

<b>Amendments</b>	<b>Submission Windows</b>
<b>Additional Programming for New School Population</b>	<b>January - May</b>
Charter Mission	<b>April - June</b>
<b>Enrollment Cap</b>	<b>At Least Two Months Prior to School's Enrollment Period</b>
<b>Grade Level Change to Contract</b>	<b>January - May</b>
Permanent Change to Overall Instructional Hours	<b>December- May</b>
<b>New School or School Site</b>	<b>August - December</b>
Educational Program	<b>December- May</b>
Partner or Non-Profit Management Company	<b>All Year</b>
Performance Framework Academic Goal not based on change in Interim Assessment	<b>May – July</b>
School Location Outside of Current District	<b>April - July</b>

<b>Notifications</b>	<b>Submission Windows</b>
Head Administrator or Governing Body Membership or Contact Information	<b>All Year</b>
Business Manager or Procurement Officer	<b>All Year</b>
School Policies or Governing Body Bylaws	<b>All Year</b>
Non-Profit Foundation or Component Unit	<b>All Year</b>
Membership of Non-Profit Foundation or Component Unit	<b>All Year</b>
School Closure	<b>All Year</b>
School Name Change	<b>April - June</b>
School Location Within Current District	<b>All Year</b>
Performance Framework Academic Goal based on change in Interim Assessment	<b>April - July</b>
School Specific Change in Grades Served	<b>January - May</b>
Temporary Change in Overall Instructional Hours	<b>August - May</b>
Facilities Master Plan	<b>All Year</b>
Lease Terms or Facility Ownership	<b>All Year</b>
Admission or Lottery Policies or Procedures	<b>June - December</b>
Insurance Coverage or Amounts/Types	<b>All Year</b>
Food or Transportation Services	<b>May - July</b>

## Table of Contents

Introduction .....	1
Amendment Process .....	2
General Overview.....	2
Timeframes .....	4
Administrative Completeness Review .....	5
Substantive Completeness Review.....	5
Compliance Checks.....	6
Expansion Requests.....	6
Eligibility Criteria .....	6
Staff Recommendation Criteria.....	7
Curriculum Samples.....	7
Financial Performance Eligibility .....	7
Attachment Guidelines.....	7
General Guidance.....	7
Attachments.....	8
Appendices.....	17
A. Terms to Know .....	18
B. Forms .....	20

## Introduction

The Guide to Amending a Charter (“The Guide”) is a comprehensive document for charter school leaders and boards that includes information about all components and requirements of the amendment and notification request process. The purpose of this document is to provide guidance and answer common questions about when and how to submit requests. This guidance includes a “Terms to Know” section to further clarify language used in the requests, as well as guidelines for the various attachments required for submitting certain requests. Additionally, it serves to provide clarification to charter school leaders and boards about the procedures the Public Education Commission (“PEC”) and its authorized representatives follow for processing and evaluating requests once they have been submitted.

Pursuant to NMSA 1978 §22-8B-9(C), charter contracts may be revised or amended only with the approval of the chartering authority and the governing body of the charter school. Charter amendments and revisions requiring prior written approval by the PEC are made by filing an amendment or notification request. The charter school leader and board shall not take action or implement the modification requested until approved by the PEC.

The PEC has developed procedures and rules for submitting amendments and notifications for approval. This guide provides information about those rules and procedures, as well as the specific situations that warrant use of these processes. *Charter modifications that are not included as part of the amendment and notification request process may be implemented without the approval of the PEC.*

Although this guide is intended to be a comprehensive resource for charter school leaders and boards, not all scenarios can be anticipated. If you are unable to find information in regard to your particular scenario, contact the PEC’s authorized representatives at [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).

The following chart identifies which requests are Amendments and Notifications.

Amendments	Notifications
<b>Additional Programming for New School Population</b>	Head Administrator or Governing Body Membership, Charter Representative change or change in contact information
Charter Mission	Business Manager or Procurement Officer
<b>Enrollment Cap</b>	School Policies or Governing Body Bylaws
<b>Grade Level Change to Contract</b>	Non-Profit Foundation or Component Unit
Permanent Change to Overall Instructional Hours	Membership of Non-Profit Foundation or Component Unit
<b>New School or School Site</b>	School Closure
Educational Program	School Name Change
Partner or Management Company	School Location
Performance Framework Academic Goal <i>not</i> based on change in Interim Assessment <sup>1</sup>	Performance Framework Academic Goal based on change in Interim Assessment

<sup>1</sup> Not allowed within the first two years of a 5-year charter term, or during charter terms shorter than 5 years.

Temporary Change in Overall Instructional Hours
Lease Terms or Facility Ownership
Admission or Lottery Policies or Procedures
Insurance Coverage or Amounts/Types
Food or Transportation Services

**Bolded amendments are expansion requests**

PROPOSED DRAFT

# Amendment Process

## General Overview

Charter contracts can be amended through the amendment and notification request process. When a charter school board determines that it intends to make a change to its contract, the school must file a request and receive notice of approval prior to implementing the change.

A request is either classified as an amendment or a notification. The chart below describes the differences between an amendment and notification.

Amendments	Notifications
Make a material change to the charter contract	Notify the PEC of a non-material change in the charter’s operations that is a part of the contract
A Compliance Check <i>will</i> be conducted for each request	A Compliance Check may be conducted
Placed on the PEC agenda for consideration	May be placed on the PEC agenda as a consent item, unless full consideration is requested by the PEC

The PEC provides instructions, specific to each individual request on its website. The request instructions for each amendment or notification include eligibility requirements, information about form fields and attachments, and checklists for completeness. However, additional guidance to assist the charter school leader and board in meeting these requirements is found in The Guide.

All amendment and notification requests must be submitted by email to [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).

The general steps taken in the amendment and notification request process are outlined in the chart below.

Amendment Submission	The school submits the request by email to <a href="mailto:Charter.Schools@state.nm.us">Charter.Schools@state.nm.us</a> .
Administrative Review	The request is reviewed for administrative completeness to ensure the components listed in the administrative completeness review checklist meet the criteria. The Charter school leader and board are notified by email of the result of the review.
Evaluation	The request is substantively reviewed, an analysis and report is completed, and a recommendation is prepared. The Charter school leader and board are notified by email of the result of the review.
PEC Consideration	A request placed on the agenda of a regular PEC meeting when the substantive review is completed.

## Timeframes

Requests must be submitted timely so that they may be processed within the timeframe provided in the PEC’s policy. Review the submission windows below to determine the deadline for submitting an amendment request to be considered by the PEC by a specified date. If a request is deemed administratively incomplete, the information contained in the chart below will not apply.

<b>Submission Deadline</b>	<b>PEC Meeting Date*</b> Meeting will be held at 300 Don Gaspar, Mabry Hall, Santa Fe, unless otherwise indicated on the posted agenda
January 10, 2018	February 9, 2018
February 14, 2018	March 16, 2018
March 14, 2018	April 13, 2018
April 12, 2018	May 12, 2018
May 17, 2018	June 16, 2018
July 24, 2018	August 23, 2018
August 22, 2018	September 21, 2018
September 12, 2018	October 12, 2018
October 17, 2018	November 16, 2018
November 13, 2018	December 13, 2018

\*PEC meeting dates are subject to change in the event a quorum of the PEC is not available. Check the PEC’s [website](#) for updates.

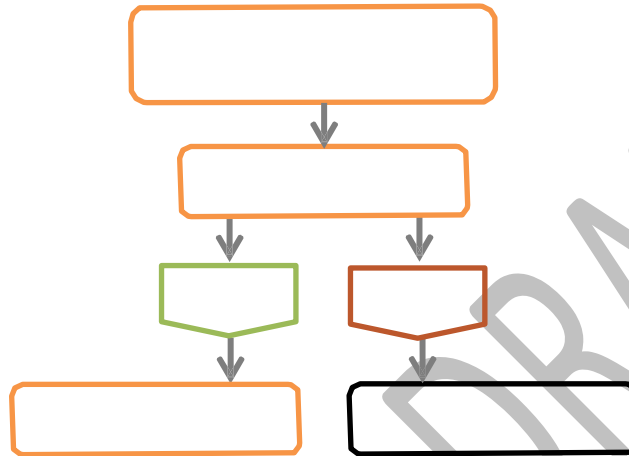
Once a request has been submitted, the PEC has 90<sup>2</sup> business days to process it. The PEC and its authorized representatives will process amendments in a timely manner in the order in which they are received.

<sup>2</sup> For schools on pre-2018 contracts, the PEC has 60 days to process any request.

## Administrative Completeness Review

To ensure that all required components of a request have been submitted, an administrative completeness review is conducted. An administrative completeness criteria checklist for each request is provided in the instructions for each individual request. The checklist will be used by the PEC and its authorized representatives in the administrative review.

The diagram below demonstrates the steps in the Administrative Review Process:



## Evaluation

To ensure that the PEC has sufficient information to make a determination on all amendment requests, its authorized representative will conduct a substantive review of the request. The review will include a comprehensive report on the school's performance and current compliance. The review may include a recommendation from the PEC's authorized representatives regarding the approval or denial of the request, depending on the type of request.

## Compliance Checks

A compliance check will occur as part of the amendment request process and may occur as part of the notification request approval process.

The PEC has adopted an Organizational Performance Framework, which uses information from a variety of sources, to evaluate a charter school's organizational performance. When a compliance check is conducted during the substantive review process, areas found to be non-compliant will be reported in accordance with the Operational Framework.

## Expansion Requests

Expansion requests are amendments that expand a current charter school's operations by increasing the number of students, range of grade levels, etc. As a result, expansion requests have eligibility criteria, undergo a recommendation review by the PEC's authorized representatives, and have additional submission requirements.

The following are expansion requests:

- New School or School Site
- Grade Level Change to Contract (Increase only)
- Enrollment Cap (Increase only)
- Additional Programming for New School Population

## Eligibility Criteria

The expansion process is open to any charter school leader and board if the school has:

- Received no lower than a “C” letter grade, and/or Tier 2 or better rating, in any of the past three years for which data is available; and
- Has not had its board of finance revoked within the last three years.

More stringent criteria apply to replications.

## Recommendation and Approval Factors

Recommendation factors will be evaluated and weighed to determine whether or not the PEC’s authorized representatives will recommend the PEC approve the request. The factors to receive a recommendation for each specific request are included in the individual request instructions. A recommendation for approval does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of its authorized representatives.

## Curriculum Samples

Curriculum samples are an additional submission requirement for the Grade Level Change to Contract Amendment Request. This requirement only applies to charter school’s whose letter grade in the current year is lower than an “A” and/or whose Tier rating is lower than Tier 1. For further information about curriculum sample guidelines, see the Grade Level Change to Charter Amendment Request Instructions and Curriculum Sample Instructions and Template on the PEC’s website. The Additional Programming for New School Population and Educational Program requests require curriculum samples for all applicants.

## Financial Performance Eligibility

Financial performance requirements and submissions may be added when the PEC revises its performance framework. A school whose board of finance is currently suspended is not eligible to submit any amendment requests, but may submit any applicable notifications.

## Attachment Guidelines

### General Guidance

Amendment and notification requests require the attachment of documents. Each request identifies the specific attachments required for the individual request, as well as the administrative completeness requirements for each document. This section provides general guidance about formatting attachments.

### Formatting

When a document is created and saved, fonts must be no less than 11 point. All attachments must be saved in PDF format prior to attaching. If the attachment is a scanned image, the image must be legible. Scanned images must be no less than 100% of the original size, except for building floor plans or architectural renderings.

Before saving a document, ensure that it meets all criteria, is thoroughly proofread, and contains accurate information.



## Attachments

This section provides information about the content of the attachments that are required throughout the requests. Each individual request has an “Attachments” section that identifies which of these specific attachments is required with the submission. Note that numerous requests include the same attachments, as noted below. Many of the attachments are forms that must be filled out and/or signed, then scanned and included with each request. These forms can be found in Appendix B: Forms, unless otherwise noted.

### *Affidavit and Disclosure*

An Affidavit and Disclosure must be completed for each new Head Administrator or Principal added by the notification request. Each form must be signed and dated by the individual named on the form. The form must be notarized before it is scanned and uploaded with the request.

#### **Included in the following:**

- Head Administrator or Governing Body Membership Notification
- Business Manager Notification
- Membership of Non-Profit Foundation or Component Unit

### *Board of Finance Application*

A complete Board of Finance Application must be submitted when there are changes to the makeup of the school’s Board of Finance. The complete application including 1) an affidavit or affidavits, signed by the personnel who will be given the responsibility of keeping the financial records of the charter school, describing the training completed, professional licensure held and degrees earned by them; 2) a statement signed by every member of the governing body that the governing body agrees to consult with the department on any matter not covered by the manual of accounting and budgeting before taking any action relating to funds held as a board of finance; 3) a signed affidavit from each governing body member declaring that the member is not a governing body member of any other charter school and that the member was not a governing body member of another charter school that was suspended or failed to receive or maintain their board of finance designation; and 4) a letter from Poms & Associates verifying that the charter school is a participant in the public school insurance authority; and indicates that the person who will be entrusted with handling the funds of the charter school is adequately insured.

#### **Included in the following:**

- Governing Body Membership Notification
- Business Manger Notification

### *Approved Board Minutes*

Approved board minutes demonstrate that the proposed change has been approved by the Charter school board. Ensure that minutes:

- Comply with the Open Meeting Act;
- Are final approved minutes;
- Demonstrate that the Board is in alignment with what is on file with PEC; and
- Clearly indicate approval of the amendment request to make the proposed change.

#### **Included in all requests**

### ***Curriculum Samples***

Curriculum samples provide a representation of a program of instruction aligned to the New Mexico Common Core State Standards and New Mexico Content Standards and to the methods of instruction described in the charter. The curriculum samples provide an opportunity for the charter school to demonstrate the capacity to develop a curriculum aligned to these Standards in the areas of Reading, Writing, Math, and Science.

More specific directions regarding formatting, page limits, choosing standards, and expectations for addressing instructional rigor can be found on the Curriculum Sample Template (found on the PEC's website and in the Grade Level Change to Charter Amendment Request Instructions).

#### **Included in the following:**

- Grade Level Change to Charter Amendment (Increase Only)
- Educational Program Amendment
- Additional Programming for New School Population

### ***Daily Instructional Schedules***

Provide the instructional schedule for each grade level served by the school for which the change is requested. NMSA 1978 § 22-2-8.1(A) states that "students shall be in school-directed programs, exclusive of lunch" for the minimum hours identified by grade level. Ensure that the schedules clearly identify which time periods are instructional (school directed programs), and which are not. If the school calendar identifies any alternative daily schedules (e.g. early release days), ensure that instructional schedules include the time periods for these days.

#### **Included in the following:**

- Overall Instructional Hours Amendment
- Additional Programming for New School Program

### ***Enrollment Matrix***

On the Enrollment Matrix, the Charter school will identify three year enrollment projections. An Enrollment Matrix must be completed, identifying the current and target enrollments, should the request be granted. In the case of a New School or School Site Amendment, the Charter school leader and board must also submit an Enrollment Matrix describing the subsequent three fiscal years for the proposed school.

#### **Included in the following:**

- Enrollment Cap Amendment
- Grade Level Change to Charter Amendment
- New School or School Site Amendment
- School Location Notification
- School Specific Change in Grades Served Notification (Increase only)
- Additional Programming for New School Population

The image below provides an example of a completed Enrollment Matrix.

School Name: ABC Charter School

Grade Level	Number of Students			
	Current—FY17	Target—FY18	Target—FY19	Target—FY20
K	0	0	0	0
1	0	0	0	0
2	0	0	0	0
3	0	0	0	0
4	0	0	0	0
5	0	0	0	0
6	72	72	72	72
7	72	72	72	72
8	72	72	72	72
9	0	24	48	72
10	0	0	24	48
11	0	0	0	24
12	0	0	0	0
<b>Total Enrollment</b>	216	240	288	360

### Facility Documentation

#### *Certificate of Occupancy*

A Certificate of Occupancy must include the address of the charter school and indicate that the facility is approved for educational use.

#### **Included in the following:**

- Enrollment Cap Amendment (Increase only)
- School Location Notification
- School Specific Change in Grades Notification (Increase only)

#### *Capacity Documentation*

Some requests require that documentation demonstrates a building has appropriate capacity to implement the request as submitted. For these requests, if the Certificate of Occupancy does not list the building capacity, additional documentation (e.g. floor plans with classroom square footage, architectural drawings indicating internal building dimensions) and a description of how the space is sufficient for the appropriate number of students is required. Hand-drawn images will not be accepted.

#### **Included in the following:**

- Enrollment Cap Amendment (Increase only)
- School Location Notification
- School Specific Change in Grades Notification (Increase only)
- Additional Programming for New School Population

#### *NMCI Documentation*

NMSA 1978 § 22-8B-4.2(C) provides, “On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates,

within eighteen months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.” A charter school seeking approval to occupy a facility must provide documentation from PSFA.

**Included in the following:**

- Enrollment Cap Amendment (Increase only)
- School Location Notification
- School Specific Change in Grades Notification (Increase only)

*Lease Agreement and Ownership or Lease Terms Affidavit*

NMSA 1978 § 22-8B-4.2(D) requires specific ownership or lease terms for charter school facilities. A charter school must provide evidence of compliance by providing both the lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements.

**Included in the following:**

- School Location Notification
- Lease Terms or Facility Ownership Notification

*Liability Insurance Coverage*

A charter school leader and board must obtain and maintain insurance in accordance with the laws of the State of New Mexico. A Certificate of Liability Insurance that includes the school’s description must be uploaded with the request.

**Included in the following:**

- School Location Notification

***Financial Documentation***

The financial documentation must include the following:

- A start-up budget to cover expenses projected to occur during the start-up period (until July 1 of the year the school opens).
- An operational budget to cover the first year of operations.
- For each budget, a separate document describing assumptions for each line item, to include disaggregated costs, and basis for determining those costs. Demonstrate through the assumptions that the amounts listed are viable and adequate for the start-up period and first year of operation.

**Included in the following:**

- New School or School Site Amendment
- Additional Programming for New School Population
- Grade Level Change to Contract
- School Specific Change in Grades Notification (increase only)

***Administrative Licensure***

A copy of the administrator’s license, or evidence that a licensure has been submitted to the PED, should be submitted.

**Included in the following:**

- Head Administrator Notification

### *Narrative*

Upload a PDF of the Charter school leader and board's written document that addresses all prompts in a manner that meets the substantive completeness requirements.

#### **Included in the following:**

- Enrollment Cap Amendment
- Grade Level Change to Contract Amendment
- Overall Instructional Hours Amendment
- New School or School Site Amendment
- Educational Program Amendment
- School Closure Amendment
- School Location Notification
- School Specific Change in Grades Notification (Increase only)
- Additional Programming for New School Population
- Charter Mission
- Performance Framework Academic Goal Amendment
- Admission or Lottery Policies or Procedures
- Food or Transportation Services

### *School Calendar*

Provide the school calendar for the fiscal year in which the Charter school leader and board intends to implement the request. Ensure that the calendar indicates any days which operate on an alternate daily schedule (e.g. early release days).

**Included in the Overall Instructional Hours Amendment.**

### *Staffing Chart*

On the Staffing Chart, the Charter school leader and board will identify an anticipated three year staffing plan. On the first page, identify the number of staff members including administrative, instructional, and non-instructional staff, as well as the sum total at the bottom of the chart. The second page includes a chart identifying the leadership team. On this chart, identify specific individuals to demonstrate how existing leadership will be leveraged to implement the changes brought on by the request.

#### **Included in the following:**

- Enrollment Cap Amendment
- Grade Level Change to Contract Amendment
- School Specific Change in Grades Notification (Increase only)
- Additional Programming for New School Population
- New School or New School Site

The images below provide an example of both components of a completed Staffing Chart.

School Name: ABCCharter School

Position	Number of Staff Members			
	Current—FY17	Anticipated—FY18	Anticipated—FY19	Anticipated—FY20
Administration	1	1	1	1
<b>Teachers/Instructional Staff</b>				
Kindergarten	0	0	0	0
1 <sup>st</sup>	0	0	0	0
2 <sup>nd</sup>	0	0	0	0
3 <sup>rd</sup>	0	0	0	0
4 <sup>th</sup>	0	0	0	0
5 <sup>th</sup>	0	0	0	0
6 <sup>th</sup>	3	3	3	3
7 <sup>th</sup>	3	3	3	3
8 <sup>th</sup>	3	3	3	3
9 <sup>th</sup>	0	2	2	3
10 <sup>th</sup>	0	0	2	2
11 <sup>th</sup>	0	0	0	1
12 <sup>th</sup>	0	0	0	0
Specialty Staff (Music, Art, PE, etc.)	3	3.5	4	4
Special Education	1	1	1	1
Paraprofessional	1	1	2	2
<b>Additional Staff</b>				
List title: Instructional Coach	0	0	1	1
List title: Office Staff	1	1	2	2
List title: Lunch Staff	1	1	2	2
List title:				
<b>Total Number of Staff Members</b>	<b>17</b>	<b>19.5</b>	<b>26</b>	<b>28</b>

PROPOSED

School Name: ABC Charter School

	<b>Leadership Team</b>			
<b>Title</b>	<b>Current—FY17</b>	<b>Anticipated—FY18</b>	<b>Anticipated—FY19</b>	<b>Anticipated—FY20</b>
Principal	Morgan Olmos	Morgan Olmos	Morgan Olmos	Morgan Olmos
Instructional Coach	N/A	N/A	Michelle Mills	Michelle Mills
6 <sup>th</sup> Grade Lead	Ed Freeman	Ed Freeman	Ed Freeman	Ed Freeman
7 <sup>th</sup> Grade Lead	Michelle Mills	Michelle Mills	TBD	TBD
8 <sup>th</sup> Grade Lead	Hayley Pfeiffer	Hayley Pfeiffer	Hayley Pfeiffer	Hayley Pfeiffer

PROPOSED DRAFT

## Appendices

### A. Terms to Know

### B. Forms

PROPOSED DRAFT



## **A. Terms to Know**

Charter contract—The legally binding agreement between the Public Education Commission and the entity approved to operate the school(s).

Head Administrator—An individual directly employed by the governing body of a charter school who is responsible for school administration and who has the power to bind a charter school contractually according to the Charter school's policies.

Concrete resources—Financial support or tangible items provided to staff to aid in implementation of curriculum or professional development strategies.

Consideration—The factors that will be evaluated to determine and the recommendation for approval to the PEC.

Curriculum—The content, programs, and materials that teachers will utilize with students to allow achievement of educational outcomes and mastery of standards.

Curriculum sample—A written description of instructional strategies, student activities, and assessment items (including a copy of the summative assessment items and answer key or scoring rubric, whichever applicable), and a description of the necessary materials/resources, which will provide the opportunity for a student starting at a specified level of knowledge and skill to attain mastery of the chosen Standard.

Partner or Non-Profit Management Company—Any number of organizations that contract with or have a governance relationship with the entity to provide comprehensive services. For the purposes of a request:

- A Non-Profit Management Company has a governance relationship with the Charter school in which the board has members that are members or employees of the Management Company, and/or the Management Company has executive authority over the Charter school leader or board, including the power to appoint board members and/or close a school operated by the board.
- A Partner an organization that contractually provides operations and management to the Charter school, but the Charter school board chooses the affiliation and is independent of the Partner.

Fiscal Year—The twelve month period that begins on July 1<sup>st</sup> and ends on June 30<sup>th</sup>.

Governing Body—The body responsible for the policy decisions of the school, as described in NMSA § 22-8B-4.

Instruction—The methodology used by teachers to present curriculum to students.

Rigor—An expectation set by the New Mexico Common Core State Standards and New Mexico Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level.

Target Area—The anticipated area in which the school intends to operate, as identified by the local school district and the high school feeder pattern in which the proposed school would be located.

Target Population—The anticipated student population of the school.

PROPOSED DRAFT

## **B. Forms**

- Affidavit, Disclosure and Consent for Background and Credit Check
- Enrollment Matrix
- Occupancy Compliance Assurance and Understanding
- Staffing Chart

PROPOSED DRAFT

# New Mexico Public Education Commission

## Affidavit and Disclosure

Complete this form for each new Head Administrator or Governing Body Member listed in the request. Duplicate as needed and print each form separately. Have each form signed and dated by the new Head Administrator or Governing Body Member and notarized.

Charter School: \_\_\_\_\_ Name: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Email address: \_\_\_\_\_

**(For Head Administrators Only)** With my signature below, I confirm that I have appropriate licensure or that I meet the requirements to obtain administrative licensure and that I have submitted an application to obtain an Administrative License. Further, I confirm that I have completed a background check that has been cleared by the school before beginning employment with this employer. \_\_\_\_\_ initials

Please check the appropriate answer to each question below.

<p><b>1.</b> Have you ever been convicted of or pled “no contest” for any violation of law other than minor traffic offenses? If either event has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p><b>2.</b> Have you ever been convicted of, admitted committing, or are you awaiting trial on any of the following criminal offenses in this state or similar offenses in another jurisdiction: (1) Sexual abuse of a minor, (2) Incest, (3) First or second degree murder, (4) Kidnapping, (5) Arson, (6) Sexual assault, (7) Sexual exploitation of a minor, (8) Contributing to the delinquency of a minor, (9) Commercial sexual exploitation of a minor, (10) Felony offenses involving sale, distribution or transportation of, offer to sell, transport or distribute marijuana or dangerous or narcotic drugs, (11) Felony offenses involving the possession or use of marijuana or dangerous or narcotic drugs, (12) Misdemeanor offenses involving the possession or use of marijuana or dangerous drugs, (13) Burglary in the first degree, (14) Burglary in the second or third degree, (15) Aggravated or armed robbery, (16) Robbery, (17) A dangerous crime against children, (18) Child abuse, (19) Sexual conduct with a minor, (20) Molestation of a child, (21) Manslaughter, (22) Aggravated assault, (23) Assault, or (24) Exploitation of minors involving drug offenses? If YES, submit certified court record and details of incident(s), signed, notarized and dated.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>
<p><b>3.</b> Have you ever been convicted of, admitted committing, or are you awaiting trial on any financial crimes? If YES, submit certified court record and details of incident(s), signed, notarized and dated.</p>	Yes <input type="checkbox"/> No <input type="checkbox"/>

I DO SOLEMNLY SWEAR OR AFFIRM THAT THE FOREGOING INFORMATION IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE. FURTHERMORE, SHOULD ANY PART OF THE INFORMATION HEREIN PROVIDED PROVE TO BE FALSE, I RECOGNIZE THAT IT SHALL BE JUST CAUSE FOR THE PUBLIC EDUCATION COMMISSION TO DENY THE REQUEST SUBMITTED BY THE ABOVE LISTED CHARTER SCHOOL LEADER AND/OR BOARD MEMBER(S).

Signature \_\_\_\_\_

Notary: Subscribed and sworn before me this \_\_\_\_\_ day of \_\_\_\_\_ Year \_\_\_\_\_

County of \_\_\_\_\_ State of \_\_\_\_\_

Notary Public Signature \_\_\_\_\_ My Commission Expires \_\_\_\_\_

\*Disclosure of this information is voluntary and is requested by the Public Education Commission pursuant to its legislative authorization under NMSA § 22-8B-5.3. No statute or other authority requires that you disclose this information. Failure to complete the disclosure may, however, result in a denial of your request.

# New Mexico Public Education Commission

## Enrollment Matrix

Complete the table to provide the current and target enrollment, indicating the proposed timeline for implementing the request.

Directions\*:

- In each box under the “Number of Students” columns, identify the number of students served per grade for the current and upcoming three fiscal years.
- In the “Total Enrollment” row, provide the total enrollment for each fiscal year.

School Name:				
Grade Level	Number of Students			
	Current—FY__	Target—FY__	Target—FY__	Target—FY__
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
<b>Total Enrollment</b>				

\*To view an example of a completed Enrollment Matrix, review page 11 of The Guide to Amending a Charter.

## New Mexico Public Education Commission Staffing Chart

Complete the table to provide the current and anticipated staffing for the school(s) operated by the Charter school board. Include staff members needed if the request is granted.

Directions\*:

- In each box under the “Number of Staff Members” columns, identify the number of staff members for each position/category for the current and upcoming three fiscal years.

School Name:				
Position	Number of Staff Members			
	Current—FY__	Anticipated— FY__	Anticipated— FY__	Anticipated— FY__
Administration				
Teachers/Instructional Staff				
Kindergarten				
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				
4 <sup>th</sup>				
5 <sup>th</sup>				
6 <sup>th</sup>				
7 <sup>th</sup>				
8 <sup>th</sup>				
9 <sup>th</sup>				
10 <sup>th</sup>				
11 <sup>th</sup>				
12 <sup>th</sup>				
Specialty Staff (Music, Art, PE, etc.)				
Special Education				
Paraprofessional				
Additional Staff				
List title:				
List title:				
List title:				
List title:				
<b>Total Number of Staff Members</b>				

\*To view an example of a completed Staffing Chart, [review page 15](#) of The Guide to Amending a Charter.

## Leadership Staffing Chart

Complete the table below to provide current and anticipated leadership for the school(s) operated by the Charter school board.

Directions:

- In the “Title” column, list the title of each leadership position at the school. Consider all individuals who are part of the leadership team (e.g. principal, instructional coach, lead teacher, etc.).
- In the “Current” and “Anticipated” columns, list the **names** of the individuals that will hold each of the leadership positions during the current and upcoming three fiscal years. If an existing staff member will not hold the position in the projected year, write “New Hire” or “TBD” (to be determined) in the box for that position.

School Name:				
Title	Leadership Team			
	Current—FY__	Anticipated—FY__	Anticipated—FY__	Anticipated—FY__

# Additional Educational Program for New School Population Amendment Request

## Purpose

The *Additional Educational Program for New School Population Amendment Request* is used to add an additional or different educational program to the charter contract, which will result in a new population of students (beyond the currently enrolled students) being served in a program that is different (different hours/schedule, different primary instructional methods) from the primary educational program that the currently enrolled students are served within. The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year). **If the fiscal year has started or will start prior to the request being considered by the PEC**, an amendment request will be effective only in the subsequent fiscal year, if it is approved. A change to add an educational program for a new school population is not effective until approved by the PEC.

## Determining Eligibility

To determine whether your charter school is eligible to expand (**increase** the educational programs offered) using the Amendment Process, review the academic performance of the school. The expansion process is open to any charter school if the school has:

- Received no lower than a “C” letter grade in any of the past three years, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 2 in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years.

## Submission Window

Charter Mission Amendment Requests may only be submitted for consideration at the February through June PEC meetings to go into effect in the subsequent fiscal year.

## PEC Consideration

An administratively complete amendment request to add additional programming that will serve a new student population submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days



## Additional Educational Program for New School Population Amendment Request

amendment request.

A recommendation for approval from the PEC's authorized representatives does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of its authorized representatives.

## Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny an *Additional Educational Program for New School Population Amendment Request* will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures:

Has the applicant adequately met its mission;
Is the applicant's academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Grade Levels Served in New Educational Program*</b>	Identify the grades to be served in the additional educational program. This must align with the current grade levels identified in the charter contract or be accompanied by a grade level change amendment request.
<b>Additional Educational Program*</b>	Identify the contract language you would like included that describes the educational program that will be offered, include a description of the curriculum, schedule/hours, instructional methods, and assessment methods.
<b>Effective Date*</b>	Enter the proposed first day of school for the new program.
<b>Mission*</b>	Identify the school's mission, which must not conflict with the proposed new program. If the program will result in a substantial addition to the school's mission, please also submit a mission amendment request concurrently.

### Attachments

For further information regarding specific documentation requirements, [see pages 6–15](#) of The Guide and the administrative and substantive completeness requirements starting on page 4 of these instructions.

### Curriculum Samples

Attach curriculum samples for each grade level that will be served in the additional educational program, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 5 of these instructions.

### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

### Narrative\*

Attach a narrative that responds to the following prompts:

- Describe the rationale for this request.
- Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
  - Recruitment;
  - Hiring; and
  - Training.
- If changes to staffing are not needed, provide an explanation.
- Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
  - A plan for meeting targets;
  - Necessary advertising and/or promotion to meet the targets;
  - Number of returning students; and
  - Anticipated new student enrollment
- Describe the proposed additional Educational Program, including the following:
  - Curriculum (which clearly demonstrates alignment to the New Mexico Common Core State Standards and New Mexico Content Standards);
  - Methods of instruction; and
  - Formative and summative assessments.
- Explain how the proposed changes to the Educational Program align to the mission documented in the charter or to a mission change amendment request.
- Explain how the proposed additional Educational Program will improve student achievement in the target population that will be served by the additional educational program.
- Identify the concrete resources, if any, needed for implementation. Consider the curriculum, assessment, and instruction embodied in this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (If the additional program will serve Grades K–8) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
- (If the additional program will serve Grades 9–12) Describe the following:
  - Course offerings;
  - Process and criteria for awarding course credit;

### Additional Educational Program for New School Population Amendment Request

- Policy on acceptance of transfer credit; and
- Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.

### *Occupancy Documentation (Only if a different facility will be used or if the additional programming enrollment combined with current enrollment will exceed current facility cap)*

For the proposed facility, clearly label and provide the following documents:

- Documentation of the capacity load of the facility to document capacity that can sustain projected growth in enrollment based on grade level growth. Hand-drawn images will not be accepted.
- If an additional facility is to be utilized:
  - A Certificate of Occupancy, approved for educational use; OR an assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
  - NMCI letter from the PSFA; OR an assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
  - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted); and
  - Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements; OR an assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

### Additional Information\*

Attach each of the following documents:

- Enrollment Matrix
  - Detail the current and targeted number of students served per grade for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational program.
- Staffing Chart
  - Identify the current and anticipated staffing information for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational program.

## Administrative Completeness Review

An administratively complete request is submitted by a school that meets all eligibility criteria and includes the following:

- Fully completed form
- Facility information (if required)

### Additional Educational Program for New School Population Amendment Request

- Curriculum Samples for each grade that will be served in the New Program. See Curriculum Sample Instructions and Template beginning on page 5 of these instructions.
- Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Narrative, addressing all required prompts
- Completed Enrollment Matrix
- Completed Staffing Chart

PROPOSED DRAFT

## Curriculum Sample Instructions and Template

### Who needs to use this form?

All schools seeking to add an additional or different educational program to the charter contract, which will result in a new population of students (beyond the currently enrolled students) being served in a program that is different (different hours/schedule, different primary instructional methods) from the primary educational program that the currently enrolled students are served within.

### Why?

Curriculum samples provide a representation of an Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

### Directions

For each grade level being served in the added educational program, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If requesting 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade, provide a Science curriculum sample.

### How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

### Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

**Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be served in the added educational program, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

### Additional Educational Program for New School Population Amendment Request

**Science**—A Science curriculum sample must be submitted for charters requesting addition of 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade. Each Science curriculum sample must identify one performance standard (PS) from a Science strand (Strands 2–3 only). Strand 1 (Scientific thinking and practice) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

#### **What about standards with several components?**

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

(M) 3.NF.2: <u>diagram.</u>	<u>Understand a fraction as a number on the number line; represent fractions on a number line</u>
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
b.	Represent the fraction $a/b$ on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

(M) 4.W.1 <u>information.</u>	<u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u>
a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b.	<u>(M) Provide reasons that are supported by facts and details.</u>
c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d.	<u>(M) Provide a concluding statement or section related to the opinion presented.</u>

#### **What is rigor?**

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

## Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> <li>Each curriculum sample must be no more than <b>8 pages total</b>. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.</li> </ul>
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> <li>The attached Curriculum Sample Template must be used for all curriculum sample submissions.</li> </ul>
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> <li>Fonts must be no less than <b>10 point</b>.</li> </ul>
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the grade level of that sample.</li> </ul>
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the content area of that sample.</li> </ul>
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> <li>The course title must be provided.</li> </ul>
<input type="checkbox"/>	<p>Alignment to Educational Program</p> <ul style="list-style-type: none"> <li>Describe how the instructional methods found in the lesson(s) align to the Educational Program described in the charter contract and as amended.</li> </ul>
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> <li>Include Standard number.</li> <li>If lesson(s) address(es) more than one standard or standard includes multiple components, refer to <b>What standards may be used?</b> or <b>What about standards with several components?</b> above.</li> <li>The focus of review is designated with the bolded (<b>M</b>).</li> <li><b>Reading:</b> one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), <b>not</b> to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li><b>Writing:</b> one standard from the Writing strand (Text Types and Purposes only—<b>W.1, W.2, or W.3</b>), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li><b>Mathematics:</b> one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be served in the added educational program, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).</li> </ul>
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review



## Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p><b>Student Activities</b></p> <ul style="list-style-type: none"> <li>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.</li> </ul>
<input type="checkbox"/>	<p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable)</li> <li>Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review.</li> <li>Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.</li> </ul>
<input type="checkbox"/>	<p><b>Educational Program</b></p> <ul style="list-style-type: none"> <li>Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Educational Program outlined in the charter contract and as amended.</li> </ul>



**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level</b>		<b>Content Area</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Educational Program</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and as amended.</i>			
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>			
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

PROPOSED DRAFT

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1		
2		
3		
4		
<b>S.A.</b>	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

# Charter Mission Amendment Request

## Purpose

The *Charter Mission Amendment Request* is used to change the mission of a charter. A change to the school's mission is not effective until approved by the PEC. The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year). **If the fiscal year has started or will start prior to the request being considered by the PEC**, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

## Determining Eligibility

Any Charter school is eligible to submit a *Charter Mission Amendment Request*. However, a school may not amend their mission in a manner that would change the essence of the mission. Additions and technical modifications are allowed.

## Submission Window

Charter Mission Amendment Requests may only be submitted for consideration at the April, May, or June PEC meetings to go into effect in the subsequent fiscal year.

## PEC Consideration

An administratively complete amendment request submitted by a charter school that meets eligibility requirements shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

## Recommendation and Approval Factors

The recommendation from the PEC’s authorized representatives and the PEC’s decision to approve or deny a *Charter Mission Amendment Request* will be based on the following considerations.

The proposed mission, as stated, aligns with the Charter school’s Educational Program on file in the charter contract or as proposed to be amended in accompanying amendment requests.

The Charter Mission Amendment Request does not change the essence of the school’s program.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**. Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Change From*</b>	Identify the current charter mission statement.
<b>Change To*</b>	Provide the exact text of the new charter mission statement.

### Attachments

For further information regarding specific documentation requirements, [see pages 6–15 of the Guide](#) and the administrative completeness requirements found on page 2.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Narrative\*

Attach a narrative that responds to the following prompts:

- Describe the rationale for this request.
- Explain how the amendment aligns with the Charter school’s Educational Program on file in the charter contract and why it does not change the essence of the school’s program.

## Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC/CSD
- Narrative, addressing all required prompts

# Enrollment Cap Amendment Request

## Purpose

The *Enrollment Cap Amendment Request* is used to increase or decrease the number of students the school is approved to serve under its contract. The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year). If the fiscal year has started or will start prior to the request being considered by the PEC, an amendment request will be effective only in the subsequent fiscal year, if it is approved. An enrollment cap is not effective until approved by the PEC. Enrollment cap requests must be submitted for approval at least two months prior to the school's enrollment period.

## Determining Eligibility

To determine whether your charter is eligible to expand (**increase** the Enrollment Cap) using the Amendment Process, review the academic performance of the school. The expansion process is open to any charter school if the school has:

- Received no lower than a "C" letter grade in any of the past three years, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 2 in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years.

An eligible charter school may submit an Enrollment Cap Amendment Request for up to three fiscal years of projected student enrollment.

Any charter school is eligible to submit an Enrollment Cap Amendment Request to **decrease** the number of students served.

## Submission Window

Enrollment Cap Amendment Requests must be submitted at least two months prior to the school's enrollment period for any changes to be effective for the subsequent school year.

## PEC Consideration

An administratively complete enrollment cap amendment request by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

## Enrollment Cap Amendment Request

Requests to decrease the enrollment cap will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

A recommendation for approval from the PEC's authorized representatives does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of its authorized representatives.

## Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny an *Enrollment Cap Amendment Request* to increase the enrollment cap will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures:

Has the applicant adequately met its mission;
Is the applicant's academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
From	Identify the <i>Current Enrollment Cap approved for the charter contract</i> .
To*	Enter the Enrollment Cap being requested, ensuring it is supported by the documented capacity of the facility/facilities identified.

### Attachments

For further information regarding specific documentation requirements, [see pages 6–15 of The Guide](#) and the administrative completeness requirements starting on page 4 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Occupancy Documentation (Increase Only)

For the proposed facility, clearly label and provide the following documents:

## Enrollment Cap Amendment Request

- Documentation of the capacity load of the facility to document capacity that can sustain projected growth in enrollment based on grade level growth. Hand-drawn images will not be accepted.
- If an additional facility is to be utilized:
  - A Certificate of Occupancy, approved for educational use; OR an assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
  - NMCI letter from the PSFA; OR an assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
  - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted); and
  - Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements; OR an assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

### Narrative\*

Upload a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
  - Recruitment;
  - Hiring; and
  - Training.
- If changes to staffing are not needed, provide an explanation.
- (Increase Only) Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
  - A plan for meeting targets;
  - Necessary advertising and/or promotion to meet the targets;
  - Number of returning students; and
  - Anticipated new student enrollment.
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (Decrease Only) An explanation of how the decrease will not displace any currently enrolled students, who are eligible to return in the next school year. If the current enrollment is higher than the proposed enrollment, a phase out plan that ensures the decrease will not displace any currently enrolled students, who are eligible to return in the next school year.

### Additional Information

Upload each of the following documents:

- (Increase Only) Enrollment Matrix
  - Detail the current and targeted number of students served per grade for the subsequent three Fiscal Years.
- (Increase Only) Staffing Chart
  - Identify the current and anticipated staffing information for the subsequent three Fiscal Years.

## Administrative Completeness Review

An administratively complete request is submitted by a school that meets all eligibility criteria and includes the following:

- Fully completed form
- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Occupancy Documentation
  - Certification of capacity
- Narrative, addressing all prompts
- Completed Enrollment Matrix for each school operated by the Charter school
- Completed Staffing Chart for each school operated by the Charter school



# Grade Level Change to Contract Amendment Request

## Purpose

The *Grade Level Change to Charter Amendment Request* is used to increase or decrease the grade levels the school is approved to serve under its contract. The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year). **If the fiscal year has started or will start prior to the request being considered by the PEC**, an amendment request will be effective only in the subsequent fiscal year, if it is approved. A change in grades served is not effective until approved by the PEC.

## Determining Eligibility

To determine whether your charter school is eligible to expand (**increase** grades served) using the Amendment Process, review the academic performance of the school. The expansion process is open to any charter school if the school has:

- Received no lower than a “C” letter grade in any of the past three years, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years.

Any charter school is eligible to submit a Grade Level Change to Charter Amendment Request to **decrease** the grade levels the Charter school is approved to serve.

## Submission Window

Grade Level Change Requests may only be submitted for consideration at the February through June PEC meetings to go into effect in the subsequent fiscal year.

## PEC Consideration

An administratively complete grade levels amendment request submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Requests to decrease the grade levels served will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

## Grade Level Change to Contract Amendment Request

A recommendation for approval from the PEC’s authorized representatives does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of its authorized representatives.

## Recommendation and Approval Factors

The recommendation from the PEC’s authorized representatives and the PEC’s decision to approve or deny a *Grade Level Change to Charter Amendment Request* to increase the grade levels served will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures:

Has the applicant adequately met its mission;
Is the applicant’s academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Current Grade Levels Served</b>	Identify the <i>Current Grade Levels Served</i> accurately based on the grade levels approved for the charter contract and currently served.
<b>New Grade Levels Served*</b>	Identify the grades to be served after approval of the request. This includes the current grades served, and the new grades that are requested.
<b>Effective Date*</b>	Enter the proposed first day of school for the new grade configuration.

## Attachments

For further information regarding specific documentation requirements, **see pages 6–15** of The Guide and the administrative completeness requirements starting on page 4 of these instructions.

### Curriculum Samples

Charters in which the school has received an “A” letter grade in the current year will not be required to submit curriculum samples.

Charters that have received a “C” or “B” letter grade will be required to provide a complete set of curriculum samples for each grade to be added.

## Grade Level Change to Contract Amendment Request

Attach curriculum samples for each grade level being requested, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 5 of these instructions.

### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

### Occupancy Documentation (Increase Only)

For the proposed facility, clearly label and provide the following documents:

- Documentation of the capacity load of the facility to document capacity that can sustain projected growth in enrollment based on grade level growth. Hand-drawn images will not be accepted.
- If an additional facility is to be utilized:
  - A Certificate of Occupancy, approved for educational use; OR an assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
  - NMCI letter from the PSFA; OR an assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
  - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted); and
  - Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements; OR an assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

### Narrative\*

Attach a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
  - Recruitment;
  - Hiring; and
  - Training.
- If changes to staffing are not needed, provide an explanation.
- (Increase Only) Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
  - A plan for meeting targets;
  - Necessary advertising and/or promotion to meet the targets;
  - Number of returning students; and
  - Anticipated new student enrollment
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.

## Grade Level Change to Contract Amendment Request

- (Adding Grades K–8 Only) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
- (Adding Grades 9–12 Only) Describe the following:
  - Course offerings;
  - Process and criteria for awarding course credit;
  - Policy on acceptance of transfer credit; and
  - Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
- (Decrease Only) Identify the number of students displaced by the decrease in grade levels.
- (Decrease Only) Describe the plan to communicate the decrease in grades to the school community.
- (Decrease Only) Describe the plan to provide displaced students assistance with:
  - Identifying other educational options; and
  - Enrolling in another school.

### Additional Information

Attach each of the following documents:

- (Increase Only) Enrollment Matrix
  - Detail the current and targeted number of students served per grade for the subsequent three Fiscal Years.
- (Increase Only) Staffing Chart
  - Identify the current and anticipated staffing information for the subsequent three Fiscal Years.

## Administrative Completeness Review

An administratively complete request is submitted by a school that meets all eligibility criteria and includes the following:

- Fully completed form
- Curriculum Samples (Increase only, only for schools that do not currently have an “A” grade or are not Tier 1) for each grade in which the Charter school is requesting expansion. See Curriculum Sample Instructions and Template beginning on page 5 of these instructions.
- Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Narrative, addressing all required prompts
- Completed Enrollment Matrix (Increase only)
- Completed Staffing Chart (Increase only)

## Curriculum Sample Instructions and Template

### Who needs to use this form?

Charter schools with a current letter grade lower than an “A”.

### Why?

Curriculum samples provide a representation of a Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

### Directions

For each grade level being added, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If requesting 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade, provide a Science curriculum sample.

### How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

### Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

**Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, **OR** one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) **OR** one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

**Science**—A Science curriculum sample must be submitted for charters requesting addition of 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade. Each Science curriculum sample must identify one performance standard (PS) from a Science strand (Strands 2–3 only). Strand 1 (Scientific thinking and practice) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

**What about standards with several components?**

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

(M) 3.NF.2: <u>diagram.</u>	<u>Understand a fraction as a number on the number line; represent fractions on a number line</u>
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
b.	Represent the fraction $a/b$ on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

(M) 4.W.1 <u>information.</u>	<u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u>
a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b.	<u>(M) Provide reasons that are supported by facts and details.</u>
c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d.	<u>(M) Provide a concluding statement or section related to the opinion presented.</u>

**What is rigor?**

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

## Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> <li>Each curriculum sample must be no more than <b>8 pages total</b>. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.</li> </ul>
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> <li>The attached Curriculum Sample Template must be used for all curriculum sample submissions.</li> </ul>
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> <li>Fonts must be no less than <b>10 point</b>.</li> </ul>
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the grade level of that sample.</li> </ul>
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the content area of that sample.</li> </ul>
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> <li>The course title must be provided.</li> </ul>
<input type="checkbox"/>	<p>Alignment to Educational Program</p> <ul style="list-style-type: none"> <li>Describe how the instructional methods found in the lesson(s) align to the Educational Program described in the charter contract and as amended.</li> </ul>
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> <li>Include Standard number.</li> <li>If lesson(s) address(es) more than one standard or standard includes multiple components, refer to <b>What standards may be used?</b> or <b>What about standards with several components?</b> above.</li> <li>The focus of review is designated with the bolded (<b>M</b>).</li> <li><b>Reading:</b> one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), <b>not</b> to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li><b>Writing:</b> one standard from the Writing strand (Text Types and Purposes only—<b>W.1, W.2, or W.3</b>), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li><b>Mathematics:</b> one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).</li> </ul>
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review



## Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p><b>Student Activities</b></p> <ul style="list-style-type: none"> <li>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.</li> </ul>
<input type="checkbox"/>	<p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable)</li> <li>Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review.</li> <li>Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.</li> </ul>
<input type="checkbox"/>	<p><b>Educational Program</b></p> <ul style="list-style-type: none"> <li>Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Educational Program outlined in the charter contract and as amended.</li> </ul>



**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level</b>		<b>Content Area</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Educational Program</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and as amended.</i>			
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>			
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

PROPOSED DRAFT

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1		
2		
3		
4		
<b>S.A.</b>	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

# Permanent Change to Overall Instructional Hours Amendment Request (Only for Schools under Pre-2018 Charter Contract)

## Purpose

The *Permanent Change to Overall Instructional Hours Amendment Request* is used by schools under the pre-2018 charter contract to increase or decrease the number of overall annual instructional hours for one or more educational programs provided by the Charter School. This is only used for a permanent change to the charter contract; a notification is used to identify when the contracted instructional hours will not be met in a specific fiscal year due to unforeseen circumstances (e.g. snow, power outage, roof collapse).

## Determining Eligibility

Any Charter School with a pre-2018 charter contract may submit a *Permanent Change to Overall Instructional Hours Amendment Request*. However, the request will not be approved to decrease contractual hours for any educational program offered by the school below the overall minimum annual instructional hours required in NMSA § 22-2-8.1

## Submission Window

Permanent Change to Overall Instructional Hours Amendment Requests may only be submitted for consideration at the January through June PEC meetings to go into effect in the *subsequent* fiscal year.

## PEC Consideration

An administratively complete amendment request to permanently change the overall instructional hours submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 60 day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Requests to increase the overall instructional hours will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

## Recommendation and Approval Factors

The recommendation from the PEC’s authorized representatives and the PEC’s decision to approve or deny a *Permanent Change to Overall Instructional Hours Amendment Request* will be based on the following considerations.

The proposed instructional hours meet the overall minimum instructional hours required in Section 22-2-8.1 NMSA.
The Amendment Request proposes an increase in instructional hours or the change (decrease) does not change the essence of the school’s program.
The applicant demonstrated capacity to successfully implement the requested change.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**. Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>From*</b>	Identify in <i>From</i> the number of overall annual instructional hours approved for each educational program offered by the school in the charter contract.
<b>To*</b>	Enter the number of overall annual instructional hours that will be provided for each educational program offered by the school. Please note, these numbers must conform to the overall minimum annual instructional hours required in NMSA § 22-2-8.1
<b>Fiscal Year Effective Date*</b>	Enter the proposed fiscal year in which the instructional days change will occur.

### Attachments

For further information regarding specific documentation requirements, **see pages 6–15 of** The Guide and administrative completeness requirements starting on page 3 of these instructions.

#### **Approved Board Minutes\***

Attach evidence that the proposed change has been approved by the Charter school board.

#### **School Calendar\***

Provide the school calendar for the fiscal year the request will become effective, clearly indicating any days using alternate daily schedules (e.g. early release days). If the school offers multiple educational programs, the school must provide a calendar for each program. If this is different from the calendar that was submitted to the PED School Budget and Financial Analysis Bureau, please provide documentation to demonstrate that the charter school has submitted the change to the Secretary and received approval of the change.

#### **Daily Instructional Schedule(s)\***

Provide daily instructional schedule(s) clearly identifying instructional and non-instructional periods, for each grade served. Include any alternate schedules (e.g. early release days) identified in the school calendar. If the school offers multiple educational programs, the school must provide daily scheduled for each program.

**Narrative\***

Upload a narrative that responds to the following prompts:

- Describe the rationale for this request.
- Describe how the proposed change to instructional days will improve pupil achievement in the target population served by the charter.
- Describe how the school calendar(s) and daily instructional schedule(s) submitted demonstrate compliance with NMSA § 22-2-8.1 regarding annual instructional hours for each grade served.
- Describe the budget impact of the change and explain how the change results in that impact.

**Administrative Completeness Review**

An administratively complete request includes:

- Fully completed form
- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- School Calendar(s)
- Daily Instructional Schedule(s)
- Narrative, addressing all prompts

# New School or School Site Amendment Request

## Purpose

The *New School Amendment Request* is used to add a new charter school or school site to the existing contract. The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the first meeting of the calendar year is the latest possible consideration to become effective in the next fiscal year). The addition of a new school or school site is not effective until approved by the PEC.

Any New School or School Site Amendment Request approval is conditional upon the school completing the implementation checklist, and securing an adequate facility and demonstrating the facility meets all requirements of Section 22-8B-4.2 NMSA1978 on or before June 1.

## Determining Eligibility

To determine whether your charter school is eligible to expand (add a new school or school site) using the Amendment Process, review the academic performance of the school. The new school or school site expansion process is open to any charter school if the school has:

- Been renewed at least once or is eligible for expedited renewal;
- Received no lower than a “B” letter grade in any of the past three years with no single indicator in the letter grade receiving a rating below “C” in the most recent year, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 1 in the Academic Performance Framework;
- Has not had its board of finance revoked within the last three years;
- Informed the school district in which the school is seeking to locate the new school or school site of the intention to open a new school in the district. Notification must have been provided on or before the second Tuesday of January or before submission of the amendment request, whichever is earlier;
- With the participation of the PEC, held a community input hearing in the district in which the school is seeking to locate the new school or school site; and
- Is seeking to open a new school or school site located in the same district as the current school.

OR

Has received a discretionary waiver from the Secretary of Education to locate in a different district.

## Submission Window

New School Amendment Requests may only be submitted for consideration at the September through first meeting of the calendar year to go into effect in the subsequent fiscal year.

## PEC Consideration

An administratively complete amendment request submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of a regular PEC meeting within 90<sup>1</sup> days of receipt of the administratively complete amendment request.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

## New School or School Site Amendment Request

compliance, or at the last meeting within the 60 day window.

- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the PEC's authorized representatives does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of its authorized representatives.

## Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny a *New School Amendment Request* will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures for both the new school and the currently existing school:

Has the applicant adequately met its mission;
Is the applicant's academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Name of School*</b>	Enter the proposed name of the new school or school site.
<b>Grade levels to be served*</b>	Check the boxes for the grades to be served by the new school or school site when phased in to its full capacity. The grades must be currently approved for the charter or the application must be accompanied by a Grade Level Amendment Request.
<b>Requested Enrollment Cap*</b>	Enter the enrollment cap for the new school or school site.
<b>Proposed Service Location*</b>	Identify the proposed location of the school by identifying the school district and the high school feeder pattern in which the proposed school is to be located.
<b>First day of Operation*</b>	Enter the proposed first day of school for the new school or school site.
<b>Proposed School Leader</b>	Identify the proposed leader of the new school or school site, if the individual has been identified already.

**Governing Board Structure**

If the school will have a separate governing board, identify the proposed founding members of the new school's governing board.

**Attachments**

For further information regarding specific documentation requirements, see [pages 6–15 of The Guide](#) and the administrative completeness requirements starting on page 4 of these instructions.

**Approved Board Minutes\***

Attach evidence that the proposed change has been approved by the Charter school board.

**Narrative\***

Upload a narrative that responds to the following prompts:

- Describe the rationale for this request.
- Identify at least one appropriate, viable facility/ property in the targeted geographic location.
- Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
  - Recruitment;
  - Hiring; and
  - Training.
- If changes to staffing are not needed, provide an explanation.
- Identify the target population of the proposed school, and demonstrate a clear understanding of the following:
  - The students the proposed school intends to serve;
  - Demand for this program within the identified location of the proposed new school;
  - How the population is similar to, or different from, the population currently served by the school(s) operating under the charter;
  - Whether the students will be primarily neighborhood or commuter;
  - A demographic profile of the population;
  - Current levels of academic performance for the target population; and
  - Needs not currently met for the target population.
- Describe how the school will provide a quality academic option and/or a unique program of instruction that is currently unavailable to the target population and how it will meet the needs of the target population.
- Provide a detailed description of how the charter school will meet the enrollment targets identified in the Enrollment Matrix. Include the following:
  - A plan for meeting targets;
  - Necessary advertising and/or promotion to meet the targets;
  - The timeline for enrollment at the proposed school, and explains the process for communicating to the public.
- Provide a description of the market analysis that supports the successful enrollment of the projected student count. Include the following:
  - Other educational options available to students in the target area;
  - An explanation of need for the school; and
  - Factual data to support the need.



## New School or School Site Amendment Request

- Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- The first payment for a school year is not distributed until July 1<sup>st</sup> of the Fiscal Year. Explain how the school will manage all expenses prior to receiving this initial payment, including, but not limited to, those already identified in the staffing and resource components of the narrative. Include the following, as applicable:
  - Recruiting, hiring, and training employees
  - Advertising and/or promoting the school
  - Enrolling students
  - Purchase of concrete resources
  - Facilities
  - Other items as indicated by the request

### Additional Information\*

Attach each of the following documents:

- Enrollment Matrix
  - Complete for the current school, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years. Additionally, complete the matrix for the proposed school for its first three Fiscal Years.
- Staffing Chart
  - Complete for the current school, identifying the current and anticipated staffing information for the subsequent three Fiscal Years. Additionally, complete the chart for the proposed school in its first three Fiscal Years.
- Certification that the new school or school site is located in the same district as the current school  
OR  
Copy of the discretionary waiver from the Secretary of Education to locate in a different district.
- Transcript from the community input hearing in the district in which the school is seeking to locate the new school or school site.

## Administrative Completeness Review

An administratively complete request is submitted by a school that meets all eligibility criteria and includes the following:

- Narrative, addressing all prompts
- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts
- Completed Enrollment Matrix for each school operated or proposed
- Completed Staffing Chart for each school operated or proposed
- Waiver and Community Input Hearing Documentation

# Educational Program Amendment Request

## Purpose

The *Educational Program Amendment Request* is used to change the educational program as described in the charter contract. Note that any changes made need to support the charter mission, and as amended. **The Amendment Request may not change the essence of the school's mission or program.** The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year). **If the fiscal year has started or will start prior to the request being considered by the PEC**, an amendment request will be effective only in the subsequent fiscal year, if it is approved. A change in the educational program is not effective until approved by the PEC.

## Determining Eligibility

Any charter school is eligible to submit an *Educational Program Amendment Request*. However, no school may submit any amendment request that will change the essence of the school's program.

## Submission Window

Educational Program Amendment Requests may only be submitted for consideration at the January through June PEC meetings to go into effect in the subsequent fiscal year.

## PEC Consideration

An administratively complete educational program amendment request submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

## Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny an *Educational Program Amendment Request* will be based on the following considerations.

The Education Program Amendment Request does not change the essence of the school's program; and

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

The applicant demonstrated capacity to successfully implement the requested change.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Change From*</b>	Provide the current contractual language describing the Educational Program elements the school seeks to change; if there is no specific language, describe the Educational Program elements the school seeks to change that are implied in the current contract.
<b>Change To*</b>	Provide the specific contractual language the school would like to have included in the Educational Program section of the contract.

### Attachments

For further information regarding specific documentation requirements, [see pages 6–15](#) of The Guide and the administrative and substantive completeness requirements starting on page 3 of these instructions.

#### Curriculum Samples

Attach curriculum samples for each grade level being served that will be impacted by the amendment. Curriculum samples must reflect implementation of the new/revised educational program, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 4 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Narrative\*

Upload a narrative that responds to the following prompts:

- Describe the rationale for the change in the Educational Program.
- Describe the proposed changes to the Educational Program, including the following:
  - Curriculum (which clearly demonstrates alignment to the New Mexico Common Core State Standards and New Mexico Content Standards);
  - Methods of instruction; and
  - Formative and summative assessments.

If changes to one or more areas are not needed, provide an explanation.

- Explain how the proposed changes to the Educational Program align to the mission documented in the charter.
- Explain how the proposed changes to the Educational Program improve student achievement in the target population served by the charter.
- Discuss the transition plan for the changes to the Educational Program, including the following:
  - Timeframes for implementation of the changes;

- Purchasing necessary resources (e.g. curriculum and assessment materials) to implement the changes;
  - Hiring and/or Training staff to effectively implement the changes; and
  - Providing evaluation (monitoring) and support to address challenges encountered during the implementation of the change and ensure improved student achievement.
- Explain the budget impact and how the school will manage all expenses, including, but not limited to, those already identified in the transition plan of the narrative. Include the following, as applicable:
- Recruiting, hiring, and training new or current employees
  - Purchase of concrete resources.
- Explain how the school has engaged with the current school community to evaluate support or opposition to the change, support the transition, and explain the need to make the change. Include:
- Specific information regarding the support or opposition by parents, teachers, students, administrative staff to the change.

## Administrative Completeness Review

An administratively complete request includes the following:

- Fully completed form
- Approved Board Minutes
  - Comply with Open Meeting Law (if applicable)
  - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts
- Curriculum Samples for each grade the school serves that will be impacted by the change to the educational program. See Curriculum Sample Instructions and Template beginning on page 4 of these instructions. The curriculum samples should reflect the education program as proposed to be revised in

## **Curriculum Sample Instructions and Template**

### **Who needs to use this form?**

All schools requesting to change the Educational Program of the school.

### **Why?**

Curriculum samples provide a representation of an Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

### ***Directions***

For each grade level being served that will be impacted by the proposed change, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If the changes will impact 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade, provide a Science curriculum sample.

### **How many pages can a curriculum sample have?**

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

### **Which standards may be used?**

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

**Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

**Science**—A Science curriculum sample must be submitted for charters requesting an amendment to the educational program that will impact 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade. Each Science curriculum sample must identify one performance standard (PS) from a Science strand (Strands 2–3 only). Strand 1

(Scientific thinking and practice) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

### What about standards with several components?

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

<b>(M)</b> 3.NF.2: <u>diagram.</u>	<u>Understand a fraction as a number on the number line; represent fractions on a number line</u>
a.	Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
b.	Represent the fraction $a/b$ on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

<b>(M)</b> 4.W.1 <u>information.</u>	<u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u>
a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b.	<u>(M) Provide reasons that are supported by facts and details.</u>
c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d.	<u>(M) Provide a concluding statement or section related to the opinion presented.</u>

### What is rigor?

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

## Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> <li>Each curriculum sample must be no more than <b>8 pages total</b>. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.</li> </ul>
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> <li>The attached Curriculum Sample Template must be used for all curriculum sample submissions.</li> </ul>
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> <li>Fonts must be no less than <b>10 point</b>.</li> </ul>
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the grade level of that sample.</li> </ul>
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> <li>The curriculum sample must identify the content area of that sample.</li> </ul>
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> <li>The course title must be provided.</li> </ul>
<input type="checkbox"/>	<p>Alignment to Educational Program</p> <ul style="list-style-type: none"> <li>Describe how the instructional methods found in the lesson(s) align to the Educational Program Amendment Request.</li> </ul>
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> <li>Include Standard number.</li> <li>If lesson(s) address(es) more than one standard or standard includes multiple components, refer to <b>What standards may be used?</b> or <b>What about standards with several components?</b> above.</li> <li>The focus of review is designated with the bolded <b>(M)</b>.</li> <li><b>Reading:</b> one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), <b>not</b> to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li><b>Writing:</b> one standard from the Writing strand (Text Types and Purposes only—<b>W.1, W.2, or W.3</b>), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li><b>Mathematics:</b> one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).</li> </ul>
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review



## Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p><b>Instructional Strategies</b></p> <ul style="list-style-type: none"> <li>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p><b>Student Activities</b></p> <ul style="list-style-type: none"> <li>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.</li> </ul>
<input type="checkbox"/>	<p><b>Summative Assessment Items</b></p> <ul style="list-style-type: none"> <li>Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable)</li> <li>Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review.</li> <li>Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.</li> </ul>
<input type="checkbox"/>	<p><b>Educational Program</b></p> <ul style="list-style-type: none"> <li>Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Educational Program Amendment Request.</li> </ul>



**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level</b>		<b>Content Area</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Educational Program</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>			
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>			
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

PROPOSED DRAFT

Program of Instruction Amendment Request

<b>Lesson</b> (add as needed)	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1		
2		
3		
4		
<b>S.A.</b>	Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.	

**Summative Assessment Items and Scoring:**

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

# Partner or Non-Profit Management Company Amendment Request

## Purpose

The *Partner or Non-Profit Management Company Amendment Request* is used to change a Partner or Non-Profit Management Company identified in the charter contract (this can be a removal, addition, or change).

## Determining Eligibility

Any Charter School may submit a *Partner or Non-Profit Management Company Amendment Request*. However, no school may contract with a for-profit company for the management of the charter school.

## Submission Window

Partner or Non-Profit Management Company Amendment Requests must be submitted for consideration by the PEC and must be approved by the PEC before the change can go into effect.

## PEC Consideration

An administratively complete Partner or Non-Profit Management Company Amendment Request submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 60 day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

## Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny a *Partner or Non-Profit Management Company Amendment Request* will be based on the following considerations.

Agreement, MOU, or Contract under which the school and the Partner or Non-Profit Management Company are operating does not violate Section 22-8B-4(R) NMSA, which prohibits charter schools from "contract with a for-profit entity for the management of the charter school." Management is defined in Section 22-8B-2(l) NMSA as "authority over the hiring, termination and day-to-day direction of a school's employees or contractors, whether they are licensed or not."

The change in the Partner or Non-Profit Management Company does not change the essence of the school's program.

The Charter School must be financially independent from the partner organization or non-profit management company.

The applicant demonstrated capacity to successfully implement the requested change.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
<b>From*</b>	Identify in <i>From</i> the current Partner or Non-Profit Management Company included in the charter contract.
<b>To*</b>	Identify the new language that is to be included in the charter contract. This may be an addition, removal, or change.

### Attachments

For further information regarding specific documentation requirements, see pages 6–15 of The Guide and the administrative completeness requirements starting on page 3 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Agreement, MOU, or Contract\*

Provide the Agreement, MOU, or Contract under which the school and the Partner or Non-Profit Management Company are operating. This agreement must clearly identify all rights, responsibilities, activities, and costs of both sides.

#### Corporate Status of Partner or Non-Profit Management Company\*

Provide documentation of the corporate status (for-profit or non-profit) of the Partner or Non-Profit Management Company.

#### Partner or Non-Profit Management Company Annual Report\*

Provide the most recent annual report for the Partner or Non-Profit Management Company.

#### Executed Contract Provision\*

Provide an executed addendum to the contract, which contains the template terms for the contract as found starting on Page 4 of these instructions.

#### Narrative\*

Upload a narrative that responds to the following prompts:

- Describe the rationale for the school’s engagement with this partner or non-profit management company.
- Describe all legal implications of the relationship including the legal benefits and responsibilities of each party.
- Identify specific individuals employed or selected by the Partner or Non-Profit Management Company that will be associated with the school, their responsibilities, and their contact information.
- Describe the criteria and procedures the school uses to review the provider's performance under the MOU, Agreement, or Contract, including a timeline for how often this review is conducted and the school’s

rights to terminate the agreement based on performance or for other causes.

Describe the relationship between the school and the partner or non-profit management company to demonstrate the charter school is operationally and financially independent from the Partner or Non-Profit Management Company.

## Administrative Completeness Review

An administratively complete request includes:

- Fully completed form
- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC/CSD
- Agreement, MOU, or Contract
- Corporate Status of Partner or Non-Profit Management Company
- Narrative, addressing all prompts
- Executed PEC Contract Addendum

PROPOSED DRAFT

**Addendum to the Contract between the Public Education Commission and  
CHARTER SCHOOL NAME**

**Partner Organization or Management Company**

1. The Charter School has a legal relationship with **XXXX. Attachment XXX**, incorporated herein by reference and as amended according to Paragraph 10(A) of this agreement, is the legal agreement governing the relationship between the Charter School and **XXXX**.
2. The New Mexico Public Education Commission, through its designees and/or the Public Education Department, has reviewed the legal agreement in **Attachment B** to determine whether the contract complies with all provisions of New Mexico law and to determine that the Charter School is financially independent from **XXXX**. The New Mexico Public Education Commission, through its designees and/or the Public Education Department, will review any requested changes to that agreement to determine whether the proposed changes comply with all provisions of New Mexico law and to determine that the Charter School is financially independent from **XXXX**.
3. On an annual basis, during the performance review visit required by NMSA 1978 § 22-8B-12(E), the New Mexico Public Education Commission, through its designees and/or the Public Education Department, reserve the right to review the legal agreement and review school documents and records to determine whether the contract complies with all provisions of New Mexico law and to determine that the Charter School is financially independent from **XXXX**.

CHARTER SCHOOL NAME

Executed this \_\_\_\_\_ day of \_\_\_\_\_ 20XX.

By \_\_\_\_\_ XXXXX,  
Charter Representative for XXXXX

NEW MEXICO PUBLIC EDUCATION COMMISSION

Executed this \_\_\_\_\_ day of \_\_\_\_\_ 20XX.

By \_\_\_\_\_ XXXXX,  
Chair of the New Mexico Public Education Commission.

# Performance Framework Academic Goal Amendment Request – Within the School’s Control

## Purpose

The *Performance Framework Academic Goal Amendment Request* is used to amend a current Academic Performance Framework Goal when the change is within the control of the school. The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented no later than the first month of the next school year (consideration at the August meeting is the latest possible consideration for an amendment to become effective in the current fiscal year). A change performance framework academic goals is not effective until approved by the PEC.

For changes to performance framework academic goals that are outside of the control of the school (i.e., assessment no longer being administered) see the Performance Framework Academic Goal Notification.

## Submission Window

Performance Framework Academic Goal Amendment Requests must be submitted for consideration at the June through August PEC meetings for the change to be effective in the upcoming school year.

## Determining Eligibility

A charter school may submit a *Performance Framework Academic Goal Amendment Request* if the school is within the first two years of a five year charter contract. The PEC will not accept a request to decrease the rigor of a goal.

## PEC Consideration

An administratively complete Performance Framework Academic Goal Amendment Request submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

## Recommendation and Approval Factors

The recommendation from the PEC’s authorized representatives and the PEC’s decision to approve or deny a *Performance Framework Academic Goal Amendment Request* will be based on the following considerations.

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

## Performance Framework Academic Goal Amendment Request

The *Performance Framework Academic Goal Amendment Request* does not change the essence of the school's program;

The *Performance Framework Academic Goal Amendment Request* does not result in the administration of an assessment that is in lieu of duplicative other assessments that must be administered under state law;

The *Performance Framework Academic Goal Amendment Request* does not result in a decrease in the rigor or reliability of the school's academic evaluation;

The schools performance in relation to the proposed goal can be accurately reported and performance can be verified; and

The applicant demonstrated capacity to successfully implement the requested change.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
From*	Identify in <i>From</i> the current Academic Performance Framework Goal.
To*	Identify the new language that is to be included in the Academic Performance Framework. The language must include the following rating categories – Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards and Include measures and metrics, including percentages, for each rating category.

### Attachments

For further information regarding specific documentation requirements, **see pages 6–15 of** The Guide and the administrative completeness requirements starting on page 3 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Narrative\*

Upload a narrative that responds to the following prompts:

- Fully completed form
- Describe the rationale for this request.
- Explain why the established measurement tool is reliable, including how the measurement tool was selected.
- Explain why the established goals are rigorous, including how the goals were established.
- Explain why the established goals are attainable.
- Describe how the goal meets all of the remaining elements of a SMART goal.
- Describe how the goal aligns to and measures the effective implementation of school's mission.
- Describe the school's transition plan, including:



### Performance Framework Academic Goal Amendment Request

- Timeframes for implementation of the changes;
  - Purchasing necessary resources (e.g. assessment materials) to implement the changes;
  - Training staff to effectively implement the changes; and
  - Providing evaluation (monitoring) and support to address challenges encountered during the implementation of the change.
- Describe the data, analysis, and timeline for reporting performance to the PEC. Include a sample report.

## Administrative Completeness Review

An administratively complete request includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC/CSD
- Narrative, addressing all prompts.

PROPOSED DRAFT

# Head Administrator, Governing Body Membership, or Charter Representative Change Notification

## Purpose

The *Head Administrator, Governing Body Membership, or Charter Representative Change Notification* should be completed if there is a change in the Head Administrator, the Membership of the Governing Body, the individual identified as the Charter Representative, or the contact information of the identified individuals.

## Determining Eligibility

Any school is eligible to submit a *Head Administrator, Governing Body Membership, or Charter Representative Change Notification*.

## Submission Deadline

Notifications regarding changes in board membership or the head administrator (removal, resignation, or addition/designation) must be submitted within 15<sup>1</sup> days of receiving a resignation or within 15<sup>1</sup> days of a removal or addition/designation.

Notifications regarding changes to a Charter Representative, or their contact information, must be submitted within 15 days of the change.

Changes to board member or administrator contact information must be submitted within 30 days of the change.

## PEC Consideration

An administratively complete notification will be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
<b>Current Officers, Members, Administrator, or Representative</b>	Identify the currently on file (prior to notification) Head Administrator, all governing body members, positions, and terms, and charter representative with all personal contact information. Note next to each if there is a change or no change.

<sup>1</sup> For schools on a pre-2018 contract this shall be 30 days.

<b>Changes*</b>	<p>Identify the changes to Head Administrator, governing body members or positions, Charter Representative, or contact information.</p> <p>For members who are being added or designated, identify the member they are replacing or if the position is newly created.</p> <p>Include the personal contact information for board members, which will not be shared publicly. In addition, include a school-based email or other contact information, which will be shared with members of the public</p>
<b>Request for Extension</b>	<p>If reporting the removal or resignation of a governing body member, and a vacancy will not be filled within the 45 days identified in the contract, identify that you are requesting a 30-day extension.</p>
<b>Vote not to Replace Member</b>	<p>Identify if the board is providing notice regarding a board member who has resigned or has been removed, and the board has voted not to replace that member for the remainder of the fiscal year.</p>
<b>Governing Body Membership Structure*</b>	<p>Identify the current membership structure (number of positions and identification of positions, as applicable)</p>

**Attachments**

For further information regarding specific documentation requirements, see pages 6–15 of The Guide and the substantive completeness requirements found on page 3 of these instructions.

**Approved Board Minutes (Only if removal or addition of board member, or head administrator)**

Attach evidence that the proposed change has been approved by the charter school board (member removed, designation/selection of new member, new Head Administrator Hired, old administrator terminated, placed on leave, or contract not renewed).

**Affidavit and Disclosure \***

Attach an Affidavit and Disclosure for any new Head Administrator or Governing Body Member. Each form must be signed and dated by the individual named on the form. The form must be notarized before it is scanned and attached to the notification.

**Resignation Letter**

If board member resigned, attach signed and dated resignation letter.

**Statement of Governing Body to Consult with PED**

An updated “STATEMENT OF GOVERNING BODY TO CONSULT WITH PED” signed by all current governing body members must be attached when there is a change in board membership.

**Affidavit of Governing Body Member**

An “AFFIDAVIT OF GOVERNING BODY MEMBER” must be signed by each new governing body member and verified by a notary public.

**Assurances of Governing Body Member**

Assurances regarding compliance with all federal and state laws governing organization, programmatic, and financial requirements applicable to charter schools signed by each new governing body member.

## Administrative Completeness Review

An administratively complete notification includes the following:

- Fully completed form
- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
  - Demonstrates vote to remove and/or add board member AND/OR to terminate
- Affidavit and Disclosure (Adding only)
- Resignation Letter (Resignation only)
- Statement of Governing Body to Consult with PED (Adding only)
- Affidavit of Governing Body Member (Adding only)
- Assurances of Governing Body Member (Adding only)

PROPOSED DRAFT

# Business Manager or Procurement Officer Notification

## Purpose

The *Business Manager or Procurement Officer Notification* should be completed if there is a change in the school's business manager or procurement officer.

## Determining Eligibility

Any school is eligible to submit a *Business Manager or Procurement Officer Notification*.

## Submission Deadline

Notifications regarding changes in the business manager of certified procurement officer must be submitted within 15 days of the change.

## PEC Consideration

An administratively complete notification will be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting. Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**. Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
<b>Current Business Manager or Procurement Officer*</b>	Identify the currently on file (prior to notification) Business Manager or Procurement Officer.
<b>Changes*</b>	Identify the new Business Manager or Procurement Officer.
<b>Reason for Change*</b>	Identify if the change is the result of a resignation or termination. If termination provide reason.
<b>Effective Date*</b>	Identify the effective date of the change.

## Attachments

For further information regarding specific documentation requirements, see [pages 6–15 of The Guide](#) and the substantive completeness requirements found on page 2 of these instructions.

### **Affidavit and Disclosure (Business Manager Only)**

Attach an Affidavit and Disclosure for any new Business Manager. Each form must be signed and dated by the individual named on the form. The form must be notarized before it is scanned and attached to the notification.

### **Resignation Letter**

If prior business manager or procurement officer resigned, attach signed and dated resignation letter.

### **Affidavit of Financial Record Custodian (Business Manager Only)**

A completed and notarized Affidavit of Financial Record Custodian.

### **Certificate of Insurance (Business Manager Only)**

A certificate of insurance indicating the business manager is adequately bonded to take responsibility as the financial record custodian.

### **Business Official License or Chief Procurement Officer Certificate**

Copy of current, valid business official license or chief procurement officer certificate.

## Administrative Completeness Review

An administratively complete notification includes the following:

- Fully completed form
- Affidavit and Disclosure (Adding Business Manager only)
- Resignation Letter (Resignation only)
- Affidavit of Financial Record Custodian (Adding Business Manager only)
- Certificate of Insurance (Adding Business Manager only)
- Business Official License or Chief Procurement Officer Certificate (Adding only)

# School Location Outside of District Amendment Request

## Purpose

The *School Location Outside of District Amendment Request* should be completed if the Charter School needs to change physical address of the school and will be moving outside of the school district in which they are currently located. This request **must** be submitted and approved **prior** to the physical move; requests must be submitted after the school has completed the community input process.

It is not necessary to file this request to change the school's phone/fax number(s) on file with the PEC; rather, the school's head administrator should email the new information to [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).

## Determining Eligibility

Any Charter School may submit a *School Location Outside of District Amendment Request*. However, the school must first before submitting the notification hold a community input hearing in the district in which the school is seeking to locate, with the participation of the PEC.

## Submission Window

School Location Outside of District Amendment Requests must be submitted for consideration by the PEC and must be approved by the PEC before the change can go into effect. Requests cannot be submitted until the school has held a community input hearing in the new school district, with the participation of the PEC. Requests must be submitted for consideration at the July meeting, at the latest, to take effect in the subsequent school year.

## PEC Consideration

An administratively complete amendment request submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

## Recommendation and Approval Factors

The recommendation from the PEC’s authorized representatives and the PEC’s decision to approve or deny a *School Location Outside of District Amendment Request* will be based on the following considerations.

The <i>School Location Outside of District Amendment Request</i> does not change the essence of the school’s program;
The applicant has reasonably planned to support currently enrolled students who may be impacted by the move;
Upon weighing community support and opposition for the move, there is greater support than opposition; and
The applicant demonstrated capacity to successfully implement the requested change.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**. Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Current Address, Phone Number, and Fax Number</b>	Identify the current school address, phone number, and fax number.
<b>Effective Date of Change*</b>	Identify the date on which the change is intended to be implemented.
<b>New Physical Address*</b>	Identify the new address at which the school will be operating, including the street address, city, state, zip, phone, and fax number. If complete address is not available, please provide cross streets or parcel number.
<b>New Mailing Address</b>	If this information is the same as the physical address, check the “Same as new physical address” box. If not, identify the new address at which the school will be receiving mail, including the street address, city, state, zip, phone, and fax number.

### Attachments

For further information regarding specific documentation requirements, see **pages 6–15 of The Guide** and the administrative completeness requirements found on page 4 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Occupancy Documentation\*

For the proposed facility, clearly label and provide the following documents:

- A Certificate of Occupancy, approved for educational use; OR assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;



## School Location Outside of District Amendment Request

- NMCI letter from the PSFA; OR an assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
- Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted); and
- Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements; OR an assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

### Copy of Liability Insurance Coverage\*

Attach appropriate documentation, which must identify the charter school requesting the move and agreement to provide coverage at the proposed site.

### Narrative

Upload a narrative that responds to the following prompts:

- Provide the rationale for moving the school to the proposed new location; identify all alternatives the school pursued to be able to remain in the original school district and why those alternatives were not viable.
- Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
  - A plan for meeting targets;
  - Necessary advertising and/or promotion to meet the targets;
  - Timeline for enrollment at the school for which the request has been submitted and explains the process for communicating to the public.
- Provide a description of the market analysis that supports the successful enrollment of the projected student count. Include the following:
  - Other educational options available to students in the target area;
  - An explanation of need for the school; and
  - Factual data to support the need.
- Discuss the percentage of students from the previous location that have committed to/are projected to remain enrollment at the new location. Include the following:
  - The percent of students that the Charter school projects will remain enrolled at the school after relocation;
  - The factual data that supports this projection; and
  - The plan for ensuring the transition of these students to the new location.
- Identify the target population the school will serve at the proposed location. Demonstrate a clear understanding of the following:
  - The students the school intends to serve;
  - How the population is similar to, or different from, the population currently served by the school(s) operating under the charter;
  - Whether the students will be primarily neighborhood or commuter;
  - A demographic profile of the population; and
  - Current level of academic performance for nearby schools.

**Additional Information**

- **Enrollment Matrix**

Complete for each school operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years. Additionally, complete the matrix for the proposed school for its first three years.

**Administrative Completeness Review**

An administratively complete request includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Occupancy Documentation
  - Certificate of Occupancy, approved for educational use OR required assurance; and
  - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested for new school or school site (hand-drawn images will not be accepted).
- NMCI letter from the PSFA OR required assurance
- Lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements
- Copy of liability insurance coverage
- Completed Enrollment Matrix
- Narrative, addressing all prompts

# Governing Body By-Laws Notification

## Purpose

The *Governing Body By-Laws Notification* should be completed if there is a change the Board By-Laws.

## Determining Eligibility

Any school is eligible to submit a *Governing Body By-Laws Notification*.

## Submission Deadline

*Governing Body By-Laws Notifications* must be submitted within 30 days of any changes.

## PEC Consideration

An administratively complete *Governing Body By-Laws Notification* submitted by a charter school shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
Changes*	Provide a summary of the changes
Date of Change*	Identify the effective date of the change and the vote to implement the change.

### Attachments

For further information regarding specific documentation requirements, see **pages 6–15 of The Guide** and the administrative completeness requirements found on page 2 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the charter school board.

#### Revised By-Laws

Attached the revised policy or by-laws.

## Administrative Completeness Review

An administratively complete notification includes the following:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Revised Policy

PROPOSED DRAFT

# Non-Profit Foundation or Component Unit Notification

## Purpose

The *Non-Profit Foundation or Component Unit Notification* is used to change a school’s association with a Non-Profit Foundation or Component Unit identified in the charter contract (this can be a removal, addition, or change).

## Determining Eligibility

Any school may submit a *Non-Profit Foundation or Component Unit Notification*.

## Submission Deadline

The *Non-Profit Foundation or Component Unit Notification* must be submitted within 30 days of a change in association with a Non-Profit Foundation or Component Unit identified in the charter contract (this can be a removal, addition, or change).

## PEC Consideration

An administratively complete *Non-Profit Foundation or Component Unit Notification* submitted by a charter school shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
From*	Identify in <i>From</i> the current Non-Profit Foundation or Component Unit included in the charter contract. If none, state “None”
To*	Identify the new language that is to be included in the charter contract. This may be an addition, removal, or change.

### Attachments

For further information regarding specific documentation requirements, see pages 6–15 of The Guide and the administrative completeness requirements found on page 2 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

**Agreement, MOU, or Contract**

Provide any Agreement, MOU, or Contract under which the school and the Non-Profit Foundation or Component Unit are operating. Any agreement must clearly identify all rights, responsibilities, activities, and costs of both sides.

**Corporate Status and Membership of Non-Profit Foundation or Component Unit\***

Provide documentation of the corporate status (non-profit) and membership and officers.

**Narrative\***

Upload a narrative that responds to the following prompts:

- Describe the rationale for the relationship with the foundation/component unit.
- Describe all legal implications of the relationship including the legal benefits and responsibilities of each party.
- Identify specific individuals employed or selected by the Non-Profit Foundation or Component Unit that will be associated with the school, their responsibilities, and their contact information.
- Describe the relationship with the Non-Profit Foundation or Component Unit to demonstrate the charter school is operationally and financially independent from the Non-Profit Foundation or Component Unit.

**Administrative Completeness Review**

An administratively complete notification includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Agreement, MOU, or Contract
- Corporate Status of Non-Profit Foundation or Component Unit **and identified membership**
- Narrative, addressing all prompts

# Membership of Foundation or Component Unit Notification

## Purpose

The *Membership of Foundation or Component Unit Notification* is used to notify the PEC of a change to the Membership of a Non-Profit Foundation or Component Unit identified in the charter contract (this can be a removal, addition, or change).

## Determining Eligibility

Any Charter School may submit a *Membership of Foundation or Component Unit Notification*.

## Submission Deadline

*Membership of Foundation or Component Unit Notification* must be submitted within 30 days of any changes.

## PEC Consideration

An administratively complete *Membership of Foundation or Component Unit Notification* submitted by a charter school shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
From*	Identify in <i>From</i> the current Membership of Foundation or Component Unit included in the charter contract.
To*	Identify the new language that is to be included in the charter contract. This may be an addition, removal, or change.

## Administrative Completeness Review

An administratively complete notification includes:

- Fully Completed Form

# School Closure Notification

## Purpose

The *School Closure Notification* is used when the charter school chooses to close itself.

## Determining Eligibility

Any school is eligible to submit a *School Closure Notification*.

## PEC Consideration

An administratively complete *School Closure Notification* submitted by a charter school shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Last Day of Instruction*</b>	Identify the last day the school will instruct students.

### Attachments

For further information regarding specific documentation requirements, **see pages 6–15** of The Guide and the administrative completeness requirements found on page 2 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Narrative\*

Upload a narrative that responds to the following prompts:

- Provide the rationale for closing the school.
- Identify the number of students displaced by the closure.
- Discuss the plan to communicate the closure to the school community, including providing students with the following:
  - Identifying other educational options; and
  - Enrolling in another school.
- Identify the school representatives responsible for executing each element of the PEC’s closure plan.



## Administrative Completeness Review

An administratively complete request includes the following:

- Fully completed form
- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts

PROPOSED DRAFT

# School Name Change Notification

## Purpose

The *School Name Change Notification* is used to change the name of a charter school. Notification must be provided prior to making the change and submitted for consideration at the PEC’s April through June meetings.

## Determining Eligibility

Any charter school is eligible to submit a *School Name Change Notification*.

## Submission Deadline

*School Name Change Notification* may only be submitted for consideration at the April through June PEC meetings to go into effect in the subsequent fiscal year.

## PEC Consideration

An administratively complete *School Name Change Notification* submitted by a charter school shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**. Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
School*	Identify the school for which the changes should be made.
School’s New Name*	Type in the new name of the school.

### Attachments

For further information regarding specific documentation requirements, [see pages 6–15 of The Guide](#) and the substantive completeness requirements found on pages 2 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

## Administrative Completeness Review

An administratively complete notification includes:

- Fully completed form

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC

PROPOSED DRAFT

# School Location Within District Notification

## Purpose

The *School Location Within District Notification* should be completed if the Charter School needs to change physical address of the school and is staying within the same school district. This notification **must** be submitted **prior** to the physical move.

It is not necessary to file this notification to change the school's phone/fax number(s) on file with the PEC/CSD; rather, the school's head administrator should email the new information to [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).

## Determining Eligibility

Any school is eligible to submit a *School Location within District Notification*.

## PEC Consideration

An administratively complete educational program amendment request submitted by a charter school that meets the eligibility criteria shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Current Address, Phone Number, and Fax Number</b>	Identify the current school address, phone number, and fax number.

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

## School Location Within District Notification

<b>Effective Date of Change*</b>	Identify the date on which the change is intended to be implemented.
<b>New Physical Address</b>	Identify the new address at which the school will be operating, including the street address, city, state, zip, phone, and fax number. If complete address is not available, please provide cross streets or parcel number.
<b>New Mailing Address</b>	If this information is the same as the physical address, check the "Same as new physical address" box. If not, identify the new address at which the school will be receiving mail, including the street address, city, state, zip, phone, and fax number.

### Attachments

For further information regarding specific documentation requirements, see [pages 6–15 of The Guide](#) and the administrative completeness requirements found on pages 3-4 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Occupancy Documentation\*

For the proposed facility, clearly label and provide the following documents:

- A Certificate of Occupancy, approved for educational use; OR assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
- NMCI letter from the PSFA; OR an assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
- Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted); and
- Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements; OR an assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

#### Copy of Liability Insurance Coverage\*

Attach appropriate documentation, which must identify the charter school requesting the move and agreement to provide coverage at the proposed site.

#### Narrative

Upload a narrative that responds to the following prompts:

- Provide the rationale for moving the school to a new location.
- Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
  - A plan for meeting targets;
  - Necessary advertising and/or promotion to meet the targets;
  - Timeline for enrollment at the school for which the notification has been submitted and explains the process for communicating to the public.

## School Location Within District Notification

- Provide a description of the market analysis that supports the successful enrollment of the projected student count. Include the following:
  - Other educational options available to students in the target area;
  - An explanation of need for the school; and
  - Factual data to support the need.
- Discuss the percentage of students from the previous location that have committed to/are projected to remain enrollment at the new location. Include the following:
  - A description of the community engagement prior to the move that demonstrates support by a majority of the school community for the move;
  - The percent of students that the Charter school projects will remain enrolled at the school after relocation;
  - The factual data that supports this projection; and
  - The plan for ensuring the transition of these students to the new location.
- Identify the target population the school will serve at the proposed location. Demonstrate a clear understanding of the following:
  - The students the school intends to serve;
  - How the population is similar to, or different from, the population currently served by the school(s) operating under the charter;
  - Whether the students will be primarily neighborhood or commuter;
  - A demographic profile of the population; and
  - Current level of academic performance for nearby schools.

### Additional Information

- **Enrollment Matrix**

Complete for each school operated by the charter, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years. Additionally, complete the matrix for the proposed school for its first three years.

## Administrative Completeness Review

An administratively complete notification includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Occupancy Documentation
  - Certificate of Occupancy, approved for educational use OR required assurance; and
  - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested for new school or school site (hand-drawn images will not be accepted).
- NMCI letter from the PSFA OR required assurance
- Proposed Lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements, or required assurance
- Copy of liability insurance coverage
- Completed Enrollment Matrix

- Narrative, addressing all prompts

PROPOSED DRAFT

# Performance Framework Academic Goal Notification

## Purpose

The *Performance Framework Academic Goal Outside of the School's Control Notification* is used to notify the PED of a change to the assessment used to measure school specific Academic Performance Framework Goals, when the change is outside of the school's control. The notification must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented no later than the first month of the next school year (consideration at the August meeting is the latest possible consideration for an amendment to become effective in the current fiscal year).

## Determining Eligibility

Any Charter School may submit a *Performance Framework Academic Goal Outside of the School's Control Notification*.

## PEC Consideration

An administratively complete educational program amendment request submitted by a charter school that meets the eligibility criteria shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 90<sup>1</sup> day contractual window.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
From*	Identify in <i>From</i> the current Academic Performance Framework Goal.
To*	Identify the revised language that is to be included in the Academic Performance Framework, which reflects the change in the assessment.

### Attachments

For further information regarding specific documentation requirements, [see pages 6–15 of The Guide](#) and the administrative and substantive completeness requirements starting on page 3 of these instructions.

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.



### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

### Narrative\*

Upload a narrative that responds to the following prompts:

- Describe the school's transition plan, including:
  - Timeframes for implementation of the changes;
  - Purchasing necessary resources (e.g. assessment materials) to implement the changes;
  - Training staff to effectively implement the changes; and
  - Providing evaluation (monitoring) and support to address challenges encountered during the implementation of the change.

## Administrative Completeness Review

An administratively complete notification includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts

# Temporary Change to Overall Instructional Hours Notification (Only for Schools under Pre-2018 Charter Contract)

## Purpose

The *Temporary Change to Overall Instructional Hours Notification* is used to notify the PEC of a temporary decrease in the number of overall annual instructional hours for one or more educational programs provided by the Charter School. This is only used to identify when the contracted instructional hours will not be met in a specific fiscal year due to unforeseen circumstances (e.g. snow, power outage, roof collapse). Note: the school must still meet the overall minimum annual instructional hours required in NMSA § 22-2-8.1, unless waived by the PED.

## Determining Eligibility

Any Charter School with a pre-2018 charter contract may submit a *Temporary Change to Overall Instructional Hours Notification*. However, the school must still meet the overall minimum annual instructional hours required in NMSA § 22-2-8.1, unless waived by the PED. This may be filed after the occurrence of the event, but must not be filed after the end of the fiscal year in which the reduction occurred.

## Submission Deadline

A *Temporary Change to Overall Instructional Hours Notification* must be submitted within 30 days of the occurrence of the unforeseen circumstances.

## PEC Consideration

An administratively complete amendment request to permanently change the overall instructional hours submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 60 day contractual window.

Requests to increase the overall instructional hours will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

## Instructions for the Request

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

**Form Fields**

Field	Instructions
<b>From*</b>	Identify in <i>From</i> the number of overall annual instructional hours approved for each educational program offered by the school in the charter contract.
<b>To*</b>	Enter the number of overall annual instructional hours that will be provided for each educational program offered by the school. Please note, these numbers must conform to the overall minimum annual instructional hours required in NMSA § 22-2-8.1
<b>Fiscal Year Effective*</b>	Enter the fiscal year for which the change will be effective.

**Attachments**

For further information regarding specific documentation requirements, see pages 6–15 of The Guide and the administrative completeness requirements starting on page 2-3 of these instructions.

**Approved Board Minutes\***

Attach evidence that the proposed change has been approved by the Charter school board.

**School Calendar\***

Provide the school calendar for the fiscal year the change will be effective, clearly indicating any days using alternate daily schedules (e.g. early release days). If the school offers multiple educational programs, the school must provide a calendar for each program. If this is different from the calendar that was submitted to the PED School Budget and Financial Analysis Bureau, please provide documentation to demonstrate that the charter school has submitted the change to the Secretary and received approval of the change.

**Daily Instructional Schedule(s)\***

Provide daily instructional schedule(s) clearly identifying instructional and non-instructional periods, for each grade served. Include any alternate schedules (e.g. early release days) identified in the school calendar. If the school offers multiple educational programs, the school must provide daily scheduled for each program.

**Narrative\***

Upload a narrative that responds to the following prompts:

- Describe the rationale for this notification.
- Describe how the school calendar(s) and daily instructional schedule(s) submitted demonstrate compliance with NMSA § 22-2-8.1 regarding annual instructional hours for each grade served.

**Administrative Completeness Review**

An administratively complete notification includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- School Calendar(s)
- Daily Instructional Schedule(s)
- Narrative, addressing all prompts

# Lease Terms or Facility Ownership Notification

## Purpose

The *Lease Terms or Facility Ownership Notification* should be completed if the Charter School's lease terms have changed or if the ownership of the facility in which the charter school is located has changed.

## Determining Eligibility

Any Charter school is eligible to submit a *Lease Terms or Facility Ownership Notification*.

## Submission Window

A *Lease Terms or Facility Ownership Notification* shall be submitted within 30 days of the change.

## PEC Consideration

An administratively complete *Lease Terms or Facility Ownership Notification* submitted by a charter school that meets the eligibility criteria shall be placed on the consent agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any request may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
Item Changed	Identify the change that has occurred (Facility ownership or lease terms).
Effective Date of Change*	Identify the date on which the change became effective

### Attachments

For further information regarding specific documentation requirements, see [pages 6–15 of The Guide](#) and the substantive completeness requirements found on page 2 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the Charter school board.

#### Facility Compliance Documentation\*

For the facility, clearly label and provide the following documents:

- Lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements and clearly documenting all changes.

### Narrative

Upload a narrative that responds to the following prompts:

- Provide the rationale for the change, if the lease terms changed.
- If the facility ownership changed, please identify the individuals, corporate members, partners, principals or owners who are associated with the new owner.

## Administrative Completeness Review

An administratively complete notification includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements
- Narrative, addressing all prompts

# Admission or Lottery Policies or Procedures Notification

## Purpose

The *Admission or Lottery Policies or Procedures Notification* should be completed if there is a change to any school admission or lottery policies or procedures.

## Determining Eligibility

Any charter holder is eligible to submit an *Admission or Lottery Policies or Procedures Notification*.

## Submission Deadline

An *Admission or Lottery Policies or Procedures Notification* shall be submitted within 30 days of the change and must be submitted at least one month prior to the beginning of the school's enrollment period.

## PEC Consideration

An administratively complete amendment request to permanently change the overall instructional hours submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

If a review by PED staff indicates there is a compliance concern or issue with the proposed revision may result in a delay of consideration or may result in the matter being brought to the attention of the PEC.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**. Complete all required fields and attachments (denoted by "\*").

### Form Fields

Field	Instructions
<b>Date of Change*</b>	Identify the effective date of the change and the vote to implement the change.

### Attachments

For further information regarding specific documentation requirements, see [pages 6–15 of The Guide](#) and the administrative completeness requirements starting on page 2 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the charter school board.

#### Revised Policy

Attached the revised policy or procedure.

**Narrative\***

Upload a narrative that responds to the following prompts:

- Describe the rationale for the policy/procedure change.
- Describe the impact the change will have on student enrollment and admission.

**Administrative Completeness Review**

An administratively complete notification includes the following:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Revised Policy or procedure
- Narrative, addressing all prompts

# Insurance Coverage Notification

## Purpose

The *Insurance Coverage Notification* should be completed if the Charter School's insurance coverage amounts or types have changed.

## Determining Eligibility

Any Charter school is eligible to submit an *Insurance Coverage Notification*.

## Submission Window Deadline

An *Insurance Coverage Notification* must be submitted within 30 days of the change.

## PEC Consideration

An administratively complete amendment request to permanently change the overall instructional hours submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us)**. Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
<b>From*</b>	Identify the amounts and types of coverage as they were prior to the change.
<b>To*</b>	Identify the change that has occurred (Decrease or Increase in Coverage Amounts, Addition or Elimination of Coverage Type) and the new amounts of insurance.
<b>Effective Date of Change*</b>	Identify the date on which the change became effective

### Attachments

For further information regarding specific documentation requirements, see [pages 6–15 of The Guide](#) and the administrative completeness requirements found on page 2 of these instructions.



**Approved Board Minutes\***

Attach evidence that the proposed change has been approved by the Charter school board.

**Copy of Current Liability Insurance Coverage\***

Attach the appropriate documentation, which must identify the charter school as the insurance policy holder.

**Narrative**

Upload a narrative that responds to the following prompts:

- Provide the rationale for the change to insurance coverage.

**Administrative Completeness Review**

An administratively complete notification includes:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Copy of Current Liability Insurance Coverage
- Narrative, addressing all prompts

PROPOSED DRAFT

# Food or Transportation Services Notification (Only or Schools under a Pre-2018 Contract)

## Purpose

The *Food or Transportation Services Notification* should be completed if there is a change to the Food or Transportation Services offered by the school.

## Determining Eligibility

Any charter holder under a Pre-2018 Contract is eligible to submit a *Food or Transportation Services Notification*.

## Submission Deadline

Notifications regarding changes in the business manager of certified procurement officer must be submitted at least 30 days prior to the change.

## PEC Consideration

An administratively complete notification request submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of a regular PEC meeting within 90<sup>1</sup> days of receipt of the administratively complete amendment request.

- A finding that the Charter School is not in compliance with governance reporting and training requirements will result in a delay in consideration of the request until the school comes into compliance, or at the last meeting within the 60 day window.

Any notification may be removed from the consent agenda either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.

## Instructions for the Notification

**If you have questions about completing the form or uploading documents, contact [charter.schools@state.nm.us](mailto:charter.schools@state.nm.us).** Complete all required fields and attachments (denoted by "\*\*").

### Form Fields

Field	Instructions
<b>Current Services Offered*</b>	Identify the current food and/or transportation services that are offered by the school
<b>Change*</b>	Identify the changes that will be made to the food and/or transportation services that are offered by the school

<sup>1</sup> For schools on a pre-2018 contract this shall be 60 days.

**Date of Change\*** Identify the effective date of the change and the vote to implement the change.

### Attachments

For further information regarding specific documentation requirements, see pages 6–15 of The Guide and the substantive completeness requirements found on page 2 of these instructions.

#### Approved Board Minutes\*

Attach evidence that the proposed change has been approved by the charter school board.

#### Narrative\*

Upload a narrative that responds to the following prompts:

- Describe the rationale for the change to food or transportation services.
- (Decrease/Elimination Only) Identify the number of students that will be displaced and/or impacted by the change.
- (Decrease/Elimination Only) Describe the plan to communicate the change to the school community.
- (Decrease/Elimination Only) Describe the plan to provide displaced and/or impacted students assistance with:
  - Food and/or transportation needs
  - Identifying other educational options; and
  - Enrolling in another school.

### Administrative Completeness Review

An administratively complete notification includes the following:

- Approved Board Minutes
  - Comply with Open Meeting Law
  - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts

## Curriculum Sample Instructions and Template

### Who needs to use this form?

Charter schools with a current letter grade of “C”.

### Why?

Curriculum samples provide a representation of a Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

### **Directions**

For each grade level being added, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If requesting 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade, provide a Science curriculum sample.

### How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

### Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

**Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

**Science**—A Science curriculum sample must be submitted for charters requesting addition of 4<sup>th</sup>, 7<sup>th</sup>, and/or 11<sup>th</sup> grade. Each Science curriculum sample must identify one performance standard (PS) from a Science strand (Strands 2–3 only). Strand 1 (Scientific thinking and practice) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

### **What about standards with several components?**

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review; with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

(M) 3.NF.2: <u>diagram.</u>	<u>Understand a fraction as a number on the number line; represent fractions on a number line</u>
a.	<sup>a</sup> Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into $b$ equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
b.	Represent the fraction $a/b$ on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size $a/b$ and that its endpoint locates the number $a/b$ on the number line.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

(M) 4.W.1 <u>information.</u>	<u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u>
a.	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b.	<u>(M) Provide reasons that are supported by facts and details.</u>
c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
d.	<u>(M) Provide a concluding statement or section related to the opinion presented.</u>

### **What is rigor?**

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards

that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico’s Common Core State Standards and New Mexico’s Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

### Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<b>Page Limits</b> <ul style="list-style-type: none"> <li>Each curriculum sample must be no more than <b>8 pages total</b>. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.</li> </ul>
<input type="checkbox"/>	<b>Template</b> <ul style="list-style-type: none"> <li>The attached Curriculum Sample Template must be used for all curriculum sample submissions.</li> </ul>
<input type="checkbox"/>	<b>Fonts</b> <ul style="list-style-type: none"> <li>Fonts must be no less than <b>10 point</b>.</li> </ul>
<input type="checkbox"/>	<b>Grade Level</b> <ul style="list-style-type: none"> <li>The curriculum sample must identify the grade level of that sample.</li> </ul>
<input type="checkbox"/>	<b>Content Area</b> <ul style="list-style-type: none"> <li>The curriculum sample must identify the content area of that sample.</li> </ul>
<input type="checkbox"/>	<b>Course Title (if requesting any grade(s) between 9–12)</b> <ul style="list-style-type: none"> <li>The course title must be provided.</li> </ul>
<input type="checkbox"/>	<b>Alignment to Educational Program</b> <ul style="list-style-type: none"> <li>Describe how the instructional methods found in the lesson(s) align to the Educational Program described in the charter contract and as amended.</li> </ul>

<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> <li>• Include Standard number.</li> <li>• If lesson(s) address(es) more than one standard or standard includes multiple components, refer to <b>What standards may be used?</b> or <b>What about standards with several components?</b> above.</li> <li>• The focus of review is designated with the bolded <b>(M)</b>.</li> <li>• <b>Reading:</b> one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), <b>not</b> to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li>• <b>Writing:</b> one standard from the Writing strand (Text Types and Purposes only—<b>W.1, W.2, or W.3</b>), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.</li> <li>• <b>Mathematics:</b> one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).</li> </ul>
<input type="checkbox"/>	<p>Full description of standard identified as the focus of review</p>
<input type="checkbox"/>	<p>List of Materials and Resources required</p>
<input type="checkbox"/>	<p>Description of Instructional Strategies and Student Activities by lesson</p>
<input type="checkbox"/>	<p>A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)</p>
<input type="checkbox"/>	<p>The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded</p>
<input type="checkbox"/>	<p>An acceptable score indicating mastery of the standard for review</p>

## Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> <li>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p>Student Activities</p> <ul style="list-style-type: none"> <li>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.</li> </ul>
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> <li>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.</li> </ul>
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> <li>Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable)</li> <li>Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review.</li> <li>Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.</li> </ul>
<input type="checkbox"/>	<p>Educational Program</p> <ul style="list-style-type: none"> <li>Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Educational Program outlined in the charter contract and as amended.</li> </ul>



**Curriculum Sample Template**—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

<b>Grade Level</b>		<b>Content Area</b>	
<b>Course Title</b> (grades 9–12 Only)			
<b>Alignment to Program of Instruction</b> <i>Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the charter contract and as amended.</i>			
<b>Standard Number and Description</b> <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, <b>one is clearly identified as the focus of review</b> by having <b>(M)</b> before the standard number.</i>			
<b>Materials/Resources Needed</b> <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

<b>Lesson</b> <small>(add as needed)</small>	<b>Instructional Strategies</b> —Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.	<b>Student Activities</b> —Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.
1		
2		
3		
4		
<b>S.A.</b>	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	

**Summative Assessment Items and Scoring:**

*Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*