



New Mexico Public Education Commission

2014 New Charter School Application Kit
Part C. Application & Rubric



School Information:

Name of Proposed Charter School: *The GREAT Jr. Academy*
School Address (if known): *6001-A San Mateo Blvd NE*
School Location (City/Town): *Albuquerque*
School District within which your school will be located: *APS*
Grades to be served: *6th- 8th*
Projected Enrollment Cap: *120*

Contact Information:

Primary Contact Person: *Jasper Matthews*
Address: *8201 Golf Course Rd. NW Suite 216*
City: *Albuquerque* State: *NM* Zip: *87120*
Daytime Tel: *505-792-0306* Fax: *505-792-0225*
Alternate Tel: *505-980-8545* E-Mail: *jmatthews@thegreatacademy.org*

Secondary Contact Person: *Keisha Matthews*
Address: *8201 Golf Course Rd. NW Suite 216*
City: *Albuquerque* State: *NM* Zip: *87120*
Daytime Tel: *505-792-0306* Fax: *505-792-0225*
Alternate Tel: *505-385-5321* E-Mail: *kmatthews@thegreatacademy.org*

Founder (if different from above): _____
Address: _____
City: _____ State: _____ Zip: _____
Daytime Tel: _____ Fax: _____
Alternate Tel: _____ E-Mail: _____

Founder (if different from above): _____
Address: _____
City: _____ State: _____ Zip: _____
Daytime Tel: _____ Fax: _____
Alternate Tel: _____ E-Mail: _____

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

Please note: The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased if your answers receive 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	30	6	15:1
Year 2	60	6 & 7	15:1
Year 3	90	6 - 8	15:1
Year 4	120	6 - 8	15:1
Year 5	120	6 - 8	15:1
At Capacity (Enrollment Cap)	120	6 - 8	15:1

	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.

The GREAT Jr. Academy's (TGJA) mission is to ensure that students in grades 6-8 gain Real-world Experience through Active Transition. This will be accomplished using the five components of our instructional program: 1) Academic rigor through virtual learning 2) Academic Improvement Plans for all students 3) Character/Leadership Education 4) Service Learning and 5) STEM education. These provide

an innovative and unique combination of teacher-supported on-line learning, a clear path to achievement for each student, personal development, community involvement and preparation for success in a modern, high-tech environment. The GREAT Jr. Academy exists not only to improve education for area students, but to equip students with the necessary reading, writing, mathematical, scientific, problem solving and executive functioning skills to be successful in middle school, high school and beyond. TGJA is committed to providing students with an education that is relevant and meaningful to their journey of achieving success.

The concept of middle school was created as a means of transitioning students from elementary school to high school. The idea of "active transition" is a more purposeful way to change from one stage in life to another through the support of the proposed academic program.

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

(3) include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.”

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

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

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

- Specific. A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- Measurable. A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- 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 1 related to School’s Mission:

TGJA students that attend a full academic year and that participate in all three administrations of the benchmark assessments will demonstrate at least a 10% yearly growth in and reading.

-Exceeds Standard

o TGJA students demonstrating more than 10% Yearly growth in reading.

-Meets Standard

o TGJA students demonstrating at least 10% yearly growth in reading.

-Does not meet Standard

o TGJA students demonstrating a 5%-9% yearly growth in reading.

-Falls Far Below Standard

o TGJA students demonstrating a 0%-4% yearly growth in reading.

Goal/Indicator 2 related to School’s Mission:

TGJA students that attend a full academic year and that participate in all three administrations of the benchmark/short cycle assessments will demonstrate at least a 10% yearly growth in and math.

-Exceeds Standard

- o TGJA students demonstrating more than 10% average yearly growth in math.*

-Meets Standard

- o TGJA students demonstrating at least 10% average yearly growth in math.*

-Does not meet Standard

- o TGJA students demonstrating a 5%-9% average yearly growth in math.*

-Falls Far Below Standard

- o TGJA students demonstrating a 0%-4% average yearly growth in math.*

Goal/Indicator 3 related to School's Mission:

TGJA 8th graders that have attended the school from 6th to 8th grade will earn at least one high school credit.

-Exceeds Standard

- o 81% or more 8th grade students earning at least one high school credit*

-Meets Standard

- o 70% to 80% of 8th grade students earning at least one high school credit.*

-Does Not Meet Standard

- o 60% to 69% of 8th grade students earning at least one high school credit.*

-Falls Far Below Standard

- o 59% and under of 8th grade students earning at least one high school credit.*

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet- 1
C.(1) Goal(s) Related to the School's Mission	The applicant includes all key elements 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 most of the key elements 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 some or a limited amount of the key elements 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 inadequate or incomplete. --OR-- The applicant does not state 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 1:

TGJA feels that the middle school to high school transition is paramount to student success. Research done by The National High School Center (betterhighschools.org) supports this. High school success also depends heavily on students being proficient in reading. Being able to comprehend, apply, analyze, evaluate and create is essential to all content areas. This goal allows for TGJA regularly to identify the students that need interventions in the area of reading through the use of benchmark/short cycle assessments. This goal also allows for TGJA instructional staff to determine the effectiveness of the educational program illustrated by student acquisition of skills, the ability to apply those skills, and the retention of the skills. TGJA staff is then able to use this data to individualize focused intervention courses for those that need it.

Students are expected to come from all over the Albuquerque area and possibly as far as Rio Rancho and Los Lunas. Because we cannot predict the entering academic achievement levels of students who will enroll, we have set low initial growth percentage goals. TGJA would like to have the flexibility to increase the growth percentage on an annual basis if needed to maintain a high expectation of academic achievement and to insure that the annual goal is supported by additional data from the state-approved short cycle assessment.

Rationale for Goal/Indicator 2:

TGJA feels that the middle school to high school transition is paramount to student success. Research done by The National High School Center (betterhighschools.org) supports this as fact. High school success also depends heavily on students being proficient in math. This goal allows for TGJA regularly to identify the students that need interventions in math through the use of benchmark/short cycle assessments. This goal also allows for TGJA instructional staff to determine the effectiveness of the educational program illustrated by student acquisition of skills, the ability to apply those skills, and the retention of the skills. TGJA staff is then able to use this data to individualize focused intervention courses for those that need it.

Students attending TGJA will come from all over the Albuquerque area and possibly as far as Rio Rancho and Los Lunas. Because we cannot predict the entering academic achievement levels of students who will enroll, we have set low initial growth percentage goals. TGJA would like to have the flexibility to increase the growth percentage on an annual basis if needed to maintain a high expectation of academic achievement and to insure that the annual goal is supported by additional data from the state-approved short cycle assessment.

Rationale for Goal/Indicator 3:

The emphasis of this goal is not only middle school success, but 9th grade success. Students that are not prepared in middle school are more likely to experience failure in their first year of high school. Cohen and Smerdon (2009) explain that, "struggling students exhibit high absentee rates, several course failures, and difficulty in accumulating enough credits to advance past ninth grade" (p. 177). Students that do not receive a proper transition into high school are more likely to drop out of high school. TGJA understands that it is necessary not to only give middle school students the appropriate support to be

successful in middle school, but also that middle school students need a proper transition to be successful in high school. Early intervention on the academic issues that the middle school to high school transition brings is a necessity. Tracking this goal assists with providing intervention and remediation to students that need it prior to reaching 9th grade. This ensures that they will be more likely to be successful in high school. It also gives the proper support with grade-level content.

TGJA understands that with adolescents comes a drop in self-esteem and an increase need for independence. This level of support meets both needs. If a student needs intervention to be successful, that support increases self-esteem and feelings of independence. Likewise, if a student is able to adequately perform in high school level courses, they get a boost both their self-esteem and independence.

TGJA plans to offer a variety of high school courses to all 8th grade students. These courses are meant to provide students with the opportunity to experience the rigor and academic expectations of high school level courses.

	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 clear, comprehensive, cohesive, and reasonable rationale , for their goal/indicators as related to their mission. The school provides a detailed plan , and specific methods of assessment to be used annually for the indicators/goals listed above.	The school provides a clear and reasonable rationale for their goal/indicators as related to their mission. The school provides a plan , and methods of assessment for the indicators/goals listed above.	The school provides a general rationale for its indicators/goals as related to their mission. The school provides a limited plan , and may or may not offer general methods of assessment for the indicators/goals listed above.	The school provides an inadequate or incomplete rationale for indicators/goals as related to their mission. --OR-- The application does not provide 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

The GREAT Jr. Academy will offer students a high tech classroom setting through Edgenuity, formerly known as Education2020 (E2020), which is the same curriculum used at The GREAT Academy for the last 3 years. This curriculum engages students with relevant, on-demand information and multi-media instruction that they can relate to. The system provides a computer-based interface that involves the student in the learning process through animations, simulations, interactive presentations, Internet sites, videos, and a wealth of materials that support the lesson presented in a video lecture format. All homework, journals, labs and other activities reinforce student understanding with comprehension measured through formative and summative assessments delivered for each course segment. The scope and sequence for each course is aligned to the Common Core Standards and/or the New Mexico Content Standards, Benchmarks and Performance Standards. Students are able to guide their own learning with a variety of student-centered options such as repeating instructions, text, and activities as necessary to gain mastery, periodic reviews as well as practice opportunities, pre-/post-assessments at the lesson level. The Edgenuity curriculum is accessible to students twenty-four hours a day, seven days a week from anywhere with an internet connection. This level of access allows advanced students to take on extra course work, while at the same time providing those who struggle with the additional access and accommodations that are needed. Students are required to complete a rigorous scope and sequence and academic skill mastery in each subject. Each student is measured for skill development and content understanding in each academic area. Student progression through the courses is self-directed. Mastery and demonstration of concept understanding and mastery is verified by end of course assessments. Course completion is not predicated on seat time.

Throughout the curriculum, students will develop and use critical thinking skills (e.g., problem solving, analyzing and applying knowledge) and the ability to effectively use technology. Students will demonstrate grade-level mastery as defined by the Common Core Standards in the areas of reading, writing and math and by the New Mexico Content Standards and Benchmarks in the areas of Science and Social Studies.

At The GREAT Jr. Academy, the emphasis is on content mastery as opposed to seat time. The students, parents and teachers will work together to create an Academic Improvement (or Enrichment) Plan for each student.

In addition to virtual learning, TGJA will use a curriculum that purposefully teaches executive functioning skills. Executive Functions are cognitive processes that allow people to plan, organize, make decisions, pay attention and regulate behavior. These skills are used to solve problems and evaluate the decisions we make. Executive function skills are essential for students to succeed in school and to be fully functional adults later in life. TGJA believes that, rather than expecting students to pick up these skills as they matriculate through school, it is necessary to give students the skills they need to be successful. Middle school is an excellent time to provide this training towards habitual practices. Students will then be able to use these skills as high schoolers. Often times, students that do not have good executive functioning skills are seen as under-achievers, lazy, or purposely not working up to their potential. These are the types of students that are at greater risk for dropping out of high school. TGJA plans to mitigate this problem using the Executive Function training curriculum that was researched and developed by Rush Neurobehavioral Center (a subsidiary of Rush University Medical Center).

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

D.(1) Academic Program & Curriculum	<p>The description provided has the potential to raise the achievement of the intended student population. What is provided is research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly aligns with CCSS, NM Content Standards, and the school’s mission.</p> <p style="text-align: center;">--OR--</p> <p>If not fully developed, the applicant has provided and described a clear, comprehensive, and reasonable timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission.</p>	<p>The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the school’s mission.</p> <p style="text-align: center;">--OR--</p> <p>If not fully developed, the applicant has provided a clear timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission.</p>	<p>The description provided is limited and does not support or partially supports CCSS, NM Content Standards, and the school’s mission.</p> <p style="text-align: center;">--OR--</p> <p>If not fully developed, the applicant has provided a limited timeline and plan for its development, including limited identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school’s mission.</p>	<p>The description OR the timeline iprovided is incomplete or inadequate.</p> <p style="text-align: center;">--OR--</p> <p>The application does not respond to this prompt.</p>
Comments:				

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

Edgenuity and Data

The Edgenuity online curriculum is comprised of courses that are designed to meet both state and Common Core standards. Edgenuity's learning management system allows TGJA teachers to monitor student engagement, progress and achievement. The reporting system gives teachers the ability to measure and monitor all student achievement data in real time. This information can be used to differentiate instruction, address misconceptions or misunderstandings and to answer questions one-on-one or in small groups. Student progression is based on mastery. As students move through courses,

formative and summative assessments test for mastery and provide immediate, actionable feedback for students and teachers. The data that teachers get from student work on a daily basis gives him/her the information that is necessary to make a variety of individualized instructional decisions.

Benchmark Assessment Data

The Discovery Education Benchmark Assessment (or such a state approved short cycle assessment) will be taken by all students three times per year. The results from this assessment will give teachers very detailed information about academic strengths and challenges of each student. The score reports will be used to determine targeted interventions for each student. A combination of the core curriculum and intervention periods gives the student the opportunity to strengthen their skills not only so he/she is able to score better on the next benchmark test or the state test, but so that the student is experiencing success with the courses that are encountered on a daily basis.

The Use of Data in PLCs/AIPs

The data from student core courses, benchmark tests, attendance and other necessary data is used to write goals for the Academic Improvement Plan for each student. The team is comprised of: the student, the teacher/case manager, parent and other school staff such as the counselor. This team reviews the data and creates the academic goals for the student. The teacher/case manager progress monitors the student using the SATELLITES case management system. At TGJA, students are seen as partners in their own education. Having them review data and set goals is one way to promote this partnership.

The TGJA staff will consistently use three action steps to make academic decisions for each student: collect and prepare a variety of data; interpret the data and develop hypotheses about how to use the data to improve student learning; and modify the instruction to test the hypotheses. Since the students are progress monitored on a weekly basis, the teacher/case manager has the ability to watch closely to determine whether or not a particular intervention is being effective. Documentation of all interventions, contact and all data is kept as a part of the SATELLITES case management system.

Student Use of Data

TGJA instructional staff will follow four action steps in relation to having the students take part in reviewing their own data: 1) progress monitoring, 2) sharing/explaining the data, 3) goal setting with the student, and 4) student graphs progress towards goals. It is important that learning objectives are clear to students so they understand what they need to show competency. Once students have the opportunity to perform a learning task, Edgenuity and the teacher/case manager provides feedback that is timely, constructive and clear. Rubrics, guides and model work also helps students to understand what is expected of them and helps them to take responsibility for their work. The student being a part of the analysis of his/her own work helps the learning process to come full circle. The idea is not for students to progress mindlessly through the curriculum, but to engage in authentic learning that allows the student to display and show transference of the learning from one task to the next.

Success of Blended Learning models

Recent studies at the University of Tennessee and Stanford give us evidence that a blended learning strategy actually improves learning outcomes by providing a better match between how a learner wants to learn and the learning program that is offered. TGJA uses an online curriculum in conjunction with certified teachers that provide support and an additional mode of delivery of instruction. Stanford research strongly suggests that linking self-paced material to live eLearning delivery could have a profound effect on overall usage and completion rates – enabling organizations to radically increase the return on their existing investments in self-paced content (Singh & Reed, 2001).

Success of Professional Learning Communities (PLC)

The GREAT Jr. Academy operates as a PLC and will apply progress monitoring as a best practice through the Edgenuity curriculum and the SATELLITES Tier 2 Response to Intervention system. DuFour & DuFour (2006) indicate that PLCs are “the most powerful strategy in helping all students to learn at high levels”. They define a PLC as a group of educators committed to working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students they serve. PLCs operate under the assumption that the key to improved learning for students is continuous, job-embedded learning for educators” (p. 3).

The following is a breakdown of the definition that explains how TGJA fits into the definition of a PLC.

- “Ongoing collective inquiry” – TGJA uses the administrative monitoring function of Edgenuity to collect data on performance and academic behaviors/practices to monitor students and provide classroom interventions as necessary. Students displaying a more intense need for monitoring due to slow progression or other red flags enter the Student Assistance Team process where an even more involved level of monitoring is applied. Students with IEPs have the same type of monitoring through the SEAMS system with the additional focus of compliance with federal guidelines and emphasis on a deeper level of support and attention to IEP goals.

- “Action research” – as the data is monitored and interventions are applied, action research becomes relevant because teachers as a team have to monitor the student’s progress to determine whether or not the intervention is having a positive effect. In the event that it is, the intervention is continued. If it is not, it is modified or changed altogether.

Success of Tier 2 RTI models

The SATELLITES RTI program is a Tier 2 Response to Intervention system. This system uses scientifically based instruction for all students through the Edgenuity program, keeps track of student progress using valid and reliable measures, uses data to identify students who do not meet well-developed standards and benchmarks, and then provides those students with specially designed, evidence-based, and intensive/focused intervention.

Edgenuity as a Successful Curriculum

Edgenuity is flexible and provides students with varying abilities to access a rigorous curriculum that addresses both the state standards and the Common Core standards. A case study done on the Vail School District (found at <http://ccdn.edgenuity.com/wp/common/pdf/Curriculum-Research/Case-Studies/Edgenuity-Vail-Case-Study.pdf>) as they were making an attempt to increase academic achievement and student engagement with students in grades 6-8 and 6-12. The district was also looking for an online program that would be increasingly rigorous, cost-effective, and flexible enough to meet the needs of all students. The online coordinator of the program noted, “I have seen a significant jump in students completing classes, staying in the program and going on to finish their high school diplomas”. It was also noted that the Edgenuity courses “supported the needs of all students with engaging instruction from a certified, on-screen teacher. It also provided rigorous content, as well as a number of learning scaffolds, such as a translator, graphic organizer, and highlighter.” The data showed that for the 93 students enrolled in this online model during the 2011-2012 school year, 80% of them completed courses. This was a drastic increase from the district’s previous experiences. (See Vail School District Case Study in the Appendix)

The West Aurora School District (WASD) Case study (found at http://ccdn.edgenuity.com/wp/common/pdf/Curriculum-Research/Case-Studies/edgenuity_West-Aurora-IL-case-study.pdf) describes a program to work with three different populations of students, one of which was middle school students who did not pass the reading or math middle school courses. After implementing the Edgenuity online curriculum, the WASD administrators “observed that the Edgenuity courses helped students across the academic spectrum succeed. Detailed course guidelines clearly

outlined the expectations for students, with warm-up activities connecting prior experiences to new content. The explicit instruction helped solidify content knowledge by activating background knowledge and providing repetition and review.” The Director of this pilot program expressed that, in addition to increasing students’ self-confidence, “not every child fits into the traditional school model. But thanks to Edgenuity, students have more confidence than ever before.”

*This type of qualitative feedback speaks to the effectiveness of the Edgenuity program and the best practices that are embedded to bolster student success.
(See Appendices Q)*

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Research/Data	The applicant provides clearly defined research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides some research and data that appears to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The school provided incomplete or inadequate research or data. --OR-- The application does not respond to this prompt.
Comments:				

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 - Appendices A

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(3) Scope and Sequence	The school provides 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.	The school provides a clear and reasonable Scope and Sequence that aligns with the description of the curriculum and instructional program and school mission.	The school provides a limited Scope and Sequence that partially aligns or does not align with the description of the curriculum and instructional program or mission.	The school provided an incomplete and inadequate Scope and Sequence. --OR-- The application does not provide a description of the school’s Scope and Sequence.
Comments:				

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 - N/A

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) (2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only	<p><i>Only applicable for high school proposals</i> High school graduation requirements are clearly articulated and meet state requirements. Any change proposed by the school that vary from state minimum requirement are clearly explained.</p>			<p><i>Only applicable for high school proposals</i> The application does not address graduation requirements.</p>
Comments:				

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.

The GREAT Jr. Academy will provide students with a virtual, student-centered, multi-modal, educational environment that will provide students with self-paced, one-on-one interaction with a comprehensive, interactive curriculum. Edgenuity is a computer-based curriculum that has course offerings that will provide each student with an outcomes oriented, individualized program that is tailored to meet each individual student's needs. The curriculum will engage students with relevant, on-demand information and multi-media instruction with which they can relate. Students will also be able to guide their own learning with a variety of student-centered options such as repeating instructions, text, and activities as necessary to gain mastery, periodic reviews as well as practice opportunities, pre and post assessments at the lesson level. Lectures and other instruction is broken down into more manageable pieces for the students to work through as opposed to great amounts of information at one time. The curriculum requires each student to complete a rigorous scope and sequence in all subjects, exercise strong written and verbal communication skills, build critical thinking skills, utilize high tech tools, implement research skills and demonstrate academic skill mastery in each subject. Student progression through the courses is self-directed. Each student is measured for skill development and content understanding in each academic area in a variety of ways and at different points in the learning process. Mastery and demonstration of concept cognition, as well as content mastery is verified by ongoing assessment.

Although TGJA will be using a virtual curriculum that utilizes highly qualified teachers, the importance of certified teachers and support staff in the classroom is critical to student success. TGJA will use a case-management model, wherein each student's progress is monitored on a weekly schedule in addition to the monitoring that is provided through the teacher portal of the Edgenuity program. This progress monitoring allows teachers to identify students that have difficulty with mastering concepts and allows them to intervene. The teacher is then tasked with identifying whether the student is in need of a review of material to increase understanding, an explanation of the concept from a different angle or point of view and/or just practice with the concept to aid in mastery. The teachers are able to provide the students with small group and one-on-one instruction to support learning in the virtual curriculum.

TGJA will be structured as a Professional Learning Community (PLC) that will practice collective inquiry, collaborative teams with a shared mission of continuous improvement. The case-management system TGJA will use is called SATELLITES. SATELLITES is an acronym for Student Assistance Team's Evaluation of Learning and Linkage to Interventions Towards Educational Success. The system monitors the progress of all regular education students. An important component of the system is parent communication. The case-management system provides parents with a weekly progress report that details: attendance, behavior, and course advancement (grade and course completion percentage). In the event there are behaviors or issues that are impeding student progress, the teacher is able to immediately bring the issue to the attention of the parent and collaborate with the parent to address the concern. This constant communication provides a stronger link between school and home and gives each student the wrap-around support that garners higher achievement. In addition, it provides the parent with a greater level of knowledge as to their student's progress and achievement in school. The parents become more educated about their student's educational journey and this makes them a major partner with TGJA staff in the attainment of both individual student and school goals. Parents know their children better than anyone else, and are invested in helping them make the education and future career plans that will suit them. And despite what one might think in the midst of a heated discussion between

an adolescent/teen and his/her parent, research shows that parents have the greatest influence on their child's career and education choices. TGJA values this influence and believes that the team approach will lead to higher academic achievement amongst its students.

A major component of the instructional strategies is for all students to have an Academic Improvement Plan (AIP), which is also a part of the SATELLITES case-management system. Considering that the system so heavily rests on the student, teacher and parent(s) as a collaborative team, the AIP process lends itself to the creating and monitoring of student goals.

TGJA instructional staff will use the benchmark test results from each administration cycle (three times per year) to determine what focused interventions students need in reading, writing and/or math. The time for this intervention will be built into the students' daily schedule. During this intervention period, the students will work with certified teachers that will create lessons specified to target needed areas of growth. The intention of the targeted intervention period is to help students perform better in their core course work and on standardized tests. This period will also be used to provide students with instruction on critical thinking strategies that will help them be more proficient with the common core standards.

TGJA will employ a hybrid curricular model. Students will get their core curriculum through the Edgenuity virtual classroom, but the large part of their elective courses will be through the more traditional, face-to-face presentation method. This allows students to make meaningful connections with instructors as well as other students. They will be able to take the time management, problem-solving and critical-thinking skills they learn in the virtual curriculum into the classroom where they can continue to practice and sharpen their skills.

In addition to the virtual curriculum, TGJA will have a STEM (Science, Technology, Engineering and Math) focus to the Smart Labs. TGJA believes that STEM education is important because "technology helps us communicate; math is the language; Science and Engineering are the processes for thinking; and all this leads to innovation." (Idaho Department of Education, 10/23/2013) A STEM education offers students the chance to make sense of the world and to take charge of their own learning, rather than isolated bits and pieces of content. Students will be able to take the knowledge they learn in core classes and put it to work in Smart labs. In this environment, there is less of a focus on activities that demonstrate science content and greater attention to those activities that allow students to engage in real world problems and experiences through project-based, experiential learning activities that lead to higher level thinking. Participating in STEM education focused labs will lead students to understand issues, strengthen problem-solving skills, and comprehend processes that lead to innovative solutions. Students will learn by shaping arguments and solving problems by asking questions, experimenting, designing, creating, and gathering compelling supporting evidence.

TGJA students will participate in four different Smart Labs: Audio & Video Production, Health & Education, Business & Entrepreneurship and Science & Engineering. All of the labs are intended to serve as tools for career exploration. Each of the labs addresses career domains to help students familiarize themselves with a variety of career choices. Through participating in these hands-on, project-based classes, the students will be able to start to explore and develop their own talents.

The Science & Engineering lab will highlight concepts of engineering through robotics. In addition, the students will be able to see math in action through a variety of hands-on activities that bring mathematical topics to life. Students will be able to see math in a more practical and tangible sense while learning problem solving skills that will open up the world of math and science to very eager minds.

The Audio & Video Production lab will give students the opportunity to explore activities related, but not limited to: sound production, photography, videography, graphic design, app and game design/development. Students will not only have the opportunity to work on projects in the aforementioned areas, they will have the chance to meet professionals working in this industry on and off

campus. The students will participate in career expeditions related to these areas to gain a real-world perspective of this field of study.

In the Business & Entrepreneurship lab, students will learn the basics of business and marketing. They will have the opportunity to build and "run" their own business to experience the fundamentals of being a business owner first hand. They will collaborate with the Audio & Video lab to create marketing campaigns using graphic design skills and the basics of advertising. The students will have the chance to visit and be visited by those in the industry that can give them first-hand accounts of what it takes to work in these fields.

The Health & Education lab will focus on careers in the field of health and education. Students will learn first aid and CPR basics. The concepts of health, human development and living a healthy lifestyle by making healthy choices will be the focus of this lab. Students will also practice their public speaking and presentation skills in this lab.

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

Virtual Learning

The U.S Department of Education published a study in 2010 entitled "Evaluation of Evidence-Based Practices in Online Learning: A Meta-analysis and Review of Online Learning Studies. One of the study's key findings spoke to the effectiveness of online/virtual learning. The study indicated that "students in online conditions performed modestly better, on average than those learning the same material through traditional face-to-face instruction." The nature of the Edgenuity curriculum is mastery based. This means that students must display an adequate level of mastery of concept to move from one topic to the next. Not only is the student required to show mastery, but the curriculum provides the means to assist students with understanding the material using a variety of tools. The courses are broken up into topics, which are divided into lessons that present the information in manageable 'chunks'. The student works with these 'chunks' from a multi-media, multi-modal approach. Each student has the ability to move through the material at a pace that matches his/her ability to acquire the knowledge. The teachers are there to ensure that the student does not get slowed down by topics that might be better taught in a different manner. The teachers are also able to provide students with a variety of resources to help the students understand the material. TGJA believes that the Edgenuity curriculum will work well with the middle school population. Children today are being born with a minimum of two digital devices in their homes. Children at younger and younger ages are being exposed to media and how to interact in the digital world. Virtual education is education in the manner that children are accustomed to interfacing with the world.

Professional Learning Communities (PLCs)/AIPs for all students/SATELLITES

A study done by the University of Florida suggests that "well-developed PLCs have a positive impact on both teaching practice and student achievement". (A Review of Research on the Impact of Professional Learning Communities on Teaching Practice and Student Learning" Teaching and Teacher Education, v24 n1 p80-91 Jan 2008) The collaboration that the instructional staff will employ to ensure student academic growth is essential to the educational program success at TGJA. The SATELLITES case-management system requires teachers to closely monitor each student's progress and academic performance. The teachers will meet with the students on a weekly basis to review their progress. When an issue arises, the teachers are able to intervene immediately, rather than having to wait for a committee. The intervention's effectiveness is tracked and documented. The parent is an integral part of this method of collaboration. The parent receives a progress report on a weekly basis and parent meetings are held as needed. Parent communication is constant. Initial AIP meetings are held with the parent, student and teaching staff to create goals for the year with input from all players. The weekly meetings monitor the progress towards goals.

Benchmark Testing Three Times per year

It is important to have data from which to gather information to create goals for students. Also, the instructional staff will use this information to monitor academic growth in reading and math. The details from the benchmark testing drive the focused interventions that the students receive throughout the year. The benchmark results help teachers to determine whether or not their interventions are effective. Benchmark testing is imperative to the educational program and work towards student and school performance goals.

Hybrid Curricular Model

The U.S Department of Education published a study in 2010 entitled "Evaluation of Evidence-Based Practices in Online Learning: A Meta-analysis and Review of Online Learning Studies. Another key finding was "instruction combining online and face-to-face elements had a larger advantage relative to purely face-to-face instruction than did purely online instruction." The educational model is totally cross-curricular. None of the courses that will be taught, will be done so in isolation. Instructional staff will work to keep the connections between concepts and topics upfront in student minds through projects, activities and dealings in coursework. The idea that the information being learned will be used for real world application and knowledge.

STEM Education

TGJA's target population of students will likely perform lower in math than in reading, as is the trend. TGJA's STEM focus will be an effective component of the educational program because it will assist in the goal to bring math and science into the real-world for students. They will be able to see the application of strong math/science skills which will foster more interest and will lead to more proficiency in the subject areas. Student confidence levels in interacting with STEM topics are also projected to increase, which will have a positive impact on performance. The more proficient students are at the middle school level with math and the sciences, the more successful they will be in high school. The ultimate idea is to ensure that students have the necessary skills to be successful through the end of their high school career and into post-secondary education.

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 is the theory that teachers are able to teach a widely diverse classroom, getting students to the same final destination by means of different paths. Teachers using differentiated instruction will understand that students have different experiences, skills, and barriers and that the teachers must adapt their teaching to be able to reach each student.

For more than three decades, special education classes have had an influx of culturally and linguistically diverse students (Klinger, Artiles, et.al. 2005) which is believed to be a result of the teachers' lack of education and knowledge on the different cultures' regular behaviors (Villegas & Lucas, 2002). This has led to the creation of an education system where the belief that all culturally and linguistically diverse students utilize their various experiences and cultural differences to better themselves in the classroom. TGJA founders understand that students are diverse and that education needs to be diverse. TGJA founders also recognize that students face different obstacles and believes that the right amount and type of teaching can help them to excel.

Principles of Differentiated Instruction

- 1. The GREAT Jr. Academy teachers will understand that assessment is ongoing and tightly linked to instruction. The teachers will be constantly gathering information on the students progress in order to help plan instruction.*
- 2. The GREAT Jr. Academy teachers will ensure "respectful activities" for all Students that are equally appealing, interesting, and focused on the essential understandings and skills. The teachers and students should see all tasks as worthwhile.*

3. *The GREAT Jr. Academy teachers will ensure that instruction allows for students to work with a variety of peers. Teachers will understand that flexible grouping is essential as well as a hallmark. Students should work with others that have similar interests and well as others who don't.*
4. *The GREAT Jr. Academy teachers will be able to differentiate at least four classroom elements based on student readiness, interest, as well as learning profile:*
 1. *Content - what the student needs to learn as well as how they will acquire the information.*
 2. *Process - activities in which the student engages in order to make sense and master the content.*
 3. *Products - projects and assignments that require the student to demonstrate what he or she has learned during the unit.*
 4. *Learning Environment - the way the classroom looks and feel.*
5. *The GREAT Jr. Academy teachers will understand and recognize that cultural differences result in different beliefs, attitudes, values, and behaviors.*

Seven Building Blocks of Differentiated Instruction

1. *The GREAT Jr. Academy teachers will know as much as possible to provide proper education, such as learning styles, pace, personality, temperament, motivation, personal interests, potential disabilities, health, family circumstances, and language preference.*
2. *The GREAT Jr. Academy teachers will believe that all students can learn and will have to desire as well as the capacity to differentiate curriculum and instruction. The teachers will also understand the diversity that exists in a classroom as well as to think about students developmentally. The teachers will be risk takers, open to change, well-versed in the best practices, comfortable challenging the status quo, and able to withstand staff dissension that may arise.*
3. *The GREAT Jr. Academy curriculum will be interesting to students and relevant to their lives, as well as appropriately challenging, complex, thought provoking, focused on concepts and principles as well as facts, focused on quality not quantity, and stress the depth of learning and not just coverage.*
4. *The GREAT Jr. Academy learning environment will include a balanced student population, appropriate grade and program placement, priority seating based on students needs. It will also have a reasonable class size, practice positive discipline, arrange furniture to promote group work, use flexible grouping, and have adequate teaching supplies.*
5. *The GREAT Jr. Academy will have flexible teaching and learning time resources, including team teaching, block scheduling, tutoring and remediation within the school, before and after-school programs, homework clubs, multiage/looping*

classrooms.

6. *The GREAT Jr. Academy will have flexible grouping, cooperative learning, learning stations and centers, web quests, tiered assignments, individual contract and literature circles.*

7. *The GREAT Jr. Academy assessments, evaluation, and grading systems widely include portfolios, observations, skills checklists, and oral and written reports.*

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

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

The school understands that it has a duty under federal and state law to provide a free and appropriate public education to children with disabilities which disabilities require special education and related services. During its planning year TGJA will consult with appropriately licensed and knowledgeable special education professionals to assure the school adheres to and addresses all federal and state laws and regulations pertaining to special education students.

TGJA will abide by the special education policy set forth in 34 CFR 300.320 through 300.324 relating to students transferring in with an IEP. Students enrolled at The GREAT Jr. Academy and previously identified as qualifying for special education services will receive the special education services outlined in their current IEP, which will be reviewed annually, or sooner if requested by school staff or the parents. The student's eligibility will be reevaluated every three years or sooner if requested.

Individualized Education Program

The GREAT Jr. Academy will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student will be developed by a team including the student, parents, general education and special education teachers, appropriate ancillary staff, and an LEA representative. The IEP will focus on academic, behavioral, and/or social competence and will include therapies necessary to both help the student overcome difficulties in these areas and have as much access to the general education curriculum as possible. The services, as required by IDEA, will be delivered in the least restrictive environment. The IEP will be reviewed annually or sooner if requested by school staff or the parents.

Student Discipline

IDEA 2004 states that school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct, Section 615(k)(1)(A). Therefore, the Administrative Team will

consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability.

Manifestation Determination

Should the school recommend a change in the student's placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student's file, including the IEP, any teacher observation and any relevant information provided by the parents to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability, or if the conduct in question was the direct result of the school's failure to implement the IEP.

Should the manifestation determination conclude that the conduct in question was not caused by the child's disability; the IEP team is charged with determining an interim alternative education setting for the student. Section 615 (k)(2). If it was determined that the student's behavior was related to the disability, the IEP team is to return the student to the placement from which the s/he was removed, unless the parent and the school agree to a change of placement as part of the modification of the Behavioral Intervention Plan. Section 615(k)(l)(F)(iii).

Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)

A Functional Behavioral Assessment is done when a student's behavior interferes with his or her learning or the learning of others. The GREAT Jr. Academy will use the FBA and BIP forms provided by the NM PED Special Education Bureau. If a manifestation determination finding shows that a student's behavior was related to his/her disability, then the IEP team will conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless a FBA was already conducted prior to the behavior in question. [Section 615(k)(l)(iii).] If the school already has developed and implemented a BIP for the student, the IEP team will review the plan and modify it to address the behavior in question.

Least Restrictive Environment

To the maximum extent appropriate, students who qualify for special education services will be educated with their non-disabled peers. Segregation or other removal of students with disabilities from the regular educational environment will occur only when the nature or severity of the disability is such that their needs in general education classes, even with modifications, accommodations, and the use of supplementary aids and services, cannot be satisfactorily met. The IEP Team will determine what services are needed, the level of service and where the service will occur for each student. TGJA will offer a continuum of services as required. The number of special education staff will meet or exceed requirements for caseloads. This includes special education teachers and any ancillary staff needed to implement a student's IEP. Special education staff and service providers will be hired as employees or contracted with privately or through agencies. Special education teachers and ancillary staff will work closely with TGJA general education teachers to provide services and support in the general education classrooms. TGJA special education staff will provide direct support to students who are taking Edgenuity courses as needed. Special education staff may work in the general education classrooms with students and/or work with teachers on curriculum modifications, accommodations, instructional strategies, etc. Services to students will also be provided in smaller group settings when appropriate.

Alternative Assessment

TGJA understands that Alternate Assessment must be developed for students with severe cognitive disabilities and that accommodations must be made as determined by an IEP team. In the event that a student is enrolled at TGJA has disabilities that preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards based performance and progress of the student. Eligible students will take the New Mexico Alternate Assessment.

Teachers can use the results from each year to identify goals, program needs, and student growth. The IEP team will complete the New Mexico Public Education Department Addendum for Determining Eligibility for the New Mexico Alternate Assessment and provide documentation that the student meets participation or eligibility criteria. 34 CFR Sec 300.138(b) (1).

In order to ensure that the school is meeting the needs of the students and staying in compliance with State and Federal laws, The GREAT Jr. Academy will be using the SEAMS (Special Education Accountability & Management System) case management system. This tier 3 case management system was created by the founders. The system is currently being used at The GREAT Academy and has been very beneficial in the management of the needs of students with IEPs. The S.E.A.M.S. case management system is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the student's educational needs. It is characterized by advocacy, communication, and resource management and promotes quality and effective interventions and outcomes. S.E.A.M.S. also provides an organized, structured process for providing accountability and for moving students through the IEP process.

The process is based on five basic principles:

- S.E.A.M.S is a student centered rather than a program centered approach. It starts with the student and uses the program's processes to help each student achieve his or her goals and to keep all students in compliance with the state's mandates and federal laws.*
- Students are capable of taking more control of their education. They are capable of solving problems, making decisions, and setting goals. Students should be actively involved in all phases of the process-assessment, planning, problem solving, and finding resources. S.E.A.M.S seeks to have students as active participants and not as passive ones.*
- The S.E.A.M.S process should be a shared partnership between the student, parents, Case Manager, ancillary and other school staff. PLC (Professional Learning Community) strategies will be used to implement appropriate modifications, accommodations and or interventions. Although each partner brings different skills, experiences and expertise, they share in the responsibility for producing progress.*
- S.E.A.M.S focuses on Prevention and Intervention – the goal of the system is to quickly intervene at the first sign of academic trouble. Through the use of weekly progress reports the Case Manager is provided immediate feedback from classroom teachers. The case manager will immediately coordinate a meeting with the student's treatment team/PLC to develop a plan of action to better support the student.*
- S.E.A.M.S is truly data driven - The system primarily focuses on three pieces of data that have been identified as the primary barriers to academic success: academic, behavior, and attendance. The quarterly monitoring of this data leads to data driven decision making that includes, but is not limited to the implementation of programs, interventions, identification of trends, classroom and/or testing accommodations and modifications, etc.*

This system will simply provide documented assurance that the student's needs are being met according to the student's IEP. This system includes components that will help to make this happen. The components and descriptions are as follows:

- Caseload – The Case Manager is responsible for ensuring the proper implementation of the students' IEP. In addition, the Case Manager will be accountable for the academic success of each student on his/her caseload list.*

- *Student Schedule Matrix* – This matrix contains the students' courses, periods, teachers and room numbers of the students on the caseload so that at any time, the Case Manager can locate his/her students to disseminate information, team teach with the general education teacher, do observations, and/or pull-out services.
- *Case Manager Schedule* – This tool assists the Case Manager in allocating time towards IEP preparation, observations, team teaching, pull-out/small group instruction, staffings, parent/teacher conferences, professional development and trainings.
- *IEP Information Sheets* – This is a one page snap shot of a student that includes: the Case Manager's name, student's name, student photo, phone numbers, person of contact information, eligibility, all ancillary and related service information, student's goals, accommodations and modifications and short cycle assessment data.
- *Transition Linkage* – This one page snap shot includes the students' transitional goals and the activities that the Case Manager is responsible for overseeing.
- *IEP Calendar* – The Case Managers will use this tool to schedule IEPs and monitor the due dates in order to keep all IEPs current.
- *Weekly Progress Report* – This form includes the student name, Case Manager, classroom teacher, subject, ratings for academic information. It also separates the rating of behavioral issues from academic issues so that interventions can be better targeted. There is space for teacher comments and request for a conference if necessary.
- *Service Logs* – This form is used to record anecdotal notes and record keeping for all contact with the student and general education teachers.
- *Documentation of Effort Form (Communication Log)* – This form is used to document contact with anyone on the student's service team, the method of communication and the result of the communication.
- *Student Data* – S.E.A.M.S is a data driven tool. For that reason, we have identified three areas that are barriers to student success. The data section is used to collect data from the four identified areas: attendance, behavior referrals, benchmark data and report card grades. Interventions are then implemented to support the student in the areas of need.

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

In order to ensure that the school is meeting the needs of the students and staying in compliance with State and Federal laws, The GREAT Jr. Academy will be using the SEAMS (Special Education Accountability & Management System) case management system. The S.E.A.M.S. case management system is a collaborative process that assesses, plans, implements, coordinates, monitors, and evaluates the options and services required to meet the student's educational needs. It is characterized by advocacy, communication, and resource management and promotes quality and effective interventions and outcomes. S.E.A.M.S. also provides an organized, structured process for providing accountability and for moving students through the IEP process. The process is based on five basic principles:

- S.E.A.M.S is a student centered rather than a program centered approach. It starts with the student and uses the program's processes to help each student achieve his or her goals and to keep all students in compliance with the state's mandates and federal laws.*
- Students are capable of taking more control of their education. They are capable of solving problems, making decisions, and setting goals. Students should be actively involved in all phases of the process-assessment, planning, problem solving, and finding resources. S.E.A.M.S seeks to have students as active participants and not as passive ones.*
- The S.E.A.M.S process should be a shared partnership between the student, parents, Case Manager, ancillary and other school staff. PLC (Professional Learning Community) strategies will be used to implement appropriate modifications, accommodations and or interventions. Although each partner brings different skills, experiences and expertise, they share in the responsibility for producing progress.*
- S.E.A.M.S focuses on Prevention and Intervention – the goal of the system is to quickly intervene at the first sign of academic trouble. Through the use of weekly progress reports the Case Manager is provided immediate feedback from classroom teachers. The case manager will immediately coordinate a meeting with the student's treatment team/PLC to develop a plan of action to better support the student.*
- S.E.A.M.S is truly data driven - The system primarily focuses on three pieces of data that have been identified as the primary barriers to academic success: academic, behavior, attendance. The quarterly monitoring of this data leads to data driven decision making that includes, but is not limited to the implementation of programs, interventions, identification of trends, classroom and/or testing accommodations and modifications, etc.*

This system will simply provide documented assurance that the student's needs are being met according to the student's IEP. This system includes components that will help to make this happen. The components and descriptions are as follows:

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- *IEP Information Sheets* – This is a one page snap shot of a student that includes: the Case Manager's name, student's name, student photo, phone numbers, person of contact information, eligibility, all ancillary and related service information, student's goals, accommodations and modifications and short cycle assessment data.
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- *IEP Calendar* – The Case Managers will use this tool to schedule IEPs and monitor the due dates in order to keep all IEPs current.
- *Weekly Progress Report* – This form includes the student name, Case Manager, classroom teacher, subject, ratings for academic information. It also separates the rating of behavioral issues from academic issues so that interventions can be better targeted. There is space for teacher comments and request for a conference if necessary.
- *Service Logs* – This form is used to record anecdotal notes and record keeping for all contact with the student and general education teachers.
- *Documentation of Effort Form (Communication Log)* – This form is used to document contact with anyone on the student's service team, the method of communication and the result of the communication.
- *Student Data* – S.E.A.M.S is a data driven tool. For that reason, we have identified three areas that are barriers to student success. The data section is used to collect data from the three identified areas: attendance, behavior referrals and report card grades. Interventions are then implemented to support the student in the areas of need.

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 N/A

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

The GREAT Jr. Academy has budgeted for a part time Special Education teacher for the first few years and as the special education numbers dictate, will increase to the appropriate ratio . Also, the school will share ancillary staffing needs with the The GREAT Academy High school. For example: social work, speech and language, and evaluation specialist. Any other ancillary services will be contracted through CES.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) – (d) Special Education	<p>The school provides a clear, cohesive, and comprehensive 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.</p>	<p>The school provides a clear 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.</p>	<p>The school provides a limited 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.</p>	<p>The school provides an incomplete and/or inadequate 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 does not address Special Education.</p>
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	<p>The school provides 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.</p>	<p>The school provides a clear description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.</p>	<p>The school provides a limited description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.</p>	<p>The school provides an incomplete and/or inadequate 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 does not address the regular evaluation and monitoring of students with special needs.</p>
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	<i>High Schools Only</i>	<i>High Schools Only</i>	<i>High Schools Only</i>	<i>High Schools Only</i>
	<p>The school provides a clear, cohesive and comprehensive plan for graduating students with</p>	<p>The school provides a clear plan for graduating students with special education needs that complies with</p>	<p>The school provides a limited plan for graduating students with special education needs.</p>	<p>The school provides an incomplete and/or inadequate plan for graduating students with special education needs.</p>

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

The GREAT Jr. Academy agrees to provide the full range of accommodations and services necessary for students with disabilities, as described in Section 504 of the Rehabilitation Act and the Americans with Disabilities Act, to participate in and benefit from public education programs and activities.

Eligibility

Section 504 protects all qualified students with disabilities, defined as those persons having a physical or mental impairment which substantially limits one or more major life activities, has a record of such impairment, or is regarded as having such an impairment. (29 U.S.C Sec. 706(8))

Evaluation Process

The components of evaluation assessment for Section 504 are determined by the type of disability suspected, data required to define the impact of the disability in the education environment, and the type of services/accommodations that may be needed. There are no evaluation requirements such as those which exist under IDEA. TGJA will use the 504 Plan documentation and resources available in the Student Assistance Team (SAT) and Three-Tier Model of Student Intervention: A Guidance and Resource

Manual for New Mexico's Response to Intervention (RtI) Framework (Revised Fall, 2009). However, the evaluation will be sufficient to accurately and completely assess the nature and extent of the disability and the impact of the disability on the student's participation in the activity of learning and in school related services. The GREAT Jr. Academy will comply with the laws under IDEA for students holding a 504 Plan and follow all procedures as required for students in the initial stage of receiving possible Special Education services. The GREAT Jr. Academy will provide services through an organization such as Cooperative Educational Services (CES) ancillary staff including licensed personnel employed by The GREAT Jr. Academy. All licensed personnel shall continue to carry out the hours needed to meet their levels of services as indicated in student (IEP).

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

English Language Learners (ELL) fall into three categories: (1) students whose primary home language is other than English, (2) students from heritage language groups needing enrichment and further development of English while maintaining fluency in their heritage language, and (3) any other students needing enrichment and further development of academic English. The GREAT Jr. Academy will use the required procedures to appropriately serve the language needs of ELL students. These procedures include the following:

- 1. Identification of the Primary or Home Language other than English (PHLOTE) by administering the Home Language Survey or Student Language Survey upon enrollment. If students are not succeeding academically, the teacher/counselor may also use a Language Observation Form.*

- 2. Administer the New Mexico WIDA ACCESS Placement Test (W-APT) to those students who have been identified as PHLOTE, within the first 20 days after the student arrives at the school, to determine whether the student is Proficient or Non-Proficient in all language domains.*

3. *Based upon results of the WIDA ACCESS Placement Test (W-APT), placement in an appropriate state-approved Bilingual Education program model that is scientifically research-based. At this time, the parent will be notified about the placement.*
4. *Student Evaluation - assess English-language progress annually until proficiency is attained and monitor for 2 years after exit from the English language program. The students will be monitored through the Student Assistance Team.*

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

TGJA will provide necessary services to students in need of language support. TGJA will employ a teacher and/or teachers with experience and endorsements in TESOL (Teaching English to Speakers of Other Languages). The TGJA Student Assistance Team will serve as the Language Assistance Team. This team may be comprised of, but not limited to the following: the Director of Academics, the Bilingual or TESOL endorsed teacher, the student's case manager, the student, and the parent.

The ELL teacher can provide support to the instructor on scaffolding instruction to aid in student comprehension of content and objectives by adjusting speech or providing appropriate background information and experiences to assist the students to grasp the content. In addition, project-based learning (hands-on) can be used as a way to transcend language barriers or instructors can use visuals and demonstrations to communicate content and develop language skills with ELL students.

Testing accommodations will be made according to individual students needs, and will include but not be limited to: Un-limited testing, testing in student's native language, reading of test to student in student's native language, student dictation of answers, and shortening of tests.

All teachers will team in planning lessons based on state standards. Inquiry, problem, and discovery-based lessons will be layered or tiered to provide instruction at each student's level while challenging and providing complex, authentic instruction. Teachers will receive training to support their skills in working with language diverse students. These trainings may include, but will not be limited to topics such as: improving academic language, content area reading, vocabulary development, differentiation of content material, and increasing the quality of student interactions in the classroom.

The ELL teacher will identify modifications necessary to address individual student needs and skill levels. Modifications to meet individual student needs include: working in a smaller groups, using multi-sensory approaches, differentiating instruction, sufficient response time, using a variety of assessment techniques, using project-based learning, checking for student understanding, offering technology support, and using visually based examples and demonstration and other strategies compatible with best teaching practice for at-risk, gifted, special education, bilingual, and ELL students.

TGJA understands that some parents may feel apprehensive about getting involved because of their limited English skills, lack of familiarity with mainstream culture and the school's processes. TGJA staff will take steps such as, but not limited to the following to support its ELL parents: find bilingual interpreters to translate written communication, learn some of the language in order to be able to communicate with parents, connect parents with bilingual staff, provide workshops to help educate parents on processes and procedures at the school, arrange home visits, welcome parents into the school, and provide adult learning opportunities through Edgenuity online learning options.

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

There are a variety of instructional practices that can be used to support and scaffold English Language Learners. The following are among the strategies that will be used to differentiate instruction. The following list is inclusive of the strategies that will be used, but not limited.

- *Frequent checks for understanding will be used so that paraphrasing, summarizing or synonyms can be used to aid comprehension. Another way to check for comprehension is to have students turn to a partner to explain or retell, have them respond in a journal or provide the students a signal to use to indicate that they understand.*
- *Since abstract ideas can be difficult for ELL students, concrete items or realia can be used to move students from the concrete to the abstract.*
- *ELL students' cultural experiences and background knowledge will be a part of the learning environment.*
- *ELL students will be allowed to work in small groups, some of which will be homogeneously grouped, while others will be heterogeneous and contain students that can model for their peers. Interaction and discussion will be permitted in these groups.*
- *The virtual curriculum allows for translation of text into students' home language. This can be used in conjunction with listening to direct instruction lectures to aid comprehension.*

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

TGJA will use data from the WIDA and ACCESS to regularly evaluate and monitor the progress of English Language Learners. In addition, ELLs will participate in the benchmark testing that is administered to all students three times per year. The data from assessments and daily work will be used to drive instructional decisions and interventions.

Monitoring

The SATELLITES case-management system is used with all regular education students. It requires teachers to closely monitor each student's progress and academic performance. The teachers will meet with the students on a weekly basis to review their progress towards goals. The ELL teacher will be the teacher/case-manager for all ELL students. When an issue arises, the teachers are able to intervene immediately, rather than having to wait for a committee. The intervention's effectiveness is tracked and documented. The parent is an integral part of this method of collaboration. The parent receives a progress report on a weekly basis and parent meetings are held as needed. Parent communication is constant. Initial AIP meetings are held with the parent, student and teaching staff to create goals for the year with input from all players. The weekly meetings monitor the progress towards goals.

Students will be tested yearly with the ACCESS for classification and reclassification purposes.

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

The school will employ or contract with an appropriately certified ESL or Bilingual teacher who can provide assistance within the classroom to students if needed. Teachers will be given priority for being Bilingual. The ELL teacher will provide support to all teachers on scaffolding instruction to aid in student comprehension of content and objectives by adjusting speech or providing appropriate background information and experiences to assist the students to grasp the content. In addition, project-based learning (hands-on) will be used as a way to transcend language barriers or instructors can use visuals and demonstrations to communicate content and develop language skills with ELL students.

The Edgenuity curriculum has the capability to provide a variety of instructional supports for ELL students. These supports will be applied as suggested by the Language Assistance Team and/or as the teacher sees fit. Professional topics will be provided to all teachers to aide them in supporting all

students, including those that are language diverse. TGJA staff will take advantage of resources/trainings that are provided by the state's office of Multicultural and Bilingual Education.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (3)(a)-(e) English Language Learners (ELLs)	The school provides a clear, comprehensive, and cohesive explanation of how English language learners will be identified.	The school provides a clear explanation of how English language learners will be identified.	The school provides a limited explanation of how English language learners will be identified.	The school provides an inadequate and/or incomplete explanation of how English language learners will be identified. --OR-- The application does not address the identification of English Language Learners.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive explanation of how the school will provide services/supports to identified students.	The school provides a clear explanation of how the school will provide services/supports to identified students.	The school provides a limited explanation of how the school will provide services/supports to identified students.	The school provides an inadequate and/or incomplete explanation of how the school will provide services/supports to identified students. --OR-- The application does not address 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 clear, comprehensive, and cohesive description of how instruction will be differentiated or sheltered based on identified student needs. Relevant examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs. Examples are provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs, Limited or inadequate examples are provided.	The school provides an incomplete or inadequate description of how instruction will be differentiated based on identified student needs. --OR-- The application does not address differentiated or sheltered instruction for English Language Learners.
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	

	The school provides a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners.	The school provides a clear plan to regularly evaluate and monitor the progress of English language learners.	The school provides a limited plan to evaluate and monitor the progress of English language learners.	The school provides an incomplete and/or inadequate plan to evaluate and monitor the progress of English Language Learners. --OR-- The application does not address evaluating and monitoring the progress of English language learners.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a clear , description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a limited description of how it will budget and staff itself to meet the needs of ELLs.	The school provides an incomplete and/or inadequate description of how it will budget and staff itself to meet the needs of ELL students. --OR-- The budgeting and staffing does not meet 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.

The Edgenuity online curriculum is comprised of courses that were designed to meet both state and Common Core standards. Edgenuity's learning management system allows TGJA teachers to monitor student engagement, progress and achievement. The reporting system gives teachers the ability to measure and monitor all student achievement data in real time. The lessons have assessments built into them. This information can be used to differentiate instruction, address misconceptions or misunderstandings and to answer questions one-on-one or in small groups. Student progression is based on mastery. As students move through courses, formative and summative assessments test for mastery and provide immediate, actionable feedback for students and teachers. The data that teachers get from student work on a daily basis gives him/her the information that is necessary to make a variety of individualized instructional decisions.

The Discovery Education Benchmark Assessment is aligned with the Common Core standards and is taken by all students three times per year. The results from this assessment gives teachers very detailed information about academic strengths and challenges of each student. The score reports are used to determine targeted interventions for each student. A combination of the core curriculum and intervention periods gives the student the opportunity to strengthen their skills not only so he/she is able to score better on the next benchmark test or the state test, but so that the student is experiencing success with the courses that are encountered on a daily basis.

The Partnership for Assessment of Readiness for College and Careers (PARCC) will be taken by students in grades 6, 7 and 8. The PARCC assessments will be taken on-line and have been developed to ensure students have the knowledge and skills needed to further their education after high school and pursue their choice of careers. The PARCC assessment will assist TGJA instructional staff in providing timely student performance data, clearly identifying which students are in need of additional support and which students are on track for college and career readiness.

The goal in all of the assessments used by TGJA staff is to ensure that students are receiving the kind of timely interventions that are needed for students to be proficient at grade level and that students have the necessary skills to be successful when they move on to the subsequent grade.

Parents will be an important part of TGJAs assessment practices. Parent informational meetings will be held regularly so that they can be educated on what the data means for their individual students. It is critical that parents understand the strengths and challenges their child may face and how the school will be working to ensure that students are on track.

TGJA will also be using End of Course exams to provide the teaching staff with information on the effectiveness of teaching strategies, interventions and varied methods of instruction. This data will be used for continuous improvement of the educational program.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
H.(1) Use of Assessments	The school provides a clear, comprehensive and cohesive plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Clear evidence that the 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 clear plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Some evidence that the 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 limited plan that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, and frequency of assessing. Limited or no evidence that the 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 incomplete and/or inadequate assessment plan. --OR-- The application did not address plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.
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

The GREAT Jr. Academy founders do not believe it is feasible to wait for students to fail before providing them with the supports needed to acquire the knowledge that is expected to be gained at the middle school level. It is for this reason that TGJA will be structured as a Professional Learning Community (PLC) that will practice collective inquiry, collaborative teams with a shared mission of continuous improvement. The case-management system TGJA will use is called SATELLITES. SATELLITES is an acronym for Student Assistance Team's Evaluation of Learning and Linkage to Interventions Towards Educational Success. The system monitors the progress of all regular education students and is classified as a Tier 2 Response to Intervention system. It is this process that serves as the individual and school-wide corrective action plan.

An important component to the system is parent communication. This case-management process provides parents with a weekly progress report that details: attendance, behavior, and course advancement (grade and course completion percentage). In the event there are behaviors or issues that are impeding student progress, the teacher is able to immediately bring the issue to the attention of the parent and collaborate with the parent to address the concern. This constant communication provides a stronger link between school and home and gives each student the wrap-around support that garners higher achievement. In addition, it provides the parent with a greater level of knowledge as to their student's progress and achievement in school. The parents become more educated about their student's educational journey and this makes them a major partner with TGJA staff in the attainment of both individual student and school goals.

A major component of the instructional strategies is for all students to have an Academic Improvement Plan (AIP), which is also a part of the SATELLITES case-management system. Considering that the system so heavily rests on the student, teacher and parent(s) as a collaborative team, the AIP process lends itself to the creating and monitoring of student goals.

AIP goals are monitored throughout the year. Adjustments are made as needed to assist the student in reaching his/her AIP goals. As the year comes to a close, the AIPs are evaluated to gain data on students that achieved their goals, those that did not and why. For students that may not have reached their goals, summer intercession may be mandated as an intervention to give the student more time to work towards goals. Student course completion, grades, short cycle scores, state assessment scores, the school letter grade, and data on the achievement of mission specific goals will be the ultimate illustration of whether or not this individual & school wide corrective action plan is effective.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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<p>H.(2) Individual and School-wide Corrective Action</p>	<p>The school 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.</p>	<p>The school provides a clear 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. An adequate explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.</p>	<p>The school provides a limited 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 limited or incomplete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.</p>	<p>The school provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.</p>
<p>Comments:</p>				

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.

Parents

Student progress and assessment data will be reported to parents in a variety of ways. Student progress will be reported to parents on a weekly basis. The first report comes from the SATELLITES system and is a progress report on student progress towards completion in core courses, grades, behavior and missing assignments in elective courses. This is the report that teachers use to meet with students in their weekly PLC meetings. The progress report is sent home for parents to sign and send back to school. The next report on progress will be delivered to parents in electronic form to the parent email address. This progress report is automated and gives information on student core courses in Edgenuity. The parent is able to see progress towards completion of courses and grades.

Short cycle test score reports will be delivered to parents after the short cycle testing window. The parent score report will be delivered by mail with a letter explaining the report and how the data is used to help student achievement. Score reports from the state assessment will be sent to parents after they are delivered to the school. All of this data will be reported to the students during their weekly PLC meetings. This gives the student the opportunity to ask questions and get a good understanding of how all of these assessments are related. The progress and assessment information will be shared and explained in person with parents during the AIP development meeting, review meetings and at parent meetings. The meaning, importance of and information about different assessments, their reports and information about student performance information will be explained at parent informational meetings held throughout the year. All information will be presented to parents and students through visual means and in language that will be easy for them to understand.

Board of Directors

The Director of Academics will provide the Board of Directors with a quarterly update on student progress towards mission specific goals, short cycle assessment, and state test results. The Director of Academics will also provide the Board with an analysis of the school letter grade once it is released each year. The presentation will be given with visuals, charts, graphs and any other representation that makes the data easy to understand. Appropriate language will be utilized to help all members get the most out of what is being presented.

The School's authorizer

TGJA will provide its authorizer with graphs, charts and other visual representations of progress towards mission specific goals. The authorizer will already have the school letter grade, but when necessary, TGJA will provide explanations on progress for both positive outcomes and those that display a need for growth. Along with this information, TGJA will provide a plan for improvement if needed. This information will be provided through yearly site visits and the renewal process.

The Community

TGJA will share information such as: progress towards school mission specific goals, group short cycle assessment results, state assessment results, and the school letter grade through the school newsletter and on its website. The school will also share this information with the community through materials such as: mailers/flyers used for marketing, radio/television commercials and public service announcements.

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

The GREAT Jr. Academy's founders believe that the ability of a charter school to carry out its mission and vision depend on the strength of its organizational foundation. A critical element of this foundation is the charter school board itself. The board carries the mission of the school into the community and brings the views of the community into the school. The GREAT Jr. Academy will be governed by the Academy's Board of Directors (BOD). The word "govern" was derived from the Greek word meaning "to steer a ship." John Carver, an expert on board governance and the author of Boards That Make a Difference, writes, "Governance is not about budget lines, personnel issues and field trip approvals. It is about values and vision and strategic leadership." Board of Directors will subscribe to a new paradigm where charter schools within the broader movement of school reform in America, see themselves as building organizations that will last, organizations that are healthy, thriving, and continuously learning and improving –organizations that are capable of sustaining dramatic improvements in student achievement.

The founding members of the Board of Directors has a shared vision for good government for our school. We will work tirelessly to have a board that is transparent, accountable to the public for its decisions and for results, and guided by the best thinking and data to ensure that every child is supported in reaching his or her potential. We strongly believe that we can have a Charter School Board that fully reflects this vision.

The board's first core principle is transparency. Transparency is a core principle of TGJA's governing board in which the public's business is done in public, so that stakeholders can be fully informed participants in the governance of our community and our school. Twenty-first century governance involves traditional and nontraditional paths to transparency. The school will utilize technologies such as webcasting, video conferencing, and the internet to provide access to all of the persons, documents, and communications that are relevant to policy and decision making. Moreover, we will help to provide many more opportunities for unmediated contact between parents and other community members and the Board, in addition to more traditional avenues of communication through existing organizations.

The second core principle is accountability. The Board of Directors will be responsible for making clear and effective policy decisions and for ensuring that they are implemented by the Executive Director and the leadership team, so that we have effective democratic governance of our school. This accountability framework will revolve around the schools' academic success, financial health, and organizational compliance. The board will consistently monitor the school's academic performance by requiring academic updates. These updates may include Short-cycle test data, SBAs test data, report card grades, and the school's letter grade. The Board will also regularly review and approve cash reports, check listing, bank statements, and bank reconciliations. The audit committee will work with the school and the internal auditor to ensure that the school is complying with all state and federal financial rules and regulations. Lastly, the Board members will meet and exceed the minimum required 5 hours of training to ensure organizational compliance. The Board will routinely attend workshops and professional developments to increase its knowledge of best practices. In addition, the Board will complete an annual self-assessment and set goals in areas of needed growth.

The third core principle is Data-driven decision making. Data can be a powerful tool for school boards. Knowledge is power, and there's nothing more powerful than data to help school leaders to develop a solid blueprint with measurable results for continuous improvement.

The Board of Directors powers and duties will be aligned with the New Mexico Charter School Act ((NMSA 1978 22-8B-1 et esq). and serve as the policy-making/policy-approval body for the school, and will thus exercise leadership primarily through the formulation and adoption of policies in accordance with the philosophy of The GREAT Jr. Academy charter. The GREAT Jr. Academy will operate in complete transparency with all academic and financial policy approved before the public through its Board of Directors.

BOARD MEMBERSHIP

The Board of Directors will consist of appointed members and professionals from the community and will represent the mission, support the goals, and oversee the operations of The GREAT Jr. Academy. Even though there are no specific minimum requirements for an individual to become a Board of Directors member, persons with expertise in education, accounting/finance, leadership, business, and community service will be preferred. Anyone eighteen years of age or older is allowed to apply for a position with The GREAT Jr. Academy Board of Directors.

The Board of Directors will start with five founding members and will consist of at least five members at all times. Future expansion is possible if deemed beneficial by an existing Board. Each position on the Board will serve 3 or 4 year staggered terms. This will allow the Board to maintain continuity and organizational memory. Terms will begin/end on July 1st of the year in question. Board members may hold successive terms, with partial terms counting as one full term. Any member may resign at any time by giving written notice to the president or secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member may be removed by a majority vote of the Board of Directors whenever such removal is in the best interests of the school. Members may be removed by the Board of Directors for any reason deemed appropriate, including the following acts or omissions:

- Violation of Board of Directors policies and regulations*
- Failure to attend three (3) scheduled meetings during the school year (July 1st – June 30th) of the Board of Directors, except when such absence is due to severe, unforeseen circumstance*

COMPENSATION

Board of Directors members will not receive compensation for their services; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

ATTENDANCE

Board members are required to attend all scheduled and special meetings of the Board of Directors unless severe, unforeseen circumstances arise. For example, illness or a family emergency. If a Board member cannot be physically attend a meeting due to an unavoidable conflict, he or she may make arrangements to appear by telephone or video conference in accordance with the provisions of the Open Meetings Act. A member who is unable to attend a Board of Directors meeting will notify the president of the Board of Directors prior to the meeting and, if he or she intends to appear by telephone, the Board member in question shall make arrangements for appropriate teleconferencing. Notice may be made by e-mail as long as it is made two (2) hours in advance of the meeting. In the event that the president of the board cannot attend the meeting, he or she must notify the vice president and forward all information regarding the upcoming meeting to him or her, including notices of non-appearances by other board members.

OFFICERS

Within the Board of Directors there will three offices: president, vice president, and secretary. These roles will be elected by members of the Board and may change each year or at end of the term. The President of the Board of Directors shall chair all meetings and shall have the right, as other members of the Board of Directors, to make or second motions, to discuss questions, and to vote. The president may not act for or on behalf of the Board of Directors without prior specific authority from a majority of the Board of Directors to do so. All communications addressed to the president shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Board of Directors. The president shall sign legal documents as required by law and perform such other duties as may be prescribed by the Board of Directors. The president will be responsibility to ensure that Board of Directors members uphold their commitments and responsibilities to the school. While any member may offer items to be heard or discussed at any meeting, the president will officially compile, in collaboration with the Executive Director, the topics for business to be placed on the agenda.

In the event of the absence of the president, the vice president shall perform the duties of the president or at the request of the president. In the event a vacancy occurs in the president position, the vice president will act in the capacity of the president until the office has been filled by a vote of the Board membership.

The secretary or designee shall keep the minutes of the Board of Directors meetings, subject to the direction of the president, assure that all notices are given in accordance with the provisions of the charter, Board of Directors policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of secretary and such other duties as from time to time may be assigned to the Secretary by the Board of Directors. The Board may appoint a designee to assist with the responsibilities of the secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Board of Directors’s review. The Board secretary will review the minutes prior to presentation to the Governing Board for approval. The secretary shall be responsible for presenting the minutes to the Board at meetings.

While not officially considered an officer, the Board of Directors will have at least one member serve on the Finance Committee, with the school’s business manager, to specifically oversee the financial standing of the school (described in greater detail below). This Board member will serve as a financial liaison between the Board of Directors and Finance Committee that will meet monthly. The Board will also assign a member to the audit committee to ensure that the school is in compliance with segregation of duties, audit prep, procurement, and/or any necessary correction action needed.

ADMINISTRATIVE RELATIONSHIP

The Board will maintain a relationship of constant communication with The GREAT Jr. Academy’s administrative staff, specifically the school’s Executive Director. It has the duty and responsibility to question any and all operations within the school, be them academic, financial, or otherwise. The relationship between the Board of Directors, specifically the president, and the school’s Executive Director is of vital importance for the success of the school. The Board will be responsible for the hiring of the school’s Executive Director. Once this individual is hired, the Board will serve to formally evaluate the Executive Director each year.

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

A.(1) Governance Description	The school incorporates all key components of their governance structure, specifically outlining the roles and responsibilities of the GB members. The school provides comprehensive “bylaws” or specifically explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The school provides adequate “bylaws” or explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates some of the key components of their governance structure partially outlining the roles and responsibilities of the GB members. The school provides “bylaws” or somewhat explains how its governing body will develop its governing documents or “bylaws” if not submitted with application	The school provides an incomplete or inadequate outline of their governance structure. --OR-- The application does not address the governance structure.
Comments:				

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).

The Board of Directors of The GREAT Jr. Academy shall consist of no more than nine and no less than five voting members (a quorum must be in attendance for board action to be taken at any regular or special meeting) with the possibility upon board action of adding a maximum of additional resource non-voting members (to be approved by the governing board). The members of the Board of Directors shall be appointed and represent the general community, parents involved with their children, the broader interests of the school/educational community and the college preparatory, and career skills as it relates to the charter.

The Board of Directors as a whole will be comprised of career focused individuals with The GREAT Jr. Academy's attitudes, skills and knowledge necessary to manage a middle school middle transition/business Charter school. The responsibilities will be to support The GREAT Jr. Academy's mission statement, to act as the conduit for the state and federal funding to the Academy, to maintain the focus on the Charter's mission statement. These individuals will have individual skills to make the whole body capable to manage the charter.

Individually, the group will elect a President, a Vice-President, and a Secretary. These officers will be responsible for the typical duties of each office.

The group will request that individual school policies be developed in the first year by

contracted services; such as to complete the governance policies, codes of conduct, etc. They will be responsible for approval of all policies and documents.

The staff, families and the community will be recruited to serve on various committees necessary to address governing issues. All board agendas will be published prior to board meetings for the community to review. The Board welcomes public comment at each board meeting.

Transparency will be maintained by public postings of financial reports, policies, documents, agreements, etc. (Confidentiality will be maintained)

The Board of Directors will be diverse. The skills will be complimentary to the mission of The GREAT Jr. Academy. The skills needed for the body as a whole are: those with secondary and post-secondary teaching and educational experience, an understanding of School Law, funding connections from grants, state and federal agencies, an understanding of transitioning, knowledge of school counseling, and a working knowledge of budget management.

The following individuals are proposed be a part of the founding Board of The GREAT Jr. Academy:

- Jasper Matthews, M. Ed

Mr. Matthews has been an administrator in both traditional schools and charter schools for 10 years. He has over 18 years of experience as an educator. He has served as an Educational Assistant, Special Education Teacher, Dean of Students, Assistant Principal, Director/Principal, and Executive Director. Jasper obtained a BA in both Sociology and African American Studies from the University of New Mexico in 1998. He received an MA in K-12 Special Education from the College of Santa Fe - Albuquerque in 2002. His program and Master's Thesis centered around charter administration and management. He is currently a PhD candidate in Educational Leadership at Capella University. His research focus is Response to Intervention (RtI), school reform and closing the achievement gap.

Mr. Matthews is one of the founders of and currently serves as the Executive Director of The GREAT Academy (TGA). The GREAT Academy recently completed its third year in operation. In the 2012-2013 school year, TGA earned a B school letter grade. Mr. Matthews has a very specific skill set that is conducive to the management, operation and leadership of the very unique charter school environment. He brings a wealth of information that makes him the ideal candidate for this position. His expertise in: special education, fiscal management/budget development, strategic school improvement experience and charter school administration and management will be invaluable to the founding board's goal of making TGJA a very successful school environment for all that attend.

- Keisha Matthews, M. Ed

Mrs. Matthews obtained a BA in Psychology from the University of Nebraska at Omaha in 2002. She went on to earn an MA in Curriculum/Instructional Leadership from the College of Santa Fe - Albuquerque in 2004. She is a licensed Level III teacher and has endorsements in both Reading and TESOL. She is also a licensed Administrator. As an Instructor/Facilitator for MA and undergraduate level courses at the University of Phoenix, she teaches courses in Reading/Assessment Methods, Linguistics and ELL strategies. Mrs. Matthews is currently working towards a second Master's degree in Educational Leadership. She has been in education for a total of fourteen years. Keisha has served as a Teacher/Special Education Teacher in grades ranging from 3rd - 8th and also served as an Instructional Coach/Reading Specialist at Horizon Academy West for two years. In addition, Keisha is the co-founder of the GREAT Academy – Albuquerque and serves as the Director of Academics there. Her expertise in curriculum, instruction, and assessment will be extremely valuable to promoting a successful governing body for the school.

- Chenyu Liu

Mr. Liu currently works as the Business Manager of The GREAT Academy Charter High School. He received his MBA from the University of New Mexico and holds a Level I school business official's license. Before this position, he spent two and a half years in the finance industry. Mr. Liu has served as a graduate assistant at UNM for two years. Mr. Liu has a deep understanding of New Mexico school finance regulations and is familiar with all aspects of school business office daily operations: daily A/P, payroll, taxation, budget management and state reporting. He is also deeply familiar with the use of APTA and OBMS. In addition, he is familiar with the budget preparation process. He has had very positive results in the 2013-2014 external and internal audits. His level of financial knowledge specific to charter schools would be of a great benefit on this school's board.

_ Anthony Fairley, M.Ed

Mr. Fairley is a Level III teacher and certified administrator. He holds four Level III licenses: elementary, secondary, special education and administration. He currently works as a high school English teacher and teaches English at CNM. He has been in education for 17 years and has worked as a Special Education teacher, PE teacher, Dean of Students, Instructional Coordinator, and Principal. Mr. Fairley also serves on CNM's Educational Advisory Board. His extensive educational experience in both charter and public schools makes him an excellent candidate for The GREAT Jr. Academy's Board of Directors.

Ms. Helen Brown

Ms. Helen Brown is a Staff Accountant for Milesosky & Co. CPA's. She has worked in finance since 2001. She holds a degree in finance from NAU and is slated to take her CPA certification by the end of this year. Ms. Brown served as a former board member on The GREAT Academy High School Board of Directors. She has a great deal of experience in the school finance aspect of being a board member. Ms. Brown is also the parent of children ranging in age from 10 months to 22 years. She is a community member that is very interested in the availability of educational options for all families. Her experience and passion for quality education makes her a very viable candidate for The GREAT Jr. Academy Board of Directors.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A.(2) Description of Prospective	The school provides a compelling and relevant list of all GB members and describes their experience, skills, and qualifications. Membership reflects (or will reflect) the diverse experiences and skills necessary to oversee all aspects of the school.	The school provides a list of all GB members along with a description of their experience, skills, and qualifications. Most of the membership appears to reflect (or will reflect) the diverse skills necessary to oversee all aspects of the school.	The school provides a list of GB members. However, the GB membership description appears to lack appropriate and diverse experiences and skills necessary to oversee all aspects of the school.	The school provides an inadequate or incomplete list of GB members; or the provided list fails to include descriptions of the members' experience, skills, and qualifications. --OR-- The application does not address the description of the GB members and their experience, skills, and qualifications.
Comments:				

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.

Board Member Recruitment and Selection

Board members will be recommended to the Board by community members, parents and teachers. Potential openings will be published to The GREAT Jr. Academy no later than one month prior to June 30.

Unfilled Terms

Unfilled terms shall be filled by the approval of the Board of Directors upon recommendation of the board President, Executive Director and then affirmed by a majority of the remaining members of the Board of Directors. Appointed members under these circumstances shall serve out the unfilled term only, and then be subject to the reappointment process as a matter of procedure.

New Governing Board Member Orientation

Each new Board of Directors member shall be provided an orientation per NMPED requirements. Each new board member will receive a briefing on the operation of the school to include an updated copy of all policy, procedures, the current budget and such other documents as the Executive Director (ED) deems essential to the operation of The GREAT Jr. Academy and as it relates to the Board’s responsibilities. The Executive Director shall set aside such time as necessary to answer any questions.

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

Comments:

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

Members of The GREAT Jr. Academy Board of Directors will be required to attend a minimum of 5 hours (either in person or via web training) mandatory annual trainings as mandated by New Mexico State Statute 22-8B-5.1 and 6.80.4.20.

In addition, all Board of Directors members will be required to familiarize themselves with all policies and procedures. The Board members will sign all documents assuring adherence to all policies and procedures.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(1) Governance Training	The school provides a clear, comprehensive, and cohesive plan for GB training that complies with state requirements and is completely supported by the budget.	The school provides a clear plan 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 not clear if it complies with state requirements and/or support in the budget is unclear .	The school provides an inadequate or incomplete plan for GB training. --OR-- The application does not address 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 Board plays an essential role in governing the charter school. At the same time, evaluating the performance of governing boards is not a common practice -- certainly not as common as assessment of the charter school head administrator. Because so much is riding on the effectiveness of the Board in carrying out its roles and responsibilities, it is important that the Board spends time looking at its own performance in order to improve it. The Board of Directors, even though they are volunteers, want their time and skills to be used well; they do not want them wasted. The GREAT Jr. Academy's goal of board assessment will be improvement, not judgment. The Board will set the example for the expectation of

continuous improvement as the governing body of the school. According to Richard P. Chait, Thomas P. Holland, and Barbara E. Taylor in Improving the Performance of Governing Boards. "Assessment offers a practical means--an 'excuse' or catalyst--to initiate and sustain attention to board performance, to stimulate self-reflection, and to track changes over time."

The GREAT Jr. Academy Board of Directors will conduct an annual evaluation for the purpose of appraising its own effectiveness and performance as a board. The Board will find or develop an evaluation that focuses on encouraging continuous improvement. The Board will consider evaluation options such as: surveys, self evaluation questionnaire, the School Letter Grade, and/or an annual report of progress towards the Mission Specific Goals as outlined in the charter. The Board will consider using an evaluation such as the one found in the Appendix, adapted for use from the Westminster Governing Body Self-Evaluation Materials. In addition, the Board of Directors will consider seeking out additional training in the area of self-evaluation. See Appendix R

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(2) Governance Evaluation	The school provides a clear, comprehensive, and cohesive plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	The school provides a clear plan for an annual self-evaluation of the GB that reflects that body's effectiveness.	The school provides a limited plan for an annual self-evaluation of the GB.	The school provides an inadequate or incomplete plan for an annual self-evaluation of the GB. --OR-- The application does not address the self-evaluation of GB members.
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 GREAT Jr Academy Board of Directors will meet once a month to complete a number of tasks. The Board will be responsible for oversight of all financial operations. Not only will the Board approve the budget recommendation for each fiscal year, but will work to continually monitor financial statements of all accounts at each meeting. The annual budget for the following fiscal year will be prepared and presented to the Board for approval before its yearly due date issued by the School Budget and Financial Analysis Bureau of the Public Education Department.

At least one member of the TGJA Board will serve on the Finance Committee to more specifically oversee the financial standing of the school. This member will report back to the Board at each monthly meeting detailing the financial standing of the school including, but not limited to: financial statements, budgetary projections, opportunities for new revenue streams, etc. The school's business manager will

assist in compiling these reports for presentation as needed. As a part of the service commitment of the business manager, he or she will be available to attend all Board meetings to answer any questions or provide clarifications as needed. A member will also serve on the Audit Committee. These committees are required by New Mexico State Statute 22-8-12.5.

The GREAT Jr. Academy's Director of Academics will provide the Board with a quarterly report detailing the summaries of the most recent academic term, summarizing student achievement. These summaries will include progress towards mission specific goals. At the conclusion of each year (once state test scores and the school letter grade is released), an annual report will be provided to the Board to summarize progress towards mission specific goals and continuous improvement as it relates to the school letter grade and student performance (as illustrated on short cycle assessments and standardized testing). The Board will ensure that there are clear indicators for tracking progress and that action is taken when the school is not meeting its stated goals.

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

The GREAT Jr. Academy has identified Jasper Matthews as its first head administrator. Mr. Matthews has been an administrator in both traditional schools and charter schools for 10 years. He has over 18 years of experience as an educator. He has served as an Educational Assistant, Special Education Teacher, Dean of Students, Assistant Principal, Director/Principal, and Executive Director. Jasper obtained a BA in both Sociology and African American Studies from the University of New Mexico in 1998. He received an MA in K-12 Special Education from the College of Santa Fe - Albuquerque in 2002. His program and Master's Thesis centered around charter administration and management. He is currently a PhD candidate in Educational Leadership at Capella University. His research focus is Response to Intervention (RtI), school reform and closing the achievement gap.

Mr. Matthews is one of the founders of and currently serves as the Executive Director of The GREAT Academy (TGA). The GREAT Academy recently completed its third year in operation. In the 2012-2013 school year, TGA earned a B school letter grade. Mr. Matthews has a very specific skill set that is conducive to the management, operation and leadership of the very unique charter school environment. He brings a wealth of information that makes him the ideal candidate for this position. His expertise in: special education, fiscal management/budget development, strategic school improvement experience and charter school administration and management will be invaluable to making TGJA a very successful school environment for all that attend.

The GREAT Jr. Academy head administrator will have a number of responsibilities as the school leader. The first of which is being the keeper of the mission and vision of the school as well as sharing and getting buy-in from students, parents, staff and the community for the success of the school. The head administrator will have to articulate this mission to students, parents, teachers, staff and the community at large. He will be charged with being the final decision maker on all matters concerning hiring and termination of staff, student retention, marketing of the school to the community, school discipline and safety, issues of compliance, record keeping and reporting. The head administrator is also the head teacher and head learner and is ultimately responsible for fostering an environment of continuous improvement amongst the staff as well as the students.
Executive Director

JOB DESCRIPTION:

The Executive Director is responsible for planning, coordinating, and supervising the day-to-day business operations of the school.

PERFORMANCE RESPONSIBILITIES:

- *Pursue the vision and execute the mission of the school*
- *As Head of School, provide leadership and direction to staff (Including the Business Manager, Principal, and other administrative staff and all teachers).*
- *Supervise all instructional practices in the school*
- *Serve as liaison to the Board of Directors, including providing formal and informal reports to the Board and Charter entity*
- *Supervises the enrollment, transfer, discharge, and readmission process for students and the preparation of related records and files.*
- *Supervises the preparation of student enrollment and attendance report.*

- *Supervises the maintenance of student records, including assessment results, test scores, discipline citations, medical reports and records, and other documents.*
- *Supervises student medication dispensation and injury reports.*
- *Supervises Requisitions, receives, and distributes/stores classroom, school office and Work Room materials and supplies; maintains ongoing inventory; processes packing slips.*
- *Prepares and processes field trip requests.*
- *Supervising in writing, publication, and distribution of weekly school newsletter.*
- *Coordinates the development of, and prepares, school site General Fund and special projects budgets; prepares budget transfers as appropriate; monitors charter school budget.*
- *Recruits appropriate prep teachers.*
- *Prepares and communicates weekly memo to staff.*
- *Organizes interview process for hiring certificated and classified staff.*
- *Plans, assigns, trains, and evaluates classified staff in accordance with School standards, timelines, and procedures.*
- *Processes, assigns, trains, and directs work of volunteers.*
- *Assists in planning and coordinating arrangements for school and community activities; acts as liaison between school office, outside agencies, the parents, and the public at large.*
- *Serves as the custodian of school office records.*
- *Develops, implements, and monitors work practices, systems, and methods that are effective, efficient, and consistent with School standards, policies, and procedures.*
- *In-services new staff on School policies and regulations as they apply to school site operations; standard school site rules and procedures; computer operation and software programs used at the school site; proper use of office equipment; and emergency procedures.*
- *Respond to and resolve routine internal and external inquiries with parents employees and organizations*

Qualifications;

- *Master's degree or related graduate degree*
- *Administrative certification*
- *Demonstrated successful leadership in a senior administrative position and a public or private school, and working with professional staff, students, and the community.*
- *Agreements with and commitment to all academic goals and philosophy of the charter school*
- *Demonstrates persistence in removing obstacles to goal achievement*
- *Demonstrates drive, commitment and sense of urgency*
- *Commitment to accountability*
- *Knowledge of principles, methods and procedures, related to purchasing, operation, safety, computer networking programs, food service, budgeting and accounting, electronic data processing techniques and methods and inventory control systems*
- *Knowledge of techniques and strategies of organization, management and supervision*
- *Ability to deal effectively and graciously with situations requiring tact and judgment*
- *Familiarity with data management and presentation and commitment to student achievement of academic goals*

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

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.

One of the first duties of the Board of Directors will be to establish the expectations for the school’s Executive Director. These expectations will include but will not be limited to:

- Specific method and format of financial and academic reporting at each monthly meeting*
- Explanation of any areas showing academic concern, as well as the specific actions to be taken to remedy such areas and to prevent their recurrence (this process will also include the school’s academic director)*
- Reporting of itemized expenditures as well as an ongoing analysis of the school’s budget and future expenditure projections, also provided at each monthly meeting*
- Reporting of the school’s general operations including facility information*

The Executive Director will be evaluated based on the criteria set forth by the Board of Directors in compliance with the New Mexico PED and state statues. The Executive Director will further be assessed on the communication of said information with the Board of Directors including the promptness and degree of detail in the reports provided, as well as the responsiveness to questions and concerns posed by Board of Directors members.

As the school’s operations proceed, it will be vital for the Executive Director to identify, report, and effectively evaluate any areas of concern, be them academic, financial, or operational. The ability of the Executive Director to document, report, and continually devise appropriate strategies to remedy these

areas of concern will be a vital component in his or her evaluation. Effective communication between all entities involved, including but not limited to the school’s business manager and the Board of Directors, will be vital toward this end.

The job description of the Executive Director is provided in Appendix C.

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

Transparency and building relationships are guiding principles. The site-based management structure at The GREAT Jr. Academy will be team oriented. The governance structure will be built on the collaborative Design Thinking model. “Design thinking is a human-centered approach to innovation that draws from the designer’s toolkit to integrate the needs of people, the possibilities of technology, and the requirements for business success.” —Tim Brown, President and CEO of IDEO

Thinking like a designer can transform the way organizations develop products, services, processes, and strategy. This approach, which IDEO calls design thinking, brings together what is desirable from a human point of view with what is technologically feasible and economically viable. It also allows people who aren't trained as designers to use creative tools to address a vast range of challenges. Design thinking is a deeply human process that taps into abilities we all have but get overlooked by more conventional problem-solving practices. It relies on our ability to be intuitive, to recognize patterns, to construct ideas that are emotionally meaningful as well as functional, and to express ourselves through means beyond words or symbols. Nobody wants to run an organization on feeling, intuition, and inspiration, but an over-reliance on the rational and the analytical can be just as risky. Design thinking provides an integrated third way.

The design thinking process is best thought of as a system of overlapping spaces rather than a sequence of orderly steps. There are three spaces to keep in mind: inspiration, ideation, and implementation. Inspiration is the problem or opportunity that motivates the search for solutions. Ideation is the process of generating, developing, and testing ideas. Implementation is the path that leads from the project stage into people's lives. All members' views, perspectives and opinions are equally important to the organization as a whole. Teachers, students, parent volunteer club members, Executive Director, Director of Academics, and Board of Directors will collaborate together to create innovation, project enhancement, etc. New projects, ideas, opportunities can come from any of these avenues.

The Executive Director and Director of Academics will make decisions on the school-based level. They have the knowledge of: legal requirements, compliance issues, budgets, facilities, and curricular direction. Their ultimate responsibility is to the students as it relates to the missions of the school. Their decisions will be shared with the Board of Directors as adjustments, amendments and agreements are made during the implementation of programs.

The Director of Academics will be the school's instructional leader, managing The GREAT Jr. Academy curriculum as a whole to ensure its adherence to the original vision and philosophy of the school. He or she will work closely with individual teachers to continually maintain the standards of excellence within the entire curriculum. The Director of Academics will also be responsible for the school's schedule and course offerings, and will continuously monitor academic performance, enrollment figures, and statistical feedback from students and parents. The Director of Academics will supply the Board of Directors, either directly or by proxy via the Executive Director, with quarterly updates on academic progress. The Director of Academics will be largely responsible for obtaining grants and other alternative funding streams to assist in the school's continuous curricular evolution.

See the Organizational Chart in Appendix P

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

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

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.

See Appendix D

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

	attached as Appendix D.			
Comments:				

Staff Evaluation

The GREAT Jr. Academy's evaluation process will be the NMTEACH Educator Effectiveness System that is comprised of 3 categories: Observations, Multiple Measures and Improved Student Achievement. Teacher Observations will be formally scored 2 to 3 times per school year. The Executive Director and the Director of Academics will be trained and certified in the NMTEACH Observation Protocol. Guided by a rubric that describes teacher effectiveness at varying levels, observers have an objective set of criteria to evaluate teachers. Feedback is provided by the observer, and the teacher and observer work together to improve instruction if necessary. Multiple Measures will be a combination of professional activities described in the rubric and locally developed criteria that evaluate a teacher's professionalism. Examples of other measures include teacher attendance, student surveys, parent surveys, college and career readiness, graduation rate and school attendance. Improved Student Achievement indicates a teacher's impact on the growth of individual students. Because not all students come to the classroom at grade level readiness, student achievement is scored using a Value Added Model (VAM). VAM measures individual teacher contribution to student achievement by comparing the expected growth of the individual student against the actual individual student growth while in the teachers' classroom.

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 Board of Directors will hire the school's Executive Director in the spring of the Planning Year, for much of the work to begin upon approval by the founders. The Director of Academics and the Counselor/Social Worker will then be hired. These three individuals will comprise the preliminary Leadership team, who will then proceed making hiring recommendations for the remaining staff. The school will start with 6th grade the first year, add 7th grade the second year, and 8th grade the third year.

The GREAT Jr. Academy Staffing Plan

Positions	Year 1	Year 2	Years 3 - 5
Executive Director	.5	.5	1.0
Director Of Academics	.5	.5	1.0
Counselor/Social Worker	.5	.5	1.0
Regular Edu. Teacher	1.0	2.0	3.0
Special Edu. Teacher	.5	.5	1.0
Educational Assistant	1.0	2.0	3.0
Administrative Assistant	1.0	1.0	1.0

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3) a and b Staffing Plan Need and Alignment	The school provides a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a limited staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is inadequate or, incomplete. --OR-- The application does not provide a staffing plan.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school's staffing plan is clearly aligned with the budget, projected enrollment, and implementation schedule.	The school's staffing plan is clear and complete and generally appears to be aligned with the budget.	The school's staffing plan is adequate and partially aligned with the budget.	The school's staffing plan is inadequate or incomplete and does not align with the budget. --OR-- The application does not provide 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.

The length of the school day will be 7.5 hours (1162.5 hours per year) per day including career/work and community service hours. Fridays and Saturdays will be reserved for students to make up attendance, makeup work, and for additional interventions. The school will be open Monday through Thursday from 9am to 5pm.

The GREAT Jr. Academy will operate on a 4-day school week. The proposed length of the school year will be 155 days (4 days per week). Legislation from the 2009 legislative session requires schools that are on a four day per week session will be required to complete 155 days per session. In addition, the four day school week provides a day for students to focus on service learning projects . Extended

School Year sessions will be available as needed for special education students whose IEP's require these services. Summer intercessions will be available for all students for course completion, intervention, and for advance SMART Lab projects.

1. Length of School Day and School Year:

The length of the school day supports the Educational Plan by giving students choices and flexibility in scheduling classes. It is also foreseeable that these opportunities will be less likely to be a hindrance to attendance because each student's schedule can be made to accommodate the specific needs of students. Personal responsibilities, financial responsibilities, and the ability to perform community service/pre-vocational requirements can be scheduled accordingly. The length of the school year will support the Educational Plan by providing a time frame within either of the schedules that will allow students to be better prepared before classes begin (ie. obtaining supplies and materials, locating classrooms, meeting with advisors, forming support and/or study groups).

The middle school program will occupy the school facility by dovetailing use of classrooms with the existing high school program. In the morning when the high school program is in the computer labs working on core courses, the middle school program will be in the SMART Labs. After lunch the two groups will switch.

Sample Schedule

*Period 1 9:00 am - 10:00 am
 Passing 10:00 am - 10:05am
 Period 2 10:05 am - 11:05 am
 Passing 11:05 am - 11:10 am
 Period 3 11:10 am - 12:10 pm
 Lunch 12:10 pm - 12:45 pm
 Period 4 12:45 pm - 1:45 pm
 Passing 1:45 pm - 1:50 pm
 Period 5 1:50 pm - 2:50 pm
 Passing 2:50 pm - 2:55 pm
 Period 6 2:55 pm - 3:55 pm
 Passing 3:55 pm - 4:00 pm
 Period 7 4:00 pm - 5:00 pm*

See Appendix O for Calendar

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

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.

The GREAT Jr. Academy s' philosophical focus is rooted in seven basic principles: 1) Strategic Planning and Organizational Development; 2) Problem Solving, Teaming, and Consultation Processes; 3) Parent and Community Training, Support, and Outreach; 4) Effective School, Schooling, and Professional Development; 5) Academic Instruction linked to Academic Assessment, Intervention, and Achievement ; 6) Behavioral Instruction linked to Behavioral Assessment, Intervention, and Self-Management; and 7) Data Management, Evaluation, and Accountability.

Rational for number 4: Effective School, Schooling, and Professional Development

The Effective School, Schooling, and Professional Development principle focuses on processes which ensure that effective and differentiated instruction and effective and positive behavior management exist in every classroom for every student, and that involve all teachers, administrators, related service professionals, and others. To support this, The GREAT Jr. Academy recognizes that professional development occurs, formally and informally, every day for every staff person, and they systematically plan and implement ongoing professional development programs and processes resulting in increased knowledge, enhanced skills, and emerging confidence and autonomy. This occurs through in-service instruction and a clinical supervision approach that involves modeling, guided practice, informed feedback, planned applications, and the transfer of training. Ultimately, as with other components, the

primary goal is to maximize students' attention to task, academic engaged time, positive practice repetitions, and academic and behavioral achievement.

Continuous professional development will occur for the entire The GREAT Jr. Academy staff in the areas of Professional Learning Communities, differentiated instruction, intervention strategies, the SATELLITES (RtI) process and other professional development opportunities. In addition, all staff will be trained on: school safety, NMPED Test Security, Standards Based Assessment (SBA), Partnership for Assessment of Readiness for College and Careers (PARCC) and the NMTech Teacher Evaluation System. The school calendar will include days for professional development before, during and after the school year. Funds will be allotted for staff to attend relevant conferences and trainings. Funding will also be utilized for guest speakers and participation in professional organizations that support the mission of the school and its curriculum.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(5) Professional Development Plan	The school provides 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. The plan is completely supported by the budget.	The school provides a clear plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission and performance goals. The plan is mostly supported by the budget.	The school provides a limited plan for Professional Development that meets state requirements and appears to be somewhat supported by the budget.	The school provides an inadequate or incomplete Professional Development Plan. --OR-- The application does not address a Professional Development Plan.
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 relationships between the school and its employees will be based on trust, respect and responsibility. There will be expectations for each of the employees of The GREAT Jr. Academy that will be evaluated through an on-going basis. (Proposed personnel policies are included in the proposed draft Staff Handbook in Appendix D.)

- Meeting the missions of The GREAT Jr. Academy
- Supporting the vision of The GREAT Jr. Academy
- Keeping the learner at the focus of every program decision
- A positive promoter of the innovative learning community of The GREAT Jr. Academy
- Collaborating in a Design Thinking fashion
- Collection and reporting of real data to determine student mastery of standards
- Analysis and improvement of the learning process

These expectations and their importance will be understood by all members. There will be ample opportunities for professional development, time to learn, support, time to improve and implement the strategies that will lead to the creation of the GREAT Jr. Academy’s unique learning environment. However, after a 90 day period of time, if the administrative team has determined that a member isn’t growing into a positive contributor of the GREAT Jr. Academy family, termination can occur after due process.

Certified and non-certified employees are subject to the School Personnel Act, Section 22-10A et. seq. NMSA 1978. Employees are classified as a regular full-time, regular part-time, short-term, or temporary employee. In addition, employees are classified as non-exempt or exempt in accordance with the Fair Labor Standards Act and applicable state law and compensated according to FLSA overtime guidelines. Those employees who work more than 0.25 full-time equivalent (FTE) shall participate in the Educational Retirement Board pension for public educational employees. The GREAT Jr. Academy employees are not covered under any collective bargaining agreement. The school does not intend to have an employee bargaining unit.

See Draft Staff Handbook in the Appendix

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

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

Personnel Policies

A draft of The GREAT Jr. Academy’s personnel policies is found in Appendix E. This draft has the capacity for revision and will be reviewed by the school legal counsel throughout the Planning Year prior to the school’s opening. The school will also work with the CSD to ensure that the final draft meets all state and federal labor laws. The Board of Directors will approve the personnel policies on or before the timeline set by the CSD during the planning year.

See Draft Staff Handbook in the Appendix

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

Whether or not an employee's performance, conduct or behavior warrants disciplinary action is within the judgment and discretion of the Executive Director, as is the appropriate type of discipline in a particular instance. All actions taken by the school will be in accordance with the applicable requirements of the New Mexico School Personnel Act. The GREAT Jr. Academy does not intend by these guidelines to create an expectation that any employee will be assured of any particular form of disciplinary action, such as warning or notice, or progressive discipline, prior to discharge. Rather, discipline shall be imposed at The Executive Director's discretion, in consideration of the law and the factors the school deems relevant. In considering or issuing discipline, the Executive Director may and generally should consider an employee's entire work record and disciplinary history, and may rely on all information and documentation relating to the employee in question, whether or not the information or documentation has been shared with the employee.

The school's Executive Director may use a number of tools to motivate, correct, and/or discipline employees, including, but not limited to warnings, reprimands, suspension with or without pay, and discharge, as determined to be appropriate in each individual circumstance. Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated. The Executive Director will perform a thorough and unbiased investigation into the incident at hand, the specifics of which will be documented. An employee accused of misconduct may be placed on paid administrative leave pending the school's investigation, if the circumstances warrant. Time designated as administrative leave with pay will not be charged to the employee's paid leave. The employee will have an opportunity to review the details of the investigation and to compose a formal response to any charges or assertions in question. This response will be included with the documented investigation before the incident is formally reviewed.

TERMINATION

Termination of employment is an inevitable part of personnel activity within any organization. The list below describes examples of common circumstances under which employment is terminated:

- Reduction in Force (RIF)*
- Non-renewal of Year-Long Contracts and School-Term Contracts*
- Resignation – voluntary employment termination initiated by an employee*
- Discharge – involuntary employment termination initiated by the organization*
- Retirement – voluntary employment termination initiated by the employee meeting age, length of service, and any other criteria for retirement from the organization*

The GREAT Jr. Academy will schedule exit interviews at the time of employment termination. The exit interview will afford an opportunity to discuss such issues as employee benefits, conversion privileges,

repayment of outstanding debts, or return of school-owned property. Suggestions, complaints, and questions can also be voiced at this time.

TERMINATION WITH CAUSE

The Executive Director determines all involuntary terminations for reasons that may include but are not limited to the following:

- Failure to abide by written policies*
- Use of alcoholic beverages or non-prescribed drugs on the school premises*
- Appearing for work under the influence of alcohol or drugs*
- Fighting, assault or attempting to injure others*
- Falsifying or misusing school records including applications*
- Conviction of any felony or serious misdemeanor crime*
- Theft of school equipment*
- Failure to meet the terms of probation including disciplinary probation*
- Unsatisfactory performance of designated job position*

TERMINATION OF EMPLOYMENT

Employees may at any time terminate their employment voluntarily. An employee must give at least two weeks written notice of intention to resign in order to be considered as having left employment in good standing. Exceptions may be made on a case-by case basis if a two-week notice was not possible. In such a case, other conditions will be considered, as such as past performance.

Termination of an employee's services by The GREAT Jr. Academy due to reduction of force, budget cutbacks, abolition of position due to reorganization or reassignment of duties, will require The GREAT Jr. Academy to give notice in writing to the employee at least two weeks in advance of termination.

Terminations required by a reduction in force shall be carried out pursuant to a Governance Board of Directors approved plan.

When more than one employee is involved, The Executive Director shall establish a fair and equitable method governing the order in which employees are laid off with the programmatic needs of the school as a primary consideration.

The GREAT Jr. Academy may terminate an employee with fewer than three years of consecutive service for any reason it deems sufficient. Upon request of the employee, The Executive Director shall provide written reasons for the decision to terminate. The reasons shall be provided within ten working days of the request. The reasons shall not be publicly disclosed and the reasons shall not provide a basis for contesting the decision under the School Personnel Act [22-10A-1 NMSA 1978].

Before terminating a non-certified school employee, The GREAT Jr. Academy shall serve the employee with a written notice of termination.

An employee who has been employed by The GREAT Jr. Academy for three consecutive years and who receives a notice of termination pursuant to either Section 22-10-12 NMSA 1978 [recompiled] or this section, may request an opportunity to make a statement to the local school board (Governance Board of Directors) on the decision to terminate him by submitting a written request to The Executive Director within five (5) working days from the date written notice of termination is served upon him. The employee may also request in writing the reasons for the action to terminate. The Executive Director shall provide written reasons for the notice of termination to the employee within five working days from the date the written request for a meeting and the written request for the reasons were received by The Executive Director. Neither The Executive Director nor the Board of Directors shall publicly disclose its reasons for termination.

The GREAT Jr. Academy Board of Directors may not terminate an employee who has been employed by The GREAT Jr. Academy for three consecutive years without just cause.

The employee's request pursuant to this section shall be granted if he responds to The Executive Director written reasons as provided in this section by submitting in writing to The Executive Director a

contention that the decision to terminate him was made without just cause. The written contention shall specify the grounds on which it is contended that the decision was without just cause and shall include a statement of the facts that the employee believes support his contention. This written statement shall be submitted within ten (10) working days from the date the employee receives the written reasons from The Executive Director.

The submission of this statement constitutes a representation on the part of the employee that he can support his contentions and an acknowledgment that the local school board or governing authority may offer the causes for its decision and any relevant data in its possession in rebuttal of his contentions.

The GREAT Jr. Academy Board of Directors shall meet to hear the employee's statement in no less than five or more than fifteen working days after the local school board or governing authority receives the statement. The hearing shall be conducted informally in accordance with the provisions of the Open Meetings Act [10-15-1.1 NMSA 1978].

A person of his choice may accompany each the employee and The Executive Director. First, The Executive Director shall present the factual basis for his determination that just cause exists for the termination of the employee, limited to those reasons provided to the employee pursuant to this section. Then, the employee shall present his contentions, limited to those grounds specified in this section. The Board of Directors may offer such rebuttal testimony, as it deems relevant. The GREAT Jr. Academy Board of Directors, the employee or his representative and The Executive Director may question all witnesses. The GREAT Jr. Academy Board of Directors may consider only such evidence as is presented at the hearing and need consider only such evidence as it considers reliable. No record shall be made of the proceeding.

*The GREAT Jr. Academy Board of Directors shall notify the employee and The Executive Director of its decision in writing within five working days from the conclusion of the meeting.
See Draft Staff Handbook in the Appendix D*

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

Appeal Process: All appeals shall be initiated by a letter from the aggrieved party. Such appeals/hearings shall be heard de novo. The Board of Directors only hears appeals on performance related decisions of the staff members relative to their evaluations or policies as approved by the Board. The decision of the Board in any case shall be final. Evidence and testimony at such review committee/hearing shall be informal but shall follow generally accepted rules and procedures for ensuring due process. New evidence shall not be allowed unless it was not in existence at the time of the decision by The Executive Director, or although in existence at that time, it was not discovered.

All member candidates are guaranteed due process regardless of disability, sexual orientation, veteran status, gender, creed, race, nationality, or religious convictions or any other protected statuses defined by law, in all facets of employment, compensation, promotion, transfer, demotion, lay off or for school-sponsored training programs. The GREAT Academy is an equal opportunity employer. Adhering to the School Personnel Act [10-9-6] of 1975, any certified school instructors previously employed as certified school instructors by state institutions or state agencies prior to July 1, 1974, may elect to continue to be employed under the Personnel Act.

See Draft Staff Handbook in the Appendix

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(4) Grievance Process	The school provides a clear, comprehensive, and cohesive employee grievance process that is completely aligned 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 clear employee grievance process that mostly aligns 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 partially follows appropriate legal guidelines.	The school provides an inadequate or incomplete employee grievance process. --OR-- The application does not address 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

One particular area in which The GREAT Jr. Academy will place great emphasis is the involvement of parents and families. It is the school’s philosophy that each student is part of greater school community and because of this, parent input and involvement is crucial to the ongoing evolution and continued improvement of the school. The GREAT Jr. Academy would like to utilize the wealth of diverse knowledge and expertise that exists within the community, specifically from our students’ parents. Given the school’s high school/college preparatory focus, parents will be encouraged to assist, in any way they can. Parents, through the SATELLITES case management system, will have multiple opportunities to be a part of the team that is a direct part of their student’s educational success. The school values their knowledge and experience, and will provide opportunities for parents to assist in developing our students’ academic preparedness for high school and beyond.

The GREAT Jr. Academy students play a vital role in the shaping of their education and will represent themselves through the TGJA Board of Jr. Executives. This group will provide students with a collective voice in the ongoing evolution of the school and will be instrumental in the school’s service learning efforts and community relations. This student body will report to the Executive Director and the Board of Directors. The students will learn how boards govern businesses and schools and itself will operate in the same manner to provide a real-world tie to the job they have as the student representative body. Those students with an interest in business, leadership, and government would be encouraged to represent the student population as a member of the Board of Junior Executives, although any student is welcome to attend meetings and/or apply for a representative position. Board of Jr. Executives members will represent each grade level and will apply to their positions by writing resumes, cover letters and filling out applications. The members will be chosen by a committee made up of staff, the Executive Director and fellow students. The Chief Executive Officer (CEO) of the Board of Junior Executives will act as a student liaison at Board of Directors meetings and Parent Meetings. Any school is a member of a larger school community, supported by parents and other community members, and as such The GREAT Jr. Academy and its students will help support those organizations within its community. Community partnerships will take place in a variety of ways, such as participating in regular service learning opportunities and participating in community partnerships that will enhance the school’s curriculum.

A school is a valuable component to any community. The GREAT Jr. Academy, whose purpose is to provide students the knowledge and skills to succeed in high school and beyond, will do its part in providing its community with intelligent, responsible, well-rounded citizens, many of whom will enter the Albuquerque workforce after graduating from college. By providing opportunities for students to establish and build professional connections with local individuals and entities through opportunities to visit businesses and shadow in a variety career areas, The GREAT Jr. Academy will ensure that its students have valuable experience and the necessary abilities to carry them through high school and into college.

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

<p>F.(1) Community involvement.</p>	<p>The school provides a clear, comprehensive, and cohesive plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how parental involvement will help to advance the school's mission.</p>	<p>The school provides a clear plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school.</p>	<p>The school provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the school.</p>	<p>The school provides an inadequate and incomplete plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the school. --OR-- The application does not address community involvement.</p>
<p>Comments:</p>				

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

Any concerns or complaints from any member of the community will be considered and thoroughly evaluated in a timely manner. The concern in question will dictate the nature of the resulting evaluation. Such concerns, and their resulting evaluations, might include:

- *Curricular concerns, evaluated by the academic director, teacher(s), and school The Executive Director*
- *Student academic concerns, evaluated by the academic director, teacher(s), and The Executive Director*
- *Student behavioral concerns, evaluated by the dean of students and The Executive Director*
- *Administrative concerns, evaluated by the The Executive Director and administrative executive, and/or the Executive Director's designee.*

Governance Board of Directors member(s)

For every complaint, the administrative authority will preside over the initial investigation. This individual may include the teacher, academic director, dean of students, or The Executive Director depending on the nature of the complaint. The issue will be investigated and a response will be provided to the complaining party within an appropriate timeframe.

If the complaining party is unsatisfied with the response, there will be an additional investigation in which a secondary evaluator will take part. For example, if a parent is unsatisfied with a teacher's resolution of a given complaint, the school's academic director or The Executive Director will act as the

secondary party who will complete his or her own investigation of the situation in question. At the completion of this investigation, the secondary investigating party will assess the results of the initial investigation and provide his or her own final assessment. At this point, the results of the secondary investigation will be considered the final evaluation of the complaint in question.

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

The GREAT Jr. Academy Proposed Discipline Policy

The following discipline policy is proposed for the GREAT Jr. Academy. Each consequence will depend on the severity of the violation and whether the violation is a first offense or a repeated act. The consequences for unacceptable behavior may vary as each administrator selects from a broad spectrum of consequences to include those listed here.

1.1 Consequences Include, But Are Not Limited to:

A. Staff and Student Conference: School personnel will meet with the student in person.

- B. Behavior or Attendance Contract: Contracts entered into by the student and guardian when habitual misconduct or trancies have been documented by the administration. The breach of a contract may warrant a recommendation for long-term suspension and The GREAT Jr. Academy Due Process Hearing Procedures will apply.*
- C. Staff and Parent/Guardian Conference: School personnel will communicate with parents/guardians by note, by telephone and/or in person.*
- D. Administrator and Student Conference: The administrator will meet with the student in person.*
- E. Administrator and Parent/Guardian Conference: The site administrator will communicate with the parent/guardian by note, by telephone and/or in person.*
- F. Administrator, Staff, Student and Parent/Guardian Conference: All parties involved will participate in a personal conference.*
- G. Attendance Contract: Student commits in writing to attend classes regularly and on time. The consequences of continued absence are specifically stated in contract.*
- H. Behavior Contract: Student commits to more positive behavior in the form of a written contract.*
- I. Demerit: A mark received for misconduct*
- J. Detention: Retaining a student before or after school or during the lunch recess period.*
- K. In-School Suspension (ISS): Removal of the student from regular classes and placement with school personnel for supervision.*
- L. Short-Term Suspension: Removal of a student from classes and all school related activities for a period of time up to ten school days. Students whose presence poses a danger to persons or property are considered to be a disruption to the educational process and may be removed immediately from school or school-sponsored events. Local law enforcement authorities may participate in removal, if necessary.*
- M. Long-Term Suspension: Removal of a student from school and all school-related activities for more than ten school days and The GREAT Jr. Academy Due Process Hearing Procedures will apply.*
- 11-180 school days out of school*
 - Required long-term Suspension Hearing within 10 school days of offense.*
 - Length of long-term suspension time recommended by school administration, decision by Hearing Officer, appealed to Executive Director.*
 - During interim time of offense to hearing date and subsequent decision by Hearing Officer, student may not be in school, on school grounds, or participate in extracurricular/co-curricular activities.*
- N. Expulsion: A student who has been validly expelled from The GREAT Jr. Academy is not entitled to receive any educational services from The GREAT Jr. Academy permanently. Expelled or suspended students are also restricted from coming onto school grounds.*

O. Restitution/Reimbursement: Payment for items that have been damaged and/or stolen will be sought. This includes damage to the school facilities, bathrooms, lockers, equipment; damage or loss of school textbooks, materials and supplies for which the student and parents/guardians are responsible or damage to personal property of school employees or students or school neighborhood residents. Such matters may be referred to the local law enforcement authorities for further action.

P. Trespass Notice: The individual shall be notified (by law enforcement authorities) that he/she has been denied access to all school properties.

Q. Referral for Legal Action: Evidence of any illegal act or action by a student will be forwarded to the appropriate authority or law enforcement agency, i.e. police, sheriff, county, city, state or federal ordinance prohibiting all of the following acts.

Arson (SS 30-17-5 NMSA 1978)

Assault (SS 30-3-1 NMSA 1978)

Bomb Threat (SS30-20-16 NMSA 1978)

Breaking and Entering (SS 30-14-8 NMSA 1978)

Criminal Damage to Property (Vandalism) (SS30-15-1 NMSA 1978)

Extortion (SS 30-16-9 NMSA 1978)

Possession of Alcohol by Minor (SS 60-7B-1 NMSA 1978)

Possession of Concealed Deadly Weapon (SS 30-7-2 NMSA 1978)

Possession of Controlled Substance (SS 30-31-23 NMSA 1978)

Robbery (SS 30-16-2 NMSA 1978)

Tobacco (SS 30-49-3 NMSA 1978)

Unlawful Carrying of a Deadly Weapon (SS 30-7-2 NMSA 1978)

Any other violation of county, city/state, and/or federal ordinance or law will be communicated to the appropriate law enforcement agency.

DEMERIT SYSTEM AND DISCIPLINARY CODE

OFFENSES

1.2 ARSON – 50 Demerits

Maliciously, willfully, and/or neglectfully starting, by any means, a fire or causing an explosion on school property or at any school related activity.

1.3 ASSAULT – 30 Demerits

Any act, threat or menacing conduct which causes another to believe that he/she is in danger of receiving injury or harm.

1.4 ASSAULT WITH FIREARM/KNIFE OR CUTTING OBJECT – 50 Demerits

An unlawful attempt to physically threaten or harm another individual. Intending or performing assault with a weapon, instrument, or any means of force likely to produce bodily injury.

1.5 BATTERY – 50 Demerits

Any unlawful, intentional touching or application of force when done in a rude, insolent or angry manner.

- Battery with a Firearm*
- Battery with a knife/cutting object*
- Battery on a school official*
- Battery with another weapon*

1.6 BOMB THREAT – 50 Demerits

Falsely and maliciously stating to another either verbally or in writing that a bomb or other explosive has been placed in such a position that person or properties are likely to be injured or destroyed.

1.7 BREAKING AND ENTERING – 50 Demerits

Illegal or unauthorized entry into school facilities.

1.8 BULLYING/INTIMIDATION/INSTIGATION – 15 Demerits

Any act or speech that subjects person to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame or disgrace, whether verbal, written, or gestural. (See Section 17 – Anti-Bullying Policy)

1.9 CELL PHONE/ELECTRONIC DEVICE/SEXTING – 15 Demerits

Using cellular phones or other electronic devices during instructional time (calling, receiving calls, sending or receiving text messages, taking photographs, or use in any other manner that is in violation of this discipline handbook.

1.10 CHEATING – 15-30 Demerits

Using or attempting to use a dishonest, unethical or unapproved method to gain unfair advantage in demonstrating competency in performing a skill, achieving a goal, or to misrepresent the attainment of knowledge.

1.11 CYBER-BULLYING, INTIMIDATION/INSTIGATION BY USE OF ELECTRONIC DEVICE OR SOCIAL NETWORKING OUTLET – 30 Demerits

Any act by use of transmitted communication, either by electronic device, or other transmittal device that subjects persons to indignity, humiliation, intimidation, physical abuse or threat of physical abuse, social or other isolation, shame or disgrace. This also includes direct or indirect communication of social networking sites. Examples of cyber-bullying include:

- Posting slurs rumors or other disparaging remarks about a student or staff member on any website.*
- Sending email, text, or instant messages that are harassing or threatening in nature.*
- Taking and sending an unauthorized an/or unwanted photograph of a student or staff member.*
- Using any unauthorized electronic transmission to threaten, intimidate, or harass by means of direct or indirect contact.*

1.12 DAMAGE TO PRIVATE OR SCHOOL PROPERTY – 30-50 Demerits

A student shall not steal, cause damage to or destroy school property or private property if on school grounds or during a school function.

1.13 DANGEROUS WEAPONS OR INSTRUMENTS

A student shall not possess, use, transmit or conceal any object that might be considered a dangerous weapon or instrument of violence. This policy is enacted to implement the requirements of the Federal Gun Free Schools Act of 1995, 33 U.S.C. 3351.

Weapon – For the purpose of this policy, a “weapon” is any firearm, knife, explosive, or other object, even if manufactured for a nonviolent purpose, that has a potentially violent use, or any “look-a-like” object that resembles an object that has a potentially violent use, if under the surrounding circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

- *This list is not totally inclusive, but some examples are: sharp instruments, cutting instruments, cutting tools, knives, pipes, guns, ice picks, switchblades, brass knuckles, nunchakus, handguns, BB guns, pellet guns, shotguns, rifles, firecrackers, explosive devices, chemicals and gases including mace.*

1.14 DISRUPTION OF SCHOOL AND/OR CLASS – 30 Demerits

A student shall not engage in any conduct that may cause or create a substantial disruption or material interference with any school function, activity or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, well-being or rights of other students.

1.15 DRUGS, ALCOHOLIC BEVERAGES AND LOOK-A-LIKE DRUGS – 30 Demerits

A student shall not possess, use, transmit, distribute, secrete, sell or be under the influence of any drug or alcoholic beverage of any kind with the exception of the student who is taking prescription medicine under the direction of a physician. The office and teachers must be informed in regard to prescription medication. This restriction shall refer to:

- *The school grounds, during, before, or after school hours*
- *Off school grounds at a school activity*
- *On school buses or rented carriers*
- *Use prior to attending a school activity, function or event*
- *A student shall not knowingly possess, sell, make offer to sell, give, package or deliver a counterfeit controlled substance; nor shall he/she represent a counterfeit controlled substance by describing it as being the same physical or mental effect associated with use of a controlled substance; nor shall a student falsely represent a counterfeit controlled substance as a controlled substance.*

1.16 DRUGS/SALE/POSSESSION OR DISTRIBUTION – 30-50 Demerits

Being in possession of, selling or distributing any object used to store, process, inhale or ingest drugs (any substance capable of producing a change in behavior or altering a state of mind or feeling). This includes all controlled substances or any look-a-like substances.

1.17 DRUNKENNESS/DISORIENTATION – ALCOHOL OR DRUGS – 30 Demerits

The physical, mental or emotional impairment of personal faculties caused by alcohol, the use of marijuana, hallucinogenic drugs, other abuse prone drugs, counterfeit drugs, controlled substances or any substance with an intoxicating effect.

Definition of a substance with intoxicating/addictive effect:

- A. A substance such as, but not limited to, permanent markers, hair spray, vanilla, liquid paper, gasoline, or caffeine pills used to produce and intoxicating effect.*
- B. Drugs prescribed by the student's physician that are being taken according to the discretion of the prescription are exempt under this policy. NOTE: Such prescribed medications are to be kept in the health office and taken under the supervision of school personnel.*

1.18 EXPLOSIVES – 50 Demerits

The use, possession, or sale of explosive devices that are capable of injury to self or others.

1.19 EXTORTION – 30 Demerits

Using intimidation or the threat of violence to obtain money, information, or anything else of value from another person.

1.20 FALSE ALARM – 30 Demerits

Interfering with a fire control system or giving a false report, whether by means of a fire alarm or otherwise.

1.21 FIGHTING – 30-50 Demerits

The act of physical aggression towards another student or staff member.

1.22 FIREWORKS/AMMUNITION – 30-50 Demerits

The use, possession or sale of any incendiary device which may cause injury to self or others. Including but not limited to ammunition of any kind.

1.23 FORGERY – 30-50 Demerits

The act of falsifying a person's name or altering any school document and/or fraudulent use of school documents. Examples include notes from parents/legal guardians, teachers, and school personnel.

1.24 GANG RELATED ACTIVITY – 30-50 Demerits

Gang related activity can be intimidating to students, faculty, and the staff and is disruptive to the educational process. Although this list is not all inclusive, examples of inappropriate and unacceptable behaviors include such things as gang graffiti on school property, intimidation of others, gang fight and/or initiation rituals, and/or wearing gang attire or "colors," or gang symbols, "sagging" and communicating gang symbols. Gang related activity can be engaged by those in a gang, related to a gang or just those that are intrigued by gangs. Since gang behavior, symbols, and colors are variable and subject to rapid change, school administrators and staff must exercise judgment and their individual discretion based upon current circumstances in the school when evaluating gang related activity.

1.25 HAZING/INITIATION – 30-50 Demerits

To harass by requiring the performance of unnecessary, disagreeable, degrading or humiliating tasks. To require students to engage in activities which could potentially result in harm or bodily injury to an individual. To play abusive, humiliating tricks as criteria for membership.

1.26 INSUBORDINATION – 10 Demerits

A student shall not fail to comply with the directions of teachers, student teachers, aides, principals or other authorized school personnel. He/she shall not fail to comply with the rules and regulations of the school.

1.27 LEAVING THE SCHOOL BUILDING/GROUNDS WITHOUT PERMISSION – 30 Demerits

A student shall not leave the school grounds or building without being properly checked out by a parent or legal guardian.

1.28 NON-EDUCATIONAL ITEM – 15-30 Demerits

Any item that disrupts the educational process.

1.29 OBSCENE MATERIALS/ITEMS/BEHAVIOR – 15-30 Demerits

Displaying and/or the possession of indecent and/or offensive materials or items. This includes making gestures that are indecent or offensive in nature. Also included are pictures, drawings and images on clothing.

1.30 OTHER SCHOOL RULES – 5-30 Demerits

Acts of misconduct not specified herein shall also be subject to discretionary action by appropriate school personnel.

1.31 PUBLIC DISPLAYS OF AFFECTION – 15 Demerits

Inappropriate physical contact between students.

1.32 PHYSICAL ASSAULT – 30 Demerits

An unlawful attempt to threaten to do harm of a physical nature. Threatening physical harm to another or causing a present fear of imminent danger to the person by use of threats, gestures, verbal assaults, instigation of a physical nature.

1.33 SEXUAL ASSAULT – 50 Demerits

An unlawful attempt or threat to do harm of a sexual nature. Threatening physical harm to another or causing a present fear of imminent danger to the person by use of threats, gestures, verbal assaults, instigation of a sexual nature.

1.34 SEXUAL BATTERY – 50 Demerits

Inappropriate or unwanted touching of a sexual manner.

1.33 SEXUAL HARASSMENT – 15-50 Demerits

Behavior (including gestures) or words (oral or written) that are directed at a student or school personnel because of his/her sex that are uninvited, unwanted, or unwelcome which would cause the person of that sex to feel uncomfortable or offended or when the conduct by its nature is clearly unwelcome or inappropriate. Examples include, but are not limited to:

- A. Comments about body parts or rating a person's body*
- B. Spreading of sexual rumors, stories or jokes*
- C. Using sexual orientation as an insult*
- D. Staring or pointing at a person's body parts*
- E. Making obscene gestures*
- F. Displaying of sexual materials*
- G. Verbal sexual advances including subtle pressure for sexual activity*
- H. Repeated or persistent unwelcome requests for dates, meeting, or other social interactions*

NOTE: If sexual touching occurs, the Sexual Battery policy can be enforced.

1.35 SKIPPING OR CUTTING CLASS – 15 Demerits

Skipping or cutting class is defined as not being in the assigned classroom, study hall, lunch period, etc., but not leaving the school building/grounds.

1.36 SMOKING/USE OF TOBACCO PRODUCTS – 15 Demerits

The use of tobacco products, smoking, chewing or dipping. Possession of tobacco products on one's person or personal belongings such as backpacks, while at school, on school property, or at a school activity.

1.37 STALKING – 30-50 Demerits

Continual, unwanted, pursuing/attention.

1.38 TARDINESS – 5 Demerits

Arriving after the designated beginning of school/class.

1.39 TECHNOLOGY CODE – 10-30 Demerits

Engaging in any activity prohibited by the technology agreement

1.40 TRESSPASSING/UNAUTHORIZED PRESENCE – 5-15 Demerits

Entering or being on school grounds or in a school office without authorization.

1.41 UNIFORM VIOLATION – 5 Demerits

Any violation of the uniform policy (see Section 6)

1.42 UNLAWFUL PHONE/VIDEO CAMERA PHOTOGRAPHING OF PRINTED MATERIALS PROHIBITED ACTS – 30 Demerits

Use of any non-approved video production by means of videotapes, films photographs, exhibits, or any electronic transmitted images of any school materials that are strictly the property of The GREAT Jr. Academy is in violation of this discipline handbook.

1.43 USE OF MUSIC PLAYERS – 5 Demerits

Students are not permitted to listen to music from music players during instructional time.

1.44 USE OF PROFANITY AND/OR OBSCENE LANGUAGE OR GESTURES – 10 Demerits

A student shall not use any form of profanity, written or verbal. Included in this prohibition would be the use of obscene gestures, signs, pictures or publications, obscene language, phrase or partial phrases.

1.45 VIDEO CELL PHONE/VIDEO CAMERA VOYERISM PROHIBITED ACTS – 30 Demerits

Use of any non-approved video production by means of videotapes, films, photographs, exhibits, or any electronic transmitted images during school hours is prohibited. This includes, but is not limited to lewd or obscene images and videos, but also includes the transmission of any act that is prohibited by school policies or a state and federal law is in violation of this handbook.

1.46 DISCIPLINARY MEASURES

Should a student behave in the unacceptable ways indicated in this discipline code, any of the following disciplinary measures may be enforced by the school.

A. Student conference.

B. Parent phone call/parent conference. Prior to a problem becoming quite serious, the parent(s)/guardian(s) will often be asked to come to the school to work with school officials. Many times a student will begin to show progress upon the involvement of the parent(s)/guardian(s) in the problem.

C. Assignment to Friday/Saturday School: This may be assigned on Friday or Saturday. The parent(s)/guardian(s) will be notified a day in advance when detention is assigned.

D. Work assignments beyond the regular course load when determined to be appropriate and practical.

E. In-school suspension: When an adequate place is available within the building, the Principal/Assistant Principal may assign students to in-school suspension, which allows a student to remain in school, but isolates the student from the rest of the students in attendance.

F. Suspension from school: Serious violations and continued offenses may lead to a suspension from school. Unless it involves an emergency removal, the parent(s)/guardian(s) will be notified in advance that the student is being suspended from school.

G. *Referral to juvenile authorities or police: When a serious offense is involved, outside authorities may be called for assistance.*

H. *Removal from school by the parent(s)/guardian(s) on a temporary basis for the protection of the children involved, pending investigation of a situation which may be disruptive to the school program: This allows school officials to solve a potentially serious problem with the least amount of confusion.*

I. *Recommendation to be transferred to an (alternative setting) for the remainder of the semester, remainder of the school year or the remainder of the calendar year.*

J. *Recommendation to the Superintendent for expulsion: Expulsion must be taken very seriously by the student and by the parent(s)/guardian(s). Students cannot remain in the school if they are a continuous threat to the health and safety of the other students and staff.*

1.46 SUMMARY OF DEMERIT ACCUMULATION

- *1-15 Demerits - 1 day suspension. Students will be counseled. Parent(s)/guardian(s) will be contacted after 8. Incidents will be recorded on the behavior card. One day suspension.*
- *16-30 Demerits - 3 day suspension. Letter mailed to parent(s)/guardian(s). Parent conference prior to student returning.*
- *31-40 Demerits - 5 day suspension. Letter mailed to parent(s)/guardian(s). Parent conference prior to student returning. Behavior Contract will be enacted.*
- *41-50 Demerits - 7 day suspension. Phone call/letter to parent(s)/guardian(s).*
- *50 Demerits - 10 day suspension. Letter to parent(s)/guardian(s) explaining the consequences of 50 demerits. Recommendation to an alternative setting for the remainder of the semester, remainder of the school year or remainder of calendar year.*

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

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

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.

The GREAT Jr. Academy will be committed to the education of every middle schooler that enrolls in the school. But we recognize that some students can display certain behavior, such as fighting, drug use, and/or possession of weapons, our setting may be appropriate. The online curriculum will allow us place a long-term suspended or expelled student on a home-bound type program. The curriculum can be accessed from anywhere there is a computer and internet access. Our teachers have the ability to case management students in the same manner as a medically fragile student. The teachers can also meet with the long-term or expelled student at the library for more intense one-on-one assistance. The SMART lab teachers can also develop independent studies projects so that these students can get earn a grade in the labs.

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

The GREAT Jr. Academy will target families who share and value common goals of school. Families who value the preparation of their child's future and ability to maintain competitive career and/ or collegial endeavors will benefit from the resources provided by the school. Geographically, the entire region of Albuquerque Metropolitan will become aware of The GREAT Jr. Academy's presence and offerings through marketing efforts. The target market will encompass: Parents who are college educated or who want their child to be and have placed the same emphasis and values on their children. TGJA will also reach out to:

- *Students who currently attend charter schools in the area and are unsatisfied with curriculum and opportunities*
- *Students who are interested in a flexible school schedule*
- *Students who desire a school with a strong STEMS program*
- *Students who are currently participants in Home Schooling Programs in Albuquerque and wish for a school that allows for a active transition to high school*
- *Students who are currently attending their geographically chosen public high school and*

are high achievers that would benefit from resources provided by The GREAT Jr. Academy.

-Students who are actively seeking a school that focuses on Leadership, Scholarship, and Service Learning.

Marketing Goals

The GREAT Jr. Academy has set an aggressive, but attainable and measureable objective for the first and second years of market entry.

First-year Objectives

During The GREAT Academy's initial year in operation, the aim is to register 30 - 6th graders. The 2nd year and 3rd year the school plans to add an additional 30 students and a additional grade level per year until 8th grade. Also, The Academy's objective is to gain recognition and maintain a strong reputation throughout the public education sector of Albuquerque, New Mexico.

Second-year Objectives

The GREAT Jr. Academy's objective for the second year will be to establish strong ties to the homeschool community so that their children will have access to a unique public option.

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

A separate lottery will be held for the day program and the evening program when the number of applicants exceeds the available spaces for the specific program. If the number of applicants for either program received during the designated enrollment period does not exceed the number of available spaces, all applicants for that program will be admitted. After the announced enrollment period and after the academic year has commenced, students will be enrolled in either program on a first-come, first-served basis until all available seats in the program are filled. When all spaces are filled in either program, subsequent applications will be subject to an enrollment period followed by a lottery process in order to determine their place on a waiting list which shall be used to fill spaces that arise during the academic year.

When a lottery is necessary for either the day or evening program, a number/letter combination will be assigned to each intent letter, received after the cap has been met, starting with the last 2 digits of the year of application, A for 10th graders, or B for 11th graders, and a number ranging from 001-999 based on the number of applications received. (For example, a student applying for 11th grade for the 2011 school year may be assigned the number (11-B-001).

These numbers, assigned to each student who submits a Letter of Intent will be placed in a “hat” and randomly drawn, one at a time, until the available spaces are filled. After all spaces are filled, the drawing continues until all numbers are drawn and a waiting list will be generated based on the order in which they were drawn. Lottery numbers are directly correlated to the numbers on the Letters of Intent. Lottery applicants will be notified in writing regarding their placement as a result of the lottery process.

A student may apply for one slot only. Students who apply for more than one slot will be removed from the lottery. A student must apply using his/her legal name. Using an alias could result in disqualification from the lottery or dis-enrollment at a later date.

Waiting List Procedures:

When a space in either program opens up during the academic year, the adult student or parent of the student at the top of the waiting list for that program will be offered enrollment and will be given five workdays to respond. If the offer is declined or no response is received, the next student on the waiting list will be offered the space, and this process will continue until the space is filled. Declining the offer of enrollment or failing to respond will result in that student's name being removed from the waiting list.

For each next academic year, a new enrollment period will be announced in the Spring and students on either waiting list will be required to re-apply for admission for the next academic year.

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

Enrollment Policy:

In accordance with the Charter School Act, any student, regardless of where he/she resides in New Mexico, may attend The GREAT Jr. Academy. The GREAT Jr. Academy's enrollment policies prohibit discrimination on the basis of disability, race, creed, color, gender, national origin, religion, or need for special education services. These policies are necessary in the event that enrollment interest exceeds the enrollment capacity. If it is the intent of the parents to enroll their student, the parent must submit an electronic Letter of Intent during our enrollment period for each student. Any student not selected from the lottery with a submitted letter of intent will be placed on a waiting list.

As per NMSA Section 22-8B-4.1 NMSA 1978 enrollment and the lottery will be governed by the following rules:

(1) a start-up school may either enroll students on a first-come, first-served basis or

(2) through a lottery selection process if the total number of applicants exceeds the number of spaces available at the start-up school.

In subsequent years, The GREAT Jr. Academy shall give enrollment preference to:

(1) students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades; and

(2) siblings of students already admitted to or attending the same charter school.

Separate enrollment periods may be specified for the day program and the evening program.

Enrollment Procedures/Letter of Intent:

If a parent or guardian (collectively referred to as “parent”) wants to enroll his/her student in either program, or an adult student wishes to enroll in the evening program, the parent or adult student must submit an electronic Letter of Intent for each student during our enrollment period. A complete and timely Letter of Intent is required to ensure that the student will be included in the lottery, if a lottery is required because the number of students wanting to enroll exceed the number of seats available for the desired program at the school.

Parents of students must fill out and submit a Letter of Intent through The GREAT Jr. Academy’s website or request one from the GREAT Academy’s Administrative office during the enrollment period. The Letter of Intent initiates the enrollment process and enters the student into the lottery if necessary. If a lottery is not required, the Letter of Intent will be followed up by standard enrollment procedures. The Letter of Intent form will be posted on The GREAT Jr. Academy’s website only for the time the enrollment period is open. Parents or adult students must fill out the Letter of Intent and click the submit button. An electronic receipt will be generated and sent to the parent or adult student stating that The GREAT Jr. Academy received the letter. Upon receiving the Letter of Intent, a GREAT Jr. Academy representative will assign a number that will be used for enrollment and lottery purposes.

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.

PROPOSED CONFLICT OF INTEREST POLICY

A. General Principles

All Board members have a duty of loyalty and a duty of care towards The GREAT Jr. Academy charter school. It is the responsibility of all Board of Directors to conduct themselves in accordance with the highest standards of integrity, honesty, and fair dealing to preclude conflict between the interest of The GREAT Jr. Academy and the personal interests of the Board of Directors members. It is the responsibility of the school to conduct all its business and operations impartially in accordance with all laws and in conformity with the highest ethical and professional standards. All hiring and other transactions imposing financial and professional standards. All hiring and other transactions imposing financial and/or legal obligations on the school shall be made with the best interests of the school as the foremost consideration. The Board also recognizes that the ultimate success depends upon the active participation, cooperation and collaboration of parents, volunteers, employees, Board of Directors members and students. Sometimes the best interests of The GREAT Jr. Academy charter school may involve the creation of relationships that might create an appearance of impropriety or potential for abuse of position, if not carefully evaluated by disinterested parties. The Board therefore has established this policy to guide Board of Directors members in their actions or relationships, so that they will avoid the appearance of having their judgment or the performance of their duties compromised.

B. Conflict of Interest Definition

A conflict of interest occurs whenever a Board of Directors member permits the prospect of direct or indirect personal gain (or gain to a relative or Related Entity) to influence improperly his or her judgment or actions in the conduct of The GREAT Jr. Academy. It is not practical to specify every action that might be considered to raise a conflict of interest. Consequently, Board members should immediately disclose to the Board any circumstance that may give rise to the appearance of a conflict of interest. The following situations have the potential for being an actual conflict of interest and must be avoided unless

the Board member has brought the issue before the Board for consideration and the Board voted to approve it in an open meeting:

- Hiring a Board of Directors member's relative as an employee, whether full-time or part-time.*
- Acquiring, leasing, and selling any property, facilities, materials, or contract services (e.g., financial, legal, public relations, and computer) under circumstances in which there is direct or indirect compensation to a Board of Directors member or his/her relative or a Related Entity of the member.*
- Using confidential information acquired by virtue of their associations for their individual or another's private gain.*
- Requesting or receiving and accepting a gift or loan for themselves or another that tends to influence them or appear to influence them in the discharge of their duties as Board members.*
- Influencing or having the appearance of influencing business with suppliers to The GREAT Jr. Academy, which results in the financial benefit to a Board of Directors member, his or her relatives or a Related Entity.*

C. Deliberations and Voting on Conflict Issues

In order to avoid conflicts of interest and the appearance of impropriety Board members shall not participate in open meeting or Closed Session deliberations or votes relating to the discipline of (i) himself or herself; (ii) any relative of the Board member; or (C) any transaction between The GREAT Jr. Academy and any Related Entity of the Board of Directors member. "Closed Session" shall mean any portion of a Board of Directors meeting that is properly closed to the public in accordance with the provisions of the state Open Meetings Act. The Executive Director shall not authorize (by approval of a Purchase Order or otherwise) or enter into any proposed transaction described in Paragraph B unless and until the transaction has first been evaluated and approved by the Board of Directors. The Board of Directors may, but shall not be obligated to, approve a proposed transaction (including the hiring of a Board of Directors member's relative or any Related Entity, if the Board concludes, after review of all pertinent data, that:

- 1. The transaction is financially no less favorable to the school than would be available in an arm's length transaction between unrelated parties;*
- 2. no Board of Directors member will be in a position to influence decisions relating to the employment, supervision, compensation or discipline of a relative;*
- 3. no Board of Directors member will be in a position to influence decisions relating to any transaction between The GREAT Jr. Academy and any Related Entity; and;*
- 4. the benefits of The GREAT Jr. Academy outweigh any appearance of a conflict of interest.*

D. Violation of Conflict of Interest Policy.

Upon discovery of a possible infraction of the established The GREAT Jr. Academy conflict of interest policies, the discovering party is required to immediately notify the Board of Directors Chairperson, Executive Director, and all Board Members. A Special Board of Directors meeting must be immediately scheduled to consider the matter. In the event the Board of Directors decides that a The GREAT Jr. Academy employee, Board of Directors member, or volunteer has violated the conflict of interest rules or otherwise abused or attempted to abuse his or her position at The GREAT Jr. Academy, the shall review and recommend appropriate action.

E. Transactions with Interested Board Members.

The GREAT Jr. Academy shall not enter into any financial transaction with any Board member, any relative of a Board member, or any other person or entity in which the Board member or relative of the Board member has a direct or indirect financial interest unless during a public meeting: (a) the nature of the direct or indirect financial interest is fully disclosed to the Board; and (b) the transaction is expressly

approved by a majority of the Board members present at such meeting who have no direct or indirect personal financial interest in the transaction, provided a quorum of the full Board is present at such meeting. A written contract or other written memorandum shall evidence all such interested transactions approved by the Board, and be reflected in Board Minutes. Each Board member shall be responsible for disclosing to the Board the existence of any such direct or indirect interest. Failure to make such disclosure shall be grounds for voiding the transaction, at the discretion of the Board. Nothing in this procedure shall prevent The GREAT Jr. Academy from paying compensation to a Board of Directors member for reasonable expenses incurred. All such compensation shall be paid in compliance with the New Mexico Per Diem and Mileage Act.

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

REGULAR BOARD MEETINGS

Regular meetings of the Board of Directors will be scheduled for the third Tuesday of each calendar month. The date and time of regular meeting may be changed by action of the Board, provided notice of the change has been properly published as required by the Open Meetings Act. Board meetings will be held at a location determined by the Board. A special Board meeting may be called by the Board of

Directors President, or by a quorum of Board members. Advance notice of a special meeting will be given to all Board members in accordance with the Open Meetings Act (NMSA 1978, Section 10- 15-1). The Board of Directors shall consider at least once annually what constitutes reasonable notice for all regular, special and emergency meetings as contemplated by the New Mexico Open Meetings Act and, thereafter, pass an appropriate resolution adopting policies and procedures for complying with the Act. The Resolution shall be posted for public information. Additional notification of meetings shall be sent to the Teacher's Representative, the PTA/PTO parent organization executive, and posted on The GREAT Jr. Academy website for community access in accordance with the New Mexico Open Meetings Act.

BOARD AGENDA

The Chairperson or Chairperson's designee sets Board agendas. A request to have an item placed on the agenda must be submitted to the Chairperson at least 24 hours prior to the required time the agenda must be posted. The Chairperson shall have the discretion to add agenda items up to the time the agenda must be posted. A request to have an item placed on the agenda must be made in writing and include all documents and materials the person anticipates presenting. The Chairperson or designee shall provide a copy of the agenda and all documentation to be considered by the Board at the meeting to each Board member at last 24 hours prior to the meeting.

BOARD AND COMMITTEE DELIBERATIONS

All Board members shall work collaboratively with each other, with the sole goal of achieving The GREAT Jr. Academy educational mission. The Board has been constituted so as to include a broad spectrum of experience and perspectives, and every Board member shall be afforded the opportunity to express his or her opinion, in a professional manner, about matters before the Board. Board members shall refrain from non- constructive or personality-based comments that do not advance The GREAT Jr. Academy mission. Because the Board makes decisions as a deliberative body, it is expected that, except in extraordinary circumstances, Board members will voice their opinions to other Board members about Board matters in the context of Board and/or committee meetings, rather than in private communications among Board members. Board members shall be expected to keep confidential any deliberations or discussions that take place in the closed session meetings. It is expected that Board members will raise concerns or share information about closed session meetings within the context of Board and/or other committee meetings with other members of the Board and appropriate staff members only. Until such decisions are ready for public comment, such information will not be shared with the school community at large.

ADDRESSING THE BOARD

An individual may speak at a Board meeting on any item(s) that appears on the adopted agenda after being recognized by the Chairperson, or in his or her absence, the acting chair, of the Board. All presentations should be brief and each individual speaking on an agenda item will be limited to three (3) minutes, unless otherwise instructed by the Chairperson. Complaints about individual employees will not be heard at Board meetings or at community meetings, but should be raised pursuant to the general complaint policy adopted by the Board.

BOARD MINUTES

A record of all actions of the Board will be set forth in the official minutes of the Board. The minutes and recordings will be kept on file pursuant to New Mexico record retention requirements at a minimum. The Board will maintain a separate handbook of its minutes and resolutions passed by the Board.

BOARD MINUTES AND RECORDS

The Executive Director, or administrative staff to whom the Executive Director shall delegate such responsibility, shall take the minutes of all Board meetings, and provide a written copy thereof for approval at the next Board meeting. The Executive Director shall also supervise the handbook of resolutions passed by the Board and the indexed record of action. A draft copy of the minutes shall be made available for public review by no later than 10 days after each meeting of the Board. Minutes shall be approved at the next regularly scheduled meeting of the Board of Directors.

PARLIAMENTARY AUTHORITY/QUORUM

Roberts' Rules of Order, newly revised, will govern the Board, except when in conflict with applicable laws or regulations, which then prevail. Although most items are handled by appropriate motion procedures, consensus action is also used. Unless otherwise specified by Board policy, procedure or resolution, a quorum shall consist of a simple majority of Board members in office, and any action may be taken upon the approval of a majority of those members present, provided a quorum is present.

ALTERNATIVE DISPUTE RESOLUTION PROGRAMS

The Board of Directors recognizes the existence and effectiveness of alternative dispute resolution programs. Use of alternative dispute resolution programs can result in the early, fair, efficient, cost effective, and informal resolution of disputes. Appropriate use of alternative dispute resolution methods is hereby determined to be in the best interest of the charter school. The Board of Directors shall publish a thorough and concise set of dispute resolution policies and provide them in the appropriate school policy publications as they apply.

POLICY ADOPTION

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board. Proposals regarding policies may only originate with a Board member, Board advisors, or committees formed by the Board for the purpose of investigating and developing policy. Staff members, students, civic groups, parents or other interested citizens may request that a Board member or the Executive Director sponsor a proposed policy. The Board will adhere to the following described procedure in considering and adopting policy proposals to ensure that such proposals are thoroughly examined before final action. After review, the Board of Directors will make such proposed policies available for public comment by staff members, students, civic groups, parents or other interested citizens, for a period of at least seven (7) days. Notice of such proposed policies shall be included in The GREAT Jr. Academy newsletter and/or posted in a prominent location at the school. Upon request, the Executive Director shall make copies of the proposed policies available to interested parties. Comments on the proposed policies must be submitted in writing to the Executive Director by the deadline specified by the Board. Following such public comment period, the Board shall consider any comments received and determine whether changes to the initial draft policies should be implemented. After such consideration by the Board, and adoption of any recommended changes, the Board shall present its final recommended policies or revisions. The public comment process shall apply to all policies proposed by the Board after the date these Bylaws are adopted by the Board.

SIGNATORY AUTHORITY

Unless otherwise revised by a Board of Directors resolution, all contracts entered into by the Charter School shall be signed by the Board of Directors Chairperson and/or the Executive Director with the consent of a quorum of the Board members. The Board members shall from time to time establish the dollar limits of checks and contracts requiring the signatures of more than one authorized person. The Board of Directors may by a majority vote, delegate authority to sign contracts within a certain dollar amount as described by resolution, to the Executive Director.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
I(2) Transparency	The school provides 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 24 hours in advance, quorums, executive or closed session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a clear explanation that demonstrates an adequate understanding of and capacity to how it will comply with the Open Meetings Act and most of its parts (agendas posted 24 hours in advance, quorums, executive- or closed-session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a general explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. However, the school’s response may raise questions or concerns about understanding or capacity regarding all components and requirements of the law.	The school provides an incomplete or inadequate explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. --OR-- The school does not address how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.
Comments:				

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

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

Third Party Relationships
Even though The GREAT Jr. Academy is slated to be a feeder to The GREAT Academy High School, the relationship is not essential for the school to meet its mission.

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

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
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J.(2) Proposed Agreement	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides 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.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed formal agreement or MOU between the school for most prospective third-parties, delineating major roles and responsibilities OR the school provides some formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.</p>	<p><i>If Applicable</i> The school offer and limited proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) OR signed letter(s) of intent between the school and prospective third-parties. Roles and responsibilities provided may be general.</p>	<p><i>If Applicable</i> The school provides an inadequate or incomplete response --OR-- Does not address the prompt.</p>
Comments:				

K. Waivers.

K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. Ensure that the rationale **clearly demonstrates** how requested waivers **align with the school’s proposed autonomy, its mission, and the educational program and curriculum**. For further information please see the following link:
http://ped.state.nm.us/admin.personnel/waiver_requests.html.

NMSA 1978 § 22-8B-5(C) Waiver	Requested?		Description of how waiver will support school’s plan.
	yes	no	
Individual class load	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Teaching load	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The GREAT Jr. Academy's core curriculum is virtual and self-paced. That being the case, students are able to complete their courses more quickly than the allotted time frame. In addition, TGJA students have the ability to access their courses from home or anywhere they have a computer/laptop and internet access. This allows for students that may be dealing with illness or some other medical situation to work from home. The curriculum is mastery-based, as opposed to being based on seat-

			<p>time. The GREAT Jr. Academy retains the ability to modify the hours of school attendance.</p> <p>22-8B-5</p> <p>A. The local school board may waive only locally imposed school district requirements for locally chartered schools.</p> <p>B. A state-chartered charter school is exempt from school district requirements. A state-chartered charter school is responsible for developing its own written policies and procedures in accordance with this section.</p> <p>C. The department shall waive requirements or rules and provisions of the Public School Code [22-1-1 NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional materials, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.</p>
Staffing pattern	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Subject areas	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Purchase of instructional materials	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Evaluation standards for school personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
School principal duties	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert
Drivers education	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Insert

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

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

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Insert	Insert

Topic	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—3 <input type="checkbox"/>	Meets—2 <input type="checkbox"/>	Partially Meets—1 <input type="checkbox"/>	Does Not Meet—0 <input type="checkbox"/>

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

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 - N/A

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

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 - N/A

Even though TGJA will not be offering A Free and Reduced Lunch Program, we did budget for our Free Healthy Breakfast and Snack Program that will be available for all students.

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

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 25th, 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.

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.”

The GREAT Jr.Academy plans to share facilities with The GREAT Academy High School located at 6001 - A San Mateo Blvd. NE in Albuquerque.

*The GREAT Academy Facilities Master Plan Section 2.3.3 Facility states:
The GREAT Academy facility is a two-story building at the end of a single-story strip mall development. It is an attractive steel and masonry structure with brick and stucco veneer featuring outdoor patios on both levels. Built about 1992, the building was formerly occupied by office and commercial uses, most recently as a training center for a high-tech computer company. The lease requires that the property comply with any and all federal, state and local building occupancy regulations and with applicable educational occupancy (E-occupancy) and state adequacy standards pertaining to the school’s uses. The facility size is 15,040 GSF. (See floor plans in Exhibits 2-10 and 2-11.)*

*Section 3.1 states:Functional Goals
The facility will be able to provide adequate space for all current and future programs. The facility should meet all needs of the school, including instructional, administrative, support and safety needs.*

Spaces should be well utilized, and include efficiency features to reduce utility costs which impact the school operational budget. Flexible use of spaces enables shared use of the spaces between support and administrative use, and provides the school with the opportunity to invite CNM and other course providers to offer classes at the school facility. The electrical and fiber capacity of the facility will support the technology needs of the online curriculum.

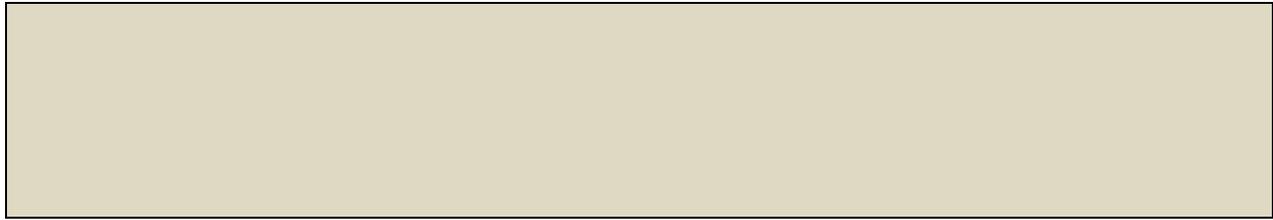
Section 2.2.2 Projected Enrollment

Student enrollment includes day high school students, night high school and adult students, and homebound students. For facility planning, the enrollment cap for this school is not the design capacity required because of the unique program delivery. The current school programs serve three distinct student communities, the daytime students, the homebound students and the night students. The school does not require a facility for the entire enrollment population, but requires a facility with capacity for the maximum enrollment occupancy for the largest program scheduled for the facility at one time.

The proposed middle school enrollment cap is for 120 students. The school intends to include the middle school enrollment in the existing cap of 360 students, not in addition to the existing cap. The enrollment projection for the school, with and without the middle school is 360. The enrollment projection by program caps is:

	<i>Day</i>	<i>Homebound</i>	<i>Night</i>	<i>Total</i>
<i>High School</i>	90	30	120	240
<i>Middle School</i>	90	30	0	120
	180	60	120	360

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M.(1) Projected Facility Needs	The school has clearly and comprehensively described its projected facility needs and desired school environment. The school completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix “J.”	The school has described its projected facility needs and desired school environment. The school provides evidence from PSFA that it has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the review process has not been completed, the plan has received PSFA’s tentative approval.	The school has provided a limited description of its projected facility needs and desired school environment. The school has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the review and approval process has not been completed.	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The school does not address 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.
Comments:				



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 Master Plan Appendix I

	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 identified at least one appropriate, viable facility/ property in the targeted geographic location . The evidence includes a clear plan to prepare the facility/property in time for the school’s opening.	The school provides evidence that it has researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location .	The school provides evidence that it has done some research on potential facilities/properties in the desired geographic location.	The school does not provide evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application does not address 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.

The GREAT Jr. Academy will sub-lease space from The GREAT Academy High School for \$22,000 the first year and ending at \$88,000 for the fifth.

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

The GREAT Jr. Academy will use only SEG revenue for the 5 year budget plan. The 910B-5 has been used to do the calculation and has allocated 15% of the student MEM under special education. TGJA estimates 30 students during year 1(6th grade), 60 students for the year 2 (6th and 7th grade), 90 students for the year 3 (6th through 8th grade), and 120 students for the year 4 and 5 (6th through 8th grade). The GREAT Jr. Academy used the 910B-5 for FY13-14 from PED for the assumption. The revenues from other sources such as 31200 Capital Outlay Fund, 24106 IDEA-B, 14000 Instructional Materials and all the other federal or fund-raising revenue will be used as additional for specific academic program.

The GREAT Jr. Academy has allocated the revenue from SEG to different functions of expenditures base on the Uniform Chart of Accounts from PED. The GREAT Jr. Academy will hire and expend funds based on enrollment and will make sure there will be no cash-flow shortfalls. The GREAT Jr. Academy put the largest portion of revenue into direct instruction, support services for students, and support services for instruction (function 1000, 2100, and 2200) to best support the school's goals.

The GREAT Jr. Academy will hire the instructional staff based on the enrollment of students and will keep the teacher-student ratio at 15:1. TGJA will ensure each teacher has an instructional assistant to assist with their teaching and student management. Special education teacher's FTE will increase gradually with the increase of student enrollment. The chart below displays the school instruction staff plan.

	Year 1 FTE	Year 2 FTE	Year 3 FTE	Year 4 FTE	Year 5 FTE
<i>Teachers</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>4</i>
<i>Special Ed. Teacher</i>	<i>0.25</i>	<i>0.25</i>	<i>0.5</i>	<i>1</i>	<i>1</i>
<i>Instructional Assistant</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>4</i>
<i>Total</i>	<i>2.25</i>	<i>4.25</i>	<i>6.5</i>	<i>9</i>	<i>9</i>

The school budgeted 37.7% of the total teachers' salaries for their benefits and taxes and the same percentage is included in the budget for other staff positions.

The GREAT Jr. Academy will use Edgenuity Virtual Classroom as the major learning system. The school has budgeted enough money under instructional software for Edgenuity and other student learning software. There will be large instructional assets purchases in years 2 and 3. The majority of assets to be purchased in year 4 include student computers, learning stations, desks and chairs, smart boards, equipment for our 4 SMART Labs and other instructional related equipment. In the budget, The GREAT Jr. Academy budgeted enough money under student travel to make sure the students not only Gain Real-world Experience through Active Transaction through 4 smart labs, but also outside the school through service learning activities and career exploration activities.

The GREAT Jr. Academy will hire one social worker and one guidance counselor and gradually increase them from part time positions to 2 full time positions. Both of these two positions require master degree and 3 years' experience in the junior high school environment. The school will also contract with CES for diagnosticians and speech therapists.

The GREAT Jr. Academy will hire a secretary/clerk under 2200 function for 0.5 FTE to assist director of academic to manage student data and START reporting to the state.

The GREAT Jr. Academy will budget for a contracted Director of Academics position under function 2300. He or she will be responsible for the overall academic improvement of the school and the supervision of the instruction staff to make sure the school's academic goals are successfully reached every year. This position requires a master degree in education and at least years of teaching and administration experience.

The school will hire an independent accounting firm to do an audit every fiscal year to make sure that the school is properly managed. Also, the school has budget expenditures under board training and travel for the training of The GREAT Jr. Academy board and committee members.

Jasper Matthews, the school's Executive Director will also be a contracted position. He holds a New Mexico School Administrator license from PED. As the head administrator, he is responsible for the overall operation and management of the school.

Business manager of the school will be a contract position and he or she must hold a New Mexico School Business Official license from PED. Also, a part time business office support person will be hired to provide assistant to the business manager and segregate some of the business office duties.

Based on the lease assistance amount for 2014 from New Mexico Public School Facilities Authority, the GREAT Jr. Academy will pay rent to The GREAT Academy Foundation at \$733.36 per student per year for using part of the building located at 6001-A San Mateo BLVD NE, Albuquerque, NM, 87109. The rent will be paid by monthly and the utility will be paid by The GREAT Jr. Academy.

	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet clearly demonstrates understanding of and capacity to implement 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 worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement 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 contains some errors that may raise questions about understanding of and capacity to implement New Mexico public school funding.	The school provides an incomplete or inadequate 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each of the 5-year budget plan. --OR-- The application does not include a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
A(2) 5-Year Budget Plan	The school provides a five-year budget that clearly supports the school’s mission and aligns with the school’s five-year growth plan, including staffing, facilities, educational program, and services. The draft budget clearly demonstrates the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that appears to support the school’s mission and the school’s five-year growth plan, including staffing, facilities, educational program and services. The draft budget adequately demonstrates the financial capacity and long-term sustainability of the school.	The school provides a five-year budget that generally supports the school’s five-year growth plan. However, the draft budget may raise some questions about the financial capacity or the long-term sustainability of the school.	The school provides an inadequate or incomplete five-year budget. --OR-- The application does not include a 5-year budget.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

A(3) Budget Narrative	<p>The school provides 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.</p>	<p>The school provides a clear budget narrative with some meaningful detail 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 general understanding of the budget and of budgeting.</p>	<p>The school provides a limited budget narrative that explains some basic assumptions, how those were determined, and identifies some priorities. The budget narrative may raise some questions 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 - The GREAT Jr. Academy develops the budget only base on SEG. The GREAT Jr. Academy will apply other federal or state funds such as: 14000 Instruction Material, 24106 IDEA-B, 24101 Title I, 24154 Teacher and Principal Training, and 31200 Public School Capital Outlay fund. The revenue from these funds will be a good supplement for the current budget.

In case of a budget shortfall or decrease of enrollment, The GREAT Jr. Academy will do enrollment advertisement through radio stations, billboards and other media. The executive director will work together with business manager and teachers to promote the GREAT Jr. Academy program to the communities and potential student. The GREAT Jr. Academy will identify which position is a priority to our academic goal and a reduction in force will be made in order to reduce salary and benefit expenditures. The GREAT Jr. Academy will have less expenses from employee benefits payment and tax premium as executive director, director of academic, business manager, and business office support will be contract positions.

The GREAT Jr. Academy will actively seek funding through several private organizations and grants form non-profits such as the W. K. Kellogg, Annenberg foundation, Ford foundation, McCune Foundation, Daniels Fund, Intel Foundation and Bill and Melinda Gates Foundation.

In terms of cash flow, The GREAT Jr. Academy will make sure that SEG is received before the payroll and expenditures are encumbered.

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

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

On or before June 30 of each year of the Charter, The GREAT Jr. Academy and the District/State will complete negotiations concerning funding for the ensuing fiscal year.

Enrollment Count Adjustments

The Public Education Department may adjust the funding based on the 40th, 80th, and 120th-day counts to reflect the actual student count as compared to the count used at the beginning of the school year. If a student who has been included in the enrollment count of the District transfers to The GREAT Jr. Academy during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to The GREAT Jr. Academy. Primary funding for the ensuing fiscal year will be based on the average of the 80th and 120th day counts of the current fiscal year.

Special Education

The GREAT Jr. Academy will provide Special Education services to its students in complete conformance with all State and Federal regulations. The school shall receive funds from PED based on the existing formulas.

The GREAT Jr. Academy Administrative Fees

The GREAT Jr. Academy will set aside 5% for administrative fees from each grant, as allowed, in order administer the grant(s) as well to ensure that the charter school is in compliance with all laws and/or stipulations given by each grant or award.

Salaries and Benefits

The GREAT Jr. Academy will provide payroll function for the school, including the preparation of W-2s and other reports required by State or Federal Law. TGJA will certify all payroll information to the PED and State in a timely manner. The GREAT Jr. Academy shall, during the term of this contract, pay the school's portion of the premium for the coverage of medical, dental, vision, life, and long-term disability insurance for full-time employees. The benefits are described in the contract between the school and the New Mexico Public School Insurance Authority. The GREAT Jr. Academy shall practice good business practices in all matters in compliance with all Federal, State, and Local Laws and Regulations.

Budget Policy

For heightened accountability, both the Business Manager and the Business Office Assistant will be trained on both Apta Fund and the Operating Budget Management System (OBMS) for the purpose of providing assurance that the financial data of The GREAT Jr. Academy are in compliance with federal and state laws, regulations and procedures and the PED. The GREAT Jr. Academy will report timely and accurate financial data through the OBMS system to the PED. The GREAT Jr. Academy will comply with all federal and state laws and regulations relative to fiscal procedures. TGJA will comply with the State of New Mexico Procurement Code as the policy of the charter 13.1.21 et seq. NMSA (New Mexico Administrative Code). The Business Manager will be adept at using AptaFund software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency to ensure compliance with all regulatory guidelines through the policies and procedures described below. The GREAT Jr. Academy Executive Director and Business Manager will be responsible for planning, preparing and presenting an annual school budget for The GREAT Jr. Academy Board of Director's adoption. The GREAT Jr. Academy Board of Directors will approve TGJA's operating budget. Budget oversight is the responsibility of the Board of Director. The Executive Director and/or his/her designee will present to the Board for adoption, a specific budget calendar that meets the deliverable deadlines established by the Public Education Department (PED). PED will give The GREAT Jr. Academy the schedule for submitting the budget to the assigned PED Budget Analyst, and set a meeting to obtain PED budget approval. The budget process will include specific budget hearings allowing the Directors to learn of the public's priorities. The Executive Director and/or the Director of Academics will also be given a specific opportunity to speak towards various programs and matters of interest to the Board of Directors.

Following such hearings, the Board of Directors will identify priorities and give general instructions to the Executive Director or his/her designee to prepare a balanced budget based upon its priorities and other guidelines as deemed appropriate. The Board of Directors will debate and vote budgetary issues without further public hearings.

The GREAT Jr. Academy will be aware of, and adhere to, all rules and regulations as outlined in 2.40.2 and 6.20.2 NMAC. All purchases will be made subject to available budget, adequate segregation of duty, and adopted administrative policies and procedures.

The following policies and procedures are established to assure that the assets of The GREAT Jr. Academy are safeguarded against loss from unauthorized use, to ensure the school provide reliable financial information, and to ensure the operational efficiency of the school. These controls also ensure compliance with federal and state laws, regulations, and procedures of PED.

- The fiscal year begins on the first (1st) day of July and ends on the thirtieth (30th) day of the following June as set forth in 6.20.2.7 NMAC.*

- *In connection with preparation of the annual budget, The GREAT Jr. Academy will follow all procedural requirements pursuant to 6.20.2.8 NMAC.*
- *The GREAT Jr. Academy will adhere to the budget preparation standards set forth in 6.20.2.9 NMAC.*
- *The GREAT Jr. Academy will adhere to the budget maintenance standards outlined in 6.20.2.10 NMAC.*
- *The GREAT Jr. Academy will pay for current expenditures with current revenues.*
- *The Business Manager will use a modified accrual basis accounting program to keep records of all school finances for access reporting.*
- *The Business Manager will review all purchase requisitions for sufficiency of funds prior to issuing a purchase order.*
- *The Business Manager will prepare monthly financial statements comparing actual revenues and expenditures to budgeted amounts.*
- *The Business Manager will provide the status of the budget in a report to the Board of Directors on a monthly basis.*
- *The Business Manager will present proposed Budget Adjustment Requests (BAR) as needed to maintain a positive balance by object code for all funds.*
- *The Business Manager will keep the Board of Directors informed of the availability of revenue for budgeting purposes.*

Salary Budgets

Budget requests submitted for salary accounts will be submitted with salaries determined by The GREAT Jr. Academy Board of Directors per the 1999 Charter Schools Act. The 'number of persons' covered will be noted in full-time equivalents (FTE) per the NM Public Education Requirements. However, The GREAT Jr. Academy shall not be required to use nor comply with any salary norms established by NM Public Education Department.

Non-Salary Budget

Budget requests for non-salary accounts will be in specific dollar amounts. The GREAT Jr. Academy Business Manager will provide any justification of budget amounts that may be required. Budget Implementation. For each account approved, within NM Public Education Department, Budget Control Agents make individual school allocations and approve expenditures. For purpose of budget implementation at The GREAT Jr. Academy, once the budget allocation has been made by NM Public Education Department; expenditures against that budget shall be approved at the site level. Specifically:

- *For Salary Cost Accounts The GREAT Jr. Academy will hire and pay employees per school policy.*
- *For Non-Salary Cost Accounts, The GREAT Jr. Academy will approve all requisitions, travel vouchers, contracts, invoices, or other authorizations which result in expenditures.*

Budget Monitoring

The GREAT Jr. Academy will furnish PED the required Quarterly Revenue and Expenditure Reports showing encumbrances and expenditures to date, and the unencumbered balance for review to demonstrate that encumbrances and expenditures are progressing in accordance with the budget plan. The GREAT Jr. Academy will furnish NM Public Education Department with a copy of the reports submitted to PED for information purposes.

Budget Changes

During the course of the school year it is probable that budget changes, increases, or transfer will be necessary. Increases may result from additional resources, either earmarked or not. TGJA will prepare Board of Directors approved Budget Adjustment Requests (BARs) with the appropriate documentation or revenue source (e.g., a contract from outside agency) an appropriate expenditure cost account for new and/or changes in revenue streams and submit them to PED for approval. No changes in revenue or expenditures between functions can be done without the approval from PED.

Any transfers between cost accounts will always be offset to ensure that The GREAT Jr. Academy budget remains balanced. These changes will be approved at The GREAT Jr. Academy site per the 1999 Charter Schools Act.

Accounting Basis

The GREAT Jr. Academy financial records shall be maintained using a modified accrual basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a cash basis.

Compliance with GASB 14

In accordance with Governmental Accounting Standards Board (GASB), Statement No. 14, "The Financial Reporting Entity," (Issued 6/91), The GREAT Jr. Academy will follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the 1999 Charter Schools Act. This shall apply to all financial reporting to ensure that the nature and significance of The GREAT Jr. Academy's relationship with the NM Public Education Department is in no way misleading or incomplete.

Compliance with the Anti-Donation Clause

In accordance with the Anti-donation Clause, neither the state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution (Article IX, Section 14), shall directly or indirectly lend or pledge its credit or make any donation to or in aid of any person, association or public or Private Corporation.

Fiscal Integrity

In the event that either the Board of Directors or the Executive Director determines additional personnel, programs or initiatives are warranted; no such additions will be made to the budget or spending plan without a corresponding source of funding.

Revenue Projections

The primary source of funding for The GREAT Jr. Academy will be derived from the SEG. The GREAT Jr. Academy will use the average of the 80th and 120th day Member (MEM) of the prior fiscal year in computing the number of students to be included in the Basic Program section and the Special Education section of the PED 910B5. All projections, including ancillary Full Time Equivalent (FTE) will be based on historical data only, and The GREAT Jr. Academy will not use any estimated MEM in the

computation, only projected growth, if any. The GREAT Jr. Academy will utilize the districts T&E Index, if allowable, At-Risk Units and Unit Values as assigned by the PED computing SEG for the following budget year.

Additional revenue generated through gifts, donations and non-categorical grants should be projected based on bona fide funding sources. Budgets for such revenue will be based on actual or allocated amounts indicative through funding via award letters or actual monies received. The SEG fund cash balance from the prior fiscal year may be budgeted for any operational expenditure, exclusive of payroll, upon specific approval from PED.

Receipt of Funds

In accordance with NM Statute 6.20.2 and Office of Management and Budget (OMB) Circular A-102, all state, federal, or other monies received by The GREAT Jr. Academy will be deposited in The GREAT Jr. Academy accounts within 24 hours or 1 banking day of receipt at a federally insured bank as required by state law 6.20.14-C NMAC. The school shall account for public money placed in interest bearing deposits in accordance with Sections 22-8-40© through (G), NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and other federal and state laws applicable to the investments of public school money.

As required law, The GREAT Jr. Academy will take responsibility for acquiring all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the state of New Mexico. All bank accounts shall be established to require multiple signatures on checks or other forms of disbursement.

While the Board of Directors may consider an investment program a critical ingredient of sound fiscal management overall, the prohibition in the 1999 Charter Schools Act against entering into any contractual arrangement that exceeds one year in length will make it impractical for The GREAT Jr. Academy to engage in any long-term investment program. However, The GREAT Jr. Academy will participate in PSIA as prescribed by law.

Receipts will be preprinted, pre-numbered, and kept in sequential order. The Business Office Support person, or another designated employee, will prepare a receipt in triplicate for money received from all sources. The original receipt is to be retained the receipt book, the second copy is to be given to the individual making the payment, and the third copy will be given to the Business Manager along with the respective checks for proper recording in the school's accounting system. If a receipt is voided, all copies of the receipt will be stamped "VOID" and retained in the receipt book.

The Business Manager or designee will prepare the bank deposit in duplicate on a deposit in duplicate on the deposit ticket issued by the bank. After the deposit is made, the deposit receipt will be given to the Business Manager will post the revenue to the appropriate fund and revenue code.

The GREAT Jr. Academy will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing a control system pursuant to NM State Law.

Bank Reconciliation

Pursuant to 6.20.2.14-K NMAC, TGJA will establish a cash management program to safeguard all cash in its custody and control, which will assist with reconciliation of all accounts. The bank reconciliation identifies the item(s) that must be recognized in order to arrive at the actual cash balance. All bank statements will be reviewed on a monthly basis by the business manager for all activity contained on the bank statement and verify that there are no errors or omissions when compared to amounts shown in the respective general ledger.

Purchasing Practices

The 1999 Charter Schools Act gives the Board of Directors the authority and right to establish their procurement practices outside those used by the District. As such, The GREAT Jr. Academy will not use the NM School Board central Procurement Division.

The GREAT Jr. Academy will provide for the fair and equitable treatment of all persons involved in public procurement, to maximize the purchasing value of public funds and to provide safeguards for maintaining a procurement system of quality and integrity. All purchases that expend public school money (including school activity funds) fall under the definition of purchase from public funds and are subject to Chapter 13 Pamphlet 29 NMSA 1978 entitled "Public Purchases and Property" which includes the Procurement Code, Public Works Contracts and other pertinent legislation.

It is understood that grants are not exempt from public purchasing statutes and all applicable state and federal requirements.

The GREAT Jr. Academy will purchase, rent, lease or otherwise acquire all items of tangible personal property, services or construction. All purchases will be strictly in accordance with the laws of the State of New Mexico, federal law and State Department of Education regulations. The GREAT Jr. Academy will establish and maintain a manual of purchasing policies and procedures referencing the applicable statutes, and that manual shall be open to the general public and furnished to NM PED as described in this application.

All procurements for tangible property or services shall be within the budget approved by the Board of Directors and shall be reviewed and approved by the Executive Director or his/her designee prior to their placement. Procurements will be by means of standard purchase orders or letters of agreement as defined by the Board of Directors. The Board reserves the right to review, approve or reject any procurement decision.

The purchase, of any tangible personal property or construction that will exceed \$20,000.00 must be formally bid and may not be artificially divided to circumvent this requirement. Exceptions such as patented or copyrighted products, use of existing contracts, or certain statutory exemptions may apply. Freight, installation, rigging, tax, etc., are considered to be part of the cost of the product. Bid documents will be mailed or otherwise distributed by The GREAT Jr. Academy's Board of Directors who shall also publish public notice not less than ten calendar days prior to the date set forth for the opening of the bid.

The purchase, rental and lease of any tangible personal property or construction that will fall between \$10,000.00 and \$20,000.00 are required by policy to obtain three quotes. These may be company, price, person quoting, model number etc., freight charges, must be furnished to the Board of Directors who may recommend or contact additional sources. Purchases that are less than \$10,000.00 must be made at the best obtainable price. Quotes are at the option of the user. Professional services that will exceed \$60,000.00 must also be formally bid. Guidelines for what qualifies as a professional service and for applicability of the Professional Services developed and approved by The GREAT Jr. Academy's Board of Directors. Note that The GREAT Jr. Academy does pay gross receipts tax on professional services and that line item for this tax must be specifically established.

Property Management

Management of The GREAT Jr. Academy property includes ensuring its proper allocation, control, care, use, and safeguarding. Responsibility for managing The GREAT Jr. Academy property is the obligation of all TGJA personnel. These responsibilities include pecuniary liability for loss, damage, or destruction of property resulting from mismanagement, or unauthorized use. The GREAT Jr. Academy personnel responsible for managing property may be relieved of their duties if an unsatisfactory condition is found that is attributable to mismanagement, inefficiency, or other causes within their

control, The GREAT Jr. Academy personnel must ensure that equipment is protected, conserved, and maintained. Property issued to individuals does not become private property, but remains TGJA property.

The GREAT Jr. Academy property/equipment will be managed in compliance with NMSA 6-20-2:

- All property will be properly and accurately recorded at the time of acquisition and those records maintained. The GREAT Jr. Academy Board of Directors shall define a policy for labeling and/or tagging The GREAT Jr. Academy property defined as any land, buildings, improvements other than buildings, equipment, machinery, construction work in progress, and capital leased assets with a cost of \$5,000.00 or more and applied to all assets purchased regardless of funding source.*
- All property will be inventoried periodically to verify the accuracy of records.*
- All property will be adequately safeguarded and protected to avoid and/or minimize the potential for loss.*
- Any re-location of property shall be noted and kept with the property records.*
- All property will be used economically, and for the intended purpose.*
- All property will be inspected upon arrival and periodically to ensure it is in good working order.*

Guidelines for recording and reporting fixed assets and provided in the policies and Procedures Manual of the Department of Finance and Administration, General Service Department, Chapter 14, pages 8-9 (issued 2/12/99). The GREAT Jr. Academy Property Management Policies and Procedures shall meet or exceed and guidelines set forth in this manual.

Travel and Training

The Executive Director will approve all written requests for travel and professional development prior to the disbursement of funds. Travel and training costs in excess of \$3,000.00 per person must be approved by the Board of Directors. Employees may, under certain circumstances, find it necessary to use their personal vehicles for travel in the performance of their duties. Upon written approval from The GREAT Jr. Academy Administration, payment can be made to cover these costs, with the rate of reimbursement to be concurrent with state standards for travel reimbursement. The GREAT Jr. Academy will comply with the Per Diem and Mileage Act, Section 10.8.1 through 10.8.8 NMSA, 1978 and Department of Finance Administration (DFA) regulations as outlined in 6.20.2.19 NMSA.

Audit

State law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with Section 4-313 NMSA, 1978, and all records pertaining to the activity funds must be presented to the auditors.

When advised by the New Mexico State Auditor that The GREAT Jr. Academy will contract with an independent auditing firm for its annual audit, in accordance with the terms of the Audit Act (12-6-1 through 14, N.M.S. A., 1978). TGJA will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the Board of Directors for the NM State Auditor's approval.

The audit will be conducted in accordance with the Officer of the State Auditor Rule (93-2), generally accepted auditing standards and the Manual Governing Audits of Entities of the State of New Mexico.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B(1)(2) Financial Policies and Internal Controls	The school provides a 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.	The school provides a set of clear financial policies and internal controls that comply with requirements and financial best practices. The policies and controls appear to demonstrate capacity to appropriately manage public funds.	The school provides a limited description of financial policies and internal controls that comply with requirements. The policies and controls suggest some capacity to manage public funds.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
Comments:				

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.

The GREAT Jr. Academy is draft a detailed internal controls policy from revenue receiving to cash disbursement. When this policy is passed by the board, it will be strictly followed by all the related personnel.

The following segregation of duties in the Business Office will be divided amongst the following GREAT Jr. Academy personnel:

- Executive Director- Approve Purchase Orders & sign check warrants*
- Business Manager- Reconcile bank statements, Print check warrants*
- Business Office Support- Initiate Purchase Orders*
- GREAT Jr. Academy Secretary- Receive products*

Budget

The GREAT Jr. Academy will prepare and adopt an annual budget in accordance with State and Federal statutory requirements.

The operating budget is prepared under the direction of the Executive Director and Business Manager. A Budget Committee will make decisions regarding budgetary issues. Selection for that committee is designed to insure representation from the school staff and members of the community.

The Operational Budget is reviewed and approved by the Board of Directors and included separately in the budget submission to the NM Public Education Department pursuant to the Public School Finance Act and the 1999 Charter Schools Act.

Upon completion of the final close for each fiscal year, The GREAT Jr. Academy determines the actual cash balances for all funds and reports them to the Public Education Department by the designated deadline.

Increases, decreases and adjustments to the finalized budget are presented to the Public Education Department for approval. Once all approvals are in place, the change is recorded to The GREAT Jr. Academy Financial Management System, APTA, and the adjustment is made to the original budget.

Budget adjustments which do not alter the total amount of the budget are processed as follows: Intra-Budget Transfers—Transfers between the expenditure codes within the same function are presented to the Board of Directors for approval. Once all approvals are in place, the change is recorded to the Financial Management System as an adjustment to the original budget.

Inter-Budget Transfers—Transfers between expenditure codes outside of the same function are uploaded into OBMS and approved by Public Education Department. Once all approvals are in place, the change is recorded to the Financial Management System as an adjustment to the original budget.

Payroll

The Executive Director is responsible for monitoring the hiring and firing of employees, authorizing salaries, initiating employment contracts and maintaining the staffing levels approved in the annual budget.

The approved employment contracts are entered into the Employment Management System and the salary worksheets are prepared for payroll by the Business Office.

Each school employee is responsible for reporting personal absences. Leave of Absence Reports are submitted to the Business Office as soon as the employee is aware of time needed away from work, preferably two weeks. These reports are submitted to the Business Manager and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from the employee's pay.

All insurance and other deductions are submitted to the Business Manager or designee on the proper forms. Records of these deductions are kept in the Business Office in the employees' personnel file.

Receiving

A designated copy of the Purchase Order is signed by the Executive Director to document the receipt of goods and to authorize the release of payment to the vendor. The Purchase Order is then retained by the Business Manager for processing.

Accounts Payable

All vendor invoices are retained in the Business Office. The vendor invoice is matched to the encumbrance copy of the purchase order and the receiving copy of the purchase order. Once the documents are matched, the items invoiced are matched to the items listed on the approved copies of

the purchase order. The account distribution is verified and any necessary changes are noted on the invoice.

The invoice is verified by checking extensions, footing, discounts, and freight terms. The Business Manager enters the invoices to be paid from each designated fund. Upon completion of the verification, the check batch is posted and the payables checks are printed.

The Financial Management System generates a check register, a schedule of checks to be written, and a remittance advice report. A check register by fund is generated.

All bank accounts are reconciled on a monthly basis by the Business Manager, approved by the Director and reviewed by the Board of Directors the following month. The Business Manager verifies and approves the bank reconciliations and makes any adjustments necessary to the general ledger. All Journal Entries are presented and approved by the Executive Director with all supporting documentation justifying need for

Journal Entry. Journal Entries are reviewed by the Board on a monthly basis.

Check Signatures

The following restrictions are in place to ensure proper checks in balances with all GREAT Jr. Academy expenditures:

\$1.00 - \$9,999 – Executive Director

\$10,000 - and higher – Executive Director & Business Manager or Board President or Board Member Designee

Travel

Employees and Board Members of The GREAT Jr. Academy may be entitled to reimbursement of registration fees, mileage, per diem and other costs associated with authorized trips for official school business; all reimbursement arrangements should be made prior to departure.

All in-state and out-of-state travel must be approved by the Executive Director and Business Manager for reimbursement to be authorized. An approved Travel Reimbursement form serves as a formal authorization for a trip. A copy of the Travel Reimbursement form is retained by the Business Manager in the employees' personnel file.

All reimbursements are processed in accordance with the Per Diem and Mileage Act, as outlined in the DFA regulations. All receipts for out-of-pocket expenditures for transportation, registration, and miscellaneous expenses are required for reimbursement. Any meals and/or lodging costs included in the registration fee are deducted from the per-diem reimbursement.

An employee may elect to be reimbursed actual expenses for lodging not exceeding the single occupancy room charge (including tax) in lieu of the per diem rate. Whenever possible employees are expected to stay in hotels which offer government rates, should not exceed \$215.00 per night. Actual expenses for meals are limited by Section 10-8-4(K) (2) NMSA 1978 (1995 Repl. Pamp.) to a maximum of \$30.00 for the in-state travel and \$45.00 for the out-of-state travel for a 24 hour period. Employees must obtain receipts for the actual mean and lodging expenses incurred.

DFA regulations can be found in the Business Office.

Accounts Receivable

The Business Manager is responsible for billing and monitoring the collection of all amounts due from outside agencies.

The Business Manager is responsible for tracking and verifying the cash balances for all Federal, State, and other grants and contracts awarded to The GREAT Jr. Academy. The Business Manager

prepares the required cash requests, Reimbursement Reports and Invoices necessary for collection of amounts due to various programs.

Special Revenue Funds

All proposals prepared by the school staff for special funding require administrative approval from the Executive Director.

Upon receipt of an award notice, a budget document (BAR) is prepared and submitted to the Business Manager for review and processing. New-award budgets are presented to The GREAT Jr. Academy's Board of Directors and then forwarded to the Public Education Department for approval.

Final approved budgets are returned to the Business Manager and are entered to the Financial Management System. Special revenue budgets are monitored by the Business Manager. The Business Manager acts as the control agent and is responsible for monitoring compliance issues.

Insurance

Personal insurance for full-time school employees is provided The GREAT Jr. Academy through NMPSIA. Property and liability insurance is covered through NMPSIA. Memoranda of coverage are proved to NMPSIA for each fiscal year. The memoranda outline the coverage provided.

Cash Receipts Procedures

The school uses a pre-numbered receipt for receipting of all monies. All receipts books are located in the Business Office for security purposes. They will only be issued to a teacher or staff member when authorized. The Business Office Support or Administrative Assistant will issue such receipts books.

All cash must be deposited within 24 hours according to state statute.

The Business Office Support will receipt on a pre-numbered receipt and give to the advisor. One copy will be kept with the receipt book while a copy of the receipt is given to the Business Manager for deposit. All deposits will be deposited to the financial institutions within 24 hours of receiving funds. A revenue ledger is required for each receipt and must be coded to the proper fund. The ledger will be verified monthly against deposits to the financial institutions. It will also be used during the audit to verify internal procedures.

The Business Manager will also record all receipts into the APTA Fund Financial System upon deposit. All policies are in compliance with New Mexico state statutes.

Bank Reconciliation

Monthly bank reconciliations are prepared by the Business Manager, and approved by the Executive Director. Bank reconciliations will be completed by the end of the following month. All differences between Bank and Book will be posted in the month reconciled.

Reports will be approved by the Executive Director and presented at Board Meetings monthly.

Procurement

In accordance with State Procurement all procurement will be performed by the Business Office or designee, as authorized by the Board of Directors as the centralized procurement authority.

All procurement shall be achieved by competitive sealed bid pursuant to Sections 76 through 83 [13-1-103 to 13-1-110 NMSA 1978] of the Procurement Code, except procurement achieved pursuant to the following sections of the Procurement Code [13-1-28 to 13-1-199 NMSA 1978]

- Small Purchases*
- Sole Source Procurement*
- Emergency Procurement*
- Existing Contracts*

- *Purchases from Antipoverty Program Businesses.*

The party requesting a purchase is responsible for finding an ordering source and getting pricing. S/he then forwards all documents to the Executive Director for approval. The Business Office then enters the requisition into the APTA Fund program. The Business Manager or Business Office Support verifies that sufficient budget exists for the purchase, that the expenditure is correctly classified and coded to the appropriate account.

Upon completion of the required verifications, the purchase document is recorded as an encumbrance on the Financial Management System. The original Purchase Order is kept by the Business Manager until the order is complete and ready for payment. The order is placed by either the Business Office, once the Purchase Order has been processed; or by the staff member who requested the product with a Purchase Order to provide vendor.

A purchase order will give authorization to purchase the request for products and services. Under no circumstance will any employee commit The GREAT Jr. Academy to any purchase without the approval of the Business Manager, in the form of a Purchase Order

Goods under \$20,000 and services under \$60,000 may be obtained from the best obtainable source, considering cost, service, delivery, and prior use of similar goods.

Purchases over \$20,000 for goods and products and \$60,000 for services require that three quotes be obtained for goods and services. Written quotes are strongly encouraged.

All contracts must be approved and signed by the Executive Director. No warrant, check or other negotiable instrument shall be issued in payment for any purchase of services, construction or items of tangible personal property unless all services, construction of tangible personal property have been received.

All employees will abide by the State Procurement Code. The procurement code can be found in the Business Office.

Cash Disbursement

Cash disbursement shall be for the purchase of supplies, equipment, services, utilities, fixed charges, contract reimbursements and all other expenditures of the school. Before a check can be issued the following documentation is required:

- 1. Contracts. These must be signed and approved prior to any disbursement of checks. All contracts must follow State procurement procedures.*
- 2. All tax information as required by State law. W-9 must be on file prior to distribution of funds.*
- 3. The following documents are required: purchase orders, invoices, signed copies of packing slips.*
- 4. The business office will ensure that all invoices are paid in order to take advantage of all applicable discounts, and avoid any hardship to the vendors.*
- 5. All paid invoices are to be filed in alphabetical sequence by month for future reference and annual audit.*

Reimbursement

Any needed supplies for classroom, business office, and administration should be ordered via the purchase order process. The State requires that all purchases other than recurring costs be on a purchase order. Reimbursement will only be made if prior approval has been obtained from the Business Manager and/or Executive Director. All requested reimbursements must be itemized on a reimbursement request form along with all the original receipts attached to the reimbursement request form. All forms can be obtained from the Business Manager.

The school uses numerical purchase orders generated in APTA.

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

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 GREAT Jr. Academy will contract its financial management services to an experienced licensed business manager. These two professionals together with Executive Director will ensure an adequate number of staff to segregate duties in business office.

Segregation of Duties

The following segregation of duties in the Business Office will be divided amongst the following The GREAT Jr. Academy personnel:

- Executive Director- Approve Purchase Orders & sign check warrants*
- Business Manager- Reconcile bank statements, Print check warrants*
- Business Office Support/Chief Procurement Officer- Initiate Purchase Orders*

In the event that any one of The GREAT Jr. Academy staff is not available to perform their specific duty, no action takes place until that member returns.

Job Qualifications and Responsibilities

Executive Director:

Executive Director of The GREAT Jr. Academy will process a valid NM administrative license. He/she will supervise not only the academic side of the school but also involved in daily operation.

He/she daily financial operation responsibilities include:

- 1. Executive Director will be responsible to approve and signed all the quotes, purchase requisitions, purchase orders, invoices and co-signed any check over \$10,000.*
- 2. Executive Director will process the bank token and responsible to approve the direct deposit/wire payment and clear every check with the bank.*
- 3. Executive Director will be responsible to approve and signed all the monthly financial report and document including bank statement, bank reconciliation report, and cash report and so on.*
- 4. Executive Director will be responsible to approve the annual budget and submit the budget to the board for approval. Executive Director also responsible to approve every budget adjustment (BAR) that has been made during the year.*

Business Manager:

Business Manager will hold a valid NM School Business Official License. Current essential functions include the following:

- 1. Responsible for budget development; Complies with all Public Education Department (PED) reporting requirements for budget submission, including proposed operating budget, summary of revenues and expenditures, estimated use of operational cash balance, proposed cash balance worksheet and estimated average salary report. Ensures initial budgets are entered accurately in the financial system.*
- 2. Responsible for budget maintenance. Reviews and approves all budget adjustment requests for submission to the Governing Council and PED. Reviews and approves budget journal entries; Ensures compliance with PED manual of procedures. Year-end financial reports to PED include the following: final receipts and expenditure report; final cash report; final cash reconciliation report; report of average salaries and FTE; computation of June credits; total number of federal employees; department levy requirements; and estimated use of cash balance.*
- 3. Supervises Accounts Payable, Purchasing and Accounting. Ensures compliance with PED manual of procedures. Problem solves and provides technical support to staff. Work with contractors and vendors to resolve questions.*
- 4. Reviews and approves General Accounts Payable Voucher. Reviews and approves weekly Activity/Athletics Accounts.*
- 5. Monitors purchasing transactions for appropriateness of expenditure, compliance with procurement code and the PED manual of procedures.*

6. Exercises signatory authority. Transactional approval of time cards, contracts, requisitions, human resource status forms.
7. Interacts with PED personnel, vendors and contractors, and community.
8. Prepare and present monthly financial reports to the Board of Directors.
9. Responsible for running payroll and ensuring payroll meets all federal, state, and local requirements.
10. Responsible for supervision and care of inventory, use of facilities, equipment/supplies and reports hazards.
11. Oversees and prepares documents for external and internal audits.
12. Write local, state, private and federal grants.
13. Serves as Human resource manager. Maintains files with all required documents; benefits administration, and annual contracts.
14. Develops financial procedures and policies when needed.
15. Assists administrative team with planning, design and maintenance of buildings and infrastructure. Manages facility operations.
16. STARS reporting – Oversees the collection and reporting of school enrollment and personnel data as required by PED and federal regulations and policy.
17. Performs other related duties as assigned.

Business Office Support/Chief Procurement officer:

Business Office Support will need to have previous experience in a school business office. He/she is responsible to:

1. Contact vendor for the quote, initiate purchase requisition, purchase order and make sure that NM Procurement code is followed in business office.
2. Handle the A/P and A/R, make sure that all the checks and cash is deposited into the bank within 24 hours
3. Maintains adequate segregation of duties for cash handling, purchasing, payment, banking and payroll.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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B.(3) Financial Personnel	The school identifies the appropriate staff to perform financial tasks, and the staff positions are completely supported in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are clearly provided .	The school identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The school provides some qualifications and responsibilities for those positions.	The school generally identifies the appropriate staff to perform financial tasks.	The school’s provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks. --OR-- The application does not address identification of appropriate financial personnel for the school.
Comments:				

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 The GREAT Jr. Academy Board and the finance committee will meet every month, and the audit committee will meet every quarter. The Board will receive Bank Statement, Bank Reconciliation Report, Cash Report, Check Listing, Balance Sheet Report, Revenue and Expenditure report and other financial documents from business manager and operation report from executive director. Any questions from the board members or committee members will be addressed as soon as possible by the management team.

The Board will in charge of the approval of the annual budget, budget adjustment request, large purchase or activity plans, and all the financial documents of each month. Through these approvals, the Board maintains the control of the financial of the school.

The Finance and Audit Committee engage in detail cash receive and disbursement, planning, budgeting hiring, salary and benefit schedule, and other detailed operation. They will have a deep understanding about the school financial operation and can provide detailed information to the board. These provide the oversight to ensure the financial stability of the school.

Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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B.(4) Financial Oversight	The school provides a clear, comprehensive, and cohesive description : of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a sound understanding of the required GB oversight and financial reporting.	The school provides a clear description of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an adequate understanding of the required GB oversight and financial reporting.	The school provides a limited description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the school’s overall governance & management. Stated financial controls demonstrate some understanding of the required GB oversight and financial reporting.	The school provides an incomplete or inadequate description of how the GB will provide fiscal oversight and of the state-required audit and finance committees. --OR-- The application does not provide a clear plan for financial oversight.
Comments:				

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.

TGJA will share facility and equipment with The GREAT Academy High School. With this, TGJA will not be facing large facility rent overhead and doesn’t need to spend large amount of the SEG money towards computer, furniture, and equipment in the first several years. This gives TGJA enough time to increase the enrollment and gradually purchase the equipment accordingly. Also, TGJA will share the staff with The GREAT Academy and as most of the administrative and support staff will be part time contract employees, TGJA will be able to put the money that is saved from employee benefits towards direct instruction.

TGJA will keep the staffing salaries and benefits expenditure around a healthy percentage and as the school grows from small, TGJA will receive growth units and size adjustment revenue in SEG. This will help our small program unit count for the first several years. TGJA also strategically created the budget based on a small starting student base and gradual growth plan which is reasonable and easy to meet.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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B.(5) School Sustainability	<p>The school provides 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. The description demonstrates the school's thoughtful consideration of school sustainability.</p>	<p>The school provides a clear description of long-range goals and strategies that will help build the school's capacity most of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's adequate consideration of school sustainability.</p>	<p>The school provides a general description of long-range goals and strategies that will help build the school's capacity some of the essential areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates that the school has a limited understanding of long-range planning and school sustainability.</p>	<p>The school provided an inadequate or incomplete description of long-range goals and strategies that will help build the school's capacity and ensure the school's sustainability. --OR-- The application provides no information regarding the long-term sustainability of the school.</p>
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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.

In order to achieve the goals stated for the first-year objectives, strategies have been devised in order to meet objectives in the most efficient and effective way.

The GREAT Jr. Academy will exploit a variety of dynamic marketing opportunities including: local television networks, appearing on billboards in highly populated or congested areas of Albuquerque, printing advertisements and articles in local publications, hosting a variety of community outreach events, meanwhile maintaining an informative and easy-to-navigate website.

Television

TGJA will seek out local television networks such as KOB Channel 4 for television representation. Apart from the commercial production, The GREAT Jr. Academy's message will be played to the people of Albuquerque during peak viewing hours, Eyewitness News at 5:00am, News at Noon, as well as news Broadcastings on Saturdays. In addition, The Academy seek out opportunities to appear on informational shows such as, Good Day New Mexico for filmed interviews.

Billboards

ClearChannel Outdoor Marketing Services will be consulted for services to The GREAT Jr. Academy. ClearChannel currently holds the market in Albuquerque inner-city when it comes to billboard advertising. With over 300 billboards placed throughout Albuquerque and a daily audience of at least 100,000 commuters, The Academy is confident that their services will prove to be a great avenue to promote brand recognition and support community awareness of The GREAT Jr. Academy's values.

Newspaper & Print Publications

These publications have been chosen due to their representation within the community and strong presence through a mass amount of distribution centers. The Albuquerque Journal has a weekly, combined publication readership of 300,000 and is spread throughout a variety of different communities. The GREAT Jr. Academy plans to exploit opportunities to advertise in The Albuquerque Journal as well as encourage articles of its new presence in the community.

The New Mexico Business Weekly, is also a publication that The GREAT Jr. Academy plans to contact to reach the target market of working professionals between the ages of 38-50. The New Mexico Business Weekly has a high readership of more than 250,000 weekly. Through this publication they produce an Educational Quarterly report that further researches the trends and revelations within the industry. This marketing opportunity would align The GREAT Jr. Academy's messages through advertising with the audience with an interest in quality education and success.

The Corrales Corridor is a smaller publication that reaches a specific geographical part of Albuquerque and if explored further, may prove to be beneficial to The GREAT Jr. Academy. It is a neighboring quadrant, or village to the West side and Rio Rancho- and due to its low entry costs for advertising, The GREAT Jr. Academy could potentially initiate further communication.

Radio

A variety of radio stations will be used to market the school. Radio is a good vehicle for community outreach due to its wide variety of listenership. Stations such as KKOB 770 and KMFA-FM 99.5 and a number of other stations may be approached to assist in these outreach efforts.

Website

More crucial than all marketing tactics is the presences and maintenance of The Academy's website. This is where all marketing efforts direct prospective students for more information. The website will be the first interaction they have with The GREAT Jr. Academy, and it must leave a strong and lasting impression. From the website, visitors will be able to view a Calendar of Up-Coming Events to stay informed on The Academy's community appearances and important dates. In addition students and their families can use The Academy's website as a way to learn more about its "Keys to Success", Registration forms, and enrollment information.

Community Outreach

TGJA will work with high traffic locations such as Cottonwood Mall, Coronado Mall and ABQ Uptown Mall to coordinate a Community Outreach Campaign. This would allow The GREAT Jr. Academy to spend one or two days per week, either on Fridays, Saturdays or Sundays in free space such in or near the food court, the atrium or outside main entrances. The GREAT Jr. Academy would use this time to meet the community and spread the message of the school's mission. Academy representatives would host a booth, and pass out marketing materials such as brochures, flyers, promotional give-ays (e.g. pens, notepads, rubber bracelets, magnets, etc.) There is also the freedom to partner with radio stations to host a 'remote' to increase the reach of the intended message.

The Cultural Services Department of the City of Albuquerque will be contacted and made aware of The GREAT Jr. Academy's desire to participate in summer events. The Founder's Day Festival, Art in the Park, Summer Fest and Albuquerque Summer Concert Band are all potential places the Academy could gain additional community recognition and continue to reach future students.

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

A. Outreach Activities	The school provides clear, comprehensive, and cohesive evidence that it has developed an effective and thoughtful outreach program. There is sound 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 clear evidence that it has developed an adequate outreach program. There is adequate evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides general evidence that it has developed an outreach program. There is some evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides inadequate or incomplete evidence that it has developed an outreach program. --OR-- The application does not provide a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach.
Comments:				

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.)

Community support for The GREAT Jr. Academy started in 2011 when the GREAT Academy high school opened. The GREAT Academy high school has a very robust and aggressive marketing campaign. Over the last 3 years, there have been a number of billboards strategically placed all over the city. Television commercials have been run on channels 2, 4, 7, & 13 and a number of the cable stations such as Bravo, OWN and The Food Network. Over 20,000 informational mailers have been sent out to households within a 10-mile radius of the school. In addition to all of the traditional marketing, booths have been set up at Cottonwood Malls and in front of numerous Walgreens and Staples stores for the purpose of disseminating literature. As a consequence of marketing the high school, a number of inquiries began to come in about a middle school program.

Starting in 2012, the receptionist and the enrollment coordinator were asked to begin keeping track of the number of middle school inquiries. To date, we have received 87 inquires. In addition to those 87 inquiries, a number of The GREAT Academy high school students with middle school siblings,

relatives, church members and friends have shown an interest in a middle school program. This is what prompted the founders to submit the letter of intent and write the application.

Lastly, we have noticed a sharp increase of interest over the last 6 months when parents at The Learning Community received notice that it would be closing at the end of the school year.

As illustrated by Exhibit 2-4 “Map of Approximate Student Locations” in The GREAT Academy Facilities Master Plan (p. 2-8), The GREAT Academy draws students from all four quadrants of Albuquerque, Bernalillo and as far north as San Felipe and as far south as Los Lunas. It is the founders’ belief that if a similar program has this type of broad based appeal, the same type of appeal should be replicated with The GREAT Jr. Academy.

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

The GREAT Jr. Academy founders have adopted the SEDL’s (Southwest Educational Development Laboratory) definition of home, school, and community partnership: an effort that involves families, school staff, and community representatives as equal partners working interdependently to plan, implement and asses: (a) coordinated comprehensive services (educational, social welfare, health, mental health), and/or (b) academic support services (tutoring, training, and mentoring) to increase children’s school success and improve the functioning of their families and communities.

There are four stages to developing effective and beneficial community partnerships: stage 1 – initiating the partnership, stage 2 – building the partnership, stage 3 – developing a shared vision, and stage 4 – translating planning into collaborative action. TGJA staff, families and volunteers will use the “Building Home, School, Community Partnerships: The Planning Phase” booklet, created by SEDL, to work through these steps in the effort to build partnerships that meet the unique needs of our school community and students. This volume is the first in a series of booklets developed by SEDL’s Home, School, and Community Partnerships Project. The booklet focuses on the planning phase of building partnerships. There are two other booklets in this series that will be used for the next steps: Building Home, School, and Community Partnerships: The Role of the Neutral Facilitator, and Building Home, School, and Community Partnerships: Charting Progress Toward Collaboration. (A copy of the booklet can be found in Appendix S). We have confidence that these tools will help to build relationships in the community that strengthen TGJA’s reach and effectiveness in regards to the students and the community at large.

Because the formation of partnerships is so important, TGJA founders want to ensure that these relationships are forged with a strong foundation. Research findings are clear about the importance of allowing sufficient time for the planning phase of a collaborative effort. Studies have shown that 12 to 18 months was usual, two years was not surprising, and less than six months was not sufficient (SEDL).

The GREAT Jr. Academy founders believe that being of service to others is essential to helping students to become well-rounded, contributing individuals in their communities. The founders also believe that it is imperative to give students the chance to see the varying needs in their community and to provide them with consistent opportunities to participate in activities that benefit the world around them. It is for this reason that relationships are being forged with: The Rio Grande Community Garden, The Storehouse, Casa Esperanza, Ronald McDonald House, and Roadrunner Food Bank. (See SEDL Booklet in Appendix S)

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

Comments:

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.

Small class sizes

TGJA will be a small learning community. That being the case, we will have the benefit of providing smaller class sizes. Small class sizes encourage more one-on-one student/teacher interaction, more immediate feedback, peer instruction, and classroom grouping opportunities that are easier to manage. A smaller class size gives the opportunity for there to be more connectedness amongst the instructor and the students and also amongst the students themselves. Studies have shown that a smaller support group helps low-performing students to achieve and keeps high-performing students challenged.

Although the following middle schools on Albuquerque's east side have enrollments under 700 students, these schools still have class sizes up to 30 students or more per class. This makes providing the benefits of a smaller learning community nearly impossible. Students on either end of the spectrum get the attention that is needed, i.e. those that are struggling learners and those that are gifted/talented learners. Unfortunately, the majority of the students in the middle of that spectrum go without the attention and assistance that is needed because one teacher can only do so much. Typically it is these students that could have the most to lose.

*Jackson Middle – 596 enrollment
Hoover Middle – 686 enrollment
McKinley Middle – 640 enrollment*

Individualized Education

The GREAT Jr. Academy is able to provide students with a more individualized educational experience through the use of the online, virtual curriculum, Edgenuity. The system provides a computer-based interface that involves the student in the learning process through animations, simulations, interactive presentations, Internet sites, videos, and a wealth of materials that support the lesson presented in a video lecture format. All homework, journals, labs and other activities reinforce student understanding with comprehension measured through formative and summative assessments delivered for each course segment. The scope and sequence for each course is aligned to the Common Core Standards and/or the New Mexico Content Standards, Benchmarks and Performance Standards. Students are able to guide their own learning with a variety of student-centered options such as repeating instructions, text, and activities as necessary to gain mastery, periodic reviews as well as practice opportunities, pre-/post-assessments at the lesson level. The Edgenuity curriculum is accessible to students twenty-four hours a day, seven days a week from anywhere with an internet connection. This level of access allows advanced students to take on extra course work, while at the same time providing those who struggle with the additional access and accommodations that are needed. Students are required to complete a rigorous scope and sequence and academic skill mastery in each subject.

Each student is measured for skill development and content understanding in each academic area. Student progression through the courses is self-directed. Mastery and demonstration of concept understanding and mastery is verified by end of course assessments. Course completion is not predicated on seat time. Throughout the curriculum, students will develop and use critical thinking skills (e.g., problem solving, analyzing and applying knowledge) and the ability to effectively use technology.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D. Uniqueness of Proposed School	The school provides clear evidence of the uniqueness, innovation and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.	The school provides adequate evidence of the significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.	The school provides unclear or general descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is limited or weak .	The school provides inadequate or incomplete evidence of the uniqueness, innovation, or significant contribution of its educational program to public education. --OR-- The application does not address the uniqueness or innovation of the proposed school's educational program.
Comments:				

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

Appendices and Attachments

Appendix Number	Appendix Description (* indicates required appendix)	Attached (Check if Yes)
A	*Course Scope and Sequence	<input type="checkbox"/>
B	Governing Documents	<input type="checkbox"/>
C	*Head Administrator job description	<input type="checkbox"/>
D	*Job Descriptions (of licensed and certified staff)	<input type="checkbox"/>
E	Governing Body Personnel Policies	<input type="checkbox"/>

F	*Student Discipline Policy	<input type="checkbox"/>
G	*Conflict of Interest Policy/Disclosure Statement	<input type="checkbox"/>
H	Proposed contract or agreement with partner or contractor (Required if you have one)	<input type="checkbox"/>
I	*PSFA-approved projected facility plan documentation	<input type="checkbox"/>
J	*910B5 SEG Computation Revenue Estimate	<input type="checkbox"/>
K	*5-year budget plan	<input type="checkbox"/>
L	*Proposed salary schedule for licensed staff	<input type="checkbox"/>
Waivers	Other Waivers	<input type="checkbox"/>
Founders	Names and descriptions of qualifications/experience	<input type="checkbox"/>

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