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## II. APPLICATION COVER SHEET/ABSTRACT

### School Information:

Name of Proposed Charter School: Gallup Montessori School  
School Address (if known): N/A  
School Location (City/Town): Gallup, New Mexico  
School District within which the school will be located: Gallup McKinley County

### Contact Information:

Primary Contact Person: William (Bill) Bright  
Address: 402 W. Morgan Av.  
City: Gallup State: New Mexico Zip: 87301  
Daytime Tel: (505) 722-0039 Fax: ( ) N/A  
Alternate Tel: (505) 863-0389  
Email: [charterschools@gmail.com](mailto:charterschools@gmail.com)

Secondary Contact Person: Susan Faz  
Address: 402 Zorena Av.  
City: Gallup State: New Mexico Zip: 87301  
Daytime Tel: (505) 722-5365 Fax ( ) N/A  
Alternate Tel: (505) 728-341  
Email: [fazsue@msn.com](mailto:fazsue@msn.com)

### Partner Organizations:

- 1) University of New Mexico-Gallup Early Child Program: Lab School arrangements will be offered for the college students in this program.
- 2) Gallup Charter Schools, Inc.: Non-profit foundation supporting area charter schools
- 3) Coalition for Healthy & Resilient Youth, a non-profit promoting youth advocacy, cultural competency, & assets-based approaches in area school systems

### Enrollment Information:

Grade span at full enrollment: K-3<sup>rd</sup>  
Total number of students at full enrollment: 90

School Year	Grade Levels	Total Projected Student Enrollment
First Year 2010-11	K-3rd	60
Second Year 2011-12	K-3rd	65
Third Year 2012-13	K-3rd	75
Fourth Year 2013-14	K-3rd	80

Fifth Year	2014-15	K-3rd	90
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**Abstract of Proposed Charter School:**

The Gallup Montessori School, which will be located on the campus of University of New Mexico-Gallup and serve as a lab school for the Early Child teacher education program there, will begin with grades K-3rd. A pre-school program may be added, depending on a successful funding application. It is estimated that the initial enrollment will be 60 students. Two modular buildings with two classrooms each will need be installed initially, followed by up to two more at a later date.

The mission: "Our school will provide, for all interested families in the Gallup and McKinley County area, an alternative education based on proven Montessori principles for academic excellence. We will provide a safe, fair environment of high expectations where children celebrate individuality while contributing to their community, where they acquire habits of the mind that promote life-long learning, and where they engage the real world in their learning, involving parents and community members in the process."

The philosophy and approach will be to provide an alternative, publicly funded, well tested and renowned early child educational method that was previously unavailable and unaffordable to many of McKinley County's low-income families. The academic success of the school's students will help improve the AYP of area schools in the higher grades. Gallup Montessori School will set a precedent for excellence in the community.

### III. STATEMENTS OF ASSURANCES

I, William (Bill) Bright, after being duly sworn, state as follows:

1. My name is William (Bill) Bright, and I reside in Gallup, New Mexico.
2. As the authorized representative of the applicant group for Gallup Montessori School to be located at Gallup, New Mexico, I certify that, if awarded a charter:
  1. The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
  2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
  3. The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
  4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
  5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
  6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
  7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
  8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
  9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
  10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
  11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
  12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.

13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI
14. of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
15. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
16. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
17. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
18. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
19. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
20. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
21. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
22. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
23. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.



## **IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED**

### **Mission**

The mission: "Our school will provide, for all interested families in the Gallup and McKinley County area, an alternative education based on proven Montessori principles for academic excellence. We will provide a safe, fair environment of high expectations where children celebrate individuality while contributing to their community, where they acquire habits of the mind that promote life-long learning, and where they engage the real world in their learning, involving parents and community members in the process."

### **Goals**

We have set the following goals for our school:

- A. Guided by Montessori principles, the school will use methods including (a) intrinsic motivation, (b) student-directed inquiry, (c) individual concentration, (d) empathy in interpersonal interaction, (e) self-discipline and independence, and (f) opportunities to engage in real-world experiences.
- B. The school will create a safe and fair environment for learning in which individuality is respected. Children will not be compared with one another; rather they will learn to be aware of their own progress and recognize their own growth, many in a multi-age classroom that will allow diverse associations.
- C. The school will monitor student progress in order to address individual weaknesses and celebrate individual accomplishments.
- D. The school will strive to involve parents and the community in student learning by providing diverse, frequent, and learning-centered opportunities for participation.

### **Evidence of Achievement of Goals**

The school will demonstrate consistency in implementing Montessori principles through concrete evidence of Montessori methods applied throughout the curriculum. Evidence will be supplied by quarterly peer review processes that will take inventory of methods used in teaching and learning. Each quarter, inventories will show evidence of 100% of six methods listed above.

The school will demonstrate that it has created a safe and fair environment through analysis of staff responses to incidents of conflict involving violence, bullying, unfairness or competition, and through a study of incident frequency over time that shows a reduction in incidents due to appropriate administrative and staff responses. The administration and staff will work together to create tools for measuring incidents and analyzing data related to safety and fairness.

In order to demonstrate that the school is concerned with students' individual progress, short cycle assessments will be selected and implemented in grades 2 and 3 in order to measure student progress in reading, mathematics, and oral language development. These assessments will be selected upon approval of this application by school administration. Improvement in sequential assessments will demonstrate achievement of this goal.

In order to demonstrate its achievement of increased levels of parent involvement, the school will show concrete evidence of opportunities for participation and provide data about their diversity, frequency, and level of participation by parents. The administration will develop and implement strategies to engage all stakeholders and study the effectiveness of these strategies.

### **Statement of Need**

Gallup Montessori School is advantageously situated to serve students and families within the demographically unique city of Gallup and the surrounding area. As the seat of McKinley County and its largest center of employment, Gallup is challenged by a poverty level in which 27% of children are living in households subsisting at or below marginal income levels according to the 2000 U.S. Census Report. Outside the city proper, unemployment rates in the surrounding area, principally on the Navajo Nation, average 28%. In addition to high poverty and unemployment rates, educational statistics reflect that fewer than 42% of the tribal community is in possession of a high school diploma and fewer than 3% hold a four-year college degree.

Unlike larger urban and metropolitan areas, Gallup lacks educational choices for well-recognized programs such as Montessori; there are few educational alternatives, especially for low-income families. Some years ago, Gallup did have a private, fee-based Montessori school with a full enrollment and a waiting list, but it closed when the director moved away. The only other options are those provided by churches, which require religion class attendance that may be unwelcome some to parents, and for which the tuitions are beyond the reach of many low-income families.

Also, the No Child Left Behind Act provides for the option of parents to transfer their students from schools in need of improvement. But, in most years, nearly all of the local public elementary schools need significant improvement, leaving parents with no successful school to choose for their children.

The creation of a certified, public, tuition-free Montessori school in a rural setting will be of considerable benefit to underserved and low-income families in New Mexico.

Gallup Montessori School is committed to addressing the needs of both low-income families and diverse racial groups representative of the population of the county. According to the US Census Bureau (2007), McKinley County is made up of Navajo, Zuni and other Native American tribes (74%), Hispanic (13%), White (12%), Black (1%), and Asian (1%) racial groups. Sixty-one percent of county residents speak a language other than English at home, and 27% are below the poverty level. We aim to create a school that will better address the need for a multicultural learning community that promotes peace among different groups of people. Through real-world learning experiences at Gallup Montessori, students will become more aware of their own cultural backgrounds while learning to celebrate differences in others. By centering the learning on real-world experiences, the school will also contextualize education for poverty-level students whose communities do not typically prioritize education, whether due to the generational trauma cause by historical Indian Education policies or due to common presumptions about education among people in poverty in general. Furthermore, by providing a higher teacher to student ratio



and maintaining higher expectations for student and family participation in the learning processes than other public schools in the area do, the school will address the need for its diverse population to place greater investment in children's education.

## **V. EDUCATIONAL PLAN**

### **1. CURRICULUM FRAMEWORK**

#### **A. Philosophy and Approach to Instruction**

The Montessori philosophy of education is a proven model of constructivist theory and experiential education. Central to this ideology is the role of children in forming their own knowledge through guided experience and reflection.

The Montessori model of education began over a century ago with the work of Dr. Maria Montessori, whose goal was to help children succeed in academic learning, while growing emotionally and socially. Montessori observed children in the classroom and drew from her observations in order to modify the learning environment to promote children's independence. The role of the teacher in the Montessori method is to guide children's individual learning and encourage self-monitoring of progress in order to achieve higher levels of knowledge and understanding, to develop a value of learning that is ongoing, to acquire skills necessary for independent learning, including persistence, to facilitate concentration, to develop the ability to find problems as well as solve them, and to build emotional and interpersonal skills.

Currently, there are nearly 6,000 Montessori schools in the United States, most of which are non-public. The Montessori model of education has become one of the most popular and successful to be adopted by charter schools throughout the country. Montessori methods are founded on many of what are now known as best practices in teaching, including understanding of the affective domain in the context of learning, the use of manipulative materials, addressing multiple intelligences, cooperative learning, use of authentic assessment, and grouping in multi-age classrooms.

Montessori classrooms differ from typical elementary classrooms in that they allow for children to work independently in work centers that are set up for student inquiry. The classroom extends beyond the school through frequent field trips that provide a sense of connectedness with the daily life of the community and encourage contributions to the community. Students explore geography, biology, history, language, mathematics, science, music and art in order to understand the world and their relationship to it. Montessori lessons are hands-on experiences designed for individual progress and diverse learners' needs. Montessori teachers apply the Montessori Method, which provides a scope and sequences that targets and assesses learning in State Standards. Montessori classrooms also include teaching aides, who play an essential role in the educational program.

#### **B. Rationale and expectations for student success**

The founding group selected the Montessori model of education in order to provide an academic environment of high expectations for children in Gallup and McKinley County, for whose families few real choices exist among schools which differ little in educational philosophy or methodology. The work of Dr. Maria Montessori demonstrates an interest in populations with issues not unlike the poor minority populations of our area. She believed in the potential of

children to succeed regardless of race, gender, or social class. As a physician practicing in medical clinics, her experience with poor children led her to recognize intelligence in various forms. She became director of a school for children who today would be classified as autistic or learning-disabled and became known for her scientific approach to educational reform. She guided many of her students to pass the standardized tests of the day. She focused on the most disadvantaged populations in developing a preschool in an urban, inner-city slum. While other schools of her time paid little attention to children as individuals, Montessori's method of scientific observation of student behavior resulted in a child-centered approach to education that recognizes the emotional and social aspects of individuals' learning, with the result being early academic success for many of the preschoolers in her educational program. A key to their academic success was the cultivation of the ability to concentrate quietly for long periods of time in the Montessori classroom.

Students at Gallup Montessori will develop habits of observation, concentration, and independence in learning that will distinguish them from students at other schools in Gallup and McKinley County, where student-driven inquiry generally is not emphasized. The New Mexico Content Standards, Benchmarks and Performance Standards will provide the content requirements and expectations for students.

The Montessori philosophy aligns with our school's mission and our student's needs by centering on learning processes that will enable life-long learning, on real-world experiences that are relevant to children and families of diverse cultural and economic backgrounds, and by attending to individual needs as well as peaceful and constructive social interaction.

### **C. Description of the Curriculum**

We have not developed New Mexico Standards-based Montessori curriculum. This will be the work of the administrator and council, who will also compose SMART goals for student performance expectations. Development of the curriculum will take place in the planning year in consultation with partnerships among other New Mexico Montessori schools and the International Montessori Council.

### **D. Alignment with New Mexico Standards**

An alignment document will be completed by the administrator and council during the planning year in consultation with regional partners.

### **E. Strategies and Methods**

Gallup Montessori School will create learning environments with diverse instructional resources suited to varied student needs and objectives. Daily rhythms will allow for direct instruction by the teacher using best practices as well as teacher-facilitated student experience: exploration of various processes, materials and media, social learning, reflection and goal-setting. In order to guide students toward academic goals, teachers will create specialized learning environments, manage varied materials, steer themes of learning, coordinate projects, and conduct formal and informal assessment of student progress. Meanwhile teachers will be constantly refining the

ability to observe and respond to student's dynamic abilities and interests. Group projects will often occur as either introductory or summary experiences related to broader themes of learning in which individual inquiry is also integral. Projects will involve the kinds of problem solving that commonly take place outside of school. These "real life" activities are practical skills that foster independence and provide contextual judgment and other higher-order thinking skills.

Students will learn to participate in their own progress monitoring. They will use journaling and digital and print modes of recording their learning milestones, which may be represented by objects or performances. These records will provide material for formative and summative assessment by the students and the teachers. The organization of these records, both digitally and physically, will be a significant aspect of the teacher's role.

Students will develop literacy skills through a Balanced Literacy methodology. This approach will combine language, text-rich experiences, and activities with the explicit instruction of fluency and comprehension skills as needed in order to become able readers. Students will experience the printed word in such a way as to learn to love language and find meaning in print, as well as explore phonics in the context of these experiences. Cultivating the skills of reading, writing, thinking, speaking and listening for all students, the Balanced Literacy Program includes modeled reading and writing, shared reading and writing, guided reading and writing, and independent reading and writing. The Montessori emphasis on real-life experiences will carry over into the literacy program through relevant reading materials, including current newspapers and magazines as well as appropriate literature for children and a rich print environment.

Through these methods and strategies, Gallup Montessori school will address the needs of each student in order to assist him or her in reaching New Mexico Standards.

Professional development necessary for implementing the strategies and methods of this school include:

- Montessori training for teachers who are not yet accredited in the Montessori Method. This may be accomplished in cooperation with other New Mexico Montessori schools.
- Balanced Literacy training for teachers. This may be accomplished as part of in-service professional development.
- Classroom management training for teachers and aides, which will include Positive Behavior Interventions Support and relationship-based conflict resolution based on Dr. Thomas Gordon's theories, including the "Peace Walk."

## **2. EDUCATIONAL PROGRAM**

### **A. Length of School Day and School Year**

As many of our parents will also have some of their children in other local school systems, we plan to adopt the Gallup-McKinley County School's calendar as to the number of days and the length of the school year. This assures that Gallup Montessori School meets all state requirements for its calendar. We believe that accommodating parents' needs for consistency in school schedules is important.

While the number of instructional days will meet the state standards, we plan to offer an increase in instructional hours by lengthening the school day for activities consistent with the Montessori Method. This includes practical, real-life activities that foster children's independence as well as projects relating to visual and performing arts, gardening and nutrition, wellness, fitness, and service learning in the community. This will better match parents work schedules by providing additional contact time and developmentally appropriate activities at school. The nature of these activities will differ in intensity from direct instruction common to traditional education, allowing the teaching staff and the students to draw energy from the activities and leave school prepared to spend quality time at home with families. These activities will also be open to family participation. Parents who are available will be encouraged to join their children in these activities at school as desired. Younger siblings are welcome during these times, as are the children and spouses of staff. In this way the school will draw parents into the activities of the children in school rather than separate school from family activities at home.

## **B. Grade Levels, Class Size and Projected Enrollment**

Gallup Montessori School will serve students in grades K-3rd with a desire to apply for Pre-K funding and incorporate a preschool. There is no phase-in proposed. The school's projected maximum enrollment will be 90 students in K-3rd grade. Class sizes and teacher/pupil ratios will be maintained at or below state requirements.

## **3. STUDENT PERFORMANCE EXPECTATIONS**

Student-centered academic performance goals will be determined by the administration and council during the planning year. These student goals will be specific, measurable, ambitious and attainable, reflective of the school's mission, and time-specific.

## **4. PLAN FOR EVALUATING STUDENT PERFORMANCE**

Gallup Montessori School's curriculum will align with the New Mexico Standards with corrective actions taken as required. Our school will participate in and comply with all state regulations with regard to remediation. Results of annual statewide-mandated testing will be included in the school Report Card, which will be recorded and stored electronically for ease of aggregating results as necessary for comparison and progress evaluation.

A Plan for Evaluating Student Performance will be created by the administrator and council during the planning year. It will address the types of assessments that will be used to measure student progress toward achievement of the New Mexico Standards as well as the expectations of the Montessori Method and the school mission and goals for student achievement. This plan will also include a timeline for achievement of these expectations and procedures and a timeline for remediation. The plan will describe other assessment tools to be used in addition to the state-mandated testing and additional methods of documentation and reporting of student data to students and parents.

## **5. SPECIAL POPULATIONS**

The Gallup Montessori School will make all needed modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education needs. The school will comply with all state and federal special education requirements, including the fundamental obligation to provide a free, appropriate education to students identified with disabilities. The school will also provide access to ancillary services including, but not limited to, counseling and health, through partnership agreements with the nearby private hospital, New Mexico Public Health Office, and Gallup Indian Medical Center. Included on the school's staff will be a licensed school counselor.

## **VI. FINANCIAL PLAN**

### **1. BUDGET**

#### **A. Revenue projection form 910B5 is included as Appendix C**

#### **B. Narrative Description of the Revenues and Expenditures**

##### Revenues:

SEG Based on enrollment, T&E Rate of 1.078, At-Risk Rate of 0.105, and growth.

Year 1 - \$465,040.07

Year 2 - \$534,128.13

Year 3 - \$630,369.64 (higher than year 4 due to growth factors)

Year 4 - \$622,934.04

Year 5 - \$718,822.67

Capital Revenue for Leased Facilities based on \$700 per Member

Year 1 - \$42,000

Year 2 - \$45,500

Year 3 - \$52,500

Year 4 - \$56,000

Year 5 - \$63,000

##### Expenditures:

##### Teachers Grade 1-12

Yr 1 = 4 FTE at an average salary of \$30,000

Yr 2 = 5 FTE at an average salary of \$30,000

Yr 3 = 6 FTE at an average salary of \$30,000

Yr 4 = 7 FTE at an average salary of \$30,000

Yr 5 = 8 FTE at an average salary of \$30,000

##### Teachers Special Education

Yr 1 = 0.5 FTE at an average salary of \$35,000

Yr 2 = 0.5 FTE at an average salary of \$35,000

Yr 3 = 0.75 FTE at an average salary of \$35,000

Yr 4 = 0.75 FTE at an average salary of \$35,000

Yr 5 = 1 FTE at an average salary of \$35,000

##### Instructional Assistant

Yr 1 = 1 FTE at an average salary of \$20,000

Yr 2 = 1 FTE at an average salary of \$20,000

Yr 3 = 1.5 FTE at an average salary of \$20,000

Yr 4 = 1.5 FTE at an average salary of \$20,000

Yr 5 = 2 FTE at an average salary of \$20,000

##### Instructional Assistant Special Education

Yr 1 = 0.5 FTE at an average salary of \$25,000  
Yr 2 = 0.5 FTE at an average salary of \$25,000  
Yr 3 = 0.5 FTE at an average salary of \$25,000  
Yr 4 = 0.5 FTE at an average salary of \$25,000  
Yr 5 = 0.5 FTE at an average salary of \$25,000

Unemployment Compensation  
2% of total Personnel Service Compensation

Worker's Compensation  
1% of total Personnel Service Compensation

Textbooks  
\$200 per student

General Supplies and Materials  
\$100 per student

Guidance Counselor/Social Worker  
Yr 1 = 0.5 FTE at an average salary of \$45,000  
Yr 2 = 0.5 FTE at an average salary of \$45,000  
Yr 3 = 0.5 FTE at an average salary of \$45,000  
Yr 4 = 0.75 FTE at an average salary of \$45,000  
Yr 5 = 0.75 FTE at an average salary of \$45,000

Secretary, Clerical  
Yr 1 = 0.5 FTE at an average salary of \$30,000  
Yr 2 = 0.5 FTE at an average salary of \$30,000  
Yr 3 = 0.5 FTE at an average salary of \$30,000  
Yr 4 = 1 FTE at an average salary of \$30,000  
Yr 5 = 1 FTE at an average salary of \$30,000

Occupational Therapist  
0.2 FTE at an average salary of \$50,000

Other Professional Services  
\$10,000 with an increase of 20% per year

Property/Liability Insurance  
Yr 1 = \$2,000  
Yr 2 = \$2,000  
Yr 3 = \$3,000 due to addition of modular  
Yr 4 = \$3,000  
Yr 5 = \$4,000 due to addition of modular

Principal



Yr 1 = 0.5 FTE at an average salary of \$60,000  
Yr 2 = 0.5 FTE at an average salary of \$60,000  
Yr 3 = 0.75 FTE at an average salary of \$60,000  
Yr 4 = 1 FTE at an average salary of \$60,000  
Yr 5 = 1 FTE at an average salary of \$60,000

#### Custodial

Yr 1 = 0.3 FTE at an average salary of \$30,000  
Yr 2 = 0.3 FTE at an average salary of \$30,000  
Yr 3 = 0.5 FTE at an average salary of \$30,000  
Yr 4 = 0.5 FTE at an average salary of \$30,000  
Yr 5 = 0.75 FTE at an average salary of \$30,000

Repair and Maintenance – Buildings and Grounds  
\$2,000 per year

Other Energy – (all utilities estimate)  
\$1.80 per square foot

Communication Services  
\$8,000 per month for phone, cell phones, and internet

Property/Liability Insurance  
\$5,000 in year 1 with an increase of 10% each year

General Supplies and Materials (buildings)  
Yr 1 = \$2,000  
Yr 2 = 10% increase  
Yr 3 = 20% increase due to addition of modular  
Yr 4 = 10% increase  
Yr 5 = 20% increase due to addition of modular

Rental Land and Buildings  
\$63,598 for 1 modular in years 1, 3, and 5

## **B. FISCAL MANAGEMENT**

We understand the importance of proper fiscal management and accountability. It is our intention to find qualified and cost effective methods for managing the education resources. This is why we have been working with representatives from the State of New Mexico, the PED, the Charter School associations, and independent fiscal managers to be certain we have a well rounded and thorough understanding of school finances.

There are two resources specifically with which we have been working. The first is a volunteer with the development group who has worked with public education finance and charter schools for over eight years. Having worked with schools in development, with new schools, and with

more established schools, she has a broad range of knowledge that will help us in planning and decision making. The second is the New Mexico Coalition for Charter Schools and their new Financial & HR Services. We will draw upon these resources to find consulted business management and accounting services, which are supported in our budget, to assist with all the needed fiscal and audit procedures.

We intend to watch closely the internal controls and monitor segregation of duties by involving school administration, board members, and instructional staff in proper ordering, approval, handling, and accounting for goods and services. (See Appendix F.) We will use the attached spreadsheet to guide this process and even with a limited staff, make every effort to create documented and efficient fiscal procedures.

Fiscal audit preparation will be completed following appropriate standards for governmental audits as required by State and Federal statutes. Drawing on our fiscal managers and partners, we will contract for audit preparation from highly qualified financial managers. We will set up policy and systems to use throughout the year to remain in compliance with sound fiscal policy.

## **VII. GOVERNANCE/MANAGEMENT PLAN**

### **1. GOVERNANCE STRUCTURE**

The Gallup Montessori School will be governed through a committee model by a council with a minimum of five (5) voting members and a minimum of two (2) non-voting members and will oversee the operation of the school. Not more than 49% of the persons serving on the Council may be interested persons. An “interested person” is defined as:

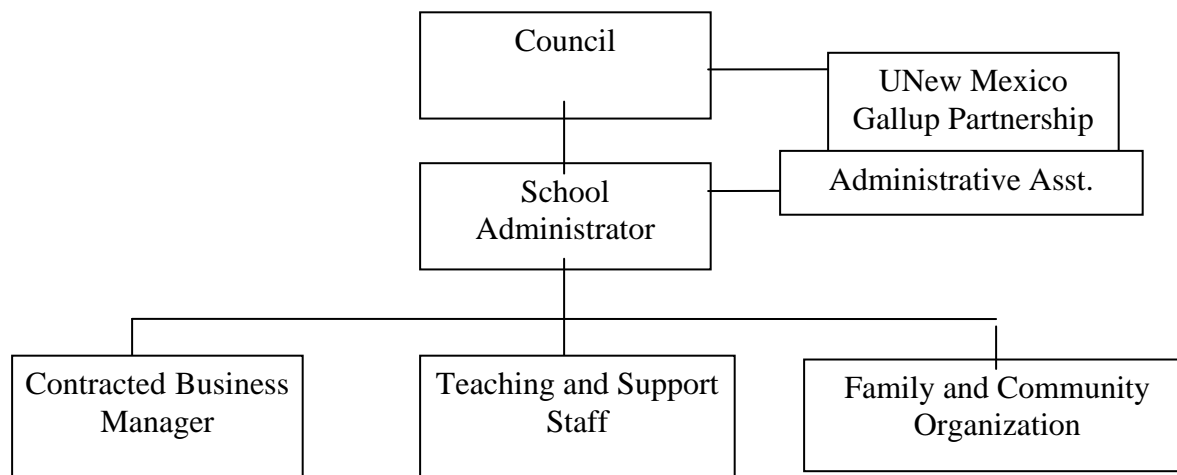
- (1) Any person currently being compensated by the council for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor or otherwise, excluding any reasonable compensation paid to a member of the council; or
- (2) Any family member of such a person.

The council members will be elected to serve two-year staggered terms or until their successors have been duly elected and qualified. The voting members will consist of community members with knowledge of education and childhood development. The non-voting members of the council will include the Administrator and members of the teaching staff.

The council will consist of individuals, including:

- One or more Gallup Montessori School parent(s)
- One or more community member(s) at large
- One University of -Gallup Early Child Program faculty member
- One or more Gallup Montessori Charter staff member(s)
- A Gallup Montessori School Administrator. Additionally, the Administrator will serve as a non-voting member of the council.

## Gallup Montessori School Organizational Chart



### **A. Roles and Responsibilities of Gallup Montessori School Staff and Members**

This Gallup Montessori School Organizational Chart emphasizes the distinct roles of its school members and their responsibility to the School Administrator, who is accountable to the council.

The council will oversee the general operation of the school and delegate the daily management of the school to the School Administrator. The council will provide support and direction to the Administrator and the school by establishing:

- The mission, guiding principles and population that the school serves;
- The long- and short-term plans for the development and operation of the school;
- The school finances and budget;
- The hiring and management of the School Administrator and determination of the salary and term of contract, under NMAC 6.69.7.1 et. seq.;
- Educational policies in collaboration with the Administrator and Staff;
- School partnership relations.

The School Administrator will be responsible for the day-to-day operations of the school and as referenced in MNSA 1978 22-8B-10, he/she will hold authority for all employment decisions regarding the staff. Through effective collaboration with his/her staff, the Administrator will be accountable for personnel management, individual student needs and the school's financial obligations.

The Administrative Assistant will report only to the School Administrator and will provide clerical and communication support to him/her.

The Contracted Business Manager is responsible for supporting the Administrator in assuring that the financial and legal responsibilities of the school are maintained in an accurate and timely manner. These financial and legal reports will be utilized by the Administrator in his/her communications with the council.

The teaching and support staff are responsible for our school's greatest concern and mission. They will ensure a safe and fair environment of high expectations where our children can celebrate their individuality within our community, while acquiring habits of mind that promote life-long learning. They will value the involvement of parents and community members in the children's learning. They will report directly to the Administrator and contribute to the daily education program. Through these actions, the teaching and support staff, together with the Administrator, will be accountable to the council for meeting or exceeding the New Mexico State Education Standards.

The Family and Community Organization will support the children, staff and Administrator through direct and indirect involvement with the school. They will uphold our mission by participating in the classrooms, facilitate open communications to the community by attending Governing Council meetings, and provide financial support through fund-raising activities.

## **B. Gallup Montessori School Governance Policies and Procedures**

Members will uphold their duties of care for their responsibilities, loyalty to their interest in the schools mission and vision, and obey all legal mandates. The council upholds honest, open, concerned and legal conduct at all times in accordance with the New Mexico Open Meetings Act and other applicable statutes. Each meeting agenda will be posted before the meeting is held. All members will exhibit and maintain appropriate authority and effective communication while working on the council.

Members represent the interests of Gallup Montessori School and will not confuse their own personal interests with those of a member of the school council.

Members will not use the council as a means of promoting or conducting private business or personal services. Service opportunities must be offered with equal access with open information and competitive opportunity to the whole community.

1. If a conflict of interest should arise for a council member, that member shall remove him/herself from comment, deliberation and vote on the conflicted issue.
2. Voting council members are not permitted to be employed by the Gallup Montessori School. A council member must first resign his/her position, and then apply for employment by the school.

Council members will work as a collaborative unit. No single individual member may hold full authority over the council.

1. The School Administrator and staff will not be directed by individual council members, unless the council has granted authorization.
2. Communication and action with the public, press, or other entities may not be directed by individual council members unless authorization has been granted by the council.
3. Council members may not individually evaluate or direct the Administrator or staff. The council as a whole will provide a formal evaluation for the

Administrator. Individual members may address any personal concerns with the Administrator or staff as per the policies and procedures manual.

Members will uphold professional confidentiality regarding all issues brought to the council.

### **C. Gallup Montessori Council Powers and Duties:**

- Obey all New Mexico Public Education Department policies and procedures and state laws;
- Recruit, select and evaluate the school Administrator and negotiate and approve contracts;
- Develop school policies and procedures that are in alignment with Gallup Montessori School mission, vision and any applicable statutes and regulations;
- Review and oversee the Gallup Montessori School annual budget, monthly budget reports;
- Monitor all academic and fiscal goals;
- Ensure compliance with all relevant academic and fiscal performance standards;
- Assure equal access to all students and supervise the school entrance lottery;
- Monitor Gallup Montessori School facilities plans;
- Monitor Gallup Montessori School development plans and promote Gallup Montessori School, as well as raise funds to support its operation;
- Ensure compliance with all statutes and regulations regarding the council and
- Encourage involvement of all Gallup Montessori School stakeholders.

### **D. Selection Process of the Gallup Montessori School Administrator**

The Gallup Montessori School Council will appoint a hiring committee who will comply with the School Personnel Act and conduct a search through advertisements in local, state and/or national publications. Applicants must hold or be able to obtain an Administrative License from the Public Education Department of New Mexico. Following the interviewing process and background check, a recommendation will be made to the council. The council may choose or reject a candidate after review and/or interview. After a candidate is chosen, a contract with the Administrator will be completed.

### **E. Decision-Making Process of the Council**

The President, Vice-President, Secretary and Treasurer will conduct its meetings using Robert's Rules of Order, as long as they are not inconsistent with or in conflict with any provisions of law. If the President is absent, a member chosen by majority will facilitate in his/her absence. The Secretary will record all meetings, and if absent, the majority will appoint a member to function in his/her place.

Council officers will serve one year in office. Each member is entitled to one vote, with the President casting his/her vote in the case of tied votes, and adoption of any issue, resolution, motion, etc. is by simple majority. Any member may abstain from a vote.

## **2. DESCRIPTION OF THE GOVERNING BODY**

The council will care for the success of Gallup Montessori School and assure that it is meeting its goals and achieving its mission. All members will show loyalty to the school's policies and procedures and operate free from any conflict of interest. The council will obey all applicable laws and regulations regarding the school. The council will create and post an operating schedule annually, according to the Open Meetings Act Resolution and the School Personnel Act. It will establish and monitor the school's annual operating budget.

### **A. Governance Council Members**

The Gallup Montessori School initial council shall include:

**William Bright** is a retired Occupational Therapist with a Masters degree in Special Education, a founder and former principal of a private school in Colorado, a former elected Gallup McKinley County Schools Board Member and current governing board member of the Middle College High Charter School, from which position he intends to resign upon approval of this charter school application.

**Amy Halliday** is an Occupational Therapist and parent, currently employed by the Gallup-McKinley County School District.

**Steve Heil** is a National Board Certified Elementary Art Teacher at Juan de Oñate Elementary School, artist and farmer.

**Kim Ross-Toledo** is to be the Executive Director of the Charter School and is both a parent and the Executive Director of the Coalition for Healthy & Resilient Youth.

**Cindi Tah** is a National Board Certified Librarian employed by Gallup-McKinley County School District and has a masters degree in Elementary Education from Western New Mexico University.

**Helen M. Zongolowicz, Ed.D.**, is the Program Coordinator of Early Childhood Multicultural Education at the University of New Mexico-Gallup and currently serves on the board of the Middle College High Charter School. When this charter is granted, she will either resign from her other board position or appoint another representative from her department to serve on the Gallup Montessori School council.

Other members will include one or more parents and community members. Initial members will voluntarily perform any needed officers' duties until the final board can be formed and elections held in accordance with the adopted bylaws.

Its current members will nominate council members. Orientation to the school and the council will take place at a specifically scheduled meeting after their election. The Montessori Method will be presented by the Administrator. Funds for ongoing council development will be in the school's annual budget. The New Mexico Coalition for Charter Schools and the New Mexico Public Education Department will provide further governance training.

The school's bylaws will provide for the full inclusion of parents, staff, and community members by their appointments to serve on the governing council. Also, the council meetings with comply with the New Mexico Open Meetings Act and, as recent New Mexico legislation mandates, the council members will attend state sponsored board training.

### **3. PARTNERSHIPS**

#### **University of New Mexico Gallup Branch**

Contact person: Dr. Helen Zongolowicz, Ed.D, Program Coordinator, Early Childhood Multicultural Education Program.

Office: Calvin Hall Center 124B  
200 College Rd.  
Gallup, New Mexico 87301  
(505) 863-7541

Home: 604 McKee Dr.  
Gallup, New Mexico 87301  
(505) 863-2094

The Early Childhood Dept. staff has expressed support for utilizing the Charter School as a Lab School for their college students. This is seen as a value to the school and to the college students. (See letter of support.)

#### **Gallup Charter Schools, Inc.**

Contact person: William Bright, Incorporator  
Home: 402 W. Morgan Ave.  
Gallup, New Mexico 87301  
(505) 722-0039

Mr. Bright will act as an independent non-profit partner who will apply for grants and accept donations to assist with funding and other resources.

One or more of the directors may serve on the school's governing council.

#### **Coalition for Healthy & Resilient Youth**

Contact person: Kim Ross-Toledo, Executive Director  
Home: #28 Indian Village Rd., Church Rock, New Mexico 87311  
Phone: 870-7449

One Coalition for Healthy and Resilient Youth representative may serve on the governing council.



#### **4. SCHOOL ORGANIZATIONAL STRUCTURE**

The council oversees the school operation. It hires, evaluates and releases the Administrator.

The University of New Mexico-Gallup Partnership will provide training and promotional opportunities and will report to the board.

The Administrator is accountable for the day-to-day responsibilities, including financial decisions, personnel scheduling and transportation needs. He/she hires, evaluates and releases all school staff. The Administrator is also responsible for compliance with all city, state, federal, New Mexico, and Montessori Association laws and regulations. The Administrator will delegate work as appropriate.

The teachers and on-site staff will present the curriculum, encourage cooperation and collaboration and promote a love of learning among their students. The teachers will coordinate classroom aides, monitor degree of learning and modify individual learning plans as needed.

The Contracted Business Manager will manage the fiscal responsibilities of the school and report directly to the Administrator.

The Administrative Assistant will report directly to the Administrator and manage the school office. He/she is responsible for the phones, written communications, and notifying the parent(s) when a child is ill.

The Health and Wellness Counselor will work with children one-on-one or in small groups for all grade levels.

The Family and Community Organization will receive direction from the Administrator. It will provide support to the school, staff and children through promotion, fundraising and communication resources.

The initial year has a projected enrollment of 60 in grades K-3, with a teacher to student ratio of not more than 1 to 15. The Pre-school added later will comply with or exceed state pre-school ratio regulations. Each classroom will have one teacher and one aide.

#### **5. EMPLOYEE RELATIONS**

Gallup Montessori School will follow a collaborative communication model that recognizes the efforts of all community stakeholders, including but is not limited to, students, parents, and staff. The promotion of reflective instructional strategies and best practices in professional teaching necessitate consistent and ongoing planning and implementation within an open communication framework. To meet these needs, time will be included within the weekly schedule to meet for staff development and planning sessions. Prior to the school's first semester of student enrollment, planning sessions will be utilized for the development of school policies, including the establishment of a staff handbook.

Gallup Montessori School will not discriminate against anyone on the basis of ethnicity, national origin, gender, sexual orientation or disability. The school will be nonsectarian in its programs, admission policies and employment practices.

Due process will be assured by following the School Personnel Act. Employees who have been employed for three or more consecutive years shall only be terminated or discharged for just cause. Just cause means a reason that is rationally related to an employee's competence or performance of his/her duties and that is not in violation of the employee's constitutional civil rights.

Employees are entitled to due process prior to termination, if such employee has a vested property or liberty interest in his or her employment. The procedures to be followed are in NMSA 1978 and in the School Personnel Act in general. If the School Personnel Act is changed, modified or amended, the school's procedure will also be changed, modified or amended accordingly.

The Gallup Montessori School does not intend to limit the activities of employees of the school concerning participation in other organizations if employee so choose.

## **6. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

Gallup Montessori School will enroll students through an open lottery process. There will be publicly advertised open application periods of 10 to 20 days. The lottery process begins with accepting applications in February with the lottery drawing taking place at the council meeting in March. For those in the lottery, student's names will be drawn randomly from all the students who have submitted a complete application through the conclusion of the open application period, until capacity is reached.

All remaining students not selected for enrollment through the lottery will be placed on a waiting list of students according to their lottery position on the waiting list. Students will be selected for enrollment from this list throughout the year as openings may occur. Regularly throughout the year, additional names may be selected randomly from publicly advertised lottery drawings of received completed applications to add to the waiting list. Pupils from the previous year will be considered already enrolled and siblings of pupils currently enrolled in the school will be given preferential enrollment. To be eligible for admission, all students must provide proof of minimum age as established by regulation, and an appropriately completed application.

Gallup Montessori School will not discriminate in its student admissions process on the basis of ethnicity, religion, gender, sexual orientation, economic status, or disabilities, limiting conditions, etc. In accordance with the New Mexico Charter School Act, the school will not require tuition or entrance exams. The governing council will have the authority to change the enrollment numbers as the need presents itself, upon approval of governing council.

**Student Discipline:**

Gallup Montessori School will enforce a discipline system built around safety, structure, and choice and in compliance with the Public Education Department's Student's Rights and Responsibilities.

**Student Discipline Policies and Behavior Management:**

During the planning year the administrator will work with the governing council to create a discipline policy that synchronizes with the Montessori Method of teaching, supporting school goals and mission, encouraging individual responsibility in promoting peaceful, cooperative interaction while developing a positive individuality. The student discipline policy will also comply with New Mexico SBE regulations (Title 6. Chapter 11. Part 2) governing student's rights and responsibilities, which provide a comprehensive framework for schools to provide a safe environment for student learning, and to further provide students and parents of the basic rights and requirements necessary to function in the educational community. Beyond those activities designated as prohibited by SBE regulations, the governing council is given the authority to oversee the approach to student behavior management.

**7. FACILITIES****A. The school site:**

The Facilities Director at University of New Mexico-Gallup has confirmed that there is adequate and available land on the campus for charter leased portables to be placed and utilities installed. This will satisfy New Mexico requirements regarding placement of charter schools in public facilities and on public land.

The Administrator will secure a land lease agreement with University of New Mexico.

A sufficient number of portable double classroom modulars with bathrooms, such as energy efficient Comark Building Systems (see: [www.comarkbuilding.com](http://www.comarkbuilding.com)) or as provided through our area's Cooperative Education Services, will be either leased or purchased.

The April 15, 2009 quoted purchase price for one Comark 24'x64' modular double classroom with bathrooms was \$63,598 including building, delivery and setup.

**B. Shared use and auxiliary facilities:**

Access time may be scheduled for use of the University of New Mexico-Gallup gym, the 1 mile University of New Mexico-Gallup fitness trail, the community computer labs, the certified kitchen and preschool playground of the Campus Daycare Center and other existing facilities.

The New Mexico Public Health Clinic, Gallup Indian Medical Center and Reboth Hospital are all within easy and safe walking distances from the proposed school site for access to all required school health and social services.

**8. OTHER STUDENT SERVICES**

**A. Student Transportation:**

The Gallup McKinley County School District and Gallup Montessori School's service area is too large to consider school funded/contracted daily student transportation at this time due to the excessive bus time for young students that this would entail.

As the school buildings will be in Gallup, which is the main work site for all McKinley County residents, the school administration will provide coordination and arrangements needed for commuting parents to drop off and pick up students safely and according to pre-arranged parents permissions/agreements.

Field trips will be contracted with the local public school bus system as needed and paid for out of operating funds.

Students requiring transportation by an Individual Education Plan will be provided transportation by contract with accessible buses from the local public school bus system using operating & IDEA funds.

**B. Food Services:**

Contracted services with local state approved vendors for lunch and healthy snacks will be pursued.

As the average family income levels in the area are some of the lowest in the state, we plan to qualify for USDA Provision 2 (free lunch for all) and Title I support.

**C. Health & Wellness:**

The former Gallup-McKinley County School Wellness Coordinator will volunteer his time to facilitate the creation of the state mandated Wellness Plan and School Health Advisory Council (SHAC).

The Wellness Plan will meet or exceed the minimum requirements in all eight areas of the New Mexico Yucca Model of comprehensive health, i.e.: all students, staff, and participating parents

will be provided with an individualized fitness plan, activity schedule, and self-evaluation process.

The school will have one licensed school-based counselor on the staff.

## **VIII. REQUIREMENTS**

### **1. LEGAL LIABILITY AND INSURANCE COVERAGE**

The proposed school will participate in insurance coverage by NMPSIA and will comply with all applicable rules of that authority.

### **2. WAIVERS**

No waivers required.

## **IX. APPENDICES**

A. The School's proposed personnel policies;

The school's personnel policies will be created as described above by the administrator and governing council during the planning year.

B. The School's proposed student discipline policy;

The student discipline policies will be created as described above by the administrator and governing council during the planning year.

C. Forms 910B5

D. Budget Spreadsheets

E. Letter of support (University of New Mexico-Gallup)

F. Segregation of Duties spreadsheet





## Appendix E

May 18, 2009

Dr. Veronica Garcia,  
New Mexico Secretary of Education  
Jerry Apodaca Education Building  
300 Dan Gaspar  
Santa Fe, New Mexico 87501

Dear Dr. Garcia;

I am writing this letter to support the establishment of a charter elementary school in Gallup. Such a school would provide an alternative program for our Early Childhood students to have practicum and student teaching experiences.

The group currently working on developing the charter is looking at providing an alternative education experience for the students and to demonstrate that students in this area can achieve AYP **IF** they are given a quality education setting. The group understands the importance of a sound educational foundation and is diligently working to provide one.

A charter elementary school could dovetail with the Middle College High School thus providing a Pre K through 12 charter school. The high school component would continue to enable students to earn both high school and college credits so that by the time they graduate from high school they would be well on their way to completing an AA degree.

It excites me to think that such an exemplary program would demonstrate to the rest of the State and to the country that students from the poorest county in the state can excel academically.

I know how committed you are to providing a quality education for all children. This new charter school will demonstrate that commitment. Thank you in advance for any support you can give this new charter.

Sincerely,

Helen M. Zongolowicz, Ed.D.,  
Program Coordinator,  
Early Childhood Multicultural Education.