



## **New Mexico Public Education Commission**

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



**School Information:**Name of Proposed Charter School: Six Directions Indigenous School

School Address (if known): \_\_\_\_\_

School Location (City/Town): Gallup, New MexicoSchool District within which your school will be located: Gallup McKinley County SchoolsGrades to be served: 6-12Projected Enrollment Cap: 300**Contact Information:**Primary Contact Person: Lane ToweryAddress: 203 E Pine AveCity: Gallup State: NM Zip: 87301Daytime Tel: 505-263-9737 Fax: \_\_\_\_\_Alternate Tel: 417-773-7878 E-Mail: lane@nacainspiredschoolsnetwork.orgSecondary Contact Person: Ben SoceAddress: 305 Sunde St. PO Box 2140City: Gallup State: New Mexico Zip: 87301Daytime Tel: 505-240-2293 Fax: \_\_\_\_\_Alternate Tel: \_\_\_\_\_ E-Mail: bsoce@niylp.orgFounder (if different from above): Masika Sweetwyne

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Founder (if different from above): \_\_\_\_\_

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

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

## Academics

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

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	50	6 <sup>th</sup> -7 <sup>th</sup>	18:1
Year 2	85	6 <sup>th</sup> -8 <sup>th</sup>	17:1
Year 3	120	6 <sup>th</sup> -9 <sup>th</sup>	15:1
Year 4	155	6 <sup>th</sup> -10 <sup>th</sup>	14:1
Year 5	190	6 <sup>th</sup> -11 <sup>th</sup>	13.5:1
At Capacity (Enrollment Cap)	300	6 <sup>th</sup> -12 <sup>th</sup>	15:1

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

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

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

*Our mission has been carefully written after a long discourse process by our founding team and other members of our community. The mission statement and the primary student outcomes it enumerates are informed and inspired by a few different sources:*

- *Academic literature by Native scholars which lay a theoretical and philosophical foundation for Indigenous Education.*
- *Feedback from community members about their aspirations for the youth of their community.*
- *Feedback from wide-ranging stakeholders about the needs of youth and communities in our area*
- *The unique values and interests of our founding team.*

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

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. School Mission	The mission statement incorporates <b>all</b> three questions above and therefore <b>meets or exceeds</b> the expectation by providing a <b>clear, cohesive, comprehensive, reasonable, and innovative</b> purpose for the school.	The mission statement answers most of the three questions above and therefore <b>meets</b> the expectation at an appropriate level by providing a <b>clear and reasonable</b> purpose for the school.	The mission statement does not adequately address the three questions above and therefore <b>partially meets</b> expectations.	The mission statement is <b>inadequate or incomplete.</b> --OR-- The application <b>does not respond</b> to this prompt.
<p>Comments:</p> <p><b>Meets</b></p> <p>The applicant answers most of the three questions above and provides a clear and reasonable purpose for the proposed school.</p> <p>Specifically, the applicant seeks to develop “critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities” by committing to a “culturally relevant indigenous education and project-based learning.” The applicant does not clearly answer “what is innovative and unique about your school.” The applicant’s proposed mission provides a clear and reasonable purpose, and answers: 1) what the proposed school seeks to accomplish, and 2) how it will accomplish that. It does not answer what is unique and innovative 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.
- **Attainable.** A goal should be challenging yet attainable and realistic.
- **Rigorous.** A goal should present the challenge of rigor.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

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

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

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

**Mission-Specific Indicator 1 - NWEA Short Cycle Assessment Math**

*The use of a short-cycle assessment as an indicator of our success towards our mission aligns with our commitment to developing students who are successful in post-secondary opportunities. We will use NWEA MAPS to assess student growth or proficiency each school year. Students will be given the NWEA MAPS test three times per year (fall, winter, spring).*

*GROWTH: Each year a baseline for each student will be set according to their RIT score on their fall test. The goal for every student will be to exceed their “typical growth” line as defined by NWEA.*

*PROFICIENCY: In order to show proficiency, a student must score “proficient” or “advanced” according to NWEA.*

<i>Exceeds Standard</i>	<p><i>The school surpasses the target of this indicator if:</i></p> <p><i>85% or more of FAY students meet or exceed their “typical growth” line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p> <p><i>The student tests “proficient” or “advanced” on the winter or spring short-cycle assessment.</i></p>
<i>Meets Standard</i>	<p><i>The school meets the target of this indicator if:</i></p> <p><i>75 - 84% of FAY students meet or exceed their “typical growth” line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p> <p><i>The student tests “proficient” or “advanced” on the winter or spring short-cycle assessment.</i></p>
<i>Does Not Meet Standard</i>	<p><i>The school does not meet the target of this indicator if:</i></p> <p><i>60-74% of FAY students meet or exceed their “typical growth” line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p> <p><i>The student tests “proficient” on the winter or spring short-cycle assessment.</i></p>
<i>Falls Far Below Standard</i>	<p><i>The school falls far below the target of this indicator if:</i></p> <p><i>Less than 60% of FAY students meet or exceed their “typical growth” line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p> <p><i>The student tests “proficient” on the winter or spring short-cycle assessment.</i></p>

**Mission-Specific Indicator 2 - NWEA Short Cycle Assessment Reading**

*The use of a short-cycle assessment as an indicator aligns with our commitment to developing students who are successful in post-secondary opportunities.*

*We will use NWEA MAPS to assess student growth or proficiency each school year. Students will be given the NWEA MAPS test three times per year (fall, winter, spring).*

*GROWTH: Each year a baseline for each student will be set according to their RIT score on their fall test. The goal for every student will be to show one year's growth on either the winter or spring test, where "one year" is determined by the RIT bands provided by NWEA.*

*PROFICIENCY: In order to show proficiency, a student must score "proficient" or "advanced" according to NWEA.*

<i>Exceeds Standard</i>	<p><i>The school surpasses the target of this indicator if:</i></p> <p><i>85% of FAY students meet or exceed their "typical growth" line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p> <p><i>The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.</i></p>
<i>Meets Standard</i>	<p><i>The school meets the target of this indicator if:</i></p> <p><i>75 - 84% of FAY students meet or exceed their "typical growth" line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p> <p><i>The student tests "proficient" or "advanced" on the winter or spring short-cycle assessment.</i></p>
<i>Does Not Meet Standard</i>	<p><i>The school does not meet the target of this indicator if:</i></p> <p><i>60-74% of FAY students meet or exceed their "typical growth" line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p> <p><i>The student tests "proficient" on the winter or spring short-cycle assessment.</i></p>
<i>Falls Far Below Standard</i>	<p><i>The school falls far below the target of this indicator if:</i></p> <p><i>Less than 60% of FAY students meet or exceed their "typical growth" line as defined by NWEA from their fall baseline to their spring score.</i></p> <p><i>OR</i></p>



	<i>The student tests “proficient” on the winter or spring short-cycle assessment.</i>
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**Mission-Specific Indicator 3: Holistic Wellness Indicators**

*We will adapt a psychometrically sound rubric from the Thrive Foundation for holistic student well-being (see attachment in **Appendix A.2**). Students will use this rubric to self-assess their personal health and wellness and set goals each year in each area of their wellness. Students’ advisors will also assess students and work with each student to set appropriate goals and determine when goals are met. Students will set their goals in the fall for completion in the spring. While wellness goals do not directly address academic content or growth, they indirectly affect academic performance. In a sense, the wellness metrics seek to answer the question, “were my students prepared to learn?” Students will set personal goals that are authentic to them across many aspects of holistic health, but our school-wide goal will focus on the indicators specific to self-regulation skills which lead to goal accomplishment. These are the skills which will have a wide-ranging impact on a student’s ability to meet goals in their life.*

<i>Exceeds Standard</i>	<i>85% of students will grow at least one full point in their average score on the “Self-Reflection: Young Adolescent” page of the Thrive Rubric.</i>
<i>Meets Standard</i>	<i>75%-84% of students will grow at least one full point in their average score on the “Self-Reflection: Young Adolescent” page of the Thrive Rubric.</i>
<i>Does Not Meet Standard</i>	<i>60%-74% of students will grow at least one full point in their average score on the “Self-Reflection: Young Adolescent” page of the Thrive Rubric.</i>
<i>Falls Far Below Standard</i>	<i>&lt; 60% of students will grow at least one full point in their average score on the “Self-Reflection: Young Adolescent” page of the Thrive Rubric.</i>

**Mission-specific Indicator 4: Attendance**

*As an indicator of whether or not students are on track to be able to succeed in postsecondary educational opportunities, we will use attendance as a proxy goal. Middle School attendance rates have high correlation with high school performance and graduation rates. Our specific goal will be: Each student averages 95% or better attendance.*

<i>Exceeds Standard</i>	<i>School-wide daily attendance average is greater than 96%</i>
<i>Meets Standard</i>	<i>School-wide daily attendance average is between 96%-93%</i>
<i>Does Not Meet Standard</i>	<i>School-wide daily attendance average is between 93-90%</i>
<i>Falls Far Below Standard</i>	<i>School-wide daily attendance average is less than 90%</i>

	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 <b>all key elements</b> 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 <b>most of the key elements</b> 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 <b>some or a limited amount of the key elements</b> 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 <b>inadequate or incomplete</b> . --OR-- The applicant <b>does not state</b> indicators/goals.
<p>Comments:</p> <p><b>Meets</b></p> <p>The applicant includes most of the key elements in the indicators/goals provided, which reflect the implementation of the proposed school's mission contains most elements of the SMART format and include measures and metrics for assessment.</p> <p>Specifically, for the first and second indicators, the applicant stated the indicators would measure whether the proposed school met its mission of "developing students who are successful in post-secondary opportunities" by measuring growth or proficiency from the baseline fall assessments to the spring assessments. To the extent that these indicators measure proficiency, they appear to align with the mission. However, the use of "typical growth", which was identified to be a year's worth of growth during the capacity interview, does not clearly align with the mission as it relates to students who have educational deficits. As such, the indicator somewhat reflects the implementation of the proposed school's mission. The applicant identified the proposed school would use the "NWEA MAPS to assess student growth or proficiency each school year "in both math and reading. For these indicators, the applicant's response demonstrated the indicators are specific, measurable, and time-bound. However, the applicant's response did not identify how the indicators were rigorous or attainable. The applicant included measures and metrics for the indicator, using a clear, detailed table to identify the percentages that will constitute "exceeding standards," "meeting standards," "not meeting standards," and "falling far below standards."</p> <p>For the third indicator, the applicant identified the indicator would measure whether the proposed school met its mission of "holistic student well-being" through the use of a "psychometrically sound rubric from the Thrive Foundation for holistic student well-being." The applicant further explained that "Students will use this rubric to self-assess their personal health and wellness and set goals each year in each area of their wellness" The indicator requires students to demonstrate an increase in wellness over time. The applicant explained the indicator measures "self-regulation skills which lead to goal accomplishment" and these "are the skills which will have a wide-ranging impact on a student's ability to meet goals in their life." The applicant identified the indicator using most elements of the SMART</p>				

format, failing to address how the indicator is time-bound, rigorous, and attainable. The applicant's response does not provide the time in which students are expected to demonstrate an increase in wellbeing. Further, the applicant does not identify how an increase of "at least one full point in their average score" on the rubric is rigorous. The applicant also does not address if this is attainable. The applicant included measures and metrics for the indicator, using a clear, detailed table to identify the percentages that will constitute "exceeding standards," "meeting standards," "not meeting standards," and "falling far below standards."

For the fourth indicator, the applicant identified the indicator would measure whether the proposed school met its mission of "succeeding in post-secondary opportunities" by tracking school-wide daily attendance because "middle school attendance rates have high correlation with high school performance and graduation rates." The applicant did not provide direct correlation between graduation rates and post-secondary success, thus this goal does not clearly reflect the implementation of the proposed school's mission. The proposed school will determine it meets its indicator by tracking "school-wide daily attendance average." The applicant's response includes most elements of the SMART format, providing a specific, measurable, and time-bound goal. However, the applicant failed to address why this goal is rigorous or attainable. The applicant included measures and metrics for the indicator, using a clear table to identify the percentages that will constitute "exceeding standards," "meeting standards," "not meeting standards," and "falling far below standards."

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.

*Our NWEA Goals are based on a proven, normed, Common Core-aligned assessment. The specific goals we have set are based on how schools in Washington, DC set goals and are both ambitious and feasible because they are based in historical precedent by using the predictive line for each student.*

*Our wellness goals are based on a tool created by the Thrive Foundation which is both psychometrically sound and based in research on healthy and positive youth development. We will adapt the tool slightly to our context with the consent of the Thrive Foundation. The Thrive Foundation tools are based on the premise that student goal-setting and reflection can lead to greater self-regulation. This is tied to mental and emotional health, but also to broader outcomes like academic performance. The Thrive Foundation's description of the research basis for their tools states:*

*"Goals give meaning and direction to life, and are linked to subjective well-being and adaptive functioning across the lifespan (e.g., Freund & Baltes, 1998; Little, 1989). The way individuals actively organize their resources and act to achieve their goals has been termed intentional self-regulation (ISR; e.g., Gestsdóttir & Lerner, 2008; Napolitano, Bowers, Gestsdóttir, & Chase, 2011). In research derived from the 4-H Study of Positive Youth Development (PYD; Lerner, Lerner, von Eye, Bowers, & Lewin-Bizan, 2011), adolescents' ISR has been linked to higher levels of healthy behavior and positive development both concurrently and longitudinally in samples of over 1,000 youth from ten to eighteen years of age (e.g., Bowers et al., 2011; Zimmerman, Phelps, & Lerner, 2007, 2008). In light of these findings and related research (e.g., Duckworth, Peterson, Matthews, & Kelly, 2007), building ISR skills to promote PYD has become a key concept in the organization and structuring of youth development programs (Balcazar & Keys, 2014). Although an increasing number of youth-serving programs have defined the development of skills like ISR as central to their mission (Duerden, Witt, Fernandez, Bryant, & Theriault, 2012), there*

*are actually few evidence-based measures and curricula available for these programs to implement. In an attempt to address this need, we designed the GPS to Success intervention materials (Bowers et al., in press; Napolitano et al., 2011) to help mentors in youth-serving organizations discuss, assess, and build ISR skills with youth.” (Thrive Foundation, 2015). Such research and ideas are in alignment with current research around topics like non-cognitive skills and grit made famous by authors like Paul Tough and researchers like psychologist Angela Duckworth.*

*Our attendance goal is based on research about middle school indicators of future success. In November 2014 the University of Chicago Consortium on Chicago School Research produced a report titled “Looking Forward to High School and College: Middle Grade Indicators of Readiness in Chicago Public Schools.” The core finding of the report was that once grades, attendance, and test scores of middle schoolers were taken into account, all other factors had little additional impact on students’ high school performance, including non-cognitive factors, discipline history, socioeconomic status, race and gender, special education status, etc. Specifically, the report found that attendance rate and grades in middle school are the most reliable indicators of a student’s odds of failing courses in high school or not graduating. Test scores, on the other hand, were most predictive of future test scores. Attendance rates will be our key indicator of whether or not students are track to succeed in high school. Here is the relevant finding from that report that helped inform our goals:*

- “Middle school attendance is much more predictive of passing high school classes than test scores and is as predictive of high grades in high school as test scores.” (University of Chicago, 2014)*
- “Only about one-fifth of students have very little risk of being off-track in ninth grade—students with a B average or higher and 95 percent or better attendance in middle school.” (University of Chicago, 2014)*

*Based on those findings, we felt 95% average attendance was a strong goal. Currently, the average attendance for middle schools in Gallup is 92%, and for high schools in Gallup average attendance is 89%, according to school report cards. Thus we set 93% as the lowest acceptable mark.*

	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 <b>clear, comprehensive, cohesive, and reasonable rationale</b> , for their goal/indicators as related to their mission. The school provides a <b>detailed plan</b> , and specific methods of assessment to be used annually for the indicators/goals listed above.	The school provides a <b>clear and reasonable</b> rationale for their goal/indicators as related to their mission. The school provides a <b>plan</b> , and methods of assessment for the indicators/goals listed above.	The school provides a <b>general rationale</b> for its indicators/goals as related to their mission. The school provides a <b>limited plan</b> , and may or may not offer general methods of assessment for the indicators/goals listed above.	The school provides an <b>inadequate or incomplete</b> rationale for indicators/goals as related to their mission.  --OR-- The application <b>does not provide</b> 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.
<p>Comments:</p> <p><b>Partially Meets</b></p> <p>The applicant provides a general rationale for their goals/indicators as related to their mission.</p> <p>Specifically, for the first and second goals/indicators, the applicant explained the assessments for the NWEA goals are based on a Washington, DC model and “are based in historical precedent by using the predictive line for each student.” The applicant’s response is unclear and did not specifically connect the indicator and goal to the proposed school’s mission of creating “critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities.” Instead, the applicant’s response provided a general rationale stating the “NWEA Goals are based on a proven, normed, Common Core-aligned assessment.”</p> <p>For the third goal/indicator, the applicant identified the specific rationale for using the Thrive rubric to be that the rubric is “psychometrically sound and based in research on healthy and positive youth development.” However, the applicant goes on to indicate the rubric will be adapted “slightly to [their] context.” The applicant does not address how those adaptations might affect the provided rationale. The application further cites the Thrive Foundation’s own research on the importance of goal setting to “subjective well-being and adaptive functioning across the lifespan”, but does not connect that research to their own mission and implementation of this goal.</p> <p>For the fourth goal/indicator, the applicant identified the indicator would measure attendance because of research that demonstrates “attendance rate and grades in middle school are the most reliable indicators of a student’s odds of failing courses in high school or not graduating. The applicant’s rationale for the specific level at which the attendance goal was set is based on the local attendance rates for middle and high schools in Gallup and research from the University of Chicago. The applicant’s response did not specifically connect the indicator and goal to the mission of creating “critically conscious students who are engaged in their communities, demonstrate holistic well-being, and have a personal plan for succeeding in post-secondary opportunities</p> <p>The applicant provides a limited plan, and offers general methods of assessment for the indicators/goals.</p> <p>The applicant failed to provide any “plan, and specific methods of assessment to be used annually for the indicators/goals listed above.” Specifically, the application failed to identify how and when data would be collected and analyzed for each of the indicators, who would be responsible for collecting and analyzing data, or how data would be reported on each of the indicators.</p>				

#### **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.

*SDIS is, above all else, committed to academic excellence and ensuring students are prepared to thrive in post-secondary opportunities. For too long, achievement and graduation rates in our district have displayed stark differences across lines of race and geography. Our commitment to Culturally Responsive Indigenous Education is, therefore, a deliberate choice and a strategy intended to increase academic achievement. SDIS will approach instruction in a developmentally responsive way, such that the middle school approach emphasizes foundational skills development and project-based learning, while the high school program will use blocks for extended focus, seminars, projects and service learning.*

*The curriculum of SDIS will be based primarily on Common Core State Standards and New Mexico Content Standards, with additions, amplifications, and methods described below. Curriculum and instruction will be delivered in cycles in which teachers will develop project-based curricula and differentiated skills lab curricula each trimester, will assess and measure student mastery of standards, and will analyze the resulting data in order to assess teacher and student progress. In order to improve upon the academic performance of Native students in our district, we propose the following items as aspects of our curriculum.*

### **CORE DESIGN PRIORITIES OF CURRICULUM**

#### **Culturally Responsive Indigenous Education**

*Our school has been thoughtfully designed within the principles and philosophies of “indigenous education.” There is not one single or consistent definition of Indigenous Education, but a reading of scholars like Dr. Greg Cajete, Cornel Pewewardy, Vine Deloria, Marie Battiste, Dr. Tiffany Lee, and Teresa McCarty reveal certain themes. One theme is the teaching of language, not only for the sake of perpetuating language, but also because of its positive impact on students’ self-concept and cognitive development. Another clear theme is the importance of identity, and of ensuring that students’ experiences in school affirm and build healthy identities. In part, this is accomplished through recognized frameworks for Culturally Responsive Teaching (CRT), which imply the need for educators to display cultural competence and for curriculum to recognize local funds of knowledge and ways of knowing. CRT is not necessarily about the teaching of traditional culture so much as it is about recognizing the value of traditional knowledge and epistemologies, addressing authentic and local topics, and allowing students to safely explore what it means to them to identify as native in the contemporary world. Another clear theme in terms of curriculum is the need for the content to affirm students’ identities by giving equal time to topics of importance for our students’ communities and families and that allow them to see themselves in the curriculum. While not ignoring the content standards set forth by the state, this implies, for example, that a Government course include an in-depth study of treaties and sovereignty, that English coursework include a fair share of Native authors and themes, that history coursework recognize and devote time to history before colonization and with an eye towards indigenous perspectives and narratives, that science coursework recognizes traditional understandings of the natural world, etc.*

*There are many pedagogical implications to a commitment to Culturally Responsive Indigenous Education as well, which we will discuss in the instructional strategies and methods section, F(1). One commitment we’ve made in alignment with respecting traditional knowledge is to design our curriculum and school year around trimesters rather than quarters and semesters. In this way, our curriculum and calendar better aligns with the seasons and with the different types of stories and knowledge that are traditionally shared in each season, and with local cultural calendars.*

#### **Holistic Wellness and Positive Youth Development**

*A key feature of our instructional program is a focus on holistic wellness. The Native American Community Academy in Albuquerque is an exemplar of a school that has made a commitment to holistic*



health. We will follow their example to develop our curriculum from the perspective of health and wellness. Our next step is to work with local educators, tribal elders, and health professionals to develop our framework for holistic health and wellness. NACA has their wellness wheel, which represents their framework for health. We will create a similar framework for our context that represents the needs and values of local community members. That framework will dictate the content and practices of our curriculum, which will complement the New Mexico content standards for health that already exist. We will utilize the well-researched and psychometrically normed rubrics and curriculum from the Thrive Foundation (included in Appendix A) to inform our wellness framework and advisory curriculum, which will ensure a sound connection to Positive Youth Development research and practice. Our advisory program, elective coursework, and work with NIYLP will be the structures through which our health program is most directly realized. But once a real health framework is created, all staff should be able to design curriculum that addresses and connects to the health framework in different ways. Our goals are to finish our health framework by the end of August in order to write curriculum for advisory programs and health courses by the end of December.

### **KEY MECHANISMS FOR EXECUTING CURRICULUM**

#### **Project-Based Learning**

Our core curriculum will be delivered through a project-based learning (PBL) methodology. This is in alignment with indigenous education in the sense that it values learning by doing and through challenges; it makes students active participants in their learning who are able to make mistakes, reflect, and grow. It also easily allows for student work to expand on state content standards in order to apply them to a local context and to grapple with Enduring Understandings and Essential Questions that are relevant to students' cultural background. Middle school students will have a block each day devoted to Humanities and a block each day related to STEAM. Teachers will design trimester-long thematic units using the **Understanding by Design** framework. This framework guarantees that project-based learning is not just the use of projects for the sake of it, but that there is intellectual rigor and deep meaning embedded in the work. Our school will prioritize projects that have local resonance, in which students use and explore our local community, local history, and local ecology to apply content standards in an authentic context.

One of our next steps as a founding team and governing council is to do a series of workshops together to name the scope and sequence of Enduring Understandings (EUs) and Essential Questions (EQs) that our students should experience in order to guarantee our curriculum is culturally relevant. These EUs and EQs will form a sort of school-level set of "standards" that will complement State Content standards and Common Core Standards. The EUs and EQs will also help us plan the themes and projects of our PBL curriculum so that they are relevant, authentic, and purposeful. Our goal is to create our school's EUs and EQs by the end of August in order to write the first year's PBL curriculum by the end of November.

#### **Understanding by Design**

Understanding by Design (UbD) is a framework for improving student achievement through standards-driven curriculum development, instructional design, assessment, and professional development. Developed by nationally recognized educators Grant Wiggins and Jay McTighe and produced by the Association for Supervision and Curriculum Development (ASCD), Understanding by Design is based on the following key tenets:

1. A primary goal of education is the development and deepening of student understanding.
2. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.

3. *Effective curriculum development reflects a three-stage design process called “backwards design.” This process helps to avoid the twin problems “textbook coverage” and “activity-oriented” teaching in which no clear priorities and purposes are apparent.*
4. *Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of the teacher’s job is ongoing action research for continuous improvement. Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction.*
5. *Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These “six facets” provide conceptual lenses through which students reveal their understanding.*
6. *Teachers, schools, and districts benefit by “working smarter”--using technology and other approaches to collaboratively design, share, and critique units of study.*

*Teachers will utilize UbD to write curricula and units for PBL and other courses during both the middle school and high school grades. The use of UbD as a curricular framework will ensure that PBL units are not created in an activities-focused way where projects are simply done for the fun of it; instead, projects and their Essential Questions and Enduring Understandings will be designed deliberately so that they are rigorous, aligned to standards, and authentic for our youth. In this way, we will ensure that students’ interest level is high and that their work is demanding.*

### **Native Language and Culture**

*As mentioned before, language coursework is a critical component of culturally responsive indigenous education. While we do not propose to teach culture directly, indigenous languages and culture are inseparable. Language is learned and perpetuated through cultural practices, and language structures and vocabulary help establish worldviews. For this reason, language instruction has a demonstrated and potentially deep impact on student identity development. We intend to offer coursework in Navajo language, Zuni language, and potentially others depending on student and family interest--Hopi, Keres, or Spanish for instance.*

*The goal of our language program is to ensure students build foundational language ability so that they are empowered to pursue fluency if they so choose. Our goal is not to ensure that every student is fluent; it would require a greater investment of time and energy than we are committed to. A secondary goal of our language program is that students who have multiple tribal identities (as many youth in Gallup do) are able to explore their own identities by taking coursework in multiple languages and cultures during their tenure at our school. In order to accomplish this goal, we imagine creating vertically aligned curriculum in each language but also creating trimester elective courses that can be taken non-sequentially that explore different seasonal cultural practices, and through that study teach language. For Navajo language, the Department of Dine’ Education (DODE) at the Navajo Nation has begun the important work of developing standards and curriculum maps to guide educators teaching Navajo language. We intend to work with DODE as well as local educators at the secondary and university levels to develop a rich Navajo curriculum for middle school and high school students.*

*The development of a curriculum and course offerings for Zuni language and culture will also require building a relationship with Zuni Language and Culture educators and the Zuni Language Board in order to build curriculum collaboratively and gain their support in the implementation of a meaningful learning plan. We will seek written approval from the Zuni Language Board to teach Shiwi (Zuni) content, and will also rely on the 100 Years curriculum developed by the Indian Pueblo Cultural Center to design relevant content.*



**Outdoor Experiential Education**

*Natural outdoor education is a common theme in indigenous education for its ability to connect learning to the natural world, give students the opportunity to learn local ecology and to apply their classroom learning in hands-on, experiential ways. It is also a method that can build reflection, health, leadership, communication, perseverance, and a sense of purpose. We have already built a productive and supportive relationship with that National Indian Youth Leadership Project (NIYLP), a local and national non-profit organization that provides outdoor experiential education to native youth within the context of traditional cultural knowledge and practices. During the planning year, we will explore the possibility of a formal relationship in order to give our students the opportunity to access their exceptional programming. Their evidence-based programming aligns with our mission and priorities in terms of its foci on relationships, perseverance, exploring identity, building a sense of purpose, and reflection. Outdoor experiential education will be actualized through NIYLP programming during the early-release day for middle school students and will also have elective courses aligned with the programming.*

**Service Learning**

*In alignment with the portion of our mission about students being engaged in their communities, we will offer a service learning component. Classes will end early one day a week to accommodate faculty professional development, and during this time students will complete their service learning. Our service learning program will mimic the successful program implemented at South Valley Academy in Albuquerque. There will be a service learning coordinator who is in charge of running the program. One day each week students will be released from their classes early in order to participate in their service learning projects and programs around Gallup. As freshman, students' service learning will focus on mentoring younger students. Sophomore year students will complete internships at local non-profit, educational, or service organizations. Junior year, students will serve area businesses or organizations through an internship that allows students to explore something they have an interest in. During senior year service learning will focus on the senior capstone project. During the first three years of the program, students will be responsible to an adult at their service site and, in addition, will be required to write and submit reflections on their experiential learning and personal growth each month. In their final year, students will be guided in planning and executing their senior capstone project by teachers who prepare a curriculum. The weekly time for service learning will then be a mix of in-classroom learning, independent work time at school, and independent field time completing the project.*

**Senior Capstone**

*The Senior Capstone will be a required course and a summative experience in many ways. This course aligns with the design principles of project-based learning, service learning, and also our core value of reflection. Through this course, students will have opportunities to reflect on themselves and their communities and design a final Senior Project in alignment with a community need or a deep passion of the student. Students will also have an opportunity to reflect on the progression of their own learning over their years at SDIS and put together a portfolio of their work and a reflection about their growth and learning by examining artifacts of their academic growth in comparison with the Common Core State Standards, New Mexico State Standards, and cultural standards from the local indigenous groups. Students will use the data generated by this self-audit process to create an informed and realistic plan for the future that they feel committed to; students will also be required to demonstrate the actions they are currently taking toward the realization of their goals and the implementation of their plan through enrollment in Advanced Placement course, dual credit courses, field internships or targeted service projects. Each of these components will then be presented to faculty, peers, and families at the final Senior Public Demonstration of Learning. In this way, we will ensure that our students realize our mission fully—that they are engaged in their communities and have a personal plan for succeeding in post-secondary opportunities.*

## **OTHER SUPPORTIVE ELEMENTS OF CURRICULAR DESIGN**

### **Individualized Instruction through Skills Labs**

*The middle school program will supplement and support the project based learning through the use of skills labs. During this time, instruction will be individualized to meet the specific learning needs of student.*

- *Informed by formative assessment results.*
- *Target key skills and subskills to build foundational knowledge and skills that will be applied in the project work.*
- *Utilizes flexible grouping. Students will be grouped at the beginning of the year according to short-cycle assessment data. After each trimester, during our school-wide data reflection day, teachers will use formative assessment data and new short-cycle assessment data to regroup students. Individual students may be moved at any time if they demonstrate the need to be with a different group.*
- *Online and offline instructional methods will be utilized. Different groups might use different programs depending on need. For example, the lowest groups will have different needs and be focused on different skills than the highest groups. It might be the case that the most struggling readers are engaged with a specific intervention curricular program while higher students use writer's workshop and literature study. In math, students in middle groups could be given access to online programs like Khan Academy so that they may work on an individualized program of study.*

### **Electives**

*Students in both middle school and high school will have access to at least one, if not two, electives each trimester. One elective will be used for language coursework while the other will be chosen from a menu of options. This structure allows for students to fulfill requirements like health and PE, but also allows for both staff and students to pursue topics and skills they are passionate about for a trimester. Courses could be skill-based like guitar or ceramics or mountain biking or debate; or they could be content-based and dive deep into a topic like doing an oral history of the 2014 Navajo Nation election or studying the ecology related to mining in Church Rock, etc. In addition, elective time will include an Academic Mentoring class for Special Education students and a Personal Mentorship class, which will serve as part of our student support services offerings and be offered as a component of our behavior policy.*

### **College Prep and Engagement**

*Part of our mission is that students have a personal plan for succeeding in post-secondary opportunities. We define post-secondary opportunities broadly—college, community college and associate degree programs, job training, military service, etc. But given a history of exceptionally low college attendance and completion rates for Native students, we will design our curriculum around ensuring that students have access to college and ability to make an informed decision about attending college. This mean that the school will transition from an interdisciplinary PBL approach to instruction in middle school to more standard course offerings and seminar-style coursework in high school. Students will be able to take AP and dual-enrollment courses. We will also offer college engagement courses as electives for juniors and seniors that cover everything from preparing for exams like the ACT, SAT, and COMPASS to picking appropriate schools, writing college application essays, applying to college and for financial aid. The college engagement program will also provide all students in high school with opportunities to visit colleges and universities in the area such as the University of New Mexico, Fort Lewis College, Northern Arizona University.*

	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 <b>is research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly</b> 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 <b>clear, comprehensive, and reasonable timeline and plan</b> 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 <b>clear and reasonable</b> 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 <b>clear timeline and plan</b> 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 <b>limited</b> and <b>does not</b> support or <b>partially</b> supports CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided a <b>limited timeline and plan</b> for its development, including <b>limited identification</b> 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 <b>incomplete or inadequate</b>.</p> <p>--OR--</p> <p>The application <b>does not respond</b> 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.

The applicant's description starts with an assurance that "curriculum of SDIS will be based primarily on Common Core State Standards and New Mexico Content Standards, with additions, amplifications, and methods described below." The applicant next describes the "Core Design Priorities Of Curriculum" which include "Culturally Responsive Indigenous Education" and "Holistic Wellness and Positive Youth Development."

In relation to Culturally Responsive Indigenous Education, the applicant's response specifically stated that through the lens of culturally responsible teaching the curriculum will "recognize[e] the value of traditional knowledge and epistemologies, address[] authentic and local topics, and allow[] students to safely explore what it means to them to identify as native in the contemporary world." The applicant further states that the curriculum will not "ignor[e] the content standards set forth by the state." This description clearly aligns with the mission that identifies a commitment to culturally relevant indigenous education, but provides only assurances and no detailed information to understand how the curriculum will support CCSS and NM Content Standards.

In relation to Holistic Wellness and Positive Youth Development, the applicant's response goes on to state that the proposed school will "develop [their] curriculum from the perspective of health and wellness", and will "work with local educators, tribal elders, and health professionals to develop our framework for holistic health and wellness." The applicant goes on to state this framework "will dictate the content and practices of our curriculum, which will complement the New Mexico content standards for health that already exist." Again, the applicant provides a description that clearly aligns with the proposed school's mission that identifies a commitment to culturally relevant indigenous education, but provides only assurances and no detailed information to understand how the curriculum will support CCSS and NM Content Standards.

The applicant next describes the "Key Mechanisms For Executing Curriculum" which include "Project-Based Learning," "Understanding by Design," "Native Language and Culture," "Outdoor Experiential Education," "Service Learning," and "Senior Capstone."

In relation to Project-Based Learning, the applicant's response states "the core curriculum will be delivered through a project-based learning (PBL) methodology" which "easily allows for student work to expand on state content standards in order to apply them to a local context and to grapple with Enduring Understandings and Essential Questions that are relevant to students' cultural background." The application further stated that the "school will prioritize projects that have local resonance, in which students use and explore our local community, local history, and local ecology to apply content standards in an authentic context." The applicant has again provided a description that clearly aligns with the mission that identifies a commitment to culturally relevant indigenous education, but provides only assurances and no detailed information to understand how the curriculum will support CCSS and NM Content Standards.

In relation to Understanding by Design, the applicant's response states the proposed school will utilize

the understanding by design “framework for improving student achievement through standards-driven curriculum development, instructional design, assessment, and professional development” in order to ensure projects are “designed deliberately so that they are rigorous, aligned to standards, and authentic for [their] youth.” In this case, the applicant has come close to explaining how the curriculum will support CCSS and NM Content Standards; however, because the applicant has previously stated it will have its own “sort of school-level set of ‘standards’” it is not entirely clear the applicant will develop a curriculum that will support CCSS and NM Content Standards.

In relation to Native Language and Culture, the applicant states the proposed school “intend[s] to offer coursework in Navajo language, Zuni language, and potentially others depending on student and family interest--Hopi, Keres, or Spanish for instance.” It further states the purpose of the language program will be to “ensure students build foundational language ability so that they are empowered to pursue fluency if they so choose.” The applicant’s response related to this element is limited, providing a lack of clarity on what languages will be included in the language curriculum. The applicant again has again provided a description that clearly aligns with the mission that identifies a commitment to culturally relevant indigenous education, but provides only assurances and no detailed information to understand how the curriculum will support CCSS and NM Content Standards.

In relation to Outdoor Experiential Education, the applicant states that “outdoor education is a common theme in indigenous education for its ability to connect learning to the natural world” and is a method by which students can engage in “learning in hands-on, experiential ways.” The application further states that outdoor education “can build reflection, health, leadership, communication, perseverance, and a sense of purpose.” The applicant’s description does not, however describe the curriculum that will be utilized for this aspect of the proposed school’s program. The applicant again has again provided a description that clearly aligns with the mission that identifies a commitment to culturally relevant indigenous education, but provides only assurances and no detailed information to understand how the curriculum will support CCSS and NM Content Standards.

In relation to Service Learning, the applicant states that their “service learning program will mimic the successful program implemented at South Valley Academy in Albuquerque.” The response provides general categories of the service learning projects by grade level and further states that “students will be guided in planning and executing their senior capstone project by teachers who prepare a curriculum.” The applicant does not provide a clear description of the curriculum that will govern this aspect of the proposed school’s academic program and provides a limited description of the instructional program stating “weekly time for service learning will then be a mix of in-classroom learning, independent work time at school, and independent field time completing the project.” The applicant again has again provided a description only assurances and no detailed information to understand how the curriculum will support CCSS and NM Content Standards, this description also fails to describe how this program will align with the mission.

In relation to the Senior Capstone, the applicant states that students will “design a final Senior Project in alignment with a community need or a deep passion of the student,” “examin[e] artifacts of their academic growth in comparison with the Common Core State Standards, New Mexico State Standards, and cultural standards from the local indigenous groups,” and “create an informed and realistic plan for the future that they feel committed to.” This limited description does not clearly identify how this part of the proposed academic program will be implemented or what it will consist of. The applicant again has again provided a description that clearly aligns with the mission that identifies a commitment to culturally relevant indigenous education, but provides only assurances and no detailed information to understand how the curriculum will support CCSS and NM Content Standards.

Lastly, the applicant's description addresses "Other Supportive Elements Of Curricular Design," which include "Individualized Instruction through Skills Labs," "Electives," and "College Prep and Engagement."

In relation to Individualized Instruction through Skills Labs, the applicant's response states that "[t]he middle school program will supplement and support the project based learning through the use of skills labs." The applicant's description states that the skills labs will "[t]arget key skills and subskills to build foundational knowledge and skills that will be applied in the project work" by utilizing both "[o]nline and offline instructional methods." The applicant's description introduces several questions about how the skills lab curriculum will be established and developed. It identifies several online programs that may be used, but does not identify how those programs will be selected and in what cases. No information is provided to identify how this aspect of the academic program would support CCSS and NM Content Standards or the proposed school's mission.

In relation to Electives, the applicant's response states that Elective courses may be used for "topics and skills [students] are passionate about," "requirements like health and PE," language studies, skill-based courses, content-based courses, "Mentoring class for Special Education students," or "Personal Mentorship" as part of the proposed school's behavior program. This description provides limited detail and several elements including the skill-based courses, topics of passion, and mentoring courses generate substantial questions about how this curriculum will support CCSS and NM Content Standards or the proposed school's mission.

Lastly, in relation to College Prep and Engagement, the applicant's response states the curriculum will "transition from an interdisciplinary PBL approach to instruction in middle school to more standard course offerings and seminar-style coursework in high school." No description of this high school was provided, except to state that "[s]tudents will be able to take AP and dual-enrollment courses." It is unclear what this curriculum will look like or how it will be developed. The applicant also states they will "also offer college engagement courses as electives for juniors and seniors that cover everything from preparing for exams like the ACT, SAT, and COMPASS to picking appropriate schools, writing college application essays, applying to college and for financial aid." While the applicant has provided a description that does connect this aspect of the proposed academic program to the mission to ensure "students have a personal plan for succeeding in post-secondary opportunities," the applicant has again provided no detailed information to understand how the curriculum will support CCSS and NM Content Standards.

In addition to providing a limited description, as identified above, the applicant has also provided a limited timeline and plan for the curriculum and instructional program's development, including limited identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school's mission.

Specifically, the applicant identified the following "next steps" and deadlines, which do not provide a clear timeline and plan but rather provide a limited plan with limited deadlines and limited identification of responsible staff in some cases and no timelines, deadlines, or responsible staff in other cases :

- "One of our next steps as a founding team and governing council is to do a series of workshops together to name the scope and sequence of Enduring Understandings (EUs) and Essential Questions (EQs) that...will form a sort of school-level set of "standards" that will complement State Content standards and Common Core Standards...[and] help us plan the themes and projects of our PBL curriculum...."



- “Our goal is to create our school’s EUs and EQs by the end of August in order to write the first year’s PBL curriculum by the end of November.”
- “Our next step is to work with local educators, tribal elders, and health professionals to develop our framework for holistic health and wellness.”
- “Our goals are to finish our health framework by the end of August in order to write curriculum for advisory programs and health courses by the end of December.”
- “In order to accomplish this goal, we imagine creating vertically aligned curriculum in each language but also creating trimester elective courses that can be taken non-sequentially that explore different seasonal cultural practices, and through that study teach language.”
- “We intend to work with DODE as well as local educators at the secondary and university levels to develop a rich Navajo curriculum for middle school and high school students.”
- “We will seek written approval from the Zuni Language Board to teach Shiwi (Zuni) content, and will also rely on the 100 Years curriculum developed by the Indian Pueblo Cultural Center to design relevant content.”
- “During the planning year, we will explore the possibility of a formal relationship in order to give our students the opportunity to access their exceptional programming. “
- “There will be a service learning coordinator who is in charge of running the program.”
- “It might be the case that the most struggling readers are engaged with a specific intervention curricular program while higher students use writer's workshop and literature study. In math, students in middle groups could be given access to online programs like Khan Academy so that they may work on an individualized program of study. “
- “[W]e will design our curriculum around ensuring that students have access to college and ability to make an informed decision about attending college.”

For the reasons identified above the applicant has provided limited information about the curriculum and instructional program, and a limited plan for developing the curriculum and instructional program.

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)

*With SDIS’s focus on creating a relevant and excellent educational program, our curriculum and instructional program includes key design elements with a strong research base demonstrating effective student outcomes.*

### ***Indigenous Education***

*There is a wide and growing body of research on the value of culturally responsive teaching broadly and aspects of culturally relevant indigenous education specifically. Repeatedly, studies show that when students feel their identity is affirmed and their community is viewed from a strengths-based perspective that they not only perform better academically as measured on standardized tests but also that they develop more pride, confidence, hopefulness, and overall better social and emotional health.*

*In terms of Culturally Relevant Indigenous Education, we can look to numerous studies showing its positive impact. Castagno and Brayboy synthesized much of the research in a literature review they published in 2008. In it, the authors draw on 30 years of published work to conclude that Culturally Responsive Schooling, as they refer to it, has been shown to result in students who demonstrate enhanced self-esteem, healthy identity formation, respect for tribal elders, positive influence in tribal communities, positive classroom behavior and engagement, higher academic achievement, decreased dropout rates, improved attendance rates, and decreased clinical symptoms (p 958). While the number of examples of culturally responsive schooling for Native youth in our country are few and the amount of research reflects the narrow scope of exemplars, the findings in this literature review are resoundingly clear: culturally responsive education has wide-spread quantifiable academic and health outcomes for Native youth.*

*Castagno, A. E., & Brayboy, B. (2008). Culturally Responsive Schooling for Indigenous Youth: a Review of the Literature. Review of Educational Research , 78 (4), 941-993.*

*Secondly, in a study just last year Teresa McCarty and Dr. Tiffany Lee capture positive schooling outcomes in two case studies of schools committed to culturally sustaining/revitalizing pedagogy. In the first, the Native American Community Academy in Albuquerque, showed relatively large year-over-year improvements in state test scores: eighth graders in 2011-2012 showed a 20 percent increase in reading scores and a 21 percent increase in math scores from the previous year. The school also reported a retention rate above 95 percent while seeing their first graduating class accepted to private and public universities around the country (McCarty & Lee, 2014, p. 111). In the second, Puente de Hozho (PdH) school in Flagstaff, Arizona, which uses a Navajo-language immersion program, showed their students to outperform their Native peers in the state in reading, writing, and math according to state tests (conducted in English). As an example of the trend, “in 2008, Native students at PdH surpassed their Native American peers in English mainstream programs by 14 percent and 21 percent in grades 3 and 4, respectively” (McCarty & Lee, 2014, p. 116). This study represents the most direct, school-based, academic evidence of improved outcomes due to a deliberate focus on culturally responsive indigenous education.*

*McCarty, T. L., & Lee, T. S. (2014). Critical Culturally Sustaining/ Revitalizing Pedagogy and Indigenous Education Sovereignty. Harvard Education Review , 84 (1), 101-124.*

*To get even more specific, there is evidence of the positive impact of language programming for native youth. First, it is important to know youth perspectives on learning language. A recent survey of Native youth in New Mexico found a variety of language ideologies. The majority of youth “expressed great respect for their language and heritage...and did not question the intrinsic value of their heritage language (Lee in Wyman et. al., 137). At the same time, “many youth revealed expressions of embarrassment for their own limited Native-language ability, [though] not necessarily embarrassment or shame with the language itself (Lee in Wyman et. al. 137).*

*2014. Lee, Tiffany S. Critical language awareness among Native youth in New Mexico. In Wyman, Leisy T. et. al, Indigenous Youth and Multilingualism: Language Identity, Ideology, and Practice in Dynamic Cultural Worlds. Routledge: New York, NY.*

*In 2000, scholar Marie Battiste produced a study on language programs in Canada, finding that “there is clear and convincing evidence that student achievement and performance in school and pride in Aboriginal communities and heritages are directly tied to respect for and support of the students’ Aboriginal languages”*



*Battiste, M. (2000). Maintaining Aboriginal Identity, Language and Culture in Modern Society. In M. Battiste, Reclaiming Indigenous voice and vision. Toronto: UBC Press.*

*In 2011 Teresa McCarty prepared a policy brief for the US Department of Education Office of Indian Education on the role of Native languages in student academic performance. McCarty looked specifically at three schools on the Navajo Nation (Rock Point Community School, Rough Rock Demonstration School and Tse'hootsooi' Dine' Bi'olta') as well as the Nawahiokalani'opu'u Laboratory School in Hawaii and the Manokotak School in Alaska to qualify and quantify the impact of bicultural and bilingual programs for Native youth. In her conclusion, McCarty found that "There is compelling empirical evidence that strong, additive, academically rigorous Native language and culture programs have salutary effects on both Native language and culture maintenance/revitalization and student achievement, as measured by multiple types of assessments" (p. 14).*

*McCarty, T. L. (2011). The Role of Native Languages and Cultures in American Indian, Alaska Native, and Native Hawaiian Student Achievement. Washington, DC: Promising Practices and Partnerships in Indian Education Program Evaluation Group.*

### **Project Based Learning**

*As with Culturally Responsive Indigenous Education, the research basis demonstrating the positive impact of Project Based Learning is wide-ranging and clear. In a review of the literature on PBL, Holm concluded that Project-based Instruction has yielded:*

- *Greater gains in content knowledge and skills development compared to traditional lecture-based instruction*
- *Greater gains in process and group skills development and information literacy skills compared to lecture-based classroom instruction*
- *Increased engagement in and enjoyment of learning by students*

*Holm, Margaret. (2011). PROJECT-BASED INSTRUCTION: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms. Rivier Academic Journal, Volume 7, Number 2.*

*A newly-published book, Setting the Standard for Project Based Learning: A Proven Approach to Rigorous Classroom Instruction, by John Larmer, John Mergendoller, Suzie Boss (ASCD 2015), summarizes research to confidently state that project based learning is a powerful teaching method that does the following:*

- *Motivates students.*
- *Prepares students for college, careers, and citizenship.*
- *Helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills.*
- *Allows teachers to teach in a more satisfying way.*
- *Provides schools and districts with new ways to communicate and to connect with parents, communities, and the wider world.*

*These outcomes align with the mission of SDIS and will help us achieve our goals.*

### **Understanding by Design**

*The UbD framework is guided, in part, by research from cognitive psychology. A readable synthesis of these findings is compiled in the book *How People Learn: Brain, Mind, Experience, and School* (Bransford, Brown, and Cocking, 2002). Key findings relevant to UbD are summed up here: views on effective*

*learning have shifted from a focus on the benefits of diligent drill and practice to focus on students' understanding, application, and transfer of knowledge.*

*Studies showing UbD's positive impact on academic achievement are numerous, some examples include:*

- Authentic Pedagogy Study (1996)*
- Achievement Studies in Chicago Public Schools (2001)*
- Third International Mathematics and Science Study (1995)*
- High Schools That Work*
- Research on Mathematics Curricula by the National Council of Teachers of Mathematics*

*While each study above has differences, a summary of the findings indicates that when teachers rely on authentic pedagogy, encourage higher-order thinking and deep knowledge approaches, and create connections to the real world (all of which are facilitated by UbD), there follow improved learning outcomes for low-performing and high-performing students alike.*

### ***National Indian Youth Leadership Project /Outdoor Education***

*Based in New Mexico, NIYLP directly typically serves over 500 youth throughout its service area, which includes reservation, pueblo and public schools, residential treatment and juvenile detention centers, tribal courts and community centers. NIYLP has been widely recognized for its core program, Project Venture, which is an adventure and wilderness based, experiential learning program designed to support middle and high school aged youth to improve academic achievement, enhance socio-emotional competence, reduce risky behaviors and increase positive engagement with families and communities. Project Venture has been recognized as an exemplary "Best Practice for Native American, Alaska Native and Pacific Island Indigenous Youth" by the First Nation's Behavioral Health Association. NIYLP has been successful in carrying out this work because it blends western and indigenous perspectives regarding the role of youth in society and draws on a culturally and trauma informed, strength based positive youth development (PYD) framework to cultivate healthy behaviors, skill development and self-efficacy*

*NIYLP has been recognized as an evidenced-based program for its demonstrated effectiveness in reducing rates of alcohol and drug use. NIYLP has been listed in the National Registry of Evidence-Based Programs and Practices (NREPP) since 2003, and was the first American Indian-specific program listed in the NREPP. Project Venture is also listed in the national Crime Solutions registry as an evidence-based program for its proven reduction in alcohol use.*

### ***Service Learning***

*As with PBL, there exists myriad data on service learning, much of it showing increased academic achievement, increased civic engagement, and the potential for improving mindsets and skills in working across lines of difference.*

*Service learning participation has an impact on academic outcomes, e.g. complexity of understanding, problem analysis, critical thinking, and cognitive development.*

*Eyler, J.S. & Giles, D.E., Jr. (1999). Where's the learning in service-learning? San Francisco, CA: Jossey-Bass, Inc.*

*Service learning has a positive impact on reducing stereotypes and facilitating cultural & racial understanding.*

*Astin, A.W., & Sax, L.J. (1998). How undergraduates are affected by service participation. Journal of College Student Development, 39, 251-263.*

#### *College Prep and Engagement*

*In addition to preparing students for the rigor of college coursework, our plans to offer college engagement courses will provide the necessary supports for students, many of whom will be first generation college-going. According to research, there are three critical areas that high schools must develop if they are to help students understand why achievement matters, aspire to postsecondary institutions that demand that achievement, and obtain access to those institutions by effectively participating in college search and selection process. These areas include:*

*(1) building strong systems of support for the college search and application process during junior and senior years;*

*(2) creating strong college-going cultures that set norms for college attendance and provide information, relationships, and access to concrete supports and expert knowledge to build bridges to the future; and*

*(3) providing access to information and guidance in obtaining financial aid, information about how to afford colleges, and the true costs of different college options.*

*Potholes on the Road to College, Roderick, Coca, and Nagaoka (2011) Sociology of Education 84: 178.*

*These findings will be considered in the college preparatory curriculum, developed in our 4th year and implemented in Year 5. With this objective, we take inspiration and will draw upon lessons learned from the Native American Community Academy, who has succeeded in attaining a 100% college acceptance rate for its seniors.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Research/Data	The applicant <b>provides clearly defined research and data</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant <b>provides research and data</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides <b>some research and data</b> that <b>appears</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The school provided <b>incomplete or inadequate</b> research or data.  --OR-- The application does not respond to this prompt.
Comments:  <b>Not Rated</b>  Because the applicant has not provided a fully developed curriculum program, this area should not be rated, however, it is worth noting the applicant provides research and data to substantiate how the proposed framework of the curriculum and instructional program that will be developed will help the proposed school achieve high outcomes for students.  Specifically, in relation to the first element of Indigenous Education, which helps to achieve high student outcome, the applicant cited five different studies and authors with the three relevant studies. The applicant included the following, “Castagno and Brayboy synthesized much of the research in a				

literature review they published in 2008 “showing higher academic achievement”, and, “...studies show that when students feel their identity is affirmed and their community is viewed from a strengths-based perspective that they not only perform better academically as measured on standardized tests but also that they develop more pride, confidence, hopefulness, and overall better social and emotional health. In terms of Culturally Relevant Indigenous Education, we can look to numerous studies showing its positive impact”; “Teresa McCarty and Dr. Tiffany Lee capture positive schooling outcomes in two case studies of schools”; “McCarty found that “There is compelling empirical evidence that strong, additive, academically rigorous Native language and culture programs have salutary effects on both Native language and culture maintenance/revitalization and student achievement, as measured by multiple types of assessments.” (The italicized words indicate a component for high student achievement).

In relation to the second element, the applicant identified how Project Based Learning helps to achieve high student outcome by citing two different studies resulting in, “Greater gains in content knowledge and skills development compared to traditional lecture-based instruction; greater gains in process and group skills development and information literacy skills compared to lecture-based classroom instruction; Increased engagement in and enjoyment of learning by students (Holm), and, PBL “Motivates students; helps students meet standards and do well on tests that ask students to demonstrate in-depth knowledge and thinking skills (Larmer, Mergendoller, Boss, ASCD 2015).”

In relation to the third element, the applicant identified how Understanding by Design helps to achieve high student outcomes by citing six different studies, and complied by Bransford, Brown, and Cocking, 2002, with results showing a “summary of the findings indicates that when teachers rely on authentic pedagogy, encourage higher-order thinking and deep knowledge approaches, and create connections to the real world (all of which are facilitated by UbD), there follow improved learning outcomes for low-performing and high-performing students alike.”

In relation to the fourth element, National Indian Youth Leadership Project/Outdoor Education, the applicant stated how the program will help the proposed school achieve high outcomes for students by engaging in Project Venture “recognized as an exemplary “Best Practice for Native American, Alaska Native and Pacific Island Indigenous Youth” by the First Nation’s Behavioral Health Association. “ This outdoor program is designed to “improve academic achievement, enhance socio-emotional competence, reduce risky behaviors and increase positive engagement with families and communities.”

In relation to the Service Learning element, the applicant cited two studies, Eyler, J.S. & Giles, D.E., Jr. (1999) and Astin, A.W., & Sax, L.J. (1998), and stated how “there exists myriad data on service learning, much of it showing increased academic achievement, increased civic engagement, and the potential for improving mindsets and skills in working across lines of difference.”

Finally, in relation to the College Prep and Engagement element, the applicant cited a study by Roderick, Coca, and Nagaoka (2011) and stated “According to research, there are three critical areas that high schools must develop if they are to help students understand why achievement matters, aspire to postsecondary institutions that demand that achievement, and obtain access to those institutions by effectively participating in college search and selection process.” The critical areas include building support systems, creating college going cultures and ensuring access financial aspects of attending college. The applicant assured the College Prep and Engagement components will be developed in year four and implemented in year five. The applicant chose this model because, “we take inspiration and will draw upon lessons learned from the Native American Community Academy, who has succeeded in attaining a 100% college acceptance rate for its seniors,” a school with a similar student population.

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 find attached in **Appendix A.1.***

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

Comments:

#### **Not Rated**

Because the applicant has not provided a fully developed curriculum program, this area should not be rated.

The applicant provided Appendix A.1, Scope and Sequence, in a table with division for each grade 6-12. The applicant included classes which align with the curriculum but did not include the elements of a Scope and Sequence such as: The order in which classes are taught, the names of units or specific topics, the length of time for each unit, or the standards to be covered within the units.

#### **E. Graduation Requirements.**

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

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

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

#### **High School Graduation Credit Requirements**

<b>Graduation requirements from state</b>	<b>SDIS's Graduation Requirements</b>
<b>24.5 or 25 units to include:</b>	<b>25 Units to Include</b>

• 4 units English	4 units English
• 4 units math (one unit = or > than algebra 2)	4 units math (one unit = or > than algebra 2)
• 3 units science (2 w/lab)	3 units science (2 w/ lab)
• 3.5 units social science, including United States history and geography, world history and geography and government and economics, and .5 unit New Mexico history	3.5 units social science, including United States history and geography, world history and geography and government and economics, and .5 unit New Mexico history
• 1 unit physical education	1 unit physical education
• .5 or 1 unit of health education* (may be taken in middle school)	1 unit of health education
• 1 unit career cluster, workplace readiness, or language other than English	3 units language other than English
• 7.5 units electives	4.5 units electives  1 unit Senior Capstone Course
One of the above units must be honors, Advanced Placement, dual credit, or distance learning.	One of the above units must be honors, Advanced Placement, dual credit, or distance learning.
To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency. * Note for future classes: For students entering the eighth grade in the 2012–13 school year, a course in health education is required.	To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency. * Note for future classes: For students entering the eighth grade in the 2012–13 school year, a course in health education is required.
	To graduate, a student must satisfactorily complete and present their Senior Capstone Project.

### ***Proposed Additions and Changes***

- 1) Make a language other than English required for 3 years (3 total credits).
- 2) Add 1 credit for Sr. Capstone class.
- 3) Adjust electives down to 4.5 credits to make up for the additions.
- 4) The successful completion of the senior project and public demonstration of learning.

*We seek to require language coursework for three years in order to ensure students are accessing learning in their Native languages. This is a cornerstone of Indigenous education philosophies. This requirement also aligns with our mission to ensure that students graduate holistically healthy and well, as studies have shown that native language learning is critical for positive identity development for Native youth. Finally, it aligns to the aspect of our mission committed to ensuring students are able to be*



*fully engaged in their communities as speaking Native languages is key for participating in tribal government and ceremonies.*

*The senior community project is the culminating experience for students at our school. It will synthesize both the content they have learned over their seven years, while challenging the skills they have developed through project-based learning and service learning. The project itself will involve students identifying a community need a/o a deep personal interest and pursuing an in-depth project that they will demonstrate publicly before a panel of faculty and governing board members with family in attendance. Part of the project will entail students detailing their own personal plan for pursuing different post-secondary opportunities. The Senior Capstone Class will be the vehicle through which students reflect on their schooling experiences, plan their project, execute on their work, and create their demonstration of learning. We feel this is an appropriate capstone project that is in line with our curricular model, our mission, and the tenets of positive youth development.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1)(2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only	<p><i>Only applicable for high school proposals</i></p> <p>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.</p>			<p><i>Only applicable for high school proposals</i></p> <p>The application does not address graduation requirements.</p>
<p>Comments:</p> <p><b>Exceeds</b></p> <p>The applicant provided high school graduation requirements which are clearly articulated and meet state requirements. Any changes proposed by applicant that vary from state minimum requirement are clearly explained, including:</p> <p>“1) Make a language other than English required for 3 years (3 total credits). ...language coursework for three years in order to ensure students are accessing learning in their Native languages...</p> <p>2) Add 1 credit for Sr. Capstone class... Part of the project will entail students detailing their own personal plan for pursuing different post-secondary opportunities. The Senior Capstone Class will be the vehicle through which students reflect on their schooling experiences, plan their project, execute on their work, and create their demonstration of learning. We feel this is an appropriate capstone project that is in line with our curricular model, our mission, and the tenets of positive youth development...</p> <p>3) Adjust electives down to 4.5 credits to make up for the additions.</p> <p>4) The successful completion of the senior project and public demonstration of learning... this is an appropriate capstone project that is in line with our curricular model, our mission, and the tenets of</p>				

positive youth development.”

The applicant has provided graduation requirements in line with the state’s requirements, including an assessment requirement, “a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.”

#### 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.

*SDIS will utilize strategies that include: learning by doing or through challenges, learning through increased responsibilities, learning connected to the natural world, the use of reflective practices, and the use of culturally responsive teaching practices. These instructional strategies align to traditional ways of learning from an indigenous perspective and to the Common Core State Standards’ emphasis on higher-order thinking skills, communication skills, and conceptual understanding.*

#### **Culturally Responsive Teaching**

*Culturally Responsive Teaching (CRT) will be the framework through which all pedagogy is considered. There exists a plethora of authors, terms, and specific frameworks to describe culturally responsive or culturally relevant teaching. We will commit ourselves to using the framework described by Gloria Ladson-Billings (1995), which enumerates three pillars: cultural competence, critical consciousness, and academic achievement. It is important to note that culturally responsive teaching does not come at the expense of rigorous academic work; rather, academic achievement is a critical component of pedagogical frameworks designed around equitable and relevant practices. CRT frameworks do not normally list specific classroom practices, but rather build a philosophical framework that educators and schools have the ability to interpret and use in unique ways. Within our school, we recognize that it will be a process of professional learning, professional practice, and reflection that will over time develop in individual teachers the capacity for quality CRT and will develop within our school the professional knowledge that will sustain our instruction for many years. Our initial interpretation of CRT includes the following pedagogical and methodological practices.*

#### **Project Based Learning**

*SDIS will use a Project-Based Learning (PBL) approach to instruction. PBL is an effective framework for teaching and learning that allows for students to learn by doing, allows for the inclusion of traditional knowledge and local themes, and it puts students in the position of being critical thinkers and of having autonomy and voice. Middle grade students will have a PBL block devoted to humanities content and one devoted to STEAM content; for the high school students, PBL will be embedded as part of the course syllabus. Each trimester will culminate in a summative project, a public demonstration of learning, and a showcase event for families and community members. Teachers will use different forms of formative and summative assessment to measure student mastery of state content standards and Common Core standards and demonstrations of enduring understandings. In addition, a rubric-based assessment of projects will focus on skills around the “4 Cs”: critical thinking, creativity, communication, and collaboration.*

*In designing curriculum, teachers will focus on those “4 Cs.” In particular, teachers will build students’ skills in communication and collaboration by setting up students in small groups with defined roles and responsibilities. Students will rotate through different roles and responsibilities over time and will engage in both self-reflection and peer feedback protocols after projects are completed. Over the course of middle school, individual students and groups will be given more autonomy in deciding how to work*



*together and in planning and managing their work. By high school, projects might still be in groups, but also in pairs, or completed individually as students work towards their senior capstone project.*

*Understanding by Design will be utilized as a framework for planning units. By ensuring that the Essential Questions and Enduring Understandings connect to local history, themes, knowledge, or current issues we will create a curriculum that is authentic for our students. And by using Understanding by Design, teachers will backwards plan projects that are both rigorous and connect with the themes of the unit.*

### **Advisory**

*In order to ensure our school meets the varied needs of the students from our community, we are committed to creating a structure that is trauma-informed and based on frameworks of Positive Youth Development. An advisory structure helps us accomplish this aim.*

*Advisory will be a structure in which we operationalize our core values of relationships and reflection and pursue our mission around holistic well-being. Students and staff will begin each day in advisory, which will be a small group of ~10 students. Students will use the advisory structure to greet each other and start their day safely and comfortably before academic coursework begins. We will utilize the morning meeting protocols of the Circle of Power and Respect program as a framework for this morning time. Circle of Power and Respect, or "CPR" as it's commonly called, is the middle school version of Morning Meeting designed by Responsive Classroom. The four components of the meeting are the same as in younger grades: Greeting, Sharing, Group Activity, and News and Announcements. But the emphasis and many of the details in each of these components reflect the unique needs of middle school students and the structure of their school day. Seated in the CPR circle, all students are seen and acknowledged. Students learn to greet each other with respect; communicate with power and authority without putting each other down; listen to each other's stories, hopes, and fears; and talk about the business of the day ahead.*

*But CPR goes further than simply setting the stage for good learning. All of the components of CPR lend themselves to the introduction or reinforcement of academic skills. Through Greeting, Sharing, Group Activity, and News and Announcements, middle school students learn how to think critically, how to frame and ask good questions, how to solve problems, how to work cooperatively, and how to turn their need for peer connection into a positive and dynamic learning strategy. CPR makes sense for middle school students.*

*The advisory setting will also be a place where the Wellness Wheel comes alive. SDIS's Wellness Wheel will be our framework for holistic well-being and will include descriptions of different aspects of wellness like social and relational wellness, mental and emotional wellness, identity wellness, physical wellness, and intellectual wellness. Connected with the Wellness Wheel will be rubrics designed from the Thrive Foundation's rubrics for positive youth development that students can use to rate their current wellness on many different indicators, set personal goals, create an individualized learning plan, and reflect on their progress. An example of a mental/emotional wellness goal might be, "I want to better monitor and self-control my frustration when I get problems wrong in math class." An intellectual wellness goal could be something like, "I will improve my score on the Six Traits writing rubric by a full point this trimester." Aligned with those rubrics, the Thrive Foundation offers a curriculum designed around the tenets of Positive Youth Development and that focuses on goal-setting and goal-attainment through the many indicators in the rubrics.*

*Advisory will serve as students' small family of sorts when at school. The advisor will be notified about any behavioral infractions of one of their advisees and will be the first to respond. If students are having a difficult day, they may sit in their advisor's room, for example. Advisors will receive and collate students' report cards and guide students in preparing for Student Led Conferences. Advisors will help*

*students make choices about their coursework, which electives to take, and which language course to choose. Advisors will also be the point person in contact with families and will be responsible for communicating with families to share any necessary news or updates.*

*High school students will continue to have an advisory as a way to operationalize our core value around relationships. In high school, advisories will be multi-grade in order to build relationships across grade cohorts. As in middle school, advisors will serve certain practical function like helping students choose courses, collecting and collating report cards, preparing students for student-led conferences, communicating with parents, and being the first response in case of behavioral infractions. In practice, morning advisory time will adjust to reflect students' maturation.*

### **Skills Labs**

*Project-based learning will be accompanied by a "Skills Labs" structure. In order to ensure students have the foundational skills to succeed in PBL, in order to better differentiate instruction, and in order to reinforce Common Core standards, we will deliver added instruction. Skills Labs are purposefully short as the focus will be on direct delivery of mini-lessons and skills practice. Students will take a skills lab in math, reading, and writing for 30 minutes each day. The specific tasks and student objectives will be differentiated based on need, according to data from our short cycle assessment and/or other diagnostic tools. Groupings will be flexible and dynamic depending on need. Each trimester our staff will do a data reflection and adjust groupings and instruction. Groups can be multi-grade. Instruction will be designed to meet the specific needs of each small group and will be focused on efficiency and focus. By utilizing the full teaching staff, educational assistants, SPED staff, and even administrators as necessary, we will keep the class load low, especially for those students who need the most support. In this way, students not only receive targeted and differentiated instruction, but also the specific accommodations or needs of Special Education or ELL students may be met through this structure.*

*The Math Skills Lab will utilize technology-based instruction where teacher facilitate online or computer-based learning, students work mostly independently and receive immediate feedback on skills mastery. During the planning year, we will choose a Common Core-aligned curriculum such as Kahn Academy. In addition, instructors in the Math Skills Lab will supplement the computer-based curriculum with direct instruction as well as individual tutoring. Students will gain greater mathematical conceptual understanding, procedural skills and fluency, which will support the application of math concepts in the STEAM projects.*

*The Literacy Labs will focus on reading comprehension and fluency. Teachers will use small group instruction, reading circles, packaged reading program with textbooks, audio books and skills workbooks. During the planning year, we will choose the reading program(s) such as Linda Mood-Bell, SRA Reading Lab and/or Read Right (which has demonstrated effectiveness with Native American students).*

*Writing workshop will be utilized to help build student foundational skills in using writing to communicate clearly and purposefully. Common Core Standards ask students to offer and support opinions, demonstrate understanding of subjects, convey real or imagined experiences and events. In writing workshop, students will engage in the production of many pieces of writing--with mini lessons, daily writing exercises and quick feedback. Instructors will guide students in the reflection and revision process for producing larger pieces over an extended period of time.*

### **Zuni and Navajo Language**

*The goal of our language program is that students develop conversational skills that put them on a path towards fluency if they choose to continue to develop their language skills, that students build the*

*confidence to participate in community events and governmental structures, and that students have the opportunity to deepen their own cultural competence and sense of self-identity through language and cultural coursework.*

*These courses will be instructed by educators licensed by the Zuni Language and Culture Board and by the Department of Dine' Education, respectively. Instructional practices will be modeled on the recommendations of those organizations as well as other examples of successful programs like Puente De Hozho School.*

### **Outdoor Experiential Education**

*As described in the curriculum section, we propose offering opportunities for experiential outdoor education to our students. Experiential education, in terms of its methodology, is a proven practice for helping youth grow through challenges, develop deeper self-understanding, and acquire cooperation and communication skills.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The school provides a <b>clear, comprehensive, and cohesive</b> overview of the instructional strategies and methods to be implemented that <b>clearly</b> support and align with the school's mission, curriculum, instructional program, and performance standards.	The school provides a <b>clear</b> overview of the instructional strategies and methods to be implemented that <b>adequately</b> support and align with the school's mission, curriculum, instructional program, and performance standards.	The school provides a <b>limited</b> overview of the instructional strategies and methods to be implemented that <b>partially or do not</b> support and align with the school's mission, curriculum, instructional program, and performance standards.	The school's overview of instructional strategies and methods is <b>incomplete or inadequate.</b> --OR-- The application <b>does not address</b> instructional strategies.
Comments:  <b>Meets</b>  The applicant provided the strategies described below as the instructional strategies and practices to be put in because, "These instructional strategies align to traditional ways of learning from an indigenous perspective and to the Common Core State Standards' emphasis on higher-order thinking skills, communication skills, and conceptual understanding." Specifically, Culturally Responsive Teaching is the "the framework through which all pedagogy is considered." This framework addresses the mission of "culturally relevant indigenous education" through, "Culturally Responsive Teaching (CRT)...We will commit ourselves to using the framework described by Gloria Ladson-Billings (1995), which enumerates three pillars: cultural competence, critical consciousness, and academic achievement. It is important to note that culturally responsive teaching does not come at the expense of rigorous academic work; rather, academic achievement is a critical component of pedagogical frameworks designed around equitable and relevant practices, curriculum, instructional program, performance standards." The proposed school's implementation of CRT includes the following four practices: Project Based Learning, Advisory, Zuni and Navajo Language, and Outdoor Experiential Education.				

The first practice of Project Based Learning aligns with the proposed schools' mission of "interdisciplinary project-based learning" by stating "Middle grade students will have a PBL block devoted to humanities content and one devoted to STEAM content; for the high school students, PBL will be embedded as part of the course syllabus." PBL aligns with the curriculum because it is "an effective framework for teaching and learning...Teachers will use different forms of formative and summative assessment to measure student mastery of state content standards and Common Core standards and demonstrations of enduring understandings. In addition, a rubric-based assessment of projects will focus on skills around the "4 Cs": critical thinking, creativity, communication, and collaboration." It aligns with the Instructional Program because it "allows for the inclusion of traditional knowledge and local themes, and it puts students in the position of being critical thinkers and of having autonomy and voice." It aligns with the Performance Standards by aligning to a "scope and sequence of Enduring Understandings (EUs) and Essential Questions (EQs) that our students should experience in order to guarantee our curriculum is culturally relevant. These EUs and EQs will form a sort of school-level set of "standards" that will complement State Content standards and Common Core Standards. The EUs and EQs will also help us plan the themes and projects of our PBL curriculum so that they are relevant, authentic, and purposeful."

The second practice of Advisory aligns with the proposed schools' mission of "holistic well-being" by indicating the purpose is to "operationalize our core values of relationships and reflection and pursue our mission around holistic well-being."

The third practice of Skills Labs aligns with the curriculum and instructional program of Project-based Learning, "Project-based learning will be accompanied by a 'Skills Labs' structure. In order to ensure students have the foundational skills to succeed in PBL..." The applicant identified how this aligns with the instructional program stating "in order to better differentiate instruction, and in order to reinforce Common Core standards, we will deliver added instruction."

Next, the practice of Zuni and Navajo language aligns with the mission of "culturally relevant indigenous education" as the applicant states, "The goal of our language program is that students develop conversational skills that put them on a path towards fluency if they choose to continue to develop their language skills, that students build the confidence to participate in community events and governmental structures, and that students have the opportunity to deepen their own cultural competence and sense of self-identity through language and cultural coursework."

Lastly, the practice of Outdoor Experiential Education aligns to the proposed school's mission by "helping youth grow through challenges, develop deeper self-understanding, and acquire cooperation and communication skills."

The applicant provides six instructional strategies. Three of these instructional strategies and methods clearly support and align with the proposed school's mission, curriculum, instructional program, and performance standards. Three of the instructional strategies align with the proposed school's mission, but less clearly, but adequately, align with the curriculum, instructional program, and performance standards.

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

*SDIS has chosen instructional methods and strategies that will lead to deeper learning, increased engagement and a healthy sense of identity for our students. We combine relevance, rigor and support*

structures to ensure student success. In situations where students of color experience persistent achievement gaps--as do native youth in New Mexico--**Culturally Responsive Teaching** has the potential to have a profound and positive impact on student learning, improving attendance, test scores, and graduation rates.

*In a study of the literature on CRT and Indigenous students, Cornel Pewewardy concludes: "Teachers in a multicultural society need to hold an attitude of respect for cultural differences, know the cultural resources their students bring to class, and be skilled at tapping students' cultural resources in the teaching-learning process. While these attributes have always been needed, organizing schools to provide culturally responsive teaching may be a powerful tool in advancing the goals of No Child Left Behind. By reducing alienation of minority students and improving their motivation to learn, students and teachers work more effectively together to improve achievement."*

*Pewewardy, Cornel and Hammer, Patricia Cahape (2003). "Culturally Responsive Teaching for American Indian Students." ERIC Clearinghouse on Rural Education and Small Schools Charleston WV.*

*Much of the data on the potential positive impact of CRT on student achievement was cited in the above section on curriculum. We see Culturally Responsive Teaching practices as a key strategy in addressing gaps in performance for Native students in Gallup and in improving students' motivation, participation, and learning outcomes.*

#### **Understanding by Design/Project Based Learning/Connection to Community**

*While much of the research on UbD was cited in the above section, we will reiterate that the implementation of UbD is a deliberate choice to ensure rigorous and relevant units of study are delivered, which will fuel increased student learning and achievement. UbDs will structure and ensure projects focus on student learning objectives, align with Common Core standards, engage students in critical thinking, and collaboration. Student presentations of their projects/capstone, service learning, and student-led conference will also contribute to our school culture that builds bridges to community.*

*SDIS will be a small school with structures in place, such as the **Advisory** period, to ensure all students have a supportive relationship with an adult who serves as an advocate and mentor to them. As is implied from the research on Culturally Responsive Teaching, many students of color experience dissonance between their school experiences and their home experiences, which hampers their motivation and self-confidence. In addition to that pattern, students in McKinley County face many published challenges like high rates of alcoholism, domestic abuse, poverty, and homelessness. We see both of these issues as interrelated and important root causes of previous school performance. Our commitment to the tenets of Positive Youth Development and to an advisory structure is a deliberate choice to build relationships, safety, and emotional resiliency at school.*

*Research shows that "An advisory program facilitates...relationships and provides the structure that creates "connectedness" in a middle school. Connectedness is a characteristic of school cultures in which students have meaningful relationships with adults within the school, are engaged in the school, and feel a sense of belonging to the school. School connectedness is linked to higher grades, higher test scores, and lower dropout rates, regardless of students' socioeconomic status (Blum & Libbey, 2004; Jackson & Davis, 2000; Klem & Connell, 2004; Mac Iver & Epstein, 1991; McNeely & Falci, 2004; National Association of Secondary School Principals, 2006). Moreover, schools intentionally organized to promote personalization and the development of communities of learners better prepare adolescents for later success as adults (Carnegie Council on Adolescent Development, 1989)."*



*Sarah Brody Shulkind and Jack Foote (2009). "Creating a Culture of Connectedness through Middle School Advisory Programs." Middle School Journal. Accessed online at Association for Middle Level Education*

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

Comments:

#### Meets

The applicant provided a clear explanation of how the proposed methods/strategies are effective with the target student population.

Specifically, the applicant identified practices affecting their student population , namely, Culturally Responsive Teaching and Understanding By Design, "We see Culturally Responsive Teaching practices as a key strategy in addressing gaps in performance for Native students in Gallup and in improving students' motivation, participation, and learning outcomes... the implementation of UbD is a deliberate choice to ensure rigorous and relevant units of study are delivered, which will fuel increased student learning and achievement. UbDs will structure and ensure projects focus on student learning objectives, align with Common Core standards, engage students in critical thinking, and collaboration. "

The applicant provided a general explanation of how the program will be implemented, "Student presentations of their projects/capstone, service learning, and student-led conference will also contribute to our school culture that builds bridges to community."

The applicant also identified how a conciliatory relationship with each student will help to ensure student success, "SDIS will be a small school with structures in place, such as the Advisory period, to ensure all students have a supportive relationship with an adult who serves as an advocate and mentor to them. Research shows that "An advisory program facilitates...relationships and provides the structure that creates "connectedness" in a middle school. Connectedness is a characteristic of school cultures in which students have meaningful relationships with adults within the school, are engaged in the school, and feel a sense of belonging to the school. School connectedness is linked to higher grades, higher test scores, and lower dropout rates, regardless of students' socioeconomic status."

The applicant provided a clear explanation, containing citations of research, to provide evidence of how the methods and strategies are effective with the target student population.

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

*Differentiation at a whole school level will have several components aligned to a Response to Intervention framework. Tier 1 instruction will occur within the core project-based learning curriculum. It will be an inclusion, mixed-ability, collaborative, multi-disciplinary setting.*

*Tier 2 instruction, in which students receive more targeted support at their ability level, will occur during “skills lab” settings. Initial groupings will be based on diagnostic data from the NWEA MAP test. Students will meet in small groups of ~10 students per staff member and receive targeted practice with reading, writing, and mathematical skills. This low ratio will be achieved by utilizing special education staff, educational assistants, and even administrators, especially in the first few years after the school’s opening. These small groups will be variable depending on students’ growth and needs at different points in the year. At the end of each trimester our staff will have a “data day” to assess students’ progress and make necessary changes to the small groups. Emphasis will be placed on using computer-based programs that include embedded assessment and tracking as students perform practice--programs like Kahn Academy for math--in order for educators to have consistent data on student growth.*

*Tier 3 instruction will occur as needed per students’ performance or IEP or 504 plans and will be led by an intervention specialist or special education teacher. During our first year, our whole staff will act as the SAT and in subsequent years, a group of staff will be appointed.*

*In high school, the program will change slightly. Rather than have differentiated “skills labs” for the entire student population, students who demonstrate significant need will be able to take intervention courses as electives. These courses will be taught by interventions specialists or special education staff. As in the RTI framework, student need will be determined by a combination of demonstrated need on diagnostic assessment and/or consistent struggle as demonstrated in the classroom setting. Teachers will be required to keep track of additional interventions for struggling students.*

*Differentiation within Tier 1 instruction will be accomplished in many ways. Teachers will be expected to perform their own pre-assessments and formative assessments that instruct their understanding of student preparation, needs, and progress, so that instruction can be tailored for individuals and small groups.*

*Project-based learning is designed to be student-centered. By allowing individuals and small groups the opportunity to explore and discover, PBL naturally accepts, embraces, and plans for the fact that learners bring to school both many commonalities and the essential differences that make them individuals. Using Understanding by Design as a framework for planning units, teachers will be able to plan for three different aspects of learning: content, processes, and products. For each of these aspects, teachers will predict each student’s readiness, interest, and learning profile. This will allow instructors to adapt the learning for each student while still working towards the same learning goals and content standards. For example, a teacher could plan to differentiate a final product by interest by allowing students to read different texts about a similar theme. Teachers could differentiate processes by student learning profile and interests by allowing one group to write a script for a commercial while another group films and edits the commercial.*

*Within the context of project-based learning, students will be learning in a larger classroom setting while*

*often working in small collaborative groups. This will allow teachers to differentiate processes for different individuals or groups--for example by providing different groups more or less structure in their assignments, creating different graphic organizers, or choosing different readings. Educational Assistants will be utilized during this time so that students or groups who need relatively more support or guidance will have access to adults who can guide them or provide mini-lessons.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(3) Differentiated Instruction	The school provides a <b>clear and comprehensive</b> description of how instruction will be differentiated based on identified student needs and <b>specific</b> examples are provided.	The school provides a <b>clear</b> description of how instruction will be differentiated based on identified student needs and at least one <b>specific</b> example is provided.	The school provides a <b>limited</b> description of how instruction will be differentiated based on identified student needs and <b>no examples or inadequate examples</b> are provided.	The school provides an <b>incomplete and/or inadequate</b> description of how instruction will be differentiated.  --OR-- The application does not address differentiated instruction.
Comments:				
<b>Meets</b>				
The applicant provides a clear description of how instruction will be differentiated based on identified student needs and at least one specific example is provided.				
The applicant provided detailed examples of how the instruction will be differentiated based on identified student needs. Specifically, in the three-tiered Response to Intervention framework, the applicant identifies, "Tier 1 instruction will occur within the core project-based learning curriculum. It will be an inclusion, mixed-ability, collaborative, multi-disciplinary setting... Tier 2 instruction, in which students receive more targeted support at their ability level, will occur during "skills lab" settings... Tier 3 instruction will occur as needed per students' performance or IEP or 504 plans and will be led by an intervention specialist or special education teacher. During our first year, our whole staff will act as the SAT and in subsequent years, a group of staff will be appointed." The applicant identifies how the Tier process this will occur, "Students will meet in small groups of ~10 students per staff member and receive targeted practice with reading, writing, and mathematical skills. This low ratio will be achieved by utilizing special education staff, educational assistants, and even administrators, especially in the first few years after the proposed school's opening... our staff will have a "data day" to assess students' progress and make necessary changes to the small groups."				
The applicant provided specific examples of the high school program, "...students who demonstrate significant need will be able to take intervention courses as electives." The applicant then identified how this will be accomplished, "...taught by interventions specialists or special education staff... student need will be determined by a combination of demonstrated need on diagnostic assessment and/or consistent struggle as demonstrated in the classroom setting." The applicant provided an explanation of the first component of RTI, Tier 1, for high school, "Differentiation within Tier 1 instruction will be accomplished in many ways. Teachers will be expected to perform their own pre-assessments and formative				



assessments that instruct their understanding of student preparation, needs, and progress, so that instruction can be tailored for individuals and small groups... This will allow teachers to differentiate processes for different individuals or groups--for example by providing different groups more or less structure in their assignments, creating different graphic organizers, or choosing different readings. "

The applicant identifies the Project Based Learning as a component of differentiated learning for their student population, "By allowing individuals and small groups the opportunity to explore and discover, PBL naturally accepts, embraces, and plans for the fact that learners bring to school both many commonalities and the essential differences that make them individuals..." The applicant identifies how this process will be implemented, "teachers will be able to plan for three different aspects of learning: content, processes, and products. For each of these aspects, teachers will predict each student's readiness, interest, and learning profile. This will allow instructors to adapt the learning for each student while still working towards the same learning goals and content standards."

The applicant provides a clear description of how instruction will be differentiated based on identified student needs by providing examples of the three-tiered process and programs of Project-based learning.

**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.

*We believe that all students deserve to experience a full academic program with their peers, and therefore intend to implement as close to a full inclusion model as is possible, based on the example of successful programs at other New Mexico charter schools like Amy Biehl High School and ACE Leadership High School.*

*We will comply with all applicable requirements of the Individuals with Disabilities Act, 20 U.S.C. 1400 et. seq. (IDEA) and implementing regulations, including Section 300.209 of Title 34 of the Code of Federal Regulations, Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794 (sec. 504) and abide by the guidelines set forth for NM Special Education Scope and Sequence Standards (NMAC-Title 6, Chapter 31, Part 2).*

**Identifying student needs**

*In the summer before school begins, our administrators and staff will conduct home visits with each family and child who is new to our school. This preliminary meeting will focus on building trusting relationships and at the same time will serve as an opportunity to gather pertinent information about our students by doing the home language survey, the free and reduced price lunch application, a behavior survey, and inquiring about previous school history and IEPs. We will then work with students' previous elementary and middle schools to acquire their IEPs if they had them. Similarly, in the first two weeks of school every student will take the NWEA-MAP assessment which will serve as a diagnostic to help us determine students' individual needs. We will strive to complete updated IEPs for all of our students within the first month of school.*

*For students who do not have an IEP when they arrive at our school we will utilize the three-tier RTI process, careful tracking of interventions, the SAT process, 504 process, and eventually the IEP and diagnoses process to identify student needs and create individualized learning plans. While we have intentionally designed a school with the purpose of better meeting the needs of students in Gallup, it is inevitable in any school that some students will struggle to maintain pace with their peers or will struggle in certain courses, etc. This reflects the unique ways that many children's brains learn and develop. In the case that an individual student is struggling, the SAT process will include:*

- A. Once an SAT process begins for a student our faculty will complete the following SAT forms for identified students: Student Profile Form, Hearing Screening Form, and Vision and Referral Form, Teacher Form, and the Teacher Input for Addressing Behavior if behavior is a concern. These forms, in addition to documentation regarding student needs, will be prepped for review with our Head Administrator.*
- B. Then, all relevant faculty and the Head Administrator will meet to complete the SAT form Teacher and Head Administrator Conference Form, review documentation, and determine the next steps.*
- C. If an SAT referral is deemed appropriate then at this stage, the SAT team leader will complete the following documentation to further the SAT process: Student Case History, Teacher Form, and Teacher Input for Addressing Behavior to document Tier One interventions. Faculty referring students for Gifted, will complete Characteristics of Gifted Students with Factors and necessary assessments. Formal observations will be conducted to gage concerns in classroom environment.*
- D. The SAT team leader will meet with faculty to assure all data has been collected, schedule a meeting and sends parent/guardian Notice of and Invitation to Student Assistance Team Meeting. The SAT team meets to review data. For EACH area of academic concern, SAT completes SAT Intervention Plan for Academics. IF Student is being considered for Retention, SAT completes an Academic Improvement Plan. IF Behavior is a concern, SAT completes SAT Intervention Plan for Behavior. In collaboration, the SAT team will develop and implement a Behavior Intervention Plan. SAT team schedules follow up meeting to review response to intervention strategies/modify interventions/update SAT Intervention Plan for Academics or Behavior. IF Student has a physical or mental impairment and is being considered for Section 504, the SAT team will proceed with Section 504 Process and Forms.*
- E. Follow up Meetings: The SAT team will review plan of action as identified on Academic and/or Behavior Support Plan and Student Assistance Team completes SAT Meeting Summary Form. SAT team will determine whether to continue modifications or modify the written plan and make additional recommendations. The SAT will discontinue the process if the process has demonstrated an appropriate response to intervention. The SAT team will schedule follow-up SAT meeting OR initiate appropriate Tier Three Referral. If Referral to Tier III is initiated, SAT team will complete the Fidelity Assurances for SAT Referral for Evaluation. The SAT Building Chairperson will ensure that the Referral Checklist is completed.*
- F. If a child is referred for Tier III services through the SAT process, they will be referred to the Multidisciplinary Evaluation to determine their eligibility for Tier III services. With the student's parent/family's consent, we will contract the necessary staff to perform the evaluation using criteria found in the New Mexico Technical Evaluation and Assessment Manual (NM TEAM). A qualified group of professionals (as defined in the IDEA and often referred to as the Multidisciplinary Team—MDT) and the parent uses the diagnostic evaluation report to determine the student's eligibility for special education and related services under the criteria of one or more of the 13 categories of disabilities as defined by the IDEA. Based on all information gathered, the eligibility determination group makes its decision. The three possible options are as follows:*

- a. *The student is ineligible for special education or related services, but shows a need. In this case, the student is referred back to the SAT, which takes into consideration new information and addresses the student's needs.*
- b. *The student is eligible, but does not show need for special education and related services. In other words, the student may have a qualified exceptionality under IDEA criteria, but the group that makes the eligibility determination finds that the student's exceptionality does not require specially-designed instruction which is the second prong of eligibility. If that is the case, the student remains in the general education program and is referred back to the SAT for consideration for a Section 504 Accommodation Plan.*
- c. *The student is eligible and shows need for special education and related services. In this case, the SAT's role in the student's program ends. Instead, an IEP team (The Head Administrator, relevant faculty, specialists, parents/family) convenes and designs a master plan for the student known as an Individualized Education Program (IEP) to provide what he or she needs academically and/or behaviorally, including an alternative curriculum. The IEP is then implemented, and the student's IEP team reviews it as needed, but it must be reviewed at least annually. A reevaluation must be done at least every three years to determine continued eligibility for special education, unless the parents and the school agree that a reevaluation is not necessary under IDEA provisions.*

### **Providing services**

*Our model of utilizing the inclusion setting as much as possible will require hiring educators who have a dual license for Special Education and Secondary Education. In this way, educators who lead skills labs, project-based learning, and specific high school coursework will be equipped to provide services and meet IEP accommodations in the normal classroom setting. For students who require specialized services (ie speech pathologist, physical or occupational therapist, psychologist, etc.) we will contract with ancillary service providers. For our first two years dual-certified staff will be responsible for owning caseloads. In our third year we will hire a special educator to be our SPED Coordinator. This person will be responsible the logistics of IEPs like scheduling meetings and ensuring compliance even while the ownership of caseloads is shared across many SPED certified staff. The SPED Coordinator will also be able to provide services by pushing into classrooms or co-teaching with classroom teachers. Finally, the SPED Coordinator will be responsible for providing professional development with staff to meet the needs of students with IEPs.*

### **Teacher collaboration**

*Having different SPED-certified staff share caseloads will mean that those staff members are responsible for working with the group of teachers educating each child on their caseload to ensure that students' IEP is met. Teachers will be able to work collaboratively during our 8:00-9:00 hour daily.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) Special Education	The school provides a <b>clear, cohesive, and comprehensive</b> explanation of the practices and	The school provides a <b>clear</b> explanation of the practices and strategies the school will employ to provide a continuum	The school provides a <b>limited</b> explanation of the practices and strategies the school will employ to	The school provides an <b>incomplete and/or inadequate</b> explanation of the practices and strategies the school

	strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	of services, and ensure students' access to the general education curriculum.	provide a continuum of services, and ensure students' access to the general education curriculum.	will employ to provide a continuum of services, and ensure students' access to the general education curriculum.  --OR-- The application <b>does not address</b> Special Education.
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## 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

The applicant provided this assurance to ensure students' access to the general education curriculum, that they will facilitate "as close to a full inclusion model as is possible" and "provide services by pushing into classrooms or co-teaching with classroom teachers."

The applicant provided the proposed school's process of student identification for special services: Information will be compiled about the students by "doing the home language survey, the free and reduced price lunch application, a behavior survey, and inquiring about previous school history and IEPs... We will then work with students' previous elementary and middle schools to acquire their IEPs...NWEA-MAP assessment which will serve as a diagnostic to help us determine students' individual needs."

The applicant provided a clear process of identification for students who do not have an IEP, as follows: SDIS will use "the three-tier RTI process, careful tracking of interventions, the SAT process, 504 process, and eventually the IEP and diagnoses process to identify student needs and create individualized learning plans."

The applicant clearly detailed the Student Assistance Team process, "the SAT process will include: SAT forms in addition to documentation regarding student needs, will be prepped for review with our Head Administrator... all relevant faculty and the Head Administrator will meet to complete the SAT form Teacher and Head Administrator Conference Form, review documentation, and determine the next steps... the SAT team leader will complete the following documentation to further the SAT process: Student Case History, Teacher Form, and Teacher Input for Addressing Behavior to document Tier One interventions. Faculty referring students for Gifted will complete Characteristics of Gifted Students with Factors and necessary assessments. Formal observations will be conducted to gage concerns in classroom environment...The SAT team leader will meet with faculty to assure all data has been collected, schedule a meeting and send(s) parent/guardian Notice of and Invitation to Student Assistance Team Meeting."

The applicant provided steps for documentation and review, "The SAT team leader will meet with faculty to assure all data has been collected, schedule a meeting and sends parent/guardian Notice of and Invitation to Student Assistance Team Meeting... For EACH area of academic concern...SAT completes SAT Intervention Plan for Academics...IF Student is being considered for Retention, SAT

completes an Academic Improvement Plan. IF Behavior is a concern, SAT completes SAT Intervention Plan for Behavior.” For the review process, the applicant provided, “SAT team schedules follow up meeting to review response; team will determine whether to continue modifications or modify the written plan and make additional recommendations; Multidisciplinary Evaluation to determine their eligibility for Tier III services; will contract the necessary staff to perform the evaluation using criteria found in the New Mexico Technical Evaluation and Assessment Manual (NM TEAM).”

The applicant provided a general plan, without specifics, for teacher collaboration, “Having different SPED-certified staff share caseloads will mean that those staff members are responsible for working with the group of teachers educating each child on their caseload... during our 8:00-9:00 hour daily.”

The applicant provided a more general explanation in comparison to the identification component plan in the Providing Services section. The applicant explained the Process of providing services: “utilizing the inclusion setting as much as possible will require hiring educators who have a dual license for Special Education and Secondary Education... we will contract with ancillary service providers. For our first two years dual-certified staff will be responsible for owning caseloads... we will hire a special educator to be our SPED Coordinator... the SPED Coordinator will be responsible for providing professional development.

The applicant provided a clear and comprehensive plan for identifying Special Populations, but provided a limited plan for providing services, as it was based on assurances rather than clear steps and priorities. The applicant did not include a specific timeframe.

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.

*Each SPED-certified educator who owns a students' IEP will become the head of a team serving that student along with each faculty member who serves the student. That team will be required to meet each trimester to determine that students' growth towards their IEP goals. A progress report will be prepared to share with the IEP team, parents/family and the student. IEP goals will be reviewed and modified on a yearly basis. Every three years students with an IEP will be re-evaluated by a certified, contracted diagnostician to accurately determine each student's' progress and current classification. The support and guidance of our certified SPED specialists and diagnosticians will ensure that each student's needs are properly identified and that teachers are provided with the interventions that truly support student growth and development.*

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

	The school provides a <b>clear, cohesive, and comprehensive</b> 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 <b>clear</b> 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 <b>limited</b> 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 <b>incomplete and/or inadequate</b> 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 <b>does not address</b> the regular evaluation and monitoring of students with special needs.
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## Comments:

**Meets**

The applicant provides a clear 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.

The applicant identified an overall planning process to monitor special education students and their attainment of the IEP goals, "That team will be required to meet each trimester... A progress report will be prepared to share with the IEP team, parents/family and the student. IEP goals will be reviewed and modified on a yearly basis."

In addition to the monitoring and evaluation every trimester and year, "Every three years students with an IEP will be re-evaluated by a certified, contracted diagnostician."

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)

*Our IEP team will work in collaboration to determine the most appropriate program of study for graduation based upon student needs and impact of the disability. Based on this information, the IEP Team will select from the four New Mexico approved graduation options:*

- 1) Standard Graduation Option*
- 2) Career Readiness Graduation Option*
- 3) Ability Alternative Graduation Option*
- 4) Certificate of Transition.*

*The planning process begins at the 8th grade IEP meeting with the creation of a transition plan or "Next Step Plan." This Plan identifies a student's transition needs and courses of study needed to reach their academic and personal long-term goals. In collaboration with the student, parents/families, the goals will become part of the IEP. The plan will lay out a planned set of courses the student will take during*



*high school leading to their successful graduation. The Next Step Plan will become part of the formal transition plan, which will lay out a continuum of services from age 14 until after graduation. The IEP team is responsible for ensuring the student will receive any post-school supports, programs, or services. The IEP team will also be responsible for setting appropriate “target levels of proficiency” on graduation exams of ADC’s depending on which graduation option is deemed appropriate for a student.*

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

Comments:

#### Partially Meets

The applicant provides a limited plan for graduating students with special education needs.

The applicant provided a general plan for graduating students without specifics as to how to determine an appropriate program, appropriate ages or the appropriate graduation option, stating, “graduation based upon student needs and impact of the disability. Based on this information, the IEP Team will select from the four New Mexico approved graduation options... which will lay out a continuum of services from age 14 until after graduation... [and] set[] appropriate ‘target levels of proficiency’ on graduation exams of ADC’s depending on which graduation option is deemed appropriate for a student.” The applicant does describe that “[t]he planning process begins at the 8th grade IEP meeting with the creation of a transition plan or ‘Next Step Plan,’” however the applicant does not provide any information about the proposed school’s actions after that time.

The applicant’s proposed plan is limited because it does not clearly identify 1) the criteria for determining the appropriate program to utilize that is appropriate for each student, 2) a timeline and identification of responsible parties to implement a plan for graduating students with special education needs that complies with federal and state regulations, 3) information on how the proposed school will ensure the plan complies with federal and state regulations.

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

*SDIS s plans to sign a joint powers of agreement with the Cooperative Education Services (CES) to purchase professional services from ancillary providers as needed by our students. As articulated above,*

*SDIS is committed to identifying student needs the summer before school begins through family meetings and by requesting files from students' previous school. By reviewing students' existing IEPs we will be able to more accurately project the number of hours per week our students will need services from Speech Therapists, Occupational Therapist, and other providers to fulfill the terms of the IEP. As the school phases in grades and grows in student enrollment and staff, we may hire full or part time staff members to fill these positions. Additionally, SDIS is committed to encouraging, and supporting when financially feasible, ongoing credentialing efforts of staff so we may eventually "grow our own". Western New Mexico University in Gallup offers course work to become SPED certified. We anticipate that it may take years before a staff member completes the credentialing requirements, however, so we will continuously network and advertise for such positions if we determine that there is enough need at our school.*

Ranking				
← Satisfied		Not Satisfied →		
G.(1)(d) Special Education	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>clear, cohesive and comprehensive</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>fully</b> addresses how the school will provide ancillary staff support.	The school provides a <b>clear</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>adequately</b> addresses how the school will provide ancillary staff support.	The school provides a <b>limited</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>does not or minimally</b> addresses how the school will provide ancillary staff support.	The school provides an <b>incomplete and/or inadequate</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. --OR-- The application <b>did not address</b> budgeting, staffing, and ancillary services.
Comments:  <b>Partially Meets</b>  The applicant provides a limited plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services.  Specifically, the applicant provided a general overview of a description regarding how the proposed school will determine need and provide ancillary staff "By reviewing students' existing IEPs we will be able to more accurately project the number of hours per week our students will need services from Speech Therapists, Occupational Therapist, and other providers to fulfill the terms of the IEP. As the school phases in grades and grows in student enrollment and staff, we may hire full or part time staff " The applicant stated they will use an "agreement with the Cooperative Education Services (CES) to purchase professional services from ancillary providers" without providing a specific timeline or budgetary allowances.				

The applicant provided a limited plan as there was no specific timeframe, budget allocation or specific person for each step.

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

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

*SDIS understands that under Section 504 of the Rehabilitation Act of 1973, we are required to ensure students with disabilities have equal access to educational programs. In order to qualify for a Section 504 Plan, students must meet two requirements:*

- 1. A child has any disability, which can include many learning or attention issues.*
- 2. The disability must interfere with the child's ability to learn in a general education classroom*

*Section 504 Plans will be made by an SAT team to include the child's parent, general and special education teachers, the SPED Coordinators, and the school principal. A 504 plan will include:*

- Specific accommodations, supports or services for the child*
- Names of who will provide each service*
- Name of the person responsible for ensuring the plan is implemented*

*All school staff that are involved with a student identified as having a physical or mental impairment that substantially limits a major life activity will be informed of the student's individualized needs as they relate to health, safety, and equitable access to the school environment. This requirement includes SDIS faculty, educational assistants, administrators, lunch staff, custodians, and other staff that are involved with students with Section 504 plans.*

*The 504 Plan will be reviewed each year by the SAT team and re-evaluated every three years or as needed.*

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 <b>clear, comprehensive, and cohesive</b> description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a <b>clear</b> description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a <b>limited</b> description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides an <b>incomplete and/or inadequate</b> description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.  --OR-- The application <b>does not address</b> Section 504 Plans.
Comments:				
<b>Partially Meets</b>				
The applicant provides a limited description of how the proposed school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.				

The applicant identifies how the proposed school will generally serve the student by ensuring “All school staff that are involved with a student identified as having a physical or mental impairment that substantially limits a major life activity will be informed of the student's individualized needs as they relate to health, safety, and equitable access to the school environment. This requirement includes SDIS faculty, educational assistants, administrators, lunch staff, custodians, and other staff that are involved with students with Section 504 plans.” The applicant did not include specific services which may need to be offered.

The applicant provided a clear description to identify students, as “In order to qualify for a Section 504 Plan, students must meet two requirements: 1. A child has any disability, which can include many learning or attention issues. 2. The disability must interfere with the child’s ability to learn in a general education classroom.”

The applicant provided a limited description of monitoring the progress as “The 504 Plan will be reviewed each year by the SAT team and re-evaluated every three years or as needed.” The applicant’s response does not explain when a re-evaluation may be “needed” or include parameters for regular monitoring, evaluation toward progress or assessment for effectiveness of the 504 Plan.

The applicant’s proposed description is limited because it did not provide: 1) timeframe, 2) specific services to be allocated in the budget, 3) metrics for outcomes.

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

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

*All students enrolling at SDIS will be required to complete the Home Language Survey during the registration process. A combination of the Executive Director, the Principal, and the SPED Coordinator will make the necessary efforts to assure that parents/family are aware of the language form and ELL assessments as well as the types of services SDIS provides for ELL students and families.*

*Within the first month of the school year, SDIS will administer the W-APT (WIDA-ACCESS Placement Test) to incoming students who indicate they speak a language other than English at home. This placement test will assist SDIS educators with programmatic placement decisions such as RtI strategies, ELL placement, developing language curricula, and progress monitoring for ELL identified students. Students will be assessed annually for English proficiency. In order to properly diagnose needs and create individual plans, SDIS will take into account all domains of language--listening, speaking, reading, writing, and comprehension.*

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

	The school provides a <b>clear, comprehensive, and cohesive</b> explanation of how English language learners will be identified.	The school provides a <b>clear</b> explanation of how English language learners will be identified.	The school provides a <b>limited</b> explanation of how English language learners will be identified.	The school provides an <b>inadequate and/or incomplete</b> explanation of how English language learners will be identified. --OR-- The application <b>does not address</b> the identification of English Language Learners.
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Comments:

#### Partially Meets

The applicant provides a limited explanation of how English language learners will be identified.

The applicant provided the following process for initial identification "All students enrolling at SDIS will be required to complete the Home Language Survey during the registration process... Within the first month of the school year, SDIS will administer the W-APT (WIDA-ACCESS Placement Test) to incoming students who indicate they speak a language other than English at home..." They do not clearly articulate what the student must demonstrate in order to identify the need for support, stating only "[t]his placement test will assist SDIS educators with programmatic placement decisions such as RtI strategies, ELL placement, developing language curricula, and progress monitoring for ELL identified students." For this reason the response is not in alignment with BMEB Technical Assistance Manual for the identification of English Language Learners.

The applicant also provided an explanation of an on-going assessment, "Students will be assessed annually for English proficiency. In order to properly diagnose needs and create individual plans, SDIS will take into account all domains of language--listening, speaking, reading, writing, and comprehension."

The applicant did not identify how students who enroll after the first month of the school year will be administered the W-APT (WIDA-ACCESS Placement Test) if appropriate. The applicant also did not consider how students whose Home Language Survey does not indicate they are ELLs, but who might otherwise demonstrate ELL status, will be identified.

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

*SDIS will provide all students with the services and supports needed to achieve both the mission of the school and the personal and academic goals of each student. SDIS will utilize a Language Assistance Team that will include a TESOL-endorsed ELL teacher, an ELA and a Native Language educator who are familiar with the student in question. For our first year, SDIS intends to ensure that one of our full-time teachers is TESOL-endorsed so that they can both provide ELL services and also provide professional development to our other teachers. Students requiring particular accommodations or modifications can receive those services, in part, by attending their reading and writing skills labs with their ELL educator. For those students who require additional time receiving language education in order to reach full*

*academic fluency we will develop an extra language intervention course that will be offered during electives time. If, over time, our student population proves to have significant ELL designations, then we will ensure that we budget for an ELL-specific teacher to deliver skills labs, electives, and professional development, including co-planning PBL with other classroom educators.*

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

Comments:

#### Partially Meets

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

The applicant provided assurances it intends “to ensure” staffing and professional development, as well as provide a language intervention course that “we will develop” and they “will ensure that we budget” for extra staff, as needed. The applicant provided a limited explanation and did not provide a clear, comprehensive or cohesive explanation toward supporting their identified students.

While the applicant states there may be students requiring specific or more accommodations, “Students requiring particular accommodations or modifications can receive those services, in part, by attending their reading and writing skills labs with their ELL educator. For those students who require additional time receiving language education in order to reach full academic fluency we will develop an extra language intervention course that will be offered during electives time” the applicant failed to include how that need will be assessed, how the course will be developed, or how this will be allocated within the budget.

The applicant provided an incomplete explanation of how the proposed school will provide services/supports to identified students because it did not include specific steps to support, how those students will be identified, nor how the budget will include the extra support.

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.



*SDIS will offer a hands-on, project-based learning experience with a focus on rigorous academics. To do this, we will make the curriculum culturally responsive by initiating personal and academic student interest inventories to understand our student's interests and needs as much as possible. From there, SDIS educators will differentiate the instruction to meet their individual needs.*

*As a foundation, all SDIS students will receive instruction that is grounded in building literacy across all content areas. To do this, SDIS will focus on strengthening academic and content vocabulary, developing school policies, structures and culture for supporting literacy, and implementing literacy interventions for struggling readers and writers. All SDIS students will access differentiated language instruction in reading and writing through skills labs, literature-based instruction in Humanities PBL, and non-fiction instruction in STEAM PBL. Within those structures, instruction will be sheltered to meet individual student needs.*

*Using the Sheltered Instruction Observation Protocol (SIOP) model for sheltered instruction, SDIS will focus on strategies in speaking, reading, writing, and understanding the English language. For example, SDIS will focus on the following strategies to enhance instruction:*

*\*Emphasizing clear enunciation and providing opportunities for students to practice before speaking before a larger group.*

*\* Visual literacy through the use of graphic organizers, graphs, figures and multimedia.*

*\*Hands-on activities: SDIS's focus on PBL will enhance the learning environment for English language learners by engaging the multiple intelligences in the practice of learning, including kinesthetic activities, visual stimuli, naturalist experiences, and so on, in order to scaffold student engagement with multiple and concrete avenues through which they can apprehend the academic content.*

*\*Building background knowledge and vocabulary.*

*\*Cooperative learning: using group learning, literature circle roles, think-pair-shares, seminar models, and other strategies that encourage reflection and meaning-making with peers.*

Ranking				
<div> <div>←</div> <div>Satisfied</div> <div>Not Satisfied</div> <div>→</div> </div>				
G. (3)(c) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>clear, comprehensive, and cohesive</b> description of how instruction will be differentiated or sheltered based on identified student needs. <b>Relevant examples</b> are provided.	The school provides a <b>clear</b> description of how instruction will be differentiated based on identified student needs. <b>Examples</b> are provided.	The school provides a <b>limited</b> description of how instruction will be differentiated based on identified student needs, <b>Limited or inadequate examples</b> are provided.	The school provides an <b>incomplete or inadequate</b> description of how instruction will be differentiated based on identified student needs. --OR-- The application <b>does not address</b> differentiated or sheltered instruction for English Language Learners.
Comments:  <b>Partially Meets</b>  The applicant provided a limited description of how student instruction will be differentiated by using “personal and academic student interest inventories to understand our student’s interests and needs” followed by “SDIS educators will differentiate the instruction to meet their individual needs”. The				

applicant did not elaborate on the timeline or process used to collect and analyze this data, or how this data will identify ELL needs, or how instructors will differentiate instruction based on this data and ELL needs.

The applicant provided a description of instruction across the curriculum: “all SDIS students will receive instruction that is grounded in building literacy across all content areas...SDIS will focus on strengthening academic and content vocabulary, developing school policies, structures and culture for supporting literacy, and implementing literacy interventions for struggling readers and writers.” The applicant provided further explanation of cross-curricular differentiation as “students will access differentiated language instruction in reading and writing through skills labs, literature-based instruction in Humanities PBL, and non-fiction instruction in STEAM PBL.” However, this again did not identify how instructors will differentiate instruction based on identified ELL student needs.

The applicant provided “Within those structures, instruction will be sheltered to meet individual student needs” but again did not provide a clear description of how instructors will differentiate instruction based on identified ELL student needs. The application identified that using the “Sheltered Instruction Observation Protocol (SIOP) model for sheltered instruction, SDIS will focus on strategies in speaking, reading, writing, and understanding the English language” stating the five clear strategies of SIOP.” However, this again did not identify how instructors will differentiate instruction based on identified ELL student needs.

The applicant also did not provide any specific examples.

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

*The Language Assistance Team will ensure that the Home Language Survey and ACCESS are administered properly, within the testing window, and on an annual basis. Additionally, they will monitor ELL students' progress toward meeting specific language objectives by tracking ELL student performance on short cycle assessments and collaborating with the general education teacher as well as TESOL-endorsed staff who may either push-in or push-out additional supports for students. They will also assure that ELL students receive proper testing accommodations for state mandated tests.*

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

**Partially Meets**

The applicant provided a limited plan to evaluate and monitor the progress of English language learners, "The Language Assistance Team will ensure Home Language Survey and ACCESS are administered properly, within the testing window, and on an annual basis" to place students in an ELL program." The applicant further provided this limited example of monitoring, "they will monitor ELL students' progress toward meeting specific language objectives by tracking ELL student performance on short cycle assessments and collaborating with the general education teacher as well as TESOL-endorsed staff who may either push-in or push-out additional supports for students." The applicant did not identify how performance on short cycle assessments will be used to evaluate and monitor the progress of English language learners.

The applicant has not provided a plan with timelines, persons responsible for collection or analyzing data on a regular basis, and action steps necessary to evaluate and monitor the progress of English language learners.

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

*SDIS seeks to attract and retain highly qualified and motivated educators. For this reason, we have budgeted for our salary schedule to be marginally higher than our local district. We intend for one of our full-time teachers in our first year to be TESOL-endorsed. As our student body grows, we will hire further TESOL-endorsed staff as is appropriate. Additionally, within our budgets for professional development and resources and materials, a portion is dedicated to ensuring our staff have access to development and tools they need to meet ELL students' needs.*

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

Comments:

**Partially Meets**

The applicant provided a limited description of how the proposed school will budget and staff to meet the needs of ELLs. The applicant states the proposed school "seeks to attract and retain highly qualified and motivated educators... we have budgeted for our salary schedule to be marginally higher than our local district," but this response did not directly relate this to meeting specific needs of the ELLs.

The applicant states, “We intend for one of our full-time teachers in our first year to be TESOL-endorsed...” and “we will hire further TESOL-endorsed staff as is appropriate.” However, the applicant did not indicate how it will ensure it is able to find and hire qualified teachers.

The applicant did not address the budget in a clear or comprehensive way, stating without detail “within our budgets for professional development and resources and materials, a portion is dedicated to ensuring our staff have access to development and tools they need to meet ELL students’ needs.” The applicant provided an inadequate description of budget and staff needs for the ELL students by failing to relate this to the specific needs of the students and failing to address the budget allocations.

**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.

<i>Grade Levels</i>	<i>Name of Assessment and Content Areas</i>	<i>Type</i>	<i>Frequency</i>	<i>Purpose of the Assessment</i>

6-8	PARCC SBA reading, math, writing	Summative	1x spring semester	Informs student mastery of Common Core Standards and school achievement
6-12	NWEA MAP Reading and Math	Short Cycle	3 times per year: fall, winter, spring.	Measure student growth and classroom trends within a school year. Plan for interventions and differentiation based on individual student needs.
All	WIDA ACCESS for ELL	Diagnostic	fall semester	Determines English Language proficiency
9-11	PARCC HS Assessment	Summative	At least once up to three times to demonstrate competency.	Demonstrate student mastery of English, Writing, Math, and Science content necessary for graduation.
11-12	US History EOC	Summative	At least once and as needed to demonstrate competency.	Demonstrate student master of Social Studies content necessary for graduation, and as alternative demonstration of competency for reading, math, science, and writing.
10-12	PSAT, SAT and ACT	summative	PSAT: fall of grade 10 and 11, SAT and ACT variable in grades 11-12	Informs college readiness
9-12	COMPASS	Diagnostic	Prior to enrolling	Determines college course eligibility for dual enrollment
All	Language Assessments	Summative	End of year	Assess student mastery and growth speaking Native languages.
All	Teacher developed interim unit assessments	formative	variable by course	Informs whether each student has mastered the unit objectives
All	Teacher developed end of unit assessments	formative	variable by course	Informs whether each student has mastered course content and is on track to passing the course. Assesses student growth in skill-based measures aligned to the 4 C's - collaboration, creativity, communication, critical thinking.

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

	<p>The school provides a <b>clear, comprehensive and cohesive plan</b> 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. <b>Clear</b> 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 <b>clear</b> 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. <b>Some</b> 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 <b>limited</b> 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. <b>Limited or no</b> 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 <b>incomplete and/or inadequate</b> assessment plan. --OR-- The application <b>did not address</b> plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.</p>
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## Comments:

**Partially Meets**

The applicant provided a limited plan showing measures used to indicate students are making academic progress, the grade levels at which they will be used, and frequency of assessing, including: 6-8 grade PARCC and SBA reading, math, writing, 1 x spring semester; 6-12 grade NWEA MAP Reading and Math, 3x/yr Fall, Winter, Spring; 9-11 grade PARCC HS Assessment, 1-3 x year to demonstrate competency; 11-12 grade US History EOC, at least once to demonstrate competency; All grades---Teacher developed interim and end of unit assessments, variable by course.

The applicant provided some evidence that the proposed school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment: "Grade Levels, 6-8---Name of Assessment and Content Areas, PARCC SBA reading, math, writing--- Type, Summative, Frequency, 1x spring semester---Purpose of the Assessment, Informs student mastery of Common Core Standards and school achievement". The applicant provided limited evidence of consideration for the proposed school's targeted student population.

The applicant did not provide guidance as to how this data will be collected or identify the person(s) responsible for implementation.



The applicant provided no evidence that the applicant has considered how the assessments will be used to inform instruction is provided.

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.

*In many ways, a school's ability to adapt and grow based on objective measures of the school's performance is one of the most important characteristics for success in the long term. At SDIS, we understand that by embarking upon a project to open a school committed to culturally relevant indigenous education, we are joining a movement in education that is young, dynamic, and held to high standards. And as a founding team committed to excellence, it will be incumbent upon us to reflect, adapt, evolve, and improve constantly--at the level of individual students, classrooms, and whole school. Following are the procedures we envision for realizing a process of reflection and growth.*

#### **Whole School**

*At the end of each school year, the administration will lead a whole-staff reflection on annual assessment data and other important school indicators (ie attendance, holistic well-being, behavior, family involvement, etc.). This reflective protocol will involve identifying trends and underlying causes before creating solutions or adaptations to implement in the coming school year. While the specific corrective actions taken will need to be designed strategically to address challenges and shortcomings we experience as a school. These may result in changes to: staffing patterns, job descriptions, professional development plans, instructional materials, budget priorities, schedules, and/or personnel.*

#### **Classroom Level**

*Each classroom teacher will submit a unit-level reflection to the head administrator or instructional leader based on the unit's intended outcomes and what the unit assessment shows. This process will be supported and deepened by peer critique with other teachers. Peer critique and reflective protocols will take place during weekly Professional Development time that has been set aside in our schedule. This peer feedback and thought-partnership will aid in individual teachers improving with support from their peers. Based on unit data, class-wide trends will be identified to inform and improve the teacher's practice while individual students not meeting the expectations will be triggered for remediation or support both within the core curriculum and also within the skills labs structure*

*In addition, the lead administrator and/or instructional leader will do consistent classroom observations to assess teacher execution and classroom culture, with feedback and coaching as needed.*

#### **Individual Students**

*While classroom teachers will be responsible for monitoring student growth in their class, advisors will be responsible for monitoring their students' performance and behavior overall. Each advisor will receive student grades and behavior reports each trimester and will use those with the student and parents to create plans based on a student's performance, which may include initiating a 504 or SPED referral process as necessary. For those students who have an IEP, 504 Plan, or are identified as ELL, other processes will be in place to monitor their progress and respond appropriately.*

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 <b>clear, comprehensive and cohesive</b> 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) <b>and</b> school-wide levels. A <b>complete</b> 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 <b>clear</b> 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) <b>and</b> school-wide levels. An <b>adequate</b> 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 <b>limited</b> 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) <b>and</b> school-wide levels. A <b>limited or incomplete</b> 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 <b>inadequate or incomplete</b> response for corrective actions. --OR-- The application <b>does not address</b> corrective actions.

Comments:

#### Partially Meets

The applicant did not identify what would trigger corrective actions that will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals. While the applicant failed to identify triggers, the applicant did describe an annual process to evaluate data and, presumably effectiveness, "the administration will lead a whole-staff reflection on annual assessment data and other important school indicators (ie attendance, holistic well-being, behavior, family involvement, etc.)." The applicant stated "corrective actions taken will need to be designed strategically to address challenges and shortcomings we experience as a school. These may result in changes to: staffing patterns, job descriptions, professional development plans, instructional materials, budget priorities, schedules, and/or personnel."

The applicant provided a description of classroom level actions stating, "Each classroom teacher will submit a unit-level reflection to the head administrator or instructional leader based on the unit's intended outcomes and what the unit assessment shows....Based on unit data, class-wide trends will be

identified to inform and improve the teacher's practice while individual students not meeting the expectations will be triggered for remediation or support both within the core curriculum and also within the skills labs structure." In this description the applicant identified a trigger, "students not meeting the expectation" and a corrective action "remediation or support both within the core curriculum and also within the skills labs structure." However, the applicant did not identify who would be responsible for implementing these corrective actions. On the individual level, the applicant further stated, described a monitoring process by which "advisor[s] will receive student grades and behavior reports each trimester and will use those with the student and parents to create plans based on a student's performance, which may include initiating a 504 or SPED referral process as necessary." This description does not provide clear triggers for corrective action.

While the applicant provided some description of corrective actions, the applicant did not provide a clear description of the corrective actions that will be taken if the proposed school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide level. As described above, the applicant's description lacked clarity, often failed to identify triggers, and did not, in all cases, identify the responsible party. As a result, the applicant provided a limited description.

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.

*Families: Individual student progress will be shared with families via trimester report cards and conferences. Each instructional teacher will share grades and notes with advisors. Grading will be accomplished through a standards-based grading system and will demonstrate students' mastery of grade-level common core and state content standards. Advisors will then compile each student's grades and write a narrative of that student's progress to be shared with families. This narrative will also include information about relevant assessment data like PARCC or NWEA. The advisor will be the point person for conferences. At the same time, students themselves will reflect on their personal health and wellness, their goals, and their progress. They will share this with families. Conferences themselves will be student-led and will focus on setting goals and making plans for the coming trimester. Rather than having conferences during one long and unscheduled day, families should be able to schedule a conference with their child's advisor over the course of a few days or weeks where different time slots are held aside for conferences. In addition to conferences, families will be able to access student grades and attendance through an online system through the school's website. Mid-trimester grades will be expected to be uploaded online by the 6-week mark to ensure that families and students are aware of a student's performance without any surprises at the end of the trimester. If parents wish to schedule a mid-trimester conference to understand the root causes of student performance and help create a plan for finishing the trimester strong, they will be encouraged to do so.*

*Governing Council: Each trimester, the head administrator will compile, synthesize, and report to the Governing Council on relevant data and trends from NWEA, standards-based grading, attendance, behavior, and other relevant information as requested. Annually, the board and administrative staff will analyze the school's progress on PARCC and the school's report card. Improvement goals will be set for the coming year.*

*Broad community: The administration of SDIS will host an annual meeting with the Family Advisory Committee (FAC) to share relevant data from the school year, including PARCC, NWEA, attendance, discipline, etc. With the help of the FAC, the administration will host an open public meeting at the school*

*to share pertinent information and celebrate the school's successes with the public. It will also be important to share the school's successes and progress with our tribal partners by making presentations to relevant bodies like chapter houses, the Health, Education, and Human Services Committee of the Navajo Nation Council, Zuni Tribal Council, The Zuni Language Board, the Department of Dine' Education, etc.*

*Authorizer: SDIS understands its obligation to submit student data through the STARS system to Public Education Department several times during the school year and has included those responsibilities in job descriptions. Further, SDIS is aware of the Public Education Commission-authorized schools monitoring plan, the site visits that will be conducted at the school, and the renewal application process. SDIS is committed to being held accountable and will provide its authorizer student assessment and other data and information it requires for monitoring charter schools.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(3) Reporting on Progress	The school provides a <b>clear, comprehensive, and cohesive</b> 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 <b>clear</b> plan that explains how student assessment and progress will be appropriately communicated to parents and the school's Governing Body.	The school provided a <b>limited</b> plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The school provides an <b>inadequate or incomplete</b> plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application <b>does not address</b> the communication of student assessment and progress.
<b>Comments:</b>  <b>Meets</b>  <p>The applicant provided a clear plan that explains how student assessment and progress will be appropriately communicated to the four groups of stakeholders.</p> <p>The applicant provided a plan that explains how student assessment and progress will be appropriately communicated to parents, "Individual student progress will be shared with families via trimester report cards and conferences...The advisor will be the point person for conferences. At the same time, students themselves will reflect on their personal health and wellness, their goals, and their progress. They will share this with families. Conferences themselves will be student-led... families will be able to access student grades and attendance through an online system through the proposed school's website." The applicant provided a variety of ways to communicate with the parents, taking into consideration the selected community's accessibility and communication options.</p> <p>The applicant provided a plan that explains how student assessment and progress will be appropriately communicated to the proposed school's Governing Body, "Each trimester, the head administrator will</p>				

compile, synthesize, and report to the Governing Council on relevant data and trends from NWEA, standards-based grading, attendance, behavior, and other relevant information as requested..." Further, the applicant identified, "Annually, the board and administrative staff will analyze the proposed school's progress on PARCC and the school's report card. Improvement goals will be set for the coming year."

The applicant provided a plan that explains how student assessment and progress will be appropriately communicated to the proposed school's Authorizer, "SDIS understands its obligation to submit student data through the STARS system to Public Education Department several times during the school year and has included those responsibilities in job descriptions. Further, SDIS is aware of the Public Education Commission-authorized schools monitoring plan, the site visits that will be conducted at the school, and the renewal application process."

The applicant provided a plan that explains how student assessment and progress will be appropriately communicated to the proposed school's Broad Community, "SDIS will host an annual meeting with the Family Advisory Committee (FAC) to share relevant data from the school year, including PARCC, NWEA, attendance, discipline, etc. With the help of the FAC, the administration will host an open public meeting at the school to share pertinent information and celebrate the school's successes with the public. It will also be important to share the school's successes and progress with our tribal partners by making presentations to relevant bodies."

## 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.

*Please find Six Directions' proposed bylaws attached in **Appendix B**.*

*The governing body of Six Directions Indigenous School will be called the Governing Council (GC) and consist of five to nine members who serve 2 year terms (with a maximum of 3 consecutive terms). Leadership of the GC will include the President, Vice President, Secretary and Treasurer. The GC will utilize committees to conduct work in between meeting dates and bring recommendation to the GC as a whole. The following standing committees include: Family Advisory, Finance, Facilities, and Audit Committees. Ad hoc committees will be formed as needed.*

*The main responsibility of the GC will be to establish school policies (consistent with the mission statement, charter application, and applicable state and federal law), to hire and evaluate the performance of the Head Administrator/Principal, to develop and prioritize the school budget, and to oversee the school performance relative to the school mission, goals and charter contract.*

*Annually the GC will conduct a review of school performance and a self-evaluation as a means of fostering continuous improvement and school excellence. The Governing Council will delegate to the Head Administrator the authority to implement the approved Charter and the School's policies and procedures, facilities plans, budget and such other directives and policies adopted by the Governing Council. The Head Administrator shall be responsible for all matters pertaining to the School's affairs, including recruitment and supervision of faculty and staff, discipline of students, maintenance of school property, and the relationship among students, families and faculty. The Head Administrator shall approve the payment of proper bills for school expenditures and sign contracts for the school.*

*The GC will also develop a compensation for all teaching, administrative and support staff of the school, serve as final arbiter for all personnel grievances that have escalated to the Governing Council according to policies, procedures and appropriate protocol; and review recommendations submitted by the Head Administrator and other Governing Council consultants and advisors; review, approve and monitor the implementation of the annual budget, of anticipated income and expenditures; vote on Budget Adjustment Requests (BARS), and direct preparation of the annual financial audit; participate in organizing resource development efforts at the school, including fundraising, grant writing, volunteer recruitment and public relations campaigns.*

***GC members will represent** the community at large, with a focus on individuals who bring professional expertise that the Governing Council has identified as referenced in the charter with a minimum of one and not more than two Six Directions Indigenous School parent members after the first year of operation. Except for the initial Governing Council, council members shall be elected by a majority of the Governing Council. A member may be removed by a majority vote of the Governing Council whenever it is in the school's best interests to remove a member (e.g., if the member commits an egregious crime).*



*Additionally, any member missing four consecutive meetings or half the meetings within a school year without prior notification may be dismissed from the Governing Council*

#### *Duties of President*

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

#### *Duties of Vice President*

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

#### *Duties of Secretary*

*The Secretary or the Secretary's designee shall issue Governing Council meeting notices, act as custodian of the school's records and seal, sign instruments as required, make other reports, and perform such other duties as are incident to the office. The Secretary shall maintain a permanent archive of Governing Council-approved minutes and agendas.*

#### *Duties of Treasurer*

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

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

A.(1) Governance Description	The school incorporates <b>all</b> key components of their governance structure, <b>specifically</b> 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 <b>most of the</b> key components of their governance structure <b>adequately</b> 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 <b>some of the</b> key components of their governance structure <b>partially</b> 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 <b>incomplete or inadequate</b> outline of their governance structure.  --OR-- The application <b>does not address</b> the governance structure.
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## Comments:

**Meets**

The applicant incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members.

The applicant identified that the Governing Council would consist of “five to nine members who serve 2 year terms (with a maximum of 3 consecutive terms).” The applicant identified and provided descriptions of the duties of the following officers “President, Vice President, Secretary and Treasurer.” The applicant also identified the Governing Council will “utilize committees to conduct work in between meeting dates and bring recommendation to the GC as a whole,” specifically identify the following committees: “Family Advisory, Finance, Facilities, and Audit Committees.” The applicant also stated the governing council will utilize “Ad hoc committees ...as needed.” The applicant identified the “main responsibility of the GC will be to establish school policies (consistent with the mission statement, charter application, and applicable state and federal law), to hire and evaluate the performance of the Head Administrator/Principal, to develop and prioritize the school budget, and to oversee the school performance relative to the school mission, goals and charter contract.”

The applicant provided adequate bylaws in “APPENDIX B.5.” The bylaws cover: “Powers of the Governing Council”, “Governing Council Member”, “Quorum and Actions”, “Salaries and Reimbursements”, “Conflict of Interest”, “Liability Insurance for Governing Council”, “Individual Member’s Authority”, “Binding Authority”, “Frequency of Regular Meetings”, “Special Meetings”, “Annual Work Session”, “Designation of Officers”, “Election and Term of Office”, “Duties of President”, “Duties of Vice President”, “Duties of Secretary”, “Duties of Treasurer”, “Engagement of Consultants and Agents”, “Vacancies Among Officers”, “Establishment [of Committees]”, “Standing Committees”, “Committee Chair”, “Ad Hoc Committees”, “Resignations and Removal”, “Compensation”, etc.

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).

**Ben Soco:** Ben is an enrolled citizen of the Navajo Nation and bilingual in Dine' and English. Ben is an Experiential and Outdoor Educator for the National Indian Youth Leadership Project. He received his Bachelor's in Liberal Arts from the University of New Mexico in 2013 and has been with NIYLP since 2000. Throughout his NIYLP career, Ben has been Lead Facilitator and Coordinator for various positive youth development programs. He has worked with Elementary, Middle, & High School students. More recently, he expanded his proficiency with working with high risk youth in residential treatment centers and juvenile justice systems. His main area of expertise is incorporating and infusing culture and holistic health into his work with area young people.

**Masika Sweetwyne:** Masika is an enrolled member of the Zuni Tribe; bilingual in Zuni and English. She currently teaches at Gallup High School and has 6 years teaching experience in parochial and public schools on and off reservation. Masika is a licensed teacher in NM in Secondary and Middle Education with endorsements in English and Visual Arts. She received her Bachelor's in English and Bachelors in Visual Art from Fort Lewis College and her Masters in Teaching English from Teachers College at Columbia University. Masika serves as a school board member for Zuni Public School District. She is also a founder of IndiGenius Exchange, an organization focused on designing curricula with indigenous communities.

**Philmer Bluehouse:** Philmer Bluehouse's professional background is in Criminal Justice. He held a variety of positions including: Police Lieutenant, Captain, Sergeant In Charge of Internal Affairs and Narcotics, Training Academy Sergeant, BIA Criminal Investigator and eventually Executive Director of Navajo Public Safety. In January 1991, Chief Justice Emeritus Tso of the Navajo Judiciary hired Phil and placed him in charge of the newly formed Peacemaking Division, from which the world renowned Navajo Peacemaking Courts emerged. Through extensive research and information gathered from traditional medicine people to use Navajo Thinking/Traditional Law, Philmer helped to form what is now called Navajo Fundamental Law. Currently, he consults in Peacemaking and Traditional Law, Customs and Traditions. He consults to Judges, Attorneys, Organizations, Tribal Governments, US Govt., Schools, Prisons, private entities and individuals. He has lectured in many universities, domestic and foreign. (London, South Pacific, Canada, Stanford, Harvard, MIT, OU, ASU, NAU, Univ. of Calif.)

**Madeline Leyba:** Madeline was born in and continues to be a lifelong resident of Gallup, New Mexico. She identifies as a Hispanic woman and her family has been in New Mexico for as long as it has been a state. Her grandmother was born on the reservation in Navajo, New Mexico in 1912. She graduated from Gallup High School in 1986 and attended college in Gallup as well. Madeline has worked in education in the Gallup area for the past 19 years as an employee of both Gallup McKinley County Schools and at Teach For America-New Mexico. She worked as an administrative assistant at both Gallup High School and Gallup Central High School as well as assistant to the Assistant Superintendent for Instruction, Professional Development, and Mentoring. Madeline's son graduated from Gallup High School and her step daughters attend Gallup public schools currently. In total her experience as a student, staff member, and parent of local public schools would be over 35 years. Madeline brings experience and knowledge with state laws, accountability structures, RFP processes, human resources, and business support.

**Susan Estrada:** Susan Estrada is an enrolled member of the Mesa Grande Band of Mission Indians. Her mother was born in Tulsa, Oklahoma and her father's families are Tohono O'odham, Quechan, and Lipay. Susan graduated from San Francisco State University with a bachelor's degree in Sociology. Her research focus was indigenous research methods and their implications in forming reflexive educational structures. She is currently completing her master's degree in Elementary Education at the University of New Mexico, Gallup. Her current focus is the historical and current purpose of education and schooling. Susan has experience providing preschool literacy intervention, afterschool enrichment programs for at-risk middle school students, and charter school management. Through working closely with top instructional directors of Education Management Systems and Pathways in Education, she is well versed in daily functions of a charter school as well as high-level decision-making of school finances, staffing, instruction and facilities. She currently teaches 5<sup>th</sup> grade at Juan de Onate, where she works to connect her passion for rich curriculum in a way that honors the backgrounds and strengths of her students.

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 <b>compelling and relevant list</b> of all GB members and <b>describes their experience, skills, and qualifications. Membership reflects (or will reflect)</b> 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. <b>Most of the membership appears to reflect (or will reflect)</b> the diverse skills necessary to oversee all aspects of the school.	The school provides a list of GB members. However, the GB <b>membership description appears to lack appropriate</b> and diverse experiences and skills necessary to oversee all aspects of the school.	The school provides an <b>inadequate or incomplete</b> list of GB members; or the provided list fails to include descriptions of the members' experience, skills, and qualifications. --OR-- The application <b>does not address</b> the description of the GB members and their experience, skills, and qualifications.
Comments:  <b>Exceeds</b>  The applicant provided a compelling and relevant list of all GB members and described their experience, skills and qualifications. The applicants' experience, skills, characteristics, and qualifications include: incorporating and infusing culture and holistic health; designing curricula with indigenous communities; background in Criminal Justice; experience and knowledge with compliance toward state laws, accountability structures, RFP processes, human resources, and business support; and administrative experience in charter school management.  Membership reflects the diverse experiences and skills necessary to oversee all aspects of this proposed school, including indigenous education; post-secondary opportunities in education (through personal experience); state and federal legal aspects and compliance requirements; education law and compliance requirements; business expertise ; and charter school management and knowledge of current public education.				

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.

### **Selecting New Governing Council Members**

- a) *When a vacancy arises a Search Committee will be formed, made up of one current Council Member, the school's Head Administrator, and one community representative. The Search Committee will seek out individuals ("identified individuals") who possess the specific experience and expertise needed to fill the vacancy in order to maintain an effective Governing Council. (Note: Per state statute, no Governing Council member can receive funding from the school, as either a contract worker or in any other capacity, therefore a Council member must resign from the Council prior to entering into contract or accepting a paid position at the School).*
- b) *Identified individuals will submit a letter of interest outlining the skills and expertise they possess which make them a strong fit for the Governing Council. This letter will be submitted to the Governing Council and the School Head Administrator. In order to fill the parent member requirement, the School's Family Advisory Committee (FAC) will recommend one family representative to serve as a regular member of the Governing Council. This nominated individual will go through the same selection process as outlined below.*
- c) *The Governing Council President will meet with identified individuals, assess their leadership experience, time constraints, level of commitment, experiences, goals, and expectations as potential members of the Governing Council.*
- d) *Identified individuals will be expected to attend a monthly Governing Council meeting to better understand the scope of the Council's work and to have an opportunity to meet the other members. The Governing Council President may ask for their input regarding Council business in order to assess their strategic approach, philosophical positions, and professional fit.*
- e) *The Governing Council will vote, during an open public meeting, to select a member to the Council. The action item will be included as part of the Council agenda and will require a resolution that current members of the Governing Council will vote on. A majority vote will select a new member.*

*The different knowledge, skills, and perspectives that will be helpful to be included on the GC include:*

- *Understanding of high performing charter school accountability, public stewardship, legal responsibility and compliance obligations.*
- *Traditional knowledge of elders who can provide assessment of our school's commitment to indigenous education.*
- *The knowledge and experience of being an educator, especially within any number of specialties like Special Education or Native Language instruction such that the council member can provide evaluation and leadership on our academic programs.*
- *Knowledge and skill related to health fields such that the council member can provide evaluation and leadership for our student services and health and wellness components.*
- *The perspective of a parent. For this reason we have proposed that the elected president of the Family Advisory Committee hold a seat on the governing council.*
- *Legal knowledge and skills such that the council member can provide accountability and counsel on legal matters for the school.*
- *Accounting knowledge and skills such that the council member can provide accountability and leadership on financial matters for the school.*

- *Development, strategic planning, and nonprofit leadership knowledge such that the council member can provide leadership for our school in building a sustainable organization.*

*General qualifications of Governing Council members:*

- *Commitment to the mission, vision, core values, goals and educational approach of SDIS.*
- *Understanding of and commitment to Council roles and responsibilities.*
- *Ability to commit to attend monthly Governing Council meetings and serve on a subcommittee as a volunteer.*
- *Experience and/or expertise in one of these areas: education, business, management, finance/accounting, fundraising, law, government, tribal government, community relations, community organizing, etc.*
- *Good cooperation and communication skills*
- *High standards and expectations for self and others*

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

Comments:

**Meets**

The applicant provided a clear plan for selecting new GB members:

- "When a vacancy arises, a Search Committee will be formed, made up of one current Council Member, the school's Head Administrator, and one community representative."
- "The Search Committee will seek out individuals...who possess the specific experience and expertise needed to fill the vacancy."



- Potential members will “submit a letter of interest...the Governing Council President will meet with identified individuals...the Governing Council President may ask for their input regarding Council business in order to assess their strategic approach, philosophical positions, and professional fit.”

- “The Governing Council will vote, during an open public meeting, to select a member to the Council.”

The applicant did not elaborate on how the information gleaned by the GC president during the meetings with the individuals will be gathered or used to focus on selecting quality leaders.

The applicant identified necessary skills to govern the proposed school:

- Understanding of high performing charter school accountability, public stewardship, legal responsibility and compliance obligations.
- Traditional knowledge of elders
- The knowledge and experience of being an educator
- Knowledge and skill related to health fields
- The perspective of a parent
- Legal knowledge and skills
- Accounting knowledge and skills
- Development, strategic planning, and nonprofit leadership knowledge

The applicant enumerates the qualifications. These GB qualifications include commitment to: “the mission, vision, core values, goals and educational approach of SDIS... Understanding of Council roles and responsibilities... attend monthly Governing Council meetings and serve on a subcommittee.” These qualifications also include: “Experience and/or expertise in one of these areas: education, business, management, finance/accounting, fundraising, law, government, tribal government, community relations, community organizing, etc.; Good cooperation and communication skills; High standards and expectations for self and others”.

The applicant demonstrated how the governance will be qualified to operate the proposed school: “Traditional knowledge of elders who provide assessment of our school’s commitment to indigenous education; the knowledge and experience of being an educator... such that the council member can provide evaluation and leadership on our academic programs; knowledge and skill related to health fields such that the council member can provide evaluation and leadership for our student services and health and wellness components; legal knowledge and skills such that the council member can provide accountability and counsel on legal matters for the school; accounting knowledge and skills such that the council member can provide accountability and leadership on financial matters for the school.”

The applicant’s plan identifies a clear process for selecting new GB members, skills necessary to govern the proposed school, enumerates the qualifications desired for members with those qualifications demonstrating how the proposed school’s governance will be adequately qualified to operate a public school.

## 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.

*SDIS understands that Governing Board training is required by New Mexico State Statute 22-8B-5.1 and 6.80.4.20 NMAC “all governing body members of charter schools shall attend at least 5 hours of training*

*at least annually . . . “ The SDIS Governing Board will seek training provided at the New Mexico Coalition for Charter Schools Conference and/or through webinars provided by NMCCS, the NM Attorney General’s Office (re: Open Meetings Act), the New Mexico School Board’s Association Law Conference, through the NACA-Inspired Schools Network, and other opportunities that are relevant and sanctioned by the Public Education Department.*

*SDIS has budgeted for board development costs within its contract with the NACA-Inspired Schools Network, and board travel in its annual operating budget.*

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

Comments:

#### Partially Meets

While the applicant stated “The SDIS Governing Board will seek training provided at the New Mexico Coalition for Charter Schools Conference and/or through webinars provided by NMCCS, the NM Attorney General’s Office (re: Open Meetings Act), the New Mexico School Board’s Association Law Conference, through the NACA-Inspired Schools Network, and other opportunities that are relevant and sanctioned by the Public Education Department”, the applicant did not create a plan for governing board training. This applicant merely made an assurance that they understood the training requirements and that governing board members would seek training. The applicant did not provide a plan, which should consist of actions steps, a timeline of dates, etc.

The applicant stated training is “... budgeted for ... within its contract with the NACA-Inspired Schools Network, and board travel in its annual operating budget.” But this statement does not clearly indicate training will be supported by the budget.

The applicant provided a limited plan for GB training.

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.

*Governance Evaluation: Evaluations of Governing Council effectiveness will be done annually. There are multiple assessment tools recommended in the “Creating an Effective Charter School Governing Board Guidebook” that was published in 2000 by the US Charter Schools organization. Examples include:*

- 1. Board Self-Assessment Questionnaire*
- 2. Self-Assessment for Nonprofit Governing Boards*

3. Charter School Board of Directors Self-Assessment Template
4. Board Development Assessment Tool
5. Visionary Board Leadership Assessment

*Governing Council evaluation can also include individual self and/or peer evaluations for GC members.*

*The Governing Council will determine which assessment(s) is most applicable. Choosing the most appropriate assessment tool should be a consensus decision of the Board and based on a deeper understanding of each other's skills and talents. Evaluations will be conducted every year at the annual retreat.*

*The Council will engage in self-assessing varied components of their performance and the performance of the committees of the GC. After completing the self-evaluation, the Council will strategize any changes or improvements for the coming year.*

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

Comments:

#### Partially Meets

The applicant provided a limited plan for an annual self-evaluation of the GB.

Specifically, the applicant cited a book, "Creating an Effective Charter School Governing Board Guidebook that was published in 2000 by the US Charter Schools organization", which was written fifteen years ago. From that book, the applicant identified on particular practices it would use, but rather stated the book recommends "multiple assessment tools." The applicant then stated, "Examples include:

1. Board Self-Assessment Questionnaire
2. Self-Assessment for Nonprofit Governing Boards
3. Charter School Board of Directors Self-Assessment Template
4. Board Development Assessment Tool
5. Visionary Board Leadership Assessment."

The applicant did not provide the method for "Choosing the most appropriate assessment tool" other than "The Governing Council will determine which assessment(s) is most applicable."

The applicant did not provide a timeline or method toward how the Council will use this information for the evaluations, "The Council will engage in self-assessing varied components of their performance and the performance of the committees of the GC. After completing the self-evaluation, the Council will strategize any changes or improvements for the coming year."

The applicant's response did not provide 1) a clear timeline for assessment, data collection and analysis, 2) current Best Practices of Council evaluations, 3) how these assessment tools will provide 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.

*The Governing Council will conduct monthly meetings and develop various committees (Family Advisory Committee, Finance, Audit, Facilities, etc.) which will meet on a monthly basis also.*

*Standing agenda items at all monthly Governing Council meetings shall include the Head Administrator/Principal's, Executive Director's, and the Finance/Business Manager's monthly reports on the school's financial statements, organizational reports, and quarterly academic performance reports that include such information as student achievement levels based on state content and performance standards, attendance, enrollment from year to year, post-secondary readiness, and other metrics relevant to the mission of the school.*

	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 <b>demonstrate</b> 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 <b>manage and sustain a quality school.</b>	The school's descriptions of how the Governing Body will monitor outcomes <b>adequately demonstrate</b> its understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, <b>to ensure</b> the school is meeting its mission.	The school's descriptions of how the Governing Body will monitor outcomes <b>demonstrates a limited</b> understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, <b>to help</b> the school meet its mission.	The school's description of how the Governing Body will monitor outcomes is <b>inadequate or incomplete.</b> --OR-- The school <b>does not address</b> the prompt.
Comments:				
<b>Partially Meets</b>				

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 school, to help the school meet its mission.

The applicant did not provide a description of how monitoring will occur only how information will be transmitted to the GB. The applicant provided a prospective agenda for the GB meetings which include reports from various committees: "Standing agenda items at all monthly Governing Council meetings shall include the Head Administrator/Principal's, Executive Director's, and the Finance/Business Manager's monthly reports on the school's financial statements, organizational reports, and quarterly academic performance reports that include such information as student achievement levels based on state content and performance standards, attendance, enrollment from year to year, post-secondary readiness, and other metrics relevant to the mission of the school."

The applicant did not explain the next step for monitoring after the GB received these reports.

The applicant did not provide enough evidence to demonstrate its understanding of, and capacity to, monitor the organizational, financial, and academic success of the proposed school, to ensure the proposed school is meeting its mission.

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.

### **Principal Qualifications**

*We seek a principal to guide our school in the first years of its founding. The principal would be a leader passionate about improving education for Native students, with a vision for what is possible in Native communities, and with the conviction and courage to realize a vision substantially different from current options in our communities.*

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

### **Qualities**

- *Conviction – an understanding of the current education systems serving Native communities, a vision for Native American education, and a sense of urgency about transforming Native American education.*

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

#### *Qualifications and skills*

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

#### ***Plan for recruiting and hiring a principal***

- A. *During the planning year, the Governing Council will appoint a Staff Search Committee, which will be an ad-hoc committee during the planning year. The committee will consist of at least one GC member, members of the founding team, and other community members at large who might be helpful.*
- B. *Beginning in the fall of 2015, after the school has been approved and the GC has become an approved board of finance, the Search Committee will begin advertising the position in local, regional, and national networks. GC and Search Committee members will also rely on their local relationships and knowledge to encourage qualified candidates to apply.*
- C. *To select the best candidate, the Search Committee will follow a consistent process:*
  - a. *Receive and review resumes and cover letters*
  - b. *Develop a set of questions for each candidate for a phone interview to receive more information about their experiences and goals.*
  - c. *In-person interviews: qualified candidates will be invited to in-person interviews. Before the interview, the candidate will submit a writing sample describing their leadership philosophy, their vision for school culture, and their vision for curriculum. In the in-person interview, the candidates will answer questions about their experience, their philosophy, their perceived strengths and weaknesses, and their skill level with different aspects of our mission like health and wellness, language curriculum, restorative justice, etc.*
- D. *The Search Committee will make final recommendations to the whole Governing Council for consideration.*
- E. *Prior to making a final offer to a candidate, he or she will be asked to undergo fingerprinting and a background check.*

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



	The school provides a <b>clear, comprehensive, and cohesive</b> description of the desired or, if selected, the head administrator's leadership characteristics and qualifications and <b>takes into account the mission of the school.</b> The school provides <b>evidence of a clear plan</b> to hire and evaluate a highly-qualified administrator.	The school provides a <b>clear</b> description of the desired, or, if selected, the head administrator's leadership characteristics and qualifications and <b>may or may not clearly take into account the mission of the school.</b> The school provided <b>evidence of a plan</b> to hire and evaluate a highly-qualified administrator.	The school provides a <b>limited</b> description of the desired, or, if selected, the head administrator's qualifications. The school provided <b>some evidence</b> of a plan to hire and evaluate an administrator.	The school provides an <b>inadequate or incomplete</b> description of the head administrator's qualifications, and the plan to hire and evaluate an administrator.  --OR-- The application provides <b>no plan</b> to address the head administrator's qualifications and the hiring and evaluating of an administrator.
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## Comments:

**Partially Meets**

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

The applicant provided a limited description of the head administrator's qualifications, requiring only a "New Mexico level IIIb administrator's license or equivalent thereof." The applicant did not identify any qualifications related to past experience, knowledge of the school's specific programs of PBL, Indigenous education, native languages, Culturally Responsive Teaching, holistic well-being; skills or experience in data analysis, teacher observation and evaluation.

The applicant did not provide specific references as to how these characteristics or qualifications related to the proposed school's mission.

The applicant provided evidence of a plan to hire a highly-qualified administrator: "During the planning year, the Governing Council will appoint a Staff Search Committee... will consist of at least one GC member, members of the founding team, and other community members at large who might be helpful... Beginning in the fall of 2015...the Search Committee will begin advertising the position in local,

regional, and national networks. GC and Search Committee members will also rely on their local relationships and knowledge to encourage qualified candidates to apply...

the Search Committee will follow a consistent process:

- a. Receive and review resumes and cover letters
- b. Develop a set of questions
- c. In-person interviews. Before the interview, the candidate will submit a writing sample describing their leadership philosophy, their vision for school culture, and their vision for curriculum.
- d. The Search Committee will make final recommendations
- e. Prior to making a final offer to a candidate, he or she will be asked to undergo fingerprinting and a background check."

The applicant did not provide a detailed timeline with specific intervals between each step: "During the planning year... Beginning in the fall of 2015."

The applicant did not provide how the Search Committee will arrive at their final choices for administrator, nor how they will prioritize the quality of responses: "The Search Committee will make final recommendations to the whole Governing Council for consideration."

The applicant provided no evidence of a plan to evaluate an administrator.

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

### **Responsibilities**

- *Execute on and actualize the school's mission, vision, and school goals.*
- *Manage people, processes, and routines of the school day.*
- *Own the student experience and student culture of our school by...*
  - *Implementing student justice policy,*
  - *Building relationships with students,*
  - *Coaching teachers on their classroom culture,*
  - *Building and modeling culture in alignment with our core values,*
  - *Managing all processes for meeting the unique needs of individual students.*
- *Build relationships and strong lines of communication with families and community.*
- *Evaluate teachers and educational assistants per state requirements.*
- *Develop and own all processes related to SPED, ELL and RTI.*
- *Provide regular updates on progress and data to the GC, the PED, and the authorizer.*
- *Oversee student assessment*

### **Responsibilities to be shared with the Executive Director**

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

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	
C.(3) Head Administrator Evaluation The school describes a <b>clear and comprehensive plan</b> for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and <b>provides a detailed job description</b> for the head administrator that includes a <b>comprehensive list</b> of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school <b>describes a clear plan</b> for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and <b>provides an adequate job description</b> for the head administrator that includes a <b>list</b> of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a <b>limited plan</b> for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides a <b>limited job description</b> for the head administrator that <b>may or may not include a list</b> of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school provides an <b>inadequate or incomplete</b> plan to hire and evaluate an administrator. --OR-- The application provides <b>no plan</b> to hire and evaluate an administrator.	

## Comments:

**Does Not Meet**

The applicant provided a limited job description for the head administrator, providing a brief description of responsibilities that does not include responsibilities that are significant and unique to charter school leaders. The responsibilities identified include:

“- Execute on and actualize the school's mission, vision, and school goals.

- Manage people, processes, and routines of the school day.
- Own the student experience and student culture of our school
- Implementing student justice policy
- Building relationships with students
- Coaching teachers on their classroom culture
- Building and modeling culture in alignment with our core values
- Managing all processes for meeting the unique needs of individual students
- Build relationships and strong lines of communication with families and community
- Evaluate teachers and educational assistants per state requirements
- Develop and own all processes related to SPED, ELL and RTI
- Provide regular updates on progress and data to the GC, the PED, and the authorizer
- Oversee student assessment”

The description was made unclear because the applicant proposes to have the principal share the several responsibilities with the “Executive Director”, but in the capacity interview was unable to

specifically delineate which responsibilities will belong to the principal and which to the executive director

The applicant failed to address a plan for how the governing body will convey the roles and responsibilities of the head administrator.

#### **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.

*Please find our organizational chart in **Appendix B.1** and a chart explaining staffing needs for each of the first five years in **Appendix B.2**.*

**The Governing Council** - The Governing Council (GC) will be the board of finance for SDIS and will provide strategic leadership in alignment with our mission, vision, core values and charter contract. The GC will have certain formal authority. One will be hiring and evaluating the head administrator (principal) of SDIS, who will manage the day to day operations of the school. Another will be approving the annual operating budget. The GC annually will evaluate its own performance and the performance of the school broadly and will engage in strategic planning. The Governing Council will ensure that the Head Administrator manages SDIS in compliance with the Charter Schools Act and all other required state and federal laws and regulations. (See **Appendix B.5** for Proposed Governing Board Bylaws).

**Head Administrator** - Per state requirements, the Head Administrator (principal) will report directly to the GC, which will evaluate his or her performance annually. The principal of SDIS will be the instructional leader of our school. They will manage an administrative team that, by year 3 includes the Dean of Instruction, the Dean of Student Life, the SPED coordinator, as well as coach, manage, and evaluate the faculty of SDIS to perform at their best and ensure the school is realizing its academic commitments in its classrooms each and every day. The Head Administrator will perform the duties of Dean of Instruction and Dean of Student Life until they are hired in year 3, and will share the duties of the SPED Coordinator with the SPED faculty until that position is hired in year 3.

**Executive Director** - We will have a second leadership position in our organizational chart for an Executive Director. We plan on having this position for two reasons. First, to ensure continuity between the founding team and the initial leadership team since we have not yet found the principal who will lead our school. It is important for effectively building organizational continuity, sustainability and effectiveness that someone who has been deeply involved in the relationship-building and development of the mission and vision since the early days has a role in leading the school. The second reason we find this role important is that by taking on some of the more logistical and administrative aspects of running a charter school, it ensures the principal will be able to focus exclusively on being the instructional leader of the school. The Executive Director and Head Administrator will share certain duties like recruiting and hiring staff, developing the annual budget, and planning and running staff professional development. The Executive Director will take responsibility for aspects of the school that are not directly related to daily instruction: managing the staff and processes for food and transportation, for business and finances, for technology and facilities, and for authorizer and external community relationships. Ultimately, the head administrator is responsible for the school and for the work of the Executive Director. The ED will also teach part time for the first 3 years of the school, both to increase our flexibility in meeting our academic commitments, but also to model the type of teaching we aspire to and to build

*a culture where administrators are involved in the day to day and are able to empathize with the experience of faculty. The ED will take on the responsibility of the Tech Coordinator and Out of School Time Coordinator / Athletic Director until they are both hired in years 5 and 4, respectively. In time, we see the ED taking on the work of founding a 501c(3) organization to support the mission of SDIS.*

**Deans** - *In year three, we will hire a Dean of Instruction and a Dean of Student Life. The Dean of Instruction will aid the principal in instructional leadership. They will take the lead in coordinating curriculum development and in coaching teachers in their pedagogy. They will also manage teaching team leaders and the service learning coordinator. Along with the principal, they will design and lead professional development. The principal will still be responsible for the formal evaluation of teachers, so this will decouple coaching and evaluating from the same person. The Dean of Student Life will manage aspects of our school design that build school culture and provide services for students outside of the strictly academic. They will design curriculum for and lead professional development for our advisory system while also running the Restorative Justice program.*

**Coordinators** - *As our school grows, a number of different “coordinator” positions will be hired to help manage different aspects of the school. In year 3 we will hire the SPED Coordinator, who will manage our SPED systems, plan IEP meetings, provide specialized SPED Services, design and implement necessary professional development for teaching staff, hire and coordinate ancillary staff, and manage the counseling/social work staff. In year 4, we will hire a Service Learning Coordinator to plan and manage our high school Service Learning Program. The same year we will hire an Out of School Time Coordinator / Athletics Director to manage after-school programming and athletics. We will also hire a Community Liaison to take the lead in building family relationships and maintaining tribal and chapter relationships. Finally, in year 5 we will hire a Technology Coordinator to manage the technology needs of the school. Before each of these roles is filled, the Executive Director and/or the Principal and/or the Deans will fill these roles.*

**Faculty** - *SDIS will have full-time classroom educators and Educational Assistants who are coached by the Dean of Instruction and evaluated by the Head Administrator. Previous to the Dean of Instruction coming on board, the Head Administrator will be responsible for coaching staff. Staff who are dual-certified in SPED will also be managed and coached by the SPED Coordinator.*

**Business Management** - *SDIS will contract a Business Manager through the NACA-Inspired Schools Network. The Business Manager will report to the Executive Director and will serve on the Finance Committee of the Governing Council. SDIS will also hire a Business Support Specialist who will manage our office, provide assistance to the Principal and ED, and work closely with the Business Manager to assist with executing financial policies and procedures.*

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

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

**Partially Meets**

The applicant provided an organizational chart, which clearly shows the Executive Director as part of a team comprised of Dean of Instruction, the Dean of Student Life, the SPED coordinator, and Faculty, all reporting to the Principal.

In the explanation of relationships, however, the applicant provided conflicting information, stating alternatively that:

- "[The Principal] will manage an administrative team that, by year 3 includes the Dean of Instruction, the Dean of Student Life, the SPED coordinator, as well as coach, manage, and evaluate the faculty of SDIS."
- "The Dean of Instruction will ... take the lead in coordinating curriculum development and in coaching teachers in their pedagogy. They will also manage teaching team leaders and the service learning coordinator."
- "[The] SPED Coordinator, who will manage ... hire and coordinate ancillary staff, and manage the counseling/social work staff."

These conflicting statements do not align with the organizational structure that was provided by the applicant. This is not a "clear, comprehensive, cohesive, and reasonable organizational chart and narrative that align structures.

The applicant's organizational chart also does not address governing council committees, a licensed business manager, or any external agencies that are essential to the proposed school.



As described in the response above, the applicant's description of the relationship between the Executive Director and the principal do not that demonstrate an adequate understanding of appropriate relationships. The applicant states the Executive Director will be "taking on some of the more logistical and administrative aspects of running a charter school, it ensures the principal will be able to focus exclusively on being the instructional leader of the proposed school." This statement does not align with the Principal's job description of many responsibilities. In the capacity interview the applicant was unable to provide additional clarity around this relationship and provided additional confusion.

The applicant provided 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.

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 find job descriptions located in **Appendix D** for all staff anticipated during our first five years of operation, excepting any contracted or ancillary staff positions.*

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

Comments:

#### Does Not Meet

The applicant attached staff job descriptions as Appendix D.

The applicant provided a narrative with qualifications for nine positions: Teacher, Native Language Teacher, Executive Director, Business Support Specialist, Educational Assistant, Counselor, Dean of Student Life, Dean of Instruction, and SPED Coordinator.

The applicant did not provide reporting lines within any of the narratives. The applicant did not provide years of experience within any of the qualifications. Therefore, the applicant provided incomplete job descriptions.

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.

*Please find attached a table with our staffing plan year over year in **Appendix B.2**.*

*Our staffing plan has been created to balance our academic needs against our SEG revenues responsibly. In our first two years, we intend to be a small school, with just 6th and 7th grades and then 6-8th grades. Our choice to have 1.5 and 1.75 administrators, respectively, those two years reflects the fact that SDIS will need to put into place systems and structures for operating a highly effective charter school and so we wanted to support the principal with a second administrator. At the same time, because we are small, we know we cannot responsibly hire deans or coordinators yet.*

*In our second year, we will add another Special Education teacher in the role of SPED Coordinator to ensure that our SPED services are meeting the needs of our students as our enrollment and concomitant SPED caseload grows.*

*In our third year, as our school size and revenues increase, we will add our Dean of Instruction and Dean of Student Life so that our administrative performance, curriculum development, and execution on student services continues to excel as our school grows.*

*In our fourth year, as we add our first sophomore class, we will hire our Service Learning Coordinator to manage that program. We will also add a Community Liaison to own some of the family, tribal, and chapter relationships, and relieve the Executive Director or Principal from the need to be outside of the building for the sake of relationship building.*

*Finally, in our 5th year, we will add our technology coordinator. With each passing year and the addition of deans and coordinators, the roles of the Executive Director and Head Administrator will evolve, becoming less directly responsible for running systems and processes, and more responsible for managing staff with high expectations, coaching faculty and administrators, and owning the mission and vision of the school more broadly. This will allow the school to develop sustainability and excellence.*

*Our faculty will increase gradually each year. We have budgeted for a consistent increase of about 3 FTE educators every year for the first five years as our school grows each year. We have budgeted for a steady increase of one FTE SPED teachers every other year, which is in alignment for our predicted SPED student number of 15% of our total students. But we also recognize that this number may need to be flexible in the face of more or fewer SPED students.*

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 <b>clear, comprehensive, and cohesive</b> staffing plan that demonstrates an understanding of staffing needs and appears <b>reasonable and adequate</b> to support effective and timely implementation of the academic program/ curriculum.	The school provides a <b>clear</b> staffing plan that <b>appears adequate</b> to support effective and timely implementation of the academic program/ curriculum.	The school provides a <b>limited</b> staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is <b>inadequate or, incomplete.</b> --OR-- The application <b>does not provide</b> a staffing plan.
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## Comments:

**Partially Meets**

The applicant failed to provide a staffing plan that addressed staffing prior to the opening of the proposed school that would support adequate implementation of the academic program/curriculum. However, the applicant did provided a staffing plan using a clear chart and narrative that addresses the staff needed each year in the first 5 years of the proposed school. The applicant provided a general timeline: "In our second year...In our third year... In our fourth year... in our 5th year..." The applicant provided Appendix B as a plan to support effective implementation of the academic program during the first 5 years of operation, adjusting for an enrollment increase and grade phase-in with an increase of staff each year. The applicant demonstrated an understanding of staffing needs by allowing for adjustment: "Our faculty will increase gradually each year. We have budgeted for a consistent increase of about 3 FTE educators every year for the first five years as our school grows each year. We have budgeted for a steady increase of one FTE SPED teachers every other year, which is in alignment for our predicted SPED student number of 15% of our total students. But we also recognize that this number may need to be flexible in the face of more or fewer SPED students." The applicant provided a limited plan that may be adequate to support effective implementation of the academic program/ curriculum during the first 5 years of operation, but does not demonstrate a plan adequate to ensure timely implementation of the academic program/curriculum.

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

*In creating our staffing plan, SDIS has attempted to balance the needs of running a school with the number of students in any given year with our projected SEG revenues. Our staffing plan is included in **Appendix B.2**, which demonstrates how many faculty and what administrators, deans, and coordinators we will hire each year in order to realize our academic program responsibly. The staffing plan is consistent with our 5-year budget plan, included in **Appendix K**.*

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

Comments:

#### Partially Meets

As described above, applicant provided a limited plan that may be adequate to support effective implementation of the academic program/ curriculum during the first 5 years of operation, but does not demonstrate a plan adequate to ensure timely implementation of the academic program/curriculum prior to the first day of operation.

The applicant provided Appendix B.2 Staffing Plan, that identifies staffing based on the anticipated enrollment. The applicant also provided Appendix K, the proposed school budget, to verify the staffing plan is aligned with the budget, as an example:  $(1.5 \times 45484) + (0.5 \times 37100) = \$86,776$ , showing 2106-17 with 2 FTE Teachers, 1 is full-time classroom, the second is a dual teacher with .5 classroom and .5 SpEd assignments. This allotment indicates it is aligned with the budget.

The proposed school's staffing plan appears to be 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.

*NM Stat § 22-2-8.1 (2014) indicates that students in 6th grade must be in school for at least 990 hours each year while students in 7th through 12th grades must be in school for a minimum of 1080 hours per year. We have planned our schedule so that all of our students in grades six through twelve will be in school at least 1080 hours per year.*

*Our proposed middle school weekly schedule (in **Appendix B.4.**) comes out to 1803 minutes per week, which puts our school on track to comply with state law with a standard 36 week/180 day yearly calendar. The high school schedule includes even more time per week focused on instruction.*

*We propose the following yearly calendar (also in **Appendix B.3**):*

2016	
<b>July 25<sup>th</sup></b>	<i>Teachers' First Day</i>
<b>Aug 8<sup>th</sup></b>	<i>First Day of School</i>

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

*This yearly calendar reflects some deliberate choices we have made to ensure the academic success of our school. The first is that the school is organized around trimesters, which is how our curriculum will be delivered such that we can provide curriculum in alignment with the seasons. On September 6th, after our students finish the first taking of NWEA, and then again after each trimester, we have built in a staff-only day to provide a time for the staff to do a data reflection, reconfigure skills labs groups, and re-plan skills labs for the new trimester. We will also reflect on our strengths and weaknesses as a school given a broad set of data on those days: attendance, grades, short cycle assessment data, work samples, etc. Staff will be able to strategize how to best meet the needs of cohorts given trends while also taking time to create individualized plans for struggling students.*

*We have also scheduled teaching staff to work a 198-day schedule. This includes two full weeks of planning and development before students arrive at the beginning of the year, three staff days during the year, and one week of reflection and strategizing at the end of the year. We feel this time commitment, especially as a young and small school, is critical for building staff culture, preparing our teaching staff for our model, and providing adequate time for reflection and improvement as needed.*

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

Comments:

#### Meets

The applicant provides a calendar, constituting 180 academic days, and schedule identifying the times for all academic and non-academic time, constituting 30.5 hours per week. This calendar and schedule, which provide 1098 academic hours annually, comply with most state requirements and are sufficient to ensure successful implementation of the educational program/ curriculum.

The applicant provides some detail regarding how the calendar supports high achieving outcomes for the target student population, stating “This yearly calendar reflects some deliberate choices we have made to ensure the academic success of our school. The first is that the proposed school is organized around trimesters, which is how our curriculum will be delivered such that we can provide curriculum in alignment with the seasons.” The applicant also stated that the calendar allows “time for the staff to do a data reflection, reconfigure skills labs groups, and re-plan skills labs for the new trimester... reflect on our strengths and weaknesses as a school given a broad set of data ...[and] strategize how to best meet the needs of cohorts given trends while also taking time to create individualized plans for struggling students.” Finally, the applicant indicates the calendar provides “two full weeks of planning and development before students arrive at the beginning of the year, three staff days during the year, and one week of reflection and strategizing at the end of the year.”

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.

*Given the educational model that our school proposes, the content of our professional development will have a few critical foci:*

- *Theories and philosophies of Indigenous Education - We will rely on the writings of local New Mexico scholars Dr. Greg Cajete and Dr. Tiffany Lee to provide the underpinnings of our practice. We will also rely on the example established by our mentor school, the Native American Community Academy, and the resources that will come from being a part of the NACA-Inspired Schools Network to build our own knowledge base in indigenous education practices.*



- Pedagogical practices involved in Culturally Responsive Teaching - We will base our practice in the Ladson-Billings framework for CRT and will build our professional development based on the text "Education Culturally Responsive Teachers: A Coherent Approach" by Ana Maria Villegas and Tamara Lucas. This will include not only learning specific teacher practices in the development of curriculum and pedagogy, but also the development of our staff's cultural competence of understanding of local funds of knowledge. In our Gallup community, the staff of Teach For America New Mexico has taken a lead in designing and implementing professional development aligned with Culturally Responsive Practices and can serve as another resource for us.
- Developing excellent curriculum - given that we will ask teachers to design curriculum based in Project-Based Learning practices and that connects to students' native identities by having local connections, we will need to invest in supporting teachers' ability to be excellent curriculum developers. We will use the Understanding By Design framework to create curriculum that is meaningful, authentic, and rigorous.
- Advisory Practices - we will ask each of our teachers to execute an advisory with a small group of students. In this role, teachers will serve as mentors and role models. In order to ensure the success of this program we will engage our staff in professional development for the specific programs we will implement like Morning Meeting or Circle of Power and Respect. We will also use resources like social workers to ensure our teachers are well-versed in the theories and frameworks of Positive Youth Development and are prepared to build positive and safe cultures in their advisories that support students' social and emotional development and are sensitive to the different forms of trauma some of our students will carry with them to school.
- Best pedagogical practices for Skill Labs - the skills labs structure is a unique and exciting feature of our school. Given the importance of effectively differentiating for students during that time and of efficiently using a relatively short amount of time, we will focus some professional development on building teachers' toolkits of pedagogical practices. This will include their ability to analyze data and plan for specific student's needs, skills in building time-saving classroom procedures, and techniques for differentiation. We will rely on texts like "Driven by Data" and "Teach Like a Champion" to build our collective skill.

We will utilize a number of different structures to organize and execute our professional development. First, we have devoted two full weeks to staff development and planning before the school year starts. During this time we will not only focus on building relationships and staff culture, but also on ensuring staff are prepared to implement our program in advisory, skills labs, and project-based learning.

During the school year, we have planned to have an early release day one day per week so that our staff will have two hours together. This time will allow us to implement two different structures. First, we will execute an established and planned professional development plan that will allow our whole staff to dig deeply into certain topics over the course of a trimester--how to develop effective summative projects and rubrics, for example. Every other week we will implement a second, more responsive structure: Professional Learning Communities (PLCs). This structure will allow teachers to engage in peer critique, to take ownership of improving their own and their colleague's craft, and to focus on things that feel important to them. By using classroom video, student work samples, curriculum or lesson plans, teachers will utilize a protocol to offer each other advice, feedback, and insight.

During the school year we will invest significant time in coaching teachers. Our Executive Director and Principal (and eventually our Dean of Instruction) will have an active presence in classrooms and will spend time each week observing and meeting with teachers to develop individualized plans. This will be

*true for potentially struggling teachers just as much as established and thriving teachers. Every educator can benefit from a second set of eyes and shared learning and growth through effective coaching.*

*Finally, we intend to bring our staff together for one week after the school year has ended. This time will focus on a protocol for reflecting on the previous year at many levels: individual teachers, grade levels, and whole school. Through this process teachers will not only produce analysis of our school's progress and plans for the following year, but they will also hone their own skill at analyzing and evaluating performance.*

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

Comments:

#### Partially Meets

The applicant provided components of a Professional Development Plan which support the proposed school's educational plan, "Theories and philosophies of Indigenous Education, Pedagogical practices involved in Culturally Responsive Teaching, Developing excellent curriculum ...design curriculum based in Project-Based Learning practices... connects to students' native identities by having local connections...We will use the Understanding By Design framework to create curriculum that is meaningful, authentic, and rigorous, Advisory Practices, Best pedagogical practices for Skill Labs" .

The applicant provided a general timeline for the PD to be implemented but omitted specific or approximate calendar dates and amounts of time," two full weeks ... before the school year starts... During the school year... early release day one day per week... During the school year we will invest significant time spend time each week ... will spend time each week... for one week after the school year has ended..." The applicant stated the time during the year will be "we will execute an established and planned professional development plan that will allow our whole staff to dig deeply into certain topics over the course of a trimester--how to develop effective summative projects and rubrics, for example."

The applicant did not provide how the various components from the PD will be accessed and presented, "We will rely on the writings... This will include not only learning specific teacher practices... We will use... We will utilize a number of different structures..." A clear, comprehensive and compelling plan

includes specific references to materials needed and methods of presenting this material to the staff for accessibility.

The applicant's proposed plan is limited because it either does not include or does not clearly identify 1) a clear timeline for implementation of the staff development, 2) responsible persons for each component, 3) methods and material for accessibility, 4) budget allocations, (5) measurable outcomes.

### 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.

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

#### TERMINATION FOR CAUSE

*For tenured teachers at Six Directions Indigenous School, the evaluation process will determine whether goals have been met and whether the unsuccessful completion of goals constitutes just cause for non-renewal of a contract and/or the teacher rating as determined by the NMTEACH rubric. If it is determined that the performance of the individual teacher is unacceptable the Principal will provide written notification to the teacher prior to March. This notice will outline prescriptive steps with measurable outcomes and timelines that must be completed by the teacher in order to correct the identified deficiency. Contracts will be renewed or terminated by the end of the last work week of the school year, or as necessity demands. If a situation should arise which warrants the immediate termination of an employee, the Principal may exercise the right to terminate a contract during the school year and without "written notification prior to March." See E.(3) below for conditions which might warrant such immediate action. For probationary teachers, contract renewals during their first 2 years shall be at the discretion of the Principal, based upon clearly defined (and Governing Council approved) criteria for instructional success and excellence.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer/Employee	The school <b>clearly describes</b> the employer/employee relationship and provides <b>clear terms</b> of employment for all	The school <b>describes</b> the employer/employee relationship and provides the <b>terms</b> of employment for all classes of employees.	The school provides a <b>limited</b> description of the terms of employment for all classes of employees <b>and may or may not address</b> how the school	The school's description of the employer/employee relationship is <b>incomplete or inadequate.</b> --OR--

	classes of employees. The school <b>completely and appropriately explains</b> how it will address employees' recognized representatives.	The school <b>explains</b> how it will address employees' recognized representative.	will address employees' recognized representatives.	The application <b>does not address</b> the relationship between the employer and the employee.
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Comments:

### Partially Meets

The applicant provided a reference for all classes of employees (administration, professional staff, and administrative staff) when stating, "All certified and non-certified Employees are subject to the School Personnel Act, Section 22-10A et. seq. NMSA 1978."...

The applicant provided a limited description of the terms of employment for all classes of employees when using the term "contract" not specifying length of contract for various levels of employees: "...non-renewal of a contract ...Contracts will be renewed or terminated... the right to terminate a contract..."

The applicant explains how it will address employees' recognized representatives: "Employees are not covered under any collective bargaining agreement...The school does not intend to have an employee bargaining unit. However, in the event that one is certified, the Governing Council will negotiate a collective bargaining agreement as provided in the Public Employees Labor Relations Act."

The applicant describes the relationship, addresses how it will recognize employees' representatives, but does not include clear terms of employment for all classes of employees.

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.

*See **Appendix E** for proposed personnel policies.*

*Six Directions' employment policies and procedures will be developed in consultation with the Governing Council's legal counsel and representation, and based upon state regulations. This will occur during the Fall of 2015 as part of the planning year. The legal consultant will reference current policies, regulations and procedures, and review prior the start of the 2016-2017 school year. The final version of employment policies will be approved by the Governing Council and published for all employees and implemented through training and Human Resource guides.*

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

E.(2)Personnel Policies	<p>The school provides a <b>clear, comprehensive, and cohesive</b> set of personnel policies and procedures <b>that are aligned</b> 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 <b>clear, comprehensive, and cohesive plan</b> that states how and when personnel policies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations.</p>	<p>The school provides a <b>clear</b> set of personnel policies and procedures that <b>mostly complies</b> with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a <b>clear plan</b> that states how and when personnel policies will be developed and how it will ensure that they comply with <b>most of the</b> applicable federal and state statutes and regulations.</p>	<p>The school provides a <b>limited</b> set of personnel policies and procedures that <b>somewhat comply</b> with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a <b>plan</b> that states how and when personnel policies will be developed and how it will ensure that they comply with <b>some of</b> applicable federal and state statutes and regulations.</p>	<p>The school provides an <b>incomplete or inadequate</b> set of personnel policies and procedures.</p> <p>—OR—</p> <p>The application <b>does not address</b> personnel policies and procedures or plans to develop the policies.</p>
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Comments:

### Partially Meets

The applicant provided stated that it would create employment policies during the planning year and provided assurances that the personnel policies would comply with all applicable state and federal regulations (attached as Appendix E): “Six Directions’ employment policies and procedures will be developed in consultation with the Governing Council’s legal counsel and representation, and based upon state regulations... The legal consultant will reference current policies, regulations and procedures...”

The applicant provided assurances, in Appendix E, that the proposed school will create policies: “PERSONNEL POLICIES AND PROCEDURES---During the planning year, we will draft a set of policies and procedures for the Employee Handbook, which will be distributed to all new employees.” The applicant stated the policies would include a variety of areas.

The applicant provided a limited plan that states generally who will be responsible for the development of personnel policies and provides a vague time period for the development of these policies. The applicant did not provide a clear plan for the development of these policies.

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

*The Head Administrator has authority over all employment matters including discipline. SDIS follows national and state laws regarding employee disciplinary action and termination procedures.*

### *Progressive Discipline*

*The Head Administrator may use a number of tools to motivate, correct, and/or discipline employees, including, but not limited to written/documented warnings, reprimands, suspension (with or without pay), and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.*

### *Administrative Leave*

*Administrative Leave Pending Possible Disciplinary Action: If an employee is suspected of violating SDIS policies, procedures, or work rules, they may be placed on administrative leave, with or without pay, pending an investigation of the situation.*

### *Employee Termination*

*Employment Termination: Termination of employment is an inevitable part of personnel activity within any organization. However such a step is not taken without careful consideration of the impact to the overall educational community. Below are some examples of the most common circumstances under which employment might be terminated:*

- Reduction in Force (RIF) (A protocol for a RIF will be developed as part of the planning year and approved by Six Directions' Governing Council)*
- Non-renewal of Year-Long Contracts and School-Term Contracts*
- Resignation – voluntary employment termination initiated by an employee*
- Discharge – involuntary employment termination initiated by the organization*
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization.*

### *Termination for Cause:*

*SDIS' Head Administrator ultimately determines all involuntary terminations. Possible reasons include, but are not limited to, the following:*

- a. Failure to abide by written policies;*
- b. Use of alcoholic beverages or non-prescribed drugs on the school premises;*
- c. Appearing for work under the influence of alcohol or drugs;*
- d. Fighting, assault or attempting to injure others;*
- e. Falsifying or misusing school records, including employment application;*
- f. Conviction of any felony or serious misdemeanor crime;*
- g. Theft of school equipment;*
- h. Failure to meet the terms of probation, including disciplinary probation;*
- i. Unsatisfactory performance of designated job position;*

### *Termination of Employment:*

*A. Voluntary Termination: Employees may choose to voluntarily terminate their employment at any time. An employee must give at least thirty days written notice of their intention to resign to be considered as having left employment in "good standing". Exceptions may be made on a case-by case basis if a thirty day notice is not possible. In such a case, other conditions will be considered, as such as past performance.*

*B. Involuntary Termination: Termination of an employee's services by SDIS due to reduction of force, budget cutbacks, abolition of position due to reorganization or reassignment of duties, end of grant term or any special initiative will require SDIS to give notice in writing to the employee at least thirty days in*



*advance of termination. Terminations required by a reduction in force shall be carried out pursuant to an approved plan by the Governing Council. If more than one employee is involved, the Head Administrator shall establish a fair and equitable method governing the order in which employees are laid off, with the primary consideration being programmatic needs of the school and the best interest in serving students' needs and the school's mission.*

*Employee Termination Procedures:*

- A. In accordance with the School Personnel Act, SDIS may terminate an employee with fewer than three years of consecutive service for any reason the school deems necessary (NMSA 22-10-14A). Upon request of the employee the Head Administrator shall provide written reasons for the decision to terminate. The documentation shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School Personnel Act [22-10A-1NMSA 1978].*
- B. Before terminating a non-certified school employee, SDIS shall serve the employee with a written notice of termination.*
- C. In accordance with state law, the employment of teachers who have been employed for three consecutive years at SDIS may be terminated for reasons that are directly and clearly related to the employee's competence, turpitude, or proper performance of duty that is not in violation of the employee's civil or constitutional rights (NMSA 22-14-10D).*
- D. An employee who has been employed for three consecutive years and who receives a notice of termination pursuant to either Section 22-10-12 NMSA 1978 [recompiled] or this section, may request an opportunity to make a statement to the Governing Council on the decision to terminate her/him by submitting a written request to the Head Administrator within five working days from the date on which the written notice of termination was served. The employee may also request in writing the reasons for the action to terminate. The Head Administrator shall provide documentation of the reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written request for the reasons were received by the Head Administrator. Neither the Head Administrator nor Governing Council shall publicly disclose its reasons for termination.*
- E. The employee's request pursuant to Subsection C of this section shall be granted if he responds to the Head Administrator's written reasons as provided in Subsection C of this section by submitting in writing to the Head Administrator a contention that the decision to terminate him was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten working days from the date the employee receives the written reasons from the Head Administrator. The submission of this statement constitutes a representation on the part of the employee that he can support his contentions and an acknowledgment that the Governing Council may offer the causes for its decision and any relevant data in its possession in rebuttal of his contentions.*
- F. The SDIS Governing Council shall meet to hear the employee's statement in no less than five or more than fifteen working days after the local school board or governing authority receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [10-15-1.1 NMSA 1978]. The employee and the Head Administrator may each be accompanied by a person of his/her choice. First, the Head Administrator shall present the factual basis for his/her determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee pursuant to Subsection C of this section. Then, the employee shall present his contentions, limited to those grounds specified in Subsection E of*

*this section. The Governing Council may offer such rebuttal testimony, as it deems relevant. All witnesses may be questioned by the SDIS Governing Council, the employee or his representative and the Head Administrator. The SDIS Governing Council may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding. The SDIS Governing Council shall notify the employee and the Head Administrator of its decision in writing within five working days from the conclusion of the meeting.*

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 <b>clear, comprehensive, and cohesive</b> 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 <b>clear</b> and follows an appropriate route that ensures due process.	The school provides a <b>limited</b> staff discipline process that partially follows an appropriate route that ensures due process.	The school provides an <b>inadequate or incomplete</b> staff discipline process. --OR-- The application <b>does not address</b> a staff discipline process.

Comments:

#### Partially Meets

The applicant provided a limited discipline process: “written/documented warnings, reprimands, suspension (with or without pay), and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated... “By stating that these circumstances may be applied “as determined to be appropriate in each individual circumstance”, the applicant has introduced a lack of clarity. The applicant has not identified how the appropriate course of action will be determined.

The applicant provided clear examples of rationale for discharge/termination: “Administrative Leave  
Administrative Leave Pending Possible Disciplinary Action: If an employee is suspected of violating SDIS policies, procedures, or work rules; Employee Termination... •Reduction in Force (RIF) •Non-renewal of Year-Long Contracts and School-Term Contracts •Resignation •Discharge •Retirement; Termination for Cause: SDIS’ Head Administrator ultimately determines all involuntary terminations...” and includes nine reasons for such.

The applicant provided two types of termination, namely, voluntary and involuntary then provided six steps for “ Employee Termination Procedures” for certified and non-certified employees. The six steps appear to align with the appropriate due process requirements.

The applicant provided a staff discipline process that is somewhat unclear, but provides termination processes that appears to follow an appropriate route to ensure 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.

*SDIS will adopt the following grievance process to reflect its mission and adhere to legal guidelines:*

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

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

**Procedure:**

*Level 1 -- Informal Conference -- Prior to the filing of a formal written grievance, the grievant will first discuss the grievance with her or his supervisor in a good faith attempt to resolve the grievance prior to the filing of a formal grievance. In the case of a claim of sexual harassment in which the grievant's supervisor is the subject of the claim, the grievant may initiate the grievance at the next supervisory level above that of the immediate supervisor.*

*Level 2 -- Head Administrator-- 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 Head Administrator within fifteen (15) days of the disposition. The Head Administrator will communicate her or his proposed resolution in writing to the grievant within five (5) workdays from the filing of the written grievance. If the proposed resolution is not acknowledged or approved by the grievant within five (5) workdays, the Head Administrator has the discretion to require a hearing or conference and gather such evidence prior to the preparation of the decision as she or he feels would assist in any appropriate resolution of the grievance. The hearing or conference will occur within five (5) workdays of the grievant's action/inaction regarding the Head Administrator's proposed resolution. The hearing or conference should be as informal as possible and will be conducted as the Head Administrator feels is appropriate for a full understanding of the grievance, the position of the grievant and the evidence supporting the position. The Head Administrator will have the right to ask any question of the interested parties, as she or he deems necessary. Within five (5) workdays following the hearing, the Head Administrator will render his or her written proposed resolution to the grievant.*

*Level 3 -- SDIS Governing Council -- If the grievant is not satisfied with the resolution of the grievance at Level 2, or if the Head Administrator fails to issue a proposed resolution within the specified time limit, the grievant may make a written request to the Head Administrator for a hearing with the SDIS Governing Council within ten (10) work days after the Head Administrator's resolution was rendered or due, if none was received. At its sole option, the Governing Council may appoint a Grievance Review Committee to hear the grievance. The Grievance Review Committee will be comprised of three (3) persons, one from each of the following staff categories: Certified School Instructor; Administrator (other than the immediate supervisor involved) and one Governing Council member. The GC will appoint the members. The Committee will select its Chairperson prior to the processing of the grievance. The Chairperson of the Committee will schedule an informal hearing within ten (10) workdays 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 the GC:*

*The following procedure will be used at hearings before the Grievance Review Committee.*

- 1. The parties in interest will submit written statements of position, which will be delivered to the GC Chair at least five (5) days prior to the hearing. In addition, any other documentary evidence to be reviewed by the GC Committee will be submitted at that time.*

2. The grievant will present his/her grievance first through testimony, witnesses, documents, etc. Cross-examination will not be allowed by the other party in interest, if any.

3. The other party or parties in interest, if any, will present their responses to the grievance. Cross-examination will not be allowed.

The Committee members may ask any questions that it deems necessary.

5. Arrangements to make a taped recording or to keep minutes of the proceeding will be made by the Chair. A verbatim transcript is not required, but any minutes or other written record will fairly reflect the substance of the hearing.

6. Within five (5) days following the date of the hearing, the Committee will transmit its findings and recommendations for proposed resolutions to the GC. Within ten (10) working days, the GC shall consider the recommendations of the Committee. The GC may accept the recommendations as presented, impose a lesser sanction if disciplinary action was recommended, or decide to hold a new hearing on the grievance.

7. If the GC rules that it is appropriate to hear the grievance, it will set the date for such hearing. All parties will be notified by the GC President. If the GC adopts the recommendations of the GC Committee, the decision shall be final.

#### *Hearing before full GC*

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

1. Each party in interest will have the opportunity to present oral statements limited to thirty (30) minutes each.

2. The presentation will be limited to a review of evidence previously presented, unless the GC, in its discretion, allows new evidence to be presented during the hearing.

3. Evidence may not be cross-examined by the other party in interest; however, the GC may ask questions of any party, as it deems necessary or appropriate.

4. Hearings will be conducted in an executive session, unless the grievant requests that the hearing be held in a public meeting.

5. The GC will render a written decision within 10 working days after the hearing. In arriving at its decision, the GC has complete discretion in fashioning such relief, if any, as it believes is appropriate, regardless of the relief requested. The GC's decision is final.

#### *Exclusions from the grievance procedure:*

1. Wage and salary schedules;
2. Job classifications, job assignments and job descriptions;
3. Hiring, appointments, dismissals; and
4. Performance evaluations.

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

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

	The school provides a <b>clear, comprehensive, and cohesive</b> employee grievance process that is <b>completely aligned</b> 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 <b>clear</b> employee grievance process that <b>mostly aligns</b> 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 <b>partially</b> follows appropriate legal guidelines.	The school provides an <b>inadequate or incomplete</b> employee grievance process. --OR-- The application <b>does not address</b> the school's employee grievance process.
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## Comments:

**Partially Meets**

The applicant provided an employee grievance process and stated it follows appropriate legal guidelines," SDIS will adopt the following grievance process to reflect its mission and adhere to legal guidelines..."

The applicant provided time frames: "Level 2, he or she may file a written grievance with the Head Administrator within fifteen (15) days of the disposition... proposed resolution in writing to the grievant within five (5) workdays from the filing of the written grievance. If the proposed resolution is not acknowledged or approved by the grievant within five (5) workdays... conference will occur within five (5) workdays... Within five (5) workdays following the hearing... ; Level 3--- hearing with the SDIS Governing Council within ten (10) work days..."

The applicant did not include provisions for protections or appeals, and stated the GC makes the final decision, "If the GC adopts the recommendations of the GC Committee, the decision shall be final... The GC's decision is final" implying there is not an appeals process.

The applicant provided an employee grievance process that partially follows appropriate legal guidelines, omitting an appeals process.

**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.

*SDIS believes that building trusting and transparent relationships with parents, families, and community members will be critical to its long-term success in Gallup. The planning team has, so far, committed itself to demonstrating this value in its planning process. Founder Lane Towery has conducted 70 relational meetings with parents, educators, policy makers and other community members in the last year to listen to the values and aspirations folks have for the children of our community.*



*Six Directions' planning team expects to transition quickly from the community input gathering process into more formal roles of school leadership and governance for our local stakeholders. We plan to implement specific strategies and systems to integrate our parents and community members into the decision making process.*

**Family Engagement and Enrollment Committee** - During the planning year, we will create a Family Engagement and Enrollment Committee composed of parents and other active community members to create a strategy and set of tactics for reaching and building trust with families in Gallup, the surrounding Navajo Nation Chapters, and the Zuni Pueblo.

**Family Advisory Committee** - Once SDIS is open, we will form the Family Advisory Committee as a committee of the Governing Council. The FAC will meet monthly at the school site to assess the school's performance, bring forth concerns, and propose ideas for the betterment of the school. The FAC will advise the Head Administrator and the Governing Council directly. In addition, the FAC will elect a member of its body to serve as a Governing Council member, thus ensuring the parent and family perspective is included in major decision-making at the school. When students enroll, SDIS staff will encourage family members to form and join the FAC.

**Governing Council** - We expect that our Governing Council will be a diverse group that reflects different perspectives in our community, including the parent perspective. We will strive to ensure that our board includes members from different tribal identities as well as the perspective of those who reside in Gallup. We will work to include the perspective of a community elder, as well. We expect that our Governing Board will always be representative of the interests and concerns of our students and our educational community.

**Community Liaison** - In our budgeting and staffing projections, we have committed to hiring a dedicated community liaison by year four of our school's operations. Before that time, the Head Administrator and Executive Director will share the responsibilities of the community liaison. The Community Liaison will be expected to be a bridge maker between families and community organizations and our school. This will mean taking the lead on hearing family concerns and complaints, creating a strategy for enrolling families, checking up on students who haven't attended school, maintaining relationships with chapter houses and Zuni and Navajo tribal governments, attending FAC meetings and advising the Executive Director and Head Administrator of family feedback.

**Showcase Nights** - Part of our curricular design is to value the importance of public displays of learning. AT the end of each trimester we will host a Family and Community Showcase Night in which students get to show off their final projects and put on performances for their families and other stakeholders. This is a way to ensure families are welcomed into our school in a non-threatening setting that is not attached to conferences, SPED meetings, SAT meetings, etc.

**Community Impact Survey:** We will gather quantitative and anecdotal feedback from the community regarding the impact of SDIS's curriculum and wellness programs. The FAC will take an active role in the development of the survey including suggesting questions and methods. They will also encourage people to take the survey.

**Annual School Reflection** - As described previously, our school will annually reflect on our performance and our shortcomings relative to our mission, set new goals for the coming school year, and strategize how to best meet those goals. We have included in our schedule and staffing schedules a week at the end of the year for our professional educators to take part in workshops about our school's progress and



*improvements. We feel the input and thinking of all of our staff-members is deeply valuable. The FAC and Governing Council will also be invited to participate and give their feedback.*

**School Culture** - *The above structures will help us execute on our goal to include families and community members in advancing our school's mission. Of deep importance, however, are the many accumulated small interactions between schools and community members that either build or strain trusting relationships. We will develop a set of values, norms, and a school culture that ensures we build trusting relationships. Whether that means ensuring administrators welcome students and families at the front door every day, all staff know every child's name, advisors are communicating positive developments with families regularly, etc. we will work with our staff once hired to develop the right norms for actualizing our values. Peacemaking and Restorative Justice practices will inform the processes by which we approach any conflict between community members and our school.*

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

Comments:

#### Meets

The applicant describes school structures that will provide meaningful parental and community involvement in the governance and operation of the proposed school: Parents and community---“Family Engagement and Enrollment Committee - During the planning year, we will create a Family Engagement and Enrollment Committee composed of parents and other active community members; Family Advisory Committee - When students enroll, SDIS staff will encourage family members to form and join the FAC; Governing Council - We expect that our Governing Council will be...including the parent perspective.; Community Liaison - ....will be expected to be a bridge maker between families and community organizations and our school; Showcase Nights - This is a way to ensure families are welcomed into our school; Community Impact Survey: We will gather quantitative and anecdotal feedback from the community; School Culture - ...our goal to include families and community members in advancing our school's mission...Of deep importance... the many accumulated small interactions between schools and community members...” Involvement in governance is provided through: “Governing Council - We expect that our Governing Council will be a diverse group that reflects different perspectives in our community, including the parent perspective.”

The applicant provided a structure to involve the professional educator in strategizing and setting goals: “Annual School Reflection - As described previously, our school will annually reflect on our performance and our shortcomings relative to our mission, set new goals for the coming school year, and strategize how to best meet those goals.”

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.

*The guiding principle for responding to concerns and complaints will be to resolve it at the lowest possible administrative level. The school will first and foremost strive to develop strong and supportive relationships with families and the community and has created structures to foster input and feedback. In the event that there is a complaint, however, the school will follow procedures to ensure consistency and fair treatment to all. The first level for resolving a concern would be to address the individual teacher or staff with whom there is a conflict informally, utilizing peacemaking processes to work through tension. The intent is to allow for early resolution at the lowest possible level. If the issue cannot be resolved with the individual staff, then it will be referred to the administration for mediation. If the conflict or concern is not resolved, then the Governing Council will follow these steps:*

*The following outlines the complaint/concern process:*

- 1. Report to a member of the Family Advisory Committee, the Head Administrator, the Executive Director, or the Community Liaison, who will ensure the FAC receives the complaint or concern.*
- 2. Committee consultation on the issue, during which those affected by the concern have an opportunity to answer questions from the Committee*
- 3. Committee determines a recommended resolution and forwards that recommendation onto the Governing Board. Resolutions and implementation will be informed by Peacemaking processes and values.*
- 4. Governing Board and Head Administrator are responsible for implementing the recommendation and restoring harmony and balance within the educational community.*

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

## Comments:

**Partially Meets**

The applicant provided a general process, rather than a clear plan, to address complaints: "The following outlines the complaint/concern process..."

The applicant provides who the responsible persons are for each component: "Report to a member of the Family Advisory Committee, the Head Administrator, the Executive Director, or the Community Liaison, who will ensure the FAC receives the complaint or concern... Committee consultation on the issue... Committee determines a recommended resolution and forwards that recommendation onto the Governing Board... Governing Board and Head Administrator are responsible for implementing the recommendation and restoring harmony and balance..."

The applicant did not assure a timely and meaningful response from the proposed school administration or the GB as the applicant did not provide a timeframe from one step to the next.

The applicant did not provide how the final result will be measured as to whether or not it was achieved, "restoring harmony and balance within the educational community."

**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.

*As described in **Appendix F**, SDIS intends to implement a Restorative Justice (or Peacemaking) process of student discipline. We are committee to three tiers of support for students in line with the practices of Restorative Justice. **Tier 1** is the building of a community based on our core values, including trusting relationships between staff and students, so that school is a safe and productive place for everyone and where the emotional incentives for disrespect, bullying, or willful defiance are largely removed.*

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

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

*The school's policies and practices will take into account the NM Student Rights and Responsibilities Act per 6.11.2 NMAC that provides for the consideration of special education students' rights before disciplinary actions are taken.*

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

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

**Partially Meets**

The applicant provided clear discipline policies in Appendix F: "RESPONSE TO MISCONDUCT Policies guiding SDIS' responses to misconduct, three responses are included; Response to minor misconduct---In cases of minor disruption or disrespect, a set of progressive steps will be taken aimed at encouraging reflection, de-escalation, and restoration of classroom harmony and productivity", four responses are included; "Responses to mid-level misconduct", four responses are included; "Restorative Justice Framework in Schools---Whether conducted as a mediation between two students or as a talking circle with a wide range of stakeholders, there are basic steps to follow for restorative justice or peacemaking in a school setting...", eleven steps are included.

The applicant's discipline policies only partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. Specifically, the applicant states that "In cases of exceptional behavioral choices—physical violence, use of weapons, sexual harassment or violence, drug and alcohol use or distribution, etc.—the incident will be immediately referred to the principal and Dean. The situation will be handled at their discretion and may involve:

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

The applicants' policies do not address how the requirements of the Student Rights and Responsibilities as set forth in the Public Education Department rules will be addressed in these circumstances.

The applicant acknowledges it must take in to account the rights of students with disabilities: "SDIS acknowledges that there are particular laws and rules pertaining to discipline policies for students with disabilities. Applicable law includes: The IDEA 2004 (20 USC Section 1415, Procedural Safeguards), The federal Department of Education's regulations, 34 CFR Part 300 (2006), The New Mexico state rules (New Mexico Administrative Code, Sections 6.11.2.1 through 6.11.2.12 and 6.31.2.1 to 6.31.2.14)." However, the plan for doing so addresses some but not all of the requirements of the Student Rights and Responsibilities as set forth in the Public Education Department rules will be addressed in these circumstances. Specifically, the applicant's processes do not address the determination of whether the

behavior is a manifestation of the student's disability and do not detail the procedural safeguards that are required.

The applicant provided Student Discipline Policies that partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules.

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

*In the case of students receiving special education services, SDIS will ensure that their IEP goals are met while addressing any issue of misconduct. A manifestation meeting will take place to determine if the behavior is a result of the exceptionality, and the team will determine an outcome that complies with all IDEA regulations. Interim Alternative Educational Settings (IAES) will be available for students facing severe discipline consequences, such as an in-school suspension room that is monitored by an adult staff member.*

*Before expulsion is considered, SDIS will initiate the Peacemaking Process to address student discipline. If expulsion is necessary, the Head Administrator, collaborating with the Executive Director, Dean of Student Life, school counselor and parent/family, will refer any student without an IEP to a school other than SDIS. The Dean of Student Life will follow up to ensure that the student has enrolled and transitioned to another institution.*

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

Comments:

#### Partially Meets

The applicant acknowledges the requirements of law pertaining to discipline policies for students with disabilities and makes the following assurances "A manifestation meeting will take place to determine if the behavior is a result of the exceptionality, and the team will determine an outcome that complies with all IDEA regulations. Interim Alternative Educational Settings (IAES) will be available for students

facing severe discipline consequences, such as an in-school suspension room that is monitored by an adult staff member. “The applicant has not, however, provided a clear plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled.

The applicant provided no time frame for sections of the limited process: “A manifestation meeting will take place... the team will determine an outcome... Interim Alternative Educational Settings (IAES) will be available... Before expulsion is considered, SDIS will initiate the Peacemaking Process... If expulsion is necessary, the Head Administrator...will refer any student without an IEP to a school other than SDIS... The Dean of Student Life will follow up to ensure that the student has enrolled.” The application has not provided action steps or responsible parties.

Additionally, the statement by the school “If expulsion is necessary of a student without and IEP, the Head Administrator, student support staff and parent may refer a student to a school other than SAHQ Academy” may be contrary to state statute. Students who are expelled from a Charter are also expelled from the district in which the charter resides. This may indicate a lack of legal acumen concerning charter law.

## 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.

*SDIS is committed to ensuring students have equitable access to our school. SDIS will adopt inclusive, equal educational opportunity and non-discriminatory admission policies that comply with state and federal law and requirements.*

***Family Engagement and Enrollment Committee** - as described previously, SDIS will create a committee during our planning year composed of parents and other active community members to help create a strategy and set of tactics for building relationships with and enrolling families and students in our school. Specific practices could include:*

- advertising our school on local radio and in print media.*
- connecting with local elementary schools to appear at parent nights or distribute literature to rising 6th graders.*
- Returning to chapter houses and the Zuni Pueblo to share information about our school design.*
- Hosting public information meetings.*
- Distributing information at high-traffic events like the Flea Market, Wal-Mart, ArtsCrawl, Ceremonial, the Balloon Rally, and Sporting Events.*

*Once SDIS is open, the Governing Council, Family Advisory Committee, Executive Director, and Community Liaison will share responsibility for marketing our school, building family relationships, and enrolling new students.*

### **Timeline**

- October 2015: Upon approval, SDIS will form the Family Engagement and Enrollment Committee to create the formal strategy and tactics for spreading knowledge of our school, building relationships with families, and enrolling students.*
- October 2015: SDIS will announce our formal approval via local radio and print media, on our website, through our email list, and to relevant local organizations like chapter houses, the Indian Education Committee, the McKinley County Health Alliance, etc.*



- *November 2015 - April 2016: The Family Engagement and Enrollment Committee will execute on its plan, including regular public meetings, presentations at chapter houses and local civic organizations, building relationships with local elementary schools in GMCS and the BIE to advertise to the families of rising 6th and 7th graders, media advertising, door-to-door and direct mailing advertising, attendance at public events like the Flea Market, ArtsCrawl, etc.*
- *April 2016 - Lottery drawing and notification of students*
- *May to July 2016 - continued recruitment as necessary and final notification of students admitted to SDIS.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(1) Student Recruitment	The school provides a <b>clear, comprehensive, and cohesive</b> 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 <b>reasonable</b> . The outreach/ marketing plan is <b>completely supported</b> by the budget.	The school provides a <b>clear</b> outreach and recruitment plan that ensures equal access to the school. <b>Adequate</b> recruitment /enrollment timelines are presented. The outreach/ marketing plan <b>appears to be supported</b> by the budget.	The school provides a <b>limited</b> recruitment plan for ensuring equal access to the school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is <b>partially supported</b> by the budget.	The school provides an <b>inadequate or incomplete</b> 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 <b>does not address</b> student recruitment.

Comments:

#### Partially Meets

The applicant identified it would create an outreach and recruitment plan after the application is approved: "SDIS will create a committee during our planning year composed of parents and other active community members to help create a strategy and set of tactics for building relationships with and enrolling families and students in our school." The applicant stated that practices might include "advertising ...on local radio and in print media, connecting with local elementary schools to appear at parent nights or distribute literature to rising 6th graders, Returning to chapter houses and the Zuni Pueblo to share information about our school design, Hosting public information meetings and Distributing information at high-traffic events like the Flea Market, Wal-Mart, ArtsCrawl, Ceremonial, the Balloon Rally, and Sporting Events." It is unclear which of the processes will be utilized or what information will be distributed.

The applicant provided a timeline that included dates for the formation of the "Family Engagement and Enrollment Committee", "announc[ing] [the school's] formal approval", "[t]he Family Engagement and Enrollment Committee [] execut[ing] on its plan", "Lottery drawing and notification of students", and "continued recruitment...final notification of students admitted to SDIS." This timeline, provides many of

the most important dates, but does not identify when the plan will be developed, when registration forms will be accepted, etc.

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.

*SDIS is a New Mexico non-sectarian, non-home school-based public school that does not charge tuition or have admission requirements. There are no criteria for admission. In accordance with the Charter Schools Act, Chapter 22, Article 8B NMSA, siblings of students enrolled or chosen for enrollment in the NMAC will be automatically eligible for enrollment in the school.*

*SDIS enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers will comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC. All students who meet the State of New Mexico's eligibility requirements for attending a public school may apply for admission to SDIS. The school will not discriminate among applicants on the basis of age, disability, gender, ethnic or national origin, religion, or academic standing.*

*SDIS will announce the opportunity to apply for open enrollment beginning in November 2015 and ending when sufficient students have been recruited to meet the desired enrollment. Opportunities to enroll will be advertised on the school's website and through venues such as public elementary schools, youth development organizations, health care clinics and city and tribal organizations that provide services to youth. Enrollment announcements will be provided in English and Navajo and Zuni.*

*Applications for enrollment will be accepted on an ongoing basis. As they are received, the registrar or designee will catalogue all applications. A receipt record of applications will be kept on file at all times at the school. A lottery date will be set for the first open house held by the school (April 2016). In the event more applications are received than there are available openings in the school, a lottery process for admission will be instituted for all applicants. If the school does not have sufficient applications to fill the existing slots, subsequent lotteries will be held to fill the openings number available.*

*Notice of subsequent lotteries will be advertised. The subsequent lottery will occur no more than thirty days after the first lottery. Lottery applicants will be eligible for consideration for only one grade based on a transcript evaluation and will depend on the grades and numbers of students applying to each grade. A school official such as the Principal, or a designee, will draw numbers for the lottery. After student openings are filled, all others will be placed on a list and another random drawing will take place.*

*Subsequent lotteries will be conducted based upon enrollment needs. All students will be notified should they be selected for enrollment in a letter sent via U.S. mail or a letter may be delivered in person. Students must acknowledge in writing their intent to enroll in SDIS and complete all registration documents. Students who do not confirm in writing and complete all necessary documents, within the time and date specified in the letter of notification, will forfeit their right to attend the charter school for the year they were chosen to enroll.*

*After all grades are phased in, each year the Head Administrator shall present the Governing Board the number of seats available for new enrollees for the following school year. This number will be determined by subtracting the number of students who have returned letters of intent from the number of openings available.*

*Anticipated Enrollment Timeline:*

- *November 1, 2015: Applications will be accepted for the lottery drawing. Applications will continue to be accepted and those students not drawn in the lottery(s) will be placed on a waiting list. All applications that are completed and turned into SDIS on the date of lottery drawing(s) will be included in that drawing.*
- *April, 2016: Open House and first lottery drawing held. Students will be notified as they are drawn as described in the application.*
- *June 1, 2016: If all advertised slots are not filled, a second Open House and second lottery drawing held.*
- *July 1st, 2016: Enrollment will be finalized, registration and new student orientation planned.*

Ranking				
← Satisfied		Not Satisfied →		
H.(2) Lottery Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>complete, comprehensive, and cohesive</b> description of its lottery procedures that comply with state statutes, and <b>support equal access</b> to the school. Tentative dates are provided.	The school provides a <b>clear</b> description of its lottery procedures that comply with state statutes. Tentative dates are provided <b>for the most part.</b>	The school provides a <b>general</b> description of lottery procedures that comply with state statutes. <b>Some</b> tentative dates are provided.	The school provides an <b>inadequate or incomplete</b> description of its lottery procedures or what is provided does not comply with state statutes.  --OR-- The school <b>does not address</b> the lottery process.

## Comments:

**Partially Meets**

The applicant provided a description of its lottery procedures that partially comply with state statutes. The applicant states, "SDIS will announce the opportunity to apply for open enrollment beginning in November 2015 and ending when sufficient students have been recruited to meet the desired enrollment." During the capacity interview the applicant clarified that they would not close enrollment and would follow appropriate lottery procedures.

The applicant's response also states, "Applications for enrollment will be accepted on an ongoing basis. ... A lottery date will be set for the first open house held by the school (April 2016). In the event more applications are received than there are available openings in the school, a lottery process for admission will be instituted for all applicants. If the school does not have sufficient applications to fill the existing slots, subsequent lotteries will be held to fill the openings number available." These statements appear to provide conflicting information and do not demonstrate the applicant has a clear understanding of the lottery requirements. The applicant's response appears to demonstrate a lack of understanding that a lottery can only be held if the number of applicants exceeds the number of available spaces. During the capacity interview the applicant identified that they understood a lottery is only held if there are more applicants than spaces.

The applicant provided tentative dates for enrollment and lottery processes specifically identifying the following dates:

- “•November 1, 2015: Applications will be accepted for the lottery drawing. Applications will continue to be accepted and those students not drawn in the lottery(s) will be placed on a waiting list. All applications that are completed and turned into SDIS on the date of lottery drawing(s) will be included in that drawing.
- April, 2016: Open House and first lottery drawing held. Students will be notified as they are drawn as described in the application.
- June 1, 2016: If all advertised slots are not filled, a second Open House and second lottery drawing held.
- July 1st, 2016: Enrollment will be finalized, registration and new student orientation planned.”

The applicant provides a general description of lottery procedures that demonstrates some lack of understanding but primarily comply with state statutes. Some tentative dates are provided.

### I. Legal Compliance.

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

*See **Appendix G** for Conflict of Interest Policy and disclosure statement.*

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

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

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

*A conflict of interest exists when any school board member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the school is contracting. A violation of this policy renders the contract voidable. Persons shall be deemed to have a “conflict of interest” in a contract or other transaction who have a significant, direct or indirect financial or personal interest in contracts or transactions with the school. No member of the*

*governing council or school employee, officer or agent shall participate in selecting, awarding or administering a contract with the school if a conflict of interest exists.*

*Any contract or transaction entered into in violation of N.M.S.A 1978 Sections 10-16-1, 13-1-1, 22-8B-5.2, 22-21-1 or other relevant section, or any failure to make necessary disclosures, may be cause for removal or termination.*

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

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
I.(1) Conflict of Interest	The school provides a <b>current, clear, comprehensive, and cohesive</b> Conflict of Interest Policy that demonstrates an understanding of, <b>and capacity</b> 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 <b>clear</b> Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law.	The school provides a <b>limited</b> Conflict of Interest Policy. However, the school's response <b>may raise questions or concerns</b> about understanding or capacity regarding the requirements of the law.	The school provides a Conflict of Interest Policy that is <b>inadequate or incomplete</b> or does not meet the requirements of the law.  --OR-- The application <b>does not address</b> a Conflict of Interest Policy.
Comments: <p><b>Meets</b></p> <p>The applicant provided a clear 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)).</p> <p>The applicant provided consequences, omitting steps to this procedure, should the Conflict of Interest policy be violated: "Any contract or transaction entered into in violation of N.M.S.A 1978 Sections 10-16-1, 13-1-1, 22-8B-5.2, 22-21-1 or other relevant section, or any failure to make necessary disclosures, <i>may be cause for removal or termination.</i>"</p> <p>The applicant provided a sample disclosure statement, relating this to SDIS, of any real or potential conflict of interest, in Appendix G: "Public office is a trust created in the interest of the common good and for the benefit of the people. It is the intent of Six Directions Indigenous School ("school") to maintain public confidence and prevent the use of public office for private gain... Six Directions board members shall disclose...</p>				

The applicant provided a clear Conflict of Interest policy that demonstrates an understanding of meeting the requirements of the law.

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>.

*SDIS shall comply with the provisions of the New Mexico Open Meetings Act. All SDIS' Governing Council meeting dates will be published in the local news media and will be posted on the school's web site and in a visible place on the school campus. The Governing Council will publish a list of meeting dates for the year ahead each summer and will publish meeting notifications 7 days in advance. Governing Council meeting agendas will be made publically available at least 72 hours prior to each meeting on SDIS' website. Meeting agendas will indicate which items are for discussion and which the board intends to take action. All action items will be voted in public, however the GC may formally break for a closed session (e.g., to discuss personnel matters) prior to making a public decision.*

*Members of the Governing Council shall be trained in the requirements of the Act and the GC will develop a policy that complies with the act annually. No action of the board will take place until a majority of Governing Council members are at the meeting and a quorum has been established. Additionally, at no time (other than at scheduled board meeting) will a majority of Governing Council members gather to discuss school business.*

*A schedule of meeting dates for the school year will also be posted one time annually in a local paper and the budget session will be specifically advertised annually through the local newspaper. Meeting minutes keep track of any decisions or actions of the Governing Council. A draft copy of the minutes will be set to Governing Council members within two weeks of the meeting and approved at the subsequent meeting. All meeting minutes and board policies that are approved by the Governing Council will be dated, signed and maintained as official record of school business. Minutes will be posted on SDIS' website.*

*In addition, the school will abide by the New Mexico Audit Act, which requires that all schools have an audit committee and that the findings of audits be made public. This will be done by posting the results of the annual audit on the school's web site.*

*Finally, all policies and procedures (Faculty and student handbooks, etc.) will be posted on the school's web site. The agendas, minutes and all handouts at the SDIS Governing Council meeting will be kept in the main office and made available to any staff, family, students or community members who requests them in accordance with the Inspection of Public Records Act. At the end of each year they will be archived and kept for 5 years.*

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



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

The applicant provided an explanation of how it will comply with the agenda being posted: "meeting agendas will be made publically available at least 72 hours prior to each meeting on SDIS' website..." The link provided for the applicant from the Attorney General website states: "F. Agenda The Law...Except in the case of an emergency or in the case of a public body that ordinarily meets more frequently than once per week, at least seventy-two (72) hours prior to the meeting, the agenda shall be available to the public and posted on the public body's web site, if one is maintained. "

The applicant provided an explanation of a closed-session, but did not specifically provide how or why such a session would be needed: "All action items will be voted in public, however the GC may formally break for a closed session (e.g., to discuss personnel matters) prior to making a public decision."

The applicant provided a clear explanation regarding the meeting minutes: "Meeting minutes keep track of any decisions or actions of the Governing Council. A draft copy of the minutes will be set to Governing Council members within two weeks of the meeting and approved at the subsequent meeting. All meeting minutes and board policies that are approved by the Governing Council will be dated, signed and maintained as official record of school business. Minutes will be posted on SDIS' website...The agendas, minutes and all handouts at the SDIS Governing Council meeting will be kept in the main office

and made available to any staff, family, students or community members who request them in accordance with the Inspection of Public Records Act. At the end of each year they will be archived and kept for 5 years.”

The applicant provided a general statement toward compliance with the IPRA: “Finally, all policies and procedures (Faculty and student handbooks, etc.) will be posted on the school’s web site. The agendas, minutes and all handouts at the SDIS Governing Council meeting will be kept in the main office and made available to any staff, family, students or community members who requests them in accordance with the Inspection of Public Records Act. At the end of each year they will be archived and kept for 5 years.”

The applicant provided assurance it will comply but did not specify any sections toward compliance with IPRA, in relation to schools. The Attorney general website states, “Office of the Attorney General State of New Mexico III. Section 14-2-1. Right to Inspect Public Records; Exceptions A. RIGHT TO INSPECT PUBLIC RECORDS The Law Every person has a right to inspect public records of this state except: ...3. Matters of Opinion The Law Letters or memorandums which are matters of opinion in personnel files or students’ cumulative files... 8. Protected Personal Identifier Information The Law Protected personal identifier information contained in public records may be redacted by a public body before inspection or copying of a record. The presence of protected personal identifier information on a record does not exempt the record from inspection. Unredacted records that contain protected personal identifier information shall not be made available on publicly accessible web sites... § 22-21-2. Student lists Student, faculty and staff lists with personal identifying information obtained from a public school may not be used for marketing goods and services to students, faculty, staff or their families.”

The applicant provided an explanation of these sections: 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) and a general explanation of Inspection of Public Records Act including, meeting minutes and accessibility to public records.

The applicant provided a general explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. However, the applicant’s response may raise questions or concerns about understanding or capacity regarding all components and requirements of the law.

#### **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.

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

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

*The founding team of SDIS, which includes an employee at the National Indian Youth Leadership Project*

*(NIYLP), has already developed a strong informal relationship with NIYLP. We will continue to seek a partnership with NIYLP in the same way that they partner with public schools in our area, providing interested students access to outdoor experiential learning opportunities without cost to the schools or district.*

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(1). Third Party Relationships	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a <b>clear, comprehensive, and cohesive</b> description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a <b>complete understanding</b> 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 <b>clear</b> description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates <b>knowledge</b> 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 <b>some</b> information about the relationships and how it/they will support the school. The school may or may not indicate a <b>limited knowledge</b> of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school's response is <b>inadequate or incomplete.</b> --OR-- The school indicates that there is /are third party relationship(s), but the application <b>does not address</b> the relationship.</p>
Comments:				
<b>Not Applicable</b>				

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

*Not applicable.*

Ranking				
← Satisfied		Not Satisfied →		
J.(2) Proposed Agreement	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
	<i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, <b>signed, clear, formal</b> agreement between the school and each third party relationship <b>OR</b> 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 <b>proposed, signed formal</b> agreement or MOU between the school for most prospective third-parties, delineating major roles and responsibilities <b>OR</b> the school provides <b>some</b> 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 <b>limited</b> proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) <b>OR</b> signed letter(s) of intent between the school and prospective third-parties. Roles and responsibilities provided may <b>be general</b> .	<i>If Applicable</i> The school provides an <b>inadequate or incomplete</b> response --OR-- <b>Does not address</b> 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 <b>clearly demonstrates</b> how requested waivers <b>align with the school's proposed autonomy, its mission, and the educational program and curriculum</b> . For further information please see the following link: <a href="http://ped.state.nm.us/admin.personnel/waiver_requests.html">http://ped.state.nm.us/admin.personnel/waiver_requests.html</a>			
NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school's plan.
	yes	no	
Individual class load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Although we plan to have low student: teacher ratios, there may be certain courses or times during the day where we will request a waiver to exceed class sizes.</i>
Teaching load	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>Depending on the subject areas taught and the school enrollment, we may have a situation where a teacher will need to serve a larger teaching load (e.g., Navajo Language).</i>
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>One day per week will be shorter, the other days are longer than recommended in order to accommodate PD; the school will have the required number of hours per year and the recommended number per week.</i>
Staffing pattern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>SDIS wishes to maximize flexibility in staffing the school and may request a waiver for such flexibility.</i>
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>SDIS intends to combine ELA and Social Studies to Humanities; Math and Science will be combined in a STEM class in the middle</i>

	<input type="checkbox"/>	<input type="checkbox"/>	<i>grades.</i>
Purchase of instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>SDIS will not purchase instructional materials that are on the NMPED list of instructional materials.</i>
Evaluation standards for school personnel	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>SDIS will develop evaluation standards for school personnel that aligns with the NMTEACH and the school's mission and core values.</i>
School principal duties	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>The Head Administrator may be required to perform additional duties such as those of a school teacher and the Executive Director may conduct some duties that typically are conducted by a Head Administrator--except teacher performance evaluations.</i>
Drivers education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<i>SDIS does not plan to offer Driver's Ed as an elective.</i>

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

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

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Not Applicable	Insert
Insert	Insert
Insert	Insert
Insert	Insert

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0
K.(1)(2) Waivers	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale <b>clearly demonstrates</b> 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 <b>limited</b> 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 <b>identify the waivers</b> in III.K.(1) and (2).  Or, the application <b>does not</b> address waivers.
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0 <input type="checkbox"/>

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

*SDIS will provide transportation services in alignment with NMPED state statutes and regulations. SDIS will utilize transportation funding following the approved budgeting formula from the NM PED. Working with the local district (GMCS) and/or parochial schools which operate bussing services (Gallup Catholic, Rehoboth Christian School) we will secure a local transportation provider to meet the needs of students and families. We will assess where our students are coming from, and develop a viable and sustainable transportation plan. We also expect that parents will provide transportation as needed, and that local students may choose to walk to school.*

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



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

#### Does Not Meet

The applicant stated that it plans to offer transportation to its students. The applicant provides an inadequate or incomplete description of how student transportation needs will be met.

The applicant provided this assurance: "SDIS will provide transportation services in alignment with NMPED state statutes and regulations. SDIS will utilize transportation funding following the approved budgeting formula from the NM PED... we will secure a local transportation provider..." without stating a clear plan with a 1) timeline, 2) responsible person, 3) or budget allocation.

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

*We anticipate serving a school-wide Free and Reduced Price Lunch student population. SDIS will complete the NMPED Food and Nutrition Bureau's application to become a school food authority who is able to contract with a food service management company that provides breakfast, lunch, and snacks. We will seek to identify a local provider who meets state guidelines, and contract for necessary food services. To enhance our mission of nurturing healthy youth, we plan to develop a partnership with the AmeriCorps, making SDIS a worksite for the FoodCorps program.*

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

	<i>If Applicable</i>  The school plans to offer food services to its students. The school provides a <b>clear description</b> 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 <b>adequate description</b> 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 <b>limited description</b> 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 <b>inadequate or incomplete</b> response of how food services will be provided. --OR-- The school plans to offer food services to its students but <b>provides no other information.</b>
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Comments:

**Does Not Meet**

The applicant plans to offer food services to its students.

The applicant provided an inadequate or incomplete response of how food services will be provided.

The applicant provided this assurance: "We anticipate serving a school-wide Free and Reduced Price Lunch student population. SDIS will complete the NMPED Food and Nutrition Bureau's application... We will seek to identify a local provider... we plan to develop a partnership with the AmeriCorps..." without stating a clear plan with a 1) timeline, 2) responsible person, 3) or budget allocation.

**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 24<sup>th</sup>, 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](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."

*See **Appendix I.1** for our Facilities Master Plan Ed/Spec Checklist and **Appendix I.2** for our approval letter from the PSFA.*

	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 <b>completed and submitted</b> the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the <b>approved form</b> as Appendix "J."	The school has described its projected facility needs and desired school environment. The school provides evidence from PSFA that it has <b>completed and submitted</b> the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the <b>review process has not been completed, the plan has received PSFA's tentative approval.</b>	The school has provided a limited description of its projected facility needs and desired school environment. The school has <b>completed and submitted</b> the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the <b>review and approval process has not been completed.</b>	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has <b>not yet submitted it to PSFA for review and approval.</b>  --OR-- The school <b>does not address</b> 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.
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## Comments:

**Partially Meets**

The applicant has failed to describe its projected facility needs and desired school environment.

However, the applicant 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 applicant provided its projected facility needs, school environment and tentative approval from PSFA, dated April 2, 2015 to Lane Towery from William Sprick.

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.

*SDIS has identified a few different options and other plans for pursuing locations that we will continue to explore during the planning year.*

- 1. Gallup Catholic High School. Gallup Catholic School, formerly a K-12 school, closed its high school two years ago and that building is currently not in use. We have sent the Roman Catholic Diocese of Gallup a letter of interest about leasing the school. We see this as an ideal location that will meet our program needs, and a space that will easily meet E-Occupancy requirements.*
- 2. We have sat down with a realtor and identified a number of plots of land in Gallup that could host portable classrooms if need be.*
- 3. Gallup Middle School Arts Building. Gallup Middle School has a building that is not currently in use that is large enough to fit our needs, certainly for the first few years. We are not currently aware of the condition of the building, but have communicated with the PSFA about assessing the building.*

4. *UNM-Gallup. Our local UNM branch has expressed their support for our project. Currently, they host another charter school, Middle College High School-Gallup (MCHSG), and they may have additional space (as they just attempted to expand enrollment at MCHSG) and could become a partner in our first term.*

*Moving forward, if the above facilities do not work out we intend to continue pursuing options through:*

- a) *The City of Gallup and McKinley County. We do not currently know what sort of public building space either the city and county have available, but this could be a potential partnership.*
- b) *Churches. Gallup has many churches, many of which maintain classroom and meetings spaces that go unused during the week. We intend to begin outreach to see if any of the larger spaces could fit our needs and if a partnership could be reached.*

Ranking				
← Satisfied		Not Satisfied →		
M.(2) Facility Plan	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides evidence that it has researched potential facilities/properties and <b>identified at least one appropriate, viable facility/property in the targeted geographic location.</b> The evidence includes a <b>clear plan</b> to prepare the facility/property in time for the school's opening.	The school provides evidence that it has researched potential facilities/properties and <b>made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.</b>	The school provides evidence that it has done <b>some research</b> on potential facilities/properties in the desired geographic location.	The school <b>does not provide</b> evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application <b>does not address</b> the school's facility needs.

Comments:

### Meets

The applicant provided evidence that it has done some research on potential facilities/properties in the desired geographic location and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location. The applicant has identified the following options two buildings that were previously utilized as schools, purchase of vacant land and University of New Mexico.

Specifically, the applicant has made the following efforts:

- "We have sent the Roman Catholic Diocese of Gallup a letter of interest about leasing the school. We see this as an ideal location that will meet our program needs, and a space that will easily meet E-Occupancy requirements."
- "We have sat down with a realtor and identified a number of plots of land in Gallup that could host portable classrooms if need be."
- "We are not currently aware of the condition of the building, but have communicated with the PSFA about assessing the building."

The applicant also provided a back-up plan: "...if the above facilities do not work out we intend to continue pursuing options..." including public buildings and churches.

The applicant did not provide evidence of a clear plan to prepare any facility/property in time for the proposed school's opening.

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.

*We will use state-issued lease reimbursement through PSCOC payments to fund the cost of rent, maintenance, equipment and repairs of a temporary facility. We have also budgeted operating funds to cover additional rent or lease costs, plus the cost of maintenance and repairs as well as for the purchase of equipment. In addition, we have allocated funds to cover the cost of utilities throughout our operations. To further cover the cost of facilities, we will access additional funding through federal and tribal grants, legislative appropriation, other grants and donations from foundations and/or community partners. During our initial term, SDIS does not anticipate seeking state capital outlay funds beyond PSCOC lease reimbursements and SB9 or HB33 funds.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(3) Projected Facility Costs	The school provided a <b>thorough description</b> 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 <b>reasonable projection</b> for facility maintenance, repair, and equipment needs.	The school provided a <b>description</b> 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 <b>adequate estimates</b> for facility maintenance, repair, and equipment needs.	The school provided a <b>limited description</b> 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 <b>incomplete or inadequate</b> description of the potential capital outlay needs. --OR-- The application <b>does not address</b> the school's capital outlay needs and potential costs.

## Comments:

**Partially Meets**

The applicant provided a limited description of the proposed school's potential capital outlay needs, including potential requests for capital outlay assistance that are sufficient to support the proposed school program.

The applicant provided a brief list of the capital outlay needs and requests, with assurances that: "We will use state-issued lease reimbursement through PSCOC payments to fund the cost of rent, maintenance, equipment and repairs of a temporary facility... budgeted operating funds to cover additional rent or lease costs, plus the cost of maintenance and repairs as well as for the purchase of equipment... To further cover the cost of facilities, we will access additional funding through federal and tribal grants, legislative appropriation, other grants and donations from foundations and/or community partners."

The applicant did not provide adequate estimates for facility maintenance, repair, and equipment needs.

The applicant did not provide enough information to be reasonable and sufficient evidence to support the proposed school program.

The applicant provided a limited description of the needs and requests for capital outlay, without a reasonable projection of estimates for need.



## Finance

### A. Budgets.

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

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

*Please find attached as Appendix J.*

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

account an appropriate percentage of special education students, at risk-credits, school size adjustment, and the T&E index.

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

*Please find attached as Appendix K.*

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

Comments:

#### Meets

The applicant provided a five-year budget that appears to support the proposed school's five- year growth plan, including staffing, facilities, educational program and services. The applicant's revenues were estimated on SEG funds only. The applicant provided appropriate budget allocations, for Staffing, Facilities, various services and supplies.

The applicant did not budget for advertising, though the proposed school's planned recruitment process may require funding for: "•advertising our school on local radio and in print media... •Hosting public information meetings. •Distributing information at high-traffic events ..."

The applicant did not appear to relate the budget to the proposed school's mission.

The applicant provided Appendix K, which appears to generally support the proposed school's five- year growth plan, including staffing, facilities, educational program, and services. The draft budget

demonstrates the financial capacity and long-term sustainability of the proposed school, for the duration of the five-year charter.

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.

### **Revenues**

*We developed our budget based on projected revenues from SEG funding per the 910B-5 document. Projections were based on 50 students in year one, 85 in year two, 120 in year three, 155 in year four, and 190 in year five. We have proposed a maximum capacity of 300 student at full enrollment with grades 6-12 in year 6. We have projected what we think is a conservative growth rate, adding 35 students with each additional grade level phased-in after the first year.*

*While our five-year budget does not reflect any additional revenues beyond SEG operational funds, a full picture of our budget should also include the following potential revenue sources:*

- Instructional Materials Fund, fund 14,000 will be estimated at approximately \$52.00 per student in 2015-16 (50 x \$52 = \$2600) which we anticipate using to purchase necessary instructional materials. Since we will develop our curriculum rather than purchase a prepared curriculum, we anticipate this fund sufficiently covering needs.*
- PSFA Lease Assistance Program. SDIS will apply annually for the PSFA Lease Assistance Program under fund 31200-PSCOC Fund. At \$700 per student annually, this fund will approximate \$35,000 in year one and will increase each year to \$59,500 in year two; \$84,000 in year three; \$108,500 in year four; and \$133,000 in year five. We have budgeted additional operating funds each year towards facilities in order to cover any difference in the lease reimbursement or other facilities costs.*
- SDIS will contract with a food service management company to provide meals on site for our students. We expect the food service program to generate sufficient funding through the USDA Food Service Fund – 21000 in order to operate efficiently. We plan to offer breakfast and lunch. All meals will comply with USDA nutritional standards and will be eligible for reimbursements by the National School Lunch Program, USDA. All expenditures would consist of contract services to the food service management company.*
- Title I Fund (24101) - SDIS will apply for this fund, which supports low-income students.*
- Title II Fund - SDIS will apply for this fund, which supports the development of new teachers and administrators.*
- IDEA-B Fund (24106) - SDIS will apply for this fund, which supports Special Education programming.*
- SB9 and HB33 -we understand this would require that we are included in GMCS Bond Issues, and we anticipate requesting our inclusion.*
- "Coordinated School Health and Wellness" Fund- SDIS will apply for this fund from the PED, which supports afterschool and summer enrichment.*
- It is possible that New Mexico will receive federal funding for Charter Schools Program Planning and Implementation Grants, which we will apply for in the case that they are available.*
- Impact aid and Indian Education Grants are possible in years 2 and beyond; we will apply for them.*

### **Expenditures**

*SDIS has developed a budget and staffing plan with an eye toward fiscal responsibility, alignment with our educational goals, the initial development and growth of the school programs. Salary schedule - we have created salary schedules after comparing the local district, Gallup McKinley County, to other charter*

*schools, and to adjustments in state law. We chose to increase the salaries of teaching staff above the district average slightly with the increase weighted more heavily in the earlier years of teachers' tenure. This was done intentionally, in part to provide incentive for teachers to choose our school, but also to mitigate the potential impact of further increases in teacher salary by the state. It will also support the potential of teachers increasing levels within the three-tiered licensure system. In this way, the salary schedule sets up SDIS to be sustainable and consistent.*

*Staffing - In **Year 1** we will hire 1.5 FTE administrators (a Principal and a half-time Executive Director), 2.75 teachers (2 FTE teachers, .5 FTE teacher who is also the Executive Director, and .25 FTE contracted native language teacher), 1 FTE educational assistant, and a Business Support Specialists / School Secretary. In **Year 2** we will increase to 5 total teachers, 2 educational assistants, and 1.75 administrators, plus one full-time school counselor. In **Year 3**, as we continue to grow and open a high school with our first ninth-grade class, we will add one full-time administrator (the Dean of Student Life), a SPED Coordinator, and increase to eight full-time teachers. In **Year 4**, we will again expand our staff, adding a Dean of Instruction, Service Learning Coordinator, Community Liaison, and Out-of-School-Time Coordinator / Athletics Director, in addition to increasing to 11 full-time teachers and 3 EAs. Finally, in **Year 5**, we will add a technology coordinator, a second full-time counselor or social worker, and increase to 14 total teachers. We will continue to add teachers in subsequent years depending on our school's growth.*

*Other expenditures:*

- *Function 1000, General Supplies and Materials - we have budgeted an increasing amount each year for access to short cycle testing and other general supplies and materials for classrooms.*
- *Function 2100, varied contracted professional services - we anticipate contracting with professional practitioners like diagnosticians, physical therapists, etc. as needed. Other ancillary services are budgeted based on our projections of special education needs each year. We understand that ancillary special education services are based on IEPs and our budget has flexibility to add more funding to these line items should the need be identified. We plan to utilize our local regional education cooperative to identify practitioners. For psychologists/counselors the budgeted cost starts high and decreases in year two based on our intention to hire a full time counselor or social worker in year 2. However we have budgeted additional funding to contract for any specialized psychologist services as necessary.*
- *Function 2300, Auditing - we have budgeted for an annual audit beginning in year two.*
- *Function 2300, Board Training and Travel - we have budgeted to support board travel to and from board meetings and trainings. We have only budgeted a small amount for board trainings to cover materials, supplies and refreshments for meetings.*
- *Function 2500, Rental equipment - we have budgeted for leasing a copy machine/printer.*
- *Function 2500, Other Contract Services - this line item reflects the cost of services from the NACA Inspired Schools Network. We will receive business management services, student information reporting, support in curriculum development, staff professional development, and school development support.*
- *Function 2500, Software - this accounts for purchasing accounting software and a student information system.*
- *Function 2600, Rental Land and Buildings - We have budgeted additional operating budget money for lease or rental beyond the PSFA Lease Assistance Fund.*

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

Comments:

#### Partially Meets

The applicant provided basic assumptions toward additional funding but did not include these in the projected budget, raising some questions about the proposed school's understanding of the budget and of budgeting:

"While our five-year budget does not reflect any additional revenues beyond SEG operational funds, a full picture of our budget should also include the following potential revenue sources:

- Instructional Materials Fund,
- PSFA Lease Assistance Program. SDIS will apply...
- SDIS will contract with a food service management company to provide meals on site for our students. We expect the food service program to generate sufficient funding through the USDA Food Service Fund
- Title I Fund (24101) - SDIS will apply for this fund.
- Title II Fund - SDIS will apply for this fund,
- IDEA-B Fund (24106) - SDIS will apply for this fund,
- SB9 and HB33 -we understand this would require that we are included in GMCS Bond Issues, and we anticipate requesting our inclusion.
- "Coordinated School Health and Wellness" Fund- SDIS will apply for this fund from the PED.
- It is possible that New Mexico will receive federal funding for Charter Schools Program Planning and Implementation Grants, which we will apply for

- Impact aid and Indian Education Grants are possible in years 2 and beyond; we will apply for them.”

The applicant did not provide priorities that are consistent with the proposed school’s mission, educational program.

The applicant did not provide a narrative that explains basic assumptions and how those were determined based on reliable sources: “...an increasing amount each year for access to short cycle testing and other general supplies and materials for classrooms... varied contracted professional services - we anticipate contracting with professional practitioners like diagnosticians, physical therapists, etc. as needed... we have budgeted for an annual audit beginning in year two... budgeted a small amount for board trainings to cover materials, supplies and refreshments for meetings... budgeted for leasing a copy machine/printer... purchasing accounting software and a student information system... budgeted additional operating budget money for lease or rental beyond the PSFA Lease Assistance Fund.” None of the applicants statements identify the basic assumptions on which estimations were based and do not identify reliable sources.

The applicant did not include in the narrative how these amounts were calculated.

The applicant provided an limited budget narrative omitting how those basic assumptions were determined based on reliable sources, neglecting to prioritize and indicate how these are consistent with the proposed school’s mission, educational program, staffing, and facility.

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

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

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

*We understand that in the first year of operation, special education funding generated through the SEG funding formula will not be distributed until after the 40 day membership count. This will result in a good amount of SEG funds not distributed in the first 7-8 months of the first year of operation. In anticipation of this, we will be conservative in our expenditures, monitoring our enrollment and budget especially in year 1. The Operational budget already includes Special Education Teacher salary/benefits and ancillary services. Once the 40 day adjustment has occurred SDIS will be able to budget and submit IDEA-B reimbursement requests to increase our cash flow toward year end. Federal IDEA B funding is calculated at roughly \$1,700 per student for students who classify for C and D level services, reimbursement will help ease cash flow and help build carry over for subsequent years.*

*Other Grant Revenue is described in the narrative above to communicate that the school understands that non-SEG funding is likely to occur and the estimate was based on other similar schools. However, this funding requires that the school submit an application to receive the grants and although resources are likely, they are not guaranteed. Therefore, additional revenue discussed above is included in the*



*narrative. The associated expenditures would serve to supplement existing programs and obligations supported by the operational budget. Moreover, this was done to demonstrate additional capacity to raise funds beyond those provided by the SEG. Since the 910B-5 only calculates SEG, the associated 5-year budget spreadsheets are reflective of only this revenue. We feel confident that the budget provided as a result of the revenue estimates calculated in the 910B-5 and 5-year budget template is sufficient to operate the school over term of the charter.*

*SDIS is committed to providing an equal opportunity education for all students including special education services according to the student's IEP. We understand there will be limited access to SPED funding in year 1 and have budgeted SEG to cover costs in year 1 and have budgeted cash carry-over for years 2-5 that could be assigned to SPED services if the need arises.*

*We understand the the first year SDIS budget will be based on projected student enrollment and have made conservative enrollment targets. The school will begin recruiting students early and aggressively, however unless we reach our first year enrollment target, we will hold off on hiring a few staff positions until we do. We will continue to recruit students and if they materialize, we will hire the additional staff. We will closely monitor expenditures utilizing a modified budget based on the actual number of students and if our target is not reached by the 40th day, the school will review the staffing plan to determine where we can reduced hours/compensation or make across the board pay cuts to all employees to cover any deficit.*

	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 <b>clear and meaningful</b> description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide <b>clear evidence</b> that the adjustments are viable and realistic. The suggested budget control strategies demonstrate <b>capacity</b> to manage the budget successfully.	The school provides a <b>description</b> of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide <b>some</b> evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a <b>general capacity</b> to manage the budget successfully.	The school provides a <b>limited</b> description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are <b>too general</b> to determine if they are viable or realistic.	The school provides an <b>inadequate or incomplete</b> description of budget adjustments. --OR-- The application <b>does not address</b> strategies for budgeting control.
Comments:  <b>Partially Meets</b>  The applicant provided a limited description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The applicant stated, "we will be conservative in our expenditures, monitoring our enrollment and budget especially in year 1... unless we reach our first year				

enrollment target, we will hold off on hiring a few staff positions until we do. We will continue to recruit students and if they materialize, we will hire the additional staff... budget based on the actual number of students and if our target is not reached by the 40th day, the proposed school will review the staffing plan to determine where we can reduced hours/compensation or make across the board pay cuts to all employees to cover any deficit.”

Recognizing it is not guaranteed, the applicant indicates they may be able to rely on grant funding, “Other Grant Revenue is described in the narrative above to communicate that the school understands that non-SEG funding is likely to occur and the estimate was based on other similar schools. However, this funding requires that the school submit an application to receive the grants and although resources are likely, they are not guaranteed.”

The applicant has not provided evidence that the adjustments may be viable and realistic.

The applicant provided 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.

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

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

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

Comments:

#### Meets

The applicant provided Appendix L, which is a clear proposed salary for teachers and counselors, according to their educational level and years of experience. The applicant provided salary schedules for Business Support Specialists, Coordinators, Deans, EAs, the Executive Director, and Principal based on “steps.” The salary schedules appear to comply with state requirements.

**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.

*SDIS Governing Council members and school staff will create and follow policies and procedures that reflect good stewardship and fiscal responsibility to ensure the long-term success and viability of SDIS. Financial policies will guide staff and protect school resources by delineating a segregation of duties for properly depositing and safeguarding funds, establishing controls over receipts, expenditures and accounting records, and by detailing payments and receipts in financial reports that will be prepared and reviewed monthly.*

**Governing Council Responsibilities**

- 1. The Governing Council will elect or appoint a Finance Committee to oversee help oversee the financial aspects of SDIS Operations. There should be at least two members appointed to the committee.*
- 2. Each spring the Governing Council will approve the fiscal budget, which should include both expected revenues and expenditure with projections for the coming year. It is understood, especially in the first year of operations that the budget will have to be reviewed on an ongoing basis (see responsibilities of the Finance committee below) and update the budget to adjust to changing conditions (i.e. unexpected funding sources, funding not received, etc.).*
- 3. The Governing Council will review and approve the monthly financial statements and recommendations for expenditures that are presented by the Finance Committee and Business Manager.*
- 4. Approve the initial and any future revisions of the Fiscal Policies and Procedures of SDIS. Revisions will be reviewed and recommended by the Finance Committee.*
- 5. Review and approve of the recommendations of the Finance Committee a contract for the annual Auditors, staff salary schedules and other contracts for professional services.*

**Finance Committee Responsibilities** -- The Finance Committee will consist of two members of the Governing Council and the Executive Director. The duties of this committee will be to perform the detailed interaction with the Principal and Executive Director and oversight of the financial policies and procedures of SDIS. The responsibilities of this Committee will be for the following:

- 1. On an ongoing basis to review the Fiscal Policies and Procedures of SDIS to insure that safeguards and controls are adequate and effective. In those situations where improvement or changes are appropriate, the Committee will propose and recommend such changes to the Governing Council.*
- 2. Especially in the first years of operations, the annual budget will need to be reviewed for reasonability and adjustments or changes that appear will need to be recommended to the Governing Council for their approval. It will be the duty of the Committee to insure that the Principal and Executive Director are holding to the budget approved by the Governing Council and to discuss and bring to the attention of the Governing Council any perceived shortfalls or problems with the actual versus budgeted results.*

3. Monthly, the Committee will review the monthly report of expenditures and receipts against bank reconciliations to assess reporting accuracy.

4. The Committee will also serve as the Audit Committee of the Governing Council.

5. Monthly, the Committee will review the investment results and reports to insure that invested funds are being held according to the investment policy and are performing in the expected manner. Any concerns or suggested changes will be forwarded to the Governing Council for their consideration, and if required, changes to the investment policy and / or investment advisors.

6. Work with the Principal and/or Business Support Specialist a/o Business Manager to secure proper assistance to see that annual IRS statements are prepared and filed timely. Make those recommendations to the Governing Council for their approval of the appropriate forms. New Mexico Public Education Commission Approved 02/28/14 Page 115 Application 2014

7. Review and approve with the Principal any proposed hiring decisions and insure that such decisions are within the budgetary requirements. This responsibility will likely need to be diminished once the school is established as it is not anticipated that the Principal will need to involve his Governing Council for hiring decisions, unless they involve the controllership position.

	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 <b>clear, comprehensive, and cohesive</b> set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls <b>demonstrate capacity</b> to appropriately manage public funds.	The school provides a set of <b>clear</b> financial policies and internal controls that comply with requirements and financial best practices. The policies and controls <b>appear to demonstrate capacity</b> to appropriately manage public funds.	The school provides a <b>limited description</b> of financial policies and internal controls that comply with requirements. The policies and controls suggest <b>some capacity</b> to manage public funds.	The school provides <b>incomplete or inadequate</b> financial policies and internal controls.  --OR-- The application <b>does not address</b> financial policies and internal controls.

Comments:

#### Does Not Meet

The applicant provided an incomplete description of financial policies and internal controls. The policies and controls suggest some capacity to manage public funds.

The applicant provided vague ideas without providing viable policies and controls: "Financial policies will guide staff and protect school resources by delineating a segregation of duties for properly depositing and safeguarding funds, establishing controls over receipts, expenditures and accounting records, and

by detailing payments and receipts in financial reports that will be prepared and reviewed monthly.” This applicant did not provide specific policies or internal controls for the proposed school.

The applicant provided assurance of creating financial policies and internal controls: “... will create and follow policies and procedures that reflect good stewardship and fiscal responsibility to ensure the long-term success and viability of SDIS. ... will guide staff and protect school resources ... will be prepared and reviewed monthly...” This future tense continued throughout the document, including the sections on Governing Council Responsibilities and Financial Committee Responsibilities, indicated a clear and comprehensive set of policies and controls has yet to be created.

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.

### **Control Procedures**

*Our control procedures are those policies and procedures in addition to the control environment and accounting system that management has established to provide reasonable assurance that specific objectives will be achieved. We have devised, established and continuously strive to maintain a structure of internal accounting controls to provide that the following are in place:*

*§ Segregation of responsibilities to ensure that the following duties are segregated: authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction;*

*§ A system of authorization and recording procedures to ensure that all transactions are properly approved and recorded;*

*§ Sound accounting practices are in place in the performance of duties and functions. This includes varied error-checking routines that are performed in connection with record keeping and comparing recorded amounts with existing assets and liabilities. Appropriate action shall be taken with respect to any differences;*

*§ Access to assets is permitted only in accordance with management’s authorization;*

*§ Receipts, checks or warrants, purchase requisitions, purchase orders, and vouchers shall be sequentially pre-numbered;*

*§ Proper safeguards are in place to protect unused checks and other pre-numbered forms and cash that has not been deposited and other receipts;*

*§ All transactions are recorded as necessary to permit preparation of the financial statements in conformity with Generally Accepted Accounting Principles (GAAP); and,*

*§ Independent checks on performance and proper valuation of recorded amounts is being performed including clerical checks, reconciliations, comparison of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer generated reports.*

*§ The school will have an appointed finance and audit committee to help with the oversight and segregation of duties for the school and will meet at least monthly to review finances and as required to review annual audit, findings and resolution of findings.*

*§ A Chief Procurement Officer will be named for the school; this person will comply with the mandated Statutes for licensure.*

### **A) Budgeting**

#### **i) Budget Development**

- (a) *The Business Manager is responsible for developing the proposed budget, which covers all funds. The budget calendar is developed to include a meeting for community input.*
- (b) *The prior year budget will be reviewed, and a budget to actual report will be developed. This report will be given to the Executive Director, Principal, and Governing Council to review by the Business Manager.*
- (c) *The Business Manager will consult with the Executive Director, Principal, and Governing Council regarding the strategic direction of the budget for the upcoming year. The following will also be considered when developing the proposed budget:*
- *Current and expected growth patterns;*
  - *The budget to actual report from the prior year; and,*
  - *The Educational Plan for Student Success.*
- (d) *Once the proposed budget has been developed, on an Excel spreadsheet, it is forwarded to the Executive Director for approval.*
- (e) *The proposed budget is then presented to the Governing Council for approval in an open meeting.*

## **ii) Budget Adjustments and Modifications**

- (a) *Budget adjustments, which do not alter the total amount of the budget, include the following:*
- § *Intra-function transfers, which are transfers between expenditure codes within the same function.*
  - § *Inter-function transfers, which are transfers between expenditure codes outside state functions.*
- (b) *Budget modifications, which do alter the total amount of the budget, include the following:*
- § *Budget increases, which increase the funds available for the current year.*
  - § *Budget decreases, which decrease the funds available for the current year.*
- (c) *The Business Manager is responsible for preparing a proposal for all budget adjustments and budget modifications.*
- (d) *The Business Manager will submit the proposed modified budget to the Executive Director for approval.*
- (e) *Once approved by the Executive Director, the proposed modified budget is submitted to the Governing Council for approval at a scheduled meeting. If the changes are approved, the approval is noted in the meeting minutes. A budget adjustment request is then submitted electronically to the Public Education Department for approval.*
- (f) *Once all approvals are in place, the Business Manager makes the approved changes to the budget in the Budget Module in the APTA financial system.*
- (g) *The Business Manager will review the modified/adjusted budget.*

## **B) Purchasing**

### **i) Requisition Processing**



***The Chief Procurement Officer (Executive Director) must approve all purchases and sign all purchase orders.***

*(a) The requisitioning employee completes a purchase requisition form.*

*(b) After all applicable information has been obtained, based on the procurement code (see procurement process below), the requisitioning employee must sign and date the purchase requisition and forward it to the Principal for approval.*

*(c) The Principal will review the purchase requisition and either approve, change or deny the purchase.*

*(1) If the purchase requisition is approved, the principal will sign and date the purchase requisition to signify approval for the purchase to be submitted to the Chief Procurement Officer for approval.*

*(d) If the purchase requisition is denied, the reason will be documented on the purchase requisition, the Business Support Specialist will make a copy of the denial to be filed, and the form will be sent back to the requisitioning employee. Once approved by the Chief Procurement Officer, the purchase requisition is forwarded to the Business Support Specialist to be entered into the Purchasing Module and a Purchase Order is issued.*

*(e) The Purchase Order must be approved by the Chief Procurement Officer.*

*(f) The selected vendor must be entered into the system as follows:*

*(1) If the vendor is an existing vendor, their name is chosen from the vendor list.*

*(2) If the vendor is a new vendor, a W-9 form must be obtained and at a minimum the vendor name, address, federal tax ID number and 1099 designation must be entered.*

*(g) The original purchase requisition and the purchase order is then filed in the appropriate vendor file in chronological order.*

### ***iii) Procurement Process***

*(a) Goods and services under \$20,000 may be obtained from the best obtainable source, considering cost, service, delivery, and prior use of similar goods. Although quotes are not required, they are strongly recommended in order to ensure the best obtainable price is achieved.*

*(b) For purchases of tangible items between \$20,001 - \$60,000 and services between \$20,001 and \$60,000 (excluding GRT), the requisitioning employee must obtain three quotes. The quotes must be written. All quotes must be attached to the purchase requisition. The CPO will approve selection of the vendor. If the lowest bidder is not utilized, the reason for the selection must be documented on the purchase requisition. Any supporting documents relating to the bids must be attached to the purchase requisition.*

*(c) Competitive bids must be obtained on a request for proposal form and in accordance with New Mexico State Statute for purchases exceeding the following thresholds:*

- (1) Sealed Bids are required for tangible items estimated to cost more than \$60,000.*
- (2) Sealed Bids are required for professional services estimated to cost more than \$60,000.*
- (3) State Procurement code must be followed for requesting and reviewing sealed bids and for selecting bids and final awards must be approved by the Chief Procurement Officer before vendors are notified of selection or rejection.*
- (d) In all instances where it is possible, price agreements will be utilized in accordance with New Mexico State Statute Section 13-1-129 NMSA.*

***iv) Verification and Approval***

- (a) When the purchase requisition is entered into the system, a purchase order number is assigned to the purchase and a pre-numbered purchase order is automatically generated.*
- (b) Once the purchase order is generated, the Business Support Specialist will verify the accuracy of the cost account by reviewing the purchase order within the Purchasing Module. If any changes are mandated, they are entered into the system at this time.*
- (c) The Business Support Specialist is responsible for comparing the purchase order to the current budget to verify that the funds are available. During this verification process, the function within the budget that corresponds to the purchase must be considered rather than the total amount of the remaining budget.*
- (1) If the funds are not available, the purchase requisition is sent back to the Principal with an explanation as to why the purchase order will not be processed.*
- (2) The Principal must sign off for approval.*
- (d) After the purchase order is complete, two copies are printed, a vendor copy, if needed, and a file copy.*
- (e) The Chief Procurement Officer must sign both copies of the purchase order.*
- (f) The vendor copy is forwarded to the selected vendor to initiate the purchase and the file copy is filed in the Open Purchase Order file until an invoice is received.*
- (g) Any non-recurring expenditures over \$20,000 will be approved by the Governing Council. The Finance Committee will identify such expenditures and recommend them to the full GC for approval.*

***v) Exemptions from the Procurement Code***

- (a) There are several items that are exempt from the Procurement Code which are listed in Section 13-1-98, NMSA, 1978 Compilation. Those related to school districts include:*
- (1) Procurement of items of tangible personal property or services from another state agency or a local public body;*

- (2) Purchases of publicly provided or publicly regulated gas, electricity, water, sewer and refuse collection services;*
- (3) Travel or shipping by common carrier or by private conveyance or to meals and lodging;*
- (4) Contracts for public school transportation services are covered under regulation;*
- (5) Minor purchases consisting of magazine subscriptions, conference registration and fees and other similar purchase where prepayments are required;*
- (6) The issuance, sale and delivery of public securities pursuant to the applicable authorizing statute with the exception of bond attorneys and general financial consultants;*
- (7) Contracts for retirement and other benefits pursuant to Sections 22-11-47 through 22-11-52, NMSA, 1978 Compilation; and,*
- (8) Entertainers.*

*(b) When a purchase is exempt from the procurement code, or is a recurring purchase, the normal purchasing process does not need to be followed. In any of these instances, the following procedures may be followed:*

- (1) For recurring payments, a blanket dollar purchase order is required. The Business Office staff will enter the payment into the Accounts Payable Module during the invoice processing.*
- (2) For other items that are exempt from the procurement code, the requester must submit itemized receipts to the Business Office who will generate a check disbursement.*
- (a) Executive Director or Principal approves all reimbursement forms.*

### **C) Accounts Payable Processing**

#### **i) Receiving**

- (a) A designated individual at the school is responsible for receiving all purchased goods and performing the following steps when goods are received:*
  - (1) Inspect the goods for visible damage in the presence of the carrier. Damaged goods should not be accepted.*
  - (2) The employee will inspect all goods received and compare the items and quantities to the open purchase order or packing slip and initial upon receipt. If discrepancies are discovered, they are documented and investigated.*
- (b) The goods are delivered to the requisitioning employee.*
- (c) The packing slip is given to Business Office to be matched and maintained with the corresponding purchase requisition.*

*(1) If no packing slip is available, the employee will sign off stating all items were received.*

***ii) Invoice Processing***

*(a) All invoices are forwarded to the Business Office. When an invoice is received, the Business Support Specialist will pull the corresponding purchase order from the open purchase order file, attach the document to the invoice.*

*(b) Accounts Payable will be processed on a bi-weekly basis. Invoices due by Monday in order to be available on Friday.*

*(c) The Business Support Specialist is responsible for comparing the invoice, purchase order and packing slip/receiving report. The following should be performed:*

*(1) Verify that all items shown on the invoice were received. Compare the items and quantities shown on the invoice to the items and quantities shown shipped or delivered on the packing slip.*

*(2) Verify that the total on the invoice is no more than 10% and \$100 over the amount approved on the Purchase Order. If the total exceeds the limit, a Change Order must be created and the verification and approval process must be redone with the new total. The original PO must also be attached.*

*(d) The Business Support Specialist will enter all invoices to be paid into the Accounts Payable Module. APTA Fund software does not allow for duplicate invoice numbers.*

*(e) The check stock is maintained in a locked cabinet that must remain locked at all times. The Business Support Specialist will take the number of checks needed from the cabinet and lock it back immediately.*

*(f) The Business Support Specialist will then print all checks listed on the voucher summary report and print the check register.*

*(g) The checks and supporting documents are forwarded to the authorized individuals to be signed.*

*(h) The Business Support Specialist will match all checks to the check register to ensure that all printed checks were received and will mail to the appropriate vendors.*

*(i) The payment vouchers and supporting documents are to be filed.*

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*(f) The Business Support Specialist will then print all checks listed on the voucher summary report and print the check register.*

*(g) The checks and supporting documents are forwarded to the authorized individuals to be signed.*

*(h) The Business Support Specialist will match all checks to the check register to ensure that all printed checks were received and will mail to the appropriate vendors.*

*(i) The payment vouchers and supporting documents are to be filed.*

*(g) When the employee returns from travel, they must submit a reimbursement form in a timely manner. The corresponding receipts or other supporting documentation must be attached to substantiate each expense. The travel reimbursement form must include, at a minimum, the following information:*

*(1) Employee name;*

*(2) A description of each expense incurred;*

*(3) The actual cost of each expense with an itemized receipt;*

*(h) The completed travel reimbursement form must be signed and dated by the employee and forwarded to the Executive Director for approval.*

*(i) If the Executive Director is the employee that is submitting the travel reimbursement, it must be reviewed and approved by the Principal.*

*(j) The Business Support Specialist will match travel reimbursement to the corresponding travel requisition, and file the forms.*

**iv) Direct Deposit**

*(a) A Direct Deposit Form must be completed and signed. A voided check must be attached to the Direct Deposit Form.*

*(b) All direct deposit documentation will be sent to the Business Managers Office prior to the effective payroll.*

*(c) The Business Office will enter all direct deposit information into the Employee Management Module.*

*(d) The direct deposit documents are filed in employee's personnel file.*

**D) Payroll**

**i) Employee Master File Maintenance**

*(a) The Principal is responsible for monitoring the hiring and firing of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels approved in the annual budget unless circumstances call for the Executive Director to augment or diminish staffing in accordance with upward or downward budget adjustments.*

*(b) The Governing Council is responsible for monitoring and evaluating the Principal. Salary will be determined by them in accordance with Section 22-10A-11 NMSA 1978.*

*(c) The Business Office will create a master salary schedule with years of experience and education level that will align with the current year salary schedule to determine teacher salaries.*

*i. All licensed personnel must provide transcripts, license and employment verification within 14 days of start date in order to determine proper salary.*

*ii. If a higher license level is obtained during the year, the effective date on license must be July 1 and this documentation must be received by the Business Office no later than October 1 in order for the employee to receive retro-pay, otherwise, increased salary due to licensure increase will not be changed until the following school year.*

*(d) The Governing Council will approve master salary schedule and this will be used to create contracts for the year.*

*(e) The approved employment contracts are entered into AptaFund Accounting software and the salary worksheets are prepared for payroll by the Business Manager.*

*(f) The Front Office is responsible for reporting absences of all staff employees to both the Head of School and the Business Office Staff. The Business Office will track all absences. Leave taken without sufficient leave balances are docked from the employee's pay.*

*(g) All insurance and other deductions are submitted to the Business Office Staff on the proper forms. Records of these deductions are kept in the personnel files.*

*(h) Access to personnel files and master files is restricted to authorized staff. All payroll information is kept in a locked filing cabinet and the computerized employee master files are password-protected.*

**ii) Time Sheets**

*(a) All hourly employees are responsible for preparing and signing a time sheet at the end of each period. The time sheet is used to record hours worked, paid time off and holidays. The supervisor must approve timesheets before submitting to Business Office Staff.*



*(b) Leave*

*(1) Before taking time off, employees complete and submit a leave request form to the Principal for approval. If an employee misses work and a leave request was not completed prior to the absence, a form must be submitted immediately upon return. Leave that is taken without sufficient leave balances are docked from the employee's pay.*

*(c) Employees are responsible for turning in their time sheets to the Business Office at least one day prior to pay date.*

*(d) The Business Support Specialist receives all payroll documents.*

*(e) The Business Support Specialist performs the following tasks prior to entering information into the Payroll Module:*

*(1) Review each timesheet and leave request to ensure that the employee and the Principal signed it;*

*(2) Recalculate the time sheets; and,*

*(3) Ensure that all documented leave is supported by an authorized leave request or an absentee report.*

*(a) The Business Support Specialist will enter all payroll information including hours worked, paid time off and any unpaid time off into the Payroll Module.*

*(b) The payroll payments summary report, check register and all supporting documentation and checks/direct deposit confirmations are forwarded to the Head of School to be reviewed and approved. The Head of School's review ensures reasonableness and accuracy of the current pay period calculation, and ensures that checks or direct deposits are not accidentally issued to terminated employees.*

*(c) All documents are forwarded back to the Business Support Specialist.*

*(d) If errors are discovered, the Business Support Specialist will correct before distributing checks and processing direct deposits.*

*(e) The checks, direct deposit slips, supporting documents and the check register are filed by date.*

**iii) Payroll Reports**

*(a) Quarterly tax reports are prepared by the Business Office and consist of the following*

*(1) Form 941 – Employer's Quarterly Federal Tax Return*

*(2) Worker's Compensation Report*

*(3) SUTA (State Unemployment Tax)*

*(b) Monthly tax reports are prepared by the Business Office Staff and consist of the following:*

*(1) Education Retirement Board Report (ERB)*

*(2) New Mexico Combined Reporting System (CRS) – State Withholding*

*(3) New Mexico Public Insurance Authority (NMPSIA)*

*(4) New Mexico Retiree Health Care (NMRHC)*

*(c) Per Pay Period*

*(1) EFTPS (Electronic Federal Tax Payment System)*

**E) Human Resources Files**

*(a) Shall contain: copies of licenses, background checks, employment verification forms, official transcripts, resumes, employment applications, a copy of the contract, a W-4 form, a direct deposit authorization form, an ERB application and beneficiary designation form, a NMPSIA enrollment form and beneficiary designation form and any other required NMPSIA schedules. Copies of training certificates are also kept in employee files. I-9 forms must be completed for all employees but are kept in a separate file.*

*(b) Employee files and I-9 Forms will be kept in a locked fire proof cabinet.*

**F) Capital Assets**

**i) Capitalization**

*(a) A capital asset shall be defined as any single item of non-expendable personal property, the cost of which exceeds \$5,000 and has a useful life of more than one year.*

*(b) The cost basis of assets includes all charges relating to the purchase of the asset, including the purchase price, freight charges, and installation, if applicable.*

*(c) The cost of buildings includes all expenditures related directly to acquisition or construction. These costs include materials, labor, overhead incurred during construction, and fees, such as attorney's fees, architect's fees, and building permits.*

*(d) Expenditures incurred in connection with maintaining an existing facility in good working order are expensed as a repair if the cost is less than \$5,000.*

**ii) Acquisitions**

*(a) The purchase of capital assets is initiated using the same policies and procedures as all other purchases. (See Purchasing Policies and Procedures)*

*(b) The Business Office is responsible for ensuring that all purchases that qualify as capital assets are properly coded during the purchase order approval stage of the purchasing process.*

**iii) Dispositions**

- (a) All dispositions will be processed according to the salvage process and in accordance with New Mexico State Statutes.*
- (b) After the salvage process has been completed, the Business Office deletes the item from the asset records and records the disposition.*
- (c) Missing or stolen assets are reported in writing to the Head of School as soon as possible. Police report must be initiated by the Office Manager or designee.*
  - (1) A police report must be filed for all stolen assets.*
- (d) If unrecovered, the Business Support Specialist or the Business Manager is notified in writing and the asset is then removed from the asset records.*

#### **iv) Asset Records**

- (a) The Business Office at the school maintains a detailed listing of capital assets; including the description, the date acquired, vendor, cost basis, useful life, depreciation information and salvage value.*
- (b) The Business Office at the school updates the general fixed assets account group when new assets are acquired, disposed of, lost or stolen.*
- (c) Annually, the Business Office furnishes the Head of School with a list of capital assets, including any quarter year acquisitions or disposals.*
- (d) The Executive Director will be responsible for designating an employee to perform a physical inventory and identify capital assets that are not on the listing.*
- (e) Any discrepancies noted by the school are reported to the Business Office as soon as possible. The Business Office will be responsible for reconciling any differences.*
  - (1) At year-end, the Business Office Staff will reconcile the ledger account to the schools inventory listing and make any necessary adjustments.*
  - (2) The Business Office Staff is responsible for keeping adequate records on the depreciation lives, depreciation method used and accumulated depreciation for each fixed asset.*

#### **(3) Useful Life for:**

- (a) Equipment 3 Years*
- (b) Vehicles 7 years*
- (c) Buildings 20 years*

#### **G) Cash Controls**

##### **i) Cash Receipts**

- (a) The School's Office Assistant will maintain a book of pre-numbered cash receipts.*

*(b) Coin, currencies, checks, money orders, and other forms of monies are received in the following ways:*

*(1) Received at the school by the teacher and the amount received from each source must be entered on a cash receipts listing. The teacher is responsible for turning in all monies received and the corresponding cash receipts listing on a daily basis to the School's Office Assistant. The School's Office Assistant is required to count all monies received in the presence of the teacher and issue to the teacher a pre-numbered cash receipt at that time.*

*(2) Received directly by the Office Assistant, who issues a pre-numbered cash receipt.*

*(c) The cash receipts book has triplicate copies that shall be distributed as follows: original to payer; duplicate attached to the school's copy of the corresponding deposit slip; triplicate remains in the receipt book.*

*(d) If a receipt is voided, all copies shall be marked "VOID" and retained in the receipt book.*

*(e) All monies received must be kept in a locked drawer until they are deposited. All checks shall be endorsed with school account stamp when received.*

**ii) Depositing**

*(a) All monies must be deposited into a checking account within 24 hours of being received.*

*(b) The School's Office Assistant or Business Support Specialist is responsible for completing pre-numbered deposit slips.*

*(c) The deposit slip and all monies being deposited are forwarded to the appropriate authority for approval. Copies are made of checks before deposit.*

*(d) Deposits are made by the Business Office and/or Office Manager*

*(e) The Head of School will approve all deposit verification slips from the bank.*

*(f) Business Support Specialist will review and enter all deposits in APTA.*

*(g) A copy of the deposit slip, the deposit verification slip and all related cash receipts are filed together by date.*

*(h) Any cash transfers between bank accounts will be reviewed and approved.*

**iii) Revenue Ledger**

*(a) Cash receipts issued from the School Business Office will be entered by referring to the triplicate copy of the cash receipt and all of the supporting documentation.*

*(b) Business Support Specialist submits cash receipt batch in the Cash Receipt Module and Business Manager reviews and approves.*

**iv) Bank Reconciliations**

- (a) Bank reconciliation is performed on a monthly basis by the Business Manager.*
- (b) The bank statement is viewed online and a copy is printed.*
- (c) All differences between Bank and Book will be posted in the month reconciled.*
- (d) A The Executive Director will review and initial or sign the bank reconciliation and bank statement after completion.*
- (e) The bank reconciliation will also be reviewed by the head of the finance committee.*
- (f) A CD of all transactions received by the bank will also be reviewed if requested by the Head of School.*

**H) Student Activity Funds****i) Deposits**

- (a) Student Activity Funds are used to account for those resources owned, operated and managed by the student body, under guidance of a staff member or another adult, for educational, recreational or cultural purposes. These funds are used for a wide range of activities that can include the school yearbook, student athletics or various student clubs.*
- (b) The club sponsor or treasurer must bring all monies collected to the Office Manager for deposit by the end of the day of collection.*
- (c) Sponsors who fail to deliver funds to the School's Office Manager shall be reported to the Business Manager.*
- (d) The School's Office Manager will issue a pre-numbered cash receipt for the monies received, and record the receipt.*
- (e) The School's Office Manager will follow the normal deposit procedures when depositing Student Activity Funds.*
- (f) Sponsors are responsible for developing budgets upon deposit of funds and communicating those budgets to the Business Office.*
- (g) The Business Office will reconcile the cash account on a monthly basis.*

**ii) Disbursements**

- (a) Sponsors are responsible for submitting a requisition and all other appropriate documents to withdraw funds from their account.*
- (b) Sponsors are responsible for obtaining the Executive Director's signature on the requisition, approving the withdrawal of funds, prior to submitting the request to the Business Office.*

*(c) Funds that are withdrawn shall be given to the adult sponsor; under no circumstances shall funds be released to individual students. Funds will be disbursed in the form of a check. Absolutely no cash will be given as a form of withdrawal.*

*(d) All excess change that results from a withdrawal shall be re-deposited in accordance with the deposit procedures above.*

*(e) When a prepayment must be made or a reimbursement is being claimed, the appropriate receipts or other supporting documents must be attached to substantiate the amount of the withdrawal. Again, funds that are not accounted for with receipts must be re-deposited.*

*(f) All goods purchased through Student Activities must follow the school's procurement policies.*

*(g) Any balances remaining of the account name shall be carried over into the new fiscal year under the same account.*

**I) Journal Entries**

*i) All journal entries are made by the Business Manager.*

*ii) The Business Manager prepares a journal entry by completing journal entry form.*

*iii) The form, along with supporting documentation that justifies the journal entry is signed off by the Business Manager.*

*iv) The Executive Director must review the journal entry form and verify the accuracy of the account coding and sign and date the journal entry form to signify that the entry was approved and posted.*

*v) Journal entries are to be reviewed and approved by the head of the Finance Committee on a monthly basis.*

*vi) If a journal entry form is voided, it is marked "VOID" and filed in the journal entry file.*

*vii) All journal entries are filed chronologically and kept with supporting documentation.*

**J) Reporting**

**i) General Ledger**

*(a) The general ledger is a record containing the accounts needed to reflect the financial position and the results of operations of the school. Double-entry bookkeeping is utilized, and therefore the debits and credits in the general ledger equal.*

*(b) The school utilizes the New Mexico Public Education Department (PED) Uniform Chart of Accounts (UCOA).*

*(c) The Business Manager is responsible for maintaining the following journals:*

*(1) Cash Disbursement Journal*



- (2) Cash Receipts Journal*
- (3) Payroll Journal*
- (4) All other accounting data is summarized in the General Journal at month end*
- (d) These journals are all used to update the General Ledger (summary of accounts) at month-end.*

**ii) Financial Reporting**

- (a) All reports are generated by the Business Manager.*
- (b) The following reports are generated:*
  - (1) Expenditure report*
  - (2) Cash report*
  - (3) Annual End of the year report*
- (c) All monthly and quarterly reports must be submitted to the state by the date due.*

**iii) Record Retention**

- (a) The school retains records in an orderly fashion, for time periods that comply with the State Records Retention Act.*
- (b) Filing at the school is performed and maintained by the School's Office Assistant and by the Director of Operations.*
- (c) Filing at the Business Office is performed and maintained by the Business Support Specialist.*
- (d) All archived files will be stored by category and date in fireproof filing cabinets, and maintained in a locked room. The filing cabinets will be clearly labeled indicating what files are in the cabinets.*
- (e) The School's Office Assistant is responsible for maintaining adequate and up-to-date records of where all records are maintained.*
- (f) The Business Support Specialist is responsible for maintaining adequate and up –to-date records of where all Business Office records are maintained.*

**K) Account Reconciliations**

**i) Asset Account Reconciliations**

- (a) Asset accounts, which may include investments, inventory, prepaid expenses, travel advances, employee accounts receivable, etc., will be reconciled by the Business Support Specialist on a quarterly basis. This reconciliation is necessary to make adjustments to the asset account to correct previous posting errors, to correct detail in the asset account as a result of the discovery of subsequent*

*information about an account and other miscellaneous adjustments needed to bring the asset account in agreement with the supporting detail.*

*(b) These asset accounts should first be reconciled to any supporting subsidiary ledgers. The subsidiary ledgers maintain the detail by individual transaction. All debt and credit entries to the individual subsidiary ledgers should be agreed to the total postings in the General Ledger for that period.*

*(c) Once the subsidiary ledgers have been reviewed, corrected and are deemed accurate, adjusting journal entries may be necessary to bring the General Ledger in agreement with the totals from the reconciled subsidiary ledgers.*

#### **ii) Liability Account Reconciliations**

*(a) Liability Accounts which may include payroll taxes payable, capital lease liability, accounts payable, etc., should be reconciled by the Business Support Specialist on a monthly basis. This reconciliation is necessary to make adjustments to the asset account to correct previous posting errors, to correct detail in the asset account as a result of the discovery of subsequent information about an account and other miscellaneous adjustments needed to bring the liability account in agreement with the supporting detail.*

*(b) These liability accounts should first be reconciled to any supporting subsidiary ledgers. The subsidiary ledgers maintain the detail by individual transaction. All debt and credit entries to the individual subsidiary ledgers should be agreed to the total postings in the General Ledger for that period.*

*(c) Once the subsidiary ledgers have been reviewed, corrected and are deemed accurate, adjusting journal entries may be necessary to bring the General Ledger in agreement with the totals from the reconciled subsidiary ledgers.*

*(d) The Business Support Specialist will maintain a separate file folder for each asset account, including reconciliations.*

#### **iii) Fund Balance Account Reconciliations**

*(a) Fund balance amounts represent the earnings that a fund has accumulated as a result of collecting more revenue than has been spent.*

*(b) A schedule should be developed at the end of the fiscal year summarizing the activity that gave rise to the fund balance. This schedule should identify the revenues and expenditures for each program and the related fund balance created. A budget should then be established to plan for the subsequent disbursement of a positive fund balance or for the collection of revenues to eliminate a negative fund balance.*

*(c) The following format can be used for reconciliation of the fund balance account:*

<i>Beginning Fund Balance</i>	<i>(XXXXXXXX)</i>
<i>Current Year Revenues</i>	<i>(XXXXXXXX)</i>
<i>Current Year Expenditures</i>	<i>XXXXXXXX</i>

Ending Fund Balance

(XXXXXXXX)

**iv) Expenditure Account Reconciliations**

(a) Expenditures should be reconciled by the Business Support Specialist on a monthly basis. This reconciliation is used to verify the amounts listed as expended in each account line item. It should reveal any data entry posting errors.

(b) The Business Support Specialist will print a detailed general ledger for the year, listing all expenditure line items.

(c) All supporting documentation (expense voucher backup) will be examined to determine if each item was correctly posted to the appropriate general ledger account.

(d) A schedule will be developed for each account, listing the date, vendor, description and amount for each general ledger posting.

(e) The total listing of the schedule listing should agree to the general ledger balance.

**L) Insurance**

Personal insurance for school employees is provided to NACA through NMPSIA. Property and liability is covered through NMPSIA.

**M) Donations**

Cash donations should be made in the form of a check or money order written to Six Directions Indigenous School. Receipting and depositing will be made in accordance with the cash receipt process outlined in cash control section on page 12.

Paypal donations shall be transferred on a quarterly and/or as needed basis by the Business Support Specialist. Print out confirmation will be reviewed by Business Manager.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(2) Financial Policies and Internal	The school provides a <b>clear, comprehensive, and cohesive</b> 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	The school provides a <b>clear</b> 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	The school provides a <b>limited description</b> 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	The school provides <b>incomplete or inadequate</b> financial policies and internal controls.  --OR-- The application <b>does not address</b> financial policies and internal controls.

	efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	applicable federal and state statutes, regulations, and rules relative to the school's procedures.	efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	
<p>Comments:</p> <p><b>Partially Meets</b></p> <p>The applicant provided a limited description of the internal control procedures.</p> <p>The applicant did not consistently provide a clear description of the procedures: "We have devised, established and continuously strive to maintain a structure of internal accounting controls...system of authorization and recording procedures to ensure that all transactions are properly approved and recorded;... varied error-checking routines that are performed in connection with record keeping and comparing recorded amounts with existing assets and liabilities. Appropriate action shall be taken with respect to any differences;... proper safeguards are in place..."</p> <p>The applicant did not consistently provide responsible parties for the procedures: "All transactions are recorded as necessary... All transactions are recorded as necessary ...Independent checks on performance... The school will have an appointed finance and audit committee... A Chief Procurement Officer will be named..."</p>				

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.

**Principal** – As the instructional leader of the school, the Principal will delegate much of the management of the business operations of Six Directions to the Executive Director. The Principal will work with the Executive Director in setting budget goals and prioritizing expenditure needs annually in alignment with educational programming needs. He or she will be a member of the Finance Committee, and will do all hiring and firing and signing contracts. The Principal will approve expenditures and reimbursements. The Principal reports directly to the Governing Council.

**Executive Director** – As the point person for operational aspects of the school, the ED will oversee the budget and finance functions of the school. In this capacity, the ED manages the Business Manager and Business Support Specialist in order to align the budget to the mission, priorities and educational plans of the school and to ensure all financial policies and procedures are followed with fidelity. The Executive Director will act as the Chief Procurement Officer and will sit on the Finance Committee. The ED reports directly to the Principal.

**Business Manager** – The Business Manager performs many of the budgetary and financial duties of the school. On a monthly basis, the Business Manager will present the financial reports (expenditure reports, bank reconciliations, journal entries and any proposed BARS) to the finance committee and Governing Council. The Business Manager will create the annual budget and submit it to the Executive Director for approval, and to the PED. He or she monitors all funding sources and prepares all state and federal required reporting. The Business Manager reports to the Executive Director.

**Business Support Specialist** – The Business Support Specialist supports the Business Manager in executing financial policies and procedures at the school site. As such he or she does payroll, payroll liabilities, accounts payable, cash deposits, creates purchase orders, and processes reimbursement requests in OBMS. The Business Support Specialist will also handle human resources responsibilities. The Business Support Specialist reports to the Executive Director.

	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 <b>completely supported</b> in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are <b>clearly provided</b> .	The school identifies the appropriate staff to perform financial tasks, and the staff positions are <b>adequately supported</b> in the organizational structure/chart and in the budget. The school <b>provides some</b> qualifications and responsibilities for those positions.	The school <b>generally</b> identifies the appropriate staff to perform financial tasks.	The school's provides an <b>inadequate or incomplete</b> description of staff necessary and appropriate to perform financial tasks.  --OR-- The application <b>does not address</b> identification of appropriate personnel for the school.
Comments:  <b>Partially Meets</b>  The applicant generally identifies the appropriate staff to perform financial tasks, and the staff positions are supported in the organizational structure/chart and in the budget. The applicant provides some responsibilities for those positions, but not the qualifications.				

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.

*Through the NACA-Inspired Schools Network, SDIS will contract with an experienced and skilled business manager who will be responsible for the fiscal operations of the school. At our school site, we will hire an Office Manager / Business Support Specialist who will assist the Business Manager and the Executive Director and Principal in operational and oversight capacities. In addition, the school will have a Finance Committee that will be chaired by the finance expert on the Governing Council and the members of the Audit Committee required by state statute. This committee cares for the fiscal health of the school and its long-term viability of the financial policies, audit findings, systems, and structures (separation of duties, etc.). The Finance Committee will meet monthly and the committee chair will set a standing agenda that includes the following:*

#### 1. PED 1st Quarter Reports

2. *October Financials – Budget Report on the last day of the month*
3. *Audit Fieldwork – Preliminary Audit Findings*
4. *Current Year Revenue Forecast*
5. *Audit Committee Recruitment*
6. *Journal Entries to the General Ledger*

	Ranking			
	Satisfied		Not Satisfied	
B.(4) Financial Oversight	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>clear, comprehensive, and cohesive description</b> : 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 <b>sound</b> understanding of the required GB oversight and financial reporting.	The school provides a <b>clear description</b> 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 <b>adequate</b> understanding of the required GB oversight and financial reporting.	The school provides a <b>limited description</b> 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 <b>some</b> understanding of the required GB oversight and financial reporting.	The school provides an <b>incomplete or inadequate</b> description of how the GB will provide fiscal oversight and of the state-required audit and finance committees. --OR-- The application <b>does not provide</b> a clear plan for financial oversight.
<p>Comments:</p> <p><b>Does Not Meet</b></p> <p>The applicant provided an inadequate description of fiscal oversight, when the applicant stated, “the school will have a Finance Committee that will be chaired by the finance expert on the Governing Council and the members of the Audit Committee required by state statute...” that “cares for the fiscal health of the school and its long-term viability of the financial policies, audit findings, systems, and structures (separation of duties, etc.).” The applicant provided a tentative standing agenda for the committee.</p> <p>The applicant’s response did not identify the role of the whole governing body in financial oversight. The applicant’s response also did not provide any information on action the committee or entire board might take in regards to financial oversight.</p> <p>The applicant’s response did not address legal oversight.</p> <p>The applicant’s proposed plan is an inadequate description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description lacks clear details of how the committees will operate in the context of the proposed school’s overall governance &amp; management.</p>				



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.

*Our long-term vision for SDIS is to create not only an excellent educational institution, but also a sustainable organization that contributes positively to community wellness for years and generations to come. Building such an organization requires strategic vision and planning, sound financial planning, and deep community bonds. Below are some of our goals and strategies aligned to our long-term vision.*

**Finance/budget** -- The experiences of our mentor school, the Native American Community Academy, and other New Mexico charter schools that have shown long-term sustainability, like Amy Biehl High School, demonstrate the importance of developing conservative budgeting practices coupled with consistent additional revenue streams. Our goal by the end of our 5th year is to create a 501c3 organization that raises money and works in support of the mission of SDIS. Fund raising that occurs outside of federal and state revenue will give SDIS the flexibility to weather fluctuations due to changes in student enrollment, changes in teacher T&E, changes in state salary requirements, changes in SPED student populations, etc. It will support operational needs of the school so that SEG funding can remain focused on classroom instruction. And it will allow the school to more reasonably and flexibly meet its capital and facilities goals.

**Facilities** -- Facilities are often a challenge for charter schools outside of the main population centers in New Mexico. We have learned from experiences of other schools in the NACA-Inspired Schools Network who exist rurally and the obstacles they have faced. Gallup, while not entirely rural, still presents challenges. Currently, there are not many buildings--public or commercial--that meet a school's size requirements, ed-specs, and a charter school's budget constraints. To build a sustainable school, it will be in our long-term interest to invest in capital outlay and build a facility that matches our educational philosophy while also helping us build long-term financial sustainability. The school's Facilities Committee will invest significant time during our first five years in identifying potential locations, community partners, and funding to support the school in realizing its vision. In the short-term, we will seek out opportunities to build public partnerships to allow us access to cost-efficient land. Potential partnerships exist with the City of Gallup, McKinley County, the University of New Mexico-Gallup, and local chapter houses.

**Community Relationships** -- Building community alliances will be critical for creating an organization that has sustained local support. Community relationships will also be critical for meeting our school's mission. One of the reasons we propose a dual-leadership model with a Principal and Executive Director is based on the desire to allow the Principal to be a great instructional leader of our school while another leader has the capacity to build a sustainable organization, which will include building strong external relationships in our community.

**Student Enrollment** -- The experiences of similar rural charter schools have shown that student recruitment, at least in the early years, can be a challenge. We accept that it will be incumbent upon our founding team and Governing Council to have quality face-to-face interactions with families over the course of the next year in order to build trust and to share our mission and vision. It will also be our responsibility to dispel myths about charter schools and make clear the distinctions between our school and other local, public options. We will utilize local print media, radio, and online tools to build awareness of our school and its mission and vision early in the planning year. Once our school opens, our strategy for building a sustainable student enrollment will be all about building relationships with area

*organizations and local families. We believe that as long as we build trusting relationships with our current students and their families that they will all become public champions and allies for our school who will spread word across local communities. Our Executive Director, and eventually our Community Liaison, will continue to maintain relationships with external organizations like chapter houses, Big Brothers Big Sisters, or Teach for America, who can also aid in spreading word and building relationships with families.*

**Mission** -- *Any organization's commitment to a compelling and clear mission is a critical factor in long-term success. We have created the role of Executive Director to be the person at our school who owns the mission and vision, so to speak, and is able to keep a wide and long view of our school's growth and ensure that our work from the governing council down to classroom practices are happening in alignment with the mission and core values. At the end of each year we'll ask the whole school, including students and families, and from the level of faculty and staff up to the governing council to do a step-back and reflect on our progress and shortcomings in pursuing our mission and core values. At the end of our first year, and again at the time of applying for re-authorization, we'll do a larger community reflection in which we think critically about the mission and core values themselves and ask ourselves if they still reflect the aspirations and realities at our school or if they need tweaking and updating based on our experiences. All great organizations evolve, and it is important to do so deliberately and productively.*

**Governance** -- *We will strive to build a strong Governing Council by investing energy not only in board trainings but also board retreats that build relationships and culture. In the long run we will seek input from our community about community members who exhibit positive leadership who will be able to join our board and continue to serve it with excellence and commitment. This group will not just provide governance and ensure compliance, but will also exert lobbying strategies on behalf of our school. Therefore, we will continue to preference community members with positive community relationships.*

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

	<p>The school provides a <b>clear, comprehensive, and cohesive description</b> 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 <b>thoughtful consideration</b> of school sustainability.</p>	<p>The school provides a <b>clear description</b> 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 <b>adequate consideration</b> of school sustainability.</p>	<p>The school provides a <b>general description</b> 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 <b>limited understanding</b> of long-range planning and school sustainability.</p>	<p>The school provided an <b>inadequate or incomplete</b> description of long-range goals and strategies that will help build the school's capacity and ensure the school's sustainability.</p> <p>--OR--</p> <p>The application <b>provides no information</b> regarding the long-term sustainability of the school.</p>
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## Comments:

**Partially Meets**

The applicant provided a general description of long-range goals and strategies that will help build the proposed school's capacity and ensure the proposed school's sustainability.

In relation to finance, the applicant stated, "Our goal by the end of our 5th year is to create a 501c3 organization that raises money and works in support of the mission of SDIS. Fund raising that occurs outside of federal and state revenue will give SDIS the flexibility to weather fluctuations due to changes in student enrollment, changes in teacher T&E, changes in state salary requirements, changes in SPED student populations, etc. It will support operational needs of the school so that SEG funding can remain focused on classroom instruction. And it will allow the school to more reasonably and flexibly meet its capital and facilities goals." The applicant does not provide strategies on how it will reach this goal.

In relation to facilities, the applicant states their goal is to, "invest in capital outlay and build a facility that matches our educational philosophy while also helping us build long-term financial sustainability. The school's Facilities Committee will invest significant time during our first five years in identifying potential locations, community partners, and funding to support the school in realizing its vision. In the short-term, we will seek out opportunities to build public partnerships to allow us access to cost-efficient land." The applicant's goal and strategies are general.

In relation to community relationships the applicant neither provides a clear goal nor clear strategies stating, "Building community alliances will be critical for creating an organization that has sustained local support. Community relationships will also be critical for meeting our school's mission. One of the reasons we propose a dual-leadership model with a Principal and Executive Director is based on the desire to allow the Principal to be a great instructional leader of our school while another leader has the

capacity to build a sustainable organization, which will include building strong external relationships in our community.”

In relation to student enrollment, the applicant provides clear strategies, but no goal, “it will be incumbent upon our founding team and Governing Council to have quality face-to-face interactions with families over the course of the next year in order to build trust and to share our mission and vision. It will also be our responsibility to dispel myths about charter schools and make clear the distinctions between our school and other local, public options. We will utilize local print media, radio, and online tools to build awareness of our school and its mission and vision early in the planning year. Once our school opens, our strategy for building a sustainable student enrollment will be all about building relationships with area organizations and local families. We believe that as long as we build trusting relationships with our current students and their families that they will all become public champions and allies for our school who will spread word across local communities.”

In relation to the mission the applicant states, “At the end of our first year, and again at the time of applying for re-authorization, we’ll do a larger community reflection in which we think critically about the mission and core values themselves and ask ourselves if they still reflect the aspirations and realities at our school or if they need tweaking and updating based on our experiences. All great organizations evolve, and it is important to do so deliberately and productively.” These general philosophies provide neither clear goals nor clear strategies.

Finally, in relation to governance, the applicant states they “will strive to build a strong Governing Council”, but it does not define what that means or what its goal is in relation to this. The applicant provides general strategies including “investing energy not only in board trainings but also board retreats that build relationships and culture... seek[ing] input from our community about community members who exhibit positive leadership.”

The applicant provided an inadequate or incomplete description of long-range goals and strategies that will help build the proposed school’s capacity and ensure the proposed school’s sustainability.

## 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.

#### **Team Building**

*Our project began almost a year ago with a series of house meetings and talking circles in Lane Towery’s living room, out of which grew a group of folks committed to equitable and excellent educational options for the youth of Gallup and the surrounding tribal communities. This group was called the Gallup Indigenous School Initiative. As our founding team coalesced and grew, we began hosting public planning meetings out of the offices of the National Indian Youth Leadership Project. These meetings are regularly attended by a varying group of 5-12 local educators and parents who believe deeply in our project. The major decisions about our school’s model--the mission, vision, core values, school name,*

*curricular and pedagogical model, the student support services model, etc.--have been developed through a long process of discourse within that group and based also on the feedback we have heard from other outreach efforts.*

### **One-on-One Relational Meetings**

*The primary method of outreach for our founding team has been one-on-one relational meetings. Prior to becoming the lead organizer for the Gallup Indigenous School Initiative, Lane Towery attended community organizing trainings with the Industrial Areas Foundation and has even engaged the help of Albuquerque Interfaith in our work in Gallup at times. Relational meetings have been executed in alignment with community organizing practices.*

*Since August 2014, Lane has conducted 70 one-on-one relational meetings in and around Gallup. These meetings have been with a large variety of stakeholders from tribal and city government representatives to policy-makers and nonprofit managers to educators and parents. Meetings focus on hearing the stories of folks' experiences with public education systems in our area, their values, and their aspirations for their community and youth.*

### **Presentations**

*Over the course of the last year, our group has been invited to make a number of presentations and hear feedback from various groups in our community.*

- September 15th, 2014: Presented to the staff of the National Indian Youth Leadership Project, out of which we have since gained the public support of NIYLP, one of our co-founders Ben Soce, and the use of their office space for many of our public meetings.*
- November 2014 - Presented at both the planning meeting and Regular Meeting at Mariano Lake Chapter, out of which we received a chapter resolution supporting our project which passed unanimously.*
- November 2014 - Presented at both the planning and regular meetings at Pinedale Chapter.*
- December 2014 - Presented at both the planning and regular meetings at Church Rock Chapter.*
- January 20th, 2015 - Invited to present before the Gallup McKinley County Board of Education. The Executive Director of UNM, Dr. Dyer, as well as one of our local chapter delegates, The Hon. Edmund Yazzie, spoke on our behalf, as well as a number of other community members. We received positive responses from the school board and superintendent and positive coverage in both the Gallup Independent and Navajo Times.*
- February 3rd, 2015 - Invited to present to local business and nonprofit leaders at Kiwanis Club with a positive response and now letter of support.*
- February 7th, 2015 - Invited to present to the Indian Education Committee (the local board of parents from each school in GMCS).*
- February 11th, 2015 - Invited to present to the McKinley County Community Health Alliance, a group of service providers in our county.*
- March 3rd, 2015 - Presented at the planning and regular meetings at Tsayatoh Chapter and received a supporting resolution passed by chapter members.*
- March, 2015 - Presented at the planning and regular meetings at Red Rock Chapter.*
- May, 2015 - Presented at the planning and regular meetings of Bahaali Chapter.*
- June 3rd, 2015 - Invited to present on our proposal for restorative justice and peacemaking practices to the Strategic Network of Advocates for the Prevention of Suicide and Substance Abuse (SNAP SA) working group on no tolerance policies in local public schools.*

### **Feedback Sessions**

- *September, 2014 - Conducted a talking circle and survey with middle and high school students on the youth board at the Thoreau Community Center.*
- *October, 2014 - Conducted a talking circle and survey with middle school students at the National Indian Youth Leadership Project.*
- *November 19th, 2014 - hosted a talking circle with the Native American Student Association at UNM-G to hear their stories of elementary, secondary, and university education in Gallup.*
- *February 18th, 2015 - hosted a public talking circle at the Hozho Center in Gallup, attended by seven local community members interested in sharing their stories, hopes, and aspirations for education.*
- *March 13th, 2015 - Hosted a talking circle to receive feedback from ~25 parents and dorm staff at Wingate High School.*
- *March 28th, 2015 - Conducted a session with a combination of ~30 educators and youth at Teach For America's Student Leadership Summit.*

### **Newsletter**

*Our email newsletter is connected to an online sign-up form on our website. As evidence of some enthusiasm for our project, through advertising the sign-up in relational meetings and presentations, the newsletter has now reached 115 active subscribers around Gallup.*

### **Media**

*Lane has been invited to do two radio interviews in our community, one on February 15th that aired on all local Clear Channel radio stations and one on March 18th that aired on our local public radio station KGLP. We also had articles written about our presentation to the local school board in both the Gallup Independent and Navajo Times.*

### **Future Plans**

*As our school moves forward, we have plans to build out our Governing Council and committee structures for the planning year. We intend to develop a curriculum committee, staff recruitment committee, family engagement and enrollment committee, and facilities committee. We will continue to build relationships in Gallup and local tribal communities on the Navajo Nation and Zuni Pueblo to ensure families have knowledge of our school. We will also initiate a local campaign to build awareness of our school through social media, print and radio media, and a presence at local events like the flea market, rodeos, Intertribal Ceremonial, etc.*

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



A. Outreach Activities	The school provides <b>clear, comprehensive, and cohesive</b> evidence that it has developed an effective and thoughtful outreach program. There is <b>sound</b> 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 <b>clear</b> evidence that it has developed an adequate outreach program. There is <b>adequate</b> evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides <b>general</b> evidence that it has developed an outreach program. There is <b>some</b> evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides <b>inadequate or incomplete</b> evidence that it has developed an outreach program. --OR-- The application <b>does not provide</b> a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach.
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## Comments:

**Exceeds**

The applicant provided sound evidence that it has developed an effective and thoughtful outreach program: "Our project began ...with a series of house meetings and talking circles... out of which grew a group of folks committed to equitable and excellent educational options for the youth of Gallup and the surrounding tribal communities. This group was called the Gallup Indigenous School Initiative." Through this outreach strategy, the applicant's "founding team coalesced and grew." That team has been "hosting public planning meetings out of the offices of the National Indian Youth Leadership Project. ...regularly attended by a varying group of 5-12 local educators and parents who believe deeply in our project. The major decisions ...have been developed through a long process of discourse within that group and based also on the feedback we have heard from other outreach efforts."

Clear descriptions demonstrate the applicant's attempts to reach a broad audience include:

- "70 one-on-one relational meetings in and around Gallup"
- 12 presentations to various groups in our community
- 6 "Feedback Sessions" with parents, students, community members, and educators
- an email newsletter that "has now reached 115 active subscribers around Gallup"
- Media coverage including "two radio interviews" and "articles written about our presentation to the local school board in both the Gallup Independent and Navajo Times."

The applicant provided clear, comprehensive, and cohesive evidence that it has developed an effective and thoughtful outreach program. There is sound evidence that the applicant has addressed a broad audience to ensure that all students have an equal opportunity to enroll. Clear descriptions of outreach activities demonstrate that the applicant is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.

**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.)

*During the 70 one-on-one relational meetings we have conducted, all but one person--a local school board member--expressed explicit support for our project. These meetings have included parents, educators, policymakers at the Navajo Nation, chapter house officials, non-profit and health services administrators. The premise of our project--the existence of inequity in our public schools--seems painfully clear to everyone we've spoken with and our solution--the use of culturally responsive schooling methods--garners excitement and support from a wide range of stakeholders. Four different parents have enquired about when we will be open and they can enroll their students.*

*Similarly, while conducting chapter house presentations, we have found broad support. Our work began with chapters with which we have personal relationships but grew to include other chapters as word of our project expanded and we received invitations from chapter officials or chapter members to attend and present. Official response has been good, with Navajo Nation Delegates in attendance offering their support and many chapter officials expressing public support. Response from the chapter membership is slightly harder to name quantitatively. Chapter house audiences vary widely, from perhaps twelve members to nearly 100. And we have not had a mechanism for measuring the support of each individual. Suffice to say that we have had very few oppositional comments, many questions based on curiosity about our work, and some explicit expressions of support from chapter membership. In two cases, Mariano Lake and Tsayatoh, the chapter membership elected to pass a supporting resolution as an expression of support, both of which passed without opposition.*

*Our public planning meetings, which we advertise through an email list, our website, and word of mouth, have seen varied attendance from four people to as many as 12 at one time. Over the course of the last six months, we have engaged ~20 different educators and parents and community members through this structure who have offered their thoughts, opinions, and ideas to our school design. Out of these meetings we have built a Governing Council that is highly committed to our work.*

*On February 13th, 2015 the Gallup Independent published an editorial expressing support for our project. It read "The Gallup Indigenous School Initiative has received widespread support. And it makes sense...Our public education system clearly has its challenges, and Native American students tend to struggle the most...If a charter school is willing to explore innovative educational techniques that are catered to our population and suit our unique needs, then we should support them."*

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

	The school provides <b>sufficient measurable, quantifiable and qualitative</b> data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population.	The school provides <b>adequate</b> quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population.	The school provides <b>limited</b> measurable evidence of support for the school among residents in the targeted community or student population.	The school provides <b>inadequate or incomplete</b> evidence of community or student support for the proposed school.  --OR-- The application <b>does not provide</b> evidence that there is community and student support for the proposed school.
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## Comments:

**Partially Meets**

The applicant provided evidence of abundant broad-based support: "These meetings have included parents, educators, policymakers at the Navajo Nation, chapter house officials, non-profit and health services administrators."

The applicant did not provide quantifiable data: "Response from the chapter membership is slightly harder to name quantitatively. Chapter house audiences vary widely ....And we have not had a mechanism for measuring the support of each individual".

The applicant provides limited measurable evidence of support for the proposed school among residents in the targeted community or student population.

**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.

*Six Directions has developed informal relationships with entities in the Gallup area who support the school's mission and who have expressed an interest in working with us, including: National Indian Youth Leadership Project (NIYLP), Kiwanas Club, Big Brothers/Big Sisters Gallup, UNM Gallup, Teach for America New Mexico, Mariano Lake Chapter and Tsayatoh Chapter.*

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

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

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

#### Partially Meets

The applicant states it has developed relationships with local community agencies, groups, and individuals through the narrative : "Six Directions has developed informal relationships with entities in the Gallup area who support the school's mission and who have expressed an interest in working with us, including: National Indian Youth Leadership Project (NIYLP), Kiwanas Club, Big Brothers/Big Sisters Gallup, UNM Gallup, Teach for America New Mexico, Mariano Lake Chapter and Tsayatoh Chapter."

The applicant also states an assurance of on-going relationships through NACA: "NACA-Inspired Schools Network (NISN), which will facilitate our collaboration with other schools and school leaders through onsite visits and NISN convening. NISN will also provide business management services, professional development, data analysis, and compliance support.

The applicant provided six letters written in support, from the Kiwanas Club, Teach for America, Nariano Lake chapter of the Navajo Nation, NACA, Tsayatoh Chapter and UNM.

Few if any of the letters indicate networking relationships, but rather state support of the proposed school.

#### 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.

#### *Culturally Responsive Education*

*In our local district, Gallup McKinley County Schools, ~82% of students identity as Native American. For as long as we have educational data, there has been a marked gap in academic outcomes for the Native*

youth of our district compared to other students. The unique value-add of Six Directions Indigenous School is our commitment to culturally responsive schooling. GMCS in recent years has pursued a reform strategy that involves implementing the University of Virginia School Turnaround Program. This program has demonstrated results in some locations, and it focuses in large part on talent-management and data-driven decision-making. We propose, on the other hand, to re-imagine curriculum and student support services in ways that are culturally responsive and culturally relevant--an idea that now has many decades of evidence showing its potential to have a profoundly positive impact on student achievement. Given the history of Indian education in our area and the current performance of public school systems in meeting the needs of many of youth, we believe that an innovative model designed to bring equitable academic opportunities to Native youth has great potential in Gallup not just to impact our students but hopefully to provide a source of learning for larger systems around us.

### **Project Based Learning**

Part of our proposal revolves around multi-disciplinary project based learning and the use of Understanding by Design to plan and design units of study. In our founding team's experiences, local public schools do not always utilize a consistent or deliberate curricular framework, often relying on purchased textbooks. We, on the other hand, propose creating curriculum that have local resonance and cultural relevance for our students while building common core-aligned skills with rigorous and challenging work.

### **School Culture**

Unlike local middle schools, we propose a small-school setting and a culture built on our core value of relationships. We propose an advisory setting and a partnership with the National Indian Youth Leadership Project as strategies for building deep, trusting, and positive relationships between students, staff, administrators, and parents. Those structures go beyond building relationships to also creating a student support services model based on the tenets of Positive Youth Development--a critical strategy for building safe and supportive schools in response to the many forms of trauma our local youth face. These programs and our small size are not present in other middle school options. At our maximum capacity, Six Directions' middle school would have 126 students and our high school would have 168. By comparison, other local school sizes according to data available online are approximately:

- Gallup Middle School: 438 students
- Chief Manuelito Middle School: 620 students
- JFK Middle School: 661 students
- Gallup High School: 1,003 students
- Miyamura High School: 1,112 students

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

	<p>The school provides <b>clear evidence</b> of the <b>uniqueness, innovation</b> 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 <b>adequate evidence</b> of the <b>significant</b> 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 <b>unclear or general</b> descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is <b>limited or weak</b>.</p>	<p>The school provides <b>inadequate or incomplete</b> evidence of the uniqueness, innovation, or significant contribution of its educational program to public education.</p> <p>--OR--</p> <p>The application <b>does not address</b> the uniqueness or innovation of the proposed school's educational program.</p>
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## Comments:

**Meets**

The applicant provides evidence of the proposed school providing a significant contribution: "Given the history of Indian education in our area and the current performance of public school systems in meeting the needs of many of youth, we believe that an innovative model designed to bring equitable academic opportunities to Native youth has great potential in Gallup not just to impact our students but hopefully to provide a source of learning for larger systems around us... propose creating curriculum that have local resonance and cultural relevance.. Those structures go beyond building relationships to also creating a student support services model based on the tenets of Positive Youth Development--a critical strategy for building safe and supportive schools in response to the many forms of trauma our local youth face."

The applicant compares the proposed school culture to the local school district: Gallup-McKinley County Schools—"GMCS in recent years has pursued a reform strategy that involves implementing the University of Virginia School Turnaround Program. This program has demonstrated results in some locations, and it focuses in large part on talent-management and data-driven decision-making. We propose, on the other hand, to re-imagine curriculum and student support services in ways that are culturally responsive and culturally relevant."

The applicant compares school size to local schools : "Six Directions' middle school would have 126 students and our high school would have 168. By comparison, other local school sizes according to data available online are approximately:

- Gallup Middle School: 438 students
- Chief Manuelito Middle School: 620 students
- JFK Middle School: 661 students
- Gallup High School: 1,003 students
- Miyamura High School: 1,112 students



The applicant provides adequate evidence of the significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of five other public schools that serve the same grade levels in the geographic area in which the proposed school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.

**E. Letters of Support.**

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

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

## Appendices and Attachments

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

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

The school provides all the required appendices.