

Overall Score Sheet

Section	Points Received	Applicant School's Possible Points
Application Overall Score	<i>186</i>	<i>271</i>
• Education Plan/Academic Framework	52	72
• Organizational Plan and Governance/Organizational Framework	88	131
• Business Plan/ Financial Framework	27	40
• Evidence of Support	15	24
• Required Appendices	4	4
Capacity Interview Score	60	88
• Education Plan	8	12
• Leadership & Governance	19	24
• Facility	6	8
• Finance	8	12
• Planning Year	3	4
• Individualized Question	16	28
Total	246	359



New Mexico Public Education Commission

2016 New Charter School Application Kit
Part C. Application & Rubric



School Information:

Name of Proposed Charter School: Hozho Academy
School Address (if known): 307 E Vega Ave.
School Location (City/Town): Gallup
School District within which the proposed school will be located: Gallup-McKinley County
Grades to be served: K-12
Requested Enrollment Cap: 728

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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 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 innovative aspects in your proposed charter school proposal whenever possible.

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.*

I. Academic Framework

A. School size.

State the requested enrollment, grade levels to be served and student/teacher ratio.

A.(1) Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	158	K-8	15:1-20:1
Year 2	205	K-9	14:1-21:1
Year 3	264	K-10	15:1-28:1
Year 4	324	K-11	15:1-28:1
Year 5	383	K-12	15:1-28:1
At Capacity (Enrollment Cap)	728	K-12	18:1(K)-28:1(1-12)

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	Included			Not included
A.(1) School Size	The application provides all of the required information.			The application does not provide the required information.
<p>CSD EVALUATION: Exceeds—4 The applicant's response is rated Exceeds.</p> <p>The application provided all of the required information. The review team feels class sizes seem high and the applicant has provided no rationale or recruitment program to demonstrate this kind of enrollment growth is possible in the area.</p>				

B. Mission.

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

APPLICANT RESPONSE:

Hozho Academy is committed to the tradition of a Classical education. We are committed to a rigorous program that will develop students who are educated in all of the liberal arts and sciences as well as in moral character and civic virtue. Our goal is to provide the best education possible which will permit a full understanding of all students' cultures in the four corners area.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(1) School Mission	The mission statement incorporates all three questions above and therefore meets or exceeds the expectation by providing a clear, cohesive, comprehensive, reasonable, and innovative purpose for the proposed school.	The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level by providing a clear and reasonable purpose for the proposed school.	The mission statement does not adequately address the three questions above and therefore partially meets expectations.	The mission statement is inadequate or incomplete. --OR-- The application does not respond to this prompt.

CSD EVALUATION: Meets - 3

The applicant's response is rated 3 Meets.

The applicant answers the question of what student outcomes they will accomplish - students who are educated in all of the liberal arts and sciences as well as in moral character and civic virtue. The applicant also answers how they will accomplish that outcome - with classical education that permits a full understanding of all cultures in the area.

The use of the phrase "best education possible" is vague.

C. Indicators/Goal(s) Related to the proposed 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 proposed 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 an approved school to demonstrate its achievements related to an approved 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 proposed school's ability to implement the proposed school's mission;
- (2) be in format set forth below which is a SMART goal format (specific, measurable, 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.

Again, please note that **these indicators/goals are subject to change through the negotiation process as an approved 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 or outcomes 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 attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous.** A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

C.(1) Mission-Specific Indicators/goals

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 proposed 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.**

APPLICANT RESPONSE:

Goal/Indicator 1 related to School's Mission:

Students will produce a yearly portfolio, in the Spring of each academic year including teacher or self-selected items from 5 of 7 curricular areas (including English Language/Literature, history/geography/government, visual arts, music, mathematics, Latin/foreign languages, and science), as well as one item reflective of the child's culture or understanding of culture, and one item demonstrating understanding of Core Virtues as outlined in section D.(1) of this application.

By Hozho Academy's third year in operation, 80% of students will achieve a Meets or Exceeds rating on their portfolio as measured by a portfolio evaluation rubric (developed by Principal prior to July 24). This will hold our school accountable to the goal of forming students in the liberal arts and sciences as well as educating students in their culture and forming them in moral character and civic virtue.

Benchmarks:

Exceeds Standard: At least 90% of K-8 students at Hozho Academy score proficient or advanced on their yearly portfolio as measured by the portfolio evaluation rubric.

Meets Standard: At least 80% of K-8 students at Hozho Academy score proficient or advanced on their yearly portfolio as measured by the portfolio evaluation rubric.

Does Not Meet Standard: At least 60% of students at Hozho Academy score proficient or advanced on their yearly portfolio as measured by the portfolio evaluation rubric.

Falls Far Below Standard: Hozho Academy fails to meet any of the above standards.

An 80% standard ensures that a significant number of students are achieving academic success in culture and the liberal arts.

Goal/Indicator 2 related to School's Mission:

By the end of its third year in operation, Hozho Academy will earn an 80% favorable rating (agree or strongly agree) from parents on the Governing Council generated questions of the New Mexico Quality of Education Survey (Q11-15), as well as the following New Mexico Public Education Department generated questions on the New Mexico Quality of

	<p><i>Education Survey: Q3 My child’s school holds high expectations for academic achievement, Q10 My child takes responsibility for his or her own learning. These questions will hold our school accountable to providing a rigorous education for our students as well as forming students in moral character and civic virtue.</i></p> <p><i>The Governing Council questions will be developed and approved by the September Council meeting and will be revised yearly to ensure questions are aligned to our Core Virtues.</i></p> <p>Benchmarks: <i>Exceeds Standards: At least 95% of parents at Hozho Academy choose a favorable rating (agree or strongly agree) on the average of the specified questions on the New Mexico Quality of Education Survey.</i></p> <p><i>Meets Standards: At least 90% of parents at Hozho Academy choose a favorable rating on the average of the specified questions on the New Mexico Quality of Education Survey.</i></p> <p><i>Does Not Meet Standards: At least 70% of parents at Hozho Academy choose a favorable rating on the average of the specified questions on the New Mexico Quality of Education Survey.</i></p> <p><i>Falls Far Below Standards: Hozho Academy fails to meet any of the above standards.</i></p> <p><i>According to the 2014-2015 Gallup-McKinley County district report card, 91% of parents chose a favorable rating for questions 3 and 10 on the New Mexico Quality of Education Survey. This shows that our goal is attainable, but the increased number and variety of questions we will be asking with our added questions increases the rigor. If we keep the favorable rating at least at 90% we will be making a significant impact in the community.</i></p>
	<p><i>Other Mission-Specific Goals/indicators, if appropriate</i></p>

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

	achievement of each goal/indicator.	achievement of each goal/indicator.		
<p>CSD EVALUATION: Meets- 3</p> <p>The applicant's response is rated Meets.</p> <p>The applicant provided two goals. The applicant did provide two goals that reflect the implementation of the proposed school's mission which is forming students in the liberal arts and sciences as well as educating students in their culture and forming them in moral character and civic virtue.</p> <p>The school has identified two short cycle assessment goals in the academic section Question H.(2).</p> <p>The applicant has clearly explained why the goals are rigorous but attainable.</p>				

D. Curriculum, Educational Program, Student Performance Standards.

D. (1) Provide a description the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards, and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE:

Hozho Academy ("HoAc") is committed to providing a classical education for all students. This means that students will be educated in all of the liberal arts and sciences as well as in moral character and civic virtue. With collaboration from the Hillsdale Barney Charter School Initiative, HoAc has developed a content-rich curriculum consistent with those goals as well as aligned to the Common Core State Standards and New Mexico Content Standards. The Hillsdale Barney Charter School Initiative (BCSI) has supported the opening of 15 high performing charter schools based on a classical, liberal arts model, including one in New Mexico which is an "A" rated school and performed well above the state average on the recently released PARCC results. Clearly, there is something in the classical model that is working for these schools and students.

Research has shown that students who experience a broad based curriculum perform better academically and are typically more successful students. More educationally successful countries than the United States have managed to avoid narrowing their curriculum (Source: "Soaring Systems: High Flyers All Have Equitable Funding, Shared Curriculum, and Quality Teaching." Educational Leadership, Linda Darling-Hammond). To this end, the following are required components of the HoAc curriculum: 1) Basic cognitive skills: reading, writing, mathematics, 2) Core subjects: English language and literature; history, geography, and government; physical and biological science; mathematics, 3) Other classical subjects: music, visual arts, Latin (starting in 6th grade), modern foreign language, 4) Auxiliary subjects: Physical education, regional history.

K-8:

The Core Knowledge Sequence, which is based upon E.D. Hirsch’s book Cultural Literacy, will form the basis for the K-8 curriculum. The Sequence is aligned to the CCSS and provides a coherent grade-by-grade sequence of specific topics, skills, and content to be taught in each grade including history, geography, literature, visual arts, music, language arts, science, and math. The Sequence is used by private, public, and public charter schools and has documented success when appropriately implemented (coreknowledge.org). Core Knowledge focuses on specific content and building background knowledge, which is especially beneficial for students with special needs (including ELs). Please see appendix H for the attached sequence.

Language Arts instruction in K-8 will include using the Riggs Institute’s The Writing and Spelling Road to Reading and Thinking. This sequential phonics program is a brain-based approach with multisensory instruction that addresses all learning styles. Riggs began with Dr. Samuel Orton, a neuroscientist who researched the functioning of the human brain in learning language skills. In collaboration with teachers, he combined his multisensory techniques with classical and Socratic instructional approaches to teaching. Riggs is an “explicit” phonics approach as defined and recommended in a Federal Compilation of Reading Research: Becoming a Nation of Readers, 1985. Riggs uses a complete and comprehensive method to teach all language arts skills. Students will learn spelling, writing (including cursive), listening skills, comprehension, vocabulary, and grammar (Source: The Riggs Institute). Riggs phonics meets or exceeds grade level CCSS and NM content standards. Teachers will ensure alignment by documenting standards and learning objectives in their lesson plans.

In mathematics, we will use Singapore Math. The Singapore Math program is time-tested and has a documented history of success (source: singaporemath.com). It was developed in 1981 by the Curriculum Planning and Development Institute of Singapore and used in the United States starting in 2000. Topics are taught to a mastery level with detail and consistency and the textbooks are designed to build a deeper understanding of mathematical concepts as opposed to just definitions and formulas. Singapore Math has a consistent emphasis on problem solving and model drawing, with a focus on in-depth understanding of essential math skills, and is aligned to the CCSS. Teachers will ensure alignment to CCSS and NM content standards by documentation in lesson plans.

High School:

In the high school, HoAc students will study the traditional liberal arts: language and literature, rhetoric, math, history and government, as well as the sciences, music, art, and physical education. The high school curriculum will follow the example set by the Core Knowledge Sequence in that it will deliver specific content and skills, aligned with CCSS, NM content standards, and the Core Virtues to support the HoAc mission. The curriculum will be developed so that the content and skills to be taught in each course is clearly articulated, as well as assessments based on those learning objectives.

The high school curriculum will explore issues and texts intensively and in depth. The focus for teaching literature will be the great books and the classics using the Socratic Method. History will be taught mainly through the use of primary source documents created at the time under study. For example, teachers of American History will introduce students to historical works that contributed to the formation of American society and culture such as George Washington’s “Farewell Address” and Martin Luther King, Jr.’s “Letter from Birmingham Jail.” Such primary sources will bring history to life as well as equip students with research and analytical skills. Students will learn a true account of the times through the eyes and words of those who experienced such events and helped shape history.

High school mathematics and science will offer rigorous training in the fundamentals and theories of these disciplines. Students will receive extensive training in analytical thinking and the scientific method. High school students will take four years of science, beginning with the fundamentals of biology that will require Algebra as a prerequisite. Chemistry in the sophomore year will require a minimum of Algebra II; physics will be taken in the junior year. Another science elective will be taken senior year. If a student requires an additional year to acquire the requisite mathematical skills, the sequence can be delayed by a year. Elective courses in mathematics and science will be added as the school grows and as we better understand the needs and interests of the student body. The basis of the curriculum will be defined by the standards and benchmarks developed by teachers and aligned to the CCSS and NM content standards.

Teaching in math and science will include reports of original research, observations or ideas such as Galileo's The Starry Messenger, Sir Isaac Newton's Principia or Euclid's Geometry.

Students in the high school will be given some flexibility in the sequence of their courses within each subject. Detailed course offerings and curriculum will be evaluated and refined in an on-going effort to offer a curriculum that most effectively promotes student achievement.

Language Study:

Foreign languages will be an important part of HoAc's curriculum. Latin, as well as modern languages will be taught. In grades K-5, students (and their parents) will be given the choice to study either Spanish or Navajo. In grades 6-9, Latin will be taught to all students. In grades 10-12, students will choose between continuing Latin or studying a modern language. Our high school language requirements comply with the New Mexico graduation requirements and are in line with college expectations.

Character Education:

In addition to placing an emphasis on rigorous academic training, HoAc's curriculum will be designed to promote and build strength of character in students. The teaching of the Core Virtues (see below)—will be interwoven throughout the curriculum at every grade level, and documented in teacher lesson plans. Students will be exposed to great stories of self-command and self-sacrifice found in literature and history and engage in Socratic discussions about the moral virtues of the various heroes and heroines.

Core Virtues:

Compassion - To recognize the suffering of others, then take action to help.

- "Our human compassion binds us the one to the other - not in pity or patronizingly, but as human beings who have learnt how to turn our common suffering into hope for the future." - Nelson Mandela
- "No act of kindness, no matter how small, is ever wasted." Aesop

Perseverance - Steadfastness in doing something despite difficulty or delay in achieving success.

- "Many of life's failures are people who did not realize how close they were to success when they gave up." — Thomas A. Edison
- "Always bear in mind that your own resolution to succeed is more important than any one thing." — Abraham Lincoln

Courage - Mental or moral strength to venture, persevere, and withstand danger, fear, or difficulty. -- A quality of spirit that enables you to face danger of pain without showing fear.

- "Courage is resistance to fear, mastery of fear – not absence of fear." – Mark Twain

- *“One of the greatest discoveries a man makes, one of his great surprises, is to find he can do what he was afraid he couldn’t do.” - Henry Ford*
- *“Courage doesn’t always roar. Sometimes courage is the little voice at the end of the day that says I’ll try again tomorrow.” – Mary Anne Radmacher*

Respect – *To consider worthy of high regard*

- *“Respect for ourselves guides our morals; respect for others guides our manners” — Laurence Sterne*
- *“Respect is a two-way street, if you want to get it, you've got to give it.” — R. G. Risch*
- *“Respect for right conduct is felt by everybody.” — Jane Austen*

Responsibility - *The ability to distinguish between right and wrong, and to be accountable for one's behavior.*

- *“It is wrong and immoral to seek to escape the consequences of one's acts.” — Mahatma Gandhi*
- *“The price of greatness is responsibility.” – Winston Churchill*
- *“If you take responsibility for yourself you will develop a hunger to accomplish your dreams.” - Les Brown*

Diligence - *Consistent, sustained, and earnest effort to accomplish what is undertaken.*

- *“What we hope ever to do with ease, we must learn first to do with diligence.” – Samuel Johnson*
- *“Learning is not attained by chance, it must be sought for with ardor and diligence.” -Abigail Adams*

Temperance -*Self-restraint or moderation in act, thought, or feeling.*

- *“Temperance is moderation in the things that are good and total abstinence from the things that are foul.” -Frances E. Willard*

Integrity - *Doing the right thing when no one is watching. -- Moral soundness; honesty; freedom from corrupting influence or motive.*

- *“If you don't stand for something you will fall for anything.” — Malcolm X*
- *“Whoever is careless with the truth in small matters cannot be trusted with important matters” — Albert Einstein*

Further Development of the Curriculum:

In the summer before each year of opening a new grade, grade level teachers, in collaboration with the Dean of Instruction and the Principal will develop learning objectives, curriculum maps, unit plans, and lesson plans for the grade that will be opening that year. During the first semester of that year, teachers, in collaboration with the Dean of Instruction and the Principal will develop the same elements of the curriculum for the second semester.

Teachers, in collaboration with the Dean of Instruction, will create grade level curriculum maps, unit plans, and lesson plans based on the above specifications. The Principal will outline requirements, before the start of teacher training in July, for the teachers to follow when fleshing out the details of the curriculum from the general specifications. Guidelines must include: 1) A complete list of resources to be used, 2) Documentation of learning objectives, CCSS and NM content standards covered in each lesson, 3) A description of curriculum based assessment tools to ensure student mastery of objectives, 4) A schedule for lesson plan evaluation and classroom observations to ensure alignment of the curriculum to CCSS, NM content standards, and the HoAc mission.

Timeline:

January-July 2017: Principal of Hozho Academy is Hired (an earlier hire is preferable but contingent on fundraising efforts from the board)

July 21, 2017: Principal finalization of curriculum requirements for teachers

July 24-August 11, 2017: Teachers complete semester long curriculum map and unit plans for the first semester as well as lesson plans for the first two weeks of class. After that, teachers will create lesson plans on a weekly basis and submit to principal for review as outlined in the principal’s curriculum requirements.

August 14, 2017: First Day of School for Students

Summer 2018: Curriculum materials completed for 9th grade

Summer 2019: Curriculum materials completed for 10th grade

Summer 2020: Curriculum materials completed for 11th grade

Summer 2021: Curriculum materials completed for 12th grade

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

mission.			
<p>CSD EVALUATION: Meets – 3</p> <p>The applicant's response is rated Meets.</p> <p>The applicant provides a clear and reasonable description of the curriculum that will be used for core content including information regarding Core Knowledge and Singapore Math, as well as the Riggs phonics system. In addition, the applicant identifies the instructional resources that will be used for the teacher preparation portion of the school's educational model.</p> <p>The applicant provides a clear timeline and plan for the curriculum development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the proposed school's mission. The review team has concerns that the plan for curriculum development does not provide not a reasonable amount of time for teachers to implement the chosen curriculums .</p>			

E. Graduation Requirements.

<p>E. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or 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.</p> <p>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.</p>		
APPLICANT RESPONSE:		
<i>English</i>	<i>Core Courses: Classical Literature (2 semesters), British Literature (2 semesters), American Literature (2 semesters), Modern Literature (2 semesters)</i>	<i>4 units</i>
<i>Math</i>	<i>In addition to meeting the credit requirement, students must successfully complete Algebra 1 (2 semesters), Geometry (2 semesters), and Algebra II (2 semesters).</i>	<i>4 units, 1 unit => Alg. 2</i>
<i>Science</i>	<i>In addition to meeting the credit requirement, students must successfully complete Biology (2 semesters) and Chemistry (2 semesters).</i>	<i>4 units*, 2 w/lab</i>
<i>Social Science (History, Government, Economics)</i>	<i>History core courses: Western Civilization I (2 semesters), Western Civilization II (2 semesters), American History to 1900 (2 semesters), Modern European History (2 semesters), American History 20th Century (1 semester), New Mexico History (1 semester).</i>	<i>5 units**</i>
	<i>Government core course: American Government (1 semester)</i>	<i>.5 unit</i>

	<i>Economics core course: Economics (1 semester)</i>	<i>.5 unit</i>
<i>Foreign Language</i>	<i>Latin or modern languages available, in addition to meeting the credit requirement, students must successfully complete one credit in Latin (2 semesters).</i>	<i>3 credits***</i>
<i>Composition</i>	<i>Core course: Composition (1 semester). Depending upon the student's readiness for the standard course, some students may be required to take as a pre-requisite a one-semester basic composition course.</i>	<i>.5 credits****</i>
<i>Moral Philosophy</i>	<i>Core course: Moral Philosophy (1 semester)</i>	<i>.5 credits*****</i>
<i>Physical Education and Health</i>	<i>PE (2 semesters)</i> <i>Health (1 semester, if not completed in middle school)</i>	<i>1 credit</i> <i>.5 credits</i>
<i>Electives</i>	<i>6 semesters</i>	<i>3 credits*****</i>
<i>Total</i>		<i>26 or 26.5 credits</i>

All students are required to take the core courses. If a student fails a course, the course must be re-taken in lieu of an elective provided the total number of credits earned during the student's high school tenure does not fall below the state minimum credit requirement for graduation (24.5 or 25).

At the discretion of the Principal, a student may be required to complete remedial courses in order to graduate.

The Principal has the authority to waive any graduation requirement except those meeting the state requirements.

Once enrolled full-time, a student will not receive credit from any other institution without the prior approval of the Principal

Explanation of Departures from New Mexico State Requirements

**an extra unit of science is required of students to ensure that they are enrolled in a science class each semester of their high school career. Since we are a classical, liberal arts school, a well-rounded schedule inclusive of many different curricular areas is important each semester.*

***We consider that a solid understanding of history (where we came from) helps to form students image of who they are, so there are several extra semesters of history required of our students. Additionally, a solid understanding of European history is essential to classical education, since much of the classical canon and ideas are from Europe, therefore these classes are required for our students as well.*

****Rather than the career cluster, workplace readiness, or language option, we are requiring our students to take Latin with the option of another foreign language to fulfill a language requirement. The study of Latin is an important component of a classical education, and we believe that modern languages are important to give students an appreciation of their own and other cultures. Additionally, language study is becoming increasingly important in college admissions.*

***** Rhetoric and argumentation are an important part of a classical education, and we would like to make sure our students have the tools to make themselves heard through their written work, so one semester of composition is another required component in our high school program. Also, strong writing skills are important to ensure success in college and post-secondary work.*

******Moral Philosophy is an important part of classical education. It includes development in the Core*

Virtues and traditional Classical Virtues (prudence, justice, fortitude, temperance) which are important to our mission.

******Due to our increased required courses elsewhere, the elective credits are more limited, but with our extended day extracurricular offerings, we believe that students will have ample opportunity for self-chosen enrichment activities.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Graduation Requirements /Graduation Waiver If Necessary – High Schools Only	<p><i>Only applicable for high school proposals</i> High school graduation requirements are clearly articulated and meet state requirements. Any changes proposed by the application that vary from state minimum requirement are clearly explained.</p>			<p><i>Only applicable for high school proposals</i> The application does not address graduation requirements. OR The Application does not comply with state requirements.</p>
<p>CSD EVALUATION: Exceeds—4 The applicant’s response is rated Exceeds. The applicant has provided the information requested.</p>				

F. Instruction.

F. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** support and align with the proposed school’s mission, and curriculum.

APPLICANT RESPONSE:

HoAc is devoted to delivering a classical liberal arts education to all students. We believe that a classical liberal arts education produces holistically educated students who are moral people and participatory citizens eager to fulfill their purpose in the world whether that is in college or working at a family business or farm. Classical education upholds a standard of excellence. We believe all students will achieve their best potential when challenged with high expectations and meritorious standards. We further trust that students will recognize and emulate virtuous behavior when they are introduced to the timeless heroes and heroines of literature and history. Classical education sees the knowledge is worthwhile pursued for its own sake, and that life should be examined with intellectual rigor and attention to character. Classical education sees that discipline, ethics and personal responsibility should be modeled and expected to support students in reaching goals of subject mastery and excellence in character.

Classical liberal arts education can best be described as traditional. Our teachers will employ methods such as direct instruction, modeling, and Socratic discussions. These will be combined with hands-on and experiential instruction as necessary, however, Classical education sees the teacher guiding students toward an understanding of an eternal truth. For classical theorists, truth and knowledge are eternal and objective, and it is a teacher’s job to guide students toward discovery, and ownership of that truth.

To these ends, teachers will employ the following methods:

- *The Socratic Method—the use of direct, intentional questions to guide students’ understanding of problems and their solutions.*
- *Use of Primary Source documents in History—diaries, letters, drawings, and memoirs created by those who participated in or witnessed events will bring history to life and equip students with essential insight as well as research and analytical skills.*
- *Teaching and coaching in the Core Virtues will be integrated throughout the curriculum and in all grades, specifically through student exposure to stories of self-command and self-sacrifice found in classical literature and history. As an example, children would learn about the virtue of “perseverance” by listening to the poem, “Try, Try, Again,” or after reading Rev. Martin Luther King, Jr.’s landmark speech, “I Have a Dream.”*
- *Integrating a standard of excellent behavior represented in the Core Virtues.*
- *Studying Latin and other foreign languages will afford students a critical knowledge of English Grammar, while bolstering performance in subjects across the board.*
- *In high school a senior thesis will allow students to complete an in-depth inquiry into a question or topic that represents the culmination of the student’s academic experience at HoAc. The process of researching and completing the thesis hones students’ ability to conduct research, to analyze and synthesize information, and to communicate effectively about what they have learned.*

These methods will help provide students a rigorous and complete education that will challenge them to excel both in learning and in character. Students will learn explicit phonics, reading, English, spelling, composition, math, history, geography, science, music, art, and rhetoric through time-proven methods, and will be held to high standards of discipline, ethics, and personal responsibility. Equipped with knowledge of necessary skills and content, a true perception of history, and strong character, HoAc students will be prepared to assume their role as self-governing citizens. Students will graduate highly literate and excellent individuals prepared to become active and responsible members of their community.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The application provides a clear, comprehensive, and cohesive overview of the educational philosophy and instructional methods to be implemented that clearly support and aligns with the proposed school’s	The application provides a clear overview of the educational philosophy and instructional methods to be implemented that adequately support and align with the proposed school’s mission, curriculum,	The application provides a limited overview of the educational philosophy and instructional methods to be implemented that partially or do not support and align with the proposed school’s mission, curriculum, instructional program,	The application’s overview of educational philosophy and instructional methods is incomplete or inadequate. --OR-- The application does not address

	mission, curriculum, instructional program, and performance standards.	instructional program, and performance standards.	and performance standards.	educational philosophy and instructional methods.
CSD EVALUATION: Meets—3				
The applicant's response is rated Meets.				
The applicant provides a clear and comprehensive overview of the educational philosophy that is succinct and aligns with the mission and goals of the school. However, the instructional methods do not clearly aligns with the proposed school's curriculum. Specifically, the MOU with Hillsdale requires "no so called student centered approaches" to learning, but this application addresses the use of hands on instruction, as does Singapore Math teaching philosophies. The review team is unclear how these work in tandem with each other.				

F.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

APPLICANT RESPONSE:

2017 Calendar

July 24: First day for teachers

July 24-August 4: Hillsdale BCSI training on-site and teacher preparation time

August 9: First day of school

August 15: Navajo Nation Code Talks Observation Day (No School)

September 4: Labor Day (No School)

October 12: End of first quarter

October 13: Data Day/Professional Development, No Students

October 16-20: Parent Teacher Conferences (before and after instructional hours)

November 20-24: Thanksgiving Break (Friday, November 24—Navajo Nation Family Day)

December 20: End of 2nd Quarter

December 21: Data Day/Professional Development, No Students

December 22-January 2: Winter Break

2018 Calendar:

January 8-12: Parent Teacher Conferences (before and after instructional hours)

January 15: MLK Jr. Day (No School)

February 19: Presidents Day (No School)

March 8: End of 3rd Quarter

March 9: Data Day/Professional Development (No Students)

March 26-April 2: Spring Break

April 23: Navajo Sovereignty Day (No School)

May 18: End of Quarter 4

May 24: Last Day of School

May 25: Last Day for Teachers

DAILY SCHEDULE

8:30 Start of school day K-12

1:00 Half-day Kindergarten Students Released
 3:30 K-6 Curricular school day over
 4:00 7th -12th Curricular school day over
 3:30-5:00 Extracurricular time 2nd-6th grade
 4:00-5:00 Extracurricular time 7-12th grade

Please see detailed sample schedule attached as appendix I. The attached schedule is a draft. We expect the Principal to complete a final schedule by July 24th, 2017 for K-8 and readjust every year by the first day for teachers to include the additional phased-in grade.

With the above schedule, half-day kindergarten students will be in school 3.5 hours (in excess of state requirement by 1 hour), K-6 students will be in school 6 hours (in excess of state requirement by .5 hours), and 7-12 students will be in school 6.5 hours (in excess of state requirement by .5 hours). With 179 instructional days in our school year, half-day K students will have 627 total hours/year, K-6 students will have a total of 1,074 hours/year, and 7-12 students will have 1,164 total hours/year. There will be extra hours (approximately 84/year for K-12 students exclusive of half day K which will have more) to account for snow days or other things that may come up. We anticipate that many of our students are coming in behind grade level (based on district data) so the extra instructional time will benefit students greatly. We have a later start and an added extracurricular time at the end of the day to coincide with working hours and increase student accessibility to the school. Additionally, the school will be open for students to arrive starting at 7:45 to help families requiring an earlier drop-off time. The late start and finish also allows for us to use the district buses as they will transport our students after they run their usual routes. The inclusion of a half-day kindergarten option was to allow families who are not quite ready for a full day of schooling for their young student the option to send him or her only for a portion of the school day. Families who choose a half-day option will be given resources to help students continue to learn at home. If a student in the half-day option is behind, there will be serious discussions as to the appropriateness of the half-day option for that child. We included important cultural and national holidays in our vacation time, to give deference to various cultures to ensure that students miss as few instructional days as possible.

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

CSD EVALUATION: Meets – 3

The applicant's response is rated Meets.

The applicant has both a detailed daily plan as well as annual schedule that meet state requirements and support implementation of the planned educational program. The calendar and schedule contains some detail regarding the reasons why certain components of the calendar and daily schedule are in place for student success, such as the daily schedule aligning with a typical work day, and calendar days of school dismissal that align with cultural norms.

F. (3) Provide a **clear, comprehensive and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE:

Classical liberal arts education has shown demonstrable success among diverse groups of students. Classical education values and considers the humanity of all students, therefore it is especially important among traditionally marginalized students. Classical education works because we are all human and all students are capable of learning. Our students come from diverse backgrounds, and students in our area are historically underperforming under the current educational opportunities they have been given. Classical education has not been tried among our students, and we believe this is a disservice based on an underestimation of the talents of our students. An important part of our curriculum is a research based systematic phonics program which has been shown to be successful especially among ELL and SPED students, which comprise a large part of our student population. The phonics program will also serve to help older students catch up in reading by giving them concrete tools and systematic instruction in decoding. Literacy is a major focus of our school and our curriculum ensures that students and teachers have the tools to make all students readers.

The yearly calendar and daily schedule ensure that families can get their students to school, so that they can miss as few days of instruction as possible. The extended hours will also allow us to develop relationships with our students' families as it will give them access to teachers and other school staff. Extra instructional hours in our academic year will ensure that students who are behind will have the necessary instruction to catch up to grade level. Additionally, we tried to consider any cultural or national holidays for which our students would be likely to miss school, and included those in our break days. It is imperative that student attendance rates are as high as possible. If students are not in school, they will be missing out on important instruction. If students do have to miss school for traditional observances or important family events for which there is not a scheduled break, teachers will be available before and after school during early drop-off times and extra-curricular time to ensure that students can make up the work they missed.

One problem we see with the current state of education in our community is that the curriculum is narrowed to the point of only covering reading and math. Our students are cheated out of a broad, multifaceted curriculum that will capture their attention and enrich their minds. We intend to incorporate rich aspects of a curriculum during the regular school day, but also intend to provide enrichment to our students during the extracurricular time at the end of the regular school day. This time will allow students to experience aspects of education that more affluent communities likely have access to. These include sports lessons and participation, choir and instrument lessons, art, photography, woodworking, mechanics, cultural skills and experiences from various community members, and other experiences as we can find them. We strongly believe that all children deserve the rich, broad based

educational experience we are providing.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	The application provides a clear, comprehensive and cohesive explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.	The application provides a clear explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.	The application provides a limited explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.	The application provides an inadequate and/or incomplete explanation of how the proposed educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population. --OR-- The application does not address the prompt.
<p>CSD EVALUATION: Meets – 3</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant has described why the proposed educational philosophy and instructional methods have been chosen and how they will be effective with diverse students. The applicant has also addressed how the yearly calendar and daily schedule will respect local cultures and facilitate the development of relationships with students’ families.</p>				

G. Special Populations.

This includes those with Individualized Education Programs (IEPs) and English language learners (ELLs).

G. (1) Special Education.

G. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

APPLICANT RESPONSE:

We believe that all students deserve to experience a full academic program with their peers, and believe

that a classical liberal arts curriculum is the best education for all regardless of special needs or circumstances. HoAc's curriculum and supplemental programs were selected specifically to meet the needs of the target student population. Our curriculum and supplemental programs are time-tested and research based and have successfully been implemented for students from academically, socially, and economically-varied backgrounds. Therefore, we intend to implement as close to a full inclusion model as possible. 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.

General Curricular Features for Students with Special Needs:

HoAc's curricular approaches, Core Knowledge, Riggs (explicit phonics), and Singapore Math, are designed to build foundations of knowledge in the early grades. Because children learn by building on what they already know, this curriculum will benefit students with all different learning abilities. The emphasis on foundational skills and rich content will enable teachers to effectively bring students with pre-existing academic problems up to grade level, and at the same time strengthen the knowledge base and challenge the academic potential of every student at grade level.

Singapore Math, too, uses clear and simple explanations of math concepts, which are often just a few words in a cartoon balloon. (Source: John Hoven and Barry Garelick, "Singapore Math: Simple or Complex?" Educational Leadership 65:3, November 2007). The program's detailed instruction, questions, problem solving and hands-on aids—such as blocks, cards and bar charts—ensure that students master the material. Ideally, students do not move on until they have thoroughly learned a topic. Educators say that slowing down the learning process gives students a solid math foundation upon which to build increasingly complex skills, a process which is especially helpful for students with special needs. (Source: Internet – Singapore Math Adopted in More US Schools – The New York Times Sept. 30, 2010)

The Riggs Phonics method — The Writing & Spelling Road to Reading & Thinking is also appropriate and recommended for teaching all students the explicit phonics, reading, and language arts they must learn in order to succeed. Riggs is a multi-sensory, brain-based approach that addresses virtually every student's learning style through four pathways to the brain: sight, sound, voice, and writing. This time-tested method will be an effective remedial program for students with pre-existing academic problems. It provides an optimal learning opportunity for each student, especially those with learning difficulties or disabilities.

Another feature of the Riggs method is its use of appropriate sequencing. Riggs begins at the student's speech and oral comprehension levels; it allows students to build one skill upon another, always moving from the known to the unknown. Students are presented with a limited number of concepts — or information — in a given period of time. They then practice these concepts in a variety of ways until mastery is achieved. This method will serve students with special needs across the spectrum.

For gifted education, the educational program at HoAc allows students to be challenged by enabling individual students to work to the necessary depth in a subject. For example, most students will read the selected abridged version of Robinson Crusoe in 4th grade in keeping with the literature choice of the Core Knowledge Sequence, while some students will be able to read the original unabridged version. At the high school level, once the school reaches sufficient size, Honors or AP courses can be offered in many subjects. Additionally, teachers will work with students and parents to develop individualized

learning plans for gifted students as needed. Another important consideration for gifted students is that the extracurricular time after school will allow time to explore academic avenues of interest to the student or for which the student shows a particular affinity.

The curricular approaches we have chosen for HoAc will not only challenge the academic potential of every student but will also enable teachers to effectively meet the needs of students' different abilities for optimal learning.

Evaluation and Services Process

For general education students who are presenting concerns, teachers will meet informally or arrange formal conferences with parents to determine those factors that may influence a student's progress. Teachers will utilize data collected from academic assessments and universal screenings and will employ strategies such as differentiation, scaffolding, small group instruction, and cognitive strategies. If students are not making progress after the first 6-9 weeks, HoAc staff will institute the Student Assistance Team (SAT) and Response to Intervention Model (RTI) as outlined in 6.29.1.9 of New Mexico Administrative Code and the NMPED Response to Intervention Manual. HoAc will follow the same model for students who demonstrate potential areas of giftedness. The RTI Model is as follows:

Tier I

In Tier 1, HoAc shall ensure that adequate universal screening in the areas of general health and well-being, language proficiency status and academic levels of proficiency has been completed for each student enrolled. Within the classrooms, Students will be assessed at the beginning of each school year based upon Benchmark data for each grade level in each core content area that is developed by the school. In addition to progress that is being observed in the classroom, all students will be monitored three times per year utilizing short-cycle assessments. The data will be used to help determine if there is a problem with the core curriculum.

As the year progresses, student progress will be monitored and data will be collected to identify students who are struggling. For struggling students, they will first receive assistance in this Tier through the use of universal interventions within the classroom. These interventions include differentiated instruction and/or instructional strategies such as remedial strategies, classroom/behavior management strategies, small-group instructions, flexible grouping, more instructional time, etc. Interventions are determined by classroom teachers, grade-level teams, and/or school leadership. If, after a reasonable amount of time with progress being monitored and data being collected, these interventions do not result in progress, the students can be referred to Tier 2 – the school's Student Assistance Team (SAT), comprised of the Principal, teacher, parent, and possibly the student and/or specialists as appropriate– for a more intense study of what is causing them to struggle academically or behaviorally. Students exceeding grade-level expectations can also be referred to the SAT process for consideration of a gifted evaluation. (Source: 6.29.1 NMAC9).

Tier II

The purpose of Tier 2 is to provide targeted, supplemental, and individualized support through the SAT process for students who are at risk, and who have not responded to Tier 1 interventions. We will follow the PED Guidance and Resource Manual for New Mexico's Response to Intervention Framework. The manual includes documentation forms we will use throughout the process. The team members may vary by student needs but shall include at minimum:

- 1. Administrator or designee*
- 2. Teacher*
- 3. Parent*

4. *Student when appropriate*
5. *Specialists as appropriate*

Specialists, such as speech therapists, special education teachers, bilingual education teachers, reading teachers, nurses, or social workers can bring valuable perspectives and ideas to the team.

The SAT, at this level, may develop a written, individual SAT Intervention Plan or a Section 504 plan. Based upon data that indicates the student has shown over time a significant deviation from their grade-level peers and/or persistent behavioral problems, a plan can be developed that includes more intense instruction that is provided individually or in small groups and occurs in addition to the general education curriculum. In the area of behavior, a Functional Behavior Assessment and a Behavior Intervention Plan can be developed. For students facing retention, or for those who have been retained, the SAT will develop an Academic Improvement Plan (AIP).

When it is determined that a student has an obvious disability or a serious and urgent problem, the SAT shall address the student's needs promptly on an individualized basis, which may include a referral for a multi-disciplinary evaluation (Tier 3) to determine possible eligibility for special education and related services consistent with the requirements of Subsections D-F of 6.31.2.10(B) NMAC and federal regulations at 34 CFR Sec. 300.300.

Tier III Special Education Referral Process

If the student does not respond adequately to significant Tier II interventions, or if different learning abilities seem to be present, the student will be referred for a Multidisciplinary Evaluation to determine their need for special education services. Prior to the referral, the SAT will determine if the student has received instruction and interventions that are scientific and research-based. Students identified as a "student with disability" are deemed eligible for special education and related services, and an IEP will be developed by a properly-constituted team, including the student (if appropriate), parent or family member, the Principal, a special education teacher, the child's regular education teacher(s), and other professionals as deemed appropriate pursuant to Subsection B of 6.31.2.11 NMAC and federal regulations at 34 CFR Sec. 300.321. Either a parent of a student or members of the HoAc SAT can initiate a request for an initial evaluation to determine if the student has a disability with the consent requirement in 34 CFR Sec. 300.300 and NMAC 6.31.2.10. The initial evaluation must be completed within 60 days of the request being made. If the student qualifies for special education services under the IDEA or the state criteria for gifted, specially-designed instruction and related services will be provided through an Individualized Education Program (IEP). If the student does not qualify for special education services, the student can return to the SAT team and continue to receive Tier II interventions or a Section 504 accommodation plan if appropriate.

Providing Services

The number of special education staff will meet or exceed requirements for caseloads as outlined in NMAC 6.21.: Caseload limits are as follows:

<i>35:1 (special ed. Teacher) 60:1 (Speech-language pathologist)</i>	<i>Special education teacher or SLP who travels from class to class providing services for students whose IEPs require a minimal amount (not in excess of 10% of the school day or week)</i>
<i>24:1 (special ed. Teacher) 35:1 (SLP)</i>	<i>Special education teacher or SLP who travels from class to class providing services for students whose IEPs require a moderate amount (not in excess of 50% of the school day or week)</i>

15:1	<i>Special education teacher providing services to students whose IEPs require an extensive amount of special education (50% or more of the school day or week)</i>
8:1	<i>Special education teacher providing services to students whose IEPs require a maximum amount of special education (an amount approaching a full school day)</i>

Special education staff and service providers will be hired as employees or contracted with privately or through agencies. Special education teachers and ancillary staff will work closely with HoAc general education teachers to provide services and support in the general education classrooms. Special education staff may work in the general education classrooms with students and/or work with teachers on curriculum modifications, accommodations, instructional strategies, etc. Services to students will also be provided in smaller group settings when appropriate.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) Special Education	The application provides a clear, cohesive, and comprehensive explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted.	The application provides a clear explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted.	The application provides a limited explanation of how the proposed school will provide required instructional services/supports to students with IEP and may not address both students with disabilities and students classified as gifted.	The application provides an incomplete and/or inadequate explanation of how the proposed school will provide required instructional services/supports to students with IEP. AND/OR The application fails to address both students with disabilities and students classified as gifted. --OR-- The application does not address Special Education.

CSD EVALUATION: Meets—3

The applicant’s response is rated Meets.

The application provides a clear explanation of how the proposed school will provide required instructional services/supports to students with IEP and addresses both students with disabilities and students classified as gifted. The response specifically lays out a comprehensive evaluation and identification process including full implementation of an RTI system. The response additionally identified how the curriculum will be adjusted to meet the needs of gifted students and describes IEPs

for those students. The response identifies general curricular supports for students with disabilities and the IEP processes for providing services.

G. (1) (b) Provide a **clear, cohesive, and comprehensive** 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.

APPLICANT RESPONSE:

Each SPED-certified educator in charge of a students' IEP will become the head of a team serving that student along with each faculty member who serves the student, as well as the parent, the Principal, and the student or other professionals as appropriate. The team will meet each quarter to determine that students are growing toward IEP goals. A progress report will be prepared to share with the IEP team, family, and the student along with each quarter's report card. IEP goals will be reviewed and modified on a yearly basis. Every three years, or sooner if requested by the teacher or family, students will be re-evaluated by a certified, contracted diagnostician to accurately determine each student's progress and current classification. The support and guidance of 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
G.(1)(b) Special Education	The application provides a clear, cohesive, and comprehensive 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 application 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 application provides a limited description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The application provides an incomplete and/or inadequate 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.	
				--OR-- The application does not address the regular evaluation and monitoring of students with special needs.	
CSD EVALUATION: Meets – 3					
The applicant's response is rated Meets.					
The applicant provides a clear description of how the school will evaluate and monitor the progress of special education students. he response identified that a team consisting of a SPED-certified educator, each faculty member who serves the student, as well as the parent, the Principal, and the student or other professionals will meet quarterly to evaluate progress toward IEP goals and prepare a progress report.					

The response would be stronger if it described how this process would ensure attainment of goals by addressing how services or supports might be adjusted to address deficiencies or lack of progress identified during quarterly meetings.

G. (2) English Language Learner (ELLs):

G.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELLs.

APPLICANT RESPONSE:

ELL Supports in the General Curriculum:

The curriculum is intended to be accessible to students with special needs, including students with limited English proficiency. Both the Riggs program and Singapore Math are designed to meet the individual needs of all students. Riggs is a multi-sensory program that assesses where students are functioning, and offers highly targeted instruction. Skills are presented in a specific order with opportunities for repetition and plenty of visual cues to benefit English Language Learners. Singapore Math, too, is effective in addressing the unique needs of ELL students. There are visual cues and the use of manipulatives to make the concepts more concrete for students. It has been proven successful among struggling learners and ELLs alike.

English Language Standards:

In order to meet the needs of ELL students, HoAc will follow the English Language standards in the WIDA book. All teachers will be aware of any ELLs in their classroom and will use the WIDA standards while planning.

Identification of ELL Students:

HoAc will use the following required procedures to appropriately identify and serve the language needs of English Language Learner students. The procedures include:

- 1. Identification of the Primary or Home Language other than English (Phlote) by administering the Home Language Survey when students are enrolled.*
- 2. If the Home Language Survey indicates a language other than English, the WIDA Access Placement Test (W-APT) will be administered within the first 30 days of school or 30 days after enrollment if students enroll late to determine whether the student is proficient or non-proficient in all language domains. The Dean of Students will be responsible for ensuring that the test has been administered in a timely manner.*
- 3. If students qualify as ELL, a program will be developed by the SAT and classroom teacher based on student needs within 30 days.*
- 4. Student Evaluation—student progress will be assessed annually, using the WIDA test until proficiency is attained.*

Providing Services:

If determined as necessary by the SAT, HoAc may contract with an appropriately certified ESL or Bilingual teacher who can provide assistance within the classroom to the student. Additionally, due to the large population of ELLs in our district, we anticipate to have around 25% ELL students. Therefore, teachers will receive professional development each year (on one of the two data/professional development day) on strategies to support ELLs including sheltered instruction, adjusting speech, including the use of visuals and demonstrations, and providing appropriate background information and experiences to help students grasp concepts. The objective will be to enable ELL students to achieve a mastery of English as

soon as possible.

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

CSD EVALUATION: Meets—3

The applicatn’s response is rated Meets.

The application provides a clear explanation of how students identified as English Language Learners (ELL) will be supported through instructional services and support from personnel trained in serving ELLs. The school plans to use a curriculum that has proven to be effective with ELLs. The school will also ensure all teachers are aware of ELLs in their classrooms and incorporate the WIDA ELD standards into the curriculum. The school has identified a proper identification process and a team consisting of the SAT and classroom teacher that will be responsible for developing an individualize program based on student needs within 30 days.

G. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners.

APPLICANT RESPONSE:

ELL students will be participants in the SAT process. The WIDA ELD standards will be made an important part of their academic program, with the goal of achieving English proficiency as soon as possible. Their general academic progress and language development progress will be monitored by the SAT team each quarter and English progress will be assessed annually, using the WIDA test until proficiency is attained. The Dean of Students will ensure that the WIDA test is administered in a timely manner (30 days after enrollment or the start of school).

Ranking					
		Satisfied ←		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (2)(b) English Language Learners (ELLs)		The application provides a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners.	The application provides a clear plan to regularly evaluate and monitor the progress of English language learners.	The application provides a limited plan to evaluate and monitor the progress of English language learners.	The application provides an incomplete and/or inadequate plan to evaluate and monitor the progress of English Language Learners. --OR-- The application does not address evaluating and monitoring the progress of English language learners.
	CSD EVALUATION: Partially Meets – 2				
The applicant’s response is rated Partially Meets.					
The applicant provides a limited description of the school’s process for evaluating and monitoring the progress of English language learners. The response minimally includes the use of annual assessments for tracking the performance of ELL students. The applicant states that the SAT team will monitor progress quarterly, but do not provide detail on how students will be monitored or what data and assessments will be used.					

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 proposed 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 a variety of testing requirements including 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. For more information on NM Assessment requirements, please see:

<http://www.ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/2015/Test%20Graph%202016.pdf>

H.(1) Provide a **clear, comprehensive, and cohesive assessment 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, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school's projected student population.

APPLICANT RESPONSE:

Assessments will be an on-going process and HoAc plans to utilize the assessment data to improve academic achievement at all levels. Teachers as well as the Dean of Teachers and the Principal will review attainment levels on standardized tests (PARCC, SBAs, NWEA, DIBELS, etc.) and in-class assessments (Core Knowledge, Riggs and Singapore Math provided assessments) in order to determine whether learning strategies have or have not been effective and inform future instruction. A School Leadership Team comprised of the Principal, the Dean of Teachers, the Dean of Students, and one other teacher or staff member will evaluate school-wide performance on assessments in August, December, and May to determine the effectiveness of the curriculum as a whole and identify professional development needs as well as propose curricular modifications. The School Leadership Team will report findings to the Governing Council at the September, January, and May, June, July, or August GC meetings, who will also give recommendations.

Test Coordinator:

The Dean of Students will serve as the test coordinator to ensure that assessments are completed on time and by all students. He/she will also be responsible for disseminating testing materials to teachers and test administrators as well as keeping track of all materials and ensuring compliance of the school by all applicable testing guidelines.

Initial Evaluation:

As students enter the program, HoAc will use data from previous year's PARCC and SBA assessments, the NWEA Map Assessment, and assessments provided by Core Knowledge, Riggs and Singapore Math. When student levels are determined, instruction will be targeted to bring students up to grade level and challenge their academic potential for optimal learning.

Summative Assessments:

Summative Assessments will be used to sum up how well the student has performed over time. They will also be used to inform the School Leadership Team and Governing Council on the effectiveness of the curriculum and instruction at the school as a whole. They include:

1. PARCC ELA assessments for students in grades 3-11.
2. PARCC Math assessments for students in grades 3-11.
3. SBA Science assessment for students in grades 4, 7, and 11.
4. EoC Social Studies Exam (one time in high school)

Formative Assessments:

Formative Assessments will be used to monitor student progress. They will inform teachers of the progress of individual students and allow them to evaluate the success of instructional strategies they have employed. They include:

1. The NWEA – MAP which is administered three times per year for grades 2-12
2. DIBELS administered three times per year for grades K-2
3. Teacher-developed pre- and post-assessments
4. Teacher-developed rubrics
5. The Core Knowledge Sequence Assessments: Assessments include the Core Knowledge Curriculum-Referenced Tests, published by Questar Assessment, that are available for grades 1 through 5. These comprehensive, end-of-year exams reflect the specific subject matter outlined in the Core Knowledge Sequence, and offer teachers a way to assess how well their students are learning and retaining the material they teach. Each grade-level test has four sections, covering mathematics, language arts, history and geography, and science.
6. The Riggs assessment that is given regularly after each lesson.
7. Singapore Math assessments will be used as placement tests and as a means to demonstrate mastery of the material taught at each level. If a student masters 80% or more of the content, they can move up a level. If not, they can begin instruction at that level, or repeat it. The placement tests can also be used as an exit test for each respective level.

The NWEA will be used as a short-cycle assessment to measure achievement of the New Mexico and Common Core Standards. It will be administered in August, December and May, and will show the expected progress that students should make throughout the school year (expected progress determined by assessment authors). The School Leadership Team will analyze NWEA and all other relevant testing data in August, December, and May after it is administered and will report findings to the GC.

The following details the state-required tests administered at each grade level other formative, summative and diagnostic testing as outlined above will be administered at Principal and teacher discretion:

<i>Grade Level</i>	<i>Assessment Name(s)</i>	<i>Timeline of Administration</i>
<i>K</i>	<i>DIBELS</i>	<i>3x/year (August, December, May)</i>
<i>1</i>	<i>DIBELS</i>	<i>3x/year (August, December, May)</i>
<i>2</i>	<i>DIBELS</i> <i>NWEA MAPS Reading and Math</i>	<i>3x/year (August, December, May)</i> <i>3x/year (August, December, May)</i>
<i>3</i>	<i>NWEA MAPS Reading and Math</i> <i>PARCC Reading, Math, Writing</i>	<i>3x/year (August, December, May)</i> <i>1x/year (April-May during state window)</i>
<i>4</i>	<i>NWEA MAPS Reading and Math</i> <i>SBA Science</i>	<i>3x/year (August, December, May)</i> <i>1x/year (April-May during state window)</i>

	<i>PARCC Reading, Math, and Writing</i>	<i>1x/year(April-May during state window)</i>
<i>5</i>	<i>NWEA MAPS Reading and Math PARCC Reading, Math, Writing</i>	<i>3x/year (August, December, May) 1x/year (April-May during state window)</i>
<i>6</i>	<i>NWEA MAPS Reading and Math PARCC Reading, Math, Writing</i>	<i>3x/year (August, December, May) 1x/year (April-May during state window)</i>
<i>7</i>	<i>NWEA MAPS Reading and Math SBA Science PARCC Reading, Math, Writing</i>	<i>3x/year (August, December, May) 1x/year (April-May during state window) 1x/year (April-May during state window)</i>
<i>8</i>	<i>NWEA MAPS Reading and Math PARCC Reading, Math, Writing</i>	<i>3x/year (August, December, May) 1x/year (April-May during state window)</i>
<i>9</i>	<i>NWEA MAPS Reading and Math PARCC Reading, Math, Writing</i>	<i>3x/year (August, December, May) 1x/year (April-May during state window)</i>
<i>10</i>	<i>NWEA MAPS Reading and Math PARCC Reading, Math, Writing PSAT</i>	<i>3x/year (August, December, May) 1x/year (April-May during state window) 1x/year (Fall)</i>
<i>11</i>	<i>NWEA MAPS Reading and Math SBA Science PARCC Reading, Math, Writing PSAT ACT SAT</i>	<i>3x/year (August, December, May) 1x/year(April-May during state window) 1x/year(April-May during state window) 1x/year (Fall) 1x/year (variable) 1x/year (variable)</i>
<i>12</i>	<i>NWEA Maps Reading and Math SAT ACT</i>	<i>3x/year (August, December, May) 1x/year (variable) 1x/year (variable)</i>
<i>Throughout High School</i>	<i>EOC/Final Exam for all courses for high school credit</i>	<i>1x/year (April-May)</i>
<i>All Qualifying Students</i>	<i>WIDA ACCESS for ELLs</i>	<i>Within first 60 days of school as identified in home language surveys or previous year ELL students</i>

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
H.(1) Use of Assessments		The application provides a clear, comprehensive and cohesive plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Clear evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided.	The application provides a clear plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Some evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided.	The application provides a limited plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Limited or no evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided.	The application provides an incomplete and/or inadequate assessment plan. --OR-- The application did not address plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.
	<p>CSD EVALUATION: Exceeds—8 The response is rated Exceeds.</p> <p>The application provides a clear, comprehensive and cohesive plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. These assessments include PARCC, SBA, EoC Exams, DIBELS, NWEA MAPS, PSAT, ACT, SAT, WIDA ACCESS, assessments provided by Core Knowledge, Riggs and Singapore Math, Teacher-developed pre- and post-assessments, and Teacher-developed rubrics.</p> <p>Clear evidence that the applicant has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the proposed school’s anticipated student population, and how the assessments will be used to inform instruction is provided. Specifically, the applicant has identified that the school will use data from previous year’s PARCC and SBA assessments, the NWEA Map Assessment, and assessments provided by Core Knowledge, Riggs and Singapore Math to determine student levels and develop a targeted instructional plan to bring students up to grade level and challenge their academic potential for optimal learning. The applicant has also identified that the school will evaluate school-wide performance on assessments in August, December, and May to determine the effectiveness of the curriculum as a whole and identify professional development needs as well as propose curricular modification.</p>				

H.(2) Provides a **clear, comprehensive and cohesive** description of the how assessment data will be analyzed and what corrective actions 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 levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE:

Short Cycle Assessment data (NWEA and DIBELS), as well as other formative assessment data including behavior and attendance data will be analyzed 3 times each year within a week of administration in August, December, and May, by classroom teachers and the School Leadership Team. The GC and School Leadership Team will analyze the school's progress on PARCC and the school's report card in August-October, when that data becomes available. Other assessment data will be analyzed at the end of each quarter (October 12, Dec. 21, March 8, and May 18). We also consider it a best practice that teachers will be continually evaluating their students based on other formal or informal assessment measures that they choose to use on a more frequent basis than that.

The following benchmarks will be used for school performance goals on short cycle assessments (NWEA and DIBELS):

NWEA SCA Math:

By the end of HoAc's third year in operation, 85% of 3-12 students will test proficient or advanced or meet or exceed their "typical growth" line as defined by NWEA on the May NWEA math assessment from their fall baseline to their spring score.

Exceeds: At least 90% of 3-12 students test at proficient or advanced or meet or exceed their "typical growth" line on the May NWEA assessment.

Meets: At least 85% of 3-12 students test at proficient or advanced or meet or exceed their "typical growth" line on the May NWEA assessment.

Does not meet: At least 60% of 3-12 students test at proficient or advanced or meet or exceed their "typical growth" line on the May NWEA assessment.

Falls far below: Does not meet any of the above standards.

NWEA SCA Reading:

By the end of HoAc's third year in operation, 85% of 3-12 students will test proficient or advanced or meet or exceed their "typical growth" line as defined by NWEA on the May NWEA reading assessment from their fall baseline to their spring score.

Exceeds: At least 90% of 3-12 students test at proficient or advanced or meet or exceed their "typical growth" line on the May NWEA assessment.

Meets: At least 85% of 3-12 students test at proficient or advanced or meet or exceed their "typical growth" line on the May NWEA assessment.

Does not meet: At least 60% of 3-12 students test at proficient or advanced or meet or exceed their "typical growth" line on the May NWEA assessment.

Falls far below: Does not meet any of the above standards.

DIBELS:

By the end of HoAc's third year in operation, 80% of students K-2 will test at or above benchmark for the May DIBELS assessment.

Exceeds: At least 90% of K-2 students test at or above benchmark for the May Dibels assessment.

Meets: At least 80% of K-2 students test at or above benchmark for the May Dibels assessment.

Does not meet: At least 60% of K-2 students test at or above benchmark for the May Dibels assessment.

Falls far below: Does not meet any of the above standards.

Considering the NWEA's alignment to CCSS, and taking into account our district's performance on the PARCC assessment, 85% proficient or achieving average growth is a rigorous, but necessary goal for our students. Our Dibels goal is lower, 80%, since it does not take into account growth, but rather simply performance. We realize that 80%+ is an incredibly rigorous goal based on school district performance but we feel strongly, based on achievement data from Estancia Valley Classical Academy, which is using a similar curriculum, that it is attainable and necessary for our students.

There are three data analysis/professional development days included in the calendar as days off for students, which will give teachers analysis and collaboration time with each other and with the Dean of Instruction and Principal. Classroom teachers will analyze their own classroom data to determine student needs for intervention or general needs for changes in curriculum or instructional delivery and the School Leadership Team will analyze school-wide data and trends. Trends to be examined by the School Leadership Team will include:

- schoolwide math performance and schoolwide literacy performance*
- student performance by teacher and grade level groups*
- student growth*
- student growth of highest performing students*
- student growth of lowest performing students*
- growth and performance of ELL students*
- growth and performance of special education students*

The school leadership team will evaluate, after each testing cycle, how effectively the curriculum is meeting the needs of all students, as well as how effectively the curriculum is meeting the CCSS and NM Content Standards. Gaps, successes, and next steps will be identified and documented in the HoAc Educational Plan for Student Success (see below for more details). Curricular changes will be determined by the Principal, and, if necessary, by the Governing Council. Minor curricular changes will be made by the Principal, but major programmatic changes must be approved by the GC. The Principal will report on data analysis results and the school EPSS at September, January, and May, June, or July GC meetings.

Individual Student Progress Monitoring:

Student progress will be consistently reviewed by aforementioned formative assessments and struggling students will be addressed on an individual basis to determine what supports or additional strategies/methods are needed. Instruction in the various programs of the curriculum can be modified, differentiated or scaffolded to better address each student's needs. Students will also be able to receive instruction in smaller group settings if needed. Teachers can receive additional support for using

different strategies by working in teams, accessing support from teachers or ancillary staff who serves students with special education needs and/or English language learners, and any other appropriate personnel. Struggling students can also be taken through the RTI process, beginning with a Student Assistance Team meeting and support.

Student Data Notebooks will be used in all grades based on classroom performance and data from short cycle assessments including NWEA and DIBELS. These will help students track their academic progress and review data with their teachers and parents.

School-Wide Progress Monitoring (EPSS):

When analyzing school-wide data trends, the School Leadership Team will also oversee the development and implementation of an Educational Plan for Student Success (EPSS). The Educational Plan for Student Success is a strategic plan for continuous improvement consolidating all identified improvement plans into one document. The EPSS will identify goals, strategies and action steps to address student achievement. It contains an action plan specifying how the district/school will accomplish the identified goals including interventions. In the event that student performance falls below the NM Standards and/or the school’s student performance expectations, the School Leadership Team will use guidelines from the NMPED developed reflective summaries for Literary, math and systems improvement. Using the variety of tools and forms that are available as EPSS resources, HoAc will be able to customize practices and procedures to meet the needs of the students.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(2) Individual and School-wide Corrective Action	The application provides a clear, comprehensive and cohesive 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 levels. A complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided.	The application provides 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 levels. An adequate explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided.	The application provides a limited 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 levels. A limited or incomplete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness is provided.	The application provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.

CSD EVALUATION: Meets - 3

The applicant's response is rated Meets.

The applicant provides a clear description of how assessment data will be reviewed and describes the process for determining when a corrective action would take place and what it would be.

First, the applicant's response includes a timeframe of when data will be analyzed at the school-level, and teacher-level. For each level of staff, the response describes how the data will be reviewed to determine trends and action steps. The applicant does specify which groups review which specific assessment results.

Next, the applicant provides a description of what kind of correction action will take place if the group reviewing the data determines that would be the next step. The applicant provides a clear description of what would trigger a corrective action and does address who is responsible for implementing the corrective action.

The applicant addresses both school wide and student specific actions.

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

APPLICANT RESPONSE:Students/families:

Individual student progress will be shared with students and their families each quarter through a printed and emailed report card available the week after the end of the quarter, and conferences the week after the end of quarters 1, 2 and 3. 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 week where different time slots are held aside for conferences (see yearly calendar for conference and end of quarter dates). Additional conferences may be scheduled as needed. Our extended hours will ensure that families will be able to find time to meet with their child's teacher(s) and review report card grades as well as discuss test performance data. Each teacher will prepare a narrative to be shared with families which will include information about relevant assessment data (PARCC, NWEA, DIBELS, etc.) as well as classroom grades for the quarter. For middle and high school students, test data will be shared by the homeroom teacher. At conferences, students will also be able to share with families the items they selected for their portfolios (see full explanation in mission-specific goals). Students will be encouraged to attend conferences as deemed appropriate by the teacher. In addition to conferences, families will be able to access student grades and attendance through an online system through the school's website. Families will also be able to schedule informal meetings with teachers and administration on an as-needed basis. Due to the wide geographical area and transportation considerations for students and families, the extended hours should enable families to find a time to meet at the school, however, teachers and the Principal will be sensitive to community needs and other arrangements can be made on an as-needed basis including the option of other meeting places or phone conferences.

Governing Council:

After the administration of each short cycle assessment cycle, at the monthly meetings in August,

December, and May, June, or July the Principal with the help of the School Leadership Team will compile, synthesize, and report to the Governing Council on the school's EPSS and relevant data and trends from NWEA, DIBELS, SBA, and other assessments as well as grades, attendance, behavior, the and other relevant information as requested. Annually, during August-October, when the data becomes available, the Principal will report to the GC on the PARCC results. The GC and Principal will analyze the school's progress on PARCC and the school's report card. Improvement goals will be set for the coming year.

Broader community:

The Principal of HoAc will host an annual meeting with the Family Advisory Committee (FAC) to share relevant data from the school year, including PARCC, NWEA, DIBELS, attendance, discipline, etc. With the help of the FAC, the administration will host an open public meeting at the school as well as post information on the school website.

Authorizer:

HoAc understands its obligation to submit student data through the STARS system to Public Education Department several times during the school year. This reporting will be done by the Principal, with help from the School Leadership Team within a week after each short cycle assessment cycle in August, December, and May. Further, HoAc 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. HoAc 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 application provides a clear, comprehensive, and cohesive plan that explains how student assessment and progress will be appropriately communicated to parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community.	The application provides a clear plan that explains how student assessment and progress will be appropriately communicated to parents and the proposed school's Governing Body.	The application provided a limited plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The application provides an inadequate or incomplete plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application does not address the communication of student assessment and progress.
CSD EVALUATION: Exceeds – 4				
The applicant's response is rated Exceeds.				
The applicant provides a clear and comprehensive plan that includes processes for communicating student assessment and progress results to all stakeholders. In addition, the applicant provides detailed information on how parent-teacher conferences will be conducted.				

The applicant describes that during parent –teacher conferences, the teacher and advisor will be present to explain the progress reports to the parents. The progress reports will include a narrative written by the advisor that includes any assessment results and progress made by the student. The conference will be led by the student and may reflect on the student’s well-being. In addition, parents will be allowed to select a time and day within a specified timeframe to assure flexibility. Parents also have the option of accessing grades through the school’s online system.

The school plans to communicate student achievement results at an annual meeting that will be open to the public. The applicant also states that the school will make sure the authorizer receives the necessary information.

II. Organizational Framework

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 the proposed school’s administration). Provide comprehensive “bylaws”, attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

Please see draft bylaws attached as Appendix A.

HoAc shall be governed by the HoAc Governing Council. The GC will consist of at least five and no more than nine members who will serve two year terms. Members should not be a member of any other charter governing board, nor any other school board.

Responsibilities of the Governing Council:

The Governing Council will be primarily responsible for hiring the Principal, adopting policy, overseeing the management of the school and ensuring financial compliance and responsibility. In addition, the GC will ensure that the mission and goals of the charter are carried out. The GC will not be involved in the daily operations of the school, but will delegate administrative and supervisory functions to the Principal. The Governing Council will evaluate the Principal and make sure the Principal manages HoAc in compliance with the Charter Schools Act and all state and federal laws and regulations.

The GC will also perform ongoing assessments of the school and its programs and operations. The Governing Council will review school policies annually, ensure proper management of funds, approve the budget, and establish procedures for discharging and terminating school employees. The Governing Council will be responsible for oversight of academic performance, including approving and supporting the EPSS, awarding diplomas, and monitoring academic performance data. The Governing Council also will also annually assess its own performance in April of each year. It will develop a program of training for its members based on state requirements and needs identified from its self-assessment data.

Governing Body Committees:

The GC will consist of two standing committees, the finance committee and the audit committee. The Finance Committee shall assist the GC in carrying out its budget and finance duties. The Treasurer as well as one other member of the GC shall serve on the Finance Committee. The Business Manager shall be required to attend all Finance Committee meetings. Specific duties of the Finance Committee are outlined in bylaws article 5A Section 3.

The audit committee will be composed of two Governing Council members, including the Treasurer and one other member, as well as one volunteer member who is a parent of a student attending HoAc and one volunteer member who has experience in accounting or financial matters. The Principal and the Business Manager shall serve as ex-officio, non-voting members of the committee. Specific duties of the Audit Committee are outlined in bylaws article 5A Section 2.

Other AdHoc Committees can be created by the GC as reflected in the bylaws article 5F.

Resignations and Removal From Office:

Any GC member may resign at any time by giving written notice to the Governing Council. A Governing Council member may be removed for cause by a majority of the members then in office. Cause shall include any of the following:

- a) Violation of the Conflict of Interest Policy;*
- b) Illegal behavior;*
- c) Failure to attend three consecutive scheduled meetings of the Governing Council, except when such absence is due to exigent circumstances;*
- d) Violation of the Governing Council's Code of Ethics; or*
- e) Any other grounds the Governing Council deems appropriate, including failure to abide by the HoAc mission and/or charter.*

Written complaints will be considered by the Governing Council and any member may move to remove the considered board member from office.

Officers:

The Officers of the Governing Council shall consist of a President, a Vice President, a Secretary, a Treasurer, and such other officers as the GC may otherwise elect. Any officer may not simultaneously hold more than one office. Each officer shall be elected by the GC and shall serve for two years, or such a period as prescribed by the GC members at the time of such election and until the officer's successor is elected and qualified.

An officer shall be a member of the Governing Council. Any vacancy in any office shall be filled by the Governing Council, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

President: The President shall preside at all meetings of the Governing Council and shall be responsible for implementing policies established by the Governing Council. The President shall perform such other duties as the Governing Council may prescribe.

Vice President: The Vice President, at the express request of the President, shall perform the duties thereof, and at all times, render assistance to the President. The Vice President shall be responsible for assisting the President in implementing policies established by the Board of Directors. The Vice President shall automatically become the President of the unexpired term, in the event of resignation or death of the President.

Secretary: The Secretary shall be the custodian of all papers, books, and records of the Governing Council other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Governing Council. The Secretary shall authenticate records of the Governing Council as necessary. The Secretary shall perform the duties usual to such position and

such other duties as the Governing Council or the President may prescribe.

Treasurer: The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of organization. All notes, securities, and other assets coming into the possession of the organization shall be received, accounted for, and placed in safekeeping as the Treasurer may prescribe. The Treasurer shall furnish an of these, whenever requested by the Governing Council. The Treasurer shall attend the PED Spring Budget Workshop and/or any other financial regulatory training required by the state or recommended by the Principal or Business Manager.

Other Officers: Each other officer of the Governing Council shall perform such duties as the Governing Council may prescribe.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(1) Governance Description	The application incorporates all key components of their governance structure, specifically outlining the roles and responsibilities of the GB members. The application provides comprehensive “bylaws”.	The application incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The application provides adequate “bylaws”.	The application incorporates some of the key components of their governance structure partially outlining the roles and responsibilities of the GB members. The application provides limited “bylaws”.	The application provides an incomplete or inadequate outline of their governance structure. The application does not provide “bylaws”. --OR-- The application does not address the governance structure.
CSD EVALUATION: Meets – 6 The applicant’s response is rated as a Meets. The applicant has detailed an adequate plan for the GB members as well as bylaws and the inclusion of the required subcommittee.				

A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school’s governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed 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., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school’s compliance with legal obligations).

APPLICANT RESPONSE:

The governing Council will work to ensure that membership to the Governing Council will include a broad range of expertise, including background in education, legal, administrative, educational, financial, and related fields. Governing Council members must also meet additional eligibility requirements as determined by the GC, including alignment to the school’s mission.

Proposed Initial Governing Body Members:

Patrick T. Mason:

Patrick T. Mason is a partner at the law firm of Mason & Isaacson, P.A., and is nationally recognized for his work in Federal Indian law and tribal courts. Patrick graduated from Thomas Aquinas College in 2003 with a Masters in Philosophy and Theology and a minor in Math and Science. Thomas Aquinas is a classical liberal arts college with a great books curriculum.

Patrick attended St. John University School of Law in New York City, NY, and transferred to UNM Law School for his final year. He graduated from UNM in 2006, and has been practicing law since. He is licensed in the jurisdictions of New Mexico, the Navajo Nation, New Mexico Federal Court, Colorado Federal Court, the 9th Circuit Court of Appeals, the 10th Circuit Court of Appeals, and the 11th Circuit Court. As well as pro-hac vice in Arizona Federal Court, Florida Federal Court and New Jersey Federal Court.

He is a father of two, with a third on the way, and is active in educational policies and non-profits in New Mexico. Patrick leads an active life of community service including: Past-President of the Gallup Serra Club; Current President of the Land of Enchantment Opera; Current President of the McKinley County Bar Attorneys' Association; Current Treasurer of New Mexico Equal Access to Justice; Current Secretary of the Greater Gallup Economic Development Corporation; Current President of the Gallup McKinley County Chamber of Commerce; Current Board Member of Excellent Schools New Mexico; Current Member of the New Mexico Amigos; Current Advisor and Counselor to the Missionaries of Charity; Current Advisor and Counselor to the Little Sisters of the Poor; Current Advisor and Counselor to the Diocese of Gallup; and current Advisor and Counselor to the Navajo Nation.

Rachel Mason:

Rachel Mason is a teacher who has taught in Gallup in both public and private settings. She has taught grades K-3 as well as advised on reading curriculum and instruction. Rachel has a bachelor's degree in political science and foreign languages from Southern Methodist University and a master's in Elementary Education from The University of New Mexico. She has spent time researching curriculum theory, specifically classical education and the use of phonics in an elementary reading program.

Arita Yazzie:

Arita Has been employed with the Navajo Nation Office of the Attorney General/Department of Justice since November 1983; is a member of the Navajo Nation Bar Association (NNBA) and serves on the NNBA Disciplinary Committee.

Under the leadership of the Navajo Nation Office of the Attorney General/Department of Justice, she provides legal representation and assistance to the Navajo Nation Insurance Services Department programs (Risk Management, Workers' Compensation, Employee Benefits, Safety Loss Control and Employee Assistance), Navajo Division of Public Safety (police, criminal investigations, internal affairs, fire and rescue services, emergency medical services and corrections), tribal enterprises, Chapters (110 political subdivisions of the Navajo Nation), and other Navajo departments, programs and employees in the defense of civil liability and workers' compensation and employee benefits claims, etc.

Arita Also serves as the Federal Tort Claims Act Liaison for the Navajo Nation which requires working with both the United States Departments of the Interior and Health and Human Services, along with the Navajo Regional Solicitors and the U.S. Attorneys' Offices in the States of Arizona, New Mexico and Utah.

Erin Montano:

Erin Montano is a dentist in Gallup, NM, with a focus on pediatric dentistry at both of her locations, Dental Innovations and Gallup Children’s Dentistry. She graduated Summa Cum Laude with a B.A. in Studio Art and Biology from St. Louis University, and received her D.D.S. degree from University of Missouri- Kansas City School of Dentistry. In addition to her professional career, Erin currently sits on the board for the Early Childhood Center of Gallup as well as the board for the New Mexico Dental Association Foundation. She also enjoys being able to continue her love for art at home in her studio as well as through art lessons she gives to children in Gallup.

Jeremy Boucher

Jeremy Boucher is the Deputy Director of the Southwest Indian Foundation Project office. He directs a construction program in partnership with Navajo Housing Authority which provides homes to needy families in the Navajo Nation. In addition to 8 years of Non Profit and construction management, he brings in depth experience with administering large government grants, including budgeting, procurement, and compliance.

His interest and experience in education go back to his days at Thomas Aquinas College where he studied science, math, philosophy, and theology, and gained a love of knowledge for its own sake. He graduated with a Bachelor’s degree in Liberal Arts in 2003. During his early years with the Southwest Indian Foundation he also directed educational art programs and worked closely with local art teachers and artists to provide extracurricular programs through his position as the Director of the Gallup Cultural Center.

He lives in Gallup with his wife and seven children and is an active member of the community. He is a founding member, and currently serves on the board of directors of the Land of Enchantment Opera. He also teaches classes and directs the men’s schola at Sacred Heart Cathedral.

We currently have a number of interested candidates with financial experience. We are in the process of selecting one which will increase our level of expertise in that area and further round out the qualifications of our Governing Council.

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

The applicant identifies the GB members with a description and experience. It is a well rounded board that represents multiple components of the community. They acknowledge the missing financial expertise component, but identify they are in the process of selecting a candidate.

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 governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE:

When vacancies occur on the Governing Council, announcements will be made at local business meetings, by the school's web page or other resources HoAc uses to distribute information to parents and the school's community. At the event of a vacancy, the Governing Council will appoint a Nominating Committee of two Governing Council members and one community member at large. The Governing Council, through the support of the Nominating Committee, will recruit new members who will be interviewed to determine their interest in the school, applicable experience and background. The Governing Council will determine what credentials or experience is relevant, depending on the vacancy on the council at the time and the needs of the school.

Letters of interest will be submitted to the Nominating Committee, which will present them to the Governing Council. The GC will interview qualified candidates and make a determination based on majority vote.

For expected vacancies, the Nominating Committee may present individuals up to two months before the expected vacancy and not later than three weeks after. For an unexpected vacancy the nominating committee has three weeks to present nominations. If remaining Council members are less than five, or if vital experience from the Council is lacking, Council members must be replaced in 45 days.

Ranking				
		← Satisfied		Not Satisfied →
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(3) Selection of Members	The application provides a clear and appropriate process or plan for selecting new GB members that is focused on selecting quality leaders who have the identified skills necessary to govern the proposed school. The application describes how governing body members will be recruited, evaluated, and selected as vacancies arise	The application provides a clear process or plan for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The application describes how governing body members will be recruited, evaluated, and selected as vacancies arise	The application provides a limited process or plan for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise	The application provides an inadequate or incomplete process or plan for selecting new GB members. The application does not completely describe how governing body members will be recruited, evaluated, and selected as vacancies arise --OR-- The application does not address the process for selecting new GB members.
CSD EVALUATION: Meets – 6				

The applicant's response is rated as a Meets.

The applicant identifies the process for selecting and interviewing new applicants including active recruitment, identified needs based on board vacancies, and interviewing candidates. The applicant provides a separate process for expected and unexpected vacancies.

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

APPLICANT RESPONSE:

All Council members will be provided a copy of the school's charter and the Governing Council's Bylaws; and will be required to maintain a Council book. To orient new Governing Council members, each will be asked to spend time observing and participating in school activities, on at least two occasions within the first two months of service, to ensure a strong relationship with the school. Council members will be provided and asked to familiarize themselves with copies of relevant documents.

All members of the Governing Council will be required to attend five hours of training annually, in compliance with New Mexico State Statute 22-8B-5.1 and 6.80.4.20 NMAC. The first year of service, Council members will attend three hours of state mandated and provided training and two additional hours of training as provided or recommended by the school.

All Council members will be encouraged to attend a three-day board training at Hillsdale College in June of each year. Trainings will cover mission related topics in classical education and other topics chosen by Hillsdale as identified areas of need among charter school boards. HoAc will communicate needs identified by Council members and the Principal to be included in these annual trainings.

As needs arise for additional training among Council members (identified either by the Council's self-evaluation or the Principal), the Principal, the president of the Council or his designee may organize additional mandatory or optional trainings as needed.

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

CSD EVALUATION: Meets – 3

The applicant's response is rated as a Meets.

This is a clear plan to get GB members trained and follows New Mexico law in doing so. The applicant does describe a limited onboarding plan, that could be fleshed out to develop a stronger response.

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.

APPLICANT RESPONSE:

The HoAc Governing Council will complete a self-evaluation at the April Council meeting of each year. These evaluations will be examined by the Principal and the Governing Council President to determine any gaps in knowledge or future training needs or desires. The Principal and the Council President will share their findings at the May Council meeting and the Council will prepare a document outlining successes, gaps, next steps, and goals.

The self-evaluation will include items relating to adherence to the school’s mission, planning and records, school policies, fiscal policies, relationship with Principal, academic oversight, communication with community, and training. Items will be evaluated as unsatisfactory, progressing, satisfactory, or excellent. The GC and Principal will develop a self-evaluation form by July 24th.

Performance on the self-evaluation, will be rated on the following benchmarks:

Benchmarks

Exceeds: By the end of HoAc’s third year in operation, at least 90% of items are rated satisfactory or excellent.

Meets: By the end of HoAc’s third year in operation, at least 80% of items are rated satisfactory or excellent.

Does not meet: By the end of HoAc’s third year in operation, at least 60% of items are rated satisfactory or excellent.

Falls far below: Does not meet the above standards.

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

CSD EVALUATION: Meets – 3

The applicant’s response is rated as a meets.

The application has a clear plan establishing responsible parties, timelines, and clear guidelines for expectations. The response notes the self-evaluation will include items relating to adherence to the

school’s mission, planning and records, school policies, fiscal policies, relationship with Principal, academic oversight, communication with community, and training. Items will be evaluated as unsatisfactory, progressing, satisfactory, or excellent. However, it does not include the rubric for evaluation, which would be required to understand the cohesiveness of the plan.

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE:

The Governing Council will meet monthly to monitor organization, financial, and academic outcomes to ensure that HoAc is successfully meeting its mission and providing a quality education.

Organizational Outcomes:

The GC will complete a self-evaluation annually at the April meeting. These evaluations will be examined by the Principal and the Governing Council President to determine any gaps in knowledge or future training needs or desires. The Principal and the Council President will share their findings at the May Council meeting and the Council will prepare a document outlining successes, gaps, next steps, and goals. At this time, the GC will also examine and report on its own evaluation of the Principal. The Principal will share teacher evaluations and any parent surveys collected. The GC will discuss organizational efficiency and determine action items and priorities for the next academic year. Any other organizational concerns which arise throughout the year will be presented to the President to be added to the agenda and discussed at any of the GC monthly meetings.

Financial Outcomes:

The Business manager, along with the finance committee will report monthly at each GC meeting on the school’s financial statements and state of financial affairs. The GC will make decisions on financial priorities, discuss the operational efficiency and academic impact of expenditures, and identify next steps as far as budget actions and fundraising efforts.

Academic Outcomes:

The Principal will report three times a year to the GC on academic outcomes based on relevant test, behavior, attendance, and grading data. At these meetings (in September, January, and May, June, or July), the Principal and GC will discuss trends, successes, challenges, and identify next steps that need to be taken in the areas of professional development, curriculum, and any other identified areas.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
C(1) Monitoring	The application’s descriptions of how the Governing Body will monitor outcomes clearly demonstrate an understanding of, and capacity to, monitor the organizational,	The application’s descriptions of how the Governing Body will monitor outcomes adequately demonstrate its understanding of, and capacity to, monitor the organizational,	The application’s descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic	The application’s description of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The application

	financial, and academic success of the proposed school, to ensure the proposed school is meeting its mission, and able to manage and sustain a quality school.	financial, and academic success of the proposed school, to ensure the proposed school is meeting its mission.	success of the proposed school, to help the proposed school meet its mission.	does not address the prompt.
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CSD EVALUATION: Meets – 9
The response is rated as a meets.

The application's descriptions of how the Governing Body will monitor outcomes adequately demonstrate its understanding of, and capacity to, monitor the organizational, financial, and academic success of the proposed school, to ensure the proposed school is meeting its mission. The applicant's response specifically identifies the reporting timelines, responsible parties, and expectations for reports for each of the three relevant areas.

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school.** Include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly-qualified administrator no later than July 1.

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 the proposed school and delivering its unique mission.

APPLICANT RESPONSE:

The head administrator (Principal) will hold a Level IIIB license (or be able to obtain a Level IIIB license within two years) and be someone who can take charge of the academic program and recognize educational expertise. He/she will be experienced in leading an organization and be a self-starter. The Principal will be a competent and dedicated teacher with established classroom experience. He or she is expected to engage in teaching as a role model to other teachers. Experience with Classical or Liberal Arts education is preferred. An interest in and dedication to the HoAc educational philosophy and a commitment to working with Hillsdale College and learning the specifics of a Classical Liberal Arts Education is expected. Hozho Academy will recruit individuals for the Principal position through a public process including advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms. Interested individuals will send a resume and statement of interest to the GC President or designee. The GC will review resumes and select qualified individuals (those that meet the above requirements) to interview. Prior to the interviews, the GC will finalize a list of questions to be asked as well as a rubric to rate candidates. The GC will also seek guidance on interviewed candidates from Hillsdale College, but ultimately, the Principal will be selected based on a majority vote from the GC. To ensure the timely hiring of a Principal, we will follow the following timeline:

January 2017: Job posted and publicized by the GC president and Hillsdale College

February 2017: Continued recruitment of qualified candidates by the GC/development of interview questions and evaluation rubric

*March 2017: Interviews of qualified candidates by the GC
 March-May 2017: Principal selected*

The Principal will begin service as early as possible contingent on fundraising efforts by the GC prior the date of hire. Ideally, the Principal will begin working, at least part time, as soon as he/she is hired, as the identification and selection of qualified teachers will be a top priority in March-July 2017. GC fundraising efforts in the planning year will be focused, first, on securing funding for paying a Principal for service prior to July 1, 2017.

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

CSD EVALUATION: Partially Meets – 2

This response is rated partially meets.

The applicant does provide a job description and clear plan for when they would like to hire an administrator, including guidelines, timelines, responsible parties and a clear understanding of the importance of the Principal to the success of the school and it’s acceptance into the community. However, the response indicates that the head administrator (Principal) will hold a Level IIIB license (or be able to obtain a Level IIIB license within two years); this does not meet the requirements of NM law, which indicates that an principal must hold the licensure within 6 months of accepting the position. Thus, the application does not necessarily provide evidence of a plan to hire and evaluate a highly-qualified administrator.

C. (3) Describe how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school’s mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

APPLICANT RESPONSE:

The Governing Council will prepare a contract in March 2017, based on the Principal job description (in Appendix B). The document will serve to convey and delineate the roles and responsibilities of HoAc’s Principal. It will also include salary information as well as criteria the GC will be using to evaluate the performance of the Principal (please see C(4)), based on the HOUSSE rubric and NMTeach framework. This document will be reviewed by the GC on a yearly basis and resigned by the Principal and GC President each year prior to July 1.

					Ranking												
					← Satisfied		Not Satisfied →										
					Exceeds—4		Meets—3		Partially Meets - 2		Does Not Meet—1						
C.(3) Head Administrator Job Description	The application describes a clear and comprehensive plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator and provides a detailed job description for the head administrator that includes a comprehensive list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.				The application describes a clear plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator and provides an adequate job description for the head administrator that includes a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.				The application describes a limited plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school’s head administrator and provides a limited job description for the head administrator that may or may not include a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.				The application provides an inadequate or incomplete plan to hire and evaluate an administrator. --OR-- The application provides no plan to hire and evaluate an administrator.				
	CSD EVALUATION: Meets – 3													The applicant's response is rated as a Meets.			
The applicant has provided a job description that clearly outlines its responsibilities and the delineation of duties with the the GC. The plan for dileniation includes responsible parties, expectations, and timelines. However, in relation to the job description there are components missing that would make this comprehensive. For instance the applicant has not acknowledged the need for the principal to have a clear understanding of federal funding, student achievement in low academic demographics, or experience with the cultures associated with the demographic.																	

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

APPLICANT RESPONSE:

The Principal will be evaluated on a yearly basis in April-May. Evaluations will include student achievement data, Governing Council evaluations on the HOUSSE rubric and Principal interview questions, and Teacher evaluations, following the guidelines and questions in the PED's NMTeach Summative School Leader Evaluation Workbook. The Governing Council will conduct a Principal interview in April and provide a written performance report based on the above information to the Principal at the May meeting. At this time, the GC will choose whether and under which terms to renew the Principal's contract. The Principal, upon rehire, will be expected to create a list of next steps and priorities for the upcoming academic year.

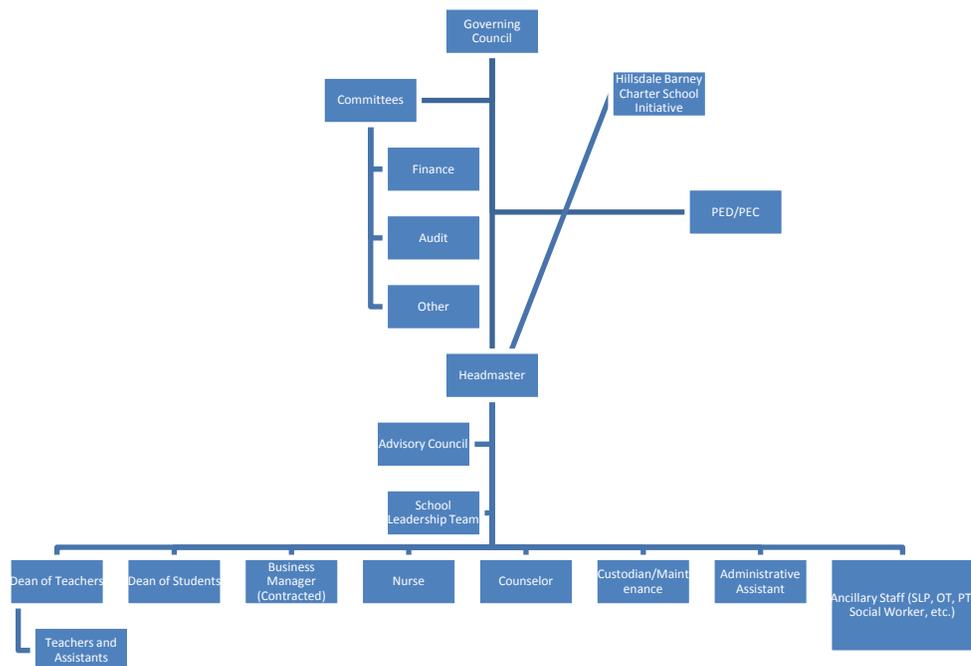
The HOUSSE rubric, teacher evaluations, and GC interview questions will draw heavily on the NMTeach Summative School Leader Evaluation Workbook; however, changes may be made to the documents, which will be finalized by the GC and communicated to the Principal before July 1 of each year.

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(4) Head Administrator Evaluation		The application describes a clear and comprehensive plan for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school.	The application describes a clear plan for annually evaluating the head administrator. The plan takes into account the mission and goals of the proposed school.	The application describes a limited plan for annually evaluating the head administrator. The plan does not take into account the mission and goals of the proposed school.	The application provides an inadequate or incomplete plan for annually evaluating the head administrator. --OR-- The application provides no plan to annually evaluate the head administrator.
	<p>CSD EVALUATION: Meets – 3</p> <p>The applicant's response is rated as a Meets.</p> <p>The applicant has provided a clear plan for annual evaluation of the principal, providing responsible parties, timelines, and expectations. However, the response could be stronger if it specifically identified the mission and the foal as identified in the contract and framework. The applicant should recognize the principal's responsibility for upholding the terms of the contract and performance framework and should include amore comprehensive plan for director evaluation that includes the unique qualities of the school as opposed to a more generic approach.</p>				

D. Organizational Structure of the proposed school.

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

APPLICANT RESPONSE:



Governing Council:

The governing council will hire the Principal and the Principal will hire all other staff. The GC will select and approve its own standing and other committees which will report to the GC. The Principal will be supervised and evaluated by the Governing Council, and all other staff will be supervised and evaluated by the principal. Although the Governing Council does not hire staff, it is responsible for setting the salary schedule and approving the annual budget for staffing needs. The GC will have two standing committees (finance and audit) and will constitute other committees as needed.

Principal:

The Principal reports to the Governing Council at regular meetings about the school's operations. The Principal will serve as liaison between HoAc and the school's authorizer (PEC). The Principal shall present his/her recommendation to the Governing Council on any subject under consideration prior to action taken on the subject, if requested. The Principal will be required to attend all Governing Council meetings.

The Principal will be responsible for overall instructional leadership for the charter school, including the discipline of students, and the planning, operation and supervision of the educational program of the school.

The Principal shall have the responsibility for all personnel matters including having the authority to hire, discipline and terminate all school employees.

Teachers and staff will have regularly scheduled meetings with the Principal where issues regarding school governance will be surfaced. The Principal will ensure that teacher inputs are regularly communicated to the Governing Council. The Principal and the Governing Council will determine how to best address teacher inputs regarding school governance. All school personnel will report to the Principal.

Deans:

The Dean of Teachers will be selected by the Principal, and will teach classes as well as advise teachers on curriculum and instruction. He will support the Principal in various duties non-essential to the job.

The Dean of Students will be selected by the Principal and will teach classes as well as help the principal with student discipline. He will support the Principal in various other duties non-essential to the job.

School Leadership Team:

The Dean of Teachers, Dean of Students, and one elementary and one middle or high school teacher will serve as the School Leadership Team which will collaborate with and advise the Principal on school matters. They will analyze and report on school-wide data as well as update the HoAc EPSS.

Contracted Positions:

Ancillary service providers (i.e. Speech and Language Therapist, Occupational Therapist, Physical Therapist, Social Worker, etc.) will be contracted independently as needed.

The Business Manager will be contracted by the Principal and will assist the Principal and GC Treasurer in preparing, planning for and presenting an annual school budget to the HoAc Governing Council. The Business Manager is also expected to be available at all Governing Council regular meetings to report out on the financial status of the school and present budget adjustment requests to the Governing Council. The Business Manager will be an ex officio member of the Governing Council's Audit Committee and attend all meetings of the Finance Committee. The Business Manager will also be expected to keep the Governing Council apprised of changes in law, regulation and rules applicable to public school finances and to ensure that the Governing Council is made aware of any potential concerns about the school's finances, though the GC is ultimately responsible for the fiscal and legal compliance of the organization. The Business Manager will work cooperatively with the school's Principal so that both can keep the Governing Council well informed about the school's financial health.

School Advisory Council:

HoAc will constitute a School Advisory Council ("School Council") to assist the school as required by NMSA (1978) §22-5-16 to assist the school Principal with school-based decision-making and to involve parents in their children's education. School council membership shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if possible. The school Principal may serve as chairman. The school Principal shall be an active member of the school council.

PED/PEC/Hillsdale BCSI:

The GC as well as the Principal will report required information to the PED/PEC. The Principal (and to a lesser extent, the GC) will collaborate with the Hillsdale Barney Charter School Initiative leaders for information, advice, and feedback on Classical Liberal Arts Charter Schools.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(1)Organizational Structure	The application provides a clear, comprehensive, cohesive, and reasonable organizational chart and narrative that align structures with the mission of the proposed school and demonstrate a clear understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.	The application provides a clear organizational chart and narrative that demonstrate an adequate understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.	The application provides a limited organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.	The application provides an inadequate or incomplete organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school. --OR-- The application does not include an organizational chart and supporting narrative.
<p>CSD EVALUATION: Meets – 6</p> <p>The applicant’s response is rated Meets.</p> <p>The applicant provides a clear organizational chart that demonstrates an adequate understanding of the relationships between the applicant and external agencies as well as the reporting structure between the administration, staff, and governance.</p> <p>In the application, the applicant has sufficiently addressed outside organizations including the PEC and Hillsdale.</p>				

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 **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.

APPLICANT RESPONSE:
Please see Appendix C for attached job descriptions.

Principal: Immediately supervised by and hired by the Governing Council, the Principal should manage the school and provide organizational and instructional leadership to assure high student outcomes and maintain the integrity of the school’s approved charter.

Dean of Teachers: Immediately supervised by and hired by the Principal, the Dean of Teachers should advise teachers in planning and instruction and work with the Principal to identify and plan professional development opportunities for staff based on identified need. The Dean of Teachers will also teach classes, but may have a reduced class load.

Dean of Students: Immediately supervised by and hired by the Principal, the Dean of Students will assist the Principal in duties related to student behavior and discipline. The Dean of Students will also teach classes, but may have a reduced class load.

Counselor: The counselor is immediately supervised by and hired by the Principal. The counselor should develop and implement a comprehensive counseling program to address the academic, career, and personal/social goals for all students. The counselor will also assist teachers in understanding and instructing students in the Core Virtues. As the school grows, multiple counselors will be needed, especially as students are entering 11th and 12th grade and applying to colleges and universities.

School Nurse: The nurse is hired by and immediately supervised by the Principal. He/she will develop a health plan for students, and keep health records. He/she will also administer care to students as needed.

Regular Education Teacher: The regular education teachers are hired by the Principal and immediately supervised by the Principal. They will be assisted in curriculum and instruction by the Dean of Teachers. They should create a flexible program and an environment favorable to learning and growth in the Core Virtues. They will implement the school's chosen curriculum and make necessary adjustments to the plan based on student performance. They will also track student academic achievement and ensure all students are achieving at their full potential.

Language/Fine Arts/Athletics/Extracurricular Teachers: The extracurricular teachers may be full time or part time. They will be responsible for creating a rich extracurricular program in various areas. They may also be required to teach one or more classes in the general curriculum and/or teach or coordinate aspects of the after school program.

Special Education Teacher: Special education teachers are hired and immediately supervised by the Principal. They will be responsible for managing a caseload of students with IEPs as well as developing a plan for how they will access the school's Classical, Liberal Arts curriculum. They will work with special education students either in the classroom or in a pull-out scenario as well as working with regular education teachers and advising them on how to best serve their students with special needs in the regular classroom.

Educational Assistant: Under the direction of a licensed teacher and/or Principal, this position is responsible for monitoring and/or presenting and reinforcing skills with small groups of students or one-on-one, maintaining and updating student records and monitoring and recording students' academic and behavioral progress. May also plan and present lessons, prepare instructional materials, monitor students in various non-classroom settings and/or assist in the administration of tests. Individuals in this position may be assigned to one or more classrooms. May assist with translation and/or communication using second language skills when possible.

Administrative Assistant: The administrative assistant is immediately supervised by the Principal and will provide clerical support as necessary to ensure completion of required projects at the school site and to perform a variety of responsible data entry, typing and general clerical activities in support of an

academic or administrative function.

Business Manager: The business manager is immediately supervised by the Principal and will provide support to ensure proper management of the budget and financial records.

Custodian: The custodian will clean the building and manage repairs as needed.

Maintenance: The maintenance personnel will be responsible for repair and upkeep of the building and grounds.

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

CSD EVALUATION: Meets – 3

The applicant's response is rated as a Meets.

The response includes a clear outline of roles and responsibilities associated with those roles. They are mostly aligned with the job descriptions and mostly consistent with the org chart. There is some inconsistency based on the difference between the 5th year staffing plan and 1st year staffing plan.

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum, and is aligned with the budget, and projected enrollment. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

The proposed ratio is as follows: K, <22:1; 1-12, <28:1

Educational Assistants may be used in classrooms with larger numbers of students. Teachers will be added in subsequent years according to the stated ratios and to align with the program as it grows.

The proposed staffing plan is as follows (FTE):

	Year 1	Year 2	Year 3	Year 4	Year 5
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Expected Enrollment	158	205	264	324	383
Language Teachers	1(2 part time)	3	3	4	4
Fine Arts	1	3	3	4	4
Athletics	0	1	1	1	2
ExtraCurricular	1	3	3	4	4
Early Childhood Teachers (K)	1	1	2	2	3
ECE Assistants (K)	1	1	2	2	3
Educational Assistant	0	2	2	4	5
Regular Education Teacher	8	9	10	12	14
Special Education Teacher	1	2	3	4	4
Maintenance	0	1	1	1	1
Counselor	1	1	1	2	2
School Nurse	1	1	1	1	1
Administrative Assistant	1	1	2	2	2
Principal	1	1	1	1	1
Dean of Teachers	1	1	1	2	2
Dean of Students	0	1	1	1	1
Custodians	1	2	2	2	2

An early hire of the Principal is preferable to give him/her time to complete interviews for the staff positions at the school by the end of May 2017. The GC plans to cover a lot of the recruitment and job search process if a Principal is not in place by March-April 2017, but the interviewing and official hiring will be done by the Principal. Beginning in March 2017, the GC will post job openings and recruit individuals for the various positions through a public process including advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms. Interested individuals will send a resume and statement of interest to the GC President or designee. In April-May, the GC (or Principal, if selected) will review resumes and select qualified individuals (those that meet the job description requirements) to interview. Interviews will be conducted May-June by the Principal and his interview committee appointees, and the committee will make the final selection of candidates preferably by July 1, but not later than the start of the school year. Employees will be given contracts stating expectations and performance evaluation criteria during the two weeks of in-service prior to the start of the school year.

Timeline:

March-April 2017: Jobs posted and recruitment for positions by GC

April 2017: Evaluation of candidates by GC
May-June 2017: Principal committee interviews of candidates
Before July 1: Selection of candidates
July 24: First day for teachers

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3) Staffing Plan Need	The application provides a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum and aligns with and is supported by the budget.	The application provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum and generally appears to be aligned with the budget.	The application provides a limited staffing plan to support adequate implementation of the academic program/ curriculum but is partially aligned with the budget.	The application provides a staffing plan that is inadequate or, incomplete, and/or and does not align with the budget. --OR-- The application does not provide a staffing plan.	

CSD EVALUATION: Meets – 6
 The applicant’s response is rated as a Meets.

The response includes a clear plan with responsible parties, expectations and timelines. The application appears to have adequate support and has most of the components needed to implement a good educational plan. There are some components that are misaligned, for instance they don’t have a SPED director as a priority which would be crucial without contracted services, and they have dropped assistants and SPED teachers, but kept dean and counselors in year 1, which might not be advisable. Their plan to have core teachers be SPED certified is not a reasonable plan for adequate implementation.

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the proposed school’s educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE:

Due to our relationship with Hillsdale College Barney Charter School Initiative, much of our professional development needs will be met by their organization, free of cost to us. Training that will be provided in the first year includes:

- A 2-week training at our school site in using Core Knowledge, Singapore Math, Socratic Seminars, Riggs Phonics, and Classical Education.*
- Two school visits throughout the first year including teacher observations*

- *Teacher access to Hillsdale College and BCSI professors and Staff members as well as curriculum consultants for questions on an as-needed basis*
- *Video trainings on the BCSI website*

After the first year, teachers will participate in a yearly several-day focused training covering Classical education and curricular components, and school visits will be conducted by BCSI staff once each year. Video training and teacher access to BCSI professors, staff, and consultants will continue to be available.

Additional professional development provided by HoAc include three days of no school for students for data analysis and half-day professional development (Oct. 13, December 21, and March 9) as well as the opportunity for additional teacher-selected or Principal, Dean of Teacher recommended trainings and conferences for teachers. At least one of the data day trainings will address instruction for ELL students.

Resources in the budget for professional development include:

- *Travel to Hillsdale College training after the first year.*
- *Contracted presenters for the three half-day professional development days.*
- *Additional travel and conference money for additional staff member requested professional development.*

The basics of the professional development program will include the following (to be covered by Hillsdale College BCSI or other sources as needed):

- *Consultants/Trainers from Core Knowledge, Singapore Math, Socratic Seminars, and Riggs Phonics Professional Development Opportunities may occur on-site or by attending local, state, and/or national conferences.*
- *For K-8 teachers implementing the Core Knowledge Sequence, a minimum of five days of Core Knowledge professional development is recommended in the first year of implementation. This training will be provided during the two-week BCSI training.*
- *Singapore Math must be followed with fidelity in order for students to be successful. Teachers are required to be trained in assessing students, placing students in the appropriate skill groups, and in implementing the lessons using the Singapore strategies and methods in Foundations of Number Sense and Foundations of Model Drawing. Teachers are also trained in the implementation of effective Singapore Math Strategies in their classrooms. Training in Singapore math will be provided by Hillsdale BCSI.*
- *The Socratic Seminar is a method of teaching designed to engage students in intellectual discussion by responding to questions using questions instead of answers. Prior to conducting a seminar, students are given a text to read. After the text has been read, open-ended questions are asked. Training of HoAc teachers by BCSI staff will occur in the following areas:*
 - *What texts to be assigned that will support the mission of the school*
 - *How to formulate questions that will encourage critical thinking, analyzing meaning, expression of ideas with clarity and confidence*
 - *Norms for the group to follow*
 - *How to train students in Socratic Seminar discussions*
- *HoAc and BCSI will provide training to staff in Virtue Instruction to include:*
 - *The Core Virtues*
 - *Behavior Management*
 - *Anger management/mediation/conflict resolution programs/bullying*
 - *Effective communication*
 - *How to integrate opportunities to discuss and model virtuous behavior within the curriculum*
 - *Discussion techniques (like Socratic Seminars) to teach ethical reasoning*

- *Media literacy*
- *HoAc will include in one of the half-day professional development trainings provided during the year support for ELL students and students with special needs*

Trainers in the stated programs will provide targeted training in the strategies/methods for each component of the curriculum. As each component of the curriculum is learned, professional development in scaffolding, differentiated instruction, cognitive approaches to learning and strategies to enhance memory need to be target to each program. Staff will learn how to implement these strategies and methods within the context of each of these programs.

The Principal and Dean of Teachers will collaborate to identify additional professional development needs to be addressed during the professional development days during the year or in additional full-staff or individual trainings.

Professional Development and Staff Travel:

Staff members planning to participate in additional professional development submit a Request for Professional Development. This request details the need and the benefits for this opportunity as well as the costs involved. It is then forwarded to the head administrator. When approved, the staff member can then proceed with any registration and travel arrangements. Staff is reimbursed for all reasonable and customary expenses for travel within the guidelines and limitations of the NM State Per Diem laws and regulations.

Teacher Evaluation:

HoAc will evaluate its licensed teaching and licensed administrative staff in accordance with the School Personnel Act and as mandated by the Public Education Department, using the NMTeach framework. Professional Development Plans will be completed by the 40th day for all teachers, and all required observations and evaluation forms will be completed before the school year ends. Additionally, instructional support and administrative staff will be formally evaluated each contract year by the Principal, and all staff provided with informal, ongoing coaching and mentoring as needed by the Principal and Dean of Teachers.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(4) Professional Development Plan	The application provides a clear, comprehensive, and compelling plan for Professional Development that meets state requirements, supports the implementation of the proposed school’s educational plan, mission and performance goals. The plan is completely supported by the budget.	The application provides a clear plan for Professional Development that meets state requirements, supports the implementation of the proposed school’s educational plan, mission and performance goals. The plan is mostly supported by the budget.	The application provides a limited plan for Professional Development that meets state requirements and appears to be somewhat supported by the budget.	The application provides an inadequate or incomplete Professional Development Plan. --OR-- The application does not address a Professional Development Plan.
CSD EVALUATION: Meets – 3				
The applicant’s response is rated as a Meets.				
The applicant provides a clear plan that meets state requirement, supports implementation of the proposed school’s educational plan, mission and performance goals . It includes training on the curriculum and instructional strategies, as well as special student needs. The plan also provides an opportunity to identify school specific needs based on student performance. It is fully supported by the budget.				

E. Employees.

E. (1) Clearly describe the employer/employee relationship and provide clear terms and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a complete and appropriate explanation of how you will address employees’ recognized representatives.
APPLICANT RESPONSE:
<i>HoAc’s Principal will hire all faculty and staff. The Governing Council will hire the Principal. The School Personnel Act shall apply to all employees. The Principal shall employ, fix salaries of, assign, terminate and discharge all employees of the charter school. The Principal of the charter school shall not initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law of a member of the Governing Council or the Principal. The Governing Council may waive the nepotism rule for family members of a Principal. In the event a waiver is requested by the Principal, the matter shall be discussed and acted on in a public meeting after an explanation by the Principal as to why such employment is in the best interest of the school. The Governing Council shall vote whether to</i>

approve the wavier of the nepotism rule in an open meeting and the decision shall be made by resolution. A copy of the resolution shall be placed in the affected employee's personnel file. The charter school's employees, including the Principal shall not serve as a member of the Governing Council, in any capacity.

Employees are not covered under any collective bargaining agreement. Employees of HoAc 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.

The following is an outline of terms and conditions of employment. We desire to involve our Heamdaster, staff and faculty in development of employment policies and practices and will have the Principal and GC create a complete staff handbook during the planning year by July 24.

In accordance with NM 22.10.A School Personnel Act, the following are the pay terms for licensed staff members including teachers, counselor, deans (with exceptions outlined further below), and administrative assistant (225 day employee):

Certified Staff Salary Schedule (Generally 195 day Employees)

<i>Experience</i>	<i>BA</i>		<i>BA+15</i>		<i>BA+45 or MA</i>		
	<i>Level I</i>	<i>Level II</i>	<i>Level I</i>	<i>Level II</i>	<i>Level I</i>	<i>Level II</i>	<i>Level III</i>
0	34,000		34,500		35,000		
1	34,500		35,000		35,500		
2	35,000		35,500		36,000		
3	35,500		36,000		36,500		
4	36,000	40,000	36,500	40,500	37,000	41,000	
5	36,500	40,500	37,000	41,000	37,500	41,500	
6	37,000	41,000	37,500	41,500	38,000	42,000	50,000
7	37,500	41,500	38,000	42,000	38,500	42,500	50,500
8	38,000	42,000	38,500	42,500	39,000	43,000	51,000
9	38,500	42,500	39,000	43,000	39,500	43,500	51,500
10	39,000	43,000	39,500	43,500	40,000	44,000	52,000
11	39,500	43,500	40,000	44,000	40,500	44,500	52,500
12	40,000	44,000	40,500	44,500	41,000	45,000	53,000
13	40,500	44,500	41,000	45,000	41,500	45,500	53,500
14	41,000	45,000	41,500	45,500	42,000	46,000	54,000
15	41,500	45,500	42,000	46,000	42,500	46,500	54,500
16	42,000	46,000	42,500	46,500	43,000	47,000	55,000
17	42,500	46,500	43,000	47,000	43,500	47,500	55,500
18	43,000	47,000	43,500	47,500	44,000	48,000	56,000
19	43,500	47,500	44,000	48,000	44,500	48,500	56,500
20	44,000	48,000	44,500	48,500	45,000	49,000	57,000
21	44,500	48,500	45,000	49,000	45,500	49,500	57,500
22	45,000	49,000	45,500	49,500	46,000	50,000	58,000
23	45,500	49,500	46,000	50,000	46,500	50,500	58,500
24	46,000	50,000	46,500	50,500	47,000	51,000	59,000

25	46,500	50,500	47,000	51,000	47,500	51,500	59,500
26	47,000	51,000	47,500	51,500	48,000	52,000	60,000
27	47,500	51,500	48,000	52,000	48,500	52,500	60,500
28	48,000	52,000	48,500	52,500	49,000	53,000	61,000
29	48,500	52,500	49,000	53,000	49,500	53,500	61,500
30	49,000	53,000	49,500	53,500	50,000	54,000	62,000

Experience	MA + 15			MA +45 or Phd		
	Level I	Level II	Level III	Level I	Level II	Level III
0	35,500			36,000		
1	36,000			36,500		
2	36,500			37,000		
3	37,000			37,500		
4	37,500	41,500		38,000	42,000	
5	38,000	42,000		38,500	42,500	
6	38,500	42,500	50,500	39,000	43,000	51,000
7	39,000	43,000	51,000	39,500	43,500	51,500
8	39,500	43,500	51,500	40,000	44,000	52,000
9	40,000	44,000	52,000	40,500	44,500	52,500
10	40,500	44,500	52,500	41,000	45,000	53,000
11	41,000	45,000	53,000	41,500	45,500	53,500
12	41,500	45,500	53,500	42,000	46,000	54,000
13	42,000	46,000	54,000	42,500	46,500	54,500
14	42,500	46,500	54,500	43,000	47,000	55,000
15	43,000	47,000	55,000	43,500	47,500	55,500
16	43,500	47,500	55,500	44,000	48,000	56,000
17	44,000	48,000	56,000	44,500	48,500	56,500
18	44,500	48,500	56,500	45,000	49,000	57,000
19	45,000	49,000	57,000	45,500	49,500	57,500
20	45,500	49,500	57,500	46,000	50,000	58,000
21	46,000	50,000	58,000	46,500	50,500	58,500
22	46,500	50,500	58,500	47,000	51,000	59,000
23	47,000	51,000	59,000	47,500	51,500	59,500
24	47,500	51,500	59,500	48,000	52,000	60,000
25	48,000	52,000	60,000	48,500	52,500	60,500
26	48,500	52,500	60,500	49,000	53,000	61,000
27	49,000	53,000	61,000	49,500	53,500	61,500
28	49,500	53,500	61,500	50,000	54,000	62,000
29	50,000	54,000	62,000	50,500	54,500	62,500
30	50,500	54,500	62,500	51,000	55,000	63,000

* Additional Certification Bonus at all levels = +\$500 (inclusive of counseling, SLP certification, TESOL Endorsement, SPED Endorsement, etc.--up to Principal Discretion)

* Performance based bonuses may be distributed to teachers at the Discretion of the Principal

Educational Assistants (195 day employee) and Custodian/Maintenance (225 Day Employee)

<i>Step</i>	<i>Salary</i>
0	15,000
1	15,300
2	15,600
3	15,900
4	16,200
5	16,500
6	16,800
7	17,100
8	17,400
9	17,700
10	18,000
11	18,300
12	18,600
13	18,900
14	19,200
15	19,500
16	19,800
17	20,100
18	20,400
19	20,700
20	21,000
21	21,300
22	21,600
23	21,900
24	22,200
25	22,500
26	22,800
27	23,100
28	23,400
29	23,700
30	24,000

Registered Nurse Salary Schedule (180 day employee)

<i>Step</i>	<i>Salary</i>					
	<i>AA</i>	<i>BA</i>	<i>BA15</i>	<i>BA45/MA</i>	<i>MA15</i>	<i>MA45</i>
0	36,000	40,000	40,100	40,200	40,300	40,400
1	36,400	40,400	40,500	40,600	40,700	40,800
2	36,800	40,800	40,900	41,000	41,100	41,200
3	37,200	41,200	41,300	41,400	41,500	41,600

4	37,600	41,600	41,700	41,800	41,900	42,000
5	38,000	42,000	42,100	42,200	42,300	42,400
6	38,400	42,400	42,500	42,600	42,700	42,800
7	38,800	42,800	42,900	43,000	43,100	43,200
8	39,200	43,200	43,300	43,400	43,500	43,600
9	39,600	43,600	43,700	43,800	43,900	44,000
10	40,000	44,000	44,100	44,200	44,300	44,400
11	40,400	44,400	44,500	44,600	44,700	44,800
12	40,800	44,800	44,900	45,000	45,100	45,200
13	41,200	45,200	45,300	45,400	45,500	45,600
14	41,600	45,600	45,700	45,800	45,900	46,000
15	42,000	46,000	46,100	46,200	46,300	46,400
16	42,400	46,400	46,500	46,600	46,700	46,800
17	42,800	46,800	46,900	47,000	47,100	47,200
18	43,200	47,200	47,300	47,400	47,500	47,600
19	43,600	47,600	47,700	47,800	47,900	48,000
20	44,000	48,000	48,100	48,200	48,300	48,400

Principal Pay Terms:

The Principal is a 246 contract day employee and salary will be negotiated annually by the GC, based on evaluations as well as experience, but will comply by the following minimums by year:

- Year 1 (K-8 School): 70,000
- Year 2+ (K-9+ School): 80,000

Dean of Instruction and Dean of Students Pay Terms:

Deans are 195 contract day employees. The Dean salaries will meet the minimum of their level and experience, but will be negotiated annually by the Principal, with approval from the GC.

Teacher Bonuses:

After the second year of operation, we have also budgeted \$1000/teacher to be used at the Principal's discretion for performance or incentive based bonuses. The Principal must provide a written statement of which teacher is receiving a bonus, how much, and why. All bonuses must be approved by the GC.

Evaluation of Licensed Teaching and Licensed Administrative Staff:

HoAc will evaluate its licensed teaching and licensed administrative staff in accordance with the School Personnel Act and as mandated by the Public Education Department. Professional Development Plans will be completed by the 40th day for all teachers, and all required observations and evaluation forms will be completed before the school year ends. All evaluations will be based on the NMTeach or HOUSSE framework. Additionally, instructional support and administrative staff will be formally evaluated each contract year, and all staff provided with informal, ongoing coaching and mentoring as needed.

Staff Expectations and Discipline:

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

employees will be required to follow the Code of Ethical Responsibilities of the Education Professional, 6.60.9 NMAC. Types of behavior and conduct that HoAc considers inappropriate include, but are not limited to, the following:

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

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

Before or during imposition of any discipline, employees may be given an opportunity to relate their version of the incident or problem at issue and provide any explanation or justification they consider relevant. Where appropriate, a policy of progressive employee discipline may be followed if the HoAc Principal deems it appropriate under the circumstances. At no time will the Principal be precluded from taking any disciplinary action he/she deems appropriate. Progressive discipline can include:

- **Verbal Reprimand:** Usually a verbal reprimand may be imposed as the initial disciplinary step. This is a verbal warning to an employee that his/her conduct is unacceptable, and that repeated or continued failure to conform his/her conduct or performance to HoAc standards will result in more severe disciplinary action. A record of the notice of the verbal reprimand may be made and retained in the employee's personnel file.
- **Written Reprimand:** If the situation merits, or if verbal reprimands do not encourage the employee to correct his/her conduct; the next step the Principal may impose is a written reprimand. This reprimand will describe the unacceptable conduct or performance of the employee and specify needed changes or improvements. A copy of the written reprimand will be retained in the employee's personnel file.
- **Suspension (leave without pay):** When an employee's conduct is severe to warrant a stricter penalty short of discharge or termination, he/she may be suspended without pay for a period of time at the discretion of the Principal. If the suspension exceeds 10 or more days, he or she will be entitled to due process.
- **Termination/Discharge:** The final step in the disciplinary procedure is the termination (in case of non-contracted employee) or discharge (in the case of a contracted employee). If an employee fails to conform his/her conduct to the standards that HoAc requires, HoAc may, for any reason it deems appropriate, terminate a non-contract employee with less than three consecutive years of employment. If a contract employee is discharged as a result of disciplinary action, the employee will only be discharged for just cause as defined in the School Personnel Act. A contract employee who is discharged mid-contract will be entitled to due process as described in NMSA 22-10A-27 (i.e. opportunity for hearing before the Governing Council and right to appeal to an independent arbitrator.) If a non-contract employee with more than three years of employment

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

Suspension (leave without pay): *When an employee's conduct is severe to warrant a stricter penalty short of discharge or termination, he/she may be suspended without pay for a period of time at the discretion of the Principal. If the suspension exceeds 10 or more days, he or she will be entitled to due process.*

Work Schedule:

HoAc generally operates from 8:00 am until 5:00 pm. Final work schedules will be determined by the Principal prior to July 1 or upon hiring date for late hires. If a staff member is unable to report to work, or if he/she will arrive late, he/she is required to contact the office before 8:00 am. If the staff member knows of the absence in advance, he/she will need to request time off directly from the Principal. Unauthorized absences, lateness, or leaving campus may lead to disciplinary action, including possible dismissal.

Staff members are either on a 180 day contract, 195 day contract, 225 day contract, or 246 day contract.

- 180 day contract—applies to school nurse*
- 195 day contract—applies to teachers, counselors, educational assistants*
- 225 day contract—applies to administrative assistance and maintenance/custodial staff*
- 246 day contract—Principal*

Severe Weather and Emergency Conditions:

In the event of severe weather conditions or other emergencies, HoAc will follow the Gallup-McKinley County Public Schools schedule.

Pay Periods: *The payroll period is a two week period from Mondays 12:00 AM until Sundays 11:59 PM and staff members will be paid each subsequent Friday following the completion of that pay period. The paycheck will reflect compensation for that pay period, less required payroll deductions. If staff members were hired after a payroll deadline the first paycheck will be delayed until the second payday after work is started. Staff members will be issued pay checks every two weeks or 26 times per year.*

Mandatory Deductions from Paycheck: *Federal, state and local income taxes and each staff member's contribution to Social Security and New Mexico Educators retirement system will be deducted from his/her pay check as required by law. These deductions will be itemized on the staff member's check stub. Other mandatory deductions from paychecks include court-ordered garnishments or support deductions.*

Reimbursement for Travel and Expenses: *Employees will be reimbursed, with prior written authorization, for authorized travel and per diem expenses pursuant to the New Mexico Travel and Per Diem Rule, NMAC 2.24.2 as amended.*

Employment Classifications:

Staff positions at HoAc are classified as either regular full-time, part-time or short-time/contracted. In addition, employees are classified as either non-exempt or exempt. Certain policies and procedures apply differently depending on how a staff member's job position is classified.

- *Non-Exempt and Exempt Employees.* At the time of hire, employees will be classified as either "exempt" or "nonexempt." This is necessary because, by law, employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per workweek. These employees are referred to as "non-exempt" in the job descriptions. This means that they are not exempt from (and therefore should receive) overtime pay. Exempt employees are the Principal, business managers, teachers, counselors, social workers, and others whose duties and responsibilities allow them to be "exempt" from overtime pay provisions as provided by the Federal Fair Labor Standards Act (FLSA) and any applicable state laws.
- *Full-Time Employees.* An employee who works 40 hours per week, is considered a full-time employee.
- *Part-Time Employees.* An employee who is regularly scheduled to work less than 40 hours per week is considered a part-time employee. If a part-time employee is working less than 25 hours per week, he/she is not eligible for the employee benefits described below. Benefits will be prorated for employees working between 25 and 39 hours per week.
- *Overtime Pay.* Non-exempt employees will be paid overtime in accordance with state and federal laws. Any overtime must be approved in advance. For purposes of determining overtime pay, HoAc's work week shall be from 12:00 a.m. Monday until 11:59 p.m. Sunday.

Benefits:

Full-time employees, or part-time employees who works more than twenty-five (25) hours per week, will be eligible to receive all of the benefits described below. For part-time employees, benefits are pro-rated.

HoAc shall comply with all state laws and regulations pertaining to employee health and basic life insurance coverage. The requirements of the New Mexico Public Schools Insurance Authority (NMPSIA) Employee Benefits Group Plan shall apply at all times to HoAc's administration of benefits. The Principal will provide newly hired employees with the appropriate applications, information and instructions relating to the enrollment process.

Employees may participate in the NMPSIA Employee Benefits Group Plan, which consists of Group Medical, Dental, Vision, and Basic Life coverage. Employees who are active at work and work the minimum qualifying number of hours shall be eligible for the following:

- *Group Insurance:* All employees who work a minimum of twenty-five (25) hours or more per week shall be entitled to participate in Medical, Dental, and Vision coverage.
- *Life Insurance:* HoAc shall enroll and pay premiums at the rate of 100% for Basic Life insurance coverage for any employee who works a minimum of fifteen (15) hours per week, regardless if the employee participates or is eligible to participate in any other line of NMPSIA coverage.
- *Disability Coverage:* HoAc shall provide employees, on a matching basis, long-term disability coverage.
- *New Mexico Retirement Plan:* HoAcThe New Mexico Educators Retirement Act is provided to eligible employees (those who have completed sufficient service) with a monthly pension benefit upon retirement. All employees who work more than 25% of the time (.25 FTE) are mandated by the New Mexico Educational Retirement Act to participate in the retirement plan.
- *Unemployment Compensation:* HoAc employees are covered in accordance with applicable unemployment compensation laws and regulations that also govern eligibility for unemployment benefits. All forms or contacts related to unemployment compensation claims should be delivered or referred to the HoAc Principal or Business Manager.
- *Leave Benefits:* As a part of the Benefits package provided to HoAc employees, the Governing Council may allow approved leaves of absence. Leaves may be granted with or without pay.

Requests for Leave forms must be completed and submitted to the Principal for approval.

- *Sick Leave: Regular full-time employees are entitled for 10 paid sick days per school year; contract personnel are entitled to the number of sick leave days stated in their contract.*
- *Personal Leave: Personal Leave of up to two (2) days per year may be granted, upon request, to all eligible employees.*
- *Family and Medical Leave Policy (“FMLA”): HoAc acknowledges that from time to time situations occur in employees’ lives that require time away from work. HoAc will provide eligible employees unpaid leaves of absence to attend to family and medical needs in accordance with the federal Family and Medical Leave Act of 1993 and as amended in 2008.*
- *Covered Service member Leave. Eligible employees who are family members of covered service members are entitled to take up to 26 workweeks of leave in a “single 12-month period” to care for a covered service member with a serious illness or injury incurred in the line of duty on active duty.*
- *Qualifying Exigency. The 12 weeks available to all FMLA-eligible employees is available to eligible employees with a covered military member serving in the National Guard or Reserves to use for “any qualifying exigency” arising out of the fact that a covered military member is on active duty or call to active duty status in support of a contingency operation.*

Enrollment Requirements:

- *A newly eligible employee is required to enroll within thirty-one (31) calendar days of being hired or within thirty-one (31) calendar days of being upgraded to that of an eligible employee.*
- *An eligible employee who has a change in status is required to complete the appropriate NMPSIA Employee Record Change Card within thirty-one (31) calendar days from the qualifying event.*
- *Pursuant to federal law and NMPSIA rules, an eligible employee may enroll in medical coverage for the occurrence of “special events” as defined by NMPSIA rules. These enrollments do not apply to dental or vision coverage.*
- *HoAc will notify employees of their right to continue health and life insurance coverage upon resignation, termination, or retirement. Dependents who are also losing coverage upon becoming ineligible shall also be informed of their rights.*

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

	will address employees' recognized representatives.			
<p>CSD EVALUATION: Exceeds – 4</p> <p>The application clearly describes the employer/employee relationship and provides clear terms of employment for all classes of employees. The application completely and appropriately explains how the proposed school will address employees' recognized representatives. The application has a clear outline for their employees that includes salary schedules, health plans, stipends, as well as guiding policies and procedures.</p>				

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 proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed 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.

APPLICANT RESPONSE:

Extended school hours:

The 8:00-5:00 school operation hours (including a 7:45 early drop off time) ensures that students and families have access to teachers at times that will work within a work-day schedule. Also, we hope that the extracurricular time at the end of the school day will allow the school to serve as a kind of community center, where community members can share their expertise in areas such as construction, music, or language/cultural knowledge.

Governing Council:

We expect that our Governing Council will be a diverse group that reflects different perspectives in our community, including the parent perspective. This will ensure that needs of the community and families will be heard at the head of the decision-making process. The School Advisory Committee will also include parents who will inform the Principal of concerns who will report applicable concerns to the GC.

SAT and IEP Processes:

SAT meetings and IEP meetings are encouraged to include a parent or family member in the process. This will ensure that families are active participants in their child's education and that families, teachers, and the Principal are working together to promote student achievement.

School Advisory Committee:

HoAc will constitute a School Advisory Council to assist the school as required by NMAC 22-5-16 to assist the school Principal with school-based decision-making and to involve parents in their children's education. School council membership shall reflect an equitable balance between school employees and parents and community members. At least one community member shall represent the business community, if possible. The school Principal may serve as chairman. The school Principal shall be an active member of the school council.

The council will:

- *work with the school Principal and give advice, consistent with state and charter school rules and policies, on policies relating to instructional issues and curricula and on the public school's proposed and actual budgets;*
- *develop creative ways to involve parents in the schools;*
- *where appropriate, coordinate with any existing work force development boards or vocational education advisory councils to connect students and school academic programs to business resources and opportunities; and*
- *serve as the champion for students in building community support for schools and encouraging greater community participation in the public schools.*

Family Survey:

HoAc will conduct a yearly family survey including the state required Quality of Education Survey. The GC will analyze the survey results in order to assess parent satisfaction with the academic program students are receiving.

Community Survey:

HoAc will assess community needs and attitudes toward the school on a yearly basis through an online survey on the school website. This will allow the GC and school leaders to assess the community impact of our school as well as any needs in the community we are not addressing.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F. (1) Community involvement.	The application provides a clear, comprehensive, and cohesive plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes how parental involvement will help to advance the proposed school's mission.	The application provides a clear plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school.	The application provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the proposed school.	The application provides an inadequate and incomplete plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. --OR-- The application does not address community involvement.
CSD EVALUATION: Meets—3				
The response is rated Meets. The application provides a clear plan that describes school structures including extended hours, governing council membership, SAT and IEP processes, School Advisory Committee, Family Surveys, and Community Surveys that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school.				

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 ensures a timely and meaningful response from school administration and the GB.

APPLICANT RESPONSE:

Concerns from the community and parents will be addressed at the lowest level possible. Concerns with teachers and staff should be brought to that staff member and then to the immediate supervisor (Principal), if the concern was not able to be addressed at the lower level. These concerns may be brought before the Principal either through a meeting or in a formal, written format. Concerns with the Principal must be filed formally through a written complaint to the President and will be addressed at the next GC monthly meeting. The President will be responsible for adding the complaint to the meeting agenda. There will be an online complaint form on the HoAc website as well as complaint forms in the HoAc office to ensure family and community access to the process. The use of the form is not required but will facilitate the process for family and community members. The responsible party for resolving the complaint will complete a follow-up section of the form to document appropriate resolution to complaints and problems.

Verbal complaints should be addressed within a week of being brought up and written complaints should be addressed within a month, though a shorter time frame may be necessary based on the nature of the complaint. Family and community surveys will include questions related to the complaint process to assess whether concerns are being addressed adequately and in a timely fashion.

Ranking					
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Complaint Resolution		The application provides a clear, comprehensive, and cohesive plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and assures a timely and meaningful response from the proposed school administration or the GB.	The application provides a clear plan to receive and process concerns and complaints from the community and parents. The plan is somewhat transparent, fair, accessible to the community, and assures a timely and meaningful response from the proposed school administration or the GB.	The application provides a limited plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the proposed school administration or the GB.	The application provides an inadequate or incomplete plan to address community and parent complaints. --OR-- The application does not address complaint resolution.
	CSD EVALUATION: Meets – 3				
The applicant’s response is rated Meets.					
The applicant provides a clear process to receive and process concerns and complaints with families and the community. The process includes assurances that concerns will be addressed at the lowest level, but will be addressed by the governing council if filed. The process includes timelines that ensure meaningful and timely responses.					

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment timelines presented are **reasonable**.

APPLICANT RESPONSE:

All students who meet the State of New Mexico’s eligibility requirements for attending a public school may apply for admission to HoAc. HoAc does not discriminate among applicants on the basis of age, disability, gender, ethnic or national origin, religion, or academic standing. HoAc is a non-sectarian school. There is no tuition or student funding requirements.

HoAc will adhere to state laws and regulations and require the following documents when enrolling students:

- *Proof of age*
- *Copy of immunization records*
- *Special Education information (if appropriate)*
- *Emergency contact information*
- *Emergency Medical Authorization*
- *Health insurance information*
- *Lunch form (to gather free/reduced lunch data)*
- *Authorization for Release of Information Form*
- *Home Language Survey*
- *Registration forms and any other required by HoAc*

For the first year, students will be allowed to fill out enrollment packets starting in April. The enrollment deadline will be the last Friday in June and registration packets will be sent out during the first week in July, due within two weeks of the start of school. Should the number of applicants exceed class enrollment caps, a lottery will be conducted the first week in July. Accepted applicants will be sent registration packets within a week after the lottery. The completed packets will need to be returned by a set deadline, (tentatively before August 1), in order to hold the slot. In subsequent years, students will be asked to enroll by April 1 and lotteries will be held May 1. Accepted applicants will be sent Registration Packets by the second week in May.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1) Student Recruitment	The application provides a clear, comprehensive, and cohesive outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment /enrollment	The application provides a clear outreach and recruitment plan that ensures equal access to the proposed school. Adequate recruitment /enrollment timelines are presented. The	The application provides a limited recruitment plan for ensuring equal access to the proposed school. General recruitment /enrollment timelines presented. The outreach/	The application provides an inadequate or incomplete outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the proposed school. The outreach / marketing plan does not appear to be supported

	timelines presented are reason-able . The outreach/ marketing plan is completely supported by the budget.	outreach/ marketing plan appears to be supported by the budget.	marketing plan is partially supported by the budget.	by the budget. --OR-- The application does not address student recruitment.
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CSD EVALUATION: Does Not Meet – 1

The applicant's response is rated as a Does Not Meet.

The response does include enrollment and registration timelines. However, the distinction between enrollment and registration is unclear and it appears the school may plan on requesting information that is not allowable prior to the lottery.

Further, the applicant has not included any recruitment or marketing plan to ensure equal access to the proposed school and to support the school in meeting enrollment goals. There is no budget support for marketing.

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes, and **support equal access** to the proposed school (include how a wait list will be maintained). Please provide tentative timeframes or dates.

APPLICANT RESPONSE:

Applications for enrollment will be accepted on a first-come first-served basis as permitted by NMAC 22-8B-4.1A. If the number of applications exceeds the number of openings, a lottery process for admission will be instituted for all applicants. Notice of the lottery, including the date and time, will be advertised to the public in the newspaper and to the applicant pool, and will be conducted on the first Friday in July. The Principal, or a designee, will draw numbers for the lottery. The corresponding names will be listed in the order they are drawn. All names will be drawn and listed in the order of the drawing on the appropriate grade-level roster. Exceptions to the process as per NMAC 22-8b-4.1 are siblings. If a sibling is already enrolled in the school or if one sibling's name is drawn in a lottery, the other is accepted or moved to the top of the waiting list for his/her grade level. After openings are filled, all others are put on a waiting list according to the order of the drawing. A member of the Governing Council as well as a member of the outside community will be present for the drawing. The administrative assistant will be responsible for maintaining a copy of the waitlist.

Students who are accepted are notified via a letter sent to their homes by the administrative assistant or Principal within a week of the drawing. Students who do not confirm within the deadline specified in the letter (tentatively before August 1) forfeit their right to attend HoAc for the year they enrolled.

Applications will be accepted on an on-going basis and will be kept on file at the school at all times. Only one lottery will be conducted each year.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet—1
G.(2) Lottery Process	The application provides a complete, comprehensive, and cohesive description of its lottery procedures that comply with state statutes, and support equal access to the proposed school. Tentative dates are provided.	The application provides a clear description of its lottery procedures that comply with state statutes. Tentative dates are provided for the most part .	The application provides a general description of lottery procedures that comply with state statutes. Some tentative dates are provided.	The application provides an inadequate or incomplete description of its lottery procedures or what is provided does not comply with state statutes. --OR-- The application does not address the lottery process.
	<p>CSD EVALUATION: Meets—3</p> <p>The response is rated as a meets.</p> <p>The application provides a clear description of its lottery procedures that comply with state statutes. Tentative dates are provided for lottery dates, and responding to notification of acceptance through the lottery. The process provides for appropriate sibling preferences and describes with some detail how the waiting list will be maintained.</p>			

H. Legal Compliance.

<p>H. (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.</p>
<p>APPLICANT RESPONSE:</p> <p><i>In accordance with NMSA 22-8B-5.2, it shall be the duty of each Governing Council member to voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the Governing Council member has a personal or financial interest, including an interest by a member of the Governing Council’s immediate family, or where the Governing Council’s participation will or may compromise the confidential nature of the discussion. The following provisions of 22-8B-5.2 apply:</i></p> <ol style="list-style-type: none"> <i>1. A person shall not serve as a member of a governing body of a charter school 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 charter school contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person’s immediate family member and the charter school voidable at the option of the chartering authority, the department or the governing body. A person who knowingly violates this subsection may be individually liable to the charter school for any financial damage caused by the violation.</i>

2. *No member of a governing body or employee, officer or agent of a charter school shall participate in selecting, awarding or administering a contract with the charter school if a conflict of interest exists. A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the charter school is contracting. A violation of this subsection renders the contract voidable.*
3. *Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of a charter school is ineligible to serve on the governing body of the charter school chartered by the chartering authority.*

Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Governing Council. HoAc will implement and adopt the provisions of SB446 regarding conflicts of interest.

- *Disclosure: Each Council Member agrees to complete and sign a Disclosure of Conflicts of Interest statement (see below) prior to accepting his/her position on the Council. In addition to this statement, Council Members shall annually update the disclosure statement and shall otherwise immediately notify the President of the Council when he or she becomes aware that an actual or potential conflict may exist.*

Also, the Principal of the charter school shall not initially employ or approve the initial employment in any capacity of a person who is the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister or sister-in-law of a member of the Governing Council or the Principal. The Governing Council may waive the nepotism rule for family members of a Principal. In the event a waiver is requested by the Principal, the matter shall be discussed and acted on in a public meeting after an explanation by the Principal as to why such employment is in the best interest of the school. The Governing Council shall vote whether to approve the waiver of the nepotism rule in an open meeting and the decision shall be made by resolution. A copy of the resolution shall be placed in the affected employee's personnel file.

The charter school's employees, including the Principal shall not serve as a member of the Governing Council, in any capacity.

Conflict of Interest Disclosure Statement:

I have the following conflict of interest to report (please specify other nonprofit and for-profit boards you (and your spouse) sit on, any for-profit businesses for which you or an immediate family member are an officer or director, or a majority shareholder, and the name of your employer and any businesses you or a family member own):

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(1) Conflict of Interest	The application provides a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to meet the requirements of the law. The application provides a sample disclosure statement of any real or potential conflict of interest.	The application provides a clear Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law.	The application provides a limited Conflict of Interest Policy. However, the response may raise questions or concerns about understanding or capacity regarding the requirements of the law.	The application provides a Conflict of Interest Policy that is inadequate or incomplete or does not meet the requirements of the law. --OR-- The application does not address a Conflict of Interest Policy.
<p>CSD EVALUATION: Exceeds—4</p> <p>The response is rated as an Exceeds.</p> <p>The application provides a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to meet the requirements of the law. The application provides a sample disclosure statement of any real or potential conflict of interest.</p>				

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

I.(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 proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

APPLICANT RESPONSE:

No essential partnership/contractor relationships.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
I. (1). Third Party Relationships	<p><i>If Applicable</i> The application indicates that there is /are third party relation-ship(s), and the application provides a clear, comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the proposed school. The application demonstrates a complete understanding of the legal implication of the relationship to the proposed school.</p>	<p><i>If Applicable</i> The application indicates that there is /are third party relationship(s), and The application provides a clear description of all third-party relationships that are considered integral to accomplishing the mission of the proposed school. The application demonstrates knowledge of the legal implication of the relationship to the proposed school.</p>	<p><i>If Applicable</i> The application indicates that there is /are third party relationship(s), and the application provides some information about the relationships and how it/they will support the proposed school. The application may or may not indicate a limited knowledge of the legal implication of the relationship to the proposed school.</p>	<p><i>If Applicable</i> The application is inadequate or incomplete. --OR-- The application indicates that there is /are third party relationship(s), but the application does not address the relationship.</p>
<p>CSD EVALUATION: N/A – The applicant has explained that there are no essential contractual relationships; HoAc will continue to operate and exist without the relationship, but the MOU outlines the advisory nature of the relationship.</p>				

<p>I.(2) If applicable, provide and attach as Appendix D, a proposed, signed, clear, formal agreement between the applicant and each third party relationship OR memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.</p>
<p>APPLICANT RESPONSE:</p> <p><i>There are no essential third party relationships, although we will sign an MOU between HoAc and Hillsdale College Barney Charter School Initiative upon approval of this application (attached as Appendix D). HoAc will continue to operate and exist without the relationship, but the MOU outlines the advisory nature of the relationship.</i></p>

Ranking					
		Satisfied ←		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
I.(2) Proposed Agreement	<i>If Applicable</i> The application indicates that there is /are third party relationship(s), and it provides a proposed, signed, clear, formal agreement between the proposed school and each third party relationship OR memorandum of understanding (MOU) between the proposed school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.	<i>If Applicable</i> The application indicates that there is /are third party relationship(s), and it provides a proposed, signed formal agreement or MOU between the proposed school for most prospective third-parties, delineating major roles and responsibilities OR the application provides some formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.	<i>If Applicable</i> The application provides a limited proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) OR signed letter(s) of intent between the proposed school and prospective third-parties. Roles and responsibilities provided may be general .	<i>If Applicable</i> The application provides an inadequate or incomplete response --OR-- Does not address the prompt.	
	CSD EVALUATION: N/A – The applicant has explained that there are no essential contractual relationships; HoAc will continue to operate and exist without the relationship, but the MOU outlines the advisory nature of the relationship.				

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers specifically identify statutes or state rules for which a waiver is requested. For all describe how the waiver will support the proposed school’s plan; the description should clearly demonstrate how requested waivers align with the proposed school’s mission, and the educational program and curriculum . For further information please see the following link: http://ped.state.nm.us/admin.personnel/waiver_requests.html .		
NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school’s plan.
Individual class load	<input checked="" type="checkbox"/>	The classical curriculum we have developed is effective with large and small groups of students alike. We desire to reach a large and diverse population of students and larger class sizes will allow this to happen as well as increase diversity in an individual classroom.
Teaching load	<input type="checkbox"/>	Click here to enter text.
Length of school day	<input checked="" type="checkbox"/>	Our extended school day will accommodate the diverse needs of students in our area by aligning with working hours to give students and parents more access to the school. It also gives our students extra

		instructional hours and enrichment opportunities since many students are below grade level and lack the varied extracurricular opportunities we will be provided in our extended day
Staffing pattern	<input type="checkbox"/>	Click here to enter text.
Subject areas	<input type="checkbox"/>	Click here to enter text.
Purchase of instructional materials	<input checked="" type="checkbox"/>	We have a specific educational program for which some resources are not on the state-approved list of curricula. In order to fully implement our Classical program, we will need to purchase additional resources.
Evaluation standards for school personnel	<input type="checkbox"/>	Click here to enter text.
School principal duties	<input type="checkbox"/>	Click here to enter text.
Drivers education	<input type="checkbox"/>	Click here to enter text.
Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.	
Click here to enter text.	Click here to enter text.	

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0
J.(1) Waivers	The application provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the proposed school's proposed autonomy, its mission, and the educational program and curriculum.	The application 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 application provides a limited list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the application fails to identify the waivers in III.K. (1) and (2). Or, the application does not address waivers.
CSD EVALUATION: Meets – 2				
The applicant's response is rated Meets.				
The response has listed two waivers in the table above and has provided the statute and rationale for each waiver.				

K. Transportation and Food.

K. (1) *If Applicable*, state how the proposed 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>.

APPLICANT RESPONSE:

We would like to ensure that as many students as possible who would like to attend have access to our school, so we will be contracting with Gallup McKinley County Schools to provide busing for our students. The district has agreed to pick up our students as needed and drop them off at our school as the last stop. Since most district schools start around 8:00 A.M., they will be able to get our children to school on time for our 8:30 start time. Likewise, the district will pick our students up after running their usual routes, so an extended school day will work well. Our discretionary funds will cover costs for the first year, before we are able to receive state money as well as an increase in subsequent years based on increased enrollment. We plan that after five years our transportation costs will stay constant and state money will be able to fully fund our transportation program. Talked to Natalyn Tsosie (5/6/16) 721-1191 west, east, and north Antoinette martinez (finances) 505-721-2252.

- *Fund 13000 – Transportation*
 - *Revenue*
 - *41980-Refund of Prior Years Expenditures: After Year 1, income was included to account for the State refund of the prior year’s transportation expenditures.*
 - *Expenditures*
 - *55913-Contracts-Interagency/REC: Gallup McKinley County School District has agreed to provide HoAc with transportation services. Pursuant to District Costs, we anticipate a maximum cost of \$442.85/per student, and likely less depending on negotiations.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
K.(1)Transportation	<p><i>If Applicable</i></p> <p>The applicant states that it plans to offer transportation to its students. The applicant provides a clear description of how student transportation needs will be met that is supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The applicant states that it plans to offer transportation to its students. The applicant provides an adequate description of how student transportation needs will be met that appears to be supported by the budget.</p>	<p><i>If Applicable</i></p> <p>The applicant states that it plans to offer transportation to its students. Only a limited description of how student transportation needs will be met is provided OR the applicant has not fully addressed transportation in the budget.</p>	<p><i>If Applicable</i></p> <p>The applicant states 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.</p> <p>--OR--</p> <p>The applicant does not state whether or not it plans to offer transportation to its students.</p>

CSD EVALUATION: Meets – 3

The response is rated as a meets.

The applicant states that it plans to offer transportation to its students through an agreement with the local school district. The applicant provides an adequate description of how student transportation needs will be met that appears to be supported by the budget. The description includes the routes and where students will be picked up, the manner in which the schedule facilitates the bus arrangement, and individuals the applicant has worked with to arrange the transportation plan.

K.(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.

APPLICANT RESPONSE:

We will be contracting with the Gallup-Mckinley County School District for food services. The district uses Aramark, which is an approved vendor. If our facility allows, we will have our own lunch staff, or we will receive breakfast and lunch deliveries from the nearby Del Norte Elementary School. Based on the current population of GMCS, which is similar to our expected demographic of students, we expect around 80-88% will qualify for Free and Reduced Lunch. Therefore, we anticipate receiving federal reimbursement for a breakfast and lunch program, as well as for after school snacks.

- *Fund 21000-Food Service*
- *Revenue - We anticipate revenue for food service costs, but this revenue was not included due to the uncertain nature, and in order to budget conservatively.*
- *Expenditures - 55913-Contracts Interagency/REC: Gallup McKinley County School District has agreed to provide HoAc with food services. Pursuant to discussions with Aramark, this should cost approximately \$70,000 in Year 1.*

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
K.(2) Food Services	<p><i>If Applicable</i></p> <p>The applicant plans to offer food services to its students. The applicant provides a clear description of how food services will be provided that is supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The applicant plans to offer food services to its students. The applicant provides an adequate description of how food services will be provided that appears to be supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The applicant plans to offer food services to its students. Only a limited description of how food services will be provided is included OR the applicant has not fully addressed food services in the budget.</p>	<p><i>If Applicable</i></p> <p>The applicant plans to offer food services to its students. The applicant provides an inadequate or incomplete response of how food services will be provided.</p> <p>--OR--</p> <p>The applicant plans to offer food services to its students but provides no other information.</p>

CSD EVALUATION: Partially Meets - 2

The applicant plans to offer food services to its students. Only a limited description of how food services

will be provided is included. Specifically, the applicant provides several alternatives for how lunch may be provided, but does not describe what the determination will be based upon. The description of the agreement with the local district is not as clear as the description in the response regarding transportation.

L. 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 22nd, 2016**. 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.

L.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school’s Facilities Master Plan Ed / Spec Checklist.

APPLICANT RESPONSE:

Please see Appendix E for our approval letter and Facilities Master Plan Ed. Spec. Checklist.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1) Projected Facility Needs	The applicant completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix “J.”	The 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 has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the review and approval process has not been completed.	The applicant has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The applicant does not address the Facilities Master Plan Ed / Spec checklist.
CSD EVALUATION: Exceeds—4				
The response is evaluated as an exceeds.				
The applicant completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix “J.”				

L. (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 proposed school’s opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

On April 14, 2016, we met with Gallup-McKinley County School Superintendent Frank Chiapetti. At that meeting we discussed utilizing existing district facilities, and we were able to identify the current Juan de Onate School (School ID:043158) as a possible initial facility. The Superintendent’s position is that we would be able to utilize those existing facilities, as long as they met with the States approval. In the alternative, he was willing to provide us with temporary buildings until we were able to construct or find permanent facilities. Our letter of official request to the Superintendent is attached hereto as Exhibit A, at p. 24. No official written response has yet been received, but all indications from our meetings are that the Superintendent approves of our plan.

Juan de Onate is set to be vacated in January of 2017. This will give us 8 months to prepare it for HoAc, which is set to be opened in August of 2017. In the long term we intend to construct or acquire a more extensive facility, which would satisfy all the needs of our school once it has reached its enrollment cap. We will be working with our non-profit group to begin fundraising for such a building at the end of our first year of operation.

If our first choice in facility is untenable, we have looked at utilizing portable buildings on land owned by the Knights of Columbus. The Knights of Columbus have an events hall on this land that could be used for restrooms, large common space, and food service. The Gallup McKinley County Schools Superintendent has offered us the use of portables as well. We would also be amiable to other shared or joint use facilities either private or public, if necessary.

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

significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.

The applicant has had conversations with the local district superintendent and has identified a public building that is available. Further, the applicant has identified alternative spaces in the targeted location.

III. Financial Framework

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 F**, 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.

APPLICANT RESPONSE:

See Appendix F, attached.

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

CSD EVALUATION: Meets – 6

The response is rated meets.

The application 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 demonstrates understanding of the SEG and how it works, along with some understanding how to estimate that particular component and how the budget works.

A.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school’s mission and aligns with the proposed 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 proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

APPLICANT RESPONSE:

See Appendix G.

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

CSD EVALUATION: Meets—9

The response is rated as a meets.

The application provides a five-year budget that appears to support the proposed school’s mission and the proposed school’s five- year growth plan, including staffing, facilities, educational program and

services. The draft budget adequately demonstrates the financial capacity and long-term sustainability of the proposed school. The response would be strengthened by incorporating additional funding options that would provide services to students. There are some minor expenses that do not appear to be accounted for.

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 proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE:

- *Fund 11000-Operational*
 - *Revenue*
 - *43101-State Equalization Guarantee ("SEG"): This is the only source of revenue used for the draft budget. Though there will likely be other sources of revenue for HoAc, for purposes of drafting a 5 Year Budget Plan, we felt it best to be very conservative.*
 - *Expenditures*
 - *Function 1000-Instruction*
 - *51100-Salary Expenses: Both district numbers and Salary.com voluntary reporting numbers were used to calculate average teacher salaries for each field. First year teachers are Tier 1 average pay teachers, and in subsequent years the total state average is used (cross-tier). This is done for budgetary reasons, but also because we intend to primarily target new and Tier 1 teachers for hiring in Year 1.*
 - *51300-Additional Compensation: Due to budgetary restrictions, no additional compensation will be provided in Year 1. In subsequent years, annual bonuses of up to \$1000 per teacher (performance based) will be paid, as well as stipends for participating in activities.*
 - *52XXX-Employee Benefits: Employee benefits were calculated by averaging benefits across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc Compensation.*
 - *53330-Professional Development: Year 1 professional development is provided on-site through Hillsdale College and possibly other providers. In subsequent years, professional development is provided in Hillsdale, MI, at no expense other than travel costs to and from MI. Travel costs were calculated using Federal and State guidelines and averaged up to provide a cushion. An additional \$500 was added per teacher for other professional development opportunities that may arise.*
 - *55813-Employee Travel-Non-Teachers: Such travel is highly unlikely, but \$1,000 dollars is budgeted after Year 1 for unexpected circumstances.*
 - *55817-Student Travel: Year 1 Student Travel is limited due to budgetary restraints, but each teacher is allocated \$800 for field trips and other travel as they see fit. In subsequent years, each teacher is allocated \$1,200 for student travel. This amount was calculated using Federal and State guidelines and commercial travel planning sites.*

- *56112-Other Textbooks: Year 1 is limited due to budgetary constraints, but in subsequent years, each teacher is allocated a \$250 stipend for Other Textbooks.*
- *56113-Software: Software Costs were calculated using Microsoft Corporate (365), Dell and Adobe.*
- *56118- General Supplies and Materials: Costs were calculated by averaging 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc.*
- *57332-Supply Assets (\$5,000 or less): Gallup-McKinley County School District is willing to provide the existing Supply Assets of Juan de Onate School to HoAc. This should see us through Year 1, after which time we will begin replacing assets. All classrooms are allocated a technology budget in Year 1 calculated from Dell.com (state contract).*
- *Function 2100-Support Services-Students*
 - *51100-Salary Expenses: Both state reported numbers and Salary.com voluntary reporting numbers were used to calculate average support salaries for each field.*
 - *52XXX-Employee Benefits: Employee benefits were calculated by averaging benefits across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc Compensation.*
 - *53212-Speech Therapists-Contracted: We have reached out to a Speech Therapist to provide services supplementing our in-house Special Needs programs. This number is based on her hourly rate, and the number of expected students in need of services per week (based off SEG calculations).*
- *Function 2200-Support Services-Instruction*
 - *51100-Salary Expenses: Both state reported numbers and Salary.com voluntary reporting numbers were used to calculate average support salaries.*
 - *52XXX-Employee Benefits: Employee benefits were calculated by averaging benefits across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc Compensation.*
 - *56113-Software: The library will begin participating in the cost of software after Year 1, as it will also be operating as a computer lab and testing center.*
 - *56114-Library and Audio Visual: The library will serve a central source for additional materials for all grades, and has been granted an ample budget to purchase resources, based on average costs.*
 - *56118-General Supplies and Materials: These costs were calculated by averaging costs across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc.*
 - *57332-Supply Assets (\$5,000 or less):This is primarily for the purchase of computers and misc. assets. Calculated from Dell.com (state contract).*
- *Function 2300-General Administration*
 - *53330-The board will undergo annual professional development. Year 1*

professional development is provided on-site. In subsequent years, professional development is provided in Hillsdale, MI, at no expense other than travel costs to and from MI. Travel costs were calculated using Federal and State guidelines and averaged up to provide a cushion. This is for 5 Board Members in Year 1, and 7 Board Members in subsequent years.

- *53411-Auditing: The state recommended number was used, and a cushion is provided after for additional services that may be necessary.*
- *53413-Legal: Calculated using average annual fees to similarly situated entities.*
- *53414-Other Services: We have contacted REDW, one of the top accounting firms in New Mexico, to serve in place of an on-staff business manager.*
- *55400-Advertising: \$5,000 is allocated for primarily on-line advertising. Number was calculated at the recommendation of a marketing firm.*
- *55812-Board Training: The Board will undergo annual trainings as provided by law, and Federal guidelines were used to provide for expenses.*
- *Function 2400-School Administration*
 - *51100- The Principal pay is negotiated by the Board. The Coordinators/Subject Matter specialists are licensed teachers, paid according to the appropriate pay scale. They also receive an increase in salary depending on additional certifications that they hold. We will begin with 1 secretary in Year 1, and increase to two in Year 2 and subsequent. Both state reported numbers and Salary.com voluntary reporting numbers were used to calculate average School Administration's salaries.*
 - *52XXX-Employee Benefits: Employee benefits were calculated by averaging benefits across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc Compensation.*
 - *53330-Professional Development: The Principal and Coordinators/Subject Matter Specialists will receive annual professional development. The Secretaries will receive professional development as appropriate. Year 1 professional development is provided on-site through Hillsdale College and possibly other providers. In subsequent years, professional development is provided in Hillsdale, MI, at no expense other than travel costs to and from MI. Travel costs were calculated using Federal guidelines and averaged up to provide a cushion. An additional \$500 was added per teacher for other professional development opportunities that may arise.*
 - *54311- Furniture/Fixtures/Equipment: Gallup-McKinley County School District is willing to provide the existing Furniture/Fixtures/Equipment of Juan de Onate School to HoAc. This should see us through Year 1, after which time we will begin replacing assets. All classrooms are allocated a technology budget in Year 1 calculated from Dell.com (state contract).*

- 55813-*Employee Travel-Non-Teachers: Non-teacher travel is not anticipated, but \$1000 was budget for unexpected circumstances.*
- 56113-*Software: Basic administration software will be purchased in Year 1 through Microsoft Online Services. After Year 1, more specialize software will be purchased as necessary.*
- 56118-*General Supplies and Materials: These costs were calculated by averaging costs across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc.*
- 57332-*Supply Assets (\$5,000 or less): Year 1 Supply Assets include Computers, Printers, and basic office assets. Calculated from Dell.com (state contract). In subsequent years, more expansive assets will be purchased for schoolwide use, such as a commercial printing and binding center. Calculated through Xerox Business Services (57331).*
- *Function 2600 – Operation and Maintenance of Plant*
 - 51100- *Salaries Expenses: In Year 1 we will hire 1 custodian for all general Plant Maintenance Issues. In subsequent years, we will hire 2 custodians and 1 maintenance employee for general upkeep and repair. The Principal pay is negotiated by the Board. The Coordinators/Subject Matter specialists are licensed teachers, paid according to the appropriate pay scale. They also receive an increase in salary depending on additional certifications that they hold. We will begin with 1 secretary in Year 1, and increase to two in Year 2 and subsequent. Both state reported numbers and Salary.com voluntary reporting numbers were used to calculate average School Administration’s salaries.*
 - 52XXX-*Employee Benefits: Employee benefits were calculated by averaging benefits across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc Compensation.*
 - *No rent was included as we have a district facility that the Superintendent has tentatively approved for our use, subject to PSFA approval (Juan de Onate Facility).*
 - 54312: *Grounds: We budgeted \$5,000 per year for grounds maintenance based on discussions with Holiday Nursery in Gallup, NM.*
 - 54411,54412,54415-*Electricity, Natural Gas, Water/Sewage: Based off the annually utilities costs of the Juan de Onate facilities, these amounts were split equally between the utilities.*
 - 54416-*Based off of discussions with Microsoft and QWEST, \$3,000 was budgeted in Year 1, with proportional increases in subsequent years.*
 - 56118- *General Supplies and Materials: These costs were calculated by averaging costs across 3 similarly situated NM Charter Schools, and applying them proportionally to HoAc.*
 - 57332-*Supply Assets (\$5,000 or less): Plant Maintenance Assets were based off of discussions with All Star Janitorial regarding costs per square forage of maintenance, and proportionally figured for Juan de Onate.*

	<p>those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school’s mission, educational program, staffing, and facility. The budget narrative demonstrates the applicant’s thorough understanding of the budget and of budgeting.</p>	<p>assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the proposed school’s mission, educational program, staffing and facility. The budget narrative demonstrates the applicant’s general understanding of the budget and of budgeting.</p>	<p>those were determined, and identifies some priorities. The budget narrative may raise some questions about the applicant’s understanding of the budget and of budgeting.</p>	<p>The application does not provide a budget narrative.</p>
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CSD EVALUATION: Meets – 3

The response is rated as a meets.

The application provides a clear budget narrative with some meaningful detail that explains basic assumptions, how those were determined based on reliable sources. Sources identified include other charter schools, the local district, RECs, and specific vendors. The narrative identifies most of the priorities that are consistent with the proposed school’s mission, educational program, staffing and facility. The budget narrative demonstrates the applicant’s general understanding of the budget and of budgeting.

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 the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula the proposed school will only receive additional funding during the next school year.

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

APPLICANT RESPONSE:

The HoAc 5 Year Budget Plan (Appendix G) is a conservative budget, utilizing SEG funding as the only revenue source (and prior year Transportation expenditure reimbursements after Year 1). Additionally, several “soft points” have been built into the budget as cushions in case reallocation is necessary:

- *Function 2900-Object 58213-Emergency Reserve. HoAc has budgeted an emergency reserve of 3% of the total SEG funding for each fiscal year. For example, in Year 1, HoAc has set aside \$41,593.44 of the \$1,386,447.95 SEG revenue. This allows for a substantial reserve that may be*

utilized when inter-function transfers are necessary.

- *Functions 2600, 2400, 2200, 1000-Objects 56113, 57332, 56118: Within various functions throughout the budget, HoAc has built in cushions of 10% to 15% in Software, Supply Assets, and General Supplies and Materials. These cushions allow for smaller intra-function transfers when necessary.*

Beyond these cushions, HoAc has also identified areas that could be cut or reduced, if necessary to improve cash-flow or meet other financial challenges (such as under-enrollment):

- *Functions 2400, 1000-Objects 55817, 55813, 55812, 55400: HoAc has budgeted funds for Student Travel, Employee Travel, Board Training (separate from Professional Development costs), and advertising. All of these areas can be cut out with little detriment, saving a potential \$15,500 or more.*
- *Finally, if necessary, the Teaching Assistants, Fine Arts, Extra-Curricular, and Coordinator/Subject Matter Specialist positions can be eliminated and HoAc will still be able to accomplish its overall plans and goals. In Year 1, if these positions were eliminated, it would free up a minimum of \$210,000. This is a last resort and would likely only occur if enrollment numbers are far below expectations. These positions will not be offered final contracts until enrollment is fixed.*

HoAc is designed to be flexible by ensuring a “modular” capability to facilities, assets, and faculty. Our Special Education teachers are fully licensed teachers, and trained in all aspects of the curriculum. Conversely, our Regular Education, Fine Arts, and Extra Curricular teachers will be encouraging to seek licensure for Special Education. The intent is to be able to move all teachers to the areas they are most needed.

For example, in a year in which there are fewer than expected students with special education needs, the Special Education teacher(s) can take on more Regular Education duties. In years in which there is more than expected students with special education needs, the Regular Education teachers who have a SPED endorsement can assist with Special Education. Additionally, we have supplemented the Special Education programs with a contracted speech pathologist, and there is enough cushion in the budget to further contract services as needed.

In the event that HoAc has over estimated enrollment numbers, a number of positions are designed to be eliminated as necessary to make up the difference. These include the Teaching Assistant, Fine Arts, Extra-Curricular, and Coordinator/Subject Matter Specialist positions. For example, in Year 1, if these positions were eliminated, it would free up a minimum of \$210,000. Due to the modular nature of the school, the remaining teachers would all be equally equipped to fill in the gaps that may be created by these absences. These positions all will receive their final contracts late in the year, once enrollment numbers are fairly fixed.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(4) Strategies for Budget Control	The application provides a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide clear evidence that the adjustments are viable and realistic. The suggested budget control strategies demonstrate capacity to manage the budget successfully.	The application provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide some evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a general capacity to manage the budget successfully.	The application provides a limited description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic.	The application provides an inadequate or incomplete description of budget adjustments. --OR-- The application does not address strategies for budgeting control.
CSD EVALUATION: Meets – 3				
The response is rated as a meets.				
The application provides a specific description of what budget adjustments will be made to meet financial budget and cash-flow challenges, including cushions that have been built into the budget, underestimating revenue sources, and funding an emergency reserve. The explanations provide some evidence that the adjustments may be viable and realistic. Programmatic cuts are limited, and the suggested budget control strategies demonstrate a general capacity to manage the budget successfully without damaging the educational environment.				

B. Financial Policies, Oversight, Compliance, and Sustainability

B.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school’s procedures.
APPLICANT RESPONSE:
<i>HoAc will utilize sound fiscal practices that comply with New Mexico State statutes and regulations as well as federal and local laws and regulations. To minimize risk inherent in administering the school’s finances, HoAc has clearly defined roles and procedures that will provide reasonable assurance of the school’s long-term financial health and the school’s success. Pursuant to statute, the GC will establish both Finance and Audit Committees.</i>
<i>The HoAc GC (“GC”) will apply to become a Board of Finance, and provide direct oversight of the school’s finances by regularly reviewing and approving financial reports at the monthly board meeting. The GC</i>

will also establish and approve the yearly budget, as well as approve the Principal's contract and the staff salary schedule.

The Principal will have daily responsibility for all management and fiscal decisions. These fiscal responsibilities include, but are not limited to the proper oversight of the school's approved budget, hiring and dismissing of all employees, and monitoring of the proper reporting of student data. He will ensure that reports to all federal and state agencies (such as the New Mexico Public Education Department and Charter School Division) are completed accurately and submitted in a timely manner.

The Principal will also contract with REDW, or another appropriate entity (respected by peers, who holds a State of New Mexico School Business Official License), to undertake the business manager services. The business manager will report to the Principal and the GC and will be responsible for conducting or ensuring that all fiscal activities of the school are conducted in a timely manner and in full accordance of the law. To this end, the school will use industry appropriate electronic accounting financial software to process its daily financial business.

The GC will ensure that HoAc is following general standards of accounting and otherwise sound public school business practices by requiring regular reporting by the Principal and business manager at its monthly meetings. The GC will ensure that they adopt and follow sound financial management policies:

- *Adopt policies to implement the New Mexico Procurement Code. N.M. STAT. ANN. § 13-1-1, et. Seq.*
- *Budget policies: fiscal year, budget preparation, budget maintenance standards; budget adjustment requests;*
- *Segregation of duties; anti-nepotism policies;*
- *Internal controls;*
- *Cash management program to safeguard cash in custody;*
- *Procedures for expenditure projections to identify school staffing and equipment needs;*
- *Receipt of funds;*
- *Cash disbursement;*
- *Procedures for Bank Reconciliation (monthly review and reconciliation); personnel and payroll policies (contracts, personnel/payroll action forms, certification records, employment eligibility, federal/state withholding, pay deduction authorizations, Educational Retirement Act plan and direct deposit authorizations);*
- *Compliance with the annual school audit as outlined in New Mexico Audit Act. N.M. STAT. ANN. §12-6-1, et seq.*
- *Conflict of interest disclosure statement and policy;*
- *Such other policies to ensure that the school complies with the Public School Finance Act. N.M. STAT. ANN. § 22-8-1, et seq.; Title 6, Chapters 19 through 21 of New Mexico Administrative Code and the New Mexico Public School Accounting Budgeting Manual;*
- *Policy defining the relationship to the charter authorizer; and*
- *Charter amendment procedure.*
- *Charter School will employ a licensed full-time business manager or contract with a business manager to manage the school's fiscal responsibilities. The business manager must hold at least a Level 2 State of New Mexico Professional School Business Official License. The business manager must also attend all required New Mexico Public Education Department (NMPED) trainings and workshops. The business manager must have the following areas of expertise and knowledge:*
 - *Public school accounting and budgeting*
 - *Budget preparation and management*

- *Preparation and submission of all NM PED Reports*
- *Internal control policies and procedures*
- *Standards for fund accounts and reports*
- *Cash management and controls*
- *Payroll Preparation*
- *NM PED Reimbursement Request Submissions*
- *Procurement oversight*
- *Asset and inventory management oversight*
- *Accounts Payable oversight*
- *Accounts Receivable oversight*
- *Human Resources Oversight*
- *Internal Control Procedures*

Specific policies include:

- *Segregation of Duties*
 - *Segregation of duties will be implemented to ensure that no staff member has full control of all processes involved in receiving, expending, reconciling and reporting of funds, thus protecting the school's assets and limiting the possibility of fiscal fraud.*
- *Purchasing*
 - *The school will establish the protocols regarding the issuing of purchase orders and when they will be required. Both the Principal and the Business manager are required to approve all purchase orders, ensuring that sufficient funds are available for the purchase. Once a purchase order has been approved, it is assigned a number and a copy will be given to the employee who submitted the purchase order. The requesting employee then has authorization to make the purchase. The vendor will receive a copy of the purchase order. Vendors will be required to include the purchase order number on their invoices*
- *Receiving Orders*
 - *When orders are received they will be reviewed for accuracy, and items will be compared to the packing slip for completeness. The packing lists will then be signed and forwarded to the bookkeeper. This will let the bookkeeper know that items have been received and are in good order. If a packing list is not included with the shipment, the staff member receiving the shipment sends a confirmation email to the bookkeeper stating that the order has arrived. If the items received are not in good order, the vendor will be notified immediately. If possible the delivery will be rejected. If delivery cannot be rejected, the order will be stored and safeguarded until return details are arranged with the vendor.*
- *Cash Disbursements*
 - *Incoming invoices will be verified for accuracy and then date stamped by the bookkeeper to indicate approval. Areas on the stamp will provide space for the check number that the invoice was paid with and the date the check was written. The bookkeeper will then attach the invoice to the purchase order and packing slip, if applicable. The business manager will review and initial all invoices and then return them to the bookkeeper who will input the invoice into the accounting system and print all checks.*
- *Cash Receipts*
 - *The Principal or his delegated staff will accept, count and write receipts for all cash and checks received at the school. The business manager will perform a second count, prepare deposits, and return the paperwork associated with the deposit to the bookkeeper. The bookkeeper will then enter the deposit into the accounting system and attach the bank deposit receipt to the paperwork after the deposit is made. All deposits will be made within*

24 hours of receipt.

- A log will be utilized as a final safeguard to reasonably assure that all money collected is deposited with the bank. The bookkeeper will log the date, person received from, form in which received (including check information) and amount. The business manager will initial the log and note the amount on the deposit slip. Finally, the bookkeeper will initial the log and note the amount on the bank deposit receipt. If there is a discrepancy in cash greater than \$5.00, it will be noted and investigated. If a receipt is voided, this will be noted on the log with an explanation as to why the receipt was voided. The completed log will be placed in the file folder which holds the paperwork from the deposits.*
- Payroll*
 - The secretary or office manager will assemble all personnel files. The GC and Principal approve and sign all staff contracts. The business manager inputs the employee information into the accounting system and prepares the payroll. When payroll is prepared, a report is printed and given to the Principal to review and sign. This report will be filed with other payroll reports for the period.*
 - Upon completion of the issuance of a payroll, the business manager will prepare the payroll liability reports and submittals as required. This will include the submission of IRS, NM CRS, NMPSIA, RHC, ERA, and other payroll liabilities. The reports will be scheduled so that a clear audit trail is maintained verifying all payments have been properly made to the appropriate regulatory and/or tax authority.*
- Bank Reconciliations*
 - The business manager will reconcile the bank statement within five business days of receipt. Once the reconciliation is complete, a bank account reconciliation report will be generated in the financial software system and attached to the bank statement. A cash balance report will be attached which will detail each active fund and its corresponding cash balance. The bank provides an analysis statement and, when necessary, a collateral statement; these statements will also be attached to the bank statement. This bank reconciliation packet will then be given to the Principal who will review and initial it.*
 - Included with the bank reconciliation will be a listing of outstanding checks/warrants issued. The business manager will work to minimize the aging of outstanding checks by contacting the vendor to whom the check is addressed.*
- Inventory*
 - A member of the staff designated by the Principal will be responsible for maintaining inventories of books, computers and other technology, and other furniture and equipment belonging to HoAc. Physical inventories will be conducted each year for all books, computers, equipment and furniture. Any discrepancies in the counts will be reported to the Principal.*
- Professional Development and Staff Travel*
 - Staff members planning to participate in professional development submit a Request for Professional Development. This request details the need and the benefits for this opportunity as well as the costs involved. It is then forwarded to the Principal. When approved, the staff member can then proceed with any registration and travel arrangements. Staff is reimbursed for all reasonable and customary expenses for travel within the guidelines and limitations of the NM State Per Diem laws and regulations.*
- Petty Cash*
 - HoAc will not use a petty cash system.*

- *Insurance and other Employee Benefits*
 - *HoAc will work with New Mexico Public Insurance Authority and its third party administrator to determine appropriate insurance and employee benefits.*
- *Budget*
 - *HoAc will prepare and adopt an annual budget in accordance with statutory requirements. The budget will be prepared by the business manager under the direction of the Principal with input and oversight by the GC. The school will establish a Finance Committee as required by law with the required members. This Committee will assist in making decisions around budgetary issues as well as provide additional oversight of all financial decisions.*
 - *Budget Adjustment Requests (“BAR”) are made periodically to account for changing conditions such as new revenue or unexpected expenditures. These requests require approval of the GC, as well as the approval of the Public Education Department, and are submitted through the Operating Budget Management System (OBMS).*
 - *Transfers within a function do not need to be entered in OBMS for PED approval, but internal HoAc accounting procedures recommend that all transfer be entered in OBMS.*
 - *The types of transactions entered in the OBMS are:*
 - *Initial Budget - Establishes budget authority for the first time.*
 - *Increase - Budget authority is established, a BAR increases that authority. Aligns the available budget authority with the revenue source and amount.*
 - *Decrease - Decreases the amount of budget authority to align with source and amount of revenue available.*
 - *Transfer BAR - Inter-function transfer of budget authority. This adjustment requires the approval of the GC and the PED.*
 - *Maintenance BAR - Intra-function transfer of budget authority.*
- *Financial Statements/Financial Reports*
 - *The business manager will prepare financial reports that will be presented at the regular GC meeting. It will be reviewed and approved by the GC and this will be noted in the minutes. The report will be designed by the GC to meet their requirements for effective financial oversight.*
- *Annual Audits*
 - *Pursuant to state law, the GC will create an Audit Committee whose composition will reflect current statutory requirements. The Audit Committee will play a large role in overseeing the annual audit process. Annual audits will be conducted following the guidelines set forth by the Office of the State Auditor and the State Audit Rule. The school’s annual audit will be conducted pursuant to the instructions of the NM PED. Audit findings assessed against the school will be addressed and become a part of the audit report. An audit finding is any deficiency, major or minor, found during the audit process. State audit guidelines have no “materiality factor” built in, therefore even the smallest deficiency found becomes a part of the audit report. The audit will be presented upon completion in an annual audit exit interview. At a minimum, the school will meet the required attendance of New Mexico statutes and regulations.*
 - *HoAc will make every attempt to minimize the possibility of audit findings and repeat audit findings. The school will respond to all audit findings through a corrective action report approved by the GC. A corrective action plan will be submitted to the authorizer as negotiated or upon request.*
- *Determining Operational Efficiency*
 - *Based on financial reports such as inventory and individual requests from staff members and*

families, need will be evaluated and the principal and governing board committees will determine which needs will be addressed based on which will make the biggest impact on student achievement and achievement of the mission. After requests are granted, there will be a follow-up on whether the intended result was achieved and whether it was a good use of school funds.

- *Reports to the Public Education Department and Charter School Division*
 - *HoAc will provide quarterly financial reports to the PED and Charter School Division. These reports are prepared and transmitted through the school's financial software. The Principal will report to the GC on the timeliness of the quarterly report and review with them the content provided therein.*
 - *End-of-year reports will also be submitted to the Public Education Department. They include the reports described above as well as any other reports required by the PED. These reports will also be provided to the GC during a regular and open meeting.*

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(1) Financial Policies and Internal Controls	<p>The application provides a clear, comprehensive, and cohesive description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures.</p>	<p>The application provides a clear description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures.</p>	<p>The application provides a limited description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statues, regulations, and rules relative to the proposed school's procedures.</p>	<p>The application provides incomplete or inadequate financial policies and internal controls.</p> <p style="text-align: center;">--OR--</p> <p>The application does not address financial policies and internal controls.</p>	

CSD EVALUATION: Meets – 3

The applicant's response is rated as a Meets.

They have provided clear and complete description of policies that are compliant with New Mexico law and work as best practices. There are some redundancies, and they have not outlined an RFP process or who is identified as the authorized purchasing agent, but that can be included after approval.

B. (2) 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. Include evidence of a clear plan (i.e., job search process, timelines etc.) to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

The Principal will have daily responsibility for all management and fiscal decisions. These fiscal responsibilities include, but are not limited to the proper oversight of the school's approved budget, hiring and dismissing of all employees, and monitoring of the proper reporting of student data. He will ensure that reports to all federal and state agencies (such as the New Mexico Public Education Department and Charter School Division) are completed accurately and submitted in a timely manner.

The Principal will also contract with REDW, or another appropriate entity (respected by peers, who holds a State of New Mexico School Business Official License), to undertake the business manager services. The business manager will report to the Principal and the GC and will be responsible for conducting or ensuring that all fiscal activities of the school are conducted in a timely manner and in full accordance of the law. To this end, the school will use industry appropriate electronic accounting financial software to process its daily financial business.

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet— 1
B.(2) Financial Personnel	<p>The application identifies the appropriate staff to perform financial tasks, and the staff positions are completely supported in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are clearly provided. The application includes evidence of a clear plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p>	<p>The application identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The application provides some qualifications and responsibilities for those positions. The application includes evidence of a plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p>	<p>The application generally identifies the appropriate staff to perform financial tasks. The application includes a limited plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p>	<p>The application provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks. AND/OR The application include no evidence of a plan to hire and evaluate highly- qualified staff no later than two weeks prior to the start of the proposed school year.</p> <p>--OR--</p> <p>The application does not address identification of appropriate financial personnel for the proposed school.</p>	

CSD EVALUATION: Does Not Meet – 1

The applicant's response is rated as a Does Not Meet.

The information in this application is incomplete and does not include a timeline, job search or recruitment process for any financial staff. The response addresses the principal and his/her responsibility to hire appropriate staff, however sufficient financial staff to implement internal control processes is not described or identified.

B.(3) Provide a **clear, comprehensive, and cohesive plan** for how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school's overall governance and management.

APPLICANT RESPONSE:

HoAc will utilize sound fiscal practices that comply with New Mexico State statutes and regulations as well as federal and local laws and regulations. To minimize risk inherent in administering the school's finances, HoAc has clearly defined roles and procedures that will provide reasonable assurance of the school's long-term financial health and the school's success. Pursuant to statute, the GC will establish both Finance and Audit Committees.

The HoAc Governing Council ("GC") will apply to become a Board of Finance, and provide direct oversight of the school's finances by regularly reviewing and approving financial reports at the monthly board meeting. The GC will also establish and approve the yearly budget, as well as approve the Principal's contract and the staff salary schedule.

The Principal will have ultimate responsibility for all management and fiscal decisions. These fiscal responsibilities include, but are not limited to the proper oversight of the school's approved budget, hiring and dismissing of all employees, and monitoring of the proper reporting of student data. He will ensure that reports to all federal and state agencies (such as the New Mexico Public Education Department and Charter School Division) are completed accurately and submitted in a timely manner.

The Principal will also contract with REDW, or another appropriate entity (respected by peers, who holds a State of New Mexico School Business Official License), to undertake the business manager services. The business manager will report to the Principal and the GC and will be responsible for conducting or ensuring that all fiscal activities of the school are conducted in a timely manner and in full accordance of the law. To this end, the school will use industry appropriate electronic accounting financial software to process its daily financial business.

Budget

- *HoAc will prepare and adopt an annual budget in accordance with statutory requirements. The budget will be prepared by the business manager under the direction of the Principal with input and oversight by the GC. The school will establish a Finance Committee as required by law with the required members. This Committee will assist in making decisions around budgetary issues as well as provide additional oversight of all financial decisions.*
- *Budget Adjustment Requests ("BAR") are made periodically to account for changing conditions such as new revenue or unexpected expenditures. These requests require approval of the GC, as well as the approval of the Public Education Department, and are submitted through the Operating Budget Management System (OBMS).*
 - *Transfers within a function do not need to be entered in OBMS for PED approval, but internal HoAc accounting procedures recommend that all transfer be entered in OBMS.*
 - *The types of transactions entered in the OBMS are:*

- *Initial Budget - Establishes budget authority for the first time.*
- *Increase - Budget authority is established, a BAR increases that authority. Aligns the available budget authority with the revenue source and amount.*
- *Decrease - Decreases the amount of budget authority to align with source and amount of revenue available.*
- *Transfer BAR - Inter-function transfer of budget authority. This adjustment requires the approval of the GC and the PED.*
- *Maintenance BAR - Intra-function transfer of budget authority.*
- *Financial Statements/Financial Reports*
 - *The business manager will prepare financial reports that will be presented at the regular GC meeting. It will be reviewed and approved by the GC and this will be noted in the minutes. The report will be designed by the GC to meet their requirements for effective financial oversight.*
- *Annual Audits*
 - *Pursuant to state law, the GC will create an Audit Committee whose composition will reflect current statutory requirements. The Audit Committee will play a large role in overseeing the annual audit process. Annual audits will be conducted following the guidelines set forth by the Office of the State Auditor and the State Audit Rule. The school's annual audit will be conducted pursuant to the instructions of the NM PED. Audit findings assessed against the school will be addressed and become a part of the audit report. An audit finding is any deficiency, major or minor, found during the audit process. State audit guidelines have no "materiality factor" built in, therefore even the smallest deficiency found becomes a part of the audit report. The audit will be presented upon completion in an annual audit exit interview. At a minimum, the school will meet the required attendance of New Mexico statutes and regulations.*
 - *HoAc will make every attempt to minimize the possibility of audit findings and repeat audit findings. The school will respond to all audit findings through a corrective action report approved by the GC. A corrective action plan will be submitted to the authorizer as negotiated or upon request.*
 - *It is anticipated that the annual audits will be conducted between July and November of every year, with the final report submitted to the Office of the State Auditor by the November 15th due date.*
- *Reports to the Public Education Department and Charter School Division*
 - *HoAc will provide quarterly financial reports to the PED and Charter School Division. These reports are prepared and transmitted through the school's financial software. The Principal will report to the GC on the timeliness of the quarterly report and review with them the content provided therein.*
 - *End-of-year reports will also be submitted to the Public Education Department. They include the reports described above as well as any other reports required by the PED. These reports will also be provided to the GC during a regular and open meeting.*

		Ranking			
		Satisfied ←		→ Not Satisfied	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(3) Financial Oversight		The application provides a clear, comprehensive, and cohesive description : of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the proposed schools overall governance and management. Clearly stated financial controls demonstrate a sound understanding of the required GB oversight and financial reporting.	The application provides a clear description of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an adequate understanding of the required GB oversight and financial reporting.	The application provides a limited description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the proposed school's overall governance & management. Stated financial controls demonstrate some understanding of the required GB oversight and financial reporting.	The application provides an incomplete or inadequate description of how the GB will provide fiscal oversight and of the state-required audit and finance committees. --OR-- The application does not provide a clear plan for financial oversight.
	<p>CSD EVALUATION: Partially Meets – 2</p> <p>This response is rated as partially meets.</p> <p>The application provides a limited description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. Specifically the finance committee is not addressed at all and the reporting from the subcommittees to the entire council is not addressed.</p> <p>The limited description lacks clear details of how the committees will operate in the context of the proposed school's overall governance & management.</p> <p>Stated financial controls demonstrate some understanding of the required GB oversight and financial reporting.</p>				

IV. Evidence of Support

A. Outreach Activities.

A.(1) 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 develop community support for the proposed school. Provide clear descriptions of outreach activities demonstrating that the applicant is attempting to reach a broad audience and understand the community needs.

APPLICANT RESPONSE:

Since our letter of intent was submitted in January of 2016, we have engaged in the following activities, which are representative of those similar activities undertaken over the last two years:

- *January Outreach Activities:*
 - *1/12- Met with Tommy Haws, vice president of Pinnacle Bank, the largest bank in Gallup, and President of the Greater Gallup Economic Development Corporation (“GGEDC”). We discussed Hozho Academy (“HoAc”), potential student base, and financial literacy issues facing the local populace.*
 - *1/19 – Met with Aaron Kowalski of Gallup Land Partners (“GLP”), the largest land owners in the region. We discussed the need for HoAc in the community. In particular, GLP expressed interest in building HoAc within or near one of their housing developments, as education options are serious lacking.*
 - *1/23 - Meet with Rick Murphy, president of Murphy Builders, Inc., to discuss HoAc). Rick and his wife Linda are extremely involved in various educational support activities in Gallup (e.g., Gallup reads, and Economic Development). Murphy Builders is a regular facilities contractor with Gallup McKinley County Schools (“GMCS”). We discussed the overall framework of HoAc and what would set it apart in a meaningful and beneficial way from GMCS and other local schools.*
 - *1/19 – Met with UNM Gallup to discuss success of charter schools in Gallup, and to discuss educational deficiencies facing students attending UNM-Gallup.*
 - *1/19-Telephone Conference with Aimee Barabee of the PED. We discussed HoAc, and the hurdles and pitfalls of Charter Schools in New Mexico, and education in generally in Gallup-McKinley County.*
 - *Meetings in Santa Fe (1/22 – 1/23)*
 - *Met with NM Rep. Patty Lundstrom, Senator George Munoz, and the NM Finance Authority. We discussed the need for better education option in Gallup-McKinley County, the education plan of HoAc, and possible facilities funding through the NM Finance Authority.*
 - *Attended Gallup days and related activities, promoting HoAc and surveying hundreds of Gallup community members regarding education needs and desire in Gallup-McKinley County.*
 - *1/29-Meet with Nate Morrison, executive director of Teach for America to discuss other charters, their successes, and their failures. Discussed further the education needs and deficiencies facing students in Gallup-McKinley County. Established a point of contact for a future relationship.*
- *February Outreach Activities:*
 - *2/8-Visited Estancia Valley Classical Academy (“EVCA”), whose school we are using as a model for HoAc. Spent the day visiting classrooms, and having discussions with the*

Administration and Faculty regarding the curriculum that we intend to implement. We further discussed budgetary issues, and difficulties of which we should be aware.

- *2/9-Met with the GGEDC to discuss plan and need for HoAc. In particular, we discussed the serious lack serious educational option in Gallup-McKinley County, and the great need for improved educational offerings. They shared information regarding educational data they had gathered as part of industry studies for Gallup-McKinley County.*
- *2/12-Meet with Navajo Nation contacts to discuss educational needs of the Navajo Youth. We discussed children that were taken to boarding schools, and told to leave Navajo behind, and assimilate. Navajo students need to be allowed to be who they are as Dine. HoAc must look at their culture, rituals, make accommodate them appropriately. Grandparents and immediate family all play a big role in raising children. They should be treated as family and properly involved in the students' lives. Dine Bahani is an appropriate book dealing with the many traditions and cultural differences of the Navajo. Our goal is to provide the best education without letting the students forget who they are or where they are from.*
- *2/16-Met with various attorneys and firm representatives on east coast regarding support of HoAc endeavors.*
- *2/18-Attended meetings in Santa Fe regarding support of HoAc by various organizations and entities supporting charter schools in New Mexico. Discussed the needs in Gallup-McKinley County and the difficulties likely to be faced in our planning year.*
- *2/19-met with Tommy Haws of Pinnacle Bank to discuss a partnership in teaching financial literacy to HoAc students and families.*
- *2/19-Met with Rotary Club International to discuss educational landscape in Gallup, and the need for improved educational options. Discussed plan of action, and received input on community desires for a charter school.*
- *2/23-Met with Gallup-McKinley County Chamber of Commerce ("Chamber") to discuss educational needs among students, and received input on programs that would be most beneficial for the populace.*
- *2/25-Met with local news organizations discussing plans for HoAc. Received information regarding hardships faced in the area, particularly on the reservation. Received input on proposed Charter school organization and curriculum, and was offered future support in community outreach.*
- *2/26-Met with local non-profits and parents' groups regarding lack of educational options in Gallup, and desires for a school that offers more than the bare minimum in education. Received overwhelming support and feedback for HoAc and its proposed curriculum.*
- **March Outreach Activities**
 - *3/4-Attended Chamber Banquet to promote school, gauge community support, and solicit input and feedback.*
 - *3/8- Met with Navajo Nation contacts to discuss attendance of HoAc by Navajo students. Significant support and enrollment can be expected from Tsayatoh, Crownpoint, Churchrock, Sundance, Red Rock, Thoreau, Ft Wingate, Chichilta, Breadsprings, Littlewater, White Rock, Tohatchi, Twin Lakes/Yatahey, Naschitti, Rock Springs, and Sundance.*
 - *3/10-Met with REDW to discuss finances and contracting the position of Business Manager of HoAc.*

- 3/13-Met with New Mexico State Council of the Knights of Columbus (NMKC) to discuss support of HoAc and educational programs.
- 3/14-Board Meeting with Hillsdale Barney Charter School Initiative Director Phil Kilgore. Discussed curriculum, philosophy of education, graduation requirements, starting grades, finances, governance and structure. Outlined exactly how Hillsdale BCSI will support Hozho academy: founding, curriculum, teacher training, school visits, and board training.
- 3/15-Met with Pinnacle Bank to discuss support of financial education and incentive programs and discuss procedures for moving forward.
- 3/22-Met with Chamber to receive further input on HoAc, and discuss potential partnerships.
- April Outreach Activities
 - 4/1-Attended SW Veterans Business Conference as a presenter. Announce HoAc and solicit input and support.
 - 4/12-Met with GGEDC to further discussion on HoAc and education needs of Gallup-McKinley County.
 - 4/12-Drafted and distributed HoAc survey regarding curriculum and programs to community members and online.
 - 4/14-Met with news organizations to solicit additional feedback and ideas regarding HoAc.
 - 4/14-Met with GMCS Superintendent Frank Chiapetti to discuss HoAc and partnership with district on educations. Discussed in depth transportation, food service, and facilities. Reached a common agreement on mutual goals of improving education in district, and discussed ways in which we could best partner.
 - 4/18-Met with City of Gallup to discuss educational needs of population, and solicit feedback and input on curriculum and program.
 - 4/23-Met with local business leader to solicit input and support. Discuss board oversight, curriculum and long term goals. Discuss educational needs of young Gallup families.
 - 4/24-Met with NM Amigos to discuss HoAc and solicit future support of its development.
 - Met with local Knights of Columbus (1783) to discuss educational needs of community members. Also discuss potential facilities partnerships in the future.
 - 4/21-Met with Chamber of Commerce to discuss solicit further input and feedback, and to go over HoAc Survey.
 - 4/22-Met with local non-profit to discuss potential partnerships in the Fine Arts and other areas, and solicit responses on HoAc Survey.
- May
 - 5/1-Met with NMKC to discuss statewide educational needs, and statewide support of HoAc.
 - 5/4-Met with local news industry to discuss enrollment goals and plans of action for reaching prospective students.
 - 5/10-Met with GGEDC, City of Gallup and Partners for an in depth presentation on final HoAc plan. Solicit letters of support and future partnerships.
 - 5/16-Met with Excellent Schools NM to present final HoAc plan and solicit support.
 - 5/18-Met with local Knights of Columbus to present final HoAc plan and solicit support.
 - 5/31-Met with Chamber for an in depth presentation on final HoAc plan. Solicit letters of support and future partnerships.

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A.(1) Outreach Activities	The application provides 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 develop community support for the proposed school. Clear descriptions of outreach activities demonstrate that the applicant is attempting to reach a broad audience and understand the community needs.	The application provides clear evidence that it has developed an adequate outreach program. There is adequate evidence that the applicant has addressed a broad audience and understands the community needs.	The application provides general evidence that it has developed an outreach program. There is some evidence that the applicant has addressed a broad audience and understands the community needs.	The application provides inadequate or incomplete evidence that it has developed an outreach program. --OR-- The application does not provide a description of outreach activities, or evidence that the applicant developers have conducted any exploratory community outreach to understand the community needs.	
	<p>CSD EVALUATION: Exceeds—4</p> <p>The response is evaluated as Exceeds.</p> <p>The application provides 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 develop community support for the proposed school. These community contacts include the broader NM community, education community, and various elements of the Gallup local community. The outreach efforts demonstrate a variety of purposes, including engaging community partnerships and support networks, understanding the context and challenges, understanding the community interest and needs, and sharing the school’s vision. Clear descriptions of outreach activities demonstrate that the applicant is attempting to reach a broad audience and understand the community needs.</p>				

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community (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 support earlier descriptions of the anticipated the demographics of the students who will be served 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.)

APPLICANT RESPONSE:

- *Pursuant to an in depth and comprehensive study conducted by the Greater Gallup Economic*

Development Corporation:

- *Scores at Gallup-McKinley schools are low across the board. These include proficiency scores and ACT scores. Proficiency scores are 20 points less than the state average, and more than three points less than the larger cities in the state: Albuquerque, Las Cruces, and Rio Rancho.*
- *Graduation rates are close to the state average but less than the major cities in the state. Many young adults are unprepared to enter the workforce and to enter post-secondary schools. Gallup-McKinley does not have a program to "track" the graduating students from their high schools. Therefore, it is difficult for prospect companies to analyze where their potential workforce might be.*
- *The school district has very little in the way of vocational technical training. There is very little ability for young people to get any training for future work in the community.*
- *A common problem between the school district and the Native American population is the continual movement of young children in and out of the school districts, or changing from public schools to Native American schools. This causes problems in the progress of the children in the two different learning environments.*
- *Enrollment in Gallup McKinley County Schools is 11,975. According to the districts 5 Year Facilities Plan, some schools are disproportionately overcrowded due to the location and availability of local housing. HoAc intends to operate in the most crowded area of the school district in the heart of Gallup's North Side.*
- *According to the districts own numbers only an average of 13% of students in the District are proficient in reading, and only 8% are proficient in math.*
- *According to the HoAc survey, which received significant community response, the following was learned:*
 - *Where do you live?*
 - *61% - City of Gallup*
 - *14.6% - McKinley County*
 - *24.4% - Other*
 - *Do you have children or close relatives of school age (K-12)?*
 - *82.9% - Yes*
 - *14.6% - No*
 - *2.4% - Other*
 - *How would you rate the public schools in Gallup-McKinley County?*
 - *31.7% - 1*
 - *31.7% - 2*
 - *19.5% - 3*
 - *12.2% - 4*
 - *4.9% - 5*
 - *Would you be interested in a school with an extended school day (8 am - 5 pm with part of the day being dedicated to extracurricular activities)?*
 - *70.7% - Yes*
 - *24.4% - No*
 - *4.9% - Other*
 - *What extracurricular activities would you like to see offered in schools (select as many as applicable)?*
 - *92.7% - Music*

- 48.8% - Photography
- 78% - Sports
- 75.6% - Drama
- 65.9% - Arts and Crafts
- 63.4% - Computers and Technology
- 65.9% - Mechanics, Wood and Machine Shop
- 58.5% - Cooking
- 70.7% - Choir
- 75.6% - Nature and Outdoors
- 9.8% - Other
- *Would you be interested in a school with a half-day Kindergarten option?*
 - 65.9% - Yes
 - 24.4% - No
 - 9.8% - Other
- *What languages would you like to see offered in schools (select up to 4)?*
 - 53.7% - Navajo
 - 85.4% - Spanish
 - 51.2% - Latin
 - 19.5% - Mandarin
 - 39% - French
 - 26.8% - German
 - 12.2% - Other
- *Are you familiar with classical education?*
 - 70.7% - Yes
 - 29.3% - No
- *We also received significant narrative input on the following questions:*
 - *What are your thoughts on classical education (optional)?*
 - *What else would you like to see in our public schools (optional)?*
 - *What are your thoughts on cultural integration into school curriculum (optional)?*
 - *What is the most important thing for a school to provide for a student (optional)?*
- *Finally, we have built up an electronic mailing list of 2100 subscribers from our outreach efforts.*
- *From the various community outreach activities undertaken above, we have determined that there is strong community support for improved educational options and opportunities in Gallup-McKinley County. They are interested in an intensive and rigorous curriculum, with extensive learning opportunities besides “just math and reading”. There is widespread support for trying something new in Gallup, which is considered a loved but broken education system by most of the community. The ideas and curriculum proposed by HoAc have received widespread community support and enthusiasm, and many of our partners are ready to go “all-in” on education reform through HoAc.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. (1) Evidence of Support	The application provides sufficient measurable, quantifiable and qualitative data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community.	The application provides adequate quantifiable data-based evidence of broad-based support for the proposed school among residents in the targeted community.	The application provides limited measurable evidence of support for the proposed school among residents in the targeted community.	The application provides inadequate or incomplete evidence of community or student support for the proposed school. --OR-- The application does not provide evidence that there is community and student support for the proposed school.
CSD EVALUATION: Partially Meets – 2				
The response is rated as partially meets.				
The response provides limited information on data collected that indicates community member opinions on education and school generally. However, the data collected does not specifically solicit or demonstrate support for the proposed school. It is unclear how many responses were received; thus the review team cannot identify if there is adequate support. The community partnerships described in the prior response do demonstrate some limited support.				

C. Community Relationships

C. (1) 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 proposed school’s operations, as described in Section II. I (1) of this application.)
APPLICANT RESPONSE:
<p><i>Many partnerships are in the development stages, and HoAc has already developed significant strategic partnerships with the following:</i></p> <ul style="list-style-type: none"> • <i>Gallup-McKinley County Schools: Extensive partnership on educational improvement in the District. Formal partnerships for transportation, food service, and facilities.</i> • <i>City of Gallup; Counselors Yogash Kumar, Linda Garcia, Fran Palocheck, and Mayor Jackie McKinney: Partners in education reform, particularly in areas that lead to increased workforce readiness and quality of life options in the City of Gallup.</i> • <i>Pinnacle Bank: Partners in financial literacy programs and student incentive programs.</i> • <i>Gallup-McKinley County Chamber of Commerce: Partners in student achievement goals, especially those that relate to reading and PED achievement measures.</i> • <i>Greater Gallup Economic Development Corporation: Partners in educational opportunities that will improve workforce readiness and quality of life of prospective business and their employees.</i> • <i>Rotary Club International: Partners in character development and improvement programs.</i> • <i>The Navajo Nation and Chapters: Partners in improved education opportunities for Navajo</i>

- children, and culturally appropriate educational programs that take into account the realities of life within the Navajo Nation. Partners on enrollment.*
- *Estancia Valley Classical Academy: Partners in bringing classical education and liberal arts to underserved populations.*
 - *Knights of Columbus, Land of Enchantment Opera, Southwest Indian Foundation, and other local non-profits: Partners in community outreach and general education improvements. Particularly those that offer unique and beneficial education opportunities for local students.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(1) Community Relationships Optional evidence of support.	The applicant clearly demonstrates that it has developed meaningful, strategic networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school’s operations, as described in Section III.J (1) of this application.)	The applicant demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals.	The applicant provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals.	The applicant provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals. --OR-- The application does not address the applicant’s networking relationships or other agreements with local community agencies, groups, or individuals.
CSD EVALUATION: Meets—3				
The response is rated as a meets.				
The applicant demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals. Partnerships include substantial financial resources as well as community support relationships. Partnerships include strategic partnerships with the local district				

D. Uniqueness and Innovation.

D.(1) 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 demand for the proposed school's educational program.

APPLICANT RESPONSE:

HoAc is most unique in that it is aiming to achieve a level of academic success unseen elsewhere in Gallup-McKinley County. As stated above, the District performance marks are far below average of anywhere in the state, placing our students at some of the most underserved in the nation. HoAc has set a goal of 80% of students will achieve a Meets or Exceeds rating on their portfolio as measured by a portfolio evaluation rubric (developed by Principal prior to July 24). This will hold our school accountable to our goal of the formation of our students in the liberal arts and sciences as well as educating students with an understanding of their culture and forming them in moral character and civic virtue.

We intend specifically the following:

- *Exceeds Standard: At least 90% of K-8 students at Hozho Academy score proficient or advanced on their yearly portfolio as measured by the portfolio evaluation rubric.*
- *Meets Standard: At least 80% of K-8 students at Hozho Academy score proficient or advanced on their yearly portfolio as measured by the portfolio evaluation rubric.*
- *Does Not Meet Standard: At least 60% of students at Hozho Academy score proficient or advanced on their yearly portfolio as measured by the portfolio evaluation rubric.*
- *Falls Far Below Standard: Hozho Academy fails to meet any of the above standards. An 80% standard ensures that a significant amount of students are achieving academic success in culture and the liberal arts*
- *Students will produce a yearly portfolio, in the Spring of each academic year including teacher or self-selected items from 5 of 7 curricular areas (including English Language/Literature, history/geography/government, visual arts, music, mathematics, Latin/foreign languages, and science), as well as one item reflective of the child's culture or understanding of culture, and one item demonstrating understanding of the Core Virtues.*

Additionally, HoAc will offer unique education opportunities not available in the region. Specifically, we will offer:

- *A classical, liberal arts curriculum focused on educating the whole person;*
- *A halfday Kindergarten Option;*
- *An extended school day that aligns with the work day;*
- *Extensive extra-curriculars with a strong emphasis on fine arts and other areas in which our population is underserved;*
- *Extensive language programs;*
- *Strong financial literacy programs and student incentives;*
- *Unprecedented family involvement; and*
- *Unprecedented community involvement and a true "buy-in" on the education of our future.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(1) Uniqueness of Proposed School	<p>The application provides clear evidence of the uniqueness, innovation and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the proposed school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program.</p>	<p>The application provides adequate evidence of the significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the proposed school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program.</p>	<p>The application provides unclear or general descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is limited or weak.</p>	<p>The application provides inadequate or incomplete evidence of the uniqueness, innovation, or significant contribution of its educational program to public education.</p> <p style="text-align: center;">--OR--</p> <p>The application does not address the uniqueness or innovation of the proposed school’s educational program.</p>
<p>CSD EVALUATION: Meets—6</p> <p>The response is evaluated as meets.</p> <p>The application provides adequate evidence of the significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the proposed school plans to locate. Specifically, the applicant has constructed the educational program elements to those not locally available. The applicant has also identified school performance in the local district ad a meaningful indicator of need for the program.</p> <p>The evidence establishes a compelling need for the proposed school’s educational program.</p>				

Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	Governing Body Bylaws	<input checked="" type="checkbox"/>
B	Head Administrator Job Description	<input checked="" type="checkbox"/>
C	Job Descriptions for Certified, Licensed, and Other Key Staff	<input checked="" type="checkbox"/>
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	<input checked="" type="checkbox"/>
E	PSFA-Approved Projected Facility Plan Documentation	<input checked="" type="checkbox"/>
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	<input checked="" type="checkbox"/>
G	5-year budget plan	<input checked="" type="checkbox"/>

		Ranking			
		← Satisfied		Not Satisfied →	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
Appendices	The application provides all of the required appendices.			The application provides most of the significant appendices	The application does not provide the most significant appendices. --OR-- The application does not include all of the required appendices.
	CSD EVALUATION: Exceeds – 4 The application provides all of the required appendices.				



New Mexico Public Education Commission

2016 New Charter School Application Kit Part D. Capacity Interview Questions



Questions and Follow-up Questions				
<i>Each question and any related probing follow-up questions are scored together for a total of up to 4 points each.</i>				
Educational Plan: Mission		1. How is the mission, as described in the application, essential to the success of the proposed school?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Founders believe that the classical education content will provide the examples of character that speak cross culturally and help to develop values in the students. The ability for the families to maintain tradition and family with the reservation, while still receiving a classical education that is well rounded and rigorous is important to them. This indicates that they are concerned with improving the family and community life of their school as well as academics.
Educational Plan: Innovation		2. What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	Founders believe that it will bring first and foremost academic achievement and literacy. Not necessarily college prep, but leaves them prepared. Their benchmark goals of 80% and 90% proficiency are worthy goals. In addition it indicates the founders definitely believe in the ability of their demographic to achieve student success regardless of their demographic. Which is important. In addition they understand that teaching to the test is not an option, however, good education will reflect in high scores. The extended day is another integral part which is utilized to match the working day and provide remediation. They are focused on working within the culture and community to help build family sustainability as well. The activities during the day will allow them to develop activities like photography that are exposing them to better opportunities.
Educational Plan: Mission Implementation		3. How will you evaluate whether your mission and implementation of it are working?		
Score		Review Team Comments:		
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>	GC Council will develop a review process with REDW and participate in an annual April retreat to evaluate all aspects of the school and rate their success, as well as next steps. Monthly GC meetings will allow for rapid turnaround as next steps are implemented. They are using standardized rubrics and evaluations to look at school culture etc, and identifying specific questions or their own written ones as ways to address the success of the unique aspects of the school like culture etc. Hillsdale is providing training to teachers and board members on the curriculum programs and other things like self evaluation processes that will allow them to add additional resources to the evaluation process. However it is clear that these policies and rubrics for evaluation have not been made yet and they are relying on the GC council after approval with the help of REDW to develop those. These should be done as soon as possible as they drive

				every aspect of the program and should reflect and be the basis for every decision made. It is important to have this done so that the PEC can have a benchmark to understand how the school expects to function as far as structured expectations. We understand the desire to have buy in from the board members in the production of these evaluation rubrics (and the principal) but it is important that these documents provide the direction prior to the involvement of the outside voices.
Rubric for Questions: 1 – 3				
4—Exceeds				3—Meets
The answer to these questions demonstrate a comprehensive, clear, and reasonable understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. All answers given align with and enhance the related information presented in the written application.				The answer to these questions demonstrate a reasonable understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. Most answers given align with and enhance the related information presented in the written application.
2—Partially Meets				1—Does Not Meet
The answer to these questions demonstrate a limited understanding of the critical role that mission, innovation, and mission implementation plays in the success of the charter school and how they will be achieved. Some answers given align with and enhance the related information presented in the written application.				The answers to the questions were inadequate or incomplete.
Leadership & Governance				4. What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	The role of the GC as understood by the founders is to develop the mission, the policies and the school, and to hold the school director accountable for success as well as the financial oversight. Their process for identifying members they need to through personal connections and networking.
Leadership & Governance				5. What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?
Score				Review Team Comments:
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	The founders believe that the Leader is In charge of the day to day operations of the school. They have identified a timeline of advertising for the director by January of 2017 and reviewing applicants for interview in February and Hiring in March. They have identified a process for the interview that involves the community and rest of the GC which is important for the school's success in that culture. They anticipate having fundraised enough money to hire this director either part time, or full time (depending on the availability of the candidate) for March through June at which point the director will become full time on July 1st. They have indicated the development

				<p>of a non profit company formation to handle the fundraising which allow for an independent part time contract. Their job description acknowledges the personal qualities necessary for the school to be successful.</p>	
<p>Leadership & Governance</p>				<p>6. How does a high quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?</p>	
<p>Score</p>				<p>Review Team Comments: This was answered in a previous question with regards to the development of the evaluation rubric with REDW and the April retreat etc. They understand the significance of this process to keep the school aligned with the mission and academic success of its students. However the rubric for evaluation and the guidelines for success have not been fully developed.</p>	
<p>4 <input type="checkbox"/></p>	<p>3 <input checked="" type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>		
<p>Rubric for Questions: 4 – 6</p>		<p>4—Exceeds</p>	<p>3—Meets</p>	<p>2—Partially Meets</p>	<p>1—Does Not Meet</p>
		<p>The answers to these questions demonstrate a <u>comprehensive, clear and reasonable understanding</u> of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. All answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to these questions demonstrate a <u>reasonable understanding</u> of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. Most answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to these questions demonstrate a <u>limited understanding</u> of the critical roles that the governing body, the school leadership, and the leadership structure, play in the success of the school, and the strategic processes used to select them. Some answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to the questions were <u>inadequate or incomplete.</u></p>
<p>Leadership & Governance</p>				<p>7. Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school’s administration during the transitional period between the planning year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school.</p>	
<p>Score</p>				<p>Review Team Comments: The founders understand the need of the GC members to be from diverse backgrounds, and are looking for not only lawyers, financial expertise etc. but also for doctors or other community members that can add input to the development of programs in the school (like science or photography). They plan to use GC committees to drive</p>	
<p>4 <input type="checkbox"/></p>	<p>3 <input checked="" type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>		

				<p>the development of specific parts of the school, like facilities, initially. As the principal is hired, it then becomes secondary and supportive to the principal as the develop more in depth policies and procedures. The identified big process for the GC currently is the fundraising efforts of which they will do so through a non profit organization affiliated with the school. The founders understand the role of the GC and the role each member must take along with delineated duties with specific committees and the committees needed.</p>
<p>Rubric for questions: 7</p>				
<p>4—Exceeds</p> <p>The answer to these questions demonstrate a comprehensive, clear, and reasonable understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. All answers given align with and enhance the related information presented in the written application.</p>				<p>3—Meets</p> <p>The answer to these questions demonstrate a reasonable understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. Most answers given align with and enhance the related information presented in the written application.</p>
<p>2—Partially Meets</p> <p>The answer to these questions demonstrate a limited understanding of (1) the distinct contributions, evolving roles of, and health relationships between charter school developers or founders, school governance, and school administration; and (2) how all of these entities have a role in the ongoing success of a school. Some answers given align with and enhance the related information presented in the written application.</p>				<p>1—Does Not Meet</p> <p>The answers to the questions were inadequate or incomplete.</p>
<p>Leadership & Governance</p>				<p>8. Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establishing and implementing them and how these will contribute to the success of the proposed school.</p>
<p>Score</p>				<p>Review Team Comments:</p> <p>The GC is planning on developing by laws and policies that are in addition to the framework already submitted with the application. This will be done in September - November Board meetings. They understand the absolute importance of these policies and bylaws to allow for actual communication between members with regards to the school. They understand that it provides efficiency in such a way that means they can functionally begin to answer the problem, instead of deciding how to talk about the problem. The by laws and policies will be reviewed annually during the retreat and can be amended through monthly board meetings as necessary. It is important to</p>
<p>4 <input checked="" type="checkbox"/></p>	<p>3 <input type="checkbox"/></p>	<p>2 <input type="checkbox"/></p>	<p>1 <input type="checkbox"/></p>	

				note that the founding members are experienced with Roberts Rules of Order and other typical functions of an effective managing board.	
Leadership & Governance				9. How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react?	
Score				Review Team Comments: The GC will rely on annual self evaluation in April by GC to evaluate school and GC actions, create a “plan” and what their next steps are for the next year. They will rely on open communication with PED and PEC to ensure compliances. Hillsdale and REDW will also be resources they rely on to be able to ensure they are following the policies and procedures. They understand the need to meet monthly. They plan on having school level policies and procedures outline in a student handbook policy that everyone, including students parents and GC members sign to acknowledge. The retreat process and Quarterly feedback from the principal will indicate concerns with policies and procedures at the school level as opposed to GC level.	
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		
Rubric for Questions: 8 – 9		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
		The answers to these questions demonstrate a comprehensive, clear, and reasonable understanding of the importance of by-laws and policies, and of implementing effective practice that flows from policy. All answers given align with and enhance the information presented in the written application.	The answers to these questions demonstrate a reasonable understanding of the importance of by-laws and policies, and of implementing effective practice that flows from policy. Most answers given align with and enhance the information presented in the written application.	The answers to these questions demonstrate a limited understanding of the importance of by-laws and policies, and of implementing effective practice that flows from policy. Some answers given align with and enhance the information presented in the written application.	The answers to the questions were inadequate or incomplete.
Facility				10. Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school?	
Score				Review Team Comments: pplicant has indicated that they will be spearheading the facility aspect of the application. They have met with the district superintendent to discuss taking over an existing school within the school district but have no solid paperwork for that. They have scheduled the PSFA inspection and anticipate an MOU with the district following that inspection. They do not have an accurate estimate of the cost to make the building usable. Their	
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		

				<p>understanding is that the building is currently safe and usable and they plan to provide the necessary repairs during the first year of operation. These may include roof and fencing as major components of the cost, as well as the AC system. They would like to develop their own building in a 5 year time period. They have a back up plan that includes portables on an identified piece of property, or remodeling of mall space.</p>
Facility				<p>11. If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?</p>
Score				<p>Review Team Comments: The applicant has plans to place portables on an empty lot they have identified with the Knights of Columbus. In addition they have identified a possible remodel of a mall space, and a private school owned by the applicants family members that they can lease space from. Their next step is to get the PSFA inspection and meet with the school district regarding an MOU before proceeding to the alternative options.</p>
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	
Rubric for Questions 10 – 11				
4—Exceeds		3—Meets		2—Partially Meets
<p>The answers to these questions demonstrate a comprehensive, clear and reasonable plan for securing an adequate facility. All answers given align with and enhance the related information presented in the written application.</p>		<p>The answers to these questions demonstrate a reasonable plan for securing an adequate facility. Most answers given align with and enhance the related information presented in the written application.</p>		<p>The answers to these questions demonstrate a limited plan for securing an adequate facility. All answers given align with and enhance the related information presented in the written application.</p>
				1—Does Not Meet
				<p>The answers to the questions were inadequate or incomplete.</p>
Finance				<p>12. How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED’s OBMS system, etc.)?</p>
Score				<p>Review Team Comments: The applicant will establish a nonprofit tasked with supplementing and assisting and is separate from the GC board, with a sole focus of fund raising. This nonprofit will get them through the planning year. Involves some out of town people. Money is there to be raised. Estimate about 50,000 raised already through promissory notes. The budget funds have been set up, according to the applicant, with “lots of padding” and they anticipate extra room in those funds. In addition they have an agreement with Pinnacle Bank to supply a short term operation loan if necessary at 3 year 3 % .</p>
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	

Finance					13. In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40 day count?
Score					Review Team Comments: The applicant has made enrollment projections of 158 student for the first year. They are opening K-8. They have 6 major low income housing areas targeted right by the school, walking distance. They have strict enrollment deadlines and and plan to start recruiting right away. From now till April the school will collect letters of interest, and follow up with recruitment from a recruitment list. Enrollment starts in April through June and the school will have packets that will have all the appropriate information will be prepared asap. The Local business will allow them to set up full time enrollment station, and maybe even an employee to handle enrollment, according to the applicant. They anticipate providing enrollment prizes and participating in enrollment fairs or events. They anticipate planning their budget numbers around counts in June, with a re-analysis of the budget after school opens. However it is still unclear where they are basing their number of 158 for the first year off.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Finance					14. Suppose your actual enrollment on the first day is 50% below your pre-opening “enrollments” and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.
Score					Review Team Comments: The applicant would anticipate starting with a core group of teachers that is small and teaching double duty with elective, or extracurricular classes. They have some budget items that they consider soft that would be able to be excluded if that was the case, including legal services, and professional development. They feel that they have been able to pad the budget in enough areas that the amounts they can pull from line items on the budget would make up for the decrease in enrollment. They also feel that there are some positions they have on their first year’s budget that they will not hire for until they have confirmed enrollment, this includes a counselor, dean of students.
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		
Rubric for Questions 12 – 14		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
		The answers to these questions demonstrate a comprehensive, clear and reasonable understanding of, and competence in, sound fiscal practice. All	The answers to these questions demonstrate a reasonable understanding of, and competence in, sound fiscal practice. Most answers given align with	The answers to these questions demonstrate a limited understanding of, and competence in, sound fiscal practice. Some answers given align with and enhance the	The answers to the questions were inadequate or incomplete .

	<p>answers given align with and enhance the related information presented in the written application.</p>			<p>and enhance the related information presented in the written application.</p>	<p>related information presented in the written application.</p>	
Planning Year		15. Describe the organizational steps the proposed school will take during the planning year to be ready for opening?				
Score		Review Team Comments:				
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>	<p>he applicant anticipates the following groups of timelines. July- Septemeber working on the facility if approved. In Sept they will be meeting with the GC to finalize by laws, policies etc. They will immediately begin recruiting a principal and hopefully fundraise with the nonprofit to provide stipends to hire the principal with. They anticipate contracting with REDW with fundraising as well to begin honing the budget and other management issues. They would like to have teachers hired by March and contracts with DELL and other companies by April. Volunteers would be organized to begin enrollment in April.</p>		
Rubric for Question: 15		4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet	
		<p>The answers to these questions demonstrate a comprehensive, clear, and reasonable understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely school opening. All answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to these questions demonstrate a reasonable understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely school opening. Most answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to these questions demonstrate a limited understanding of (1) the process and schedule that will be followed to develop the proposed school and its programs as described in the charter; and (2) the effective management strategy that should result in a successful and timely school opening. Some answers given align with and enhance the related information presented in the written application.</p>	<p>The answers to the questions were inadequate or incomplete.</p>	

Review Team's Individualized Questions					16. What is the student recruitment plan?
Score					Review Team Comments: The applicants recruitment plan includes holding multiple events, as well as prizes for enrollment and door to door with the neighboring housing.
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		
Review Team's Individualized Questions					17. What is your teacher and staff recruitment plan, and how do you propose to keep them. How does this plan help to develop community relations with the targeted demographic?
Score					Review Team Comments: The applicants are planning on hiring new teachers who will be willing and eager. They anticipate paying a livable wage with incentives. Their plan is to use teachers to double up and cover some extra or co curricular programs. However it is clear that the applicant is relying on a combination of dual certified teachers and volunteers to flesh out their program as they envision it. Their recruitment of teachers was answered by indicating that they would be looking for the teachers that are the right fit for their programs as opposed to finding qualified teachers. They are not understanding the struggle to find qualified teachers nor understanding how to attract and keep them.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Review Team's Individualized Questions					18. Can you define what the teachers work day is? And what is included in the extended day, whose responsibility is it to monitor, and is that an additional stipend, or included in the salary.
Score					Review Team Comments: The applicant indicated that the extracurricular stuff would be covered with specialist certification of by existing teachers or part time and some full time doing that, i.e music and art,. Extra activities, have 1800 per activity. I.e volleyball coach. They anticipate the teacher workday aligning with the student Core day which is 7:45-3:00 and all the after school activities being covered by stipends volunteers or additional hires. It is not clear if the applicant has made the after school program mandatory or not, this would obviously make those programs hard to cut if low enrollment was an issue. They are also relying heavily on volunteers which would make it more difficult to ensure the programs are held as planned.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		

Review Team's Individualized Questions					19. How does the MOU with Hillsdale help drive them mission of the school, and what is the Hillsdales relationship with the board? What is their relationship with the Leader?
Score					Review Team Comments: The MOU with Hillsdale is based on teacher training only. It does not include other additional services. This is reinforced by the fact that Hillsdale did not have a representative at the capacity interview.
4 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	1 <input type="checkbox"/>		
Review Team's Individualized Questions					20. What are the schools plans for IT?
Score					Review Team Comments: The applicant plans on using a phone system contracted with Microsoft and a Wireless system with Dell and their computers. The applicant was unaware of the systems used by other schools, the PARCC system requirements or the safety issues with using a phone system that was internet based. They do not have accurate estimated costs for installment or maintenance as a result.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Review Team's Individualized Questions					21. How do you plan to address the needs of the students that require remediation and support through the use of curriculum and instruction? Please elaborate for remedial students and ELL students. 8:30-3:30 receiving remediation during the school day. Kids are still getting it from the teachers, or pull out. Getting the same three tiered program or approach to sped services or ell services All of that covered during the school day calendar time.
Score					Review Team Comments: The applicant indicated that students who need additional remediation or support would receive it through pullout programs in the school day. We are not sure if this aligns with their staffing model as they have no SPED director, but anticipate SPED teachers also covering core classes in the event of low enrollment.
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		
Review Team's Individualized Questions					22. What does the portfolio consist of, what will the rubric contain and how does this measure both academic and character achievement in students and how do you plan to use the data to drive instruction?
Score					Review Team Comments: Applicant plans on using NWEA and standardized test scores in the portfolio. They are relying on the principal to provide the expertise on how that is measured in a rubric. They anticipate a dramatic increase in scores by the third year. Any additional testing they anticipate being in the curriculum when purchased. This is another area in which the applicants are relying on the expertise of a director not yet hired before
4 <input type="checkbox"/>	3 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	1 <input type="checkbox"/>		

being able to answer.				
Rubric for Individualized Questions	4—Exceeds	3—Meets	2—Partially Meets	1—Does Not Meet
	The answers to these questions are comprehensive, clear, and reasonable. All answers given align with and enhance the related information presented in the written application. The answers to these questions adequately address questions/concerns about information presented in the application and clearly demonstrate a strong capacity to implement a legally compliant charter school that improves student achievement.	The answers to these questions are reasonable. Most answers given align with and enhance the related information presented in the written application. The answers to these questions adequately address questions/concerns about information presented in the application and demonstrate the capacity to implement a legally compliant charter school that improves student achievement.	The answers to these questions are limited. Some answers given align with and enhance the related information presented in the written application. The answers to these questions somewhat address questions/concerns about information presented in the application, but leave some questions about the applicant’s capacity to implement a legally compliant charter school that improves student achievement.	The answers to the questions were inadequate or incomplete. The answers to these questions do not address questions/concerns about information presented in the application, and increase or remain unchanged the questions about the applicant’s capacity to implement a legally compliant charter school that improves student achievement.