



NEW MEXICO PUBLIC EDUCATION DEPARTMENT
OPTIONS FOR PARENTS
CHARTER SCHOOLS DIVISION

2011 CHARTER SCHOOL APPLICATION SYNTHESIZED ANALYSIS

School Name: Uplift Community School

Reviewer Name: Karen Ehlert

Review Date: September 2, 2011

Reviewers evaluated Sections IV through VIII of the Charter School Application using a Charter School Working Analysis Tool. In addition, they analyzed the contents of the appendices, if they were identified as a required component of the application and/or if they were referenced *as part* of the applicant's answer to the application requirements. The Charter School Application has the following nine sections:

- I. Table of Contents
- II. Application Cover Sheet/Notice of Intent/Abstract
- III. Assurance That All Governing Body Members have Read the Completed Application
- IV. **Charter School Mission and Statement of Need**
- V. **Educational Plan**
- VI. **Financial Plan**
- VII. **Governance/Management Plan**
- VIII. **Requirements**
- IX. Appendices

Evaluated by
Review Team

2. Criteria: The Reviewers examined each individual prompt and overall section to assess whether each prompt met the following criteria.

APPLIES TO INDIVIDUAL PROMPTS AND SECTIONS:

1. COMPLETE:

- a. The explanation to each prompt is sufficiently detailed and fully developed.
- b. Response addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic approach to the requested information.

- c. No additional information is required to provide the reviewer with an understanding of key components of the requested information or the school's plan.

2. INCOMPLETE:

- a. No information provided in response to some or all of the prompts.
- b. Prompts are met, but overall the responses lack meaningful detail or would require *additional* information to demonstrate an understanding of the key issue or concept to be addressed.
- c. Section not thoroughly explained and demonstrates a lack of preparation.
- d. Information is inaccurate that reflects a fundamental misunderstanding of the key concept to be addressed by the section.

3. ADEQUATE:

- a. The response flows and makes sense and presents a clear, realistic plan for how this prompt or section fits into the school's overall operations.
- b. The information provided is evidence that the applicant understands the concept/issue to be addressed in response to the application requirement.
- c. The response aligns with the rest of the section, addresses the concept/issue, and identifies clear and measurable outcomes where applicable.
- d. Where applicable, the response is consistent and aligns with the mission and vision as well as the other sections of the application.

4. INADEQUATE:

- a. The response raises concerns about whether the applicant understands the request and the basic issue raised by the request.
- b. Response raises substantial concerns about the applicant's ability to meet the requirement in practice.
- c. The founder's overall plan for the school is difficult to comprehend and/or presents an unrealistic plan for the operation of a school or any aspect of the school.
- d. The response is difficult to comprehend.
- e. The section does not align, or the reviewer cannot ascertain whether the response aligns with the overall plan articulated.

3. Synthesis: The following information is a synthesis, prepared by the lead Reviewer, incorporating the assessment of all three of the team reviewers about the application identified above. The grey box describes the overall requirement, and the subsequent "prompts" are the specific information assessed and evaluated based on the Charter School Application. These requirements track the requirements of law and regulation.

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school’s plans align. In addition, the proposed charter school and its mission must be in the best interest of the students and community that it proposes to serve.

A. A MISSION STATEMENT THAT IS CLEAR AND COMPELLING AND INCLUDES THE FOLLOWING COMPONENTS:

1. Who the school seeks to serve;
2. What the school seeks to accomplish;
3. What methods the school will use.

B. AN EXPLANATION OF HOW THE SCHOOL WILL KNOW IF IT IS ACHIEVING ITS MISSION THAT INCLUDES SCHOOL LEVEL OR ORGANIZATIONAL GOALS THAT ARE:

1. Measurable;
2. Directly support the Mission Statement;
3. Stated using the SMART Goal format.

C. EXPLANATION OF NEED: An **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. This will include a demographic description of the student and community population within which the school will be located.

ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED

Criteria Satisfied	Reference
<p>Mission Statement</p> <p>The Uplift Community School’s mission is focused on providing a rigorous state-standards-based education for grades K-8 using the Expeditionary Learning Model (EL) to achieve academic success for all students. The mission statement clearly communicates the essence of the proposed school. No additional information is required to provide a clear understanding of what the school seeks to accomplish, who the school will serve or the methods the school will use.</p>	<p>p. 12 IV.A.1-3</p>
<p>Achievement of Mission/Goals</p> <p>Three organizational SMART goals are presented that focus on reading and math proficiency, implementation of Expeditionary Learning Core Practices, and parent involvement. The goals identify clear and measurable outcomes that are well aligned to</p>	<p>p.12 IV.B.1-3</p>

and supportive of the mission.	
Explanation of Need	
The explanation of need provides demographic information on Gallup-McKinley County that demonstrates a high level of poverty and overall low student academic achievement, particularly for Hispanics and Native Americans. Based on 2010 Kindergarten pre-assessment data, children enter Kindergarten one-and-a-half to two years behind their New Mexico peers. The school intends to implement Expeditionary Learning, a national model that promotes a rigorous and engaging curriculum, and incorporates aspects of the local community and cultural diversity into the fabric of learning. A clear rationale is provided that describes how Uplift Community School is in the best interest of the Gallup community.	p. 12-14 IV.C

Concerns & Additional Questions	Reference
Mission Statement	
None noted.	
Achievement of Mission/Goals	
None noted.	
Explanation of Need	
None noted.	

SECTION IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

Strengths 200 Words – Suggested Maximum
Uplift Community School has provided a clear statement of mission and clear organizational goals to measure achievement of its mission. The Statement of Need is clear, to the point, and provides a number of different data points to describe the population that the school intends to

serve. A clear rationale is provided for how Uplift Community School is in the best interest of the Gallup community.

During the 7/29/11 interviews, the applicants noted that much research had been done in regard to making certain the Expeditionary Learning Model was a good match for the students Uplift Community School intends to serve. In addition, the applicants sought the expertise of a language arts specialist who has found success in working with Navajo students through a whole language and reading workshop format. This was a determining factor in selecting the balanced literacy and reading workshop approaches for implementation at Uplift Community School.

During the 8/12/11 Community Hearing held in Gallup, NM, the applicants noted that the intent to establish Uplift Community School is based in a “grass-roots effort”. The applicants also noted that the youth of the Gallup community tend to leave and do not generally return to the area. Establishment of this school is one effort to instill pride in the community, and encourage students to stay in Gallup and change the community from within. The applicants also noted the limited options for education in the area. Although the Superintendent of Gallup-McKinley County Schools raised some concerns regarding safety of the proposed downtown location and the need to independently fund transportation, the applicants provided responses that demonstrated their understanding of the issues. They discussed their research and preparation in regard to identifying a facility and identified several options for transportation that will be based on the needs of the students attending the school.

The Uplift Community School founders have demonstrated their capacity through their responses during the applicant interview, the community hearing presentation and responses, and the content of the charter application. They have demonstrated the knowledge, experience, and appreciation for the work required to successfully open and operate the school.

Concerns and Additional Questions 200 Words – Suggested Maximum

None noted.

V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

A. CURRICULUM FRAMEWORK.

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why.

1. Philosophy and Approach to Instruction:

- a. A description of the educational philosophy and curricular approach of the proposed school.
- b. A description of why the particular educational philosophy and/or approach were selected.
- c. Documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.
- d. An explanation of why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- e. A description of how the educational philosophy and/or approach aligns with the school's mission and student needs.

2. Description of the Curriculum:

- a. If the curriculum has already been selected/developed: A detailed description of the curriculum that includes a scope and sequence.
- b. If the curriculum has yet to be developed: A description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

3. Alignment with NM Standards

- a. A copy of the alignment document if it was completed, **OR**
- b. If the alignment has not been completed, a description of the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

4. Strategies and Methods:

- a. A description of the strategies and methods to be used in delivering the curriculum, including an example.
- b. An explanation of how the curriculum will address students' needs and assist students in reaching the NM Standards. (*NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations.*)

- c. A description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

ANALYSIS: CURRICULUM FRAMEWORK

Criteria Satisfied	Reference
<p>Philosophy and Approach to Instruction</p> <p>The explanations addressing each prompt of the Philosophy and Approach to Instruction subsection are sufficiently detailed and fully developed. A clear description of Expeditionary Learning design principles and core practices is provided. The response builds a strong case for selection of Expeditionary Learning as a “fit” for the Gallup-McKinley community by addressing the holistic needs of the children, preparing them to meet high educational expectations, and complementing the values of the local community. Clear and relevant research is cited to support the educational philosophy and curricular approach. Nationwide data of students in Expeditionary Learning programs is presented to illustrate that this approach is likely to result in improved educational performance of the students Uplift Community School intends to serve. The response also presents a well-developed description of how the educational philosophy and approach aligns with the school’s mission and student needs.</p>	<p>p. 15 V.A.1.a. P. 16-17 V.A.1.b p 15-17 V.A.1.c p. 17-18 V.A.1.d p. 19-21 V.A.1.e</p>
<p>Description of the Curriculum</p> <p>The response indicates that the curriculum will be developed during the planning year with support and guidance from an Expeditionary Learning School Designer who will be present at all professional development activities planned at the Uplift Community School. Significant and specific information regarding the structure and proposed content of the curriculum for learning expeditions, literacy instruction and math instruction is provided. A three-week Summer Institute is planned for training teachers in curriculum mapping and writing. The plan for curriculum development includes a clear timeline (planning year and first year of operation) and resources to be utilized, including staff responsibilities and professional development.</p>	<p>p. 21-26 V.A.2 p. 27-28 V.A.2</p>
<p>Alignment with NM Standards</p> <p>The information provided in this subsection is evidence that the applicant fully understands alignment of the curriculum with NM Standards. The response provides samples of aligned Learning</p>	<p>p. 30-38 V.A.3b</p>

<p>Expedition, and Reading/Language Arts Curriculum Maps for 3rd Grade along with a sample Learning Expedition planning template. These samples provide a solid format for future curriculum map development.</p>	
<p>Strategies and Methods</p> <p>A strong description of strategies and methods to be used in delivering the curriculum to meet student learning needs is presented. Strategies and methods include: learning expeditions; active pedagogy; “learning is public and collaborative”; reduced class sizes and oral language development; collaborative teaching strategies and re-grouping students; and, training teachers for culturally relevant curriculum development. An example of the way in which differentiated instruction will be used to deliver the curriculum in a Learning Expedition is provided.</p> <p>In addition, strategies for professional development to assist teachers in designing culturally relevant curriculum are identified. Expeditionary Learning, a non-profit educational organization, will provide necessary professional development and resources for implementation of the Expeditionary Learning Model.</p>	<p>p. 38-39 V.A.4a</p> <p>p. 39-40 V.A.4b-c</p>

Concerns & Additional Questions	Reference
<p>Philosophy and Approach to Instruction</p> <p>None noted.</p>	
<p>Description of the Curriculum</p> <p>None noted.</p>	
<p>Alignment with NM Standards</p> <p>None noted.</p>	
<p>Strategies and Methods</p> <p>None noted.</p>	

B. EDUCATIONAL PROGRAM

1. Length of School Day and School Year:

- a. The proposed length of the school day, including the number of instructional hours;

- b. The proposed length of the school year, including number of days and total number of instructional hours;
- c. A description of how the proposed length of the school day and school year support the Educational Plan.

2. Grade Levels, Class Size and Projected Enrollment:

- a. The grade levels the charter school proposes to serve;
- b. If a phase-in of grade levels is proposed, a plan for the phase-in by year and grade levels and a rationale for the phase-in plan;
- c. The total projected student enrollment (at full enrollment for the school);
- d. Projected class size.

3. Graduation Requirements (if applicable):

- a. The school’s proposed credits and requirements for graduation;
- b. A description of how any proposed requirements that differ from the New Mexico Graduation Requirements support the school’s educational plan.

ANALYSIS: EDUCATIONAL PROGRAM

Criteria Satisfied	Reference
<p>Length of School Day and School Year</p> <p>The length of the school day will be 7.5 instructional hours with a total of 1245 hours per school year. The calendar for the school year will total 180 days, 30 of which will be half days to provide time for planning, curriculum development and professional development. The response articulates how the proposed length of the school day and school year will support the educational plan by allowing for an uninterrupted block of time in the mornings to focus on language arts and math as well as an extended period of time in the afternoon to focus on interdisciplinary learning expeditions.</p>	<p>p. 41 V.B.1b-c</p>
<p>Grade Levels, Class Size and Projected Enrollment</p> <p>Uplift Community School will open with grades K-4 and phase in one grade level each subsequent year of the charter term to include grades K-8 with a total of 216 students (cap) in the fifth year. Projected staffing is also clearly addressed in this subsection.</p>	<p>p. 41-42 V.B.2</p>
<p>Graduation Requirements (if applicable)</p> <p>N/A</p>	

Concerns & Additional Questions	Reference
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<p>Length of School Day and School Year</p> <p>None noted.</p>	
<p>Grade Levels, Class Size and Projected Enrollment</p> <p>None noted.</p>	
<p>Graduation Requirements (if applicable)</p> <p>N/A</p>	

C. STUDENT PERFORMANCE EXPECTATIONS

The Student Performance Expectations subsection will provide:

1. Student-centered goals that are SMART:
 - Specific;
 - Measurable;
 - Ambitious and Attainable
 - Reflective of the school’s mission;
 - Time-Specific with Target Dates

2. Student-centered goals that are aligned with the school’s mission and the educational plan

ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Criteria Satisfied	Reference
<p>Student-centered SMART Goals</p> <p>Two clear student-centered SMART goals are presented. Goal 1 measures student growth in reading and math annually and Goal 2 measures annual achievement based on Expeditionary Learning rubrics which evaluate students’ understanding and mastery of NM Standards and Benchmarks.</p>	<p>p. 42 V.C.1</p>
<p>Alignment</p> <p>The SMART goals are clearly aligned with the school’s mission and educational plan.</p>	<p>p. 42 V.C.2</p>

Concerns & Additional Questions	Reference
<p>Student-centered SMART Goals</p> <p>None noted.</p>	
<p>Alignment</p> <p>None noted.</p>	

D. PLAN FOR EVALUATING STUDENT PERFORMANCE

1. The types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations;
2. The timeline for achievement of the NM Standards and/or the school’s student performance expectations;
3. The procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school’s student performance expectations;
4. Remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
5. Assessments that might be considered in addition to the statewide-mandated testing;
6. A description of how the school will document and report student data to students and parents.

ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE

Criteria Satisfied	Reference
<p>Types of Assessments</p> <p>The response demonstrates a clear understanding of the assessment process for evaluating student performance. Uplift Community School will administer the following short cycle assessments (formative) to measure progress toward achievement of the NM Standards and the school’s student performance expectations: Developmental Reading Assessment (DRA), Measures of Academic Progress (MAP), Six-Traits Writing Assessment, Pre-post math curriculum assessments, and teacher-created rubrics. The NMSBA will also be administered as the required summative assessment for grades 3-8.</p>	<p>p. 42 V.D.1</p>
<p>Timeline for Achievement</p> <p>The timeline for achievement of the NM Standards will be based on administration and results of the short-cycle assessments three times a year and the summative assessment once a year. The school’s academic goal requires at least one academic year of growth annually for all students.</p>	<p>p. 42 V.D.2</p>

<p>Corrective Action</p> <p>Corrective action will be taken based on teacher review of the scores of their previous class as a whole to identify where additional instructional focus is necessary. Scores of current classes will also be reviewed to determine areas where the entire class needs extra emphasis.</p>	<p>p. 42 V.D.3</p>
<p>Remediation</p> <p>Uplift Community School will use entry level assessment to identify immediate remediation needs of students. Remediation will be approached through group and individual student work as well as tutoring, after school sessions, and enlistment of family support.</p> <p>The Three Tier structure of the Student Assistance Team RtI process will also be utilized to provide appropriate interventions to support students to succeed:</p> <p>Tier 1 – General screening and quality instruction Tier 2 – Child study process through SAT process Tier 3 – Multidisciplinary evaluation</p>	<p>p. 43-44 V.D.4</p>
<p>Additional Assessments</p> <p>Assessments the school will use in addition to statewide-mandated testing are identified in the Types of Assessments subsection above.</p>	
<p>Documentation and Reporting</p> <p>The response indicates that the school will provide parents/guardians a copy of the performance standards for the grade in which their child is working to develop an understanding of expectations. Parents will also receive report cards with a student performance standards achievement document and portfolios of student projects as well as test results which illustrate the mastery or progress towards mastery. A sample of a progress report that will be presented to parents is included on pages 45-46.</p>	<p>p. 44-46 V.D.6</p>

Concerns & Additional Questions	Reference
Types of Assessments None noted.	
Timeline for Achievement None noted.	
Corrective Action None noted.	
Remediation None noted.	
Additional Assessments None noted.	
Documentation and Reporting None noted.	

E. SPECIAL POPULATIONS:

1. Suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
2. An outline of a special education plan (the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year) that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
3. How the charter school will provide access to ancillary services for these special populations, when necessary.

ANALYSIS: SPECIAL POPULATIONS

Criteria Satisfied	Reference
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<p>Modifications to meet Individual Student Needs</p> <p>The response provided is sufficiently detailed with specific strategies and information that demonstrate thorough preparation and present a clear, realistic approach for how the school will serve special populations. Students identified as English Language Learners (ELL) through a Home Language Survey and subsequent administration of the World-Class Instructional Design and Assessment (WIDA) will be provided an educational program based on sound theory within the Expeditionary Learning framework. Limited English Proficient (LEP) students will receive services from a TESOL-endorsed classroom teacher who will use best practice strategies within the Expeditionary Learning format as identified in the application on page 49.</p> <p>Uplift Community School’s referral process for special education services consists of the Response to Intervention (RTI) method that includes interventions that are applied prior to special education. Identification and evaluation steps are clearly addressed.</p>	<p>p. 47-49 V.E.1</p>
<p>Outline of Special Education Plan</p> <p>The response provided articulates an understanding of special education requirements including provision of a free, appropriate education to students identified with disabilities. The application addresses appropriate identification, evaluation and placement practices.</p>	<p>p. 47-48 V.E.2</p>
<p>Access to Ancillary Services</p> <p>Uplift Community School will contract for ancillary services which may include but are not limited to: maintaining cumulative student health records; vision and hearing screenings; counseling services; occupational therapy, physical therapy and speech therapy as needed.</p>	<p>p. 48 V.E.3</p>

Concerns & Additional Questions	REFERENCE
<p>Modifications to meet Individual Student Needs</p> <p>None noted.</p>	
<p>Outline of Special Education Plan</p> <p>None noted.</p>	

<p>Access to Ancillary Services</p> <p>None noted.</p>	
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SECTION V. EDUCATIONAL PLAN SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

<p>Strengths (200 Words – Suggested Maximum)</p> <p>Uplift Community School has provided an educational plan based on the Expeditionary Learning Model that is detailed and fully developed. Clear and relevant research supports the educational philosophy and curricular approach. The application builds a strong case for selection of Expeditionary Learning as a “fit” for the Gallup-McKinley student community and presents a realistic approach to achieving academic success for all students.</p> <p>Development of the Expeditionary Learning Model at Uplift Community School will be well supported through professional development provided by an Expeditionary Learning School Designer. Curriculum development, with teacher involvement, will begin with a three-week Summer Institute prior to the opening of the school. Development of the curriculum will include a focus on cultural relevancy. Alignment of the curriculum with state standards is built into the planning process.</p> <p>Reading and Math will be taught separate from as well as integrated into the Expeditionary Learning projects. An uninterrupted block of time is planned in the morning to focus on language arts and math and an extended period of time is planned in the afternoon to focus on interdisciplinary learning expeditions.</p> <p>The student performance expectations (SMART Goals) include evaluation of Reading, Math and student performance on Expeditionary Learning rubrics that evaluate students’ understanding and mastery of the New Mexico Standards and Benchmarks. The assessment tools and process for evaluating student performance are identified.</p> <p>The fully-developed and well-articulated Educational Plan demonstrates the capacity of the founders in designing curriculum, instruction and support services to meet the needs of the students of the community that the school intends to serve. The Educational Plan is clearly aligned to the school’s mission.</p>

<p>Concerns and Additional Questions (200 Words – Suggested Maximum)</p>

None noted.

VI. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports implementation of the mission and educational plan.

A. BUDGET

1. A completed revenue projection form 910B5 (included in the application appendices).
2. A proposed operating budget covering each year of the charter term based on current unit value using the **5-Year Budget Plan** (included in the application appendices).
3. A detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. The following should be addressed:
 - a. major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and
 - b. spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.
4. A detailed narrative description, including the projected amounts, of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
5. A detailed narrative description of the expenditure assumptions for these other revenue sources.

ANALYSIS: BUDGET

Criteria Satisfied	Reference
Revenue Projection Form 910B5 (Appendices) A completed Form 910B5 SEG revenue estimate worksheet for each of the 5-year charter term is included as Appendix C. The forms are sufficiently detailed and demonstrate an understanding of the revenue calculation process.	Appendix C VI.A.1

<p>5-Year Budget Plan (Appendices)</p> <p>A completed and balanced proposed 5-year operating budget plan is provided as Appendix D.</p>	<p>Appendix D VI.A.2</p>
<p>Revenue and Expenditure Assumptions</p> <p>A detailed narrative description of the revenue and expenditure assumptions is provided and includes details for each year of the budget plan. Sufficient information is provided to fully understand how the budgetary figures were determined. The assumptions stated in the application demonstrate thorough preparation and a clear understanding of the key components required in budgeting to support start-up, general operation and phase-in plans in alignment with the mission of the school and its educational plan.</p>	<p>p. 50-53 VI.A.3</p>
<p>Revenue Sources Other Than SEG Funds</p> <p>The response identifies the following as possible revenue sources other than SEG funds: Elementary Fine Arts; Physical Education; Federal Planning & Implementation Grant for Startup; Title I Federal Funding; Pre-K Program Funding; Lease Assistance; Transportation and Food Service Programs; Advisory School Council Fundraisers; and, Navajo Coordinated School Health Grant. A clear, realistic plan for these potential revenue sources demonstrates that the applicants understand the funding sources available. It was also noted during the capacity interview on 7/29/11 that one Board Member is an experienced grant writer which may increase the potential of submitting additional successful grant applications.</p>	<p>p. 54-55 VI.A.4</p>
<p>Expenditure Assumptions for Other Than SEG Funds</p> <p>Expenditure assumptions for all revenue sources identified above are presented in detail and demonstrate a clear and realistic plan for use of these funding sources.</p>	<p>p. 54-55 VI.A.5</p>

Concerns & Additional Questions	Reference
<p>Revenue Projection Form 910B5 (Appendices)</p> <p>None noted.</p>	
<p>5-Year Budget Plan (Appendices)</p> <p>The application indicates a discrepancy in that it states on page 87 that Instructional Assistants are not part of the application budget and may be hired with non-SEG revenue, such as Title I; however, Instructional Assistants are budgeted in the 5-year plan (Operational).</p> <p>It is unclear why nothing is budgeted for rental of a facility.</p>	<p>Appendix D and p. 87 VI.A.2 Capacity Interview Concern is adequately addressed. <i>During the interview on 7/29/11, the applicants indicated that Instructional Assistants are vital to implementing educational plan so they have included them in the operational budget; however, if federal funds are awarded that can pay for one or more of the Instructional Assistants, the cost will be shifted to that funding source to free up operational funds for other purposes.</i></p> <p>Appendix D VI.A.2 Capacity Interview Concern is adequately addressed. <i>During the interview on 7/29/11, the applicants indicated that based on current lease costs in the Gallup Downtown areas, they expect Lease Assistance to cover the total cost of lease.</i></p>
<p>Revenue and Expenditure Assumptions</p> <p>Based on experience, the reviewers noted that ancillary services (other purchased services) seem to be under-budgeted at \$ 5,000.</p>	<p>p. 50 VI.A.3 Capacity Interview Concern is adequately addressed. <i>During the interview on 7/29/11, the applicants indicated that they</i></p>

	<i>anticipate receiving federal funds to help pay for ancillary services.</i>
Revenue Sources Other Than SEG Funds	
None noted.	
Expenditure Assumptions for Other Than SEG Funds	
None noted.	

B. FISCAL MANAGEMENT

1. A detailed plan indicating how the charter school will manage its fiscal responsibilities.
2. A description of the school’s internal control procedures that it 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 statutes and regulations and state statutes and rules relative to fiscal procedures.

ANALYSIS: FISCAL MANAGEMENT

Criteria Satisfied	Reference
<p>Fiscal Management Plan</p> <p>The school’s fiscal management plan is sufficiently detailed and demonstrates an understanding of the requirements for responsible oversight practices.</p>	p. 55 – 56 VI.B.1
<p>Internal Control Procedures</p> <p>The school’s internal control procedures are sufficiently detailed and demonstrate an understanding of key components in accordance with statutory and regulatory requirements.</p>	p. 56 – 72 VI.B.2

Concerns & Additional Questions	Reference
<p>Fiscal Management Plan</p> <p>The organizational chart correctly indicates that the Business Manager, as a contracted service provider, is responsible to the Director. The following statements from this and other subsections regarding the Business Manager’s role in budget preparation may create a potential conflict with, and/or undermine</p>	

<p>the Director’s supervisory role and responsibilities.</p> <p><i>“The Business manager is responsible for developing the proposed budget which covers all funds.” page 57</i></p> <p><i>“The Director and the contracted Business Manager will work closely together to prepare a proposed annual budget and present it to the Council. The Business Manager will work with the Council Finance Committee to review the Budget.” page 78</i></p> <p><i>“Under the management of the Director, the contracted Business manager will: . . . “Under the direction of the Governing Council Treasurer, draft fiscal and accountability reports and prepare for annual audits.” page 84</i></p>	<p>p. 57, 78, and 84 VI.B.1</p>
<p>Internal Control Procedures</p> <p>None noted.</p>	

SECTION VI. FINANCIAL PLAN SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

<p>Strengths (200 Words – Suggested Maximum)</p>
<p>Uplift Community School’s financial plan aligns with and supports implementation of the mission and educational plan. Revenue and expenditure assumptions demonstrate a clear understanding of the key components required in budgeting to support implementation of start-up plans as well as the general operation and phase-in plans. Strong Internal Control Procedures to support fiscal management are well-thought out, providing confidence that public funds will be used appropriately and in compliance with applicable laws.</p>

<p>Concerns and Additional Questions (200 Words – Suggested Maximum)</p>
<p>The role of the Business Manager as a contracted service provider under the supervision of the Director needs clarification in regard to budget development responsibilities.</p>

VII. GOVERNANCE /MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school’s governance and management practices, what roles and responsibilities various groups and individuals will have, and how those groups will relate to one another. The Plan should outline how decisions are made at the school site, and provide a convincing picture of the school leadership’s capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

A. GOVERNANCE /MANAGEMENT STRUCTURE:

1. An organizational chart for the school and a narrative description that:
 - a. illustrates the relationship that will exist between the governing body and all proposed administrative and staff positions, parent councils, advisory committees and community groups (if any).
 - b. describes the nature and extent of professional educator, parental, and community involvement.

ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

Criteria Satisfied	Reference
<p>Organizational chart and narrative description</p> <p>A clear organizational chart and narrative descriptions illustrate the relationships between the governing body, administration, staff, contracted service positions and the Advisory School Council. General responsibilities of each individual or group are also articulated within the descriptions provided. The response demonstrates a clear understanding of the key components of the governance/management structure of the school and clearly supports the mission and educational plan of the school.</p>	<p>p. 73-75 VII.A.1.a</p>
<p>Professional educator, parental, and community involvement</p> <p>The Advisory School Council consisting of parents, students, teachers, other staff, the Director and members of the community, provides an opportunity for involvement in an advisory capacity. The responsibilities and functions of the Advisory School Council are fully addressed on pages 81-83 of the application. The information provided demonstrates the intention of the school to develop a dynamic and active Council that involves families in the life of the school, builds community support for the school, and raises the level of student achievement.</p>	<p>p. 73, 74, VII.A.1.b</p> <p>p. 81-83 VII.B</p>

Concerns & Additional Questions	Reference
Organizational chart and narrative description None noted.	
Professional educator, parental, and community involvement None noted.	

B. DESCRIPTION OF THE GOVERNING BODY:

1. Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act, and that address:
 - a. board powers and duties as a whole, individual members, and officers of the governing body;
 - b. governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;
 - c. the criteria and the process that will be used to select the school’s head administrator;
 - d. budgeting and operation of the school; and
 - e. how decisions will be made.
2. A list of each of the members of the school’s governing body.
3. A brief description of the qualifications of each governing body member.

ANALYSIS: DESCRIPTION OF THE GOVERNING BODY

Criteria Satisfied	Reference
Governing Body policies and procedures The response provides for appropriate governing body procedures and policies that align with regulation and law including the Open Meetings Act. Clear policies and procedures are presented that address all requirements of the prompts stated above. Descriptions are sufficiently detailed and fully developed and demonstrate an understanding of the required structure and responsibilities of a governing body that will be publicly accountable for student academic performance and the expenditure of public funds.	p. 75-79 VII.B.1.a-e.
List of governing body members and qualifications The Governing Council members have collective strength and experience in many aspects of education. Experience includes innovative schools, early childhood, teacher training, special education, library and information science, youth leadership, music and drama, secondary schools and vocational education.	p. 79-80 VII.B.2,3

Concerns & Additional Questions	Reference
<p>Governing Body policies and procedures</p> <p>The application states: “The school Director will participate as a non-voting member.” Although innovative school structures to include all stakeholders in the school’s management and governance is contemplated by the Charter Schools Act, recent changes in law have eliminated the possibility for employees, even non-voting, to serve on the governing body. This provision will need to be revisited if the charter is approved.</p>	<p>p. 77 VII.B.2.</p>
<p>List of governing body members and qualifications</p> <p>The qualifications of the Governing Council as a Board of Finance may be strengthened by consideration of recruiting a member with financial expertise.</p>	<p>p. 79-80 VII.B.2 Capacity Interview Concern is adequately addressed. <i>During the interview on 7/29/11, the applicants indicated that they are aware of this need and are seeking a Governing Council member with financial expertise.</i></p>

C. PARTNERSHIPS: *This section should be completed if the school has identified a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions.*

1. Name of the partner organization.
2. Name of the contact person at the partner organization and that person’s full contact information.
3. A description of the nature and purpose of the school’s partnership with the organization.
4. If applicable, an explanation of how the partner organization will be involved in the governance of the school.
5. Evidence in the form of a letter of intent to partner from a person with authority to commit to a formal partnership with the school.

ANALYSIS: PARTNERSHIPS

Criteria Satisfied	Reference
<p>Partner organization and contact information</p> <p>N/A</p>	
<p>Nature and purpose of partnership</p>	

Partner organization involvement with school governance	
Evidence of formal partnership agreement	

Concerns & Additional Questions	Reference
Partner organization and contact information	
Nature and purpose of partnership	
Partner organization involvement with school governance	
Evidence of formal partnership agreement	

D. SCHOOL ORGANIZATIONAL STRUCTURE

1. Based on the organizational chart provided under subsection A. *GOVERNANCE/MANAGEMENT STRUCTURE* above, the supervisory structure of all staff positions listed on the organizational chart.
2. Job descriptions that identify key roles and responsibilities of all staff positions.
3. A staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.

ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE

Criteria Satisfied	Reference
<p>Supervisory structure of all staff positions</p> <p>The response indicates a clear understanding of the supervisory structure of all staff positions. The Governing Council hires the school Director and delegates operational responsibilities to the Director. The Director is responsible for hiring and supervising all staff and contracted employees.</p>	p. 84 VII.D.1

<p>Job descriptions for all staff positions</p> <p>Job descriptions are provided for all regular staff positions including: Director, Administrative Assistant, Custodian, Teachers, and Instructional Assistants. The Business Manager position, which will be a contracted position, is addressed by stating duties and obligations of the contracted services which will result in contract expectations.</p>	<p>p. 84-87 VII.D.2</p>
<p>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</p> <p>A clear staffing plan for each year of the charter term is presented and includes the proposed pupil-teacher ratio for each grade level. The staffing plan clearly supports the school’s educational plan and aligns with the 5-year budget plan.</p>	<p>p. 87-88 VII.D.3</p>

Concerns & Additional Questions	Reference
<p>Supervisory structure of all staff positions</p> <p>None noted.</p>	
<p>Job descriptions for all staff positions</p> <p><i>See concern regarding Business Manager responsibilities in the Fiscal Management Plan section above.</i></p>	
<p>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</p> <p>None noted.</p>	

E. EMPLOYEE RELATIONS

1. An explanation of the relationship that will exist between the proposed charter school and its employees.
2. A description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
3. The proposed salary schedules that comply with the minimum salary requirements as identified in the School Personnel Act for all employees.
4. A description of the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.

5. An explanation of the school’s staff-discipline process that provides for due process.

ANALYSIS: EMPLOYEE RELATIONS

Criteria Satisfied	Reference
<p>Relationship between school and its employees</p> <p>Uplift Community School identifies state and federal non-discrimination laws with which it will comply. The school also addresses the willingness to work with labor representatives if the staff chooses to establish such a relationship.</p>	<p>p. 88 VII.E.1 p. 90</p>
<p>Description of School’s personnel policies and procedures</p> <p>The response provides a description of key personnel policies, including compliance with the School Personnel Act and equal employment opportunities, as well as a description of the school’s policies in hiring, recruitment, providing equal opportunity, employee benefits, collective bargaining, and salaries.</p>	<p>p.88-90 VII.E.2</p>
<p>Proposed personnel policies (Appendices)</p> <p>See concerns below.</p>	
<p>Proposed salary schedules for all employees</p> <p>Salary schedules that comply with minimum state requirements are included for Level I, II, and III teachers, and instructional assistants. The starting salary for the Director is identified and complies with state requirements. Starting salaries are also included for the Administrative Assistant and Custodian positions.</p>	<p>p. 91-92 VII.E.3</p>
<p>Evaluation process for staff</p> <p>The process for staff evaluation by the Director is clearly articulated and demonstrates an understanding of the required key components. Professional Development Plans (PDPs) are addressed to both meet the state requirements and to focus on alignment with the school’s mission and goals. Types of evidence that will be used to support the evaluations are also identified (videotapes, portfolios, student work and performance, anecdotal records, self-evaluations, etc.)</p>	<p>p. 92-93 VII.E.4</p>
<p>Staff discipline process</p> <p>None noted.</p>	

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Concerns & Additional Questions	Reference
<p>Relationship between school and its employees</p> <p>None noted.</p>	
<p>Description of School’s personnel policies and procedures</p> <p>None noted.</p>	
<p>Proposed personnel policies (Appendices)</p> <p>The application states that proposed personnel policies will be developed during the startup year by the Director and completed by June 15, 2012.</p> <p>Although the applicants did not attach a sample of proposed personnel policies, they clearly demonstrate an understanding of the issues regarding public employment. The reviewer does not consider the lack of a draft set of personnel policies to be a material weakness of this application.</p>	<p>p. 88 Appendix A VII.E.2 Capacity Interview Concern is adequately addressed. <i>During the interview on 7/29/11, the applicants acknowledged that it would have been easy to “borrow” policies from another school for submission; however, the applicants indicated that as a Community School, they intend to involve the Advisory School Council and the Director with the development of personnel policies that will be reflective of the school culture. Therefore, the required proposed personnel policies were intentionally not included in the application.</i></p>
<p>Proposed salary schedules for all employees</p> <p>None noted.</p>	
<p>Evaluation process for staff</p> <p>None noted.</p>	

<p>Staff discipline process</p> <p>Not provided. The application states that staff discipline process will be developed by the Director as part of the Personnel Handbook by the end of the planning year. Moreover, the application demonstrates an understanding that due process rights must be afforded consistent with the School Personnel Act.</p>	<p>p. 93 VII.E.5 <i>See interview comments above under proposed personnel policies that apply to this omission as well.</i></p>
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F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

1. A description of the school’s admission policies and procedures, including an explanation of the timeline for admission.
2. A description of the school’s lottery process.
3. A brief description of the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC] (Note: proposed student discipline procedures are to be included in the Appendices.)

ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

Criteria Satisfied	Reference
<p>School admission policies and procedures</p> <p>A description of the school’s admission policies and procedures, including the timeline, is provided. The application also states that students will be not discriminated against at enrollment on the basis of ethnicity, religion, gender, economic status, or disabilities or limiting conditions.</p>	<p>p. 93-94 VII.F.1</p>
<p>Description of lottery process</p> <p>A description of the lottery process is provided. Also see concern below.</p>	<p>p. 93-94 VII.F.2</p>
<p>Description of proposed student discipline policy</p> <p>A discipline policy framework is provided that includes guiding principles aligned with Expeditionary Learning core practices. This approach to student conduct/discipline policies supports the mission of the school.</p>	<p>p. 95-96 VII.F.3</p>

<p>Proposed student discipline procedures (Appendices)</p> <p>(see concern below)</p>	
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Concerns & Additional Questions	Reference
<p>School admission policies and procedures</p> <p>None noted.</p>	
<p>Description of lottery process</p> <p>The response contains some confusing language in the section that describes a required enrollment request form. It is unclear as to when in the lottery process the enrollment request form is completed and submitted.</p> <p><i>“To be eligible for the enrollment lottery a student must complete and enrollment request form [sic] Once selected through the lottery process, the students must attend an in-person meeting with the Director or the Director’s designee and submit an appropriately enrollment request form as determined by the Director. Neither the in-person meeting nor the enrollment request form shall be used to discriminate or prohibit enrollment of any student, nor shall the information provided by either be used to select participants in the lottery, but shall provide information to Uplift Community School that will contribute to strong relationships between Uplift Community School and families of enrolled students, such as preferred methods of communication, hours of availability during or after the school day, inventory of students’ learning style, etc. At the request of any applicant, the in-person meeting requirement may be waived by the Director if an appropriately completed application form is provided.”</i></p>	<p>p. 94 VII.F.2 Capacity Interview Concern is adequately addressed. <i>During the interview on 7/29/11, the applicants clarified that the student name is drawn in the lottery prior to completing the enrollment form, ensuring that neither the meeting with the Director nor the enrollment request form will result in a “screening process” for students to enroll in the school.</i></p>
<p>Description of proposed student discipline policy</p> <p>None noted.</p>	
<p>Proposed student discipline procedures (Appendices)</p> <p>Proposed principles and approaches to student discipline in alignment with Expeditionary Learning and a Positive Behavior Support Plan are discussed; however, procedures in alignment with Student Rights and Responsibilities will be developed by the Director before opening of school.</p> <p>The applicants clearly understand that student discipline policies must align with the NMPED rule. Because Expeditionary Learning incorporates a specific student behavior code, the</p>	<p>Appendix B Capacity Interview Concern is adequately addressed. <i>During the interview on 7/29/11, the applicants indicated that as a Community School, they intend to involve the Advisory School Council and the Director with the</i></p>

reviewers concur that waiting to develop a proposed student behavior policy is appropriate.	<i>development of student discipline procedures that will be reflective of the school culture. Therefore, the required student discipline procedures were intentionally not included in the application.</i>
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G. FACILITIES: The facilities plan should demonstrate that the applicant group has carefully considered the school’s facilities needs and understands its options for meeting those needs.

Has the applicant group selected or secured a facility? Yes No

NOTE: Based upon “YES” or “NO”, complete the appropriate analysis below.

1. If “YES” this subsection will not be considered complete unless all prompts are addressed.
 - a. A description of the proposed facility, including location, square footage of each classroom and office, and layout of space.
 - b. An explanation of how the facility will support the implementation of the school’s educational plan.
2. An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “YES”

Criteria Satisfied	Reference
Description of proposed facility	
How facility will support school’s educational plan	
Proposed capital outlay needs	

Concerns & Additional Questions	Reference
Description of proposed facility	
How facility will support school’s educational plan	

Proposed capital outlay needs	
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2. If “NO” this subsection will not be considered complete unless all prompts are addressed.
 - a. An explanation of the needs of a facility that will support the implementation of the school’s educational plan, including location, square footage of each classroom and office, and layout of space.
 - b. A description of a reasonable plan to identify and secure an adequate facility.
 - c. The proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

ANALYSIS: FACILITIES – IF “NO”

Criteria Satisfied	Reference
<p>Explanation of needs of a facility that will support educational plan</p> <p>The applicant response demonstrates a clear understanding of the facility needs, issues and requirements. A clear rationale is provided for the proposed location in the Downtown Gallup area. The school states that it will consult with McKinley County, the City of Gallup, the Public Schools Facility Authority (PSFA) and Poms and Associates to ensure that the site identified is appropriate for a public school building. The needs of a facility, including square-footage requirements, which will support the school’s mission and educational plan, are clearly articulated.</p>	p. 96 - 99 VII.G.2.a
<p>Reasonable plan to identify and secure an adequate facility</p> <p>The response provides a reasonable and detailed plan, including a timeline, to identify and secure an adequate facility. The plan presented demonstrates an understanding of the many issues involved with securing an adequate facility.</p>	p. 98-99 VII.G.2b
<p>Proposed capital outlay needs</p> <p>The response discusses proposed capital outlay lease assistance, and the possibility of seeking other funding sources such as grants, forming a non-profit organization, legislative funds for capital expenditures, etc.</p>	p. 97, 99 VII.G.2c

Concerns & Additional Questions	Reference
<p>Explanation of needs of a facility that will support educational plan</p> <p>None noted.</p>	

<p>Reasonable plan to identify and secure an adequate facility</p> <p>None noted.</p>	
<p>Proposed capital outlay needs</p> <p>None noted.</p>	

H. OTHER STUDENT SERVICES

1. A description of the school’s plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
2. A description of the school’s plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.
3. A description of the school’s plans for providing student access to other services, including but not limited to counseling and health services and plans for contracting services, if applicable.

ANALYSIS: OTHER STUDENT SERVICES

Criteria Satisfied	Reference
<p>Transportation</p> <p>The school intends to coordinate transportation services with Gallup McKinley County Schools, the City of Gallup public transportation program, or other school transportation providers to transport students to and from the school. They will pursue transportation funds through PED. The school also recognizes its obligation to provide transportation to all Special Needs students who’s IEP specifically calls for transportation.</p>	<p>p. 99 VII.H.1</p>
<p>Food Services</p> <p>Uplift Community School intends to apply as a School Food Authority in order to administer federal school lunch, breakfast, and milk programs for enrolled students who are eligible.</p>	<p>p. 100 VII.H.2</p>
<p>Student access to other services</p> <p>School will contract with counseling, health, diagnostic and other services as needed. The response also indicates that the school will comply with all ADA requirements.</p>	<p>p. 100 VII.H.3</p>

Concerns & Additional Questions	Reference
<p>Transportation</p> <p>During the 8/12/11 Community Hearing held in Gallup, NM, the Superintendent of Gallup-McKinley County Schools raised some concerns regarding the school's need to independently fund transportation because of a limited district budget.</p>	<p>p. 99 VII.H.1 Community Input Hearing Concern is adequately addressed. <i>The applicants provided responses that demonstrated their understanding of the issues and identified several options for transportation that will be based on the needs of the students attending the school.</i></p>
<p>Food Services</p> <p>None noted.</p>	
<p>Student access to other services</p> <p>None noted.</p>	

SECTION VII. GOVERNANCE / MANAGEMENT PLAN SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

Strengths (200 Words – Suggested Maximum)
<p>The Governance/Management Plan describes clearly how the school will be governed and managed. A strong and knowledgeable Governing Council is in place, policies/procedures are provided, and the organizational structure is well defined. Positions, job descriptions, a realistic staffing plan, salary schedules and a process for staff evaluation provide a needed foundation for management and employee relations. The enrollment procedures, including a lottery process are defined. Thorough consideration has been given to facility needs, transportation, food services, and other student services. Overall, the Governance/Management section of the application is well-articulated, in alignment with the school's mission, and supports the educational plan.</p>

Concerns and Additional Questions (200 Words – Suggested Maximum)

Two items required in the application were not provided: Proposed personnel policies, (including a staff discipline process) and proposed student discipline procedures. The items were briefly addressed in the narrative section, but left to the administrator to fully develop during the planning year. During the interview of 7/29/11, the applicants addressed their intentional omission of these two items in order to involve the Advisory School Council and the Director with their development to ensure they are reflective of the school culture. Because the applicants demonstrate a thorough understanding of the necessity to comply with public employment law requirements and NMPED rules as to student discipline procedures, the reviewers do not consider the application incomplete due to the omission of these proposed draft policies and procedures.

VIII. REQUIREMENTS

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

A. LEGAL LIABILITY AND INSURANCE COVERAGE:

1. A statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

Criteria Satisfied	Reference
<p>Statement of public school insurance authority coverage participation</p> <p>The school will secure appropriate insurance coverage as required.</p>	<p>p. 101 VIII.A.1.</p>

Concerns & Additional Questions	Reference
<p>Statement of public school insurance authority coverage participation</p>	

None noted.	
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B. WAIVERS

1. A list of the specific waivers that will be requested from the department’s requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.

ANALYSIS: WAIVERS

Criteria Satisfied	Reference
<p>List of waivers that will be requested from PED</p> <p>Uplift Community School will request waivers for Individual Class Load (NMAC 6.29.1) and Evaluation Standards for School Personnel (NMAC 6.69.3 and 6.69.4). Rationales for the waivers are provided.</p>	p. 101-102 VIII.B.1

Concerns & Additional Questions	Reference
<p>List of waivers that will be requested from PED</p> <p>None noted.</p>	

SECTION VIII. REQUIREMENTS SUMMARY

This summary is the overall impression of the Reviewers of the Charter School Application section. The evidence supporting this impression is found in the Criteria Satisfied and Concerns & Additional Questions sections above.

Strengths (200 Words – Suggested Maximum)
All requirements of this section were fully addressed. Uplift Community School will comply with requirements to carry insurance and has listed the waivers for which they will apply.

Concerns and Additional Questions (200 Words – Suggested Maximum)
None noted.