



**Part C. Application  
Application Cover Sheet**

**School Information:**Name of Proposed Charter School: Sh'eh Wheef Shu-noon

School Address (if known):

School Location (City/Town): Isleta Pueblo, NMSchool District within which your school will be located: Los Lunas Schools/ Albuquerque Public SchoolsGrades to be served: 7th, 8<sup>th</sup>, & 9thProjected Enrollment Cap: 75**Contact Information:**Primary Contact Person: Charlene LuceroAddress: 1742 State Road 314City: Albuquerque State: NM Zip: 87105Daytime Tel: 505-301-5357 Fax: 505-508-2261Alternate Tel: 505-508-2261 E-Mail: char4aq@gmail.comSecondary Contact Person: Joseph LuceroAddress: 1742 State Road 314City: Albuquerque State: New Mexico Zip: 87105Daytime Tel: 505-301-5764 Fax:Alternate Tel: 505-508-2261 E-Mail: isletajoe@comcast.netFounder, In addition to the above: Denise ZuniAddress: Post Office Box 167City: Isleta State: NM Zip: 87022Daytime Tel: (505)869-3836 Fax: (505)869-6078Alternate Tel: (505)379-2101 E-Mail: dzuni@live.com

Founder (if different from above):

Address:

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

Daytime Tel: \_\_\_\_\_ Fax:

Alternate Tel: \_\_\_\_\_ E-Mail:

Academics

- A. School size.
- B. Mission.
- C. Indicators/Goal(s) Related to the School's Mission.
- D. Curriculum, Instructional Program, Student Performance Standards.
- E. Graduation Requirements.
- F. Instruction.
- G. Special Populations.
- H. Assessment and Accountability.

Organization

- A. Governing Body Creation/Capacity.
- B. Governing Body Training and Evaluation.
- C. Leadership and Management.
- D. Organizational Structure of the School.
- E. Employees.
- F. Community/Parent/Employee Involvement in Governance.
- G. Student Policies.
- H. Student Recruitment and Enrollment.
- I. Legal Compliance.
- J. Evidence of Partnership/Contractor relationship. (If Applicable.)
- K. Waivers.
- L. Transportation and Food.
- M. Facilities/ School Environment.

Finance

- A. Budgets.
- B. Financial Policies, Oversight, Compliance, and Sustainability

Evidence of Support

- A. Outreach Activities.
- B. Community Support.
- C. Community Relationships
- D. Uniqueness and Innovation.
- E. Letters of Support.

Appendices and Attachments

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

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

## Academics

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

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	75	7 <sup>th</sup> , 8 <sup>th</sup> & 9 <sup>th</sup>	25 to 1
Year 2	100	7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> & 10 <sup>th</sup>	25 to 1
Year 3	125	7 <sup>th</sup> , 8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , & 11 <sup>th</sup>	25 to 1
Year 4	150	7 <sup>th</sup> - 12 <sup>th</sup>	25 to 1
Year 5	150	7 <sup>th</sup> - 12 <sup>th</sup>	25 to 1
At Capacity (Enrollment Cap)	150	7 <sup>th</sup> -12 <sup>th</sup>	25 to 1

	Included			Not included
A. School Size	The applicant provides all of the required information.			The application does not provide the required information.
	Satisfied	Not Satisfied		

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

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

*Please provide your Mission statement here:*

*To provide students with an educational opportunity cultivated with a focus on the environment, Pueblo culture and language through a curriculum that is sensitive and responsive to the community; which will allow students to excel academically while strengthening the students sense of identity.*

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

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

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

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

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

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

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

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

- Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- Ambitious and Attainable. A goal should be challenging yet attainable and realistic.
- Reflective of the School's Mission. A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- Time-Specific with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.

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

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

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

#### *Goal/Indicator 1a related to School's Mission:*

*All Full Academic Year (FAY) students attending Sh'eh Wheef Shu-need who have taken the beginning of the year and the end of year assessments will achieve national student growth targets in reading as demonstrated through meeting the individual student growth targets in reading as set during the fall testing cycle by NWEA.*

<i>Key for determining goals met specific to Goal/Indicator 1a</i>	
<i>Exceeds Standards</i>	<i>20% or above of all students tested will exceed NWEA individual student growth target level in reading and 57% or more of all students tested will reach MWEA individual student growth target levels in reading.</i>
<i>Meets Standard</i>	<i>57% or more of all students tested will reach NWEA individual student</i>

	<i>growth target levels in reading.</i>
<i>Does Not Meet Standard</i>	<i>Less than 48 - 56% of students will reach NWEA individual student growth target levels in reading.</i>
<i>Fall Far Below Standard</i>	<i>Less than 48% of students will reach NWEA individual student growth target levels in reading.</i>

*Goal/Indicator 1b related to School's Mission:*

*All Full Academic Year (FAY) students attending Sh'eh Wheef Shu-noon who have taken the beginning of the year and the end of year assessments will achieve national student growth targets in math as demonstrated through meeting the individual student growth targets in math as set during the fall testing cycle by NWEA.*

<i>Key for determining goals met specific to Goal/Indicator 1b</i>	
<i>Exceeds Standards</i>	<i>15% or above of all students tested will exceed NWEA individual student growth target level in mathematics and 54% or more of all students tested will reach NWEA individual student growth target levels in mathematics.</i>
<i>Meets Standard</i>	<i>54% or more of all students tested will reach NWEA individual student growth target levels in mathematics.</i>
<i>Does Not Meet Standard</i>	<i>48-53% of students will reach NWEA individual student growth target levels in mathematics.</i>
<i>Fall Far Below Standard</i>	<i>Less than 48% of students will reach NWEA individual student growth target levels in mathematics.</i>

*Goal/Indicator 2 related to School's Mission:*

*As an essential element of our school, students will select, develop, research, collect data, analyze and present a project that focuses on the environment, pueblo culture or language as it pertains to a community issue. All Full Academic Year (FAY) 7-12 grade students will be assessed on the quality of the project, based on a rigorous and comprehensive rubric that is unique to each grade level.*

<i>Key to determine goals met specific to Goal/Indicator 2</i>	
<i>Exceeds Standards</i>	<i>80% of the Full Academic Year (FAY) 7-12 grades have received a qualifying score on their project as defined by their grade level rubric.</i>
<i>Meets Standards</i>	<i>70%-79% of the Full Academic Year (FAY) 7-12 grades have received a qualifying score on their project as defined by their grade level rubric.</i>
<i>Does Not Meet Standards</i>	<i>60-69% of the of the Full Academic Year (FAY) 7-12 grades have received a qualifying score on their project as defined by their grade level rubric.</i>
<i>Falls Far Below Standards:</i>	<i>59% or below of the Full Academic Year (FAY) 7-12 grades have received a qualifying score on their project as defined by their grade level rubric.</i>

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

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

*Rationale for Goal/Indicator 1a and 1b:*

*Reading and Math are the gateways to success in other core subject areas providing students with the necessary tools to investigate, research, collect data, analyze and share. Students must excel in Reading and Math in order to excel in other subject areas. The Northwestern Evaluation Association (NWEA) Measures of Academic Progress (MAPS) is an approved New Mexico State Assessment that will allow teachers, parents and students to track individual performance, promoting and leading to academic success. NWEA Maps will allow teachers to tailor lessons according to student measures which will lead to academic growth.*

*The data used will assist teachers, students and families to make instructional decisions and document academic successes and identify areas in need of support. In addition, NWEA MAPS will assist Administrators in identifying professional development areas for teachers and school-wide focus.*

*Rationale for Goal/Indicator 2:*

*This community based education performance task will allow students to connect and apply understandings from core subject areas to the real-world. More specifically, students will be able to transfer gained knowledge to an audience connecting the self to a larger part of the community, strengthening the students sense of identity.*

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

**D. Curriculum, Instructional Program, Student Performance Standards.**

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

--OR--

Provide and describe a clear, comprehensive, and reasonable timeline and plan for the development of the curriculum and instructional program including the identification of responsible staff and deadlines (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe here).

*Curriculum, Instructional Program, student performance standards OR Timeline for Development Process*

*Upon approval of the application, curriculum will be developed using proven research-based methodologies that meet CCSS, NM Content Standards and the mission of the school. The curriculum will be identified and developed by the instructional staff with guidance from the Head of School and Instructional Coach. Once a curriculum is chosen supplemental lessons will be adapted and developed to incorporate content learned, culturally sensitive and responsive to the community with an emphasis on the environment.*

*The curriculum development shall take place prior to the first week of school.*

Curriculum Development Timeline	Action Item	Responsible Party
Week One	Research curricula and proven methodologies	Head of School and Instructional Staff
Week Two	Using a checklist: Review curricula & evidence of effectiveness with students/schools with similar demographics, adaptability and relevance to the community and mission of the school	Head of School & Instructional Staff
Week Three	Check-in, share-out, Make a decision	Head of School & Instructional Staff
Week Four	Connecting the curriculum to culturally relevant issues: Writing the big ideas	Head of School & Instructional Staff
Week Five	Unit Plan development and cross-curricular alignment	Instructional Staff
Week Six	Unit Plan Review & Lesson Development	Head of School & Instructional Staff

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D · ( 1 ) A c a d e m i c	The description provided has the potential to raise the achievement of the intended student population. What is provided is <b>research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly</b> aligns with CCSS, NM Content	The description provided is <b>clear and reasonable</b> and mostly aligns with CCSS, NM Content Standards, and the school’s mission.  <b>--OR--</b>  If not fully developed, the applicant has provided a <b>clear</b>	The description provided is <b>limited</b> and <b>does not support or partially</b> supports CCSS, NM Content Standards, and the school’s mission.  <b>--OR--</b>  If not fully developed, the applicant has provided a <b>limited</b>	The description OR the timeline provided is <b>incomplete or inadequate.</b>  <b>--OR--</b>  The application <b>does not respond</b> to this prompt.

<p>P r o g r a m &amp; C u r r i c u l u m</p>	<p>Standards, and the school’s mission. --OR-- If not fully developed, the applicant has provided and described a <b>clear, comprehensive, and reasonable timeline and plan</b> for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission.</p>	<p><b>timeline and plan</b> for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission.</p>	<p><b>timeline and plan</b> for its development, including <b>limited identification</b> of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission.</p>	
<p>Co m m e n t s :</p>				

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

*Research/Data: N/A*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
<p>D. ( 2 ) R e s e a r c h / D a t a</p>	<p>The applicant <b>provides clearly defined research and data</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.</p>	<p>The applicant <b>provides research and data</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.</p>	<p>The applicant provides <b>some research and data</b> that <b>appears</b> to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.</p>	<p>The school provided <b>incomplete or inadequate</b> research or data.  --OR-- The application does not respond to this prompt.</p>
<p>Co m m e n t s</p>				

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

*Scope and Sequence: N/A*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (3) S c o p e a n d S e q u e n c e	The school provides a <b>clear, comprehensive, and reasonable</b> Scope and Sequence that <b>clearly</b> aligns with the description of the curriculum and instructional program and is aligned with the school’s mission.	The school provides a <b>clear and reasonable</b> Scope and Sequence that <b>aligns</b> with the description of the curriculum and instructional program and school mission.	The school provides a <b>limited</b> Scope and Sequence that <b>partially aligns or does not</b> align with the description of the curriculum and instructional program or mission.	The school provided an <b>incomplete and inadequate</b> Scope and Sequence.  --OR-- The application <b>does not provide</b> a description of the school’s Scope and Sequence.
Co mm e n t s :				

**E. Graduation Requirements.**

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

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

*Graduation Requirements: Graduation Requirements will be modified as deemed by the New Mexico Education Department.*

*24.5 Units will be required for Graduation from Sh’eh Wheef Shu-noon as well as successful completion of if the required assessments as identified student has not demonstrated competence in the subject areas of mathematics, reading and language arts, writing, social studies and science, including a section on the constitution of the United States and the constitution of New Mexico, based on a standards-based assessment or assessments or a portfolio of standards - based indicators established by the department by rule.*

*Students must also meet the NM Standards as required in Section 22-2C-4 for successful graduation.*

*24.5 State Requirements:*

4 units of English

4 units of Mathematics (one must be greater than Algebra II)

3 units of Science (2 of which must include a lab)

3.5 units of Social Science

1 unit of US History & Geography

1 unit of World History & Geography

1 unit of Government and Economics

0.5 unit of New Mexico History

1 unit of PE/Personal Wellness

1 unit of Career Readiness, Workplace Readiness or Language other than English

0.5 unit of Health Education

7.5 units of electives to include the following options: (1 unit must be earned through dual-credit, distance learning or advanced placement)

Dual-credit courses in cooperation with the University of New Mexico Valencia Campus and Central New Mexico Community College

One honors or academically rigorous Mathematics or Language Arts Course

Distant Learning courses through IDEAL-NM

Two years of language other than English

Financial Literacy through IDEAL-NM

Drivers Education through IDEAL-NM (Classroom only)

Student Service Learning

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E. (1 ) (2 ) G ra d	<i>Only applicable for high school proposals</i> High school graduation requirements are clearly articulated			<i>Only applicable for high school proposals</i> The application does not address graduation requirements.

<p>u a t i o n R e q u i r e m e n t s / G r a d u a t i o n W a i v e r i f i c e s s a r y - H i g h S c h o o l s O n l y</p>	<p>and meet state requirements. Any change proposed by the school that vary from state minimum requirement are clearly explained.</p>			
<p>Co m m e n t s :</p>				

**F. Instruction.**

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

*Instructional Strategies and Methods:*

*Instructional strategies will be research based and proven to individualized instruction and support services for students with diverse needs. Strategies will be student-centered, knowledge-centered, and learning-centered in order to meet the needs and learning styles of all students. The following are some of the strategies and methods to be utilized, but does not entail all strategies. Staff will assess effectiveness of strategies implemented and delivered on a bi-quarter basis to improve student learning outcomes.*

- Cooperative teaching
- Master/Apprentice Language Teaching Approach
- Lessons designed to reflect and address community needs and issues, using big ideas for lessons that tie the lesson to the mission of the school
- Lessons that Integrate cross curricula content in all subject areas with an emphasis on the human impact to the environment
- Culturally related lessons aligned with the common core and NM State Standards
- Clear goals and objectives identified for all students within each lesson
- Student goals and outcomes set by teacher and student
- Student assessment data monitoring by teacher and student
- Inquiry based lessons/projects
- Project based lesson
- Flexible grouping and regrouping
- Pre-test and post-tests
- Established classroom routines
- Use of technology, ie. Smart board, tablets, etc
- Whole group, small group and independent discussions and work will be utilized
- Prior knowledge activation - begin a lesson with a short review of previous learning
- Scaffolding - present new material in small steps with student practice after each step
- Cold calling
- Cooperative learning
- Think, Pair, Share
- Use of multiple questioning techniques
- Provide choice assignments
- Provide models and graphic organizers
- Guide student practice
- Consistent check for student understanding
- Provide scaffolds for difficult tasks

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

*Effectiveness*

*The instructional strategies will encourage and engage all students actively in the learning process, providing for optimal learning. Strategies utilized will be assessed bi-quarterly to ensure strategy effectiveness. Students should demonstrate gains in all classes. Formative assessments will be utilized to drive and modify instruction.*

*In addition, methods and strategies will assist students in becoming active learners by ensuring student engagement in all subject areas. The strategies will allow for students to become familiar with the lesson content, which will have big idea which relates to mission of the school.*

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

*Differentiated Instruction*

Based on the needs of the students teachers, will differentiate instruction to include the following methods, but not limited to:

Ongoing formative assessment	Teachers and students will continually assess strengths, and areas of need to identify strategies for teaching and learning. For example: teachers and students will maintain a data file/portfolio that includes graphs of student achievements on NWEA MAPS assessments and specific work examples that demonstrate content knowledge
Cooperative Learning	Students will work cooperatively in groups, which teacher intentionally designs to allow students to engage in meaningful discussions and build understandings based on multiple perspectives
Flexible Grouping and regrouping	Teachers will intentionally group students to allow for optimal learning, engagement and student needs. For example, as students understandings and needs change the teacher will regroup to meet the needs of all students
Choice Learning Assignments	Students will be given the option of demonstrating understandings using multiple choices, for example: students may demonstrate his/her understanding of the Pueblo Revolt of 1680 through designing a storybook using illustrations, writing a paper, or designing a pamphlet/brochure.
Use of organization tools/graphic organizers	Students will explore multiple methods to organize information which will assist students in identifying specific tools used to organize thoughts, collect information and developing understandings of various concepts

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/ Methods	The school provides a <b>clear, comprehensive, and cohesive</b> overview of the instructional strategies and methods to be implemented that <b>clearly</b> support and align with the school’s mission, curriculum, instructional program, and performance standards.	The school provides a <b>clear</b> overview of the instructional strategies and methods to be implemented that <b>adequately</b> support and align with the school’s mission, curriculum, instructional program, and performance standards..	The school provides a <b>limited</b> overview of the instructional strategies and methods to be implemented that <b>partially or do not</b> support and align with the school’s mission, curriculum, instructional program, and performance standards.	The school’s overview of instructional strategies and methods is <b>incomplete or inadequate.</b> --OR-- The application <b>does not address</b> instructional strategies.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	The school provides a <b>clear, comprehensive and cohesive</b> explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a <b>clear</b> explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a <b>limited</b> explanation of how the proposed methods/strategies are effective with the target student population.	The school provides an <b>inadequate and/or incomplete</b> explanation of how the proposed methods/strategies are effective with the target student population. --OR-- The school does not address the prompt.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(3) Differentiated Instruction	The school provides a <b>clear and comprehensive</b> description of how instruction will be differentiated based on identified student needs and <b>specific</b> examples are provided.	The school provides a <b>clear</b> description of how instruction will be differentiated based on identified student needs and at least one <b>specific</b> example is provided.	The school provides a <b>limited</b> description of how instruction will be differentiated based on identified student needs and <b>no examples or inadequate examples</b> are provided.	The school provides an <b>incomplete and/or inadequate</b> description of how instruction will be differentiated. --OR-- The application does not address differentiated instruction.
Comment				

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

**G.(1) Special Education.**

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

*Access to Services*

*Student's in special populations will have access to specially designed instruction that will support the high quality instruction provided to the greatest extent possible to meet the student's individualized education program (IEP) in the general education classrooms where students with disabilities have the greatest likelihood of receiving curriculum content delivered by highly qualified teachers. Our school will utilize a variety of combinations of special education supports and services to serve students with disabilities in general education settings to promote meaningful access, participation and progress in the general curriculum.*

*Access to and participation in the general education curriculum will occur when students with disabilities are actively engaged in learning the content and skills that define the general education curriculum. Our school will provide students with disabilities the appropriate supports, services and accommodations to address his or her disability in consideration of the content of the curriculum, instructional materials, how the curriculum is taught to the student, the physical environment and how the student's learning is measured. It is the consideration of the individual needs of the student and the support, services and/or modifications needed to the general education curriculum, instructional methods, instructional materials and/or instructional environment that determine which of the service delivery options will be the most appropriate to assist the student to meet his/her annual goals. Our continuum of services will include the following as indicated and needed: consultant teacher services (direct and/or indirect), resource room services, related services, supplementary aids/services, integrated co-teaching services, classes that offer specialized instruction, adapted physical education, transition services, special transportation, interim alternative educational setting as well as staff training and support.*

*Our school will employ a Special Education Coordinator/Director who will facilitate the above, ensure that we are in compliance with Federal and State Special Education Laws and that our students with disabilities are in their least restrictive environment as they progress through the regular education curriculum.*

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

*IEP Monitoring*

*The Special Education Coordinator and the Regular Ed Teacher will implement Progress Monitoring. At the student's annual IEP meeting his or her Present Levels of Performance will be determined, thus aiding in identifying and developing appropriate goals in the identified areas of need for learning that will take place over time. The student's academic performance will be measured on a regular basis (weekly or monthly). Progress toward meeting the student's goals is measured by comparing expected and actual*

*rates of learning. Based on these measurements, teaching will be adjusted as needed. Thus, the student's progression of achievement is monitored and instructional techniques are adjusted to meet the individual students learning needs. The progress towards identified goals will be reported to parents and documented in the students' confidential file in alignment with progress being reported to parents of students in the regular education curriculum.*

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

*Graduation*

*Our school will ensure that the IEP for each student receiving special education services in grades eight through twelve will be developed noting graduation plans that integrate transition planning and services as well as include a multi-year program that is most conducive to preparing a student to achieve his or her post-secondary goals.*

*A graduation pathway will be defined and documented in the student's IEP by 8<sup>th</sup> grade by identifying the student's needs, future goals and impact of disability. Our school will support students in meeting graduation success through one of the graduation pathways: Standard Graduation Pathway, Career Readiness, Ability Pathway and/or Conditional Certificate of Transition.*

*Student progress toward graduation will be assessed and documented throughout the student's high school years. The IEP Team will identify strategies that will support the student to master skills required to pass assessments or achieve identified levels of proficiency. In order for students to meet success on any of the three graduation pathways our school will employ necessary supports/services as aligned in each pathway.*

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

*Address Staffing Needs*

*Ancillary Services will be provided to students with disabilities in the following instances: When an ancillary service is identified as a possible support for a student with a disability to successfully progress through the regular education curriculum a referral will be made to the identified ancillary for the student to be assessed, eligibility determined, parent /student acceptance, goals developed, service added to IEP; Our school will provide ancillary services/supports to student with disabilities in alignment with their IEP schedule of services. Ancillary Services will be provided in the indicated environment and indicated time that is recommended by the Ancillary Support for the student to progress. Ancillary Services may be provided in a Segregated Group Setting, Segregated Individual Setting or a Regular Ed Setting depending on the setting the student requires in order to benefit as recommended by Ancillary Staff. Ancillary Services will be provided consistently to all students with disabilities that qualify for services. In the event that a student with disability qualifies to participate in ESY a plan will be documented to include needed ancillary services. Ancillary services will be provided for students with disabilities that are placed in an IAES setting as indicated on their IEP. Ancillary Services will be provided for student with disabilities that are long term suspended as indicated on their IEPs.*

*Ancillary Staff that is employed to provide said Ancillary Services (Speech, Social Work, Psychologist, OT, APE, etc) will have the necessary degree and licensing as indicated by each discipline and The New Mexico Department of Education. Ancillary Staff will be hired either by contract or as school employee.*

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) – (d) Special Education	The school provides a <b>clear, cohesive, and comprehensive</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.	The school provides a <b>clear</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.	The school provides a <b>limited</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum.	The school provides an <b>incomplete and/or inadequate</b> explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students’ access to the general education curriculum. --OR-- The application <b>does not address</b> Special Education.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>clear, cohesive, and comprehensive</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a <b>clear</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a <b>limited</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides an <b>incomplete and/or inadequate</b> description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. --OR-- The application <b>does not address</b> the regular evaluation and monitoring of students with special needs.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	<i>High Schools Only</i> The school provides a <b>clear,</b>	<i>High Schools Only</i> The school provides a <b>clear</b> plan for	<i>High Schools Only</i> The school provides a <b>limited</b> plan for	<i>High Schools Only</i> The school provides an <b>incomplete and/or</b>

	<p><b>cohesive and comprehensive</b> plan for graduating students with special education needs that complies with federal and state regulations.</p>	<p>graduating students with special education needs that complies with federal and state regulations.</p>	<p>graduating students with special education needs.</p>	<p><b>inadequate</b> plan for graduating students with special education needs. --OR-- The application <b>does not address</b> graduating students with special education needs.</p>
	<p>Exceeds—4</p>	<p>Meets—3</p>	<p>Partially Meets - 2</p>	<p>Does Not Meet—1</p>
	<p>The school provides a <b>clear, cohesive and comprehensive</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>fully</b> addresses how the school will provide ancillary staff support.</p>	<p>The school provides a <b>clear</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>adequately</b> addresses how the school will provide ancillary staff support.</p>	<p>The school provides a <b>limited</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan <b>does not or minimally</b> addresses how the school will provide ancillary staff support.</p>	<p>The school provides an <b>incomplete and/or inadequate</b> plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. --OR-- The application <b>did not address</b> budgeting, staffing, and ancillary services.</p>
Comments:				

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

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

*Monitoring 504*

*Our school will build a 504 Planning Team ( including parents, principal, classroom teachers, school nurse, social worker, counselor, etc) that will be responsible for designing individual programs including instructional services to assist students with physical or emotional disabilities, students who are recovering from chemical dependency, or who have an impairment (i.e. Attention Deficit Disorder) that restricts one or more major life activities.*

*The following process will be followed: A student will be referred by a teacher, support staff, parent/legal guardian, physician, therapist or possibly himself for requiring additional supports in order to be successful in the regular education setting. Once the referral is made a 504 plan meeting is*

*scheduled and held. A plan that is beneficial for the student is developed by the 504 Planning Team. At the initial meeting a review date is set in order to assess how the plan is supporting the student. Copies of 504 Plan will be given to appropriate individuals as not to violate FERPA.*

*Our school will in good faith implement the designated accommodations and strategies of the plan, as well as monitor the student’s progress and maintain documentation for the review date so that the effectiveness of the plan can be evaluated and adjustments made, if needed, at that time.*

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

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

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

*Identifying ELL*

*The school will identify English language learners (ELL) by utilizing a home-language survey. The home language survey will identify students who will need to be provided with further services. The home language survey will be given during the first thirty days of the year.*

*Parents of students who have been identified will be contacted and a language acquisition plan will be developed by staff and the student to include measurable goals, which will be designed to assist teachers in identifying instructional strategies and learning strategies to meet the needs of the students.*

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

*Services*

*Students identified as ELL will receive the following support services in order to assist the student in language acquisition:*

- *Small group instruction*

- *in-class tutoring & support*
- *tutoring during extended learning time*
- *extended time to complete assignments and tests*
- *audio support*
- *if deemed necessary, student will also receive additional supports during the elective period*

*In addition, teachers will also receive professional development prior to the start of the year on effective strategies for ELL students to include the Cognitive Academic Language Learning Approach (CALLA), which will help teachers provide ELL students access to content area learning. Teachers will use multiple instructional strategies in the regular classroom setting.*

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

*Differentiated Instruction*

*To ensure all students have equal access to learning teachers will implement the following instructional strategies: (The following is an example of strategies to be used, but does not include all strategies)*

<i>Instructional Strategies to be implemented to ensure all students have equal access to learning:</i>	
<i>Multiple types of assessments/choice assignments.</i>	<i>Students will have choice in demonstrating his/her knowledge for the specific content area.</i>
<i>Use of organization tools/graphic organizers</i>	<i>Students will explore multiple methods to organize information which will assist students in identifying specific tools used to organize thoughts, collect information and developing understandings of various concepts. Student may use a modified four square model for vocabulary where illustrations can be incorporated</i>
<i>Scaffolding student activities/projects/assignments</i>	<i>Teachers will scaffold assignments to allow students to complete assignments in steps and set small goals. This will assist the student in acquiring knowledge and skills to complete the next level tasks.</i>
<i>Repetition</i>	<i>Teachers will use the same words and phrases to allow students multiple occasions to grasp concepts/content. In addition, student will also repeat during checking for understanding</i>
<i>Big Ideas and goals outlined</i>	<i>Big ideas will connect to the mission of the school to include culturally relevant and responsive connections to the student community.</i>
<i>Flexible Grouping and regrouping (pairs and small groups)</i>	<i>Teachers will intentionally group students to allow for optimal learning, engagement and student needs. For example, pairing ELL students with fluent readers</i>
<i>Highlighting and using guided notes</i>	<i>Teachers will prepare instructional material to include highlighting and underlining important phrases and concepts. Guided notes will also be provided to allow equal access to information.</i>

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

*Monitoring*

*NWEA MAPS will be one of the assessments which will assist in monitoring the progress of the ELL student. NWEA MAPS will be given at the beginning of the year, mid-year and end of year. In addition ELL students will be re-assessed mid-year. Teachers and students will use formative assessments and*

*data notebook/portfolio to monitor the effectiveness of instructional strategies and learners strategies. The teacher and student will meet to discuss progress bi-weekly.*

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

*Staffing*

*The responsibility of identifying, assessing and monitoring of ELL students will fall under the Special Education Director. The Special Education Director’s salary will reflect 15% of the ELL budget.*

*In addition, the school will budget \$2000 for professional development for content teachers in CALLA strategies.*

*Instructional supports and materials will reflect \$2000.*

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

	The school provides a <b>clear, comprehensive, and cohesive</b> description of how instruction will be differentiated or sheltered based on identified student needs. <b>Relevant examples</b> are provided.	The school provides a <b>clear</b> description of how instruction will be differentiated based on identified student needs. <b>Examples</b> are provided.	The school provides a <b>limited</b> description of how instruction will be differentiated based on identified student needs, <b>Limited or inadequate examples</b> are provided.	The school provides an <b>incomplete or inadequate</b> description of how instruction will be differentiated based on identified student needs. --OR-- The application <b>does not address</b> differentiated or sheltered instruction for English Language Learners.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>clear, comprehensive, and cohesive plan</b> to regularly evaluate and monitor the progress of English language learners.	The school provides a <b>clear</b> plan to regularly evaluate and monitor the progress of English language learners.	The school provides a <b>limited</b> plan to evaluate and monitor the progress of English language learners.	The school provides an <b>incomplete and/or inadequate</b> plan to evaluate and monitor the progress of English Language Learners. --OR-- The application <b>does not address</b> evaluating and monitoring the progress of English language learners.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a <b>clear, comprehensive, and cohesive</b> description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a <b>clear</b> , description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a <b>limited</b> description of how it will budget and staff itself to meet the needs of ELLs.	The school provides an <b>incomplete and/or inadequate</b> description of how it will budget and staff itself to meet the needs of ELL students. --OR-- The budgeting and staffing <b>does not meet</b> the needs of ELLs.
Comments:				

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

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

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

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

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

#### *Use of Assessments*

*The School will abide by the NM State Mandated Assessments (PARCC and SBA) along with the NWEA MAPS to assess students' growth. NWEA MAPS will provide teachers, parents and students with student growth target levels. NWEA MAPS will be administered at the beginning, mid-year and end of year to all students in all grade levels. The NWEA MAPS is a NM State approved assessment that will serve as an indicator to student performance on NMSBA and the PARCC.*

*The PARCC and SBA will also be used as a performance rating for the entire school to be shared to improve student performance. The PARCC and SBA will be administered to the identified grade level as defined by the NM State testing requirements. For example, the data will be shared from grade level to grade level to ensure that all content standards are taught within the curriculum and vertically aligned.*

*Formative and Summative Assessments will also be used by the teacher to determine effectiveness of instructional strategies and instructional delivery. It will also help students identify strengths and areas of need, as documented in the student data notebook/portfolio kept and monitored by student and teacher.*

*In addition, end of course exams (EoC) will also be used to assess students' knowledge in content areas. The EoC will provide teachers, parents and students with data on student strengths and areas of need. The EoC results will provide teachers with data and assist them in understanding of teacher effectiveness in the classroom.*

*The data from assessments will be used to guide instruction so that no child is left behind. Data walls will be used to drive staff development to strengthen instruction and determine what strategies need to be further implemented. An individual student data notebook will be maintained with each student. The student and teacher will update the data notebook on a bi-weekly basis so that the student and teacher are aware of the student's progress. Ultimately, the data notebook will provide a description of the student's strengths and areas of need in order to keep them on course, engaged and active learners and contributors to their education.*

*The school will also use Teach Scope and the nine competencies to assess teacher performance. Teacher will receive a minimum of three classroom observations per year and will be assessed on teacher effectiveness. This assessment will provide teachers with meaningful feedback which will improve curriculum development and instructional delivery. The Head of School and Special Education Director will be responsible for this.*

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
H.(1) ) Use of Ass ess me nts	The school provides a <b>clear, comprehensive and cohesive plan</b> that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. <b>Clear</b> evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform	The school provides a <b>clear</b> plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. <b>Some</b> evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides a <b>limited</b> plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. <b>Limited or no</b> evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides an <b>incomplete and/or inadequate</b> assessment plan. --OR-- The application <b>did not address</b> plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.

	instruction is provided.			
Comments:				

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

*Individual and School-Wide Corrective Action*

*Sh'eh Wheef Shuneen's Head of School will be responsible for promptly monitoring academic assessment results as soon as they are available through various methods.*

*Utilizing assessments tools, such as the NWEA, Instructional staff will be responsible for the data collection, analysis and interpretation of individual student work progress and/or results from assessments test. This concept will also be applied to the Instructor's classroom with results being reported to/monitored by the Head of School. Overall Sh'eh Wheef Shuneen's school academic performance will be continuously reviewed and should assessment results not be acceptable, respective plan of actions shall be incorporated.*

*In the event of a student being deficient with a core subject area(s) or overall, the Classroom Instructor shall incorporate research proven intervention methods and effectively communicate with the student and parent/guardian of their status, along with recommended solutions for academic success. The classroom instructor will provide continuous constructive progress reports to the student and parent/guardian during the period of intervention and offer additional resources. Below are some resources that may be incorporated:*

- *Tutorial Assistance*
- *Technical assistance to parents/guardians*
- *Incorporate Technology aides as deemed appropriate*

*In the event that an Individual classroom's test results do not show expected progress, the Head of School shall conduct increased classroom observations that may include peer/coach reviews. The Head of School will then implement a corrective intervention plan. Intervention methods may include but are not limited to:*

- *Provide training and guidance on the use of instructional material*
- *On-site technical assistance including one-to-one training from Coaches*
- *Provide class modeling and technical assistance with effective use of curricular material*
- *Implement the school's well defined coaching/mentoring model that will include observations, recommendations, results and findings*
- *Coaches will review and assist with Teacher Lesson Plans*
- *Examine current staffing and determine appropriate changes*

*Failure by the Head of School for not meeting school-wide academic targets and the fully supporting the mission of Sh'eh Wheef Shuneen will result in the Governing Board intervention. Intervention action tools that may be utilized are:*

- *Providing Team Building Workshops to increase collaboration that will lead to knowledge sharing of effective practices*
- *Head of School conducts teacher briefings and communicate clear instructions for improvement while keeping documentation*
- *Offering school wide tutorial programs*
- *Providing public notice and progress reports for community stake holders*
- *Increase of direct services to SPED students and intervention services to assist students most at risk of failure*
- *Contracting with 3<sup>rd</sup> Party Assessor to conduct a school wide assessment. The deliverables of the contract will include process improvements and progress reports of improvement tasks to the Governing Board*
- *Visiting school wide restructuring options for school improvement*
- *Assess the effectiveness of the Head of School and act in accordance to contract agreement*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H. (2) In di vi du	The school provides a <b>clear, comprehensive and cohesive</b> description of the corrective actions	The school provides a <b>clear</b> description of the corrective actions that will be taken if the school falls short of achieving student	The school provides a <b>limited</b> description of the corrective actions that will be taken if the school falls short of achieving student	The school provides an <b>inadequate or incomplete</b> response for corrective actions. --OR-- The application <b>does</b>

al and School-wide Corrective Action	that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) <b>and</b> school-wide levels. A <b>complete</b> explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	academic achievement or growth expectations or goals at the individual (remediation/at-risk student) <b>and</b> school-wide levels. An <b>adequate</b> explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	academic achievement or growth expectations or goals at the individual (remediation/at-risk student) <b>and</b> school-wide levels. A <b>limited or incomplete</b> explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	<b>not address</b> corrective actions.
Comments:				

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

*Reporting on Progress*

*The school will utilize a variety of measures to communicate student assessment and progress to make parents aware of their child’s academic achievement.*

*In order for parents to understand the curriculum and assessments, the staff will provide a general overview of the information within the first month of school. Data nights will held on a quarterly basis to present student/school data to parents and the community by explaining student progress and achievement. Parents and community members will have the opportunity to be involved in understanding their child’s data and what roles they can play to help their child succeed.*

*Progress reports will be issued on a weekly basis. Report cards will be distributed on a quarterly basis and parent teacher conferences will be required.*

*The school will designate an area for student/school-wide data to be clearly displayed and will be updated as assessments are given to display overall performance. The data will not have student names associated to protect their identity.*

*At the end of each school year, a parent survey will be distributed to provide feedback and identify strengths and weaknesses of the school. The school must create a positive partnership with parents and the community in order to achieve student success.*

*An update on the curriculum, student assessments, and student progress will be provided to the school’s Governing Body and the school’s Authorizer, at a meeting to be held once a month. The staff and Head of School will share student progress, accomplishments, problems, etc. in order to keep the Governing Body informed of the school. The meeting will be open to staff members, parents, students, and community members.*

*The school will host an open meeting with the community twice a year to provide updates on student progress, assessments, and the curriculum in order to keep the community informed. The school will also publish newsletter articles in the Pueblo of Isleta newsletter every month to showcase student work and highlights. Community activities will be held throughout the year to support the cultural curriculum according to events/activities that are relevant (dinners, language nights, traditional games, sewing activities, arts and crafts, etc.).*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H. (3) Reporting on Progress	The school provides a <b>clear, comprehensive, and cohesive</b> plan that explains how student assessment and progress will be appropriately communicated to parents, the school’s Governing Body, the school’s Authorizer, and the broader community.	The school provides a <b>clear</b> plan that explains how student assessment and progress will be appropriately communicated to parents and the school’s Governing Body.	The school provided a <b>limited</b> plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The school provides an <b>inadequate or incomplete</b> plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application <b>does not address</b> the communication of student assessment and progress.
Comments:				

## Organization

### A. Governing Body Creation/Capacity.

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

*Governance Description: Sh’eh Wheef Shun-noon will consist of a governing body which will be responsible for the governance of the School. The initial governing body of Sh’eh Wheef Shu-noon will consist of the steering committee listed in the Facilities Management Plan, who will preside as the governing body until such time the steering committee appoints governing body members. The draft bylaws of the Charter school attached to this Application as Appendix B sets forth a 5-member governing body serving staggered two-year terms. A President, Vice-President, Treasurer, and Secretary will serve as officers of the governing body. The bylaws provide for the establishment of committees to undertake studies, conduct fact finding, or perform other duties as determined necessary by the governing body. Members of the governing body will be subject to removal by the affirmative vote of majority of the body whenever the body determines that the best interests of the school will be served. The bylaws include quorum and voting provisions. The Governing Body policies attached as **Appendix B**, sets forth the roles and responsibilities of the governing body, including the authority to hire a school administrator to be termed “the Head of School”. The governing body will have authority over the Head of School, who in turn will have authority over the school staff and other employees. The Governing Body Policies sets forth the relationship between the Governing Body and the Head of School. The Policies clearly states the role of the Governing body as policy makers and a hearing body under the School Discipline Policies and the role of the Head of School as the person responsible for implementing the policies and administrator of the school.*

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

<p>A · ( 1 ) G o v e r n a n c e D e s c r i p t i o n</p>	<p>The school incorporates <b>all</b> key components of their governance structure, <b>specifically</b> outlining the roles and responsibilities of the GB members. The school provides comprehensive “bylaws” or specifically explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.</p>	<p>The school incorporates <b>most of the</b> key components of their governance structure <b>adequately</b> outlining the roles and responsibilities of the GB members. The school provides adequate “bylaws” or explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.</p>	<p>The school incorporates <b>some of the</b> key components of their governance structure <b>partially</b> outlining the roles and responsibilities of the GB members. The school provides “bylaws” or somewhat explains how its governing body will develop its governing documents or “bylaws” if not submitted with application</p>	<p>The school provides an <b>incomplete or inadequate</b> outline of their governance structure. --OR-- The application <b>does not address</b> the governance structure.</p>
<p>C o m m e n t s:</p>				

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

*Description of Prospective Governance Expertise  
The initial governing body members and their experience, skills and qualifications are as follows:*

*Michael Jojola, BA and MA in Industrial Education. Retired from Isleta Elementary School. Educator for 26 years. Served as Lieutenant Governor of the Pueblo of Isleta for four year. Board member of the Isleta Elementary School and the Santa Fe Indian School. Fluent speaker of the Tiwa language, spoken by the Pueblos of Isleta, Sandia, Taos and Picuris.*

*Charlene Lucero, BA and MA in Elementary Education. Educator for 6 years; licensed K-8 and highly qualified in Math and Science. Teaches 6-8 grade in the subject of Science at the Native American Community Academy; Board member of the Pueblo of Isleta Department of Education; Chairperson of the Isleta Elementary School Student Parent Staff Pride; Parent Policy Council, Member of the Isleta Head Start and Childcare; Founder, Isleta Little League, New Mexico Native American Education Task Force.*

*Joseph Lucero, BS in Electronic Engineering Technology. Director of Information Management at Indian Health Services for 22 years; Board member of the Isleta Elementary School; Co-founder of Isleta Little League; Saint Augustine Parish finance committee; Pueblo of Isleta Appellate Court Judge (Appointed); Fluent Tiwa speaker.*

*Helen Padilla, BBA, MBA, and JD. Director of the American Indian Law Center for past ten years. Specializes in Indian law and policy, education and training curriculum development.*

*Denise Zuni, BBA and JD. Owns Sh'eh Wheel Law Offices, P.C. which specializes in Indian housing and community development, non-profit incorporations, and creation of native financial institutions . Policy development of indigenous language programs; Advisory Board member of the American Philosophical Society, Native Studies Program. Does training in board roles and responsibilities of non-profit entities and employment law. Develops management, operational and financial policies for Indian housing authorities and native financial institutions. Fluent Tiwa speaker.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A · ( 2 ) D e s c r i p t i o n  o f  P r	The school provides a <b>compelling and relevant list</b> of all GB members and <b>describes their experience, skills, and qualifications. Membership reflects (or will reflect)</b> the diverse experiences and skills necessary to oversee all aspects of the school.	The school provides a list of all GB members along with a description of their experience, skills, and qualifications. <b>Most of the membership appears to reflect (or will reflect)</b> the diverse skills necessary to oversee all aspects of the school.	The school provides a list of GB members. However, the GB <b>membership description appears to lack appropriate</b> and diverse experiences and skills necessary to oversee all aspects of the school.	The school provides an <b>inadequate or incomplete</b> list of GB members; or the provided list fails to include descriptions of the members' experience, skills, and qualifications. --OR-- The application <b>does not address</b> the description of the GB members and their experience, skills, and qualifications.

o s p e c t i v e  G o v e r n a n c e  E x p e r t i s e				
C o m m e n t s:				

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

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

*Selection of Members*

*The criteria and selection of new governing body members is set forth in Section 2.1 of the school bylaws. Governing body members will serve staggered terms to ensure continuity within the governing body.*

*Two members must be community members of Isleta or the jurisdiction in which the school is located. Three members must be professionals, preferably with a background in one of the following:*

- 1. Education background- administrative or teaching*
- 2. Finance or business*
- 3. Public School or other school administration*

*All members must meet at least one of the following criteria:*

- 1. be Native American*
- 2. live or work in the school service area*
- 3. be a parent, sibling, guardian or grandparent of a student of the school*
- 4. speak the Tiwa language.*

*Within three months of an upcoming vacancy, the governing body will at a meeting of the governing body discuss the criteria being sought. It will seek recommendations from the school administration and the governing body. It will then draft the notice of vacancy and publish the notice in a community publication and post the notice in a minimum of three public offices, including the school, the post office and the Pueblo of Isleta Governor’s office. Solicitation of persons who meet the criteria will be allowed. Selection will be by the governing body.*

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

Comments:				
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**B. Governing Body Training and Evaluation.**

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

*Governance Training*

*A committee of the governing body will develop a governing body training plan for adoption by the governing body. The training plan will consist of initial training, on -going training and training for new governing body members. At a minimum, the training plan will include training in the following areas:*

- 1. Governing body roles and responsibilities*
- 2. Charter schools, including responsibilities*
- 3. Development of curriculum*
- 4. Open Meetings Act and other applicable laws and laws of the jurisdiction the school is located in.*

*The training plan will constitute no more than 5% of the annual budget.*

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

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

*Governance Evaluation*

*The governing body will develop operational and administrative policies and procedures, including a self-monitoring plan. A committee of the governing body, along with the school administrator, will on an annual basis, performing a self-monitoring assessment of the governing body’s compliance with the mission, goals, set activities for the year, policies and procedures. The assessment will be provided to the governing body, along with any review findings. The self-monitoring plan will provide for a specific time within which review findings will be addressed by the governing body. Throughout the year, the governing body will solicit recommendations for improvements from the administration, students, parents and the community by use of a survey box. The self-monitoring will include the governing body’s addressing of the recommendations.*

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

**C. Leadership and Management.**

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

*Monitoring*

*The governing body, together with the administration, will develop an organizational plan, to include, teaching staff criteria, organizational needs such as fund raising and activities. The organizational plan will be included in the self-monitoring plan. The governing body will, on an annual basis, use the self-monitoring plan to evaluate the organizational outcomes.*

*The governing body will approve an annual budget, which shall include all revenue sources and estimated expenses. Quarterly, the governing body will review the expenditures against the annual budget and make adjustments as necessary. A financial committee of the governing body will be formed*

*to review the budget and plan each annual budget with the administrator, including all anticipated revenue sources.*

*The self-monitoring plan will include evaluation of the curriculum, student assessment methods and expected outcomes. The plan will include timelines for addressing findings not consistent with expected outcomes.*

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
C(1) Monitoring	The school’s descriptions of how the Governing Body will monitor outcomes <b>clearly demonstrate</b> an understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission, and able to <b>manage and sustain a quality school.</b>	The school’s descriptions of how the Governing Body will monitor outcomes <b>adequately demonstrate</b> its understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, <b>to ensure</b> the school is meeting its mission.	The school’s descriptions of how the Governing Body will monitor outcomes <b>demonstrates a limited</b> understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, <b>to help</b> the school meet its mission.	The school’s descriptions of how the Governing Body will monitor outcomes is <b>inadequate or incomplete.</b> --OR-- The school <b>does not address</b> the prompt.
Comments:				

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

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

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

*Head Administrator Selection*

*The following characteristics and leadership qualities will be sought in the Head of the school: i*

- 1) Ability to develop and cultivate professional relationships with potential partners of the school;*
- 2) Leadership skills in a school setting;*
- 3) Ability to engage staff in school goals;*
- 4) Knowledge of and ability to embrace Isleta language and culture;*
- 5) A passion for learning and achieving set goals;*
- 6) Management and supervisory skills and experience;*
- 7) Excellent communication skills; preferably in both English and Tiwa*
- 8) A master' Degree in school administration.*

*Within two months of approval of the application of the charter school, the governing body will post and publish the job announcement in both the Isleta Newsletter and the Albuquerque Journal. The job announcement will be published for a minimum of three weeks. Additionally, the announcement will be posted at a minimum of three public places within the Isleta community. Selection of the Head of School will be made within two months of the closing of the job announcement.*

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
C.( 2) He ad Ad mi ni str at or Se le cti on	The school provides a <b>clear, comprehensive, and cohesive</b> description of the desired or, if selected, the head administrator’s leadership characteristics and qualifications and <b>takes into account the mission of the school</b> . The school provides <b>evidence of a clear plan</b> to hire and evaluate a highly- qualified administrator.	The school provides a <b>clear</b> description of the desired, or, if selected, the head administrator’s leadership characteristics and qualifications and <b>may or may not clearly take into account the mission of the school</b> . The school provided <b>evidence of a plan</b> to hire and evaluate a highly-qualified administrator.	The school provides a <b>limited</b> description of the desired, or, if selected, the head administrator’s qualifications. The school provided <b>some evidence</b> of a plan to hire and evaluate an administrator.	The school provides an <b>inadequate or incomplete</b> description of the head administrator’s qualifications, and the plan to hire and evaluate an administrator.  --OR-- The application provides <b>no plan</b> to address the head administrator’s qualifications and the hiring and evaluating of an administrator.
Com men ts:				

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

*Head Administrator Evaluation*

*The governing body will use the job description of the Head of School attached as Appendix C. The governing body will develop and use a rating and ranking sheet setting forth the qualifications and experiences it is seeking in its Head of School. It will utilize the rating and ranking criteria to convey the job responsibilities to prospective applicants. Upon hiring and at the end of a 3 month period, the governing body will evaluate the performance of the Head of School using a performance evaluation method intended to evaluate the skills of the Head of School in administering the school, including carrying out the curriculum goals and action plans . At the end of a 6 month probationary period, the governing body will re-evaluate the performance of the Head of School. Annual evaluations will be conducted.*

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

**D. Organizational Structure of the School.**

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

*Organizational Structure*

*The organizational Structure of the school will be as shown in document, PC.Org.ApxD1. ShehWheefShuneen. The Governing body policies sets forth the respective roles and authorities of the governing board and the Head of School. Sections 1 and 6 of the policies clearly state the lines of communication between the governing body and the Head of School and between the teaching staff and support staff and the governing body and Head of School. Section 4 of the policies clearly states the lines of communication between the public and the governing body and the Head of School.*

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D. (1) Or ga ni za tio na l St ru ct ur e	The school provides a <b>clear, comprehensive, cohesive, and reasonable</b> organizational chart and narrative that <b>align structures with the mission of the school</b> and demonstrate a <b>clear</b> understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides a <b>clear</b> organizational chart and narrative that demonstrate an <b>adequate</b> understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides a <b>limited</b> organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides an <b>inadequate or incomplete</b> organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.  --OR-- The application <b>does not include</b> an organizational chart and supporting narrative.
Com men ts:				

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

*Job Descriptions*

*The school will have the following staff:*

- Head of School*
- Business Administrator/Technician*
- Special Education Director*
- Administrative Assistant*
- Curriculum Based Education Coordinator*
- Science Teacher*
- Math Teacher*
- Social Studies*
- English/Language Arts Teacher*
- Indigenous language teacher for each grade*
- Personal Health/Wellness*
- Cultural Arts/Elective Instructors*

*Job descriptions of each of the positions are attached as Appendix D. All teachers must be licensed in the State of New Mexico. Indigenous language teachers must be New Mexico licensed teachers or certified in indigenous language by the State of New Mexico. Speakers of the Tiwa language will be given preference for each position.*

*The school will seek volunteers to assist with each classroom. Volunteers may include indigenous language teachers.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Jo b De sc ri p tio ns	The school provides <b>clear, comprehensive, and cohesive</b> job descriptions for all key staff, including qualifications and <b>clear, appropriate</b> reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides <b>clear</b> job descriptions for most of the key staff, including <b>clear</b> reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides <b>limited</b> job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides <b>inadequate or incomplete</b> job descriptions for key staff.]  --OR-- The application <b>does not address</b> job descriptions for key staff.
Com men ts:				

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*Staff Evaluation-*

*Staff will be evaluated at 60, 90 and 120 days based on professional development plans developed by staff and Head of School.*

*Evaluations will meet the requirements set by the NMPED.*

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

Accordingly, ensure that your plan is clearly aligned with the budget, projected enrollment, and implementation schedule.

*Staffing Plan*

*The school’s staffing plan is attached as Exhibit B. The plan provides for staff self-assessment and assessment of the expected outcomes.*

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D. (3) a an d b St aff in g Pl an N ee d an d Ali gn m en t	The school provides a <b>clear, comprehensive, and cohesive</b> staffing plan that demonstrates an understanding of staffing needs and appears <b>reasonable and adequate</b> to support effective and timely implementation of the academic program/ curriculum.	The school provides a <b>clear</b> staffing plan that <b>appears adequate</b> to support effective and timely implementation of the academic program/ curriculum.	The school provides a <b>limited</b> staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is <b>inadequate or, incomplete.</b> --OR-- The application <b>does not provide</b> a staffing plan.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school’s staffing plan is <b>clearly</b> aligned with the budget, projected enrollment, and implementation	The school’s staffing plan is <b>clear</b> and complete and <b>generally appears</b> to be aligned with the budget.	The school’s staffing plan is <b>adequate and partially</b> aligned with the budget.	The school’s staffing plan is <b>inadequate or incomplete</b> and does not align with the budget. --OR-- The application <b>does</b>

	schedule.			<b>not provide</b> a staffing plan.
Comments:				

D.(4) Provide a calendar and schedule (length of school day and school year including total number of days/hours of instruction) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/ curriculum. Describe in detail how this schedule supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

*School Day/Year*

*Sh'eh Wheef Shu-noon will comply in accordance with New Mexico State Requirements as defined in section 22-2-8.1 NMSA 1978. The proposed schedule will exceed the requirements of 6 hours/day and 1080 hours per year.*

*Attached as Exhibit \_C is the school calendar.*

*The school calendar is in compliance with state requirements and ensures an effective optimum implementation of the academic curriculum.*

*Daily Schedule*

*We are proposing a 7-period schedule that provides the following: time for core content classes to meet daily, increased flexibility to group and schedule students based on performance data, continuity of instruction, the ability to continue to provide daily intervention and extension for students and dedicated time for professional learning opportunities for staff.*

*Students will take seven 50 -minute periods and one 30 -minute Extended Learning Time\* daily with 5 minutes provided for transitions between each class. Schedules would include English language arts, mathematics, science, social studies/history, physical education/health (7-9), language and cultural arts for all middle and high school students. Other classes would vary based on the interests and academic needs of student population.*

	<i>Proposed Daily Schedule</i>
<i>8:00 - 8:50</i>	<i>1st Period</i>
<i>8:55 - 9:45</i>	<i>2nd Period</i>
<i>9:50 - 10:40</i>	<i>3rd Period</i>

10:45 - 11:35	4th Period
11:35 - 12:05	Lunch
12:10 - 12:40	Extended Learning Time
12:45 - 1:35	5th Period
1:40 - 2:30	6th Period
2:35 - 3:15	7th Period

Seven 50-minute periods each day will allow for the following:

- One 30-minute period of Extended Learning Time (ELT) each day.
- Designated time within the school day for teachers to provide explicit and specific mathematics and reading interventions daily.
- Read 180 and Corrective Reading will be delivered daily for a minimum of 50 minutes.
- Equal opportunity and exposure to all subject areas, providing adequate time for implementation and reinforcements of the Common Core State Standards for English Language Arts and Literacy in History/ Social Studies and Technical Subjects as well as STEM in all middle school courses.
- Teachers will be assigned a maximum of 5 classes, an ELT, one individual planning daily and a Program Implementation Period (PIP) four times a week to develop a trans-disciplinary focus, analyze student data, share best practices for continuous improvement, to help implement school programs, and to become familiar with the curricular changes.
- Students who need one intervention in either English language arts or mathematics receive additional support during their exploratory or elective block. For those students who need both an English language arts and mathematics interventions, they are scheduled during their elective, exploratory and/or, in rare circumstances, their science and social studies block in order to receive additional support.

#### About Extended Learning Time

Students will benefit from a 30-minute period of time that allows them to receive individualized instruction that meets their academic needs, as well as, to receive the structures and supports needed to meet the needs of the adolescent learner. This 30-minute extended learning time increases instructional time for students and teachers and allows teachers to provide enrichment, extension and intervention within their respective curriculum and area of expertise.

Also during ELT a school wide “pull-out” tutoring program is offered. Teachers have the ability to pull small groups of students to receive more intensive support, again allowing them to meet individual student needs. ELT is delivered in a rotational model allowing teachers of each and every content area to provide small group tutoring and support. In addition, ELT provides students with opportunities to participate in enrichment activities.

Finally, the ELT period will allow for staff to meet the needs of learners in a less formal setting. An advisory time will be provided in order for students to develop a positive relationship with a trusted adult at the school. This time period allows students to receive support and encouragement academically and

*socially, to develop positive habits such as goal setting and time management, and to celebrate personal achievements and appreciate differences and similarities in others.*

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

D.(5) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission, and performance goals. Ensure that the the plan is supported by the budget.

*Professional Development Plan*

*The school’s Professional Development Plan (PDP) will be based on the nine common competencies for teachers as approved by the NMPED.*

*The teacher and the Head of School/Principal will create the Professional Development Plan (PDP) no later than forty (40) days after the first day of each school year. The Plan will have measurable objectives, and will be based on, among other things:*

- *The nine teacher competencies and indicators for the teacher’s licensure level,*

- *The previous year’s annual evaluation (if applicable), and*
- *Assurance that the teacher is highly qualified in the core academic subjects the teacher teaches. (6.69.4.10.B.1-3)*

*The Plan will be evaluated annually by both the Head of School and the governing body.*

*The school will use the New Mexico 3-Tiered Licensure System created by the passage of HB212 in 2003 and the Public Education Department Regulation 6.69.4 Performance Evaluation System Requirements for Teachers, which sets forth specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure. Evaluations will be consistent with the New Mexico Statute 22-10A-4.B, which sets forth a licensure framework for teachers utilizing a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels.*

*Within three months of approval of this application, the governing body will develop a written teacher performance evaluation plan for the district that meets the requirements of PED Regulation 6.69.4, which includes all of the following:*

- *A teacher performance evaluation policy approved by the governing body that complies with the HOUSSE procedures.*
- *Written guidelines and procedures for annual teacher performance evaluation system that complies with the Guidelines for NM Teacher Annual Performance Evaluation.*
- *All forms used in the teacher performance evaluation plan.*
- *A plan for training all teachers and all administrative or supervisory personnel assigned teacher performance evaluation duties.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (5) Pr of es si on al De ve lo p m en t Pl an	The school provides a <b>clear, comprehensive, and compelling</b> plan for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission and performance goals. The plan is <b>completely</b> supported by the	The school provides a <b>clear plan</b> for Professional Development that meets state requirements, supports the implementation of the school’s educational plan, mission and performance goals. The plan is <b>mostly</b> supported by the budget.	The school provides a <b>limited</b> plan for Professional Development that meets state requirements <b>and appears to be somewhat</b> supported by the budget.	The school provides an <b>inadequate or incomplete</b> Professional Development Plan. --OR-- The application <b>does not address</b> a Professional Development Plan.

	budget.			
Comments:				

**E. Employees.**

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

*Employer/Employee Relationship*

*The governing body will hire a Head of School pursuant to an employment contract. The employer/employee relationship between the governing body and the Head of School will be set forth in the contract and in the Personnel Policies (Appendix E). The Head of School will have authority to hire administrative employees. Professional staff will be hired by the Head of School upon approval by the governing body. The employer-employee relationship between the school and all employees, excepting the Head of School, will be pursuant to the school’s Personnel Policies, which sets forth terms and conditions of employment for all classes of employees and addresses how the school will address employees’ recognized representatives. Additionally, the Personnel Policies addresses the rights and responsibilities of employees’ recognized representatives.*

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

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

*Personnel Policies*

*Within one month of approval of the charter school application, a committee of the governing body will adopt the draft the school’s Personnel Policies consistent with the above described employer/employee relationship, terms of employment and applicable federal, and state requirements and requirements of the jurisdiction where the school is located. The policies will be adopted by the governing body prior to any publication and posting of job announcements for administration, professional, or administrative staff. The draft Policies are attached as Appendix E.*

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

	they comply with all applicable federal and state statutes and regulations.			
Comments:				

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

*Staff Discipline Process*

*Section XIV. of the draft personnel policies sets forth the staff discipline process and the class of employees to whom the process is available. The process provides for progressive discipline and allows employees to aggrieve any disciplinary action to which they have been subjected. Like offenses will receive like discipline with consideration of the employee’s employment history with the school.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(3) Staff Discipline	The school provides a staff discipline process that is <b>clear, comprehensive, and cohesive</b> and aligned with stated employer/employee relationship, and	The school provides a staff discipline process that is <b>clear</b> and follows an appropriate route that ensures due process.	The school provides a <b>limited</b> staff discipline process that partially follows an appropriate route that ensures due process.	The school provides an <b>inadequate or incomplete</b> staff discipline process. --OR-- The application <b>does not address</b> a staff discipline process.

Processes	follows an appropriate route that ensures due process.			
Comments:				

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

*Grievance Process*

*The employee grievance process is set forth in Section XVII of the personnel policies. The process includes a resolution process intended to resolve employee grievances at the lowest level possible. A formal hearing before the governing body will be the final administrative action. Said hearings will provide for due process to the aggrieved employee. The due process requirements are set forth in the employee grievance process.*

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

**F. Community/Parent/Employee Involvement in Governance.**

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

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

*Community Involvement*

*The Head of School in coordination with the governing body will establish a parent -community organization (PCO) and a student advisory group. The parent-community organization and the student advisory group will be involved in organizing cultural and language activities throughout the year and during the summer, which integrate the curriculum program. At least monthly, the parent-community organization and the student advisory group will meet with the Head of School and professional staff to develop and plan the activities. Activities will involve other members of the community, such as the elderly, which will allow students to hear the Tiwa language being spoken in a school setting. Additionally, the PCO and the student advisory group will be involved in developing a peer resolution and mediation policy designed to resolve student and employee complaints and grievances against another student or employee.*

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

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

*Complaint Resolution*

*The governing body will develop a complaint resolution policy to address complaints and issues raised by the community and parents. Similar to the employee grievance process, the process will allow for resolution of the complaint at the lowest level possible, beginning with professional staff and administrative staff. The entire school, including the student body, will be responsible for resolving complaints, as is true of indigenous communities. For example, if there is a complaint about students leaving trash around residential areas, the complaint might be addressed by the students doing trash pick-up as a community activity followed by a community dinner, with an emphasis on speaking the Tiwa language during the activity. A complaint will work its way up the ladder, with the governing body having authority to take the final action intended to resolve the complaint. The policy will have time limitations at each step to ensure prompt resolution of complaints. This policy, like all other policies available to the public, will be published on the school's website.*

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

**G. Student Policies.**

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

*Student Discipline Policy*

*Attached as Appendix F are the school’s draft Student Discipline Policy. The Policy will be reviewed by the governing body prior to adoption to ensure that they are in compliance with 6.11.2 NMAC, Student Rights and Responsibilities. The Policy incorporates student peer resolution processes and mediation. Discipline will take into consideration the school history of the student being disciplined and any disabilities that may have factored into the action resulting in the discipline. The policy ensures that the rights of disabled persons are not violated and that any disability is accommodated in the disciplinary process.*

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1) Student Discipline Policy	The school provides <b>clear, comprehensive, and cohesive</b> Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a <b>detailed explanation</b> of how it will take into account the rights of students with disabilities.	The school provides a <b>clear</b> Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules . The school provides <b>an explanation</b> of how it will take into account the rights of students with disabilities.	The school provides <b>limited</b> Student Discipline Policies that <b>partially</b> comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules.	The school provides <b>incomplete or inadequate</b> Student Discipline Policies set forth in the Public Education Department rules. --OR-- The application <b>does not address</b> student discipline policies.
Comments:				

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

*Alternative Placements*

*Section 7 of the Student Discipline Policy provides for alternative placements for eligible students who are long-term suspended or expelled. The governing body and the Head of School will implement a plan that will address the educational needs of students who are long-term suspended or expelled. The plan will be consistent with the Students’ Rights and Responsibilities rules and ensure that the student does not fall behind in his academic progress. The school will develop relationship with alternative schools that meet the educational needs of eligible students who are long-term suspended or expelled. The plan will require that the school provide no less than two notices to the parents/guardian of the students to notify them of the alternative educational plan available to the student. Section 8 of the Student Discipline Policy provides for the alternative placement of disabled students.*

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

**H. Student Recruitment and Enrollment.**

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

*Student Recruitment*

*The school will implement an outreach and recruitment plan by announcing open enrollment in the Isleta newsletter and one other newsletter in the surrounding communities of Bosque Farms and Los Lunas. Additionally, the announcement will be posted in no less than three public places both in Isleta and Sandia Pueblo, who also has Tiwa speakers. Selection will be by lottery. Announcement will be no later than February of the year that the school will first open and each February thereafter. The amount of \$200 will be budgeted annually for this activity.*

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

H.(2) Provide a **complete, comprehensive, and cohesive** description of your lottery process and procedures that comply with state statutes, and **support equal access** to the school (include how you will maintain a wait list). Please provide tentative timeframes or dates.

*Lottery Process*

*The Head of School in coordination with the governing body will develop the lottery process consistent with state of NM requirements. The process will ensure equal access to all interested students regardless of whether they fall in the targeted population or not. A waiting list for each grade will be maintained each school year. The waiting list will be maintained throughout the year in the event a vacancy occurs during the school year. Siblings of students will be accepted outside the lottery process.*

*In addition the following dates will be used to accept applications and draw for each new school year:*

- *September – November 30<sup>th</sup>: application acceptance*
- *December: 1<sup>st</sup> lottery draw (Round 1)*
- *December 1<sup>st</sup> – January 21<sup>st</sup>: application acceptance*

- *January 22: 2<sup>nd</sup> lottery draw (Round 2)*
- *January 23- March 30: application acceptance*
- *April 2<sup>nd</sup>: lottery draw (Round 3) if school capacity has not been met*
- *March 30-June 30: application acceptance*
- *July 1<sup>st</sup>: lottery draw (Round 4) if school capacity has not been met*
- *July 2 – August 4: application acceptance*
- *August 5: lottery draw (Round 5) if school capacity has not been met*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H. (2) Lo tt er y Pr oc es s	The school provides a <b>complete, comprehensive, and cohesive</b> description of its lottery procedures that comply with state statutes, and <b>support equal access</b> to the school. Tentative dates are provided.	The school provides a <b>clear</b> description of its lottery procedures that comply with state statutes. Tentative dates are provided <b>for the most part</b> .	The school provides a <b>general</b> description of lottery procedures that comply with state statutes. <b>Some</b> tentative dates are provided.	The school provides an <b>inadequate or incomplete</b> description of its lottery procedures or what is provided does not comply with state statutes.  --OR-- The school <b>does not address</b> the lottery process.
Com men ts:				

*Enrollment Process*

**I. Legal Compliance.**

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

*Conflict Of Interest*

*Prohibited conflict of interest provisions are found in the by-laws (Section 2.7), Governing Board policies (Section 2), Personnel Policies (Section XVI), and Procurement Policy (Section II. B). All provision are consistent with the requirements of NMSA 1978 Section 2-8B-5.2. Attached as, PC.Org.ApxI1.SheehWheefShuneen, is a sample disclosure statement of any real or potential conflict of interest.*

	Ranking			
	Satisfied	Not Satisfied		

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

I.(2) Provide a **comprehensive and clear** explanation that demonstrates a **complete understanding of, and capacity to** comply with the Open Meetings Act in its several parts (agendas posted in advance, quorums, executive or closed session procedures, minutes, etc. (NMSA 1978 Section 10-15-1 to 4), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc. (NMSA 1978 Section 14-2-1 to 12) that meets the requirements of the laws. For further information please see the following link:  
<http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

*Transparency*

*The governing body’s bylaws provide for open meetings in accordance with the Open Meetings Act. See Article IV of the bylaws (Appendix B). Section 4.2.2 of the bylaws provide for the posting of agendas. Section 4.8 of the bylaws provide for quorums. Section 4.6 provides for closed meeting procedures. Section 4.12 provides for the keeping of minutes and making the minutes accessible to the public.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
I(2) Transparency	The school provides a <b>comprehensive and clear</b> explanation that demonstrates a <b>complete understanding of, and capacity to</b> comply with the	The school provides a <b>clear</b> explanation that demonstrates an <b>adequate understanding of and capacity to</b> how it will comply with the Open Meetings Act and most of its	The school provides a <b>general</b> explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. <b>However, the school’s response may raise questions or concerns</b>	The school provides an <b>incomplete or inadequate</b> explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.  --OR--

	<p>Open Meetings Act in its several parts (agendas posted 24 hours in advance, quorums, executive or closed session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.</p>	<p>parts (agendas posted 24 hours in advance, quorums, executive- or closed-session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.</p>	<p><b>about understanding or capacity</b> regarding all components and requirements of the law.</p>	<p>The school <b>does not address</b> how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.</p>
<p>Comments:</p>				

**J. Evidence of Partnership/Contractor relationship. (If Applicable.)**

J.(1) If there is /are third party relationship(s) (partner organization or a contractor etc.) that is essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the school.

*Third Party Relationships*

*The school anticipates entering into a third-party relationship with the Isleta Pueblo Language Program to possible utilize the Program’s indigenous language instructors. The relationship will be in the form of a Memorandum of Agreement which will set forth the roles and responsibilities of each party, including indemnification provisions. The MOA will allow any party to terminate the relationship upon thirty day notice without the requirement of cause. The school anticipates that the Isleta Pueblo Language Program will provide indigenous language instructors at the Program are cost under the MOA. The school plans to work closely to work with the Program to apply for indigenous language grant funds for indigenous classes and activities at the school. The governing body will monitor the MOA on an annual basis and determine whether it will continue the relationship for a new school year or terminate or amend the relationship.*

	<p>Ranking</p>			
	<p>Satisfied</p>	<p>Not Satisfied</p>		
	<p>Exceeds—4</p>	<p>Meets—3</p>	<p>Partially Meets - 2</p>	<p>Does Not Meet-1</p>

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

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

N/A

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
<p>J.(2). Proposed Agreement</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, <b>signed, clear, formal</b> agreement between the school and each third party relationship <b>OR</b> memorandum of</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a <b>proposed, signed formal</b> agreement or MOU between the school for most prospective third-parties, delineating</p>	<p><i>If Applicable</i> The school offer and <b>limited</b> proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) <b>OR</b> signed letter(s) of intent between the school and</p>	<p><i>If Applicable</i> The school provides an <b>inadequate or incomplete</b> response --OR-- <b>Does not address</b> the prompt.</p>

ent	understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.	major roles and responsibilities <b>OR</b> the school provides <b>some</b> formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.	prospective third-parties. Roles and responsibilities provided may <b>be general</b> .	
Comments:				

**K. Waivers. At this time we are not requesting any waivers.**

<p>K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. Ensure that the rationale <b>clearly demonstrates</b> how requested waivers <b>align with the school's proposed autonomy, its mission, and the educational program and curriculum</b>. For further information please see the following link: <a href="http://ped.state.nm.us/admin/personnel/waiver_requests.html">http://ped.state.nm.us/admin/personnel/waiver_requests.html</a>.</p>			
NMSA 1978 § 22-8B-5(C) Waiver	Request	Description	

	ed?	on of how waiver will support school's plan.	
	yes	no	
Individual class load			Insert
Teaching load			Insert
Length of school day			Insert
Staffing pattern			Insert
Subject areas			Insert
Purchase of instructional materials			Insert
Evaluation standards for school personnel			Insert
School Head of School duties			Insert
Drivers education			Insert

<p>K.(2) <i>Only for schools seeking local district authorization.</i>                  Provide a list of Authorizer policies for which a waiver is requested (see NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code), including a rationale for why the waiver is being requested. Ensure that the <b>rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.</b> (If you require additional space, attach as an Appendix.)</p>	
Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Insert	Insert

Topic	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0
K.(1)(2) Waivers	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale <b>clearly demonstrates</b> how requested waivers <b>align with the school’s proposed autonomy, its mission, and the educational program and curriculum.</b>	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The school provides a <b>limited</b> list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the school fails to <b>identify the waivers</b> in III.K.(1) and (2).  Or, the application <b>does not</b> address waivers.
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0
	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale <b>clearly demonstrates</b> how requested waivers <b>align with the school’s proposed autonomy, mission and educational program/curriculum</b> .	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a <b>general statement is provided for why the waiver is being requested.</b>	<i>Only for schools seeking local district authorization.</i>  The school provides a list of Authorizer policies for which a waiver is requested.	<i>Only for schools seeking local district authorization.</i> The school provides and <b>inadequate or incomplete</b> list. The school <b>does not provide</b> a list of Authorizer policies for which a waiver is requested.
Comments:				

**L. Transportation and Food.**

L.(1) *If Applicable*, state how your school plans to offer transportation to its students. Provides a **clear description** of how student transportation needs will be met that is supported by the proposed budget. For further information please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>.

*Transportation*

*Section 8 of the Governing Body policies attached as Exhibit E, sets forth the transportation Plan. While the school will be a commuter school, the school will provide transportation to its students for school-sponsored events. School-sponsored events will be planned prior to the beginning of the school year and budgeted within that school year's annual budget. The plan also addresses the transportation needs of disabled students.*

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1) Tr an sp or ta tio n	<i>If Applicable</i>  The school states that it plans to offer transportation to its students. The school provides a <b>clear description</b> of how student transportation needs will be met that is supported by the proposed budget.	<i>If Applicable</i>  The school states that it plans to offer transportation to its students. The school provides an <b>adequate description</b> of how student transportation needs will be met that appears to be supported by the budget.	<i>If Applicable</i>  The school states that it plans to offer transportation to its students. Only a <b>limited description</b> of how student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget.	<i>If Applicable</i>  The school states that it plans to offer transportation to its students. The school provides an <b>inadequate or incomplete</b> description of how student transportation needs will be met.  --OR-- The school <b>does not state</b> whether or not it plans to offer transportation to its students.
Com men ts:				

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

*Food Services*

*The school plans to offer lunch to students by hiring a cook with a nutrition and/or dietary certificate or license. The school will provide Free and Reduced Lunch. The school will budget \$54,000 annually for food services. If the school does not find a facility with a cafeteria, it will contract with a food service vendor to provide lunches to students. It will budget \$108,000 annually for this service. This was calculated by estimating the cost of meals at \$ 5 p/ day x 75 students x 20 days p/ mo x 9 months. For a vendor, we estimated \$8 p/ day. We will charge students not getting free or reduced lunch \$3.00 per meal.*

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

**M. Facilities/ School Environment.**

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M.(1), and submit it to the Public Schools Facilities Authority **no later than Friday, April 25<sup>th</sup>, 2014**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at: [http://www.nmpsfa.org/pdf/MasterPlan/Applicant\\_Charter\\_School\\_EdSpec\\_FMP\\_Review\\_Checklist\\_3\\_8\\_2012.pdf](http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf).

M.(1) Describe in detail the charter school’s projected facility needs and the desired school environment. **Complete, submit, and attach as Appendix I**, the Facilities Master Plan Ed / Spec Checklist to the Public Schools Facilities Authority (PSFA) for review and approval, and attach the **approved form** as Appendix “J.”

*Projected Facility Needs-*

*The school’s projected facility needs must accommodate 3 grade levels (7th, 8th and 9th) for the first year, with a new grade level added each subsequent year. Therefore, we will need 4 classrooms the first year, the extra classroom being for other resources, plus 800 square feet of space for administrative staff*

*(head of school, finance officer, administrative assistant). In year one, the facilities must be capable of carrying 60 students, 9 staff, and a lunch area, in addition to adequate bathroom facilities.*

*The school's desired educational environment is one cultivated with Pueblo culture and language through a culturally responsive curriculum that allows students to excel academically while strengthening the students' sense of identity. The facility desired will accommodate large gatherings and small groups in order to support the community model.*

*The school's submission of a Facilities Master Plan Ed/Spec Checklist to PSFA was approved. The Approved form is attached as Appendix J.*

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M ( 1) Pr oj e ct e d F a c i l i t y N e e d s	The school has clearly and comprehensively described its projected facility needs and desired school environment. The school <b>completed and submitted</b> the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the <b>approved form</b> as Appendix "J."	The school has described its projected facility needs and desired school environment. The school provides evidence from PSFA that it has <b>completed and submitted</b> the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the <b>review process has not been completed, the plan has received PSFA's tentative approval.</b>	The school has provided a limited description of its projected facility needs and desired school environment. The school has <b>completed and submitted</b> the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the <b>review and approval process has not been completed.</b>	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has <b>not yet submitted it to PSFA for review and approval.</b>  --OR-- The school <b>does not address</b> the Facilities Master Plan Ed / Spec checklist, i.e. has not attached the completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J.
Co mm e n t s :				

**M.(2) Provide evidence that you have researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic location. Include evidence of a clear plan to prepare the facility/property in time for the school's opening.**

*Facility Plan*

*The steering committee has identified five potential sites for the school. All sites, except the fifth site, are within the geographical boundaries of the Isleta Indian Reservation.*

*The first potential site is the old Isleta Elementary School building. This is the most feasible site because it is near the Elderly Center and the Isleta Recreation Center, which the school will use for some of its school and community activities. The second potential site is the current Elderly Center which will be vacated in early 2015. The third potential site is the old Isleta Head Start building which is currently vacant. The fourth potential site is the current Isleta Pueblo Housing Authority Office which the Housing Authority plans to vacate sometimes in the next 24 months. The fifth potential site is a building located six miles north of the Isleta Pueblo that the Pueblo is looking at purchasing. The steering committee has approached the Isleta Tribal Council to discuss the s potential sites. Upon approval of the application, the Steering Committee will discuss finalizing one of the sites with the Tribal Council. The site determined to be most feasible will be assessed for the school facilities.*

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

M.(3) Provide a **description** of the school's potential capital outlay needs, including projected requests for capital outlay assistance that are reasonable and sufficient to support the school program. Recognizing that facility needs may change in the future, provide a **reasonable projection** for facility maintenance, repair, and equipment needs.

*Projected Facility Cost*

*The school's potential capital outlay needs will be projected once an optimum site is selected and a site assessment has occurred. Projected expenses for years 1 and 2 are included in the budget. The projected expenses provide for improvements, maintenance, repair and equipment needs. These projections are adequate to support the school program.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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<p>M ( 3) P r o j e c t e d F a c i l i t y C o s t s</p>	<p>The school provided a <b>thorough description</b> of the school’s potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided a <b>reasonable projection</b> for facility maintenance, repair, and equipment needs.</p>	<p>The school provided a <b>description</b> of the school’s potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided <b>adequate estimates</b> for facility maintenance, repair, and equipment needs.</p>	<p>The school provided a <b>limited description</b> of the school’s potential capital outlay needs, including potential requests for capital outlay assistance that are sufficient to support the school program.</p>	<p>The school provides only an <b>incomplete or inadequate</b> description of the potential capital outlay needs. --OR-- The application <b>does not address</b> the school’s capital outlay needs and potential costs.</p>
<p>Co m m e n t s :</p>				

## Finance

### A. Budgets.

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

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

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

A.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the school's mission, educational program, staffing, and facility. The budget narrative demonstrates the school's thorough understanding of the budget and of budgeting.

A. (3) Budget Narrative.

*The 5-year budget makes the following assumptions:*

*A. Expected Revenues. Sh'eh Wheef Shu-noon (SWS) expects to receive \$662,737 from the State of New Mexico and \$590,000 from the Pueblo of Isleta (POI) and private contributions and donations in year 1, for a total of \$1,252,737 in revenue for year one. The State resources are expected to increase annually by 1.26%. The POI and private contributions are expected to increase annually by 1.01%, increasing each subsequent year's revenue by these amounts.*

*B. Estimated Expenses*

- 1. With respect to teacher staffing, the budget assumes a staff of eight at a cost of \$325,000 in year one. We expect to hire 4 General Education teachers, one for each required subject of Math, Science, English and Social Studies, at a salary of \$45,000. Additionally, we will hire a Special Education teacher at \$35,000, a Health teacher at \$40,000, a Cultural Arts/Electives teacher at \$40,000 and 2 indigenous language teachers at \$30,000 each. These amounts are expected to increase annually by 2% for cost of living adjustments and annual level increases.*

2. *With respect to administrative employees and other staffing, the budget assumes five administrative staff made up of a Head of School, a finance officer (listed as "Business Administration" in the budget), an administrative assistant, a Special Education Coordinator and a Community Based Education Coordinator. We estimated the salary of the Head of School at \$75,000, the finance officer at \$46,000, the administrative assistant at \$29,000, the Special Education Coordinator at \$50,000 and a Community Based Education Coordinator at \$35,000. In year one, the Finance Officer and the Special Education Coordinator will be hired for half the school year; therefore, they will be paid one-half the salary in year one. For year one, we budgeted \$187,000 for administrative employees. These amounts are expected to increase annually by 2% for cost of living adjustments and annual level increases. An additional increase will be realized in year two when both the Finance Officer and Special Education Coordinator will work  $\frac{3}{4}$  time. In year three, both positions will be funded for the entire year.*
3. *For professional development we estimated \$12,750 for the governing body and teaching staff to attend training. The training for the governing body will be on charter school requirements, Open Meeting Act requirements and other requirements that will allow the governing body to function effectively. The training for staff will be related to licensure and certificate requirements.*
4. *With respect to facilities, the school plans to lease facilities from the Pueblo of Isleta at an annual cost of \$12,000, with an anticipated 10 % increase annually. Costs for maintenance and repair of the facilities, the cost of utilities, and property insurance are included within the leasing costs of the facilities. We expect this cost to be zero as a result of our planned partnership with the Pueblo of Isleta; however, for now we have budgeted \$12,000 for year 1.*
5. *With respect to equipment, the budget assumes classroom and administrative equipment needs of \$170,500 for year one, plus \$12,500 for 5 administrative desks, chairs, and computer systems. The classroom equipment line item will increase in year 2 from \$170,500.00 in year one to \$186,500 in year two as a result of the purchase of 100 student computer systems and 75 student desks in year two.*
6. *With respect to office supplies for administrative use and teacher/classroom supplies, we estimated for year one an amount of \$6,000. We will purchase copy paper, toners, pens, pencils, staplers, staples, paper clips, post its, and other necessary sundries plus teacher/classroom supplies with this amount.*
7. *With respect to food services, we estimated \$54,000 for a food service contract. This was based on \$5 per student per day at 180 school days.*
8. *With respect to contract services, we estimated \$8,000 for an annual audit and \$3,000 of general liability and workmen's compensation insurance.*

	Ranking			
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	Satisfied	Not Satisfied		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1) 91 OB 5 W o r k s h e e t	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet <b>clearly demonstrates understanding of and capacity to implement</b> New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The <b>worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement</b> New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet <b>contains some errors that may raise questions about understanding of and capacity to implement</b> New Mexico public school funding.	The school provides an <b>incomplete or inadequate</b> 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each of the 5-year budget plan.  --OR-- The application <b>does not include</b> a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
A(2) 5- Ye a r B u d g e t P l a n	The school provides a five-year budget that <b>clearly supports</b> the school's mission and aligns with the school's five-year growth plan, including staffing, facilities, educational program, and services. The draft budget <b>clearly demonstrates</b> the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that <b>appears to support</b> the school's mission and the school's five-year growth plan, including staffing, facilities, educational program and services. The draft budget <b>adequately demonstrates</b> the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that <b>generally supports</b> the school's five-year growth plan. However, the draft budget <b>may raise some questions</b> about the financial capacity or the long-term sustainability of the school.	The school provides an <b>inadequate or incomplete</b> five-year budget.  --OR-- The application does not include a 5-year budget.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

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

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

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

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

*Strategies for Budget Control*

- a. Each annual budget will include a reserve of 10% of the budgeted amount. Unanticipated needs will be paid from this reserve. Additionally, each quarter the Head of School and a finance committee of the governing board and two parents will meet to discuss the budget and ensure expenditures are within budgetary allocations.
- b. Each annual budget will anticipate 10% of students in each grade to fall under a special education need.
- c. The school budget will be reviewed within two weeks of the beginning of school to determine if the budget requires modification. If the budget includes funding for more students than are actually enrolled, the budget will be adjusted to put the extra funds in the reserve.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(4) Strategies for Budget Control	The school provides a <b>clear and meaningful</b> description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide <b>clear evidence</b> that the adjustments are viable and realistic. The suggested budget control strategies demonstrate <b>capacity</b> to manage the budget successfully.	The school provides a <b>description</b> of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide <b>some</b> evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a <b>general capacity</b> to manage the budget successfully.	The school provides a <b>limited</b> description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are <b>too general</b> to determine if they are viable or realistic.	The school provides an <b>inadequate or incomplete</b> description of budget adjustments. --OR-- The application <b>does not address</b> strategies for budgeting control.
Comments:				

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

*All salaries will comply with NM State requirements, see attached Appendix L.*

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

**B. Financial Policies, Oversight, Compliance, and Sustainability**

B.(1) Provide a **clear, comprehensive, and cohesive** set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls **demonstrate capacity** to appropriately manage public funds.

*Financial Policies*

*A draft of the school’s financial management policies and internal controls are attached as Exhibit F. The Policies provide comprehensive policies for accounting of revenues and expenditures with the necessary checks and balances to ensure protection of the school’s funds and to provide for accounting of the funds in accordance with standard cost principles applicable to public schools and public funding. Additionally, a draft of the school’s Procurement and Inventory Policy is attached as Exhibit G. The Policy provides for competitive bidding for school purchases to protect the school’s finances. The Inventory Section of the Policy requires an inventory of all the school’s assets, and requiring disposition based on value of the property and an accurate inventory of all property purchased or acquired and disposed.*

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

<p>B ( 1 ) ( 2 ) F i n a n c i a l  P o l i c i e s  a n d  I n t e r n a l  C o n t r o l s</p>	<p>The school provides a <b>clear, comprehensive, and cohesive</b> set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls <b>demonstrate capacity</b> to appropriately manage public funds.</p>	<p>The school provides a set of <b>clear</b> financial policies and internal controls that comply with requirements and financial best practices. The policies and controls <b>appear to demonstrate capacity</b> to appropriately manage public funds.</p>	<p>The school provides a <b>limited description</b> of financial policies and internal controls that comply with requirements. The policies and controls suggest <b>some capacity</b> to manage public funds.</p>	<p>The school provides <b>incomplete or inadequate</b> financial policies and internal controls.  --OR-- The application <b>does not address</b> financial policies and internal controls.</p>
<p>Co m m e n t s:</p>				

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B.(2) Provide a description of the internal control procedures your school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to your school’s procedures.

*Internal Control*

*The school’s internal control procedures are included within the Financial Management Policies attached as Exhibit F. The procedures provide for the accounting of all revenue and receipts, the accounting for assets, and accounting of all expenditures; including the separation of duties to ensure proper checks and balances. Section VII of the Policies provides for the segregation of duties relating to payroll and other payables and other check disbursement duties. Section III of the Financial Policies provide for the preparation of monthly financial statements and quarterly reports to the governing body.*

	Ranking			
	Satisfied	Not Satisfied		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B · ( 2 ) F i n a n c i a l P o l i c i e s  a n	The school provides a <b>clear, comprehensive, and cohesive</b> description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school’s procedures.	The school provides a <b>clear</b> description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school’s procedures.	The school provides a <b>limited description</b> of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school’s procedures.	The school provides <b>incomplete or inadequate</b> financial policies and internal controls.  --OR-- The application <b>does not address</b> financial policies and internal controls.

d I n t e r n a l  C o n t r o l s				
C o m m e n t s:				

B.(3) Identify the appropriate staff to perform financial tasks, and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions.

*Financial Personnel*

*The school will hire a Finance officer/Business Administrator to perform financial tasks, including payroll and managing employee benefits. A job description of the position is attached as Exhibit \_H.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B · ( 3 )  F i n a n c i a	The school identifies the appropriate staff to perform financial tasks, and the staff positions are <b>completely supported</b> in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are	The school identifies the appropriate staff to perform financial tasks, and the staff positions are <b>adequately supported</b> in the organizational structure/chart and in the budget. The school <b>provides some</b> qualifications and responsibilities for	The school <b>generally</b> identifies the appropriate staff to perform financial tasks.	The school's provides an <b>inadequate or incomplete</b> description of staff necessary and appropriate to perform financial tasks.  --OR-- The application <b>does not address</b> identification of

I P e r s o n n e l	<b>clearly provided.</b>	those positions.		appropriate financial personnel for the school.
C o m m e n t s:				

B.(4) Provide a **clear, comprehensive, and cohesive description**: of how the Governing Body will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and explain how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting.

*Financial Oversight*

*The finance committee of the governing body will each year prepare for an audit. The accountant will be responsible for providing monthly financial statements to the governing body, and closing out the books in preparation for an audit. The Financial Management Policies clearly set forth the legal and fiscal oversight responsibility of the finance committee and the governing body.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B · ( 4 ) F i n a n c i a l	The school provides a <b>clear, comprehensive, and cohesive description</b> : of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the schools overall governance and management. Clearly	The school provides a <b>clear description</b> of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an <b>adequate</b> understanding of the required GB oversight and financial reporting.	The school provides a <b>limited description</b> of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the	The school provides an <b>incomplete or inadequate</b> description of how the GB will provide fiscal oversight and of the state-required audit and finance committees. --OR-- The application <b>does not provide</b> a clear plan for financial oversight.

O v e r s i g h t	stated financial controls demonstrate a <b>sound</b> understanding of the required GB oversight and financial reporting.		context of the school’s overall governance & management. Stated financial controls demonstrate <b>some</b> understanding of the required GB oversight and financial reporting.	
C o m m e n t s:				

B.(5) Provide a **clear, comprehensive, and cohesive description** of long-range goals and strategies that will help build the school’s capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. Please ensure that you consider the sustainability of the school in your description.

*School Sustainability*

*The school (the governing body, employees, and PCO ) will develop a long term strategic plan and review the plan and self-monitoring findings at each annual meeting of the governing body. If capacity is determined lacking in any area, the governing body will set forth a plan for the upcoming year to address the capacity issues, including training requirements of staff and employees. The mission and goals will be reviewed at the annual meeting, along with outcomes. If outcomes fall outside the expected outcomes, the plan will set forth action steps for the upcoming year to address the shortfalls.*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B . ( 5 ) S c h o o l	The school provides a <b>clear, comprehensive, and cohesive description</b> of long-range goals and strategies that will help build the school’s capacity in areas such as governance, finance/budget, facilities, community relationships, student	The school provides a <b>clear description</b> of long-range goals and strategies that will help build the school’s capacity most of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter	The school provides a <b>general description</b> of long-range goals and strategies that will help build the school’s capacity some of the essential areas such as governance, finance/budget, facilities, community relationships, student	The school provided an <b>inadequate or incomplete</b> description of long-range goals and strategies that will help build the school’s capacity and ensure the school’s sustainability. --OR-- The application

S u s t a i n a b i l i t y	enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's <b>thoughtful consideration</b> of school sustainability.	compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's <b>adequate consideration</b> of school sustainability.	enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates that the school has a <b>limited understanding</b> of long-range planning and school sustainability.	<b>provides no information</b> regarding the long-term sustainability of the school.
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## Evidence of Support

### A. Outreach Activities.

A. Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to ensure that all students have an equal opportunity to enroll. Provide clear descriptions of outreach activities demonstrating that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.

*Outreach Activities*

*Students/Parents/Guardians will be solicited through mass email and fliers to families identified in neighboring School Districts. A minimum of two open house events will be scheduled and the school along with its mission will be posted in the local newspapers to include the Valencia County News, Isleta Newsletter and Sandia Pueblo news. The school website will provide information on the mission & goals, application process, application form and contact information. Application process requirements for each year will be announced at least 1 month prior to the lottery draw.*

Ranking					
		Satisfied	Not Satisfied		
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A · O u t r e a c h  A c t i v i t i e s	The school provides <b>clear, comprehensive, and cohesive</b> evidence that it has developed an effective and thoughtful outreach program. There is <b>sound</b> evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. Clear descriptions of outreach activities demonstrate that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.	The school provides <b>clear</b> evidence that it has developed an adequate outreach program. There is <b>adequate</b> evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides <b>general</b> evidence that it has developed an outreach program. There is <b>some</b> evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides <b>inadequate or incomplete</b> evidence that it has developed an outreach program. --OR-- The application <b>does not provide</b> a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach.	
Co m m e n t s :					

**B. Community Support.**

B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate to demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

*Evidence of Support*

*According to the Pueblo of Isleta Census, there are over 5000 residents in the Pueblo. Currently, there are only two schools at the Pueblo, the Pueblo of Isleta Head Start which serves early childhood through pre-school and the Isleta Elementary School which is operated by the Bureau of Indian Education and serves kindergarten through sixth grade. Both of these schools offer education in the Isleta Tiwa language. Thereafter, students must choose to attend schools in either the Albuquerque Public School or the Los Lunas Public School Districts.*

*Each year the Pueblo of Isleta Language Program hosts a summer language program for students between the ages of 5-18. The maximum capacity of the program is 40 students. Each year, the summer program has a long waiting list of students who are unable to benefit from the program because of program constraints. The desire for students to learn their history, language and culture is also evident in the Tiwa language classes offered through APS. This year the language program is serving ninety students ranging in ages 5-18. The program is at capacity and has a waiting list.*

*A Native Language Summit was held on April 29, 2010 in Isleta Pueblo. Attendees included Tribal Leaders, community and non-community members of all ages who expressed a desire for a continuum of language and community-based education. During the language summit, a panel of high school students expressed the need for the integration of culture and language into a classroom setting fearing that without this immediate integration, language and culture would be lost. Most panel members admitted they did not have fluent speakers within their home setting and felt it was necessary for the Tiwa language to be offered in an educational setting.*

*Currently, the Head Start and Elementary school in Isleta bring families together through community based activities. Once students move on from the elementary school to higher grades they become dispersed into schools where the culture and language of Isleta is no longer present within the school setting. The sense of community is lost to those children when they move onto higher grades off tribal lands. These students no longer have the option of attending a community-based school located within the Pueblo of Isleta. Parents, Grandparents, tribal elders, Tribal Leaders and students have expressed a desire for a continuum of language education through adulthood*

*A recent survey was conducted and a total of 63 responses were received.*

<i>Gender</i>	<i>29 female, 34 male</i>
<i>Zip Code of residence</i>	<i>87022 – 24 87031 – 6</i>

	87038 – 1 87068 – 12 87103 – 1 87105 – 24 87120- 1 87121 – 2 Unknown – 1
<i>Schools students currently attend</i>	Albuquerque High 1 Bosque Farms 15 Calvary Academy 1 Holy Ghost 1 Isleta Elementary School 20 Isleta Head Start 5 Los Lunas 17 Manual 1 NACA 1 Other 1 Public/Charter 14 R. G. Christian 1 S.O.D.A. 1 Santa Fe Indian School 1 St Charles 1 St Marys 1 St. Pius 1 Sundance 14 Valencia 1 Volcano Vista 1
<i>Number of responses expressing a need for a school dedicated to the mission of Sh’eh Wheef Shu-need</i>	53
<i>Number of responses that would consider enrolling student in the school</i>	51

*Based on the data: 51 out of 63 respondents polled would be interested in enrolling students in their school, which is 81% of the population polled.*

*In addition 53 out of 63 respondents expressed a need for a school dedicated to the mission of Sh’eh Wheef Shu-need, which is 84%.*

*This small data sample supports the need for Sh’eh Wheef Shu-need.*

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
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B. Evidence of Support	The school provides <b>sufficient measurable, quantifiable and qualitative</b> data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population.	The school provides <b>adequate</b> quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population.	The school provides <b>limited</b> measurable evidence of support for the school among residents in the targeted community or student population.	The school provides <b>inadequate or incomplete</b> evidence of community or student support for the proposed school. --OR-- The application <b>does not provide</b> evidence that there is community and student support for the proposed school.
Comments:				

**C. Community Relationships**

C. Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school’s operations, as described in Section III.J(1) of this application.)  
Letters or other documentation of support are provided.

*Community Relationships*

*Relationships have been developed with the following entities in order to build a strong school community and support system:*

- *Pueblo of Isleta Language program – in order to identify and develop current and new curriculum*
- *Pueblo of Isleta Cultural Program – assistance in identifying curricular topics and exploratory issues*
- *Pueblo of Isleta Social Services – will assist in strengthening the family structure and providing services to student and family populations*
- *Pueblo of Isleta Tribal Council and Tribal Administration – assisting in identifying school facilities and geographical location*
- *Indian Pueblo Cultural Center – will assist in developing and providing culturally relevant curricula aligned with the common core and state standards*
- *American Indian Language Policy Research and Teacher Training Institute – will assist in teacher development and effective instructional strategies*

*See letters of support as Exhibit I*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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<p>C. Community Relations Optional evidence of support.</p>	<p>The school clearly demonstrates that it has developed <b>meaningful, strategic</b> networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the school’s operations, as described in Section III.J(1) of this application.) <b>Robust letters or other documentation</b> of support are provided.</p>	<p>The school demonstrates that it has developed <b>adequate</b> networking relationships or resource agreements with local community agencies, groups, or individuals.  <b>Letters or other documentation</b> of support are provided.</p>	<p>The school provides <b>limited</b> descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals.  Letters or other documentation of <b>support are not provided.</b></p>	<p>The school provides <b>inadequate or incomplete</b> evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals.  --OR-- The application <b>does not address</b> the school’s networking relationships or other agreements with local community agencies, groups, or individuals.</p>
<p>Comments:</p>				

**D. Uniqueness and Innovation.**

E. Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling need for the proposed school’s educational program.

*Uniqueness of Proposed School*

*Our school will have intimate relationships with the sovereign nations, community programs and groups that will allow students to develop a stronger sense of identify and place within a community, local and state governments and globally. As students become active learners within the school and community setting they will also become active contributors. As students strengthen their knowledge base in the core subject areas and gain additional knowledge of language and pueblo culture, they in turn will strengthen and become active leaders and participants in the community.*

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
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<p>D · U n i q u e n e s s o f P r o p o s e d  S c h o o l</p>	<p>The school provides <b>clear evidence</b> of the <b>uniqueness, innovation</b> and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program.</p>	<p>The school provides <b>adequate evidence</b> of the <b>significant</b> contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school’s educational program.</p>	<p>The school provides <b>unclear or general</b> descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is <b>limited or weak</b>.</p>	<p>The school provides <b>inadequate or incomplete</b> evidence of the uniqueness, innovation, or significant contribution of its educational program to public education. --OR-- The application <b>does not address</b> the uniqueness or innovation of the proposed school’s educational program.</p>
<p>Co m m e n t s : :</p>				

**E. Letters of Support.**

E. **Optional.** Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

*Letters of Support*

OFFICE OF THE GOVERNOR

505 869-3111  
FAX: 505 869-7596**PUEBLO OF ISLETA**  
P. O. BOX 1270, ISLETA, NM 87022

June 19, 2014

Charlene Lucero, member  
Steering Committee  
Sh'eh Wheef Shu-neen  
1742 State road 314  
Albuquerque, NM 87105

Reference: Charter School

Dear Ms. Lucero:

As Governor of the Pueblo of Isleta, I am writing to express support of the proposed New Mexico State Charter School, Sh'eh Wheef Shu-neen to be located within the Pueblo of Isleta.

The school will serve students 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> grade during the first year with a cap of twenty students per grade level and seeks to add a grade incrementally each new year. The school will provide a rigorous curriculum while integrating Pueblo culture and the Tiwa Language. Currently, students within the Pueblo of Isleta do not have the option of attending a school that serves this purpose. Vital to the Pueblo, the school seeks to reinforce the cultural values and language which are deeply coveted by the people of the Isleta community.

The need for language retention and revitalization with multiple generations has been evident as witnessed and discussed by tribal leaders, community members and at the Native Language Summit held in the Pueblo April 29, 2010.

The Pueblo of Isleta supports the establishment and implementation of this school and the school's goals to develop an educational environment that is both culturally responsive and committed to educational excellence. Cultivating culture and language into the learning process will help strengthen student identity, empower students to succeed academically and create a stronger community.

Sincerely,

THE PUEBLO OF ISLETA

E. Paul Torres, Sr.  
Governor



## Appendices and Attachments

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
A	*Course Scope and Sequence	
B	Governing Documents	X
C	*Head Administrator job description	X
D	*Job Descriptions (of licensed and certified staff)	X
E	Governing Body Personnel Policies	X
F	*Student Discipline Policy	X
G	*Conflict of Interest Policy/Disclosure Statement	X
H	Proposed contract or agreement with partner or contractor (Required if you have one)	
I	*PSFA-approved projected facility plan documentation	X
J	*910B5 SEG Computation Revenue Estimate	X
K	*5-year budget plan	X
L	*Proposed salary schedule for licensed staff	X
Waivers	Other Waivers	
Founders	Names and descriptions of qualifications/experience	

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
App endi ces	The school provides all of the required appendices.		The school provides most of the significant appendices	The school does not provide the most significant appendices. --OR-- The application does not include all of the required appendices.