a student information system*
- *Strong written and verbal communication skills*

Recruitment

Upon approval of this charter application in the Fall of 2015, the Governing Council will engage in the following process to recruit and hire the School's Director:

1. *Identify who will be involved in the selection process and establish a selection committee.*
2. *Define the desired characteristics of the School's Director*
3. *Write and/or modify a detailed job description and annual measurable outcomes.*

January – March 2016:

1. *Advertise nationally in well-known educational trade publications such as Education Week, via online job recruitment sites such as Monster.com, and in local media throughout New Mexico and the surrounding states.*
2. *Screen initial applicants.*
3. *Develop interview questions for each interview committee based on the Director's job description.*
4. *Train three interview committees (Governing Council Committee, Staff Committee, Community Forum Committee)*
 - a. *Rubric for the Governing Council Committee will be developed by the Governing Council.*
 - b. *Rubric for the Staff Committee will be developed by the staff.*
 - c. *Rubric for the Community Forum will be developed by Community Forum participants.*
5. *Candidates interviewed in one session by the members of the three interview committees.*
6. *Selection Committee debriefs with each interview committee to identify top candidates.*
7. *Check references.*
8. *Selection Committee comes to a final decision and recommends that the Governing Council hire the candidate preferred by the Selection Committee.*

March 2016: Notify selected and non-selected candidates of Council's decision.

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

Comments:

Partially Meets

The applicant provides a limited description of the desired head administrator's qualifications.

Where the applicant has stated "[t]he Director of NMGA will have the following leadership characteristics and qualifications" they proceed to list position responsibilities, not leadership characteristics and qualifications. These responsibilities include, among others: "developing programs that will enable students and families to be successful and meet their academic goals", "[c]reates policies and procedures in regards to performance management, succession planning, staffing requirements", "[w]ork with the Business Manager, and Finance Committee to oversee and manage budgets and forecasting", "[m]anage the budget and expenditures in cooperation with the Finance Committee to meet financial obligations", "[p]romote the School throughout the community and develop relationships within the charter school network", "[m]anage all reporting needs required by the state and administration of grants, as applicable", and [e]stablish procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities." None of these listed roles or responsibilities constitute leadership characteristics or qualifications.

The applicant does provide a limited list of qualifications that includes :

- "Master's degree or equivalent work experience
- New Mexico Administrative License or ability to obtain a license
- Experience with Local, State, and Federal laws and reporting
- Experience in a charter school environment preferred
- Experience in Career Pathways and dual enrollment preferred
- Experience using a student information system
- Strong written and verbal communication skills."

The list of qualifications does not include experience in an online environment, and therefore does not fully reflect the proposed school's mission. During the capacity interview, the applicant stated previous experience in online schools was not necessary. The description of qualifications listed is also limited as it does not identify the number of years of required experience.

The proposed school provided some evidence of a plan to hire, but no evidence of a plan to evaluate an administrator.

The applicant states that "after the approval of this charter application in the Fall of 2015, the Governing Council will engage in the following process to recruit and hire the School's Director:

- 1. Identify who will be involved in the selection process and establish a selection committee.
- 2. Define the desired characteristics of the School's Director
- 3. Write and/or modify a detailed job description and annual measurable outcomes."

The applicant further identifies that it will engage in an eight step hiring process from January – March 2016. This process will include advertising nationally, screening initial applicants, developing interview questions, training three interview committees, interviewing candidates, debriefing with the selection Committee and each interview committee to identify top candidates, checking references, and coming to a final decision and recommending that the Governing Council hire the candidate preferred by the Selection Committee. The applicant's description identifies that each of the three interview committees will have an evaluation rubric, but does not identify how the rubrics will be utilized. It also does not provide clear timelines or dates. For these reasons, the applicant's description provides some evidence of a plan to hire a head administrator.

The applicant's response does not address a plan to evaluate the administrator. An evaluation rubric is provided along with the job description, but it is not accompanied by a plan with timelines, responsible parties, or action steps.

Because the applicant has not provided a clear plan to hire and evaluate a highly-qualified administrator, has not provided a clear description of the desired leadership characteristics and qualifications, and has not fully taken into account the mission of the proposed school, this response is limited.

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

The Governing Council will convey and delineate the roles and responsibilities of the School's Director in the Director's job description; during the interview process with candidates for the position; in the Director's contract; while governing the School; and in the effectiveness evaluation tool and process.

The Governing Council will be responsible for:

- 1. Setting the Governing Council's goals and the School's goals.*
- 2. Requiring the Director to develop a work plan to accomplish the School's goals.*
- 3. Defining the criteria to be used to measure achievement of the goals.*

4. *Developing the Director's effectiveness evaluation process and tool including stakeholder surveys.*
5. *Conducting midyear and end of year effectiveness evaluations of the Director including consideration of the Director's contractual obligations.*
6. *Meeting with the Director to review the results of the midyear and end of year effectiveness evaluations identifying the strong points of the Director's performance, areas for improvement, and any priorities or goals that the governing council wishes the Director to focus on.*

*Please see **Appendix C** for the Director's job description and an example of a Director evaluation tool that will be considered by the Governing Council for adoption and use.*

Ranking				
← Satisfied		Not Satisfied →		
C.(3) Head Administrator Evaluation	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school describes a clear and comprehensive plan for how the governing body will convey and delineate the roles and responsibilities of the school’s head administrator and provides a detailed job description for the head administrator that includes a comprehensive list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a clear plan for how the governing body will convey and delineate the roles and responsibilities of the school’s head administrator and provides an adequate job description for the head administrator that includes a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a limited plan for how the governing body will convey and delineate the roles and responsibilities of the school’s head administrator and provides a limited job description for the head administrator that may or may not include a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school provides an inadequate or incomplete plan to hire and evaluate an administrator. --OR-- The application provides no plan to hire and evaluate an administrator.
Comments:				
Partially Meets				
The applicant provided a limited plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator. The applicant states, the “Governing Council will convey and delineate the roles and responsibilities of the School’s Director in the Director’s job description; during the interview process with candidates for the position; in the Director’s contract; while governing the School; and in the effectiveness evaluation tool and process.” The applicant’s response does not provide specific timelines, responsibilities, or action steps.				
The applicant provides a job description for the head administrator that includes a list of general responsibilities, attached as Appendix C.				

While applicant provides a job description for the head administrator that includes a list of general responsibilities, attached as Appendix C, that list does not include any responsibilities that are significant and unique to charter school leaders. The responsibilities listed include operation and management of the school, management the staff at the school which includes all additional administrative staff and all teachers, helping manage the relationship between the school, the Governing Council, and any third party contractors, developing programs that will enable students and families to be successful and meet their academic goals, creating policies and procedures in regards to performance management, succession planning, staffing requirements, managing the budget and expenditures, promoting the school throughout the community, managing all reporting needs required by the state and administration of grants, and establishing procedures that create and maintain attractive, organized, functional, healthy, clean, and safe facilities. The applicant also provides a brief list of supervisory responsibilities as they relate to instructional staff.

The applicant did not include responsibilities such as insuring compliance with terms of the charter contract, reporting on performance according to the contract frameworks, communicating with the CSD and PEC, among other responsibilities, which are significant and unique to charter school leaders.

Because the applicant has provided a limited plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator and has provided provides a limited job description that does not include a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C, this response is limited.

D. Organizational Structure of the School.

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

Below is an organizational chart for NMGA. The chart represents the relationships among

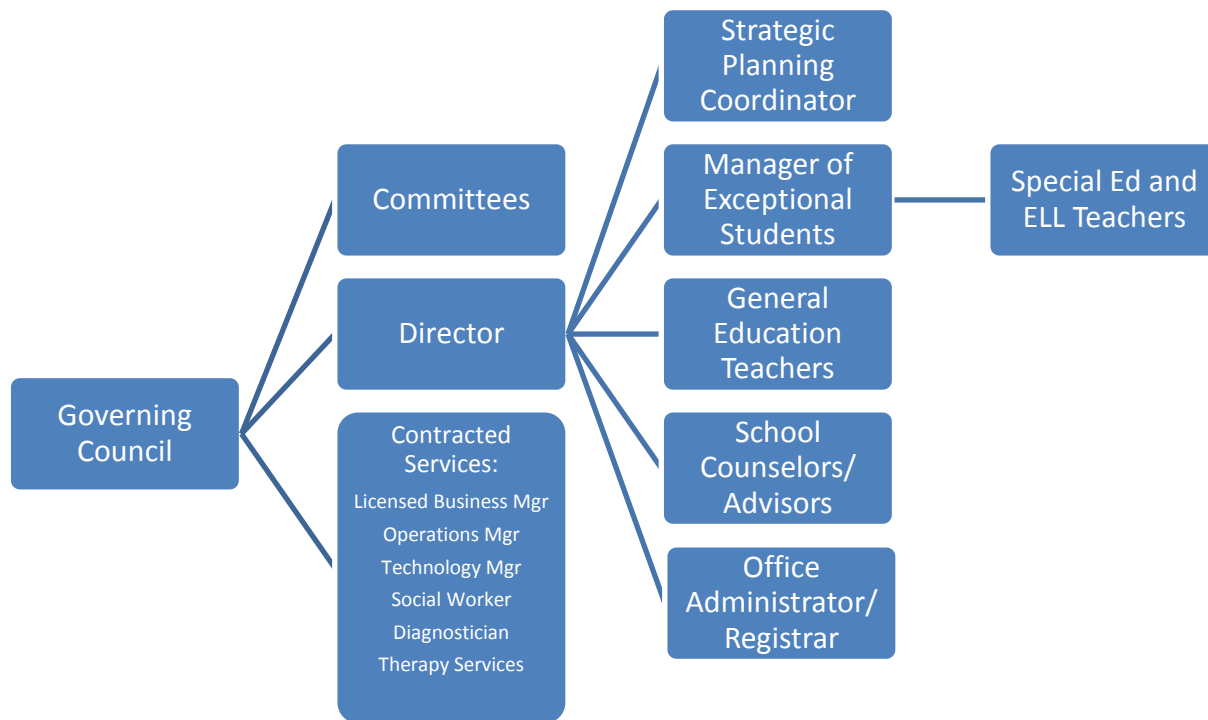
- *governance (the Governing Council);*
- *administration (Director, Strategic Planning Coordinator, Manager of Exceptional Students, and Office Administrator/Registrar (to be appointed as the required Chief Procurement Officer));*
- *teachers (general and special education);*
- *support staff (advisor/counselors); and*
- *with NMGA Governing Council approval, contracted services including a licensed Business Manager, Operations Manager, Technology Manager, Social Worker, diagnostician, and therapists.*

The NMGA Governing Council is the governing body of the School and has the responsibility to see that the terms of the charter are met and to oversee the operations of the School. The Governing Council is responsible for setting policies for monitoring and ensuring compliance and successful implementation of those policies. The Governing Council will hire and evaluate the performance of the Director.

The Director reports to the Governing Council regarding all matters concerning the operation and management of the School. The Director will ensure that all policies and directives of the Governing

*Council are carried out. The Director will manage the staff at the School which includes all additional administrative staff, teachers, and support staff. Additionally, the Director will help manage the relationship between the School, the Governing Council, and any third party contractors (see **Appendix C** for the Director's job description).*

*Reporting and other responsibilities of administrative staff, teachers, and support staff are illustrated in the organizational chart and are described in detail in their job descriptions (see **Appendix C**).*



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

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

Partially Meets

The applicant provides a limited organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

According to the best practices and the prior organizational descriptions, the governing board should have only one direct report, the head administrator, who is responsible for all hiring, supervision, and evaluation of staff. The applicant's description aligns with this best practice, but does not align with the organizational chart. Specifically, the following statements appear to conflict with the organizational chart: "[t]he Governing Council will hire and evaluate the performance of the Director", "[t]he Director reports to the Governing Council regarding all matters concerning the operation and management of the School", and "the Director will help manage the relationship between the School, the Governing Council, and any third party contractors."

The organization chart shows the following direct reports to the governing board:

- Licensed Business Mgr
- Operations Mgr
- Technology Mgr
- Social Worker
- Diagnostician
- Therapy Services.

The applicant's organizational chart does not address external agencies that are essential to the proposed school; and does not provide any evidence that the applicant has aligned structures with the mission of the proposed school.

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

*Please see **Appendix D** for job descriptions.*

NMGA will follow the NMTEACH Educator Effectiveness Evaluation System and its three categories: Observations, locally adopted Multiple Measures, and Improved Student Achievement.

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

Comments:

Does Not Meet

The applicant provides limited job descriptions for some of the key staff, and fails to include reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.

The applicant provides job descriptions for the key staff, including Strategic Planning Coordinator, Special Education Director and Manager of Exceptional Students, Counselor/Advisor, Registrar, Office Administrator and Teacher. The descriptions do not include clear reporting lines that are consistent with the organizational chart.

Specifically, the job descriptions do not provide any reporting lines at all.

The applicant has failed to clearly outline necessary qualifications for teachers who will be utilizing an online instruction model. Specifically, the teacher job descriptions are attached as Appendix D and only

briefly describe responsibilities related to delivering online instruction and do not mention prior experience with the delivery of online instruction as a requisite for hiring.

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

Below is a 5 year staffing plan aligned with the budget and projected annual enrollment of the School.

NEW MEXICO GATEWAY ACADEMY STAFFING CHART (FTEs)					
Staff Position	Year 1 2016-2017	Year 2 2017-2018	Year 3 2018-2019	Year 4 2019-2020	Year 5 2020-2021
Administration					
Director	1.0	1.0	1.0	1.0	1.0
Strategic Planning Coordinator	0.5	0.75	1.0	1.0	1.0
Manager of Exceptional Students	0.5	0.5	0.5	0.5	0.5
Office Administrator/Registrar	1.0	1.0	1.0	2.0	2.0
Instructional Staff					
General Ed. Teachers (K-12)	5.5	7.0	8.75	11.5	19.25
Special Education Teacher/ELL Teacher	1.0	1.0	1.0	1.0	2.0
Advisor/Counselor	0.0	0.0	1.0	1.0	1.0
Total FTE	9.5	11.25	14.25	18.0	26.75

As stated above, the Office Administrator will be appointed as the required Chief Procurement Officer. Also, with NMGA Governing Council approval, contracts will be entered into for the services of the licensed Business Manager, Operations Manager, Technology Manager, Social Worker, diagnostician, and therapy services.

*A job description for the required licensed Business Manager is included in **Appendix D**.*

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

D.(3)(a) Staffing Plan Need	The school provides a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a limited staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is inadequate or, incomplete. --OR-- The application does not provide a staffing plan.
<p>COMMENTS:</p> <p>Does Not Meet</p> <p>The applicant provided a chart identifying the number of FTE administrative and instructional staff in each of the key positions by school year for the first 5 years. The applicant did not provide a plan to address staffing timelines or processes to ensure effective and timely implementation of the academic program/ curriculum.</p> <p>Additionally, the information does not demonstrate the applicant understands the proposed school's staffing needs. Specifically, with a projected enrollment of nearly 900 students in year 5, the proposed school is only staffing for 2.0 FTE in special education. According to the state average of 15% IEP eligible students enrolled, that would approximate 225 special education students and provide a caseload of 112.5 students for each special education teacher. Additionally, the applicant does not provide sufficient information to understand how the one advisor/counselor budgeted for could manage a student caseload of 1,500 students or if the teachers caseload of 49 students:1 teacher will support effective and timely implementation of the academic program/ curriculum.</p>				

D.(3)(b) Provide a **clear, comprehensive, and cohesive** staffing plan that is clearly aligned with the budget, projected enrollment, and implementation schedule.

NMGA's projected enrollment in Year 1 is 260 and is projected to grow to 845 by Year 5 therefore the projected staff and faculty needs are 9.5 FTE in Year 1 growing to 26.75 FTE by Year 5. This model is represented by the staffing plan above in D.(3)(a) and the projected enrollment in Academics Section A, School Size. The budget was developed based upon these projections.

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

	The school's staffing plan is clearly aligned with the budget, projected enrollment, and implementation schedule.	The school's staffing plan is clear and complete and generally appears to be aligned with the budget.	The school's staffing plan is adequate and partially aligned with the budget.	The school's staffing plan is inadequate or incomplete and does not align with the budget. --OR-- The application does not provide a staffing plan.
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Comments:

Does Not Meet

As stated in the analysis above, applicant did not provide a plan to address staffing timelines or processes.

The applicant's response states, "NMGA's projected enrollment in Year 1 is 260 and is projected to grow to 845 by Year 5 therefore the projected staff and faculty needs are 9.5 FTE in Year 1 growing to 26.75 FTE by Year 5. This model is represented by the staffing plan above in D.(3)(a) and the projected enrollment in Academics Section A, School Size. The budget was developed based upon these projections." This does not address the timing of hiring, or budgeting to ensure staff is timely hired to ensure implementation of the program.

Additionally, the applicant has projected salary expenses ranging from approximately \$240,000 in year 1 to approximately \$900,000 in year 5. The applicant has not provided enough detail in the chart of accounts to demonstrate alignment with the staffing plan.

The applicant has allotted for only \$11,000 in special education services the first year maxing out at \$35,000 for year 5. This provides only \$282/special education student in the first year and \$276/special education student in the fifth year using an approximation of 15% of students needing special education services.

For the reasons described above, the applicant did not provide sufficient information to understand whether the proposed school's staffing plan is adequate and aligned with the budget.

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

NMGA will meet or exceed the state requirements for hours of annual instruction of 6.5 hours per day 5 days per week. Flexibility will be allowed in the daily schedules of students.

New Mexico Gateway Academy

2016-2017

Academic Year Calendar

July 16						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 16						
Su	M	Tu	W	Th	F	Sa
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 16						
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25	26	27	28	29	30	

October 16						
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23	24	25	26	27	28	29
30	31					

November 16						
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20	21	22	23	24	25	26
27	28	29	30			

December 16						
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25	26	27	28	29	30	31

January 17						
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22	23	24	25	26	27	28
29	30	31				

February 17						
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19	20	21	22	23	24	25
26	27	28				

March 17						
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26	27	28	29	30	31	

April 17						
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30						

May 17						
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21	22	23	24	25	26	27
28	29	30	31			

June 17						
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11	12	13	14	15	16	17
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25	26	27	28	29	30	

July 17						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 17						
Su	M	Tu	W	Th	F	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Notes

July 25: Teachers Report
 August 10: Jump Start Students
 August 15: First Day Classes
 September 5: Labor Day NS
 November 11: Veterans Day NS
 November 23-25: Thanksgiving NS
 December 19-January 2 Break NS
 January 16: Martin Luther King NS
 February 13: Presidents Day NS
 March 27-31: Spring Break NS
 May 26: Last Day
 May 29: Memorial Day
 June 2: Teachers Last Day
 June 5-July 28: Internships

Quarters:

First 9 Weeks End October 14 (47 Days) 185 Student Attendance Days
 Sem 1 End December 16 (41 Days) 201 Teacher Attendance Days
 Third 9 Weeks End March 10 (47 Days)
 Sem 2 End May 26 (50 Days)

2015-2016 CALENDAR CHECK for 5-DAY SCHOOL WEEK									
STATUTORY REQUIREMENTS				New Mexico Virtual Academy					
Grade	Days	Hours per Day	Total Hours	Grade	Days	Hours per Day	Additional Hours	Total Hours	Requirements Met
Half-Day Kinder	180	2.50	450	Half-Day Kinder				0	Violation
Full-Day Kinder	180	5.50	990	Full-Day Kinder				0	Violation
Grade 1	180	5.50	990	Grade 1	185	5.50		1,018	Okay
Grade 2	180	5.50	990	Grade 2	185	5.50		1,018	Okay
Grade 3	180	5.50	990	Grade 3	185	5.50		1,018	Okay
Grade 4	180	5.50	990	Grade 4	185	5.50		1,018	Okay
Grade 5	180	5.50	990	Grade 5	185	5.50		1,018	Okay
Grade 6	180	5.50	990	Grade 6	185	6.00		1,110	Okay
Grade 7	180	6.00	1,080	Grade 7	185	6.00		1,110	Okay
Grade 8	180	6.00	1,080	Grade 8	185	6.00		1,110	Okay
Grade 9	180	6.00	1,080	Grade 9	185	6.00		1,110	Okay
Grade 10	180	6.00	1,080	Grade 10	185	6.00		1,110	Okay
Grade 11	180	6.00	1,080	Grade 11	185	6.00		1,110	Okay
Grade 12	180	6.00	1,080	Grade 12	185	6.00		1,110	Okay

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	
D.(5) School Day/Year	The school provides a calendar and schedule that completely comply with all state requirements and ensure effective, successful implementation of the educational program/curriculum. The school provides a detailed description of how the calendar optimally supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with most state requirements and are sufficient to ensure successful implementation of the educational program/curriculum. The school provides some detail regarding how the calendar supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with some state requirements. The school provides few details regarding how the calendar supports the target student population.	The school provides an incomplete or inadequate calendar and schedule that may or may not comply with state requirements. --OR-- The application does not address a school calendar and schedule.

Comments:

Does Not Meet

The applicant provides a calendar and schedule that appears to be compliant with most state requirements for all grades except Kindergarten. The applicant's calendar appears to provide for 182 instructional days and 3 days that are titled "jump start students." It is unclear whether all students will attend these 3 days or not. The applicant's "Calendar Check" states students in grades 1-5 will be required to complete 5.5 hours of instructional programming per day and students in grades 6-12 will be required to complete 6 hours of instructional programming per day. Using the 182 instructional days, these respectively total to 1001 instruction hours annually and 1092 instructional hours annually, which meet annual requirements.

The applicant states “Flexibility will be allowed in the daily schedules of students” without providing additional detail to indicate how this flexibility will still ensure completion of the appropriate number of instructional hours.

In the “Calendar Check” provided by the applicant, no instructional days or hours are provided for Kindergarten, despite the fact that the applicant has identified that they will be serving students.

The applicant provides no details regarding how the calendar supports the target student population as required in the prompt.

As described, the applicant has provided a calendar that does not meet the state requirements for kindergarten instructional hours, does not clearly indicate how flexibility will be use while still ensuring completion of the appropriate number of instructional hours, and has not provided any detail regarding how the calendar supports the target student population.

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

The New Mexico Gateway Academy Governing Council recognizes that staff members should continue to improve their competencies during their service and therefore has planned for ongoing year-long professional development for teachers and other staff, particularly in the areas of curriculum and instruction. The Governing Council expects the Director to promote the opportunities for staff development and likewise expects staff members to take advantage of them.

The NMGA professional development offerings will be aligned with state, school, and individual professional goals including the School’s Educational Plan for Student Success, staff members’ Professional Development Plans and/or Professional Development Dossiers (PDD) related to licensure maintenance or advancement, and the Mentoring Program to support new teachers. All professional development will reflect the mission, goals, and objectives of NMGA combined with best practices of virtual education, Career Pathways, and core content standards training. The School will actively seek resources to provide professional development opportunities for all staff members through all means available including, but not limited to grants, operational funds, and local, state, and federal agency/organization-funded professional development.

Each full-time teacher will have a Professional Development Plan created in collaboration with the Director. The Director will have a Professional Development Plan created in collaboration with the Governing Council and including input from the school community. To the extent feasible, the Director will establish procedures by which staff members can receive proper recognition for professional development such as a transcript and certificates upon successful completion of professional development hours. The evaluation system will integrate the Professional Development Plan and will follow the NMTEACH Educator Effectiveness Evaluation System and its three categories: Observations, locally adopted Multiple Measures, and Improved Student Achievement.

NMGA’s professional development program will address the needs of experienced as well as new teachers and administrators:

Experienced NMGA Teachers will attend twelve days of professional development prior to school opening. This training may include topics such as: implementing specific instructional strategies, current curriculum-specific trends, effective teaching strategies and communication skills for a virtual environment, utilizing the state and national standards to inform instruction, using technology to engage students in collaborative learning activities, and using data to guide instruction. In addition to training provided prior to school opening, teachers and staff will attend face to face professional development every other month during the school year. This professional development will be school-focused and mission driven, providing professional development for teachers on how to address the specific needs of NMGA students.

New NMGA Teachers will participate in Intake Training for New Teacher which will specifically train teachers how to be effective and engaging in the unique virtual learning environment and will also introduce them to the Career Pathways focus of the School through a multi-day training which is provided both when trainers and teachers are together online or in web conferences and when teachers are working independently off- or on-line. To be provided by our selected curriculum provider, we estimate the intake training to take 50-60 hours over four weeks. It immerses new teachers in the platform, tools, and activities they will use every day in their new role. This time is used to practice the skills learned in the coursework including familiarizing themselves with the online curriculum and learning management system such as lesson planning and tracking student progress. In the final week, the teachers will convene together online or in web conferences as a group to review progress made, successes, challenges, and to address questions raised.

- **An experienced mentor teacher will be assigned to each new teacher** at the end of the intake training to provide support as they transition to teaching in the virtual environment. During the first month of the school year, mentors and mentees will meet weekly, for the remainder of the school year they will meet monthly to provide support, guidance, and advice.
- **Ongoing Support and Year-Long Training for New Teachers** will be provided through one-on-one instructional coaching at the school level, as well as extensive assistance through school-level group meetings and staff development built on the foundation established in the intake training. This comprehensive wrap-around training and support program for new teachers includes an instructional coach, induction activities, and targeted training.

Broadly the program has 4 goals that include the following:

1. Deliver lessons clearly
2. Maintain high academic expectations
3. Maintain high behavioral expectations
4. Maximize instructional time

Ongoing professional development will include:

- **Weekly School-based Professional Development and Teaching Team Data Meetings** will be provided to teachers and staff including a weekly all staff meeting to cover school specific professional development (i.e. identifying a student as English Language Proficient, identifying bullying in a virtual environment, etc.). The Director will also work one-on-one with each teacher, each week, to discuss specific student data and how to apply that data in order to inform student instruction. Finally, each week, teaching teams will also meet to discuss student data and how, as a team, NMGA teachers can provide students with the resources and individualized instruction required by each student. Weekly group planning time will give

teachers formal and informal opportunities to review, revise, and propose curriculum activities, and to develop the teamwork critical to the success of the educational program at NMGA.

- **Personal Professional Development** will provide NMGA's teachers access to monthly online workshops which provide the opportunity for sharing best practices and team building as well as hearing presentations from curriculum experts. NMGA understands that while ongoing mission-aligned professional development is imperative for the success of the School, its teachers, administrators, and most importantly its students, also have personal interests that they may wish to pursue. Topics covered may include assessment, technology, instructional strategies, and content, for example, professional development sessions around student and even teacher misconceptions by subject. An online real-time presentation tool will be used to facilitate professional development. This tool allows professional development to happen at a common time for everyone, but eliminates travel costs, in some cases, as teachers can log in, interact with each other, and view presentations in a collaborative virtual environment.

New Director Onboarding will feature two weeks of face to face training on the most pertinent topics for the ultimate virtual school leader such as:

- Academics
- Virtual Operations
- Finance and Accounting
- Legal and Compliance
- Governance
- Public Relations
- Human Resources
- Enrollment
- Marketing

School Administrator Training will consist of face to face training and sessions on a web conferencing platform such as Blackboard Collaborate as well as access to online reference tools. The online web conferencing sessions will be designed for a wide range of administrative staff members with significant differences in their day-to-day responsibilities of working with students and teachers of various grade levels.

There will be four required training assignments for administrators as well as an ongoing focus for the year:

1. Orientation to Training
2. New Administrator Customized Training Plan
3. Web Conferencing Basics
4. Data Driven Instruction

Ongoing Monthly Administrator Professional Development will be provided in a series of web conferencing sessions crafted to focus on a pre-determined area of focus for raising student achievement. An example of the focus of the year-long professional development sessions for administrators could be Data Driven Instruction based on the work of Paul Bambrick-Santoyo and Doug Lemov.

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

Comments:

Partially Meets

The applicant provides a limited plan for professional development that meets state requirements, supports the implementation of the proposed school's educational plan, mission and performance goals.

The applicant's response indicates that "[e]ach full-time teacher will have a Professional Development Plan created in collaboration with the Director." The applicant does not describe a plan or process with timelines and action steps for the development of these plans.

Additionally, the applicant's response indicates it will provide "twelve days of professional development prior to school opening", which may include any number of topics. The applicant provided several possible topics. The applicant further indicates, "teachers and staff will attend face to face professional development every other month during the school year." With regards to the monthly PD, the application states it will be "school-focused and mission driven, providing professional development for teachers on how to address the specific needs of NMGA students." The applicant does not provide any details on how topics will be chosen or identified.

With regard to new teachers, the applicant states they will "participate in Intake Training for New Teacher which will specifically train teachers how to be effective and engaging in the unique virtual learning environment and will also introduce them to the Career Pathways focus of the School through a multi-day training which is provided both when trainers and teachers are together online or in web conferences and when teachers are working independently off- or on-line." The applicant identifies that this training will be provided by the selected curriculum provider." The applicant states this training will take approximately "50-60 hours over four weeks." The applicant does not indicate a timeline by which this training will be completed; it is unclear if this will happen before instruction begins or will be completed over time after a new instructor has begun providing instruction.

The applicant states, with greater detail, that new teacher training will also include assignment of an experienced mentor teacher. The mentor teacher will meet with the new teacher weekly during the

first month of school and monthly for the remainder of the school year. The mentor teacher is expected to “provide support, guidance, and advice.”

The applicant further indicates that new teachers will be “provided through one-on-one instructional coaching at the school level, as well as extensive assistance through school-level group meetings and staff development.” Limited detail is provided about the timelines, topics, or action steps that will guide this one on one coaching.

The applicant indicates “[w]eekly school-based professional development and teaching team data meetings will be provided to teachers and staff including a weekly all staff meeting to cover school specific professional development (i.e. identifying a student as English Language Proficient, identifying bullying in a virtual environment, etc.).” Limited detail is provided about the timelines, topics, or action steps that will guide this PD.

The applicant provided a similarly general plan for the professional development of the proposed school administrator.

As described above, the applicant have provided a general framework for providing professional development but because of the lack of detail has not provided a clear plan for Professional Development that meets state requirements, supports the implementation of the proposed school’s educational plan, mission and performance goals.

The chart of accounts lacks enough specificity to determine if the projected budget is adequate to support the plan. Teacher training is reflected in the budget but not enough detail is provided to determine if it is adequate. Travel is only included in the budget for the administrator but not professional development. For these reasons it appears the general framework is somewhat supported by the budget, but there is not enough information to determine whether plan is mostly supported by the budget.

E. Employees.

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

The Governing Council of NMGA will be responsible for employing the School’s Director. The Director, who is the School’s head administrator, will employ, fix the salaries of, assign, terminate, and discharge all other employees of NMGA. The School’s employees will be employed according to the terms of the School Personnel Act, NMSA 1978, §§22-10A-1, et seq. The Governing Council and Director will recognize employees’ duly appointed representatives according to the terms of the Charter Schools Act, the New Mexico Public Employee Bargaining Act, and the National Labor Relations Act, if and when the employees of the School decide to collectively bargain in accordance with the law.

The Director shall not initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, sister, sister-in-law, brother, or brother-in-law of a member of the Governing Council or the Director. The Governing Council may waive the nepotism rule for family members of the Director.

All staff will be classified as regular full-time, part-time or short-term. Additionally, each staff member will be classified as either non-exempt or exempt.

Full-Time Employees are employees who work 40 hours per week, part-time employees are regularly scheduled to work less than 40 hours per week. Part-time employees who work less than 25 hours per week are not eligible for employee benefits. Benefits will be prorated for employees working between 25 and 39 hours per week.

Exempt employees are Directors, other administrators, teachers, counselors, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws. Non-exempt employees are entitled to overtime pay in accordance with state and federal laws, for hours worked in excess of 40 hours per work week.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer/Employee Relationship	The school clearly describes the employer/employee relationship and provides clear terms of employment for all classes of employees. The school completely and appropriately explains how it will address employees' recognized representatives.	The school describes the employer/employee relationship and provides the terms of employment for all classes of employees. The school explains how it will address employees' recognized representative.	The school provides a limited description of the terms of employment for all classes of employees and may or may not address how the school will address employees' recognized representatives.	The school's description of the employer/employee relationship is incomplete or inadequate . --OR-- The application does not address the relationship between the employer and the employee.

Comments:

Partially Meets

The applicant provides a limited description of the terms of employment for all classes of employees, and does not address how the proposed school will address employees' recognized representatives.

The applicant provided a narrative that did not include specific terms of employment for all classes of employees. While the narrative did identify five classifications for employees "full-time, part-time or short-term" and "either non-exempt", the applicant has provided a limited description of the terms for these different classifications. The applicant did identify the number of hours that will qualify employees to be identified as either full time or part time and that will entitle employees to access benefits. The applicant did not, however identify terms of employment for short term employees.

The applicant also provided a limited description of the difference between exempt and non-exempt employees, stating “[e]xempt employees are Directors, other administrators, teachers, counselors, and others whose duties and responsibilities allow them to be “exempt” from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws.” The applicant identifies that non-exempt employees will be entitled to overtime pay.

The applicant did not address whether employees will be provided contracts, required work days, hours, breaks, vacation and sick days all of which define the employer/employee relationship. Additionally, the narrative provides only limited information about benefits such as health insurance, life insurance or retirement plans.

In addressing the employee’s recognized representatives the applicant states the “Governing Council and Director will recognize employees’ duly appointed representatives according to the terms of the Charter Schools Act, the New Mexico Public Employee Bargaining Act, and the National Labor Relations Act, if and when the employees of the School decide to collectively bargain in accordance with the law.” The applicant does not explain how it will address employees’ recognized representative, but only makes an assurance that it will.

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

*Attached as **Appendix E** are draft Governing Council personnel policies that are intended to comply with applicable state and federal statutes and regulations. After the School’s Director is hired, he or she will review these proposed personnel policies and then they will be submitted to an experienced human relations specialist or attorney for final draft review before the Governing Council votes on their adoption during the planning year.*

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

	clear, comprehensive, and cohesive plan that states how and when personnel policies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations.	states how and when personnel policies will be developed and how it will ensure that they comply with most of the applicable federal and state statutes and regulations.	developed and how it will ensure that they comply with some of applicable federal and state statutes and regulations.	
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Comments:

Meets

The applicant provides a clear, comprehensive, and cohesive set of personnel policies and procedures that are aligned with the stated employer/employee relationship, and comply with all applicable state and federal regulations. These policies specifically address Equal Employment Opportunity, Employees with Disabilities, Anti-Harassment/Discrimination Policy, Religious Accommodation, Employee Background Check, immigration law compliance, personnel records, work schedule, building access and use, wage and salary policies, performance reviews, standards of conduct, termination, discharge, and conduct related policies, and benefits. The proposed policies are attached as appendix E.

The applicant identifies that “[a]fter the School’s Director is hired, he or she will review these proposed personnel policies and then they will be submitted to an experienced human relations specialist or attorney for final draft review before the Governing Council votes on their adoption during the planning year.”

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

In the event of a discharge or termination of an employee, the School will follow the due process procedures outlined in the School Personnel Act. For discipline matters that are not governed by the School Personnel Act, NMGA will implement a number of interventions to motivate, correct, and/or discipline employees. These may include, but are not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance.

If an employee’s work performance is unsatisfactory or if their conduct on the job becomes a problem, a supervisor may counsel and work with the employee to help resolve the issues. Employees may also request counseling from their supervisor.

Supervisors may, but are not required to, use a progressive, corrective process. This disciplinary process may involve, but is not limited to, oral or written warnings, probation for poor work performance/habits, disciplinary suspension, termination or discharge. Although NMGA makes efforts to follow the principals of progressive discipline, they will not be mandatory, particularly in situations that warrant immediate and/or higher level consequences. The Director reserves the right to discipline an employee by taking

whatever actions, at his/her sole discretion, he/she deems to be appropriate and in the best interests of the School, up to and including termination or discharge.

As team members, NMGA staff is expected to accept certain responsibilities, follow acceptable business principles in matters of conduct, and exhibit a high degree of integrity at all times. This not only involves sincere respect for the rights and feelings of others, but also demands that employees refrain from any behavior that might be harmful to themselves, co-workers, or NMGA, or that might be viewed unfavorably by current or potential students and families or by the public at large. Employee conduct reflects on NMGA. Employees are, consequently, encouraged to observe the highest standards of professionalism at all times. Types of behavior and conduct that NMGA considers inappropriate include, but are not limited to, the following:

- Falsifying employment or other NMGA records;*
- Violating NMGA anti-harassment policy;*
- Soliciting or accepting gratuities from students or their families;*
- Excessive absenteeism or tardiness;*
- Excessive, unnecessary, or unauthorized use of NMGA property and supplies, particularly for personal purposes;*
- Reporting to work under the influence of drugs or alcohol, and the illegal manufacture, possession, use, sale, distribution, or transportation of drugs;*
- Fighting or using obscene, abusive, or threatening language or gestures;*
- Theft of property from co-workers, customers, NMGA, or the community;*
- Unauthorized possession of firearms on NMGA premises or while on NMGA business;*
- Disregarding safety or security regulations;*
- Insubordination; and*
- Failing to maintain the confidentiality of NMGA, student or family information.*

Should an employee's performance, work habits, overall attitude, conduct, or demeanor become unsatisfactory based on violations either of the above or of any other NMGA policies, rules, or regulations, the employee will be subject to disciplinary action, up to and including termination.

Before or during imposition of any discipline, employees may be given an opportunity to relate their version of the incident or problem at issue and provide any explanation or justification they consider relevant.

Where appropriate, a policy of progressive employee discipline will be followed by supervisors. Major elements of this policy include:

Verbal Reprimand: The first step in NMGA progressive disciplinary policy is the "verbal reprimand." This is a verbal warning to an employee that his conduct is unacceptable, and that repeated or continued failure to conform his conduct or performance to NMGA standards will result in more severe disciplinary action. A record of the notice of the verbal reprimand may be made and retained in the employee's personnel file.

Written Reprimand: The second step is a "written reprimand." This reprimand will describe the unacceptable conduct or performance of the employee and specify needed changes or improvements. A copy of the written reprimand will be retained in the employee's personnel file.

Suspension without pay: When an employee's conduct is severe enough, he or she will be suspended without pay for a period of time at the discretion of the Director. If the suspension exceeds 10 or more days, the employee will be entitled to due process.

Termination/Discharge: The final step in the disciplinary procedure is the termination (in the case of non-contracted employee) or discharge (in the case of a contracted employee). If an employee fails to conform his or her conduct to the standards NMGA requires, NMGA may, for any reason it deems appropriate, terminate a non-contract employee with less than three consecutive years of employment.

If a contract employee is discharged as a result of disciplinary action, the employee will only be discharged for just cause as defined in the School Personnel Act. A contract employee who is discharged mid-contract will be entitled to due process as described in 22-10A-27 NMSA 1978 (i.e., opportunity for hearing before the Governing Council and right to appeal to an independent arbitrator).

If a non-contract employee with more than three years of employment is terminated, he will be entitled to due process as described in 22-10A-24 NMSA 1978 and the right to appeal to an independent arbitrator. If a contract employee is terminated (i.e., contract is not renewed) as a result of the misconduct, the School will follow the termination procedures as described in 22-10A-24 NMSA 1978 only if the employee has been employed for three consecutive years with NMGA.

Notwithstanding this progressive disciplinary procedure policy, NMGA reserves the right to administer discipline in such a manner as it deems appropriate under the circumstances, and may, at its sole discretion, eliminate any or all of the steps in the discipline process, except as required by the School Personnel Act.

Ranking				
← Satisfied		Not Satisfied →		
E.(3) Staff Discipline Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a staff discipline process that is clear, comprehensive, and cohesive and aligned with stated employer/employee relationship, and follows an appropriate route that ensures due process.	The school provides a staff discipline process that is clear and follows an appropriate route that ensures due process.	The school provides a limited staff discipline process that partially follows an appropriate route that ensures due process.	The school provides an inadequate or incomplete staff discipline process. --OR-- The application does not address a staff discipline process.
Comments: Partially Meets The applicant provides a limited staff discipline process that partially follows an appropriate route that ensures due process. The applicant states that “the School will follow the due process procedures outlined in the School Personnel Act”, as applicable. A distinct process for how this will take place has not been provided.				

The applicant then stated that “[f]or discipline matters that are not governed by the School Personnel Act, NMGA will implement a number of interventions to motivate, correct, and/or discipline employees. These may include, but are not limited to verbal and written warnings, suspensions, and discharge or termination as determined to be appropriate in each individual circumstance. “

The applicant lays out a progress discipline policy, but states “Supervisors may, but are not required to, use a progressive, corrective process” and that the Director “may, at its sole discretion, eliminate any or all of the steps in the discipline process, except as required by the School Personnel Act.” The applicant continues, stating that the Director may take disciplinary action “at his/her sole discretion, he/she deems to be appropriate and in the best interests of the School, up to and including termination or discharge.”

For these reasons the discipline process is not clear and it is not clear whether it follows an appropriate route that ensures due process.

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

NMGA recognizes that most personnel-related conflicts arise from a lack of communication. This procedure is designed to provide a formal mechanism for promoting or restoring such communication so that problems may be resolved before more serious difficulties arise. The purpose of grievance process is to provide for the reporting and resolution of legitimate employment-related concerns of the employees of NMGA at the earliest possible time and with the least possible expense, disruption, and friction. A grievant and NMGA may choose to resolve any grievance through informal means. An employee's decision to refrain from the grievance procedure in lieu of alternative dispute mechanisms may limit the administration's ability to promptly and completely resolve the employee's concerns.

No persons will suffer retaliation, recrimination, discrimination, harassment, or be otherwise adversely affected because of his or her use of this grievance procedure

Limitations to Grievance Procedure

A grievance cannot be filed by a former employee after the effective date of termination or discharge of employment.

*The following situations are **not** covered by this grievance procedure:*

- a) The discretionary act(s) of professional judgment relating to the evaluation of the work performance of any employee by his or her immediate supervisor.*
- b) Any personnel decision made by the Governing Council, including, but not limited to a refusal to re-employ, a discharge, a demotion, or any other action directly and adversely affecting the employment of an employee.*
- c) Situations in which the Governing Council and Director are without authority to act.*
- d) Situations in which the remedy for the alleged violation exclusively resides in some person, agency, or authority other than the Governing Council.*
- e) Situations in which a different grievance procedure is prescribed by a state or federal authority.*
- f) Situations in which a different procedure or remedy has been provided by the Governing Council.*
- g) Situations involving a grievance with NMGA by an independent contractor.*

General Grievance Procedural Requirements

- a) A grievance must be initiated at Level 1 (Informal Conference) within 10 working days of the date upon which the grievant became aware of the circumstances which gave rise to the grievance.
- b) Whenever possible, any grievance conference or hearing at any level will be scheduled during a mutually convenient time that does not conflict with the regularly scheduled school program.
- c) A grievant requiring the attendance and testimony of other employees will have the right to bring such witnesses as are willing to testify on his or her behalf, and any necessary substitutes or release time will be provided and the expense borne by NMGA when hearings must be scheduled during the school day.
- d) A separate file will be maintained by the Director for grievances. All documents produced during the processing of a grievance will be kept in the separate file.
- e) All parties shall maintain confidentiality with regard to proceedings, and the resolution of the grievance, to the extent possible, and the proceedings will not be made public unless agreed to by the grievant and the Director or Governing Council or unless the grievant pursues the matter beyond this policy.
- f) The grievance file will be maintained for one year after being cleared according to the New Mexico State Records Center and Archives, and access to the file will be limited to the grievant, the immediate supervisor, the Director and the members of the Governing Council.
- g) A grievant may terminate the process at any level if he or she indicates in writing a desire to do so, accepts the resolution at that level, or fails to pursue his or her grievance by filing at the next level within the specified time period or refuses to attend a scheduled meeting even if that meeting must occur after school.
- h) All grievances will be filed and processed on grievance forms prepared by NMGA and available in the office of the Director.
- i) The time limits at any level may be extended by mutual agreement between the grievant and the Director, review committee, or Governing Council.
- j) Except as otherwise provided herein, unless a party can demonstrate prejudice arising from a departure from the proceedings established in this policy, such departure will be presumed to be harmless error.

Procedural Steps

- a) Level 1 (Informal Conference). Prior to the filing of a formal written grievance, the grievant will first discuss the grievance with his or her staff representative in a good faith attempt to resolve the grievance prior to the filing of a formal grievance. In the case of a claim of sexual harassment in which the grievant's staff representative is the subject of the claim, the grievant may initiate the grievance at the next supervisory level above that of the staff representative.
- b) Level 2 (Director). If the grievant is not satisfied with the discussion and disposition of the grievance at Level 1, he or she may file a written grievance with the Director within 10 days of the disposition. The Director will communicate his or her proposed resolution in writing to the grievant within 5 working days from the filing of the written grievance. If the proposed resolution is not acknowledged or approved by the grievant within 5 working days, the Director has the discretion to require a hearing or conference and gather such evidence prior to the preparation of the decision as he or she feels would assist in any appropriate resolution of the grievance. The hearing or conference will occur within 5 working days of the grievant's action/inaction regarding the Director's proposed resolution. The hearing or conference should be as informal as possible and will be conducted as the Director feels is appropriate for a full understanding of the grievance, the position of the grievant and the evidence supporting the position. The Director will have the right to ask any question of the interested parties as he or

she deems necessary. Within 5 working days following the hearing, the Director will render his or her written proposed resolution to the grievant.

- c) Level 3 (NMGA Governing Council). If the grievant is not satisfied with the resolution of the grievance at Level 3, or if the Director fails to issue a proposed resolution within the specified time limit, the grievant may make a written request to the Director for a hearing with the Governing Council within 10 working days after the Director's resolution was rendered or due, if none was received. At its sole option, the Governing Council may appoint a Grievance Review Committee to hear the grievance. The Grievance Review Committee will be comprised of three persons, one from each of the following staff categories: Certified School Instructor; Administrator (other than the immediate supervisor or Director involved) and one Governing Council member.*

The Grievance Review Committee will select its Chairperson prior to the processing of the grievance. The Chairperson of the Committee will schedule an informal hearing within 10 working days of receipt of the grievance. If a Committee member is unable to participate in the informal hearing, the Chairperson will designate a substitute from within the employee category of the non-attending member.

Procedure for Hearing before Governing Council Grievance Committee

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

Hearing before full Governing Council

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

- a) Each party in interest will have the opportunity to present oral statements limited to 30 minutes each.*
- b) The presentation will be limited to a review of evidence previously presented, unless the Governing Council, in its discretion, allows new evidence to be presented during the hearing.*
- c) Evidence may not be cross-examined by the other party in interest, however, the Governing Council may ask questions of any party as it deems necessary or appropriate.*

- d) *Hearings will be conducted in an executive session, unless the grievant requests that the hearing be held in a public meeting.*
- e) *The Governing Council will render a written decision within 10 work days after the hearing. In arriving at its decision, the Governing Council has complete discretion in fashioning such relief, if any, as it believes is appropriate, regardless of the relief requested. The Governing Council's decision is final.*

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

Comments:

Meets

The applicant provides a clear employee grievance process that mostly aligns with the stated employer/employee grievance process, and includes most necessary provisions for appropriate protections and appeals, time frames, and that follows legal guidelines.

The applicant has provided a process that includes a three tiered course of action should an employee file a grievance. The process includes timelines for specific required actions for each tier of the process.

A Governing Board hearing process is also included in this narrative which includes timelines and seven action steps.

The process includes protections such as “oral statements limited to thirty (30) minutes each”, “the presentation will be limited to a review of evidence previously presented unless the Governing Board allows new evidence” and “hearings will be conducted in an executive session, unless the grievant requests that the hearing be held in a public meeting.”

Appeals are not addressed in this process. The process states “the Council’s decision is final.”

F. Community/Parent/Employee Involvement in Governance.

F.(1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how **parental involvement will help to advance** the school’s mission.

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

Involvement of parents, teachers, staff and community members are integral to the success of NMGA. Parents and community members will be encouraged to become elected members of the Governing Council, attend and comment during Governing Council open meetings, and/or participate in any of the Governing Council standing or ad hoc committees.

The School Advisory Council, a standing committee of the Governing Council, is charged with assisting the Director with school based decision-making. The goal of this committee is to involve parents in their children's education. Membership on the School Advisory Committee will reflect an equitable balance between school employees and parents and community members. The Director will be an active member of the School Advisory Council.

In addition to the Governing Council and its associated committees, NMGA will encourage an active Parent Teacher Organization (PTO) that will forge relationships and open lines of communication among staff and parents. The PTO will serve as a forum for parents to voice any concerns or suggestions about day to day school operations and overall policy, to relay volunteer opportunities, plan fundraising activities, and to build a strong school community. All parents of students enrolled may be members of the PTO.

Finally, a very important component of parental involvement is the annual parent and student survey that NMGA will request parents and students to complete at the end of every school year. This survey will be used to identify and evaluate the strengths and weaknesses of the program as identified by parents and students. These surveys are discussed and reviewed by the Governing Council, staff, and faculty for consideration of ongoing improvement of the School and furthering the School's mission.

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

Partially Meets

The applicant provides a limited plan that identifies opportunities for parental and community, but not professional educator, involvement in the governance or operation of the proposed school. The plan does not address how parental involvement will help to advance the proposed school's mission.

The applicant describes four structures that will provide opportunities for parental involvement in the governance or operation of the proposed school. First, the applicant identifies that "[p]arents and community members will be encouraged to become elected members of the Governing Council, attend and comment during Governing Council open meetings, and/or participate in any of the Governing Council standing or ad hoc committees."

Second, the applicant describes the School Advisory Council, "a standing committee of the Governing Council, [that] is charged with assisting the Director with school based decision-making." The applicant states that the goal of this committee is to "involve parents in their children's education."

Third, the applicant identifies the proposed school will encourage an active "Parent Teacher Organization (PTO) that will forge relationships and open lines of communication among staff and parents." The applicant states the "PTO will serve as a forum for parents to voice any concerns or suggestions about day to day school operations and overall policy, to relay volunteer opportunities, plan fundraising activities, and to build a strong school community."

Lastly, the applicant states it will solicit parent and student input through an annual survey. The applicant states the annual survey results "will be used to identify and evaluate the strengths and weaknesses of the program as identified by parents and students." The survey results will be "discussed and reviewed by the Governing Council, staff, and faculty for consideration of ongoing improvement of the School and furthering the School's mission."

The applicant has not identified how participation of parents and community members across the state will be facilitated in any of these contexts, because this proposed school would be a state wide school this should be addressed in order to identify how these structures will provide meaningful parental participation.

The applicant also provides limited information about how parental involvement will help to advance the proposed school's mission, stating only that parent and student input from the annual surveys will provide information that will be considered when addressing how to further the proposed School's mission.

The involvement of professional educators is not addressed by the applicants.

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

As problems arise, NMGA personnel and learning coaches agree that they must work together to solve them. For assistance in resolving a problem, parents should first direct all concerns, issues, and questions to the student's teacher(s) (setting up an appointment by phone or email). If the concern is not resolved

at this level, the grievance policy may be followed as listed below. No retaliation can occur against students or family members who voice concerns or file grievances.

Grievance Policy and Procedure

In most circumstances in which a complaint involves a problem with an administrator or a teacher, the student or parent will be expected to discuss the matter with that person before requesting a conference with that person's supervisor. If the problem isn't resolved in that discussion, before initiating a formal complaint under this policy, all parties are encouraged to resolve concerns by scheduling an informal conference with the appropriate supervisor. However, if the informal conference does not resolve the issue, then the formal complaint process should be initiated.

The student may be represented by an adult at any level of the complaint process. For purposes of this policy, "days" will mean business days.

All evidence/information must be submitted with a Level One - Employee/Student/Parent Complaint Form (provided by NMGA) which begins the formal complaint process. If new evidence is discovered after submitting the Level One form, the new evidence may be presented if the complainant submits this information with a revised Level One Employee/Student/Parent Complaint Form at which time the complaint process begins again.

Failure by the School to meet the deadlines set forth through the STEPS process allows the complainant to move to the next level in the process. Failure by the complainants to meet the deadlines set forth through the STEPS process ends the complaint.

The process is:

Level 1: *If the issue is not resolved informally, a Level One – Employee/Student/Parent Complaint Form should be submitted within ten days of the incident, or reasonable discovery of the incident, to the appropriate administrator. The appropriate administrator will hold a conference with the complainants within seven days after receipt of the Level One form. The administrator will have five days following the conference within which to provide a decision to the complainants in writing.*

Level 2: *If the issue is still not resolved, either by the administrator's written decision or because the administrator has not responded in writing within five days following the Level One conference, a Level Two Appeal Notice – Employee/Student/Parent Complaint Form (provided by NMGA) should be submitted by the complainants to the Director or designee. After receiving a Level Two form, the Director or designee will request the Level One complaint file from the appropriate administrator then notify the complainants of the date, time, and place of a conference. The conference must be held within seven days after receipt of the Level Two form. The Director or designee will have seven days following the conference within which to provide a decision to the complainants in writing.*

Level 3: *Any issue not resolved adequately, either by the Director's or designee's written decision or because the Director or designee has not responded in writing within seven days following the Level Two conference, may be appealed to the Board for consideration at their regularly scheduled meeting. The complainant will submit a Level Three Appeal Notice – Employee/Student/Parent Complaint Form (provided by NMGA) to the Chairman of the Governing Council within five days of receipt of the Director's or designee's decision or the expiration of the seven day time limit for the Director or designee to provide a decision to the complainants in writing. After receiving a Level Three form, the Chairman or designee will request the Levels One and Two complaint files from the Director or designee. The*

Chairman or designee will inform the employee, student, and parent of the date, time, and place of the meeting.

The presiding officer at the Board meeting will establish a reasonable time limit for complaint presentations. The School may make an audiotape record of the proceedings before the Board. The Board will hear the complaint and will then make its decision, which will be communicated in writing at any time up to and including the next regularly scheduled Board meeting. If the complaint involves concerns or charges regarding an employee, it will be heard by the Board in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

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

Comments:

Partially Meets

The applicant provides a clear plan to receive and process concerns and complaints from parents. The plan is somewhat transparent, fair, accessible to the community, and assures a timely and meaningful response from the proposed school administration or the GB. Specifically, the applicant provides a three step or “level” grievance process by which students or parents can file a grievance. Each level identifies the parties responsible for receiving the complaint and timelines for processing complaints. The three levels go through an administrator, the Director, and then the governing body. Each level provides the opportunity to collect appropriate evidence. These details indicate that the process is somewhat transparent, fair, and assures a timely and meaningful response from the proposed school administration or the GB.

However, the applicant has not provided a clear plan to receive and process concerns and complaints from the community.

Because the applicant has not provided a clear plan to receive and process concerns and complaints from the community, the response is limited.

G. Student Policies.

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

NMGA Discipline Policies

*Attached as **Appendix F** are NMGA's draft Student Discipline Policies. These policies comply with the Student Rights and Responsibilities as set forth in 6.11.2 NMAC, and Bullying Prevention as set forth in 6.12.7 NMAC. During the planning year, the Governing Council will refine, if needed, and approve these policies.*

Discipline of Students with Disabilities

NMGA will take into account the rights of students with disabilities; however, students with disabilities are subject to school disciplinary processes and are not entitled to remain in a particular educational program when their behavior substantially impairs the education of other students in the program. Per state law and regulations (6.11.2.11 NMAC), NMGA will meet the individual educational needs of students with disabilities as described by their IEP.

Long-Term Suspensions or Expulsions – Discipline of students with disabilities shall be governed by the procedures set forth in Section 6.11.2.11 NMAC.

Temporary Suspension - Temporary Suspension of students with disabilities may be imposed in accordance with the normal procedures prescribed in Subsection D of Section 6.11.2.12 NMAC, provided that the student is returned to the same educational placement after the temporary suspension and unless a temporary suspension is prohibited under the provisions of Subsection G, Paragraph (3) of 6.11.2.10 NMAC.

Program Prescriptions – The IEP of a student with a disability need not affirmatively authorize disciplinary actions which are not otherwise in conflict with the regulation. However, the IEP Committee may prescribe or prohibit specified disciplinary measures for an individual student with a disability by including appropriate provisions in the student's IEP. Administrative authorities shall adhere to any such provisions contained in a student with a disability's IEP, except that an IEP Committee may not prohibit the initiation of proceedings for long-term suspension or expulsion which are conducted in accordance with this regulation.

Immediate Removal - Immediate removal of a student with disabilities may be done when a student brings a weapon to school or a school function; or knowingly possesses or uses illegal drugs or has sold or solicited the sale of a controlled substance while at school or a school function.

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

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

Partially Meets

The applicant provides clear Student Discipline Policies that mostly comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules; the applicant has not adequately provided an explanation of how it will take into account the rights of students with disabilities.

The proposed policies include information that correlates to Title 6 Chapter 11 Part 2 (6.11.2) NMAC. Specifically, they explain how they will comply with the regulatory sections related to: enforcing attendance requirements, search and seizure, basis for disciplinary action, detention suspension, and expulsion,

The applicant fails to provide an adequate explanation of how it will take into account the rights of students with disabilities. The applicant in both the narrative statement above and in the draft student discipline policies makes assurances that it will comply with the regulations that set out the requirements for disciplining of students with disabilities, but the applicant fails to explain the process it will use or otherwise how it will comply with the cited regulations.

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

Pursuant to 6.11.2.12 G. (2) N.M.A.C., a student who has been validly expelled or suspended is not entitled to receive any educational services from the School or the local district during the period of the exclusion from school. The ability to make up work for credit during long - term suspension is at the discretion of the hearing officer or the Governing Council and will only be allowed in exceptional circumstances.

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

	The school provides a clear, comprehensive, and cohesive plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students' Rights and Responsibilities rules.	The school provides a clear plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students' Rights and Responsibilities rules.	The school provides a limited plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is somewhat consistent with the Students' Rights and Responsibilities rules.	The school provides an inadequate or incomplete plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. --OR-- The application does not address alternative placement of students.
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Comments:

Partially Meets

The applicant provides a limited plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is somewhat consistent with the Students' Rights and Responsibilities rules.

In response to the prompt, the applicant cites statute as follows: "Pursuant to 6.11.2.12 G. (2) N.M.A.C., a student who has been validly expelled or suspended is not entitled to receive any educational services from the School or the local district during the period of the exclusion from school. The ability to make up work for credit during long - term suspension is at the discretion of the hearing officer or the Governing Council and will only be allowed in exceptional circumstances."

The applicant's response does not specifically address the legal requirements for addressing alternative educational settings for eligible special education students who are long-term suspended or expelled. The response does not address manifestation determinations, the 10 day annual limit on suspensions for special education students, or alternative placements in the case of long-term suspensions. The applicant also does not provide a plan outlining the steps that would lead up to the decision to long-term suspend or expel a student. Also, they do not provide a plan to arrange alternative education settings.

H. Student Recruitment and Enrollment.

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

NMGA will develop an outreach/marketing plan to publicize the School through a mix of on and offline media with the intent of informing and attracting a diverse demographic of students from throughout the state. The plan may include, but will not be limited to:

Online Advertising

Search Engine Marketing and Display Advertising: Utilizing Internet search engines (e.g., Google, Bing, Yahoo, etc.), NMGA will advertise to families who are actively researching education alternatives through keyword searches.

Email Marketing: Leveraging an existing database of New Mexico contacts who have inquired about education alternatives in the state, NMGA will communicate important program information including key enrollment deadlines.

Social Media: NMGA will leverage existing social media channels (e.g., Facebook, Twitter, etc.) to build awareness about the program and promote important school events including graduation, field trips, etc.

Web site: NMGA will develop a School web site that will serve as the primary resource for prospective students to learn more about the program, review upcoming events where they can meet school representatives/families both in-person and online, and start the enrollment process. There will also be FAQs and other useful resources for families to become better informed about the program.

Offline Advertising

Television/Radio/Print: A combination of television, radio, and print ads will be placed throughout the state in key geographic areas that have demonstrated interest in college and career focused education options.

Direct Mail: Utilizing the curriculum provider's database of New Mexico inquiries about education alternatives in the state, and possibly third party mailing lists, NMGA will conduct direct mail campaigns announcing the opening of the School and encouraging families to seek out additional information by visiting the School web site, contacting a dedicated enrollment center, or attending an upcoming event.

Out-of-Home: Where appropriate, NMGA may utilize transit advertising that may include billboards, bus shelters, etc.

Public Relations/Earned Media: NMGA will develop a statewide, local community outreach campaign that will attract students and families from all types of racial, ethnic, and socioeconomic backgrounds.

Event Marketing: A series of in-person and online information events will be held throughout the state to introduce the School to interested residents. During these events, school representatives will review school basics, policies and procedures, how online and college and career focused learning at NMGA works and a number of additional topics focused on ensuring interested parents/students are well informed about the program.

Strategic Sponsorships: School representatives will identify organizations and events, typically educational in nature, to secure on-site presence and the ability to engage with the partners' established customer bases through experiential marketing modules (i.e. interactive lesson demos). These hands-on, educational activities will encourage trial/engagement, deepen interactions with prospective families, link families directly to the School brand, and create a lasting impression.

Family Support Center Outreach: Inquiries that are received in response to on- and off-line media will receive a follow-up call from the School in order to answer the family's questions, provide a detailed

overview of the program, and ensure the student's educational and personal needs will be met through the program.

Recruitment Materials: *NMGA will develop school-specific literature that will be provided to prospective families during all school events, promotional events, sponsorships, and partnerships. These materials will also be displayed and distributed at public places such as libraries, YMCAs, and churches.*

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

Comments:

Does Not Meet

The applicant provides an incomplete outreach and recruitment plan, does not provide timelines, and does not appear to be support recruitment and outreach in the budget.

The applicant states: "NMGA will develop an outreach/marketing plan to publicize the School through a mix of on and offline media with the intent of informing and attracting a diverse demographic of students from throughout the state." The also provide a list of recruiting tools that may be used including: online advertising, email advertising, event marketing, sponsorships, etc. that they would potentially use. The applicant provides no timeline for outreach or recruiting.

The applicant's response indicates that the enrollment process may not ensure equal access to the proposed school. Specifically, the response states that during recruitment events and in response to inquiries the proposed school representatives "will review school basics, policies and procedures, how online and college and career focused learning at NMGA works and a number of additional topics focused on ensuring interested parents/students are well informed about the program" and will "ensure the student's educational and personal needs will be met through the program." While this language does not clearly indicate any intent to deny students access to the proposed school, the language does raise questions about the content and intent of these discussions and presentations.

The applicant's chart of accounts does not provide sufficient information to determine how the marketing plan is supported by the projected budget.

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

Enrollment Process

The Governing Council is committed to ensuring that students and families have a smooth and positive enrollment and orientation experience. Once a family has been selected for enrollment via the lottery process, the School's Registrar (or other designated enrollment specialist) will assist the family through the initial steps in the enrollment process which includes the creation of an account in NMGA's secure, online enrollment site where parents can manage the entire enrollment process for their child(ren).

The Registrar (or other designated enrollment specialist) will collect basic information required of all students who wish to enroll in a public School, including, but not limited to, contact information, previous School details, grade level, demographics, emergency contacts, home language survey, etc. Information will be maintained in an online system that will be accessible by School staff for family support and follow-up. All family and student information that is collected as part of the enrollment process will strictly adhere to national and state privacy policies, i.e. Family Educational Rights and Privacy Act (FERPA).

Once the student's enrollment is approved, the parent will receive a confirmation email and the family will receive a mailer with a welcome letter from the NMGA Director, a "How to Get Started" checklist, staff contact information, and directions to the School's website. The website will include important information such as School calendars, handbooks, and a guide to various NMGA-based parent and student services.

Once a student is enrolled, onboarding and orientation will begin including learning coach "bootcamps", student week-long exploratory virtual camps, and access to sample lessons, best practices, and other helpful tips to prepare for a successful School experience.

As the first day of School approaches, teachers make phone calls to each family, offering orientation sessions, and ensuring that each student and learning coach can log in, access the School, and can begin any pre-assessments. This strong level of support continues for the first month of School or longer, based on family need, and provides each student personalized support, assistance, and any problem solving needed to ensure students are engaged and ready to learn from day one.

Shortly before the first day of School, families will receive shipments of their course materials and they will get access to courses at NMGA. To further ensure that students are properly oriented to and prepared for the online learning environment, depending on the home locations of students, NMGA will offer students the opportunity to meet in a face-to-face setting at the start of School. During these meetings, teachers will provide instruction and interact with students on a personal level, allowing students to meet teachers and staff face-to-face, complete tutorials with the learning management system, and demonstrate they can be successful online learners. Teachers and staff an opportunity to gain important information about their students' learning styles and communication skills, and to

establish trusting relationships with students and learning coaches. This individual interaction will continue throughout the year.

Lottery Process

NMGA will conduct a lottery to determine which students will be enrolled if the total number of applicants exceeds the number of spaces available at the School. The lottery will be blind to disabilities, testing, academic achievement, etc. The lottery will be held once each year.. At the December Governing Council meeting, dates for re-enrollment, lottery applications and lottery date will be voted upon. All of these dates will be posted on the NMGA website in January with information on how to apply. Only applications received at the location designated on the application form and by the lottery deadline will be eligible to participate in the lottery. Completed enrollment packets for applicants selected in the lottery must be received no later than the enrollment deadline. Those not responding by the enrollment deadline will be required to resubmit an application.

The lottery will be conducted in public and will be designed to ensure that each student has an equal chance of being selected for enrollment. A disinterested party will draw names. Student names and the order in which they were selected will be recorded. After the space allotted in each grade is filled in the order determined by the lottery, the remaining applications in rank order will be placed on a waiting list. Any applications received after the application deadline will be added to the end of the waiting list after the lottery in the order they were received. As students withdraw from or transfer out of NMGA, that space will be given to the next person on the list at that grade level.

After the first year, in accordance with the Charter Schools Act, Chapter 22, Article 8B NMSA enrollment preference shall be given to:

- 1. Students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and*
- 2. Siblings of students already admitted to or attending the same charter school.*

Estimated Enrollment/Lottery Timeline:

Year 1

- **October, 2015:** Open registration
- **April 2016:** Lottery Drawing

Years 2-5

- **January:** Reregistration of current students and sibling registration.
- **February:** Governing Council determines available seats and publishes lottery information.
- **March:** Open enrollment for new students.
- **April:** Lottery drawing held. Students will be notified as they are drawn. If enrollment maximums are met, students will be placed on a waiting list.

Registration documents and new student orientations will begin. Specific dates of orientations will be determined during the planning year.

- **May:** Enrollment of new students and new student orientations
- **June:** Enrollment will be finalized, registration and new student orientation completed

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

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

Does Not Meet

The applicant provides a general description of lottery procedures that mostly comply with state statutes; the applicant has provided some information that indicates enrollment processes may not comply with all state statutes. Some tentative dates are provided.

The applicant states the lottery process instructions and dates will be posted on the website and only those application forms received by the deadline will be processed. The applicant does not address what options parents have for completing and filing the applications. They mention names will be drawn by a disinterested party but do not describe in detail the process. It is not mentioned if the draw will be held by grade beginning in kindergarten, how many placements will be determined for each grade, or what considerations will be made to determine placement on the waiting list for siblings.

The applicant provides an estimated timeline for year 1 and then years 2-5. The applicant states: "At the December Governing Council meeting, dates for re-enrollment, lottery applications and lottery date will be voted upon." This statement appears to conflict with the timeline provided that states the first year lottery will begin in October, 2015.

The applicant then provides information that indicates enrollment may not comply with all state statutes. Specifically, the applicant states, "Once the student's enrollment is approved, the parent will receive a confirmation email and the family will receive a mailer with a welcome letter from the NMGA Director." The applicant does not provide sufficient information to understand what is meant by "approved." However, considering earlier statements that a parent or other adult "learning coach" is required to participate in the enrolled students' education and the applicant's further statement, "ensuring that each student and learning coach can log in", it appears the applicant's proposed enrollment process does not comply with all state statutes.

I. Legal Compliance.

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

*In accordance with NMGA draft bylaws (**Appendix B**), it is the responsibility of all Governing Council members to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude any appearance of a conflict between the interest of NMGA and the personal interests of the member. Likewise, it is the responsibility of the Council to ensure that the School conducts all its business and operations impartially in accordance with all laws. All hiring and other transactions imposing financial and/or legal obligations on NMGA shall be made with the best interests of NMGA as the foremost consideration.*

*The Governing Council has drafted a Conflict of Interest Policy that meets the requirements of NMSA 1978 § 22-8B-5.2(2011). This policy will be finalized and adopted during the planning year, prior to the opening of the School. This policy and a sample disclosure statement are attached as **Appendix G**. Once adopted, the sample disclosure statement will be signed by all relevant parties and appropriately filed.*

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

Comments:

Does Not Meet

The draft conflict of interest policy provided as Appendix G may raise questions or concerns about understanding or capacity regarding the requirements of the law. The policies partially defines what constitutes a conflict of interest, who are the parties excluded from participation in contracts or business arrangements, as well as duties and determinations regarding conflicts of interest.

It is unclear whether the applicant's definition of a conflict of interest complies with the requirements of 22-8B-5.2, which states, "A conflict of interest exists when the 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 charter school is contracting." The applicant's definition states, "A conflict of interest occurs whenever a Governing Council member permits the prospect of direct or indirect

personal gain (or gain to a relative or Related Party) to influence improperly his or her judgment or actions in the conduct of NMGA business.”

The applicant’s response specifically identifies that a member “shall not participate in any meeting, deliberation, or vote of the Governing Council relating to” concerning a transaction where there is a potential conflict of interest.

The draft policy includes actions to be taken upon determination that a conflict of interest has occurred, recording of proceedings, and a sample disclosure statement to be completed annually by all governing board members.

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

*NMGA shall comply with the provisions of the New Mexico Open Meetings Act (NMSA 1978 Section 10-15-1 to 4). In accordance with NMGA draft bylaws (**Appendix B**), the Governing Council shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the NMGA Governing Council. This may include, but is not limited to, publishing dates in the news media, on broadcast stations, on the School’s website, and in a prominent place in the School facility. Members of the Governing Council shall be trained in the requirements of the Act and the Governing Council will develop a policy that complies with the Act.*

*NMGA will abide by the Audit Act, which requires that all schools have an audit committee and that the findings of audits be made public (please see draft bylaws in **Appendix B**). This will be done by posting the results of the annual audit on the School’s website.*

Finally, all policies and procedures (e.g., personnel and student handbooks) will be posted on the School’s website.

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

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

Partially Meets

The applicant provides partial response to the prompt. They state they will comply with the provisions of NMSA, 1978-sections 10-15, which are addressed in Appendix B, draft governing council bylaws. Section IV of Appendix B specifically addresses rules pertaining to governing council meetings, special meetings and remote attendance by members. It also addresses how notice of meetings will be given, how minutes of meetings will be kept, and what constitutes an emergency meeting. Section VII of Appendix B delineates closed sessions and what constitutes grounds for entering into a closed session. Also defined is what constitutes a quorum, approval of contracts, and manner of acting.

The applicant makes no mention of the Inspection of Public Records Act either in the application or in Appendix B, and therefore does not comprehensively or completely address the prompt.

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

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

Pursuant to the definitions on page 9 of Part A Introduction and Instructions of the Application, the term Partnership means:

Partnership: A partner organization is essential to the existence of the charter school and without which the school's mission cannot be accomplished. A "partnership" contemplates a formal relationship, rather than an informal or tangential agreement to provide ancillary support to particular school programs. A partner organization will be an entity that is committing funds or other resources to support the school's operation and long term existence. If the school's plan contemplates reliance on a partner, the applicant should provide evidence (draft contract, memorandum of understanding or other document that evidences the commitment) that the proposed partner is willing to commit to that relationship on the condition the charter school is approved. A partner is **not** a major curriculum provider or other vendor who may be key, but replaceable through a substitute entity.

NMGA does not contemplate partnership with any entity or person according to the Application definition.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(1). Third Party Relationships	<p><i>If Applicable</i> The school indicates that there is /are third party relation-ship(s), and the school provides a clear, comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a complete under-standing of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a clear description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides some information about the relationships and how it/they will support the school. The school may or may not indicate a limited knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school's response is inadequate or incomplete. --OR-- The school indicates that there is /are third party relationship(s), but the application does not address the relationship.</p>
<p>Comments:</p> <p>Not Applicable</p>				

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

This question is not applicable for the reasons stated in the response to J. (1) above.

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

K. Waivers.

K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. Ensure that the rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, its mission, and the educational program and curriculum . For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html .			
NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	X	<input type="checkbox"/>	<p>NMGA will utilize this waiver anticipating that its class sizes may exceed the maximum class size set forth in the Public School Code for regular public schools.</p> <p>NMGA's online delivery system and class loads will fluctuate based on individual student need and student interest. NMGA understands that different grade levels require additional direction and will adjust class loads as needed to accommodate these</p>

			differences.
Teaching load	X	<input type="checkbox"/>	The School may have any number of students in any grade, provided that the total enrollment does not exceed the approved cap on the enrollment.
Length of school day	X	<input type="checkbox"/>	NMGA students will meet or exceed the annual state requirements for hours of instruction. Flexibility will be allowed in the daily schedules of students.
Staffing pattern	X	<input type="checkbox"/>	NMGA may use alternative staffing patterns to address particular circumstances or needs.
Subject areas	X	<input type="checkbox"/>	The School reserves the right to employ this non-discretionary waiver.
Purchase of instructional materials	X	<input type="checkbox"/>	NMGA may not purchase instructional materials from the state adopted list. All materials purchased will support programs offered by NMGA.
Evaluation standards for school personnel	X	<input type="checkbox"/>	NMGA will comply with all state laws and NMPED regulations concerning teacher evaluations as made applicable to charter schools but reserves the right to employ this non-discretionary waiver.
School principal duties	X	<input type="checkbox"/>	The head administrator of a charter school is defined by NMPED regulation as the duly licensed school administrator who is the CEO of a charter school. A CEO is defined by NMPED regulation as a person with duties similar to that of a superintendent as set forth in Section 22-5-14. If the School employs a school principal as defined by the Public School Code, that individual may have other duties than typically assigned to a school district building principal; including but without limitation, instructional leader/coach, community outreach coordinator, etc.
Drivers education	X	<input type="checkbox"/>	Driver's Education will not be offered.

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

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

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

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0

K.(1)(2) Waivers	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, its mission, and the educational program and curriculum.	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The school provides a limited list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the school fails to identify the waivers in III.K.(1) and (2). Or, the application does not address waivers.
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0 □
	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a general statement is provided for why the waiver is being requested.	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested.	<i>Only for schools seeking local district authorization.</i> The school provides and inadequate or incomplete list. The school does not provide a list of Authorizer policies for which a waiver is requested.

Comments:

Partially Meets

The applicant had marked the waivers that have been requested, but has not provided a list of statutes or state rules for which a waiver is requested. The applicant has described each waiver and has provided a limited description of how each waiver will be used, but has not included a rationale for why the waiver is being requested. The applicant has not clearly demonstrated how requested waivers align with the proposed school's proposed autonomy, its mission, and the educational program and curriculum.

L. Transportation and Food.

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

NMGA will not offer transportation services in its first years of operation, except as mandated by state and/or federal law such as arrangements for transporting students with special needs which will be made on an as-needed basis pursuant to the student's IEP. A student's parent/learning coaches will be responsible to provide transportation to NMGA's facility in Albuquerque, a location for staff, student, and parent educational and social activities and for any other school-related instructional or non-instructional activities requiring the student's participation outside their home or place of regular study. In later years, NMGA may seek support in providing transportation.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1)Transportation	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides a clear description of how student transportation needs will be met that is supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an adequate description of how student transportation needs will be met that appears to be supported by the budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. Only a limited description of how student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an inadequate or incomplete description of how student transportation needs will be met.</p> <p>--OR--</p> <p>The school does not state whether or not it plans to offer transportation to its students.</p>
Comments: Not Applicable				

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

This question is not applicable. As an online school, NMGA will not provide food services.

Ranking	
Satisfied	Not Satisfied

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(2)Food Services	<i>If Applicable</i> The school plans to offer food services to its students. The school provides a clear description of how food services will be provided that is supported by the proposed budget.	<i>If Applicable</i> The school plans to offer food services to its students. The school provides an adequate description of how food services will be provided that appears to be supported by the proposed budget.	<i>If Applicable</i> The school plans to offer food services to its students. Only a limited description of how food services will be provided is included OR the school has not fully addressed food services in the budget.	<i>If Applicable</i> The school plans to offer food services to its students. The school provides an inadequate or incomplete response of how food services will be provided. --OR-- The school plans to offer food services to its students but provides no other information.
Comments:				
Not Applicable				

M. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 24th, 2015.**

The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

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

The School's administrative staff will oversee the virtual education program from the NMGA facility to be located in the city of Albuquerque. The facility will also provide a community based center for staff development, student remediation, parent classes, interdisciplinary and small group work, community and service projects, and special events.

NMGA expects to need a minimum of 4,363 square feet upon opening to house 3 classrooms, 2 computer labs, multi-purpose room, 3 offices (one serving as a conference room), reception area, storage space, teachers' lounge, and restrooms. Room for expansion will be needed as the School grows to its maximum projected enrollment of 1,500 students.

The facility must meet the statewide adequacy standards developed pursuant to the Public School Capital Outlay Act and the owner of the facility will be contractually obligated to maintain those standards at no additional cost to the charter school or the state (22-8B-4.2(D)(2)(a) N.M.S.A. 1978).

In addition to location and building size, in evaluating potential facilities, NMGA considers building condition, compliance with safety standards, available outdoor space adjacent to the facility, and proximity to other facilities that would enhance NMGA's educational and instructional programs to be important factors.

*Please see **Appendix I** for the Facilities Master Plan / Educational Specifications Checklist submitted to the Public Schools Facilities Authority (PSFA) and the PSFA letter approving that document.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(1) Projected Facility Needs	The school has clearly and comprehensively described its projected facility needs and desired school environment. The school completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix "J."	The school has described its projected facility needs and desired school environment. The school provides evidence from PSFA that it has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the review process has not been completed, the plan has received PSFA's tentative approval.	The school has provided a limited description of its projected facility needs and desired school environment. The school has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the review and approval process has not been completed.	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The school does not address the Facilities Master Plan Ed / Spec checklist, i.e. has not attached the completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J.
Comments: Exceeds The applicant provides detailed building requirements. "NMGA expects to need a minimum of 4,363 square feet upon opening to house 3 classrooms, 2 computer labs, multi-purpose room, 3 offices (one serving as a conference room), reception area, storage space, teachers' lounge, and restrooms. Room for expansion will be needed as the School grows to its maximum projected enrollment of 1,500 students." Further detail is provided regarding the desired school environment, the applicant provides: "In addition to location and building size, in evaluating potential facilities, NMGA considers building condition, compliance with safety standards, available outdoor space adjacent to the facility, and proximity to other facilities that would enhance NMGA's educational and instructional programs to be important factors." In appendix I, the applicant provides the FMP-Ed/Spec. checklist, a letter of tentative approval from the PSFA, a copy of the present e-occupancy certificate and a comprehensive description of the facilities including a plat map.				

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

NMGA's founders have identified a potential facility in a safe environment for students on the Unser Discovery Campus at 1776 Montano Road NW, Los Ranchos de Albuquerque. There are currently three buildings on the five acre site, of which one is the proposed campus for NMGA. The facility has previously been occupied by charter schools (Cottonwood Classical Preparatory School and New Mexico International School) and has been evaluated by PFSA and approved as an educational institution.

A safety audit of the campus was prepared by the New Mexico Public Schools Insurance Authority in March 2008. The findings were that the buildings met the ADA Accessibility Guidelines, the Uniform Traffic Control Devices, the International Fire Code, OSHA General Environmental Controls, and International Building Code. The building proposed to house NMGA is equipped with a sprinkler system, exit signs, and a security and alarm system.

The facility has 8,000 square feet of unoccupied space which will provide the necessary space for the School to grow to its maximum capacity. The facility already has the necessary infrastructure in place to provide for technology and communications including two T1 lines, fiber cable, wireless routers located in every room, a main server room (locked, fireproof) that will house the school server, and a dedicated line for the fire alarm.

All rooms have natural lighting and fluorescent lighting throughout the building and the multi -purpose room has an acoustical ceiling for presentations.

*In planning for this application, founder, Ms. Janet DeVesty, submitted a letter to the Albuquerque Public Schools superintendent inquiring if there are any existing facilities available for consideration to be NMGA's location as required by the Public School Facilities Authority (see **Appendix I**). At the time of submission of this charter application, Ms. DeVesty had not received a response from Albuquerque Public Schools.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(2) Facility Plan	The school provides evidence that it has researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic location . The evidence includes a clear plan to prepare the	The school provides evidence that it has researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location .	The school provides evidence that it has done some research on potential facilities/properties in the desired geographic location.	The school does not provide evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application does not address the school's facility needs.

	facility/property in time for the school's opening.			
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Comments:

Partially Meets

The applicant provides evidence that it has contacted Albuquerque Public Schools. "At the time of submission of this charter application, Ms. DeVesty had not received a response from Albuquerque Public Schools." The applicant does not provide any other information to indicate the applicant otherwise researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.

The applicant states that they have identified an appropriate/viable facility, but does not provide evidence includes a clear plan to prepare the facility/property in time for the proposed school's opening. The proposed facility has been used by charter schools in the past and has e-occupancy. The owner of the facility has offered the applicants a lease agreement in which the landlord would bear all costs of needed upkeep and improvements. During the capacity interview, the applicants explained the facility has 2 T-1 lines and a server capable of running an online school

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

New Mexico Gateway Academy will apply for Charter School Lease reimbursement funds and will use funds from the operational budget to pay for any remaining balance, if necessary.

The identified facility has served as a charter school location in the past. There are no immediate capital outlay needs.

In accordance with 22-8B-4.2D.(2)(a) NMSA 1978, the owner of the facility will be contractually obligated to maintain the statewide adequacy standards at no additional cost to the charter school or the state.

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

M.(3) Projected Facility Costs	The school provided a thorough description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided a reasonable projection for facility maintenance, repair, and equipment needs.	The school provided a description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided adequate estimates for facility maintenance, repair, and equipment needs.	The school provided a limited description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are sufficient to support the school program.	The school provides only an incomplete or inadequate description of the potential capital outlay needs. --OR-- The application does not address the school's capital outlay needs and potential costs.
<p>Comments:</p> <p>Partially Meets</p> <p>The applicant indicated there would be no need for capital outlay funds. The applicant provides a list of capital needs only including the building. During the capacity interview, the applicant explained the proposed facility contains all furniture, fixtures, and equipment necessary to open a school. They also indicated the landlord had agreed to a single net lease providing all ongoing maintenance and repair. They did not specifically address capital outlay for a lease to purchase agreement, SB-9 funding, or HB-33 funding and needs.</p>				

Finance

A. Budgets.

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

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

*Please see **Appendix J**.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet clearly demonstrates understanding of and capacity to implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet contains some errors that may raise questions about understanding of and capacity to implement New Mexico public school funding.	The school provides an incomplete or inadequate 910B5 State Equalization Guarantee (SEG) Computation Revenue Worksheet for each of the 5-year budget plan. --OR-- The application does not include a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
Comments: Partially Meets The applicant provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. In years 2 – 5 the projected MEM on line 112 is not equal to the MEM on lines 21 or 163. The projected MEM can only equal the average of the				

80 and 120 day MEM from the previous year on lines 9 – 20 of the 910B-5. On the applicants 910B-5 for years 2 – 5 the total on line 21 does not equal to the amount used on line 112. Therefore, they have not used the appropriate values and computations for each year of the 5 year plan.

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

*Please see **Appendix K**.*

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

Comments:

Does Not Meet

The applicant provides an incomplete five year budget. Some information regarding salary and benefits, training, supplies, lease payments, insurance and some supply assets are included, however, the applicant failed to provide enough information to explain the following expenditures:

*Where the funding is included for hardware for an estimated 86% of students needing to borrow computers

*Where adequate funding is for Special Education services such as Speech Therapists, Diagnosticians and Occupational Therapist is based on the state average of special education students and the number of students projected each year

*Where the total funding is to match the narrative of \$2195 per teacher is included for purchasing computer equipment, including new teachers in all 5 years
 *What row 286 funding for 1000-53414 \$141,340 in first year is for
 *What row 386 funding for 1000-55915 for \$324,894 in the first year is to be utilized for
 *What funding in row 501 1000-56113 \$501,346 in the first year is to be utilized for
 *Where funding for IT work, configuration and maintenance needed to keep an online school up and running is located
 *Where the funding for a janitor is included
 Without this vital information, no determination can be made regarding how the budget supports the schools proposed mission and the long term sustainability of the school.

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

Revenue assumptions: NMGA's budget assumes that the School will receive the State Equalization Guarantee (SEG) for students. The funding is driven by specific enrollment assumptions.

Enrollment assumptions: NMGA plans to enroll 260 students in grades K-10 during its first year of operation growing to 845 students in grades K-12 in Year 5. We project that, at full enrollment, 58 percent of our students will be grades K-8 students, while 42 percent will be grades 9-12 students. Most schools with a similar instructional model as NMGA resemble the statewide public school enrollment population by the end of the first three years of operation. NMGA assumes it will enroll a similar percent of low income students as the general public school population. However, NMGA did not plan for additional funding for these students. NMGA will develop supplemental services for these students and apply first for targeted assistance Title I funds to meet their needs. These revenues and services will be supplemental to the core instructional program provided through the SEG funds.

Teacher expenses: To implement the curriculum of the School, NMGA will ensure that teachers have access to the learning management system anywhere, including at the administrative office site (which is also a location for staff, student, and parent educational and social activities) or offsite locations. Teachers will be issued a laptop, printer/fax/scanner, shredder (to destroy sensitive documents), head set, telephone and locking storage. The budget includes \$836 per teacher per year for travel for offsite professional development and other school related business, and \$2,195 per teacher to ensure connectivity to the learning management system. The budget provides \$474 per teacher per year for professional development. Teachers will receive the complete set of curriculum materials that students receive. The budget includes sufficient funds to ensure that teachers have online accounts within the learning management system in order to access a complete set of curriculum, the student information system, test preparation tools, and all reporting tools. The budget also provides teachers with an effective real-time web-based classroom (such as Blackboard Collaborate) to teach students in a distance learning setting.

Student expenses: The budget assumes that about 86 percent of the students will check out a computer system from NMGA for use while they are enrolled in the School. The system includes a desk top computer, a printer/fax/scanner and a head set. Students will also receive course materials and learning management system access for an average of six courses. Individual students may enroll in additional or fewer courses based on special needs, graduation deficiencies, etc. NMGA plans on spending an average

of \$94 per student for test administration expenses, including facility rental and teacher travel expense for proctoring. NMGA plans on spending an average of \$575 per special education student per year for evaluation and related services provision.

School Administration and Governance: The budget assumes significant legal expenses during the planning year and first year of operations to cover policy review and procurement advice as NMGA contracts with vendors for goods and services. NMGA plans to provide and/or contract for services, including student recruitment, technology management, and a student information system management system. The NMGA budget plans for Governing Council training during the planning year and each operational year, which shall include participation in New Mexico Public Education Department mandated training and may include membership in the New Mexico Coalition for Charter Schools and/or cooperatives and participation in national conference events.

Insurance, facilities, other: The NMGA facility will be a site for many purposes supportive of NMGA's educational plan-- for staff, student, and parent educational and social activities and school administration. The facility will be located in the Albuquerque area, occupying an estimated 5,200 square feet of building space. The facility will have space suitable for classrooms; meeting/counseling rooms; multipurpose rooms for meetings/performances; kitchen; offices; and restrooms. After charter approval, one of the initial responsibilities of the Governing Council will be to appoint a Facilities and Capital Planning Committee that will focus on capital planning and decision-making. Our proposed Albuquerque facility is already zoned appropriately for educational use. The Facilities and Capital Planning Committee will confirm that all facilities utilized by NMGA are also appropriately zoned and meet New Mexico Adequacy Standards for Educational Buildings. NMGA has analyzed property rental rates and utility rates (phone, Internet, water, electricity) in the Albuquerque area. NMGA also plans to use a conference call service to enable teachers and parents from throughout the state to participate in instructional support, orientation sessions, and other activities. NMGA will lease a copier and purchase a server and computers for the NMGA facility. The budget includes general liability insurance and licenses for software.

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

	understanding of the budget and of budgeting.	school's general understanding of the budget and of budgeting.		
--	------------------------------------------------------	-----------------------------------------------------------------------	--	--

Comments:

Partially Meets

The applicant provided a limited budget narrative that may raise some questions as to the proposed school's understanding of the budget and of budgeting. Although they have identified assumptions in the narrative such as an amount required to equip hardware for teachers, the amount in the assumption does not match what they have included in the actual budget worksheet. Their budget narrative also does not include an explanation of how assumptions were determined, or what the reliable source was for the assumption was on costs for the teacher equipment, the teacher training and travel, student testing, utilities, or the estimated number of students who will need to borrow equipment. Therefore the prompts were only partially addressed in a limited way.

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

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

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

Types of Budget Adjustments

During the course of every school year the Finance Committee will periodically meet with the Business Manager and the Director to review the School's current budget compared to actual revenue and expense reports. During this review the Finance Committee will be given information on anticipated revenue fluctuations as well as upcoming expenditures. Revenue fluctuations can arise from new grant awards, variance in membership, changes to the unit value, and additional funded programs. Expenditure fluctuations occur mainly as a result of differences in pricing, addition/deletion of instructional programs, and unforeseen expenses. The Business Manager, with assistance from the School's Director, will prepare a budget adjustment request (BAR) (either an initial budget, an increase in budget, a maintenance adjustment, a transfer adjustment, or a decrease in budget) in order to maintain

budget authority. These BARs will then be reviewed by both the Finance Committee and Governing Council before being submitted for approval to the State.

Budget Modification for Students with Special Education Needs

For schools in their first year of operation, state funding for Special Education will not occur until after the 40th day count. The School will ensure that all of the educational needs of the students with Individualized Educational Plans are met as soon as those students are identified. After the 40th day count, the School will work with their assigned budget analyst at the Public Education Department to create budget adjustment requests that align the additional funding with the expenditures for special education students.

Budget Adjustments for Low Enrollment

If after the 40th day count the School has not met their projected enrollment then the School will adjust the budget accordingly for program staffing, items such as budgeted per student costs (supplies, travel, testing, etc.) and student support costs, depending on the membership variance.

	Ranking			
	Satisfied ←		Not Satisfied →	
A(4) Strategies for Budget Control	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide clear evidence that the adjustments are viable and realistic. The suggested budget control strategies demonstrate capacity to manage the budget successfully.	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide some evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a general capacity to manage the budget successfully.	The school provides a limited description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic.	The school provides an inadequate or incomplete description of budget adjustments. --OR-- The application does not address strategies for budgeting control.

COMMENTS:

Partially Meets

The applicant provides a limited description of what budget adjustments could be made to meet budgeting and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic. "If after the 40th day count the School has not met their projected enrollment then the School will adjust the budget accordingly for program staffing, items such as budgeted per student costs (supplies, travel, testing, etc.) and student support costs, depending on the membership variance." This statement does not explain what "accordingly" means in terms of budget adjustments or how student support costs will be adjusted.

"The Business Manager, with assistance from the School's Director, will prepare a budget adjustment request (BAR) (either an initial budget, an increase in budget, a maintenance adjustment, a transfer adjustment, or a decrease in budget) in order to maintain budget authority. These BARs will then be reviewed by both the Finance Committee and Governing Council before being submitted for approval to the State." This does not explain how the Director and Business Manager decide which BARs are needed nor how the Governing Council monitors whether these BARs are in alignment with the applicant's capacity to manage the budget successfully.

"The School will ensure that all of the educational needs of the students with Individualized Educational Plans are met as soon as those students are identified. After the 40th day count, the School will work with their assigned budget analyst at the Public Education Department to create budget adjustment requests that align the additional funding with the expenditures for special education students." This does not address how the school will ensure all of the special needs are being met and what role the budget analyst at the PED will play regarding aligning BARs and expenditures to Special Education needs.

The applicant has not provided an adequate description of budget adjustments.

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

*Attached as **Appendix L** is a proposed salary schedule for all NMGA staff.*

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

	The school provides a clear, comprehensive, and cohesive proposed salary schedule for all key staff , including teachers, administrators, and other salaried / hourly staff that complies with state requirements.	The school provides a clear proposed salary schedule for most key staff , including teachers and administrators, that complies with state requirements.	The school provides a limited salary schedule for some key staff, including teachers and administrators, that complies with state requirements.	The school provides an incomplete or inadequate proposed salary schedule for key staff. --OR-- The application does not provide a proposed salary schedule for key staff.
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Comments:

Does Not Meet

The applicant provides a clear proposed salary schedule for teachers. This schedule is compliant with state requirements for salary minimums of \$34,000 for level 1, \$40,000 for level 2 and \$50,000 for level 3 teachers and includes an increase for each year of experience and each degree level. The attached office staff salary schedule is from New Mexico Virtual Academy (Appendix L) and not NM Gateway Academy and only states minimum and maximum salary levels for the Director, Manager of Exceptional Services, Office Administrator/Registrar, Counselor and Strategic Planning Coordinator, and not an actual schedule. Therefore the applicant provided an incomplete or inadequate salary schedule for key staff.

B. Financial Policies, Oversight, Compliance, and Sustainability

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

Fiscal Management

The NMGA administration, under the guidance of the Governing Council, will be accountable for compliance with all local, state, and federal laws and regulations pertaining to public schools as well as compliance with the charter provisions.

Pursuant to 6.80.4.11.D NMAC, prior to the end of its planning year, the NMGA Governing Council will demonstrate that it has qualified as a board of finance and that it has satisfied any conditions imposed by the commission before commencing full operation for the remainder of its charter term. Council member(s) who will be given the responsibility of keeping the financial records of NMGA will sign affidavits describing the training completed, professional licensure held, and degrees earned by them. These members will also be adequately bonded through the Public School Insurance Authority. Every member of the Governing Council will sign a statement agreeing to consult with the department on any matter not covered by the manual of accounting and budgeting before taking any action relating to funds held as a board of finance. Additionally, every member of the Governing Council will sign an affidavit declaring that the member is not a governing council member of any other charter school and

that the member was not a governing council member of another charter school that was suspended or failed to receive or maintain their board of finance designation.

Pursuant to 6.80.4.20 NMAC, all Governing Council members will attend five hours of training at least annually on topics that include department rules, policies and procedures, statutory powers and duties of governing boards, legal concepts pertaining to public schools, finance and budget and other relevant matters.

The NMGA Governing Council will follow the State of New Mexico Procurement Code [13.1.21.et seq. NMSA] for all procurements. NMGA will appoint the Office Administrator to be the Certified Procurement Officer.

NMGA will contract with a licensed Business Manager as soon as financially feasible and, thereafter, notify the New Mexico Public Education Commission within 30 days of changing its licensed Business Manager for the School, and a new, signed "Affidavit of Financial Custodian" will be submitted. The licensed Business Manager will be adept at using financial software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency that will ensure compliance with all regulatory guidelines. The Governing Council intends to contract with a licensed Business Manager from the Vigil Group, LLC based in Albuquerque.

The Finance Committee will be responsible for planning, preparing and presenting an annual school budget to the Governing Council for adoption that will follow all the procedural and maintenance requirements pursuant to 6.20.2.8 NMAC, 6.20.2.9 NMAC, and 6.20.2.10 NMAC. The Governing Council will approve the annual budget and submit the annual budget to the charter schools division of the New Mexico Public Education Department for approval or amendment pursuant to Section 22-8-6.1(B) NMSA 1978. Thereafter, the budget shall be submitted to the public education commission for review.

The Director will provide fiscal reports to the Governing Council which will include revenue, expenditures and a balance sheet for each quarter.

The Governing Council will establish a Finance Committee made up of at least two members of the Governing Council, to assist the Governing Council in carrying out its budget and finance duties. The Finance Committee will work closely with the licensed Business Manager to meet the fiscal needs of NMGA and ensure awareness and compliance with all the rules and regulations applicable to public school finance in New Mexico. The Finance Committee shall make recommendations to the Governing Council in the areas of financial planning, review of financial statements, monitoring of revenues and expenses, annual budget preparation and oversight, and procurement, and shall serve as an external monitoring committee on budget and other financial matters.

The Governing Council also will establish an Audit Committee including two Governing Council members, one volunteer member who is a parent of a student attending NMGA, and one volunteer member who has experience in accounting or financial matters. The Director and the licensed Business Manager shall serve as ex-officio members of the Audit Committee. The Audit Committee shall: evaluate the request for proposals for annual financial audit services; recommend 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 audit field work begins until the conclusion of the audit; be accessible to the external financial auditors as requested to facilitate communication with the Governing Council and the Director; track and report progress on the status of the most recent audit findings and advise the local school board on policy changes needed to address audit findings; provide other advice and assistance as

requested by the Governing Council, and be subject to the confidentiality requirements of the Audit Act, NMSA 1978 Section 12-6-1 et seq.

The Governing Council, the Finance Committee, the administration and the licensed Business Manager will take all the necessary steps required to:

- 1. ensure that all assets are safeguarded against loss and unauthorized use;*
- 2. ensure that NMGA will provide reliable financial information;*
- 3. ensure efficient operations; and*
- 4. ensure compliance with all applicable laws, regulations, and procedures of the Public Education Department.*

All current expenditures will be funded from current revenues. NMGA will not postpone expenditures or accrue revenues so as to avoid paying for current expenditures at the expense of meeting a subsequent year's expenses. The assignment of fiscal duties to staff members in NMGA will be made with the intent of limiting their ability to cause and conceal errors, irregularities and illegalities.

The contracted licensed Business Manager will use a modified accrual-basis accounting program to keep records for all school finances. This program will keep records available for timely access and reporting. Also, the licensed Business Manager will review purchase orders before they are issued for sufficiency of funds; prepare monthly financial reports; report the status of the budget monthly; present and track proposed Budget Adjustment Requests (BAR); maintain a positive balance by object code for all funds; and keep the Governing Council, the Finance Committee, and the administration informed of the availability of funds for budgeting purposes. The licensed Business Manager will be responsible for ensuring that all of the accounting systems comply with GAAP. Quarterly fiscal operations and academic reports will be submitted to the State using State approved the reporting systems, including STARS.

Pursuant to 6.20.2.18 NMAC, the Governing Council will establish written payroll policies and procedures which comply with state and federal regulations and provide strict internal controls, close supervision, and financial controls in accordance with GAAP. The licensed Business Manager will use a payroll system for the calculation of wages, employee benefits and the processing of payroll on a semi-monthly basis for all NMGA employees. NMGA will maintain and have available for inspection the following records related to payroll:

- Employment contracts*
- Payroll action forms*
- Certification records*
- Employment eligibility verification*
- Federal and state withholding records*
- Pay deduction authorizations*
- Pay or position change notices*
- Educational Retirement Act records*
- Direct deposit authorizations*

All payroll and employee information will be safeguarded by policies and procedures implemented by the Governing Council in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978

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

B(1)(2) Financial Policies and Internal Controls	The school provides a clear, comprehensive, and cohesive set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls demonstrate capacity to appropriately manage public funds.	The school provides a set of clear financial policies and internal controls that comply with requirements and financial best practices. The policies and controls appear to demonstrate capacity to appropriately manage public funds.	The school provides a limited description of financial policies and internal controls that comply with requirements. The policies and controls suggest some capacity to manage public funds.	The school provides incomplete or financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
<p>Comments:</p> <p>Does Not Meet</p> <p>The applicant provides inadequate financial policies and internal controls to address requirements and financial best practices, and the response leaves a lot of unanswered questions. For instance, the applicant lists areas to be monitored, such as safeguarding assets, ensuring NMGA will provide reliable financial information, efficient operations, and complying with all statutes, but does not explain how that will happen or who will be responsible for what duties. The applicant does not address how the governing council will oversee the finance committee and Business Manager to ensure that the financial information they receive is reliable and that assets are safeguarded. They do not identify the procedure, the policy, or how the Business Manager ensures that the accounting system complies with GAAP. They also do not address who issues purchase orders and how are they monitored?</p> <p>“The Director will provide fiscal reports to the Governing Council which will include revenue, expenditures and a balance sheet for each quarter.” They do not explain how these reports used to monitor finances and ensure compliance. They also do not address journal entries, bank statements and bank reconciliations or who monitors them. They do not describe the process to ensure that withdrawals and deposits are correct and in compliance and that entries in the accounting system are valid.</p> <p>They state the governing council will appoint the Office Administrator to be the Certified Procurement Officer. It is not enough for a CPO to be appointed by the governing council, they must also pass a test every two years in order to achieve/retain certification.</p> <p>The information below does not address how assignments of fiscal duties will limit staff’s ability to cause or conceal irregularities or illegalities. “All current expenditures will be funded from current revenues. NMGA will not postpone expenditures or accrue revenues so as to avoid paying for current expenditures at the expense of meeting a subsequent year’s expenses. The assignment of fiscal duties to staff members in NMGA will be made with the intent of limiting their ability to cause and conceal errors, irregularities and illegalities. “</p>				

All payroll and employee information will be safeguarded by policies and procedures implemented by the Governing Council in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978. The applicant does not specify the policies and procedures.

The policies and internal controls for the following were not included:

- Employment contracts
- Payroll action forms
- Certification records
- Employment eligibility verification
- Federal and state withholding records
- Pay deduction authorizations
- Pay or position change notices
- Educational Retirement Act records
- Direct deposit authorizations

The information given did not provide enough information to determine what their policies were, what the internal control procedures were, whether they complied with regulations or whether the proposed school demonstrates capacity to manage public funds.

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

Internal control policies and procedures will be drafted and submitted to the Governing Council for review and adoption during the Planning Year. The controls will address all areas of cash management including monthly bank reconciliations, bank account access, signatory authority, segregation of duties, payroll, accounts payable and receivable, budgets and BARs, and timely reporting to the Governing Council, charter authorizer, and the NMPED. In addition, the NMPED Manual of Procedures will be incorporated into the School's procedures to ensure compliance with all state statutes, rules, and regulations and Federal OMB Circular A-102.

Below is an outline of the overarching internal controls that will be developed as part of NMGA's internal control policies:

GAAP-compliant Financial and Accounting Plan: *This plan will be developed in accordance with 6.20.2 NMAC and will provide an accurate accounting of all of NMGA's finances, will ensure sufficient information for audit purposes, and will provide data in the format needed to submit accurate and timely Annual Financial Reports to the Department. Specific elements of the NMGA Financial and Accounting Plan will include:*

Budgeting Process: *The development of NMGA's annual budget will be a process that will incorporate input from key stakeholders. A preliminary budget will be presented by the Finance Committee to the Governing Council. It will then be approved by the Governing Council after required public input has been obtained from stakeholders and before the start of the school year. Once the beginning enrollment and updated per pupil funding figures are known, a revised budget will be prepared by the licensed Business Manager for the Finance Committee and the*

Council's consideration. This budget will then be compared to actual and forecasted results on a monthly basis as described below. PED approval will be sought for any revisions in the approved budget.

Accounting System: As part of its process to contract with a licensed Business Manager, NMGA will require that this individual/firm use an industry accepted accounting software that is compatible with the State's reporting requirements. The accounting software used will also be required to include strong controls, data integrity and backup, and data security.

Internal Financial Controls: NMGA will institute internal financial controls policies as follows:

Segregation of Duties: NMGA will develop check request and purchase order forms to document the authorization of non-payroll expenditures. Proposed expenditures up to \$5,000 may be approved by the Director, who will review the proposed expenditure to determine whether it is consistent with the Council-adopted budget and sign the check request form. Expenditures over \$5,000 must be approved by the Governing Council. All approved check requests and purchase orders will be provided to the Finance Committee and will be signed by a Council member who has been approved as a signatory on the School's checking account to initiate payment. All transactions will be posted on the general ledger by the licensed Business Manager. To ensure segregation of recording and authorization, the licensed Business Manager will not have authorization to access NMGA's bank accounts.

Authorization and Processing of Disbursements: To ensure fiscal responsibility and compliance, the Finance Committee and the Governing Council will meet regularly to review the operations and financial performance of the School. The licensed Business Manager will be required to provide supporting documentation for all expenditures and NMGA will not authorize payments until it has reviewed the documentation. The Governing Council will establish fiscal policies covering school expenditures. It will also designate specific check signing authority.

Safeguard Assets (6.20.2.14 NMAC): All state, federal, and other monies received by NMGA will be deposited in NMGA accounts within 24 hours or one banking day of receipt at an authorized banking institution per state regulations. The School shall account for public money placed in interest bearing deposits in accordance with Sections 22-8-40(C) through (G), NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and other federal and state laws applicable to the investment of public school money. As required by law, NMGA will take responsibility for acquiring all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the state of New Mexico.

Dual Signatories/Reconciliation: For all funds, the Governing Council will appoint and approve all individuals authorized to sign checks and all bank accounts will require multiple signatures on checks or other forms of disbursement. Bank statements from private banking institutions will be sent directly to the School's Finance Committee, who will submit a copy to the licensed Business Manager for reconciliation. Reconciliations will be provided to the Finance Committee for monthly reviews.

Segregation of Payroll Processing: The same employee may not be assigned responsibilities for payroll preparation, payroll authorization and check distribution 9if not direct deposit). The processing of Personnel Action Forms and payroll processing will be separate functions. Two

staff members will cross check payroll processing to minimize posting errors and ensure accurate reconciliation.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(2) Financial Policies and Internal Controls	The school provides a clear, comprehensive, and cohesive description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides a clear description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides a limited description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
<p>Comments:</p> <p>Does Not Meet</p> <p>The applicant provides an incomplete description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.</p> <p>The applicant did not provide internal control procedures as the prompt asked, but instead indicated: "Internal control policies and procedures will be drafted and submitted to the Governing Council for review and adoption during the Planning Year. In addition, the NMPED Manual of Procedures will be incorporated into the School's procedures to ensure compliance with all state statutes, rules, and regulations and Federal OMB Circular A-102." This response does not address how the manual of procedures will be incorporated into the proposed school's procedures or what those procedures will be.</p> <p>The applicant states it will create a compliance plan, but does not explain what that plan is. "GAAP-compliant Financial and Accounting Plan: This plan will be developed in accordance with 6.20.2 NMAC and will provide an accurate accounting of all of NMGA's finances, will ensure sufficient information for audit purposes, and will provide data in the format needed to submit accurate and timely Annual Financial Reports to the Department."</p>				

"The Governing Council will establish fiscal policies covering school expenditures. It will also designate specific check signing authority." This statement does not explain what those policies are. The applicant did not include specific policies for check request and purchase order forms to document the authorization of non-payroll expenditures."

"The Governing Council will establish fiscal policies covering school expenditures. It will also designate specific check signing authority."

The applicant provided a list of policies it plans to create in the planning year, but did not provide the actual policies as the prompt requested.

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

*The primary staff member responsible for financial tasks will be the contracted licensed Business Manager. However, the Director oversees purchased goods and services and will assess the program needs according to the charter and student membership, and will communicate those needs to the Business Manager, the Finance Committee and the Governing Council so that they can be reflected in the budget. The Business Manager then assures that the funding fits the program. In addition, the Office Administrator (also the appointed Chief Procurement Officer) keeps track of cash receipts; receives any cash; and enters requisitions into the accounting system. The Business Manager handles the posting into the general ledger and processes all of the accounts payable and payroll. The Director will authorize payroll and process Personnel Action Forms. If applicable, the Office Administrator will distribute checks. The Business Manager is responsible for generating all financial reports. Please see job descriptions in **Appendix D** for a more thorough list of the qualifications and responsibilities of the Business Manager.*

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

Comments:

Does Not Meet

The applicant provides a general description of the appropriate staff to perform financial tasks, however there are some areas that are not supported by the job descriptions, or the organizational chart. The proposed organizational chart shows the business manager reporting directly to the governing board, even though the narrative states the business manager reports to the director. The job description of the Office Manager does not include tasks identified in this response such as “keeps track of cash receipts; receives any cash; and enters requisitions into the accounting system.” The Chief Procurement duties are not included in this section and “entering requisitions into the accounting system” could cause a failure to properly segregate procurement duties if the Office Manager is also approving the purchase orders, which is a required duty of the Chief Procurement Officer.

Another example of how the job description does not match the response to this question is: “The Director will authorize payroll and process Personnel Action Forms.” The job description in Appendix C states “[The director will] Work with the Business Manager and Finance Committee to oversee budgets and forecasting. Manage the budget and expenditures in cooperation with the Finance Committee to meet financial obligations.” Authorizing payroll and personnel action forms are not included in the job description, and the organizational structure does not support the Business Manager reporting to the Director in any financial capacity, only that the Director manages expenditures in cooperation with the Finance Committee.

There are no additional qualifications listed for the business manager beyond holding a business manager license. The job description is lacking a specific delineation of duties.

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

The Governing Council has oversight of the budget and it is the Council's responsibility to ensure that the funds are allocated according to needs of NMGA. The licensed Business Manager is responsible for notifying the Council of any financial impacts on the budget and will make recommendations to the Council for adjustments needed in the budget. The Director will work with the Finance Committee to review the operational budget and present it to the Governing Council for approval. The Finance Committee meets monthly to monitor income and expenditures and bank reconciliations and makes recommendations to the Council regarding financial planning. The Audit Committee oversees the use of public funds and prepares for and ensures compliance with annual audits. The committee meets with external auditors and reviews and reports audit findings to the Governing Council and then issues a corrective plan. The Audit committee meets quarterly to ensure that the plan is carried out and that any budgetary problems are remediated.

Ranking		
←	Satisfied	Not Satisfied →

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

Comments:

Does Not Meet

The applicant provides an inadequate description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. "The Governing Council has oversight of the budget and it is the Council's responsibility to ensure that the funds are allocated according to needs of NMGA."

This statement provides no details of how the Governing Council will provide legal or fiscal oversight or ensure funds are allocated according to the needs of NMGA.

"The Finance Committee meets monthly to monitor income and expenditures and bank reconciliations and makes recommendations to the Council regarding financial planning." This description lacks any details of how the committees will operate in the context of the proposed school's overall governance & management. "The Audit Committee oversees the use of public funds and prepares for and ensures compliance with annual audits. The committee meets with external auditors and reviews and reports audit findings to the Governing Council and then issues a corrective plan. The Audit committee meets quarterly to ensure that the plan is carried out and that any budgetary problems are remediated." While these statements list some of the functions of an audit committee they lack a description of how this committee functions in the context of the proposed school's overall governance. What happens once a corrective plan is created and how the committee ensures that the plan is carried out are two questions not answered.

The applicant addresses one or two financial tasks in connection to a staff member or GC member or committee, such as reviewing an operational budget, or monitoring income or expenses, without providing a description of how the oversight will occur or how committees operate within the proposed school structure. Additionally, they do not address how they will ensure legal oversight of the proposed school, which is specifically requested in the prompt.

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

Furthering NMGA's Mission: NMGA will provide a statewide online learning environment with a comprehensive career focus that begins in kindergarten and continues through graduation. This mission has an expansive vision that reaches students throughout the state, including rural areas, and industries that are most relevant in New Mexico. Strategies for easing the capacity of NMGA's mission may include:

- Continuously building relationships with industry leaders throughout the state
- Developing an annual, grade appropriate speaker series with various industries
- Developing hands-on career days and workshops for students of all ages
- Establishing a network of internship opportunities throughout New Mexico

Building Capacity through Student Enrollment: NMGA will be a statewide school that hopes to attract a student population that is as diverse as New Mexico's statewide demographics. Furthermore, by continuously attracting students and growing to capacity, NMGA will be able to better plan its annual budgets and expenditures. NMGA intends to do this by implementing the following strategies:

- Providing non-traditional outreach strategies to students and their families such as hosting in-person or online events for non-enrolled families, sponsoring non-profit, education based events, and providing School information to local organizations such as Boys and Girls Clubs, YMCAs/YWCAs, libraries and churches.
- Developing a positive reputation among families by exceeding academic goals and serving our students
- Developing a positive reputation among the statewide community, especially industry leaders, by graduating talented career ready students.

Building Governing Council Capacity: The School cannot be successful without a strong, involved Governing Council. To that end, NMGA will strive to:

- Constantly recruit potential board and committee members to ensure a pipeline of qualified candidates are available to provide their expertise as positions open on the Governing Council.
- Develop effective, involved committees that serve the Governing Council in decision making and help recruit and train new prospective Council members.
- Provide new Council members with a thoughtful orientation program.
- Provide Governing Council training beyond the annual five hour state mandated training. When the budget allows (or if grant funds can be secured) NMGA would like to hire a reputable organization such as BoardOnTrack to provide training to the Governing Council.
- Apply for 501(c)3 status.

Growing and nurturing community relationships: NMGA will rely on the statewide community to engage with our students. Industry leaders will provide presentations and internships to our students and leadership and advisement to our Governing Council. The New Mexico State University system and the New Mexico's Independent Community Colleges, and Tribal Postsecondary Institutions will provide our students with dual credit opportunities, career pathway certification opportunities, and postsecondary education. NMGA will continuously build these relationships by:

- *The Strategic Planning Coordinator will work with industries and businesses around the state to further develop NMGA's career focused learning model. This position will be a part-time role and will grow to a full time position by year 4.*
- *Providing industry leaders with graduates who are career ready including certified in specific New Mexico based industries.*
- *Provide postsecondary institutions students who are prepared to learn and who do not require remediation upon college entrance.*
- *Recruiting the School's current resources – Council members, committee members, parents, and staff – to network throughout the State and share NMGA's mission to build relationships for the School and build opportunities for our students.*

	Ranking			
	← Satisfied		Not Satisfied →	
B.(5) School Sustainability	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's thoughtful consideration of school sustainability.	The school provides a clear description of long-range goals and strategies that will help build the school's capacity most of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's adequate consideration of school sustainability.	The school provides a general description of long-range goals and strategies that will help build the school's capacity some of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates that the school has a limited understanding of long-range planning and school sustainability.	The school provided an inadequate or incomplete description of long-range goals and strategies that will help build the school's capacity and ensure the school's sustainability. --OR-- The application provides no information regarding the long-term sustainability of the school.
<p>Comments:</p> <p>Does Not Meet</p> <p>The applicant provided an inadequate description of long-range goals and strategies that will help build the proposed school's capacity in essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives.</p> <p>The long range goals or strategies or the capacity to build the s proposed chool's sustainability in given areas are unclear in the following statement: "NMGA will provide a statewide online learning environment with a comprehensive career focus that begins in kindergarten and continues through graduation. This mission has an expansive vision that reaches students throughout the state, including</p>				

rural areas, and industries that are most relevant in New Mexico.” The long-term goal and the ability to build the school’s sustainability through its mission is unclear.

“NMGA will be a statewide school that hopes to attract a student population that is as diverse as New Mexico’s statewide demographics. Furthermore, by continuously attracting students and growing to capacity, NMGA will be able to better plan its annual budgets and expenditures [by]:

- Providing non-traditional outreach strategies to students and their families such as hosting in-person or online events for non-enrolled families, sponsoring non-profit, education based events, and providing School information to local organizations such as Boys and Girls Clubs, YMCAs/YWCAs, libraries and churches.
- Developing a positive reputation among families by exceeding academic goals and serving our students
- Developing a positive reputation among the statewide community, especially industry leaders, by graduating talented career ready students.

The long-term goals and ability to build the proposed school’s sustainability in enrollment is unclear from the statements above.

Regarding building governing council capacity the applicant states: “The School cannot be successful without a strong, involved Governing Council. To that end, NMGA will strive to:

- Constantly recruit potential board and committee members to ensure a pipeline of qualified candidates are available to provide their expertise as positions open on the Governing Council.
- Develop effective, involved committees that serve the Governing Council in decision making and help recruit and train new prospective Council members.
- Provide new Council members with a thoughtful orientation program.
- Provide Governing Council training beyond the annual five hour state mandated training. When the budget allows (or if grant funds can be secured) NMGA would like to hire a reputable organization such as BoardOnTrack to provide training to the Governing Council.
- Apply for 501(c)3 status.”

The long-term goal or strategy and the ability to build capacity in the Governing Council is unclear from the statements above.

Regarding growing and nurturing community relationships the applicant states: “NMGA will rely on the statewide community to engage with our students. Industry leaders will provide presentations and internships to our students and leadership and advisement to our Governing Council. The New Mexico State University system and the New Mexico’s Independent Community Colleges, and Tribal Postsecondary Institutions will provide our students with dual credit opportunities, career pathway certification opportunities, and postsecondary education. NMGA will continuously build these relationships. The long-range goal or strategy and the ability to build capacity in community relationships is unclear from the statements above.

The applicant states they will nurture and grow the community, apply for 50(c)3 status, and attract a diverse student population but provides no long-range goals and strategies that will help build the proposed school’s capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives as requested by the prompt.

Evidence of Support

A. Outreach Activities.

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

NMGA's intent is to have robust relationships with industry leaders and colleges throughout the state of New Mexico. The founders believed that the best way to build consensus of the School's mission and seek support of the industry and education community was to inform these stakeholders via outreach meetings. The meetings were hosted in person, but attendees also had the option of attending via Blackboard Collaborate. Two meeting dates were scheduled and held, one in April 2015 and one in May 2015; each meeting on a different night of the week in order to accommodate schedules of various individuals. The meetings were hosted at the Unser Discovery Campus in Albuquerque.

The goals of the meetings were to:

- 1) provide stakeholders with the School's mission and answer questions;*
- 2) garner community support in order to build relationships for the School;*
- 3) gather input from the stakeholders, and*
- 4) begin building a strong founding Governing Council.*

The first meeting was attended by thirteen New Mexico residents. This group included stakeholders from various groups including educators, industry leaders, and faculty and students from the University of New Mexico (UNM). Of these attendees, three participants have agreed to be on the founding Governing Council.

The second meeting hosted eight individuals. The attendees included industry leaders, non-profit leaders, union leaders, educators, and members of groups that directly align with NMGA's mission including the Executive Director of the New Mexico Association for Career Technical Education and a representative of the economic development community. Of this group, two participants agreed to serve on the founding Governing Council.

The attendees expressed great enthusiasm for the program. The most positive responses were about three aspects of the School. First, there was a clear excitement from the individuals and the groups represented that NMGA is a college and career readiness School. Industry leaders understand that career readiness and college readiness are not exclusive of each other. Second, the unique and innovative NMGA model was noted and endorsed: begin preparing students for career exploration in kindergarten. This has not been done previously in the state and there was clear and evident approval by the attendees of this approach to developing student knowledge and interest in career pathways. Finally, there was strong support among the attendees of a statewide school. There are concerns throughout the industry sectors that students in New Mexico have limited exposure to career focused education options due to the vast geography of New Mexico. Providing a statewide career- focused education to all students eligible to attend New Mexico public schools was widely applauded.

A web of resources have been building around these meetings. Attendees have started making connections and introductions to statewide stakeholders including members of organizations like the WorkKeys division of Workforce Solutions, the Duolingo Incubator, New Mexico Legislators, ABQid, and

See the Change USA. In addition, several participants expressed interest in providing field trip sites for NMGA students. These preliminary field trips sites include accounting, information technology, health care, hospitality, auto, welding, maintenance, and carpentry industries.

NMGA has developed an effective outreach program that has engaged diverse individuals who represent statewide organizations, thus the School has laid a foundation to ensure that NMGA will provide equitable opportunity for all students to enroll at NMGA. Please also refer to "Organization: Section H. Student Recruitment and Enrollment" for the NMGA student outreach, recruitment, and enrollment plans.

*Please see **Appendix O** for letters of support.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A. Outreach Activities	The school provides clear, comprehensive, and cohesive evidence that it has developed an effective and thoughtful outreach program. There is sound evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. Clear descriptions of outreach activities demonstrate that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.	The school provides clear evidence that it has developed an adequate outreach program. There is adequate evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides general evidence that it has developed an outreach program. There is some evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides inadequate or incomplete evidence that it has developed an outreach program. --OR-- The application does not provide a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach.
Comments: Does Not Meet The applicant provides inadequate evidence that it has developed an outreach program geared toward students' equal access. The applicant stated: The first meeting was attended by thirteen New Mexico residents. This group included stakeholders from various groups including educators, industry leaders, and faculty and students from the University of New Mexico (UNM). Of these attendees, three participants have agreed to be on the founding Governing Council." The applicant addressed the second meeting: "The second meeting hosted eight individuals. The attendees included industry leaders, non-profit leaders, union leaders, educators, and members of groups that directly align with NMGA's mission including the Executive Director of the New Mexico Association for Career Technical Education and a representative of the economic development community." In both instances the applicant does not refer to outreach to or attendance of potential students nor do they mention attempts to assure equal access.				

There is some evidence that, in the future, the applicant will address a broad audience including billboards, mass mailings, and radio/television. The applicant has stated they will engage in a broad outreach to a number of local and state-wide organizations, industries and institutions of higher learning. To date, they have only engaged in the two outreach activities mentioned above and have not addressed how they are conducting outreach to potential families. Letters of support are provided in Appendix O.

B. Community Support.

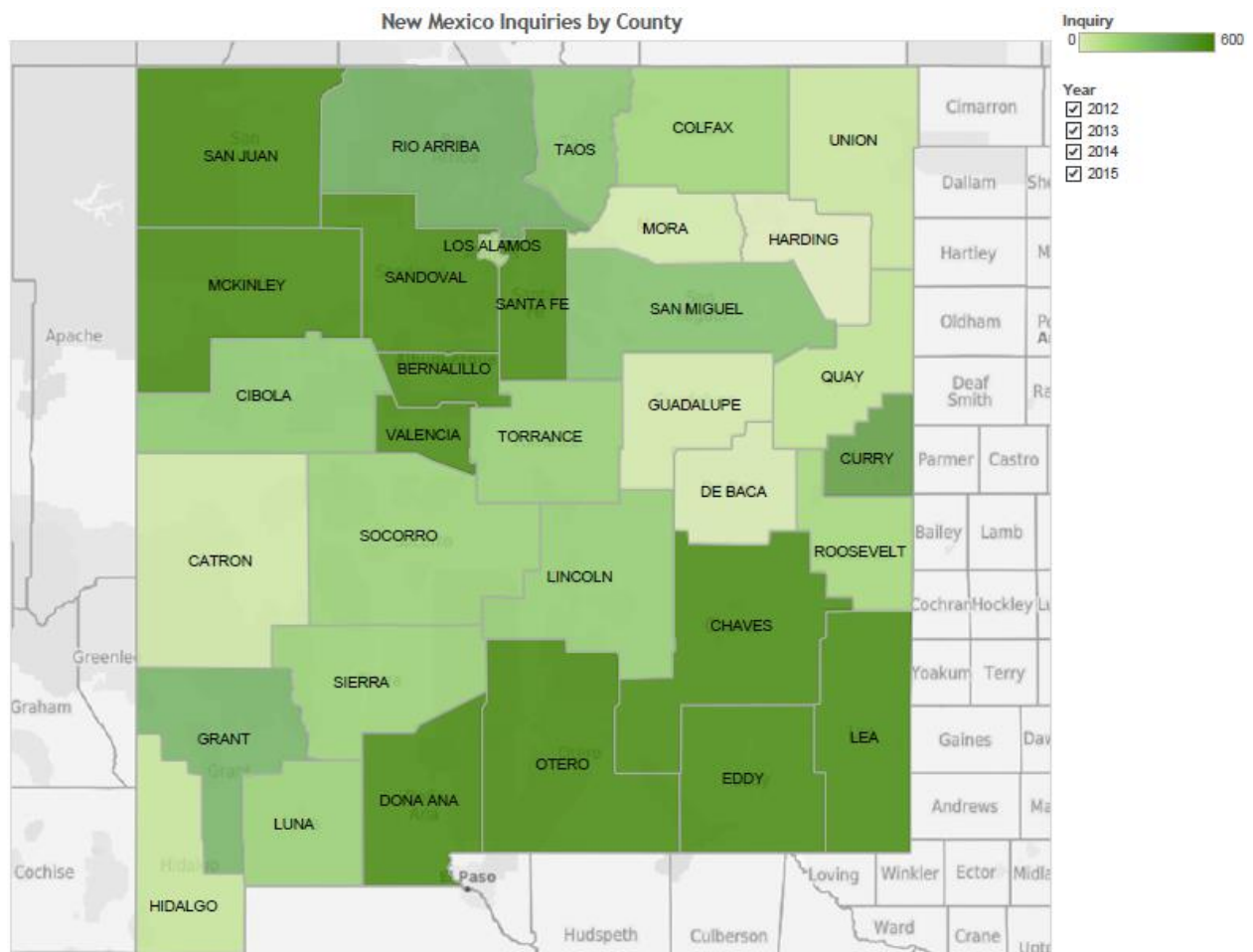
B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population (For instance, provide the total number of students interested in the charter by grade level. **DO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

To determine evidence of broad based support for our School among residents in New Mexico, the NMGA founders researched inquiries that were made to online virtual career readiness curriculum provider K12. The following chart represents phone and email inquiries from the years 2014 and 2015. During those years, 7408 families contacted K12 directly to express their interest in online education for their children. Proof of the broad based interest these inquiries represent, 32 of the 33 counties in the state of New Mexico had a minimum of one inquiry.

Based upon these results this represents approximately 2 percent of school age children in New Mexico according to the New Mexico Public School website.

Year	County	Inquiry
2015	BERNALILLO	194
2015	SANDOVAL	49
2015	DONA ANA	46
2015	SAN JUAN	46
2015	CHAVES	39
2015	LEA	38
2015	SANTA FE	32
2015	EDDY	31
2015	MCKINLEY	30
2015	VALENCIA	27
2015	OTERO	19
2015	GRANT	13
2015	RIO ARriba	12
2015	TAOS	12
2015	TORRANCE	9
2015	LINCOLN	9
2015	CURRY	8
2015	CIBOLA	7
2015	LOS ALAMOS	7
2015	ROOSEVELT	6
2015	LUNA	6
2015	COLFAX	5
2015	HIDALGO	5
2015	SAN MIGUEL	5
2015	SOCORRO	4
2015	UNION	2
2015	SIERRA	2
2015	CATRON	1

Year	County	Inquiry
2014	BERNALILLO	1,763
2014	SAN JUAN	606
2014	DONA ANA	590
2014	SANDOVAL	451
2014	SANTA FE	335
2014	LEA	333
2014	CHAVES	303
2014	VALENCIA	268
2014	EDDY	258
2014	OTERO	222
2014	MCKINLEY	212
2014	CURRY	173
2014	RIO ARriba	148
2014	GRANT	124
2014	TAOS	110
2014	CIBOLA	104
2014	SAN MIGUEL	89
2014	TORRANCE	86
2014	LINCOLN	79
2014	LUNA	74
2014	SOCORRO	68
2014	COLFAX	66
2014	ROOSEVELT	60
2014	SIERRA	59
2014	LOS ALAMOS	46
2014	QUAY	34
2014	HIDALGO	23
2014	MORA	14
2014	UNION	13
2014	CATRON	12
2014	GUADALUPE	12
2014	DE BACA	9



	Ranking			
	Satisfied		Not Satisfied	
B. Evidence of Support	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	The school provides sufficient measurable , quantifiable and qualitative data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population.	The school provides adequate quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population.	The school provides limited measurable evidence of support for the school among residents in the targeted community or student population.	The school provides inadequate or incomplete evidence of community or student support for the proposed school. --OR-- The application does not provide evidence that there is community and student support for the proposed school.
Comments: Does Not Meet The applicant did not provide quantifiable data specifically related to a career oriented online school or their school in particular. Evidence provided shows the 7408 inquiries were received by an online provider expressing interest in online classes. The applicant did not provide data sufficient to show specific outreach to families to ascertain if students would attend their school if approved.				

C. Community Relationships

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

As a statewide School, NMGA's "community" will be the State of New Mexico. NMGA is actively developing two strategic and complementary types of networking relationships in New Mexico, both equally important to furthering the mission of NMGA. The first strategic networking relationship is with postsecondary institutions in New Mexico; the second is with industry leaders throughout the state.

*The strategic relationships with **postsecondary institutions** have two overarching goals:*

1. To develop memorandums of understanding with postsecondary institutions to provide dual credit for NMGA students.

The following postsecondary institutions and individuals were contacted to discuss dual credit agreements. During the planning year, the NMGA Director and the Strategic Planning Coordinator will continue to reach out to these individuals to build relationships and develop MOUs:

- Central New Mexico community College (CNM), Dual Credit Advisor, Julie Good. Jgood13@cnm.edu*

- University of New Mexico, Dual Credit Advisor, Dee Dee Hatch-Sanders. dhatchsanderson@unm.edu
- Santa Fe Community College, Dual Credit, Sylvia Castillo. sycastil@ad.nmsu.edu

2. To work with various institutions to provide certification programs and/or identify internships that would be available to NMGA students.

The following postsecondary institutions and individuals were contacted to discuss certification and/or internship programs for NMGA's students. During the planning year, the NMGA Director and the Strategic Planning Coordinator will continue to reach out to these individuals to build relationships and develop MOUs:

- Central New Mexico community College (CNM), Rhonda Ross-Career Center, Beth Moreno-Perine, Career Center Advisor. CNMJobConnect@cnm.edu

Ms. Mereno-Perine discussed certification programs that may be available to NMGA students, specifically in the Health and Biosciences, Manufacturing, and Drafting.

- Santa Fe Community College, Culinary Arts and Certification Program, Michelle Chavez, Culinary Arts Program. Michelle.roetzer@sfcc.edu

The advisor for Culinary Arts was enthusiastic about possible internship programs and is excited about the prospect of setting up a program that may partner with NMGA.

- University of New Mexico, Engineering, Formula SAE Program, Dr. John Russell, Program Director. jjrussel@unm.edu

Dr. Russell also attended a community meeting and wrote a letter of support, attached as **Appendix O**.

- New Mexico State University, Agricultural and Extension Education, Dr. Frank Hodnett, Agriculture Programs and youth development

The strategic relationships with industry leaders have three overarching goals:

1. To identify prospective partners for internships that may eventually lead to work opportunities for NMGA students

2. To develop a network of speakers and workshop presenters for career exploration programs at NMGA

3. To build a network of stakeholders throughout the state to assist in the School's growth, including identification of trends in careers, providing community input, and serving on committees including the Career Pathways Advisory Committee and the Governing Council, if appropriate.

In order to begin engaging relationships with industry leaders, NMGA hosted two meetings to introduce community members to NMGA and its mission. These meetings were live meetings, hosted in

Albuquerque, but also available via web conference to reach a wider audience. In all, twenty-one people attended the meetings, five attendees agreed to serve on the founding Governing Council.

Meeting Attendees

- *Kathy Kegel: Business Professionals of America Board Member / District Co-coordinator for K-3 NM Reads to Lead and K-12 SAT/RT1/504 Co-coordinator*
- *Kimberly Key: Roswell, NM - Middle School Instructor*
- *Chris Lyons: Border Industrial Association Board Member – Major Land Owner and Developer - Santa Teresa, NM. Facilitated Union Pacific investing \$ 400 million in the Intermodal on the New Mexico Border and building over 5 million square feet of industrial space.*
- *Roane Sexson: Former Flight RN, Lovelace Sr. VP of Clinical Operations, Owner of Albuquerque Senior Residential Facility*
- *Jim Sauer: Magdalena Middle School Science Instructor – Students always competitive in the Journey to Mars statewide competition.*
- *Nick Maniatis: Director NM Film Commission – NM Film industry works closely with CNM for skilled labor*
- *Dr. John Russell: Professor Engineering UNM – Formula SAE Project Director*
- *Ronda Cole: Director La Luz Academy - Air Force Research Lab – Enrollment 850 students with emphasis on STEM*
- *Steven Lockyer: UNM Senior majoring in Mechanical Engineering. Prior to enrolling in college served 5 years as in radar, communications, and navigation systems. Currently is employed as associate engineer for Air Force Research Lab.*
- *Lance Spencer: UNM Senior majoring in Mechanical Engineering. Project manager for 2015 Formula Society of Automotive Engineers Team. Currently is employed at Air Force Research Lab performing composite materials testing and analysis.*
- *Kelsey Johnson: UNM Mechanical Engineering Student, marketing manager and Power Train Engineer for 2015 FSAE Team. Intern at Sandia National Lab for past 4 years working in Electrochemistry, scenario simulation and Robotics. Currently working in the Finite Analysis Group at Sandia.*
- *Andrew Harvey: UNM Senior studying Mechanical Engineering. Lead Systems Engineer for 2015 FSAE Collegiate Design Team. Intern at Air Force Research Lab working with space structures.*
- *Jacob Lowe: UNM Mechanical Engineer student and 2015 FSAE Systems Engineer specializing in steering and suspension/Student Leader for STEM UP.*
- *Leigh Ann Dons: Commercial, Personal Lines and Group Benefits Manager - Western Assurance*
- *Linda Richins: Vice President, Financial Manager – Morgan Stanley*
- *Tim Sheahan: President, CEO – NM Boys and Girls Clubs*
- *Mark Lautman: Economic Developer – Mesa del Sol, Albuquerque and Santa Teresa, NM. 15,000 new jobs, 6 million square feet in industrial, \$11 billion in new investments.*
- *Jerry Pacheco: VP of Boarder Industrial Association with members such as Union Pacific. Professor of International Trade, Finance and Marketing at UNM. Former President of International Trade Council.*
- *Sherry Buchanan: Teacher and medical office manager.*
- *Carol McAllister: Executive Director NM Association for Career Technical Education.*
- *Mariana Ulibari-Horan: Educational Diagnostician*

*Please see **Appendix O** for letters of support.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C. Community Relationships Optional evidence of support.	The school clearly demonstrates that it has developed meaningful, strategic networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school's operations, as described in Section III.J(1) of this application.) Robust letters or other documentation of support are provided.	The school demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are provided.	The school provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are not provided.	The school provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals. --OR-- The application does not address the school's networking relationships or other agreements with local community agencies, groups, or individuals.

Comments:

Partially Meets

The applicant states: "NMGA is actively developing two strategic and complementary types of networking relationships in New Mexico, both equally important to furthering the mission of NMGA. The first strategic networking relationship is with postsecondary institutions in New Mexico; the second is with industry leaders throughout the state." The post-secondary institutions mentioned are CNM, UNM, and SFCC. The applicant desires dual credit options for their prospective students through these institutions.

The applicant also mentions it intends: "To build a network of stakeholders throughout the state to assist in the School's growth, including identification of trends in careers, providing community input, and serving on committees including the Career Pathways Advisory Committee and the Governing Council, if appropriate." The applicant also identifies one of its strategies is to: "To build a network of stakeholders throughout the state to assist in the School's growth, including identification of trends in careers, providing community input, and serving on committees including the Career Pathways Advisory Committee and the Governing Council, if appropriate."

Appendix O includes letters of support from an educational diagnostician, an engineer, an advisor to space technology, an investment broker, an engineering professor, and a business teacher. All letters voice support for opening the proposed school but none mention a specific relationship to be formed.

D. Uniqueness and Innovation.

D. Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the

educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling need for the proposed school's educational program.

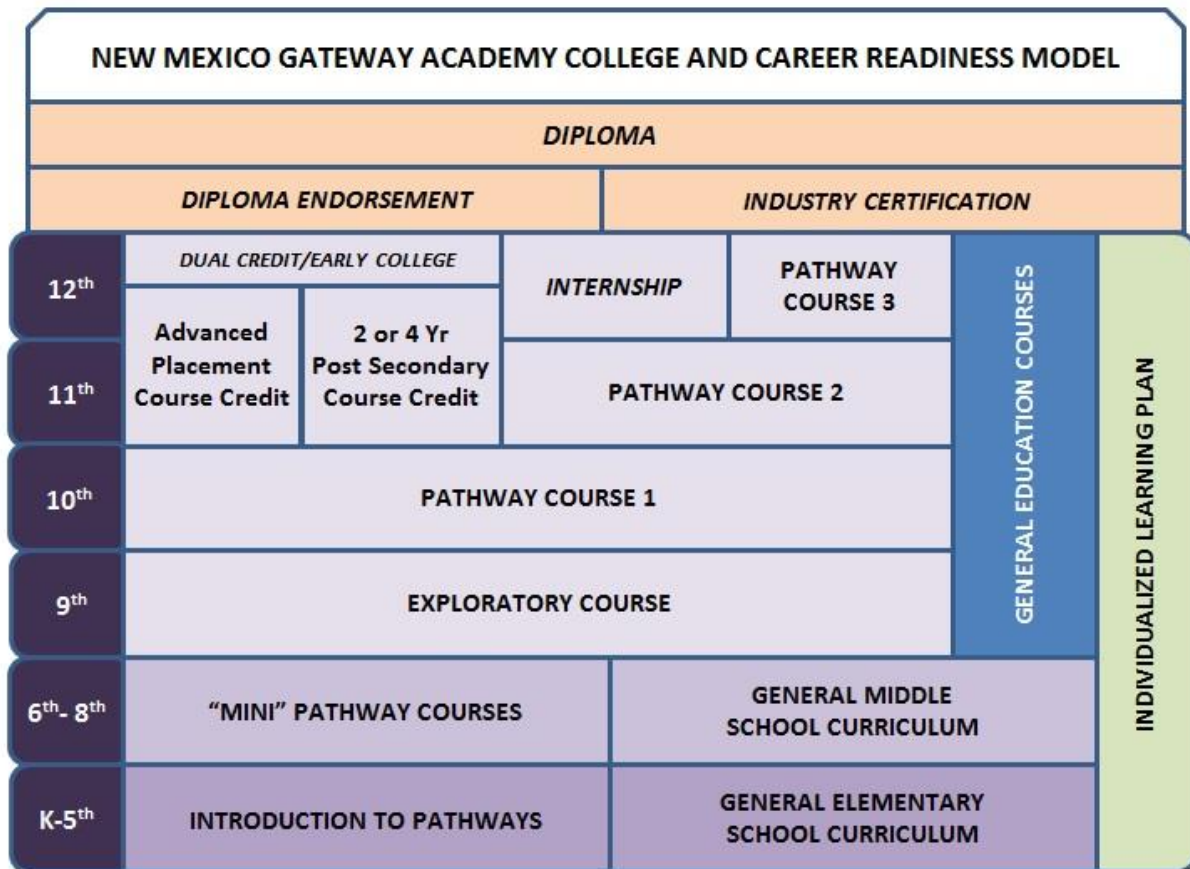
The Founding Governing Council of New Mexico Gateway Academy (NMGA) is proposing a charter school that is wholly unique to New Mexico's education landscape. NMGA will provide a statewide, online, K-12 charter school that is focused on career planning and achievement, and college readiness. Upon graduation students will be prepared to make a decision to pursue a specific career pathway leading to certification and/or postsecondary education.

Vocational education has seen drastic changes over the years including the loss of programs – in 1972 there were approximately 440 vocational instructors in New Mexico; in 1982 there were 230 and in 1997 all middle School vocational instructors were phased out and only 30 vocational education instructors remained in New Mexico. In the late 1980's due to the decline of teaching jobs in this field, the University of New Mexico closed their Vocational Education program (Larry Harbaugh, Industrial Education Instructor, Albuquerque Public Schools, personal interview).

Beyond the loss of programs, there has also been a shift away from vocational training to career focused training. As technology has developed across the nation schools (predominantly high Schools) have been developing career pathways for their students, often leading to an industry certification.

New Mexico is still home to a few career related schools: for example, the Career Enrichment Center Magnet School in Albuquerque, the College and Career High School in Albuquerque, the Academy at Larragoite, an alternative high school in Santa Fe, and Career Prep High in Shiprock. These schools are all site-based and only accessible to students and families who are able to physically access the schools on a daily basis. These schools also only serve grades 9-12. There are currently no grade K – 12 schools in New Mexico that provide a career focus.

NMGA will use innovative web-based curriculum, dynamic teaching tools, highly qualified certified teachers, and powerful technology to deliver self-paced, individualized instruction to students throughout the State. Instructional time will occur both during weekly sessions where the student and the teacher are online together as well as sessions when the student is working more independently off- or on-line. The proposed School administrative offices in Albuquerque will also be a site for student and parent classes and seminars, interdisciplinary and small group work, and community and service projects. Instruction will be provided by New Mexico licensed teachers who will work in partnership with statewide universities and industries in high demand career areas in New Mexico such as Health Science Technologies; Engineering, Manufacturing and Technology; Arts, Communications and Information Systems; and Business Management and Administration. This will result in students graduating with either the preparedness to take national competency tests in their chosen career pathway, a career certification, and/or postsecondary education readiness.



By providing a career academy that serves students beginning in kindergarten, NMGA will have the opportunity to not only provide a sequential curriculum aligned to the New Mexico Content Standards, but also set a career-oriented tone for its students beginning on day one. Elementary students will be introduced to career clusters – especially in areas in which the New Mexico Department of Workforce Solutions predicts there will be a high demand through 2022. By the time students enter into sixth grade, students will work with advisors on in-depth career exploration. NMGA expects that by the time a student enrolls in ninth grade, they will have the knowledge to choose a career pathway that will lead to graduation, certification, employment, and/or postsecondary education. Once the student has narrowed their interest in a career pathway or a postsecondary field, they will work closely with their advisor to create a curriculum plan, research and study within that work field, and postsecondary curriculum, culminating in an internship within the chosen field or Advanced Placement and dual credit courses.

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

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

Meets

The applicant states its unique purpose is to: "... provide a statewide, online, K-12 charter school that is focused on career planning and achievement, and college readiness." As justification for their proposed career pathways program they cite the 50% reduction in vocational education teachers since the 1980's and the closing of the UNM Vocational Education Program.

To further support their proposal, the applicant states: "By providing a career academy that serves students beginning in kindergarten, NMGA will have the opportunity to not only provide a sequential curriculum aligned to the New Mexico Content Standards, but also set a career-oriented tone for its students beginning on day one. They also intend to provide: "... innovative web-based curriculum, dynamic teaching tools, highly qualified certified teachers, and powerful technology to deliver self-paced, individualized instruction to students throughout the State.

The applicant points out: "[Present programs] are all site-based and only accessible to students and families who are able to physically access the schools on a daily basis. These schools also only serve grades 9-12. There are currently no grade K – 12 schools in New Mexico that provide a career focus. The evidence above establishes the innovation, uniqueness and a compelling need for their proposed K-12 school.

E. Letters of Support.

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

*Please see **Appendix O** for letters of support.*

Appendices and Attachments

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

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

The applicant provides all of the required appendices. (4)