

## 2010 CHARTER SCHOOL APPLICATION PRELIMINARY ANALYSIS

**School Name: New Mexico International School**  
**Total Projected Enrollment: 240**

**Proposed Grades: K-5**  
**Review Date: 8/10/10**

### I. TABLE OF CONTENTS – Not to be analyzed

### II. APPLICATION COVER SHEET/NOTICE OF INTENT/ ABSTRACT – Not to be analyzed

### III. STATEMENTS OF ASSURANCES/ASSURANCE THAT ALL GOVERNING BODY MEMBERS HAVE READ THE COMPLETED APPLICATION – Not to be analyzed

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

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

A Charter School Mission and Statement of Need section will be complete if it has addressed the following components:

- A **Mission Statement** that is clear and compelling and includes the following components:
  - Who the school seeks to serve;
  - What the school seeks to accomplish;
  - What methods the school will use.
- An explanation of **how the school will know if it is achieving its mission** that includes school level or organizational goals that are:
  - Measurable;
  - Directly support the Mission Statement;
  - Stated using the SMART Goal format.

*(NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.)*
- An **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. This will include a

demographic description of the student and community population within which the school will be located.

**ANALYSIS: CHARTER SCHOOL MISSION AND STATEMENT OF NEED**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Mission Statement</u></b></p> <p><b><u>Achievement of Mission/Goals</u></b></p> <p>Goal 2 states that students will score proficient or above on the English Standards Based Assessment. The goal lacks specificity in terms of what content areas will be measured on the English Standards Based Assessment and the Spanish Logramos, 2<sup>nd</sup> Edition assessment for purposes of determining achievement of this goal.</p> <p><b><u>Explanation of Need</u></b></p> <p>A demographic description of the student and community population within which the school will be located is not provided.</p>	<p>pages 1-2</p> <p>pages 2-4</p>

**CHARTER SCHOOL MISSION AND STATEMENT OF NEED SUMMARY**

Please summarize your analysis of the Mission and Statement of Need section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

<b>Summary Analysis</b>
<p>A clear mission statement is provided and substantial research is cited to support the proposed International Baccalaureate and language-rich curricula. Although a need is established by citing the waiting lists for admission to charter schools in Albuquerque with similar curricula, a demographic description of the student and community population within which the school will be located is not included.</p>

## V. EDUCATIONAL PLAN

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

### A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why. (*NOTE: Refer to the Glossary of Terms Used in the Application, last two pages of this document, to assist in the analysis of this section.*)

A description of the Curriculum Framework will be complete if it has addressed the following components:

#### 1. Philosophy and Approach to Instruction:

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

#### 2. Description of the Curriculum

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

#### 3. Alignment with NM Standards

- A copy of the alignment document if it was completed, **OR**

- If the alignment has not been completed, a description of the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

**4. Strategies and Methods:**

- A description of the strategies and methods to be used in delivering the curriculum.
- An explanation of how the curriculum will address students’ needs and assist students in reaching the NM Standards. *(NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations)*
- A descriptive example of the curricular strategies and methods in action in the classroom.
- A description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

**ANALYSIS: EDUCATIONAL PHILOSOPHY AND APPROACH TO INSTRUCTION**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Philosophy and Approach to Instruction</u></b></p> <p><b><u>Description of the Curriculum</u></b></p> <p>The application states on page 18 that “The Program of Inquiry (<u>Exhibit 3.0</u>) must be developed by school staff and must incorporate all New Mexico Content Standards”; however, no specific plan that includes a description of the process, a timeline, and resources (including staffing) to be utilized is provided.</p> <p>Resources for development of an Arabic Language Curriculum for fourth and fifth grade students are provided, however, no specific plan that includes a description of the process, a timeline, and resources (including staffing) to be utilized is provided.</p> <p><b><u>Alignment with NM Standards</u></b></p> <p><b><u>Strategies and Methods</u></b></p>	<p>page 18</p>   <p>page 31</p>

**B. EDUCATIONAL PROGRAM**

The educational program should support the school’s educational plan. A description of the educational program will be complete if it has addressed the following components:

**1. Length of School Day and School Year:**

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

**2. Grade Levels, Class Size and Projected Enrollment:**

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

**3. Graduation Requirements (if applicable):**

- The school’s proposed credits and requirements for graduation.
- A description of how any proposed requirements that differ from the New Mexico Graduation Requirements [22-13-1.1.] support the school’s educational plan.

**ANALYSIS: EDUCATIONAL PROGRAM**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Length of School Day and School Year</u></b></p> <p>The total number of instructional hours for the school year is not provided.</p> <p>A description of how the proposed length of the school day and school year support the Educational Plan is not provided.</p> <p><b><u>Grade Levels, Class Size and Projected Enrollment</u></b></p> <p>A rationale for the grade-level phase-in plan is not provided.</p> <p><b><u>Graduation Requirements (if applicable)</u></b></p> <p>N/A</p>	<p>page 34</p> <p>page 34</p> <p>page 35</p>

### C. STUDENT PERFORMANCE EXPECTATIONS

Student academic performance is central to a school’s existence. Student performance expectations must be aligned with the mission and the educational plan.

The Student Performance Expectations subsection will be complete if it has provided the following:

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

### ANALYSIS: STUDENT PERFORMANCE EXPECTATIONS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Student-centered SMART Goals</u></b></p> <p>Goal 1 states that students will score proficient or above on the English Standards Based Assessment. The goal lacks specificity in terms of what content areas will be measured on the English Standards Based Assessment and the Spanish Logramos, 2<sup>nd</sup> Edition assessment for purposes of determining achievement of this goal.</p> <p><b><u>Alignment</u></b></p>	<p>page 35</p>

### D. PLAN FOR EVALUATING STUDENT PERFORMANCE

A Plan for Evaluating Student Performance will be complete if it addresses the following components:

- the types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school’s student performance expectations;
- the timeline for achievement of the NM Standards and/or the school’s student performance expectations;
- the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school’s student performance expectations;

- remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
- assessments that might be considered in addition to the statewide-mandated testing;
- documentation and reporting of student data to students and parents.

**ANALYSIS: PLAN FOR EVALUATING STUDENT PERFORMANCE**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Types of Assessments</u></b></p> <p><b><u>Timeline for Achievement</u></b></p> <p><b><u>Corrective Action</u></b></p> <p><b><u>Remediation</u></b></p> <p><b><u>Additional Assessments</u></b></p> <p><b><u>Documentation and Reporting</u></b></p>	

**E. SPECIAL POPULATIONS**

A Special Populations subsection will be complete if it has addressed the following components:

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

**ANALYSIS: SPECIAL POPULATIONS**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><u>Modifications to meet Individual Student Needs</u></p> <p><u>Outline of Special Education Plan</u></p> <p><u>Access to Ancillary Services</u></p>	

**EDUCATIONAL PLAN SUMMARY**

Please summarize your analysis of the Educational Plan section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

<b>Summary Analysis</b>
<p>Although a clear and comprehensive Educational Plan is provided, the narrative could provide more details in regard to the specific plans for development of The Program of Inquiry and the Arabic Language Curriculum, as well as some specific school day and calendar details and a rationale for the grade-level phase-in plan.</p>

**VI. FINANCIAL PLAN**

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

**A. BUDGET**

A Budget subsection will be complete if it has addressed the following components:

- A completed revenue projection form 910B5 (included in the application appendices).
- A proposed operating budget covering each year of the charter term based on current unit value using the **5-Year Budget Plan** (included in the application appendices).



- A detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. The following should be addressed:
  - major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and
  - spending priorities that align with the school’s mission, educational program, management structure, professional development needs, and growth plan.
- A detailed narrative description, including the projected amounts, of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
- A detailed narrative description of the expenditure assumptions for these other revenue sources.

**ANALYSIS: BUDGET**

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<b><u>Revenue Projection Form 910B5</u></b>	
<b><u>5-Year Budget Plan</u></b>	
<b><u>Revenue and Expenditure Assumptions</u></b>	
The narrative states that the average salary used for teachers was \$45,000. The budget plan indicates \$50,000 was used.	page 58
Arabic will be taught to 4 <sup>th</sup> and 5 <sup>th</sup> grade students. It is unclear as to why an Arabic instructor will be contracted for the school’s first two operating years when the phase-in plan doesn’t include 4 <sup>th</sup> grade students until the third year of operation and 5 <sup>th</sup> grade students until the fourth year of operation.	page 59
<b><u>Revenue Sources Other Than SEG Funds</u></b>	
The projected amounts for some of the revenue sources other than SEG are not clearly identified.	page 59
<b><u>Expenditure Assumptions for Other Than SEG Funds</u></b>	
A detailed narrative description of the expenditure assumptions for “other than SEG” revenue sources is not provided.	

**B. FISCAL MANAGEMENT**

A plan for fiscal management subsection will be complete if it has addressed the following components:

- A detailed plan indicating how the charter school will manage its fiscal responsibilities.
- A description of the school’s internal control procedures that it will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
- A description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

**ANALYSIS: FISCAL MANAGMENT**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Fiscal Management Plan</u></b></p> <p><b><u>Internal Control Procedures</u></b></p> <p><b><u>Annual Audit of Financial Operations</u></b></p>	

**FINANCIAL PLAN SUMMARY**

Please summarize your analysis of the Financial Plan section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

<b>Summary Analysis</b>
<p>The financial plan and budget demonstrate the applicants’ working knowledge of the requirements to manage school finances and the budgeting process. Some minor inconsistencies are noted in regard to the SEG revenue and expenditure assumptions and the narrative regarding revenue sources other than SEG is not fully developed.</p>

## VII. GOVERNANCE /MANAGEMENT PLAN

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

### A. GOVERNANCE /MANAGEMENT STRUCTURE

The Governance Structure subsection will be complete if it has addressed the following components:

- A description of the over-all school governance and site-based management structure.
- An organizational chart for the school that:
  - illustrates the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader and administration;
  - Includes on the chart all proposed administrative/staff positions, parent councils, advisory committees and community groups (if any).
- A narrative description of the chart.

### ANALYSIS: GOVERNANCE /MANAGEMENT STRUCTURE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<u>Governance and site-based management structure</u>	
<u>Organizational chart and narrative description</u>	

**B. DESCRIPTION OF THE GOVERNING BODY**

The Governing Body subsection will be complete if it has addressed the following components:

- Policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the Open Meetings Act, and that address:
  - board powers and duties as a whole, individual members, and officers of the governing body;
  - governing body member recruitment and selection, including the orientation process for new members and ongoing professional development;
  - the criteria and the process that will be used to select the school’s head administrator;
  - budgeting and operation of the school; and
  - how decisions will be made.
- A list of each of the members of the school’s governing body;
- A brief description of the qualifications of each governing body member.
- An explanation of the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

**ANALYSIS: DESCRIPTION OF THE GOVERNING BODY**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Governing Body policies and procedures</u></b></p> <p>The following provision stated on page 69 under “Individual Council Member Roles”, is in conflict with the role of the school’s administrator. The Governing Council does not have an operational role in the school.</p> <p style="padding-left: 40px;">“. . . offering mediation assistance between parents/teachers/staff if direct resolution of the problem cannot be accomplished by the parties involved.”</p> <p>On page 70 under “Meetings” the application states: “It is expected that Governing Council members will attempt to build consensus around major decisions. If a general consensus is not possible, the President of the Governing Council will call for a vote of the members.” A Governing Council cannot rule by consensus. It must vote on all action items.</p> <p>The application states that the Head Administrator of NM International School will be a non-voting member of the Governing Council. Section 22-21-1 prohibits such individuals from serving on the board.</p>	<p>page 69</p> <p>page 70</p> <p>page 71</p>

<p><b><u>List of governing body members and qualifications</u></b></p> <p>The Governing Council for NM International School consists of the members that submitted signed statements of assurance that they have read the application in its entirety and agree to its submission. It is the intent of the statute, rule, and applications that the assurances are from the governing body members who will govern the school, not from individuals who are only temporarily serving on the governing body.</p>	<p>page 72</p>
<p><b><u>Staff, families, and community involvement in governance</u></b></p> <p>The application does not address how staff, families and the community will be notified of the opportunity to participate in the school governance.</p>	<p>page 73</p>

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

The Partnership subsection will be complete if the following components are included:

- Name of the partner organization.
- Name of the contact person at the partner organization and that person’s full contact information.
- A description of the nature and purpose of the school’s partnership with the organization.
- If applicable, an explanation of how the partner organization will be involved in the governance of the school.
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

**ANALYSIS: PARTNERSHIPS**

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<p><b><u>Partner organization and contact information</u></b> N/A</p>	
<p><b><u>Nature and purpose of partnership</u></b> N/A</p>	
<p><b><u>Partner organization involvement with school governance</u></b> N/A</p>	
<p><b><u>Evidence of formal partnership agreement</u></b> N/A</p>	

**D. SCHOOL ORGANIZATIONAL STRUCTURE**

A School Organizational Structure subsection will be complete if the following components are included:

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

**ANALYSIS: SCHOOL ORGANIZATIONAL STRUCTURE**

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<b><u>Job descriptions for all organizational chart positions</u></b>	
<b><u>Years 1-5 staffing plan with pupil-teacher ratio supporting educational plan</u></b>	

**E. EMPLOYEE RELATIONS**

An Employee Relations subsection will be complete if the following components are addressed:

- A description of the school’s personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.
- The proposed salary schedules that comply with the minimum salary requirements as identified in the School Personnel Act for all employees.
- A description of the evaluation process for staff that will include evaluation of teachers by a licensed school administrator.
- An explanation of the school’s staff discipline process that provides for due process.

**ANALYSIS: EMPLOYEE RELATIONS**

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<b><u>School’s personnel policies and procedures</u></b>	Appendices, pages 1-39
<b><u>Proposed salary schedules for all employees</u></b>	pages 85-87

<b><u>Evaluation process for staff</u></b>	pages 88-89 and Appendices, pages 16-17
<b><u>Staff discipline process</u></b>	Appendices, page 8

**F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

A student enrollment procedures and discipline policy section will be complete if the following components are addressed:

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

**ANALYSIS: STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY**

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<b><u>School enrollment policies and procedures</u></b>  Documentation required for enrollment includes proof of Citizenship. It is not permissible to require proof of Citizenship.	page 92
<b><u>Description of lottery process</u></b>	
<b><u>Description of proposed student discipline policy</u></b>	
<b><u>Proposed student discipline procedures (appendix)</u></b>	

**G. FACILITIES:**

The facilities plan should demonstrate that the applicant group has carefully considered the school’s facilities needs and understands its options for meeting those needs.

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

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

**If “YES” a Facilities section will be complete if the following components are addressed:**

- A description of the proposed facility, including location, size, and layout of space. An explanation of how the facility will support the implementation of the school’s educational plan.
- An explanation of the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

**ANALYSIS: FACILITIES – IF “YES”**

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Description of proposed facility and how facility will support school’s educational plan</u></b></p> <p>Clarification is needed to understand the layout of the interior space of the facility.</p> <p>An explanation of how the facility will support the implementation of the school’s education plan is not provided.</p>	<p>pages 94-96</p> <p>pages 94-96</p>
<p><b><u>Proposed capital outlay needs</u></b></p> <p>Proposed capital outlay needs are not addressed.</p>	<p>pages 94-96</p>

**If “NO” a Facilities section will be complete if the following components are addressed:**

- An explanation of the needs of a facility that will support the implementation of the school’s educational plan, including desired location, size, and layout of space.
- A description of a reasonable plan to identify and secure an adequate facility.
- The proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

**ANALYSIS: FACILITIES – IF “NO”**

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<p><b><u>Explanation of needs of a facility that will support educational plan</u></b></p> <p>N/A</p>	
<p><b><u>Reasonable plan to identify and secure an adequate facility</u></b></p> <p>N/A</p>	
<p><b><u>Proposed capital outlay needs</u></b></p>	



N/A	
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**H. OTHER STUDENT SERVICES**

This section will be complete if the following components are addressed:

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

**ANALYSIS: Other Student Services**

<b>Criteria Not Sufficiently Addressed, Concerns &amp; Additional Questions</b>	<b>Reference</b>
<b><u>Transportation</u></b>	
<b><u>Food Services</u></b>	
<b><u>Student access to other services</u></b>	

**GOVERNANCE / MANAGEMENT PLAN SUMMARY**

Please summarize your analysis of the Governance/Management section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

<b>Summary Analysis</b>
The Governance and Management Plan narrative provides a clear and comprehensive site-based management structure. However, additional clarity regarding the Governing Council’s role as a policy-making and decision-making body is necessary. Only a few requirements are not addressed by the narrative as noted in the detailed analysis above.

## VIII. REQUIREMENTS

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

### A. LEGAL LIABILITY AND INSURANCE COVERAGE:

The legal liability and insurance coverage section will be complete if contains:

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

### ANALYSIS: LEGAL LIABILITY AND INSURANCE COVERAGE

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<u>Statement of public school insurance authority coverage participation</u>	pages 98

### B. WAIVERS

The waivers section will be complete if the following components are addressed:

- A list of the specific waivers that will be requested from the department's requirements, rules, and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties, driver education and graduation requirements.
- If any waivers will be requested that are not pertaining to those listed above, the applicable statute and/or state rule that the school will request to be waived is cited.

### ANALYSIS: WAIVERS

Criteria Not Sufficiently Addressed, Concerns & Additional Questions	Reference
<u>List of waivers that will be requested from PED</u>	

<p><b><u>Other waivers not pertaining to PED waivers that will be requested from PED; must include applicable statute and/or state rule to be waived</u></b></p>	
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### **REQUIREMENTS SUMMARY**

Please summarize your analysis of the Requirements section of the school’s application. Your summary should reflect your overall impression of the section as presented and discuss the most significant weaknesses of the section.

<p><b>Summary Analysis</b></p>
<p>The application addressed all of the required components in this section.</p>