

AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: June 15, 2018

II. Item Title:

Discussion and Possible Action on the Commencement of Operations for the Following Schools

A. Hozho Academy

III. Proposed Motion:

Motion to grant a standard conditional commencement of operations:

- Move that the Public Education Commission approve a conditional commencement of operations for **Hozho Academy**, with the condition that all items on the Planning Year Checklist be completed no later than two weeks prior to the scheduled first day of school, as verified by a CSD site visit.

Motion to put the school on notice of potential suspension of the charter:

- Move that the Public Education Commission approve a conditional commencement of operations for Hozho Academy, but because [COMMISSION TO PROVIDE REASONS] I move that the Commission put Hozho Academy on notice of potential suspension of the charter if the school does not fully comply with the following specific conditions and deadlines:
[COMMISSION TO IDENTIFY SPECIFIC CONDITIONS AND DEADLINES]

If Hozho Academy fails comply fully with any one of these conditions, the term of the charter contract will be suspended for the remainder of FY19 and operations will commence in FY20.

Motion to suspend the charter:

- I move that the Public Education Commission suspend the Hozho Academy until July 1, 2019 to allow the school to engage in another planning year to address the identified deficiencies
- and concerns because [COMMISSION TO PROVIDE REASONS]. Upon a demonstration that the school has sufficiently addressed each of the deficiencies and is prepared to operate a charter school that will improve student achievement, the Commission shall reinstate the school's charter effective July 1, 2017.

IV. Executive Summary:

As of June 5, 2018, Hozho Academy Charter School has satisfactorily met all statutorily, regulatory, and department policies and/or procedures outlined by the PEC approved checklist for the school's implementation year of 2017-18, with the exception of one item. However, per the PEC's guidance, the school's E-Occupancy certificate is due no later than the school's two week prior to opening site visit. Hozho Academy Charter School provided a detailed timeline outlining the school's building has

been inspected and approved by the PSFA. Upon receiving the E-Occupancy certificate, Hozho Academy will provide to the PED and PEC.

The CSD recommends that the PEC grants the school standard conditional commencement of operations. Please refer to corresponding proposed motion language in section III.

The school's completed Implementation Checklist is attached for your review.



New Mexico Public Education Commission

School Year 2017-2018 IMPLEMENTATION – YEAR CHECKLIST **HOZHO ACADEMY**

Condition for Approval of all Charter Schools Authorized by the Public
Education Commission



PART I. NAME OF SCHOOL & CONTACT INFORMATION

School Information:

Name Of Charter School: Hozho Academy

School Address (if known): [Click here to enter text.](#)

School Location (City/Town): Gallup

School District Within Which The Proposed School Will Be Located: Gallup-McKinley County Schools

Grades To Be Served: K-12

Requested Enrollment Cap: 702

Founder Contact Information:

Primary Contact Person: Rachel Mason

Address: 507 E. Logan Ave.

City: Gallup State: NM Zip: 87301

Daytime Tel: 214-280-6978 Fax: 505-722-2629

Alternate Tel: 505-862-9498 E-Mail: rachel.simpson88@gmail.com

Secondary Contact Person: Patrick Mason

Address: 104 E. Aztec Ave.

City: Gallup State: NM Zip: 87301

Daytime Tel: 505-722-4463 Fax: 505-722-2629

Alternate Tel: 505-862-9498 E-Mail: p.mason@milawfirm.net

Part II. Introduction

Through charter schools, the Public Education Commission (“PEC”) as Authorizer and the Charter Schools Division (“CSD”) in the New Mexico Public Education Department (“PED”) seek to provide families with effective, quality educational options.

A. Implementation Year Checklist Authority and Purpose

The *Public Education Commission Implementation Year Checklist* serves as a guide and tool for a charter school to develop and produce all necessary materials to demonstrate compliance with all applicable laws, rules, and charter provisions necessary to demonstrate readiness to operate a public school.

The *Public Education Commission Implementation Year Checklist* also provides an opportunity for a charter school to demonstrate it has the capacity to both operate and function as a place of education and learning. The legal, regulatory, and policy requirements of an authorized school are significant. Successful school operators need to both demonstrate an understanding and a capability to institute and implement a program consistent with the requirements presented within this document.

The PEC holds charter schools accountable to all applicable laws, rules, and charter provisions, by routinely making the *Public Education Commission Implementation Year Checklist* a required condition for charter authorization. Prior to the end of the implementation year, a school must apply to the PEC for authorization to commence full operations. (NMAC § 6.80.4.11). The “Implementation Year Checklist Condition” imposed by the PEC, requires a school to complete and resolve any findings, issues, or concerns identified in the *Public Education Commission Implementation Year Checklist*.

The PEC makes the final determination regarding commencement of operations, and any conditions of charter approval, after considering the review and recommendations made by the PED in completing the *Public Education Commission Implementation Year Checklist*. The PEC is not limited by these reviews and recommendations and may request any additional documentation, information, or input that the PEC deems appropriate.

B. Development of the Implementation Year Checklist

The items identified in the *Public Education Commission Implementation Year Checklist* template are those designed to address local, state, and federal, laws, rules and regulations, charter contract provisions, charter best practices, and PEC directives. Each year, the CSD reviews any changes to the aforementioned laws, rules and regulations, charter contract provisions, charter best practices, and PEC directives and prepares a revised draft *Public Education Commission Implementation Year Checklist* template.

This draft template along with any CSD recommendations is presented to the PEC at a regularly scheduled meeting. The PEC reviews and makes the final determination regarding the draft template and these CSD recommendations. The PEC is not limited by these recommendations and may add, remove, or revise any language presented in the draft template.

Prior to November of each year, the PEC votes to approve and makes available online on its website a copy of the most recently approved *Public Education Commission Implementation Year Checklist* template. The current template was approved on: September 1, 2017.

Each school will have an individual *Public Education Commission Implementation Year Checklist* that may be tailored to the individual needs of the school. The PEC may impose any conditions it deems appropriate and these conditions will be incorporated into the school's individual planning year checklist. As a result, the template may differ substantially from the document provided to an individual school.

C. Directions

1. The items on the *Public Education Commission Implementation Year Checklist* and any additional conditions of charter approval **MUST** be completed on or before May 15th, 2018 to receive a recommendation for commencement of operations.
2. All submissions and all documentation must be submitted to the CSD for review **on or before** the deadlines indicated. Documentation should be submitted online as provided in individual instructions provided to the School.
3. The CSD provides staff support to the PEC and will review all submissions. This review will provide the basis for any recommendation to the PEC.
4. The CSD will provide three summary reports to the School which will detail a summary of all findings, issues, and concerns identified by CSD. The School is required to arrange a phone conference or in-person conference with CSD within 10 days of receipt of these summary reports. The purpose of this conference will be to discuss the issues and concerns identified by CSD.
5. Following receipt of a summary report, the school is required to address and resolve all findings, issues, and concerns prior to the next submission deadline.
6. Key Terms:
 - a. An **"Indicator"** is a stated compliance objective that **MUST** be addressed and completed by the school. These objectives may be legal, regulatory, charter contract provisions, charter school best practices, or PEC directives.
 - b. **"Documentation"** requires a school to submit copies of all policies, procedures, forms, protocols, spreadsheets, documents, or any other material that will provide evidence that the school has addressed or completed the relevant indicator and compliance objective.
 - c. **"Date of Completion"** is the date that CSD certifies that documentation addressed or completed the relevant indicator. This field will be left blank until such time as CSD has received sufficient documentation to certify that a relevant indicator was completed.

- d. **“Findings”** are those CSD comments and notes which identify deficiencies in the “documentation” provided by the school and which details the reasons why CSD was unable to certify documentation as having addressed or completed the relevant indicator.
7. When an “Indicator” or “Documentation” names a statute, rule, or regulation, this is an indication that specific materials are required by statute, rule, or regulation. The school **MUST** address each element or provision that is required in the statute, rule, or regulation.
8. Some “Indicators” may require the school to consult, update, and receive approval from different agencies, departments, or divisions within the PED. The school must provide evidence of these consultations where indicated and provide copies to CSD of any materials provided to these different agencies, departments, or divisions.
9. Additional elements may be added to the *Public Education Commission Implementation Year Checklist* based on changes to legislation, statute, regulation, or due to PEC direction or condition.
10. The PEC makes the final determination regarding the *Public Education Commission Implementation Year Checklist* and any conditions of charter approval after considering the review and recommendations provided by the CSD. The PEC is not limited by these reviews and recommendations and may request any additional documentation, information, or input that the PEC deems appropriate.

D. Review Process

Acting as staff support to the PEC, the CSD will review all school submissions and provide a summary report and any findings **within 30 days of a submission** deadline.

Generally, the CSD review process is as follows:

- 1) The school sends all policies, procedures and documents related to an indicator or documentation requirement prior to a submission date.
- 2) CSD consults any applicable laws, regulations, charter contract provisions, written PEC policies, or written guidance manuals applicable to the indicator or documentation required.
- 3) CSD analyzes the school documentation to determine whether all required elements of the applicable laws, regulations, charter contract provisions, written PEC policies, or written guidance manuals were addressed and satisfied.
- 4) Should all elements be addressed and satisfied, CSD then reviews the school documentation for completeness. CSD also considers implementation of the documentation to determine the feasibility of the documentation, and whether the described program is possible, consistent, and reasonable.

- 5) Finally, CSD reviews implementation and consistency in relationship to all other policies and procedures provided by the school.
- 6) In the case of PEC imposed conditions or application deficiencies, CSD consults the specific named deficiencies in the application and the specific condition imposed by the PEC.
- 7) CSD analyzes the school documentation to determine whether all application deficiencies identified and any PEC imposed conditions were corrected, addressed, or satisfied.

Part III. Implementation Year Checklist

INDIVIDUAL SCHOOL CONDITIONS TO BE MET PRIOR TO COMMENCEMENT OF OPERATIONS (MAY 15 th)			
INDICATORS	DOCUMENTATION	DATE OF COMPLETION	FINDINGS
<p>C.1. Timely obtain standing as an approved Board of Finance no more than 120 days after receiving written notification of the approval of the new application.</p> <p><i>NMSA § 22-8-38;</i> <i>NMAC § 6.80.4;</i> <i>PEC Policy, Board of Finance Application.</i></p>	<p><input checked="" type="checkbox"/> Condition Met.</p> <p><i>PEC Policy, Board of Finance Application.</i></p>	04/13/2018	
<p>C.2. Timely secure a facility that meets PSFA approval, including condition index, E-Occupancy, and ownership or leasing requirements no less than two weeks prior to the scheduled first day of school.</p> <p><i>NMSA § 22-8B-4.2</i></p>	<p><input type="checkbox"/> School has secured a facility that meets educational occupancy standards (E-Occupancy) and school has provided evidence of an E-Occupancy certificate.</p> <p><input checked="" type="checkbox"/> School provides either a copy of PSFA report that shows facility has a condition rating equal to or better than the average</p>	06/05/18	

	condition for all New Mexico public schools for that year or the charter school has documented PSFA approval that within eighteen months of occupancy the school will achieve a rating equal to or better than the average New Mexico condition index.		
	<input checked="" type="checkbox"/> School provides assurances to demonstrate the lease, lease purchase, or ownership arrangement complies with 22-8B-4.2.	06/05/18	
C.3. Attend all implementation year training and technical assistance sessions hosted by CSD.	<input checked="" type="checkbox"/> Condition Met.	05/18/2018	
C.4. Attend all implementation year conferences to discuss with CSD any issues, concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> Condition Met.	05/29/2018	
C.5. Correct all issues concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> Condition Met.	06/05/18	
C.6. As part of the contract and framework negotiation and approval process, obtain the PEC approval of any substantial proposed changes to the educational model, staffing,	<input checked="" type="checkbox"/> Condition Met.	05/29/18	

organizational, and governance plan, or finance plan that were presented in the application.			
C.7.Address and correct any application deficiencies that were noted by both the PED and the PEC.	<input checked="" type="checkbox"/> Condition Met.	06/05/18	

SUMMARY REPORT - CONDITIONS

As of June 5th, 2018, Hozho Academy Charter School has satisfactorily met all statutorily, regulatory, and department policies and/or procedures outlined by the PEC approved checklist for the school’s implementation year of 2017-18, (with the exception of one item, see note below).

Note: Per the PEC’s guidance, the school’s E-Occupancy certificate is due no later than the school’s two week prior to opening site visit. Hozho Academy Charter School provided a detailed timeline outlining the school’s building has been inspected and approved by the PSFA. Upon receiving the E-Occupancy certificate, Hozho Academy will provide to the PED and PEC.

INDICATORS	DOCUMENTATION	Date Complete	FINDINGS
ITEMS DUE BY NOVEMBER 15th			
11-15.1.Governing Board established and operating according to bylaws and in accordance with the Open Meetings Act. <i>NMSA § 22-8b-4;</i> <i>NMSA § 22-8-12.3;</i> <i>NMSA § 10-15-1;</i> <i>NMSA § 14-2-1, et seq.</i> <i>Charter Contract §4.04 (c).</i>	<input checked="" type="checkbox"/> Provide list of governing body members. Include the governing body positions to be held, either a place of residence or work, and contact information.	11/15/17	The applicant provided a list of the 6 governing body members, their positions and places of residence with their various email addresses. The positions are listed as President, Vice President, Treasurer and Secretary, with the indication that two members will be trained by May 2018. The list also names potential members (which may be the 7 th board member) and an Ex-Oficio Cultural Advisor. Requested Follow-up: None present at this time.
	<input checked="" type="checkbox"/> Names of any sponsoring organizations or foundations. (This includes prospective organizations that will be established upon completion of the planning year), name of the principal officers, and their contact information.	11/15/17	The applicant listed Aquinas Education, Inc. as one of the sponsoring organizations, stating that the officers are to be established by May 2018. The other organization listed is Barney Charter School Initiative. The name of the Director as listed here is Phillip Kilgore, with his contact email address. Requested Follow-up: None present at this time.

		04/25/18	<p>regarding the specificity of procedures. Please carefully review the statute 22-8B-5.2 NMSA and see comments directly embedded in the document.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<p><input checked="" type="checkbox"/> Anti-nepotism policy and procedures.</p> <p>NMSA § 22-8B-10.</p>	11/15/17		<p>Hozho has an established anti-nepotism policy. However, the policy is vague. The policy incorporates the language that the “the governing body may waive the nepotism rule for family members of a head administrator.” As a result, it must also include detailed procedures for effectual implementation, which it does not.</p> <p>Requested Follow-Up: Please also submit a corresponding nepotism procedure consistent with the submitted policy.</p>
		04/25/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<p><input checked="" type="checkbox"/> Background check policy and procedures.</p> <p>NMSA §§ 22-10A-5.</p>	11/15/17		<p>The background check and policy addressed some parts of law but is not comprehensive. There is no procedure to establish the parameters for implementing the policy. There are very important reporting requirements that the policy has not addressed.</p> <p>Requested Follow-Up: Please review the embedded comments and revise this policy in accordance with statute. Several critical pieces are missing. See 22-10-5 NMSA.</p>
		04/25/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<p><input checked="" type="checkbox"/> School FERPA policy and procedures.</p> <p>20 U.S.C. § 1232g.</p>	11/15/17		<p>Hozho has a FERPA Policy but it lacks substantial detail and would be difficult to implement without clear procedures. The school’s policy does not establish a student directory of information. The policy should address this explicitly and state the contents of that directory.</p> <p>Requested follow-up: Please prepare and submit the corresponding procedures needed for the appropriate</p>

		04/25/18	<p>implementation of this policy. Also, prepare the FERPA Limited Directory information and notice to parents and submit for review.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> School Complaint and Grievance Policy including a process for receiving and resolving community, parental, and other public complaints.	11/15/17	<p>The school's Complaints and Grievance Policy covers the complaints and grievance filed against teachers and staff, and the process of resolving them. The policy includes a Whistleblower policy. However, it is not clear as to whose office the complaint should be filed with in case the complaint is against the school Principal. Here it says, "Complaints involving the school Principal must be filed formally through a written complaint to the President and will be addressed at the Governing Council regular meeting." The procedures are not clear.</p> <p>Requested Follow-Up: This policy needs to be revised significantly to include substantial detail about how these processes work with clear actions steps, responsible parties and timelines. The policies do not appear clear enough for the public such as parents and/or the general public to understand the procedures. Please see the comments and questions embedded in the document.</p>
		04/25/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> Volunteer policies and procedures. <i>NMAC § 6.50.18.8.</i>	11/15/17	<p>Hozho has an incomplete Volunteer Policy and Procedure in place. There is no indication as to the volunteer acceptance process, or if any training is provided to the volunteers.</p> <p>Requested Follow-Up: Please ensure that all aspects of NMAC § 6.50.18.8 are adequately addressed. Revise and resubmit for review.</p>
		04/25/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>

<p>11-15.3.Budget Approval.</p> <p>NMAC § 6.20.2.9.</p>	<p><input checked="" type="checkbox"/> An identified date for a scheduled Governing Body Meeting when the Governing Body plans to review and approve the Budget at an open meeting.</p> <p><i>(Should be after the May 15th final enrollment adjustments, but must be before the June 20th regulatory deadline.).</i></p>	<p>11/15/17</p> <p>04/25/18</p>	<p>According the page 4 of the Implementation Report provided by the school, the budget will be reviewed and approved at the June board meeting: June 5, 2018.</p> <p>Requested Follow-Up: If the school’s calendar of governing body meetings, including the June meeting, has been approved at one of the board’s meeting, please provide meeting minutes and/or agenda.</p> <p><i>Review of Resubmitted Documents: Thank you for submitting meeting minutes from the March 27, 2018 meeting indicating that a meeting for discussing and approving the budget was scheduled for May 29, 2018. Please make sure to adhere to the Open Meetings Act requirements as described above and that the school’s website accurately reflects the meeting schedule and properly notices all meeting with agendas. Please indicate if this date for the meeting has changed.</i></p>
<p>11-15.4.School Development Plans.</p> <p>NMAC § 6.29.1.</p>	<p><input checked="" type="checkbox"/> Written curriculum development plan.</p> <p>Includes 1) timeline, 2) success benchmarks, and 3) responsible parties to ensure development of entire curriculum that was identified in the application and aligned to school mission and goals, NMCCSS, and NM Content Standards prior to May 15th.</p>	<p>11/15/17</p> <p>04/25/18</p>	<p>Hozho Academy submitted a classical education curriculum consistent with its school mission. However, the plan lacks clear timelines or success benchmarks, only listing June 8, 2018 as a final delivery date for the GC approval without listing specific benchmarks prior to the final due date. Also, please note all of this work must be completed prior to the May 15, 2018 deadline.</p> <p>Requested Follow-Up: Please carefully review 6.29.1 NMAC to address missing components. Please revise the plan and resubmit after reviewing the embedded comments on p. 4 of the Implementation Report. At the next submission, please provide an update about the progress of the curriculum plan.</p> <p><i>Requested Follow-Up: Thank you for submitting detailed curriculum documents demonstrating alignment to the NMCSS for English Language Arts and Math, and for submitting the scope and sequence for the proposed Spanish language instruction. Please note that starting July 1, 2018, the state will require implementation of its new NM STEM Ready Science Standards. Please also ensure that within the curriculum, how the school will implement the state’s ELD Standards. The Spanish language instruction score and sequence documents submitted do not appear to indicate alignment to the state’s World-readiness for learning languages standards. Please resubmit documents addressing the concerns above.</i></p>

		06/01/18	<p>Review of Resubmitted Documents: Thank you for submitting a response addressing the questions and concerned outline previously. The documents resubmitted have been reviewed. Please provide an update as to Navajo Nation approval of the school's proposed Navajo curriculum and standards. Please ensure that language services and supports for ELLs are consistently aligned throughout the school's materials and policies. Thank you for resubmitting additional detail about the school's proposed Spanish language curriculum. Please note that the state has adopted the national foreign language learning standards as 6.29.8.8-12 NMAC and additional resources and information about New Mexico's standards for World Language Instruction are available at: https://webnew.ped.state.nm.us/bureaus/languageandculture/world-language-instruction/</p> <p>No further action is necessary.</p>
	<input checked="" type="checkbox"/> Written Special Population Services development plan, to ensure development of plans, policies, and procedures to serve special education, ELL, and 504 Plans.	11/15/17	<p>Hozho Academy's plan is one page long with no specific details, description, timelines or meaningful benchmarks. The plan does not cite or refer to relevant statute, regulations, or state policy.</p> <p>Requested Follow-Up: Please carefully review 6.29.1 NMAC carefully to address any missing components. Please revise the plan and resubmit after reviewing the embedded comments starting on p. 4 of the Implementation Report. At the next submission, please provide an update about the progress of the curriculum plan.</p>
		04/25/18	<p>Requested follow-up: Thank you for resubmitting the school's development plan for special populations. Please review the embedded comments, make necessary changes, and resubmit for further review.</p>
11-15.5.Detailed Staffing Plan. NMAC § 6.29.1.	<input checked="" type="checkbox"/> Written process and plan that details how the governing body will identify, recruit, and hire a prospective head administrator. (Note: A narrative may have already been included in the charter application. This	11/15/17	<p>Hozho Academy provides a brief and general plan to identify, recruit and hire a prospective head administrator. The plan is not comprehensive in any of elements required by this indicator (stated at right).</p> <p>Requested Follow-Up: Please revise and/or submit and update on this plan with more details to understand the school's process.</p>
		04/17/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The</p>

<p>3-1.2. Governing Board established and complying with PEC notification requirements.</p> <p><i>PEC Policy, Charter School Governing Body Changes.</i></p>	<p><input checked="" type="checkbox"/> Review the PEC Policy, Charter School Governing Body Changes document and provide notice regarding any changes to the Governing Body which have occurred since 11.15.</p> <p>PEC Policy, Charter School Governing Body Changes.</p>	<p>03/01/18</p>	<p>No governing body changes.</p> <p>On March 16, 2018, the PEC revised its policy with respect to governing board changes available here.</p> <p>Requested follow-up: None present at this time. However, please ensure the Governing Body has read and understands the PEC's <i>Policy Statement, Charter School Governing Body Changes</i>.</p>
<p>3-1.3. Membership Projections.</p> <p><i>NMSA § 22-8-12.1.</i></p>	<p><input checked="" type="checkbox"/> Provide the projected student membership for the upcoming school year to the School Budget Bureau and to CSD. Projections should indicate number of projected students by grade level. Membership projections must also detail what evidence and basis there is for this projection.</p> <p>(Please be aware, if insufficient evidence or basis is provided then the School Budget Bureau may elect to reduce the projected enrollment)</p>	<p>03/01/18</p>	<p>At the 03/21 meeting on the prior submission documents, the school indicated that it had exceeded its projection goals of 110 students (120 actual), and would be revising its projections upward from 110 to 150 students.</p> <p>Requested follow-up: None present at this time. Please note that statute requires that the school provide an estimate of the students that will be enrolled in the basic program, early childhood programs, and special education. These figures may need to be updated after students are registered and it is known whether or not students will require an IEP and related services.</p>
	<p><input checked="" type="checkbox"/> Current Enrollment and current enrollment as a percentage of membership projections on file with the School Budget Bureau. A copy must be sent to the CSD.</p>	<p>03/01/18</p>	<p>The school provided current enrollment as a percentage of membership projections was provided to CSD. According to the schools information, it was received 38 applications for a total of 110 spots. The school states its budget projections are on file with the PED's School Budget Bureau, submitted to Marie Rivera-Sanchez.</p> <p>At the 03/21 meeting on the prior submission documents, the school indicated that it had exceeded its projection goals of 110 students (120 actual), and would be revising its projections upward from 110 to 150 students.</p>

		04/25/18	<p>The second set of documents should request all relevant information necessary for completing registration.</p> <p>Requested follow-up: Please revise the forms (see embedded feedback), and resubmit for further review.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
<p>3-1.6. Status report on the development and acquisition of facilities that meet E-Occupancy, NMCI requirements, and ownership/lease requirements.</p> <p><i>NMSA § 22-8B-4.2.</i></p>	<p><input checked="" type="checkbox"/> Evidence that school is advertising with newspapers, bulletin boards, and other methods.</p> <p><input checked="" type="checkbox"/> Provide status report that details:</p> <ol style="list-style-type: none"> 1) Expected date of receiving E-Occupancy certificate. 2) Any current outstanding construction items that must be completed before E-Occupancy can occur. 3) NMCI score OR expected date of receiving NMCI score. 4) Approval from PSFA regarding ownership/lease requirements OR identify outstanding items that must be completed before PSFA approval can be secured. 	03/01/18	<p>The school provided evidence of advertising on bulletin boards and in public spaces (pictures, ads).</p> <p>Requested follow-up: None present at this time.</p> <p>The school provided a summary status update that mentions a conference with PSFA staff on February 27, 2018. A lease with a local building is proposed for March 6, 2018. Beside these dates, no other timelines are addressed. Items 1-4 were not addressed with specificity or detail.</p> <p>Requested follow-up: Please provide an updated timeline that provide more details about Items 1-4 (at left) and estimated windows of time frames in which each of those items are expected to be addressed.</p> <p><i>Review of Resubmitted Documents: Thank you for submitting current documentation for review. Please keep the CSD updated on the developments of the facility. No further action is necessary unless there are changes to report.</i></p>

	<input checked="" type="checkbox"/> Provide evidence that contact has been made with PSFA regarding the facilities plan and that contact has been made within the last 30 days.	03/01/18 05/08/18	<p>The school did not provide evidence of contact, though mentioned contact with PSFA staff in its status update.</p> <p>Requested follow-up: Please provide evidence that contact has been made as required (e.g. emails, letters, etc.).</p> <p><i>Review of Resubmitted Documents: Thank you for submitting current documentation for review. Please keep the CSD updated on the developments of the facility. No further action is necessary unless there are changes to report.</i></p>
3-1.7. Financial Control.	<input checked="" type="checkbox"/> Provide adequate Internal Control Procedures <i>NMAC §§ 6.20.2.11 – 6.20.2.18.</i>	03/01/18 04/26/18	<p>The school provided its policies and procedures for internal controls.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation at left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Establish and implement written procurement procedures consistent with state and federal law and regulations. <i>NMAC § 6.20.2.17; 34 CFR 74.44.</i>	03/01/18	<p>The school provided its policies and procedures for internal controls.</p> <p>Requested follow-up: None present at this time.</p>
3-1.8. Mandatory operational policies and procedures have been developed. Charter Contract § 3.01; Charter Contract § 4.02.	<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures. <i>NMSA § 22-12-2 et seq.</i>	03/01/18	<p>The school provided its policies and procedures for internal controls. List the concerns.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine if any changes are necessary.</p>
	<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures – Provision to conduct early intervention for students	03/01/18	<p>The school has provided clear and concise compulsory school attendance policies and procedures.</p> <p>Requested follow-up: None present at this time. However, see embedded feedback provided for the school's</p>

	who have accumulated five (5) unexcused absences. NMSA § 22-12-9.		consideration.
<input checked="" type="checkbox"/>	Compulsory school attendance policies and procedures – Provision to notify the probation office of the judicial district where the student resides following notice of habitual truancy. NMSA § 22-12-7.	03/01/18	The school has provided clear and concise compulsory school attendance policies and procedures, including the provision to conduct early intervention for students who have accumulated 5 unexcused absences. Requested follow-up: None present at this time. However, see embedded feedback provided for the school's consideration.
<input checked="" type="checkbox"/>	Tobacco free policies and procedures. NMAC § 6.12.4.	03/01/18 04/25/18	The school provided a general policy, however it does not address all aspects of the requirements of regulation. Procedures were not included. Requested follow-up: Please review 6.12.4 NMAC and revise the policy and include corresponding procedures that facilitate the implementation of the policy. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
<input checked="" type="checkbox"/>	Bullying prevention policies and procedures. NMAC § 6.12.7.	03/01/18 04/25/18	The school provided a general policy, however it does not address all aspects of the requirements of regulation. Procedures were not included. Requested follow-up: Please review 6.12.7 NMAC and revise the policy and include corresponding procedures that facilitate the implementation of the policy. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
<input checked="" type="checkbox"/>	Dual credit policies and procedures. NMAC § 6.30.7.8.	03/01/18	The school's policy document does not substantially outline its dual credit policies and procedures. While the school briefly mentions that dual-credit courses are not permissible for core-content, it does not address all components of the regulation, 6.30.7.8 NMAC.

		04/25/18	<p>Requested follow-up: Please revise and resubmit the relevant section with a more detailed and explicit policy with corresponding procedures.</p> <p>Review of Resubmitted Documents: <i>The school's submitted clarification statement that will not be serving secondary students in the inaugural year. While the school will open with grades K-5 and therefore not offering dual credit to these students, if and when the school expands to serve K-12, it will need to ensure it has dual credit policies that conform to all state statutes, regulations and policies. No further action is necessary.</i></p>
<input checked="" type="checkbox"/> Distance learning policies and procedures. <i>NMAC § 6.30.8.</i>	03/01/18		<p>The school's policy document does not address distance learning or outline minimum required procedures outlined in 6.30.8.12 NMAC.</p> <p>Requested follow-up: Please provide the school's distance learning policies and procedures compliant with regulation.</p>
		04/25/18	<p>Review of Resubmitted Documents: <i>Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
<input checked="" type="checkbox"/> Grade change policies and procedures. <i>NMAC § 6.30.10</i>	03/01/18		<p>The school's policy does not address grade change policies and procedures as required in 6.30.10 NMAC, especially the subsections on requirements (10.8) and unprofessional conduct (10.9), among others.</p> <p>Requested follow-up: Please provide the school's grade change policies and procedures compliant with regulation.</p>
		04/25/18	<p>Requested follow-up: <i>Thank for resubmitting the document with procedures. Please review the embedded feedback in the document and revise to ensure it complies with relevant regulation.</i></p>
		05/31/18	<p>Review of Resubmitted Documents: <i>Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
<input checked="" type="checkbox"/> Policies, procedures, and any forms for ensuring parental access to information regarding	03/01/18		<p>The school's policy document submitted does not address how parents will have access to information regarding the professional qualifications of teachers, instructional support providers and principals pursuant to 22-10A-16</p>

		06/01/18	<p><i>feedback to determine what changes, if any, are necessary.</i></p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<input checked="" type="checkbox"/> Policy, process, or plan to disseminate “Code of Ethics” and “Code of Professional Conduct” to all licensed employees.	<p>NMAC §§ 6.60.9.81.,6.60.9.9.</p>	<p>03/01/18</p> <p>04/25/18</p>	<p>The school’s policy document briefly addresses code of conduct but does not mention code of ethics. Further, the relevant regulations are not fully addressed.</p> <p>Requested follow-up: Please ensure that policies are complete, comply with relevant statutes/regulations, that corresponding procedures are also provided, and that these are cross-referenced in the staff handbook.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<input checked="" type="checkbox"/> Policies and procedures for detention, suspension, or expulsion.	<p>NMAC § 6.11.2.12.</p>	<p>03/01/18</p> <p>04/25/18</p>	<p>These policies are briefly mentioned without much detail or without addressing all elements of the cited regulations.</p> <p>Requested follow-up: Please ensure that policies are complete, comply with relevant statutes/regulations, that corresponding procedures are also provided, and that these are cross-referenced in the student handbook.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<input checked="" type="checkbox"/> Student discipline policies and procedures.	<p>NMSA § 22-5-4.3. NMAC § 6.11.2.1, et seq.</p>	<p>03/01/18</p> <p>04/25/18</p>	<p>The student discipline policies and procedures are briefly described in the policy document.</p> <p>Requested follow-up: Please ensure that policies are complete, comply with relevant statutes/regulations, that corresponding procedures are also provided, and that these are cross-referenced in the student handbook.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>

	<input checked="" type="checkbox"/> Student Handbook.	<p>03/01/18</p> <p>04/25/18</p> <p>05/31/18</p>	<p>The student handbook is only 15 pages, whereas the table of contents references upwards of 92 pages.</p> <p>Requested follow-up: Please complete and resubmit the handbook for review. Please also ensure that policies are complete, comply with relevant statutes/regulations and that corresponding procedures are also provided.</p> <p><i>Requested follow-up: Please review embedded feedback and make revisions that ensure the handbook is aligned to other submitted policies and procedures so there is consistency throughout. Please resubmit for review.</i></p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Staff Handbook.	<p>03/01/18</p> <p>04/25/18</p> <p>05/31/18</p>	<p>The staff handbook is more developed than the student handbook but it should be consistent with school and employee policies and those should be either detailed in the other policy document or in this staff handbook.</p> <p>Requested follow-up: Please review all relevant statutes and regulations cited as requirements for relevant policies and ensure that the staff handbook includes all such required policies, and these are thoroughly detailed and consistent throughout. Please see embedded feedback in the document.</p> <p><i>Requested follow-up: Please review embedded feedback and make revisions that ensure the handbook is aligned to other submitted policies and procedures so there is consistency throughout. Please resubmit for review.</i></p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Status report on implementation of curriculum development plan.	<p>03/01/18</p>	<p>The school provided a brief report on the implementation of the curriculum development plan.</p> <p>Requested follow-up: Please see the embedded feedback in the March 1 Summary Submission document and determine what changes, if any, are required.</p>

		04/25/18	Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. Please review the embedded feedback and determine what, if any, changes are necessary. Please resubmit for review.
		06/01/18	Review of Resubmitted Documents: Thank you for submitting a response addressing the questions and concerned outline previously. The documents resubmitted have been reviewed. Please provide an update as to Navajo Nation approval of the school's proposed Navajo curriculum and standards. Please ensure that language services and supports for ELLs are consistently aligned throughout the school's materials and policies. Thank you for resubmitting additional detail about the school's proposed Spanish language curriculum. Please note that the state has adopted the national foreign language learning standards as 6.29.8.8-12 NMAC and additional resources and information about New Mexico's standards for World Language Instruction are available at: https://webnew.ped.state.nm.us/bureaus/languageandculture/world-language-instruction/ No further action is necessary.
3-1.9. Curriculum plan. NMAC 6.29.1.9.	<input checked="" type="checkbox"/> Status report on implementation of Special Population Development Plans.	03/01/18	The school provided a brief status report; however, it did not include detail or timelines. Requested follow-up: Please provide detailed status updates that discuss progress on benchmarks for special population development plans.
		04/25/18	Requested follow-up: Thank you for resubmitting the school's development plan for special populations. Please review the embedded comments, make necessary changes, and resubmit for further review.
		06/01/18	Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.
3-1.10. Protocols and Policies for Implementation of RTI and SAT processes. NMAC § 6.29.1.9.	<input checked="" type="checkbox"/> RTI & SAT policies and procedures.	03/01/18	The school provided an RTI and SAT policy, however, with few detailed procedures. The policy is quite general, and indicates it will be using the PED's templates. The policy does not reflect any perceptible nuances specific to the school itself and should be designed with specificity to align with the school's proposed program and/or daily schedule, educational model and staffing patterns, etc.

		04/25/18	<p>Requested follow-up: Please review the embedded comments and make changes as necessary. The policy requires detailed procedures that can be implemented at all levels and which take into account the specific education program of the school, as proposed and designed.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. Please review the embedded feedback to ensure alignment and consistency and to determine what, if any, changes are needed. No further action is necessary.</i></p>
<p>3-1.11. Special Education. <i>IDEA 2004; 29 U.S.C. § 701 (otherwise known as Section 504 of the Rehabilitation Act of 1973); NMSA § 22-13-5 -- 22-13-8; NMSA 22-13-5 -- 22-13-8); NMAC 6.29.1.9; NMAC § 6.29.5.1, et seq.; NMAC § 6.31.2, et seq; NMAC § 6.10.8.9; Charter Contract § 8.04; Charter Contract § 8.05</i></p>	<p><input checked="" type="checkbox"/> ELL services. --Provide evidence that school has consulted with the ELL Bureau and reviewed the relevant technical assistance manuals.</p>	03/01/18	<p>The school attended the January 5, 2018 training at which staff from the Language and Culture Bureau (LCB) presented on English Learners.</p> <p>Requested follow-up: None present at this time. However, as the school develops its policies and procedures for the proper identification, assessment, service, and academic monitoring of ELs and RFEP students, it may wish to reach out to the LCB for further guidance and support. Please ensure to copy the CSD on all communication so that it can follow up with LCB, if necessary.</p>
	<p><input checked="" type="checkbox"/> Special Education and 504 Services. --Provide evidence that school has consulted with the Special Education Bureau and discussed IDEA and 504 requirements.</p>	03/01/18	<p>The school attended the January 5, 2018 training at which staff from the Special Education Bureau (SEB) presented on students with disabilities.</p> <p>Requested follow-up: None present at this time. However, as the school develops its policies and procedures for the proper identification, assessment, servicing, and academic monitoring of students with disabilities, it may wish to reach out to the SEB for further guidance and support. Please ensure to copy the CSD on all communication so that it can follow up with SEB, if necessary.</p>
	<p><input checked="" type="checkbox"/> Indian Education – Provide evidence that school has consulted with the Indian Education Division to determine the need for and if necessary, to develop any needed Native American policies, procedures, and memorandums.</p>	03/01/18	<p>The school attempted to communicate (telephone calls) with the Indian Education Division (IED) regarding consultation for serving Native American students, however the IED was not responsive to the school’s requests for consultation. The IED did not present at Implementation Year Training designed for approved charter schools to learn from and consult directly with state PED bureaus/division about various requirements and considerations necessary for ensuring school and student success.</p>

	<p>(A school is required to show consultation with the Indian Education Division regardless of whether a school will be seeking to provide a culturally-relevant or maintenance and revitalization program.)</p> <p>NMAC § 6.10.8.9.</p>	<p>05/18/18</p>	<p>Requested follow-up: None present at this time. Since the IED did not respond to the schools efforts at consultation, the CSD has reached out to coordinate communication efforts and to request IED support implementation year trainings. Please ensure to copy the CSD on all communication so that it can follow up with IED, if necessary. Additionally, the CSD strongly encourages the school to pursue consultation with relevant local tribes (Navajo Nation, Zuni Pueblo, etc.) to ensure its academic plan adequately meets the needs of Native American children, per the Indian Education Act.</p> <p><i>Note: At the last Implementation Training, the PED's Indian Education Division presented on a variety of relevant policies and reporting requirements that districts/charters serving high populations of Native students must adhere to. The school is now in contact with IED to receive targeted technical support from the division directly.</i></p>
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SUMMARY REPORT - ITEMS DUE BY MARCH 1st

Thank you for your timely submission of documentation by the March 1, 2018 deadline. Please contact the CSD within 10 days to schedule a conference to discuss the feedback of the March 1st Summary Report.

In preparation for this conference, please carefully review in the Implementation Year Checklist's March 1st Summary Report and the additional comments embedded in all documents referenced above. During the conference, the CSD will discuss the concerns identified, answer any outstanding questions and/or clarify requested follow-up.

<p>3-1.12. Conference, discussion, and review of any findings, issues, or concerns.</p>	<p><input checked="" type="checkbox"/> School held a conference with CSD within 10 days of receiving the March 1st Summary Report.</p>	<p>04/20/18</p>	<p><i>The school conferenced with CSD staff via telephone on April 20, 2018 to discuss the feedback for the March 1st submissions.</i></p>
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INDICATORS	DOCUMENTATION	Date Complete	FINDINGS
ITEMS DUE BY MAY 15th.			
<p>5-15.1. Resolve all findings with the Implementation Year Checklist.</p>	<p><input checked="" type="checkbox"/> Revised policies and additional documentation to address and resolve all findings, issues, and concerns identified in the</p>	<p>05/08/18</p>	<p><i>All documents that were resubmitted have been reviewed and the checklist has been updated accordingly. Please review the feedback in the checklist (see above) and in the embedded documents and please resubmit any remaining documents by June 1, 2018.</i></p>

	March 1 st review or discussed during the March 1 st conference.	06/05/18	<i>All documents that were resubmitted have been reviewed and the checklist has been updated accordingly.</i>
5-15.2. Director / Principal / Administrator in place and holds administrative license. <i>NMSA § 22-10A-3; NMSA § 22-8B-10.</i>	<input checked="" type="checkbox"/> Copy of administrator's license(s).	05/20/18	Hozho provided evidence of the school leader's administrative licensure credentials. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Signed contract with position description.	05/17/18	Hozho provided evidence of a signed administrator contract to include the position description, dates for employment and designated salary. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Evidence that employment of head administrator and licensed school employees in compliance with nepotism rule as defined in 22-8B-10.	05/17/18 05/31/18	The school provided the head administrator's signed notification addressing a portion of the nepotism rule, however, the signed notification provided does not address all requirements of the regulation. Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited statute to the left. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.</i>
5-15.3. School is established as a formal public school entity in the state of New Mexico with all necessary tax identification numbers, bank accounts, etc. <i>NMAC § 6.20.2.18.</i>	<input checked="" type="checkbox"/> Bank records or other evidence that shows a public entity account has been established at a NM banking institution.	05/17/18	The school provided a signed statement from Pinnacle Bank indicating the school's account number and routing number with an established NM banking institution. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Tax ID numbers.	05/17/18	The school provided official notification from the IRS Department of Treasury indicating issuance of the EIN Tax Identification number. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> W-9 Substitute Form (submitted to DFA through PED).	05/17/18	The school provided a copy of the Substitute W-9 form submitted to the NM Department of Finance and Administration, dated 14 MAY 2018. Requested follow-up: None present at this time.

5-15.8. Assessment Plan Developed. <i>NMAC § 6.80.4.9(E).</i>	<input checked="" type="checkbox"/> Should the school wish to provide Interim assessments the school must provide evidence interim assessments have been identified and budgeted, and that there has been contact with an identified assessment company.	05/17/18	The school provided a budget for assessment expenses they will be responsible for, which will not be provided through the PED. The school also provided evidence of expense quotes from the assessment companies the school will be contracting with. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Provide plan and schedule for administration of interim assessment(s) and for administration of PARCC, W-IDA / W-APT / ACCESS or any other planned assessments.	05/17/18	The school provided a tentative yet detailed schedule for the administration of iStation, W-APT (when applicable), Access (when applicable), MAP, SBA (when applicable), and PARRC (when applicable) that align with the PED 2017-18 assessment schedule. Recommend the school create a final schedule once the Assessment Bureau releases the 2018-19 assessment schedule. Requested follow-up: None present at this time.
5-15.9. Staffing Plan.	<input checked="" type="checkbox"/> Status report on recruitment and hiring to meet staffing plan provided in application.	05/17/18	The school provided a detailed update for all hired positions and the remaining vacant positions. The school indicates 4 teacher vacancies remain. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Timelines to secure licensing and backgrounds for each prospective staff member.	05/17/18	The school provided a detailed spreadsheet for all hired staff obtaining/verifying licensure and appropriate background checks. The timeline provided align with state statute requirements. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Special education staffing plan / contracts.	05/17/18	The school provided an update that it does not intend to hire a special education teacher until enrollment verifies the need for a SpEd teacher. The school initially budgeted for students with special needs and it is more likely the school will enroll students with special needs than not. The school should weigh on the side of having a SpEd teacher hired to provide immediate service to eligible students upon the start of school. Recommended follow-up: The school should create a plan for recruiting/hiring a special education teacher prior to enrollment.
5-15.10. Professional development plan.	<input checked="" type="checkbox"/> Plan and forms to implement professional development plans	05/17/18	The school provided policies and procedures for school-wide professional development and individual teacher PDPs, along with sample forms that will be used. The school

<p><i>Charter Contract § 8.02; Charter Contract § 8.12.</i></p>	<p>(PDPs) for individual teachers.</p> <p>NMAC § 6.65.2.8; NMAC § 6.30.5.13; NMAC § 6.30.12.11.</p>	<p>05/31/18</p>	<p>must align the individual teacher PDP to state regulation to require all teachers to complete an annual PDP, not just beginning teachers.</p> <p>Requested follow-up: Please embedded feedback in the attached documents. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Mentorship program and any necessary forms or tools to be used for novice teachers.</p> <p>NMAC § 6.60.10.</p>	<p>05/24/18</p> <p>05/30/18</p>	<p>The school provided a detailed procedure the school’s mentorship program that to date, appears to align with state regulation, along with a detailed schedule for the mentoring to cover the full academic year and associated forms that will be utilized. Please see embedded feedback for clarification throughout the document.</p> <p>Requested follow-up: Please see embedded feedback in the attached documents. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.</i></p>
<p>5-15.11.Employee benefits and Risk Insurance coverage through the New Mexico Public Schools Insurance Authority (NMPSIA).</p> <p><i>NMSA § 22-8B-9; NMAC § 6.50.1 et. seq; Charter Contract § 8.15 Charter Contract § 8.16.</i></p>	<p><input checked="" type="checkbox"/> Employee benefits coverage (may include basic life and accidental death & dismemberment, voluntary life, long term disability, two medical plans, a dental plan with basic and comprehensive coverage, and a vision plan).</p>	<p>05/17/18</p>	<p>The school provided a confirmation email from NMPSIA that employee benefits were established.</p> <p>Requested follow-up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Risk coverage policy (may include property insurance, liability insurance, workers' compensation, student catastrophic insurance,</p>	<p>05/17/18</p>	<p>The school provided a certificate of liability insurance, dated 23 MAY 2018, through Poms and Associates.</p> <p>Requested follow-up: None present at this time.</p>

	<input checked="" type="checkbox"/> Homeless education and assistance policies and procedures. <i>Homeless Policy Guidance Document.</i>	05/17/18 05/31/18	<p>The school provided its Homeless Education Assistance policies. However, the school did not provide specific procedures the school will use to implement these policies and ensure compliance with all Federal and State guidelines and statute.</p> <p>Requested follow-up: Please see embedded feedback in the attached documents. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Immunizations policies and procedures. <i>NMAC § 6.12.2.8.</i>	05/17/18 05/31/18	<p>The school provided its immunization policies. However, the school did not provide its immunization procedures the school will use to implement these policies and ensure compliance with all Federal and State guidelines and statute.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Pest Control policies & procedures. <i>NMAC 6.29.1.9(O)(6).</i>	05/17/18 05/31/18	<p>The school provided its pest control policies. However, the school did not provide its pest control procedures the school will use to implement these policies and ensure compliance with all Federal and State guidelines and statute.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.</i></p>

<p>5-15.13.Special Education.</p> <p>IDEA 2004; 29 U.S.C. § 701 (otherwise known as Section 504 of the Rehabilitation Act of 1973); NMSA § 22-13-5; NMSA § 22-13-8); NMAC 6.29.1.9; NMAC § 6.29.5.1, et seq.;</p> <p>NMAC § 6.31.2, et seq.</p>	<input checked="" type="checkbox"/> School special education & 504 policies and procedures.	<p>05/23/18</p> <p>05/31/18</p>	<p>The school provided its 504 policies and procedures manual that at this time, appear to align with state regulation. Please revise per the clarifying questions embedded throughout the document.</p> <p>Requested follow-up: Please see embedded feedback in the attached documents. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Completed special education template.	<p>05/25/18</p>	<p>The school provided its special education template that aligns with the guidance provided by the Special Education Bureau.</p> <p>Requested follow-up: None present at this time.</p>
	<input checked="" type="checkbox"/> Procedures and any necessary forms for tracking special education ancillary and direct services.	<p>05/25/18</p>	<p>The school provided two forms for monitoring direct services provided to eligible students. Both forms were clear and concise and the school indicated where the forms will be stored for access by all providers.</p> <p>Requested follow-up: None present at this time.</p>
	<input checked="" type="checkbox"/> School ELL policies and procedures.	<p>05/25/18</p> <p>06/01/18</p>	<p>The school provided a procedures manual, however, it lacks specificity and does not incorporate or reference the copies of documents also submitted. Please review 6.29.5.11-12 NMAC and consult with the PED's Language and Culture Bureau to better understand the state's EL identification process and Exit procedures. The LCB website provides several important resources.</p> <p>Requested follow-up: Please review embedded comments and consult with the LCB team for targeted technical assistance. Please resubmit for further review.</p> <p><i>Required follow-up: Thank you for resubmitting documentation with revisions for review. Please review the embedded feedback to ensure alignment and consistency and to determine what, if any, changes are needed. Please</i></p>

	<input type="checkbox"/> School Athletic Equity policies and procedures (Only applicable for schools that serve grades 7-12). <i>NMAC § 6.13.4</i>		NA
	<input type="checkbox"/> Provide evidence school shall offer at least one honors or similar academically rigorous class each in mathematics and language arts. <i>NMSA 22-13-1.4.</i>		NA
	<input type="checkbox"/> Provide evidence school has a signed Dual Credit Master Agreement with an institution of higher education. <i>NMSA 22-13-1.4.</i>		NA
	<input type="checkbox"/> Provide evidence school has a program of distance learning courses in place. <i>NMSA 22-13-1.4.</i>		NA
	<input type="checkbox"/> Provide evidence school is prepared to offer at least two years of a language other than English. <i>NMSA 22-13-1.4.</i>		NA

SUMMARY REPORT - ITEMS DUE BY MAY 15th.

Thank you for your timely submission of documentation by the May 15, 2018 deadline. The school's conference call to discuss the feedback of the May 15th Summary Report has been scheduled for May 29, 2018.

In preparation of this conference, please carefully review in the Implementation Year Checklist for the May 15th Summary Report and any additional comments embedded within any attached documents. During the conference,

the CSD will answer any outstanding questions and/or clarify requested follow-up to address findings identified in the Implementation Year Checklist.

If required, all resubmission documents are due by June 1, 2018.

5-15.16. Attend all planning year conferences to discuss issues, concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> School held a conference with CSD within 10 days of receiving the May 15 th Summary Report.	05/29/18	The school conferenced with CSD staff via telephone on May 29, 2018 to discuss the feedback for the May 15 th submissions. The school resubmitted revised documents.
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INDICATORS	DOCUMENTATION	Date of Completion	FINDINGS
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ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE

P-O.1. Resolve all findings with the Implementation Year Checklist.	<input type="checkbox"/> Revised policies and additional documentation to address and resolve all findings, issues, and concerns identified in the May 15th review or discussed during the May 15th conference.		
P-O.2. Curriculum framework is articulated in writing and matches school mission and goals. (Framework aligned to NM content standards, benchmarks and performance standards by end of first year.)	<input type="checkbox"/> Status report on continued implementation of curriculum development plan.		
	<input type="checkbox"/> Resources necessary for the implementation of the curriculum as articulated are available		

	<input type="checkbox"/> Curriculum identifies resources, knowledge and skills students are expected to learn (NMCCSS/NMCS).		
	<input type="checkbox"/> The Curriculum identifies the learning standards or learning objectives students are expected to meet for each course.		
	<input type="checkbox"/> The Curriculum identifies the units and lessons that teachers will teach.		
	<input type="checkbox"/> The curriculum identifies assignments and projects that will be given to students.		
	<input type="checkbox"/> The curriculum identifies the books, materials, videos, presentations, and readings used in a course.		
	<input type="checkbox"/> The curriculum identifies the tests, assessments, and other methods used to evaluate student learning		
P-O.3.School has implemented and adopted a budget and all mandatory policies.	<input type="checkbox"/> Signed statement from the governing body that the final budget, the final operating budget, and any revised policies were adopted and implemented by the		

	governing body.		
	<input type="checkbox"/> If the school is at less than 95% of budgeted enrollment, the school provides a plan to adjust spending/budget to account for lower enrollment.		
P-O.4. Development / acquisition of facilities that meet E-Occupancy, NMCI requirements, and ownership/lease requirements (22-8B-4.2 NMSA)	<input type="checkbox"/> Evidence of E-occupancy Certificate.		
	<input type="checkbox"/> Evidence of sufficient New Mexico Condition Index.		
	<input type="checkbox"/> Evidence that PSFA has approved either the State ownership arrangement, the lease arrangement or the lease purchase agreement.		
P-O.5. Recruitment and hiring of adequate number of teachers and support personnel to match assignments and staffing plan, as adapted for actual enrollment	<input type="checkbox"/> Copies of licenses and credentials are within the staff files		
	<input type="checkbox"/> School has necessary licensure to teach curriculum, identified classes, and grade levels.		
	<input type="checkbox"/> Signed contract(s) supporting minimum salaries and detailed position descriptions are within each staff file.		
	<input type="checkbox"/> Criminal background checks and fingerprinting documentation are		

	within each staff file		
	<input type="checkbox"/> School has evidence of a licensed special education provider and a licensed gifted provider either on staff or on contract. If school has no identified special education or gifted students, then school must have evidence of a process or plan to provide these services should school receive identified students.		
	<input type="checkbox"/> School has evidence of a licensed diagnostician available for special education evaluation referrals.		
P-O.6.Relevant and necessary students forms completed and on file.	<input type="checkbox"/> Completed student enrollment forms. Forms must indicate there is enrollment for a minimum of 8 students with New Mexico Residency.		
	<input type="checkbox"/> Completed English Language proficiency forms or home language surveys for all enrolled students.		
	<input type="checkbox"/> School has developed an IEP for all identified students or has evidence that an IEP meeting has been requested.		

SUMMARY REPORT - ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE

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AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: June 15, 2018

II. Item Title:

Discussion and Possible Action on the Commencement of Operations for the Following Schools

B. Albuquerque Collegiate Charter School

III. Proposed Motion:

Motion to grant a standard conditional commencement of operations:

- Move that the Public Education Commission approve a conditional commencement of operations for **Albuquerque Collegiate Charter School**, with the condition that all items on the Planning Year Checklist be completed no later than two weeks prior to the scheduled first day of school, as verified by a CSD site visit.

Motion to put the school on notice of potential suspension of the charter:

- Move that the Public Education Commission approve a conditional commencement of operations for Albuquerque Collegiate Charter School, but because [COMMISSION TO PROVIDE REASONS] I move that the Commission put Albuquerque Collegiate Charter School on notice of potential suspension of the charter if the school does not fully comply with the following specific conditions and deadlines:

[COMMISSION TO IDENTIFY SPECIFIC CONDITIONS AND DEADLINES]

If Albuquerque Collegiate Charter School fails comply fully with any one of these conditions, the term of the charter contract will be suspended for the remainder of FY19 and operations will commence in FY20.

Motion to suspend the charter:

- I move that the Public Education Commission suspend Albuquerque Collegiate Charter School until July 1, 2019 to allow the school to engage in another planning year to address the identified deficiencies and concerns because [COMMISSION TO PROVIDE REASONS]. Upon a demonstration that the school has sufficiently addressed each of the deficiencies and is prepared to operate a charter school that will improve student achievement, the Commission shall reinstate the school's charter effective July 1, 2017.

IV. Executive Summary:

As of June 5, 2018, Albuquerque Collegiate Charter School has satisfactorily met all statutorily, regulatory, and department policies and/or procedures outlined by the PEC approved checklist for the school's implementation year of 2017-18, with the exception of three items.

Please note: Per the PEC's guidance, the school's E-Occupancy certificate is due no later than the school's two week prior to opening site visit. Albuquerque Collegiate Charter School provided a detailed timeline outlining the school's building will be inspected by PSFA on June 8, 2018. According to the school's timeline, Albuquerque Collegiate anticipates receiving the E-Occupancy certificate by August 1, 2018 and will provide to the PED and PEC upon receipt.

Additionally, Albuquerque Collegiate Charter School provided a detailed timeline outlining when the Head Administrator anticipates obtaining her provisional Administrator license. Albuquerque Collegiate has informed the PED that the Head Administrator, Jade Rivera, has submitted her Professional Development Dossier and application(s) for her Level II Teaching license and Provisional Administrator license by June 6, 2018. Ms. Rivera anticipates approval of her Provisional Administrator license by June 29, 2018 with a full Administrator's license upon successful completion of her Principal Leadership Development Program, in December 2018.

The CSD recommends that the PEC grants the school standard conditional commencement of operations. Please refer to corresponding proposed motion language in section III.

The school's completed Implementation Checklist is attached for your review.



New Mexico Public Education Commission

School Year 2017-2018

IMPLEMENTATION – YEAR CHECKLIST

ALBUQUERQUE COLLEGIATE CHARTER SCHOOL

Condition for Approval of all Charter Schools Authorized by the Public Education Commission



PART I. NAME OF SCHOOL & CONTACT INFORMATION

School Information:

Name Of Charter School: Albuquerque Collegiate Charter School

School Address (if known): TBD

School Location (City/Town): Albuquerque

School District Within Which The Proposed School Will Be Located: Albuquerque Public Schools

Grades To Be Served: K-5, K-1 in year one of operation

Requested Enrollment Cap: 360

Founder Contact Information:

Primary Contact Person: Jade Rivera

Address: 1017 Forrester Ave NW

City: Albuquerque State: New Mexico Zip: 87102

Daytime Tel: 505-712-1927 Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: jrivera@abqcollegiate.org

Foundation / Sponsoring Organization Information:

Foundation / Sponsoring Organization Name (if applicable): Albuquerque Collegiate Schools

Principal Officer: Billy Jimenez

Mailing Address: 1017 Forrester Ave NW

City: Albuquerque State: New Mexico Zip: 87102

Daytime Tel: 505-712-1927 Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: [Click here to enter text.](#)

Part II. Introduction

Through charter schools, the Public Education Commission (“PEC”) as Authorizer and the Charter Schools Division (“CSD”) in the New Mexico Public Education Department (“PED”) seek to provide families with effective, quality educational options.

A. Implementation Year Checklist Authority and Purpose

The *Public Education Commission Implementation Year Checklist* serves as a guide and tool for a charter school to develop and produce all necessary materials to demonstrate compliance with all applicable laws, rules, and charter provisions necessary to demonstrate readiness to operate a public school.

The *Public Education Commission Implementation Year Checklist* also provides an opportunity for a charter school to demonstrate it has the capacity to both operate and function as a place of education and learning. The legal, regulatory, and policy requirements of an authorized school are significant. Successful school operators need to both demonstrate an understanding and a capability to institute and implement a program consistent with the requirements presented within this document.

The PEC holds charter schools accountable to all applicable laws, rules, and charter provisions, by routinely making the *Public Education Commission Implementation Year Checklist* a required condition for charter authorization. Prior to the end of the implementation year, a school must apply to the PEC for authorization to commence full operations. (NMAC § 6.80.4.11). The “Implementation Year Checklist Condition” imposed by the PEC, requires a school to complete and resolve any findings, issues, or concerns identified in the *Public Education Commission Implementation Year Checklist*.

The PEC makes the final determination regarding commencement of operations, and any conditions of charter approval, after considering the review and recommendations made by the PED in completing the *Public Education Commission Implementation Year Checklist*. The PEC is not limited by these reviews and recommendations and may request any additional documentation, information, or input that the PEC deems appropriate.

B. Development of the Implementation Year Checklist

The items identified in the *Public Education Commission Implementation Year Checklist* template are those designed to address local, state, and federal, laws, rules and regulations, charter contract provisions, charter best practices, and PEC directives. Each year, the CSD reviews any changes to the aforementioned laws, rules and regulations, charter contract provisions, charter best practices, and PEC directives and prepares a revised draft *Public Education Commission Implementation Year Checklist* template.

This draft template along with any CSD recommendations is presented to the PEC at a regularly scheduled meeting. The PEC reviews and makes the final determination regarding the draft template and these CSD recommendations. The PEC is not limited by these recommendations and may add, remove, or revise any language presented in the draft template.

Prior to November of each year, the PEC votes to approve and makes available online on its website a copy of the most recently approved *Public Education Commission Implementation Year Checklist* template. The current template was approved on: September 1, 2017.

Each school will have an individual *Public Education Commission Implementation Year Checklist* that may be tailored to the individual needs of the school. The PEC may impose any conditions it deems appropriate and these conditions will be incorporated into the school's individual planning year checklist. As a result, the template may differ substantially from the document provided to an individual school.

C. Directions

1. The items on the *Public Education Commission Implementation Year Checklist* and any additional conditions of charter approval **MUST** be completed on or before May 15th, 2018 to receive a recommendation for commencement of operations.
2. All submissions and all documentation must be submitted to the CSD for review **on or before** the deadlines indicated. Documentation should be submitted online as provided in individual instructions provided to the School.
3. The CSD provides staff support to the PEC and will review all submissions. This review will provide the basis for any recommendation to the PEC.
4. The CSD will provide three summary reports to the School which will detail a summary of all findings, issues, and concerns identified by CSD. The School is required to arrange a phone conference or in-person conference with CSD within 10 days of receipt of these summary reports. The purpose of this conference will be to discuss the issues and concerns identified by CSD.
5. Following receipt of a summary report, the school is required to address and resolve all findings, issues, and concerns prior to the next submission deadline.
6. Key Terms:
 - a. An **"Indicator"** is a stated compliance objective that **MUST** be addressed and completed by the school. These objectives may be legal, regulatory, charter contract provisions, charter school best practices, or PEC directives.
 - b. **"Documentation"** requires a school to submit copies of all policies, procedures, forms, protocols, spreadsheets, documents, or any other material that will provide evidence that the school has addressed or completed the relevant indicator and compliance objective.
 - c. **"Date of Completion"** is the date that CSD certifies that documentation addressed or completed the relevant indicator. This field will be left blank until such time as CSD has received sufficient documentation to certify that a relevant indicator was completed.

- d. **“Findings”** are those CSD comments and notes which identify deficiencies in the “documentation” provided by the school and which details the reasons why CSD was unable to certify documentation as having addressed or completed the relevant indicator.
7. When an “Indicator” or “Documentation” names a statute, rule, or regulation, this is an indication that specific materials are required by statute, rule, or regulation. The school **MUST** address each element or provision that is required in the statute, rule, or regulation.
8. Some “Indicators” may require the school to consult, update, and receive approval from different agencies, departments, or divisions within the PED. The school must provide evidence of these consultations where indicated and provide copies to CSD of any materials provided to these different agencies, departments, or divisions.
9. Additional elements may be added to the *Public Education Commission Implementation Year Checklist* based on changes to legislation, statute, regulation, or due to PEC direction or condition.
10. The PEC makes the final determination regarding the *Public Education Commission Implementation Year Checklist* and any conditions of charter approval after considering the review and recommendations provided by the CSD. The PEC is not limited by these reviews and recommendations and may request any additional documentation, information, or input that the PEC deems appropriate.

D. Review Process

Acting as staff support to the PEC, the CSD will review all school submissions and provide a summary report and any findings **within 30 days of a submission** deadline.

Generally, the CSD review process is as follows:

- 1) The school sends all policies, procedures and documents related to an indicator or documentation requirement prior to a submission date.
- 2) CSD consults any applicable laws, regulations, charter contract provisions, written PEC policies, or written guidance manuals applicable to the indicator or documentation required.
- 3) CSD analyzes the school documentation to determine whether all required elements of the applicable laws, regulations, charter contract provisions, written PEC policies, or written guidance manuals were addressed and satisfied.
- 4) Should all elements be addressed and satisfied, CSD then reviews the school documentation for completeness. CSD also considers implementation of the documentation to determine the feasibility of the documentation, and whether the described program is possible, consistent, and reasonable.

- 5) Finally, CSD reviews implementation and consistency in relationship to all other policies and procedures provided by the school.
- 6) In the case of PEC imposed conditions or application deficiencies, CSD consults the specific named deficiencies in the application and the specific condition imposed by the PEC.
- 7) CSD analyzes the school documentation to determine whether all application deficiencies identified and any PEC imposed conditions were corrected, addressed, or satisfied.

Part III. Implementation Year Checklist

INDIVIDUAL SCHOOL CONDITIONS TO BE MET PRIOR TO COMMENCEMENT OF OPERATIONS (MAY 15 th)			
INDICATORS	DOCUMENTATION	DATE OF COMPLETION	FINDINGS
<p>C.1. Timely obtain standing as an approved Board of Finance no more than 120 days after receiving written notification of the approval of the new application.</p> <p><i>NMSA § 22-8-38;</i> <i>NMAC § 6.80.4;</i> <i>PEC Policy, Board of Finance Application.</i></p>	<p><input checked="" type="checkbox"/> Condition Met.</p> <p><i>PEC Policy, Board of Finance Application.</i></p>	04/13/18	
<p>C.2. Timely secure a facility that meets PSFA approval, including condition index, E-Occupancy, and ownership or leasing requirements no less than two weeks prior to the scheduled first day of school.</p> <p><i>NMSA § 22-8B-4.2</i></p>	<p><input type="checkbox"/> School has secured a facility that meets educational occupancy standards (E-Occupancy) and school has provided evidence of an E-Occupancy certificate.</p> <p><input checked="" type="checkbox"/> School provides either a copy of PSFA report that shows facility has a condition rating equal to or better than the average condition for all New</p>	06/05/18	

	Mexico public schools for that year or the charter school has documented PSFA approval that within eighteen months of occupancy the school will achieve a rating equal to or better than the average New Mexico condition index.		
	<input checked="" type="checkbox"/> School provides assurances to demonstrate the lease, lease purchase, or ownership arrangement complies with 22-8B-4.2.	06/01/2018	
C.3. Attend all implementation year training and technical assistance sessions hosted by CSD.	<input checked="" type="checkbox"/> Condition Met.	05/18/18	
C.4. Attend all implementation year conferences to discuss with CSD any issues, concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> Condition Met.	05/29/18	
C.5. Correct all issues concerns, and findings identified in the Implementation Year Checklist.	<input type="checkbox"/> Condition Met.		To date, the school's head administrator has not yet met all the requirements for administrator's license. See summary report notes for additional detail.
C.6. As part of the contract and framework negotiation and approval process, obtain the PEC approval of any substantial proposed changes to the educational model, staffing, organizational, and	<input checked="" type="checkbox"/> Condition Met.	05/30/18	

governance plan, or finance plan that were presented in the application.			
C.7.Address and correct any application deficiencies that were noted by both the PED and the PEC.	<input checked="" type="checkbox"/> Condition Met.	06/05/18	

SUMMARY REPORT - CONDITIONS

As of June 5th, 2018, Albuquerque Collegiate Charter School has satisfactorily met all statutorily, regulatory, and department policies and/or procedures outlined by the PEC approved checklist for the school's implementation year of 2017-18, (with the exception of three items, see note below).

Note: Per the PEC's guidance, the school's E-Occupancy certificate is due no later than the school's two week prior to opening site visit. Albuquerque Collegiate Charter School provided a detailed timeline outlining the school's building will be inspected by PSFA on June 8th, 2018. According to the school's timeline, Albuquerque Collegiate anticipates receiving the E-Occupancy certificate by August 1st, 2018 and will provide to the PED and PEC upon receipt.

Additionally, Albuquerque Collegiate Charter School provided a detailed timeline outlining when the Head Administrator anticipates obtaining her provisional Administrator license. Albuquerque Collegiate indicates, the Head Administrator, Jade Rivera, anticipates submitting her Professional Development Dossier and application(s) for her Level II Teaching license and Provisional Administrator license by June 6th, 2018. Ms. Rivera anticipates approval of her Provisional Administrator license by June 29th, 2018. Ms. Rivera anticipates obtaining her Administrators license upon successful completion of her Principal Leadership Development Program, in December 2018.

INDICATORS	DOCUMENTATION	Date Complete	FINDINGS
ITEMS DUE BY NOVEMBER 15th			
11-15.1.Governing Board established and operating according to bylaws and in accordance with the Open Meetings Act. <i>NMSA § 22-8b-4;</i>	<input checked="" type="checkbox"/> Provide list of governing body members. Include the governing body positions to be held, either a place of residence or work, and contact information.	11/15/17	Albuquerque Collegiate Charter School (ACCS) provided a tabulated listing of the school's governing board members with their corresponding contact addresses including their phone numbers in accord with the bylaws and the Open Meetings Act. Requested follow-up: None present at this time.

<p><i>NMSA § 22-8-12.3;</i> <i>NMSA § 10-15-1;</i> <i>NMSA § 14-2-1, et seq.</i> <i>Charter Contract §4.04 (c).</i></p>	<p><input checked="" type="checkbox"/> Names of any sponsoring organizations or foundations. (This includes prospective organizations that will be established upon completion of the planning year), name of the principal officers, and their contact information.</p>	<p>11/15/17</p>	<p>ACCS provided a tabulated listing of one (1) sponsoring organization indicating the name of the organization’s president, Secretary, and Treasurer with their corresponding contact information.</p> <p>Requested follow-up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> School bylaws.</p>	<p>04/04/18</p>	<p>The school submitted its bylaws; however, there are sections that will need to be addressed.</p> <p><u>Article 2 Section 3:</u> Please clarify the number of members needed for a quorum. Your document states that “half” will make a quorum, but the number of members listed equals seven.</p> <p><u>Article 2 Section 4:</u> If the school’s board opts to choose its own parliamentary rules these must be defined in your bylaws and/or in your Open Meetings Act (OMA) annual resolution.</p> <p><u>Article 2 Section 5:</u> The school must include the method for public notification of meetings including the required agenda posting at least 72 hours in advance.</p> <p><u>Article 2 Section 6:</u> Please clarify the first and second sentences since they appear to directly contradict each other. The first sentence appears to refer to a non-board member. Members constituting quorum should be personally present throughout the meeting. Proxies nominated by individual members are not counted for quorum.</p> <p>Please refer to the OMA Compliance guide: https://www.nmag.gov/uploads/files/Publications/ComplianceGuides/Open%20Meetings%20Act%20Compliance%20Guide%202015.pdf</p> <p>Requested follow-up: Please review the above comments and additional comments embedded in the document to determine what changes must be made. Please also refer back the pertinent statues and regulations cited.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. If after attorney reviews the bylaws there are no further changes, please so indicate. If there are any further changes made after conferring with the school’s attorney,</p>

		04/19/18	<p><i>please resubmit at that time.</i></p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> Bylaws – Provision for replacing and removing members.	11/15/17	<p>ACCS has a provision as to how an officer may be removed, however feedback is offered on this point. Please see embedded comments regarding filling vacancies.</p> <p>Requested follow-up: Please align Sections 7-8 with the PEC requirement that if any change to the governing body membership occurs, the board has 30 days to report the change to the PEC and 45 days to replace and the member.</p>
		04/04/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> Bylaws – Provision for creating required audit and finance committees. <i>NMSA § 22-8-12.3</i>	11/15/17	<p>Article IV, Section 3 of the applicant’s school bylaws indicate four standing committees, including audit and finance committees. However, there is no listing of members required to serve on these committees and no indication of the number of individuals to serve in the committees.</p> <p>For the number and composition of the finance committee, See <i>NMSA§ 22-8-12.3B</i>. For the number and composition of the audit committee, see <i>NMSA§ 22-8-12.3D</i>.</p> <p>Requested follow-up: Please revise bylaws to conform to state statute. Please see <i>NMSA§ 22-8-12.3</i>.</p>
	<input checked="" type="checkbox"/> Audit and Finance Committee – Provide evidence that committees have been formed, have scheduled meetings, and list of committee membership. <i>NMSA § 22-8-12.3</i>	11/15/17	<p>ACCS provided documentation that the Audit and Finance committees have been formed with the approval of the Albuquerque Collegiate Charter School bylaws on October 28, 2017, and that the first meeting was going to be held on November 15, 2017 at 8:30 a.m. at the Range Cafe (1050 Rio Grande Blvd NW, Albuquerque, NM 87104).</p> <p>ACCS provided a listing of three Audit Committee, and two Finance Committee members. However, one of the board members named to the finance committee has since resigned.</p> <p>Requested follow-up: At the time of submission, no documentation was included showing that any of the above committees met by November 15, 2017. If since submission</p>

		04/04/18	<p>this has occurred, please provide documentation to that effect. Further, please indicate who has replaced the departing member of finance committee.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Provide evidence that public notice of Governing Body meetings is being posted. Additionally, if a website is being used to post notice then provide website address.</p>	11/15/17	<p>There is documentation showing that the Governing body met on Sunday, October 28th 2017 at 9:00 a.m. – 1:00 p.m. at Modrall Sperling Law Offices (500 4th St. SW Albuquerque 87102. The agenda for the meeting is posted on their website: https://albuquerquecollegiate.org/wp-content/uploads/2017/10/October-2017-Board-Meeting-Agenda.pdf</p> <p>To date, the governing board has continued to meet. Agendas and meeting minutes are posted with action items indicated with an asterisk. Notice for the March meeting is also posted.</p> <p>Requested follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Provide meeting agendas that comply with state law.</p> <p><i>NMSA § 10-15-1, et seq.</i></p>	11/15/17	<p>The meeting agenda shows below: Albuquerque Collegiate Charter School Meeting Saturday, October 28th, 2017 Time: 9:00am-1:00pm Modrall Sperling Law Offices (500 4th St NW, Albuquerque, NM 87102)</p> <ul style="list-style-type: none"> I. Call to Order a. Roll Call b. Approval of Agenda* II. Public Input (10 minute time limit, speakers limited to 3 minutes each) III. Approve Bylaws and Board Membership Terms* IV. Approval of Officers* V. Approval of Board Meeting Annual Calendar* VI. Approval of Committee Members* VII. Approval of Policies* a. IPRA b. Conflict of Interest c. Anti-Nepotism d. Background Check e. FERPA f. Grievance g. Volunteer VIII. Other Business (Committee action planning) IX. Updates

			<p>X. Adjournment</p> <p>The asterisk appears to indicate an action item. However, such is not expressly indicated on the agenda. For clarity, you may consider making that explicit.</p> <p>Requested follow-up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> School IPRA policy and procedures that comply with state law.</p> <p><i>NMSA § 14-2-1, et seq.</i></p>	<p>11/15/17</p>	<p>ACCS has in place an IPRA Policy and Procedure in compliance with the IPRA. It states in part that:</p> <p>“A person desiring to inspect public records may submit a request to the records custodian in writing. A written request must contain the name, address and telephone number of the person making the request. Written requests may be submitted in person or sent via US mail, email or facsimile. The request must describe the records sought in sufficient detail to enable the records custodian to identify and locate the requested records. The records custodian must permit inspection immediately or as soon as practicable, but no later than fifteen (15) calendar days after the records custodian receives the inspection request. If inspection is not permitted within three business days, the person making the request will receive a written response explaining when the records will be available for inspection or when the public body will respond to the request. If any of the records sought are not available for public inspection, the person making the request is entitled to a written response from the records custodian explaining the reasons inspection has been denied.”</p> <p>The school adopted the policy on October 28, 2017.</p> <p>Requested follow-up: None present at this time. However, please see embedded notes regarding a typo.</p>
<p>11-15.2.Initial Basic Operating Policies and Procedures have been developed and approved by Governing Body.</p> <p><i>Charter Contract § 8.10; Charter Contract § 8.11; Charter Contract § 8.14; Charter Contract §</i></p>	<p><input checked="" type="checkbox"/> School conflict of interest policy and procedures.</p> <p><i>NMSA § 22-8B-5.2.</i></p>	<p>03/01/18</p>	<p><i>Please note: the last page of the document has been reviewed.</i></p> <p>ACCS has a Conflict of Interest Policy and Procedure as required, and indicated to having been approved by the Governing Body. While it does have sections for disclosure and addressing conflict, the school should include more detail in order to make clear how one is to disclose conflicts and what procedures will be followed in order to address the matters raised.</p> <p>Requested follow-up: Please revise sections of the policy to</p>

<p>8.17.</p>		<p>04/04/18</p>	<p>outline in more detail what actions steps must be followed, responsible parties and timelines. See embedded comments in the document. Please also provide a copy of the annual statement/signature form as reference in the policy.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>
	<p><input checked="" type="checkbox"/> Anti-nepotism policy and procedures.</p> <p>NMSA § 22-8B-10.</p>	<p>04/04/18</p>	<p>While the school provides a policy prohibiting nepotism, it includes a waiver option for family members of the head administrator. Thus, a nepotism procedure that carefully outlines how this would be implemented is required.</p> <p>Requested follow-up: Please also submit a corresponding nepotism procedure consistent with the submitted policy.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>
	<p><input checked="" type="checkbox"/> Background check policy and procedures.</p> <p>NMSA §§ 22-10A-5.</p>	<p>03/01/18</p>	<p>ACCS has a detailed Background Check Policy but no procedure for implementing the policy is attached. Definitions of terms are provided as well as detailed instructions as to the background check procedure, payments, and who is covered by the policy. It incorporates the process of approval and denial of employment based on the result of the fingerprint.</p> <p>The policy references what employees of the school must do in terms of self-reporting “any arrest, charge and/or conviction of a criminal offense” but there is no corresponding procedure that addresses the procedural implementation of this policy.</p> <p>Requested Follow-Up: Please develop and submit the procedure for review. Ensure the procedure addresses all aspects of the policy.</p> <p><i>Please note: the last page of the document has been reviewed. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> School FERPA policy and procedures.</p>		<p>ACCS has a FERPA policy. However, no corresponding document outlining the procedures for the policy’s implementation was provided for review. Also, the school’s</p>

	20 U.S.C. § 1232g.		<p>policy does not establish a student directory of information. The policy should address this and state the contents of that directory.</p> <p>Please revise the language “a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.” FERPA provides parents the rights to inspect their own’ child’s education records. Allowing volunteers that consist of parents and students access to other student’s files might leave the school open to liability issues since FERPA lists federal, state, and local school officials and teachers with “legitimate educational interests” as those who could have access to educational records.</p> <p>Requested follow-up: Please revise the policy to include more detail and prepare and submit the corresponding procedures needed for the appropriate implementation of this policy. Also, prepare the FERPA Limited Directory information and notice to parents and submit for review.</p> <p><i>04/04/18</i> Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> School Complaint and Grievance Policy including a process for receiving and resolving community, parental, and other public complaints.	<p>11/15/17</p> <p><i>04/04/18</i></p>	<p>ACCS has a Complaint and Grievance Policy and Procedure outlining step-by-step process for how and where to file the complaint. It also outlines the resolution process. However, there is not an opening statement to explain the policy (as there are for the procedures). Also, while there are procedures for employees, students or parents, other public complaints do not appear to be included.</p> <p>Requested Follow-Up: Please review the comments embedded in the document to make revisions.</p> <p><i>Review of Resubmitted Documents:</i> Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> Volunteer policies and procedures. NMAC § 6.50.18.8.	11/15/17	<p>ACCS has established Volunteer Policies and Procedures (which includes a background check), pledge and Confidentiality Agreement.</p> <p>Requested Follow-Up: None present at this time. However,</p>

			there are some questions embedded in the documents for the school's consideration. Please review and determine if the policy and/or procedures require revision.
11-15.3. Budget Approval. <i>NMAC § 6.20.2.9.</i>	<input checked="" type="checkbox"/> An identified date for a scheduled Governing Body Meeting when the Governing Body plans to review and approve the Budget at an open meeting. <i>(Should be after the May 15th final enrollment adjustments, but must be before the June 20th regulatory deadline.).</i>	11/15/17	ACCS has an identified June 2, 2018 as the date for their scheduled governing body meeting to review and approve the budget in an open meeting. Requested follow-up: None.
11-15.4. School Development Plans. <i>NMAC § 6.29.1.</i>	<input checked="" type="checkbox"/> Written curriculum development plan. Includes 1) timeline, 2) success benchmarks, and 3) responsible parties to ensure development of entire curriculum that was identified in the application and aligned to school mission and goals, NMCCSS, and NM Content Standards prior to May 15 th .	11/15/17 <i>12/29/17</i>	ACCS has a written curriculum development plan aligned with some requirements of NMAC §6.29.1 in graphic form with deadlines and responsible ownership listed. Requested Follow-Up: Specifically address how health will be addressed, and how English language development (ELD) standards will be addressed across the curriculum (all content areas, not just within ELA). See embedded comments and determine, if any changes or revisions, are necessary. <i>Review of 2nd Submitted Document: Version 2 of the document uploaded on 12/29/2017. The plan states will ensure the curriculum aligns to the school's mission, goals, "NMCCSS, and NM Content Standards prior to May 15th." Please note that the state has adopted the Next Generation Science Standards. Additionally, please ensure that the curriculum addresses the state's health, physical education, and ELD standards.</i>
	<input checked="" type="checkbox"/> Written Special Population Services development plan, to ensure development of plans, policies, and procedures to serve special education, ELL, and 504 Plans.	11/15/17	ACCS has a written special population services development plan aligned with the requirements. Requested Follow-Up: See additional embedded comments and determine, if any changes or revisions, are necessary.

	November 15 th conference.	04/04/18 04/19/18	<p><i>The school submitted additional revised documents for review on April 4, 2018. All required changes have been made. The school's attorney is currently reviewing its bylaws to determine if any further changes will be made. If the school makes changes, please submit for final review. If the school does not make any further changes, please so indicate, and this item will be considered complete.</i></p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>
3-1.2. Governing Board established and complying with PEC notification requirements. <i>PEC Policy, Charter School Governing Body Changes.</i>	<input checked="" type="checkbox"/> Review the PEC Policy, Charter School Governing Body Changes document and provide notice regarding any changes to the Governing Body which have occurred since 11.15. PEC Policy, Charter School Governing Body Changes.	03/01/18	<p>The school experienced one governing board member change. The vacancy created by the departing member was not timely filled. Per the PEC policy, schools have 45 days to fill the vacancy and are required to report that vacancy within 30 days. The school may request one 30-day extension (for a total of 75 days to fill a vacancy). A vacancy was created on 11/16/17 with the resignation of the departing governing board member and was filled on 2/10/18 (more than 75 days). The designation of the new member was timely reported.</p> <p>On March 16, 2018, the PEC revised its policy with respect to governing board changes available here.</p> <p>Requested follow-up: None. However, please ensure the Governing Body has read and understands the PEC's <i>Policy Statement, Charter School Governing Body Changes</i>.</p>
3-1.3. Membership Projections. <i>NMSA § 22-8-12.1.</i>	<input checked="" type="checkbox"/> Provide the projected student membership for the upcoming school year to the School Budget Bureau and to CSD. Projections should indicate number of projected students by grade level. Membership projections must also detail what evidence and basis there is for this projection. (Please be aware, if insufficient evidence or basis is provided then the School Budget Bureau	03/01/18	<p>The school has provided projections of student membership by grade level as requested. The school has summarized its recruitment efforts and activities by month and provided a rationale for its projection numbers. Based on the school's analysis, the projections have been revised downward to plan for fewer students (from 120 to 77). It has revised its budget accordingly.</p> <p>Requested follow-up: None. Please note that statute requires that the school provide an estimate of the students that will be enrolled in the basic program, early childhood programs, and special education. These figures may need to be updated after students are registered and it is known whether or not students will require an IEP and related services.</p>

			<i>requested changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Evidence that school is advertising with newspapers, bulletin boards, and other methods.	03/01/18	<p>The school provided evidence of advertising on bulletin boards and in public spaces (pictures, ads, etc.).</p> <p>Requested follow-up: None.</p>
<p>3-1.6. Status report on the development and acquisition of facilities that meet E-Occupancy, NMCI requirements, and ownership/lease requirements.</p> <p><i>NMSA § 22-8B-4.2.</i></p>	<input checked="" type="checkbox"/> Provide status report that details: <ol style="list-style-type: none"> 1) Expected date of receiving E-Occupancy certificate. 2) Any current outstanding construction items that must be completed before E-Occupancy can occur. 3) NMCI score OR expected date of receiving NMCI score. 4) Approval from PSFA regarding ownership/lease requirements OR identify outstanding items that must be completed before PSFA approval can be secured. 	<p>03/01/18</p> <p><i>05/24/18</i></p>	<p>The school provided a timeline that includes an expected time frame for receiving E-Occupancy Certificate and construction. The school's time line is not explicit about when the NMCI score is expected or when approval from PSFA regarding ownership/lease is expected.</p> <p>Requested follow-up: Please see embedded comments and revise time line to include the necessary requirements (#3-4). Please include any additional changes necessary that reflect progress on the other items of this part (#1-2).</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Provide evidence that contact has been made with PSFA regarding the facilities plan and that contact has been made within the last 30 days.	03/01/18	<p>The school provided evidence (February 25, 2018 email) that contact has been made on behalf of the school with PSFA regarding the facilities.</p> <p>Requested follow-up: None.</p>
3-1.7. Financial Control.	<input checked="" type="checkbox"/> Provide adequate Internal Control Procedures	03/01/18	<p>The school provided its policies and procedures for internal controls.</p> <p>Requested follow-up: Please see the embedded feedback</p>

	NMAC §§ 6.20.2.11 – 6.20.2.18.	04/29/18	in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation at left. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Establish and implement written procurement procedures consistent with state and federal law and regulations. NMAC § 6.20.2.17; 34 CFR 74.44.	03/01/18	The school provided its policies and procedures for internal controls. List the concerns. Requested follow-up: None.
3-1.8. Mandatory operational policies and procedures have been developed. Charter Contract § 3.01; Charter Contract § 4.02.	<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures. NMSA § 22-12-2 et seq.	03/01/18	The school has provided clear and concise compulsory school attendance policies and procedures. Requested follow-up: None. However, see embedded feedback provided for the school's consideration.
	<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures – Provision to conduct early intervention for students who have accumulated five (5) unexcused absences. NMSA § 22-12-9.	03/01/18	The school has provided clear and concise compulsory school attendance policies and procedures, including the provision to conduct early intervention for students who have accumulated 5 unexcused absences. Requested follow-up: None. However, please see embedded feedback and determine what changes, if any, could be useful to make.
	<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures – Provision to notify the probation office of the judicial district where the student resides following notice of habitual truancy. NMSA § 22-12-7.	03/01/18	The school has provided clear and concise compulsory school attendance policies and procedures, including the provision to notify the probation office of the judicial district where the student resides following notice of habitual truancy. Requested follow-up: None. However, please see embedded feedback and determine what changes, if any, could be useful to make.

		04/29/18	<p>assessments (not permissible). See embedded feedback. Please review and revise any necessary changes.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<p><input checked="" type="checkbox"/> Policies, procedures, and any forms for ensuring parental access to information regarding professional qualifications of teachers, instructional support providers, and principals.</p> <p><i>NMSA § 22-10A-16.</i></p>	03/01/18		<p>The school provided its policy, which is compliant with 22-10A-16 NMSA. In addition, the school states it will hold such information to be made publically available, upon request, at the front office.</p> <p>Requested follow-up: The school should prepare the parent notices referenced in its procedures and should ensure they are “provided in a bilingual form to a parent whose primary language is not English” per 22-10A-16C(2) NMSA. Also, should the school find itself with teachers that do not hold the required licensure/endorsements or have substitutes serving in its classrooms beyond the 4-week mark it will need to prepare letter communication to the parents of affected students.</p>
		04/29/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
<p><input checked="" type="checkbox"/> Student information system security policies and procedures.</p> <p><i>NMAC § 6.19.5.8.</i></p>	03/01/18		<p>The school provides detailed policies and PowerSchool procedures. However, not all elements of the relevant regulation are addressed per 6.19.5.8 NMAC. For example, the school’s policy does not include a statement about reporting breaches in the school’s SIS to the PED as required.</p> <p>Requested follow-up: Please review the embedded feedback in the policy and procedures to ensure all elements of the cited regulation are addressed as required in this part.</p>
		04/29/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>

<p><i>NMSA § 22-5-4.3.</i> <i>NMAC § 6.11.2.1, et seq.</i></p>	<p>04/29/18</p> <p>05/31/18</p>	<p>student and family handbook.</p> <p>Requested follow-up: The policies reference relevant state statute and regulations but do not provide the full details either in the policy or in the handbook(s). It would helpful for students/parents and staff to understand and see the policies and procedures spelled out in detail so that they are understood and can be feasibly implemented. Please see embedded feedback and make any necessary revisions.</p> <p><i>Requested follow-up: Thank for resubmitting the document with additional detail and procedures. Please review the embedded feedback in the document to address relevant regulation and timelines for additional procedures and resubmit for review.</i></p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
<p><input checked="" type="checkbox"/> Student Handbook.</p>	<p>03/01/18</p> <p>05/31/18</p>	<p>The school provided a draft of its Student and Family Handbook that references and/or incorporates some of the submitted policies and procedures required in the submission period.</p> <p>Requested follow-up: Some feedback is provided for the school's consideration. It is clear that the handbook is not yet completed since it includes several notes for/to the author. Where possible, it would be helpful to cite relevant statutes, regulation or PED guidance to ensure the handbook is compliant. Please resubmit for additional review.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
<p><input checked="" type="checkbox"/> Staff Handbook.</p>	<p>03/01/18</p>	<p>The school provided an early draft of its Personnel Handbook that incorporates or references some of the policies and procedures governing employment.</p> <p>Requested follow-up: Some feedback is provided for the</p>

		05/31/18	<p>school's consideration. It is clear that the handbook is a works-in-progress with several notes for the author to confer with the school's team (business office, attorney, etc). Where possible, it would be helpful to cite relevant statutes, regulation or PED guidance to ensure the handbook is compliant. Please resubmit for additional review.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> Status report on implementation of curriculum development plan.	03/01/18	<p>The school provided a status report on its implementation of its curriculum development plans, which provided updates on progress and adjustments to timelines.</p> <p>Requested follow-up: None.</p>
3-1.9. Curriculum plan. <i>NMAC 6.29.1.9.</i>	<input checked="" type="checkbox"/> Status report on implementation of Special Population Development Plans.	03/01/18	<p>The school provided a status report on its implementation of its special population development plans, which provided updates on progress and adjustments to timelines.</p> <p>Requested follow-up: None.</p>
3-1.10. Protocols and Policies for Implementation of RTI and SAT processes. <i>NMAC § 6.29.1.9.</i>	<input checked="" type="checkbox"/> RTI & SAT policies and procedures.	03/01/18	<p>The school provides a policy that cites the relevant regulation and incorporates the state's guidance manual in its entirety. No specific procedures are outlined with detail or specificity, and no templates or protocols were submitted for review.</p> <p>Requested follow-up: Please provide protocols or indicate that the state's template forms will be used. Also describe how the school will make the state's procedures its own. For example, please ensure that such protocols and procedures are designed with specificity to align with the school's proposed program and/or daily schedule, educational model and staffing patterns, etc.</p>
		04/29/18	<p>Requested follow-up: Thank for resubmitting the document with additional detail and procedures including an ACCS Rtl Handbook. Please review the embedded feedback in the document to address specific questions related to section on IEPs and resubmit for review. Please also provide any referenced forms in the Rtl Handbook for review.</p>

The school is now in contact with IED to receive targeted technical support from the division directly.

SUMMARY REPORT - ITEMS DUE BY MARCH 1st

Thank you for your timely submission of documentation by the March 1, 2018 deadline. Please contact the CSD immediately to schedule a conference to discuss the feedback of the November 15th Summary Report.

In preparation of this conference, please carefully review in the Implementation Year Checklist for the March 15th Summary Report and any additional comments embedded within any attached documents. During the conference, the CSD will answer any outstanding questions and/or clarify requested follow-up to address findings identified in the Implementation Year Checklist.

3-1.12. Conference, discussion, and review of any findings, issues, or concerns.	<input checked="" type="checkbox"/> School held a conference with CSD within 10 days of receiving the March 1 st Summary Report.	04/19/18	<i>The school conferenced with CSD staff via telephone on April 19, 2018 to discuss the feedback for the March 1st submissions.</i>
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INDICATORS	DOCUMENTATION	Date Complete	FINDINGS
ITEMS DUE BY MAY 15th.			
5-15.1. Resolve all findings with the Implementation Year Checklist.	<input checked="" type="checkbox"/> Revised policies and additional documentation to address and resolve all findings, issues, and concerns identified in the March 1 st review or discussed during the March 1 st conference.	04/29/18 06/05/18	<i>All documents that were resubmitted have been reviewed and the checklist has been updated accordingly. Please review the feedback in the checklist (see above) and in the embedded documents and please resubmit any remaining documents by June 1, 2018.</i> <i>All documents that were resubmitted have been reviewed and the checklist has been updated accordingly.</i>
5-15.2. Director / Principal / Administrator in place and holds administrative license.	<input type="checkbox"/> Copy of administrator's license(s).	05.17.18	ACCS provided a detailed timeline outlining how/when she will obtain the level 3 Administrator license. Requested follow-up: Please provide the CSD with updates on the progress of meeting the requirements on this indicator.
<i>NMSA § 22-10A-3; NMSA § 22-8B-10.</i>	<input checked="" type="checkbox"/> Signed contract with position description.	05.17.18	ACCS provided evidence of a signed administrator contract to include the Head Administrator position description, dates for employment, and designated salary. Requested follow-up: None present at this time.

	<input checked="" type="checkbox"/> Evidence that employment of head administrator and licensed school employees in compliance with nepotism rule as defined in 22-8B-10.	05.17.18	The school provided evidence of Anti-Nepotism compliance for the Head Administrator, signed by the governing board on Oct. 28, 2017. Requested follow-up: None present at this time.
5-15.3. School is established as a formal public school entity in the state of New Mexico with all necessary tax identification numbers, bank accounts, etc. <i>NMAC § 6.20.2.18.</i>	<input checked="" type="checkbox"/> Bank records or other evidence that shows a public entity account has been established at a NM banking institution.	05.22.18	The school provided evidence of an established NM banking institution with New Mexico Bank and Trust. Bank statement dated, 28 FEB 2018. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Tax ID numbers.	05.22.18	The school provided official notification from the IRS Department of Treasury indicating issuance of the EIN Tax Identification number. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> W-9 Substitute Form (submitted to DFA through PED).	05.22.18	The school provided a copy of the Substitute W-9 form submitted to the NM Department of Finance and Administrator, dated 08 MAY 2018. Requested follow-up: None present at this time.
5-15.4. Membership Projections & Enrollment. <i>NMSA § 22-8-12.1.</i>	<input checked="" type="checkbox"/> Provide an update on current enrollment by grade level and as a percentage of the March 1 st projected enrollment.	05.23.18	The school provided an updated enrollment projection. The school is 50% toward its Kindergarten enrollment projection and 70% toward its 1 st grade enrollment projection. Requested follow-up: None present at this time.
5-15.5. First Year Operating Budget in place. <i>NMSA § 22-8-11.</i>	<input checked="" type="checkbox"/> A revised plan on file with the School Budget Bureau that must align to current enrollment. A copy must be sent to the CSD.	05.23.18	The school provided evidence the school's 901BCS-10 form was received by the PED Budget Analyst. Please continue to work closely with the SBFA Bureau to move forward with the budgeting process. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> A Charter School Operating Budget (form 901BCS-10) on file that aligns with current enrollment and that has been signed and approved by the School Budget Bureau. A copy must be sent to the CSD.	05.23.18	The school provided evidence the school's 901BCS-10 form was received by the PED Budget Analyst. Please continue to work closely with the SBFA Bureau to move forward with the budgeting process. Requested follow-up: None present at this time.

5-15.6. Access to OBMS. <i>NMAC § 6.20.2.10.</i>	<input checked="" type="checkbox"/> OBMS User Form on file to allow access to OBMS (BAR submissions, approvals, etc.). Evidence must be provided to CSD.	05.23.18	The school provided evidence that Katie Rarick has gained access to OMBS online platform. Requested follow-up: None present at this time.
5-15.7. An electronic system for management of student data has been implemented and is compatible with STARS. <i>NMSA § 22-10A-19.2.</i>	<input checked="" type="checkbox"/> Provide name of software the school plans on using and name of entity that publishes, manages, or operates the software.	05.23.18	The school provided evidence of contracting student information management with PowerSchool. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Provide evidence software is compatible with STARS.	05.23.18	PowerSchool student information management system is compatible with STARS, verified by the Information and Technology Bureau. Requested follow-up: None present at this time.
5-15.8. Assessment Plan Developed. <i>NMAC § 6.80.4.9(E).</i>	<input checked="" type="checkbox"/> Should the school wish to provide Interim assessments the school must provide evidence interim assessments have been identified and budgeted, and that there has been contact with an identified assessment company.	05.24.18	The school provided a detailed budget for all assessment expenses they will be responsible for, which will not be provided through the PED. The school also provided evidence of communication with the assessment companies. The school will cover expenses for the STEP assessment and ACCESS if applicable. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Provide plan and schedule for administration of interim assessment(s) and for administration of PARCC, W-IDA / W-APT / ACCESS or any other planned assessments.	05.24.18	The school provided a tentative detailed schedule for the administration of iStation, W-APT (when applicable), Access (when applicable), KOT, STEP (school specific) that align with the PED 2017-18 assessment schedule. Recommend the school create a final schedule once the Assessment Bureau releases the 2018-19 assessment schedule. The school outlined specific training for the STEP assessment. When will this training occur and who will it be offered to? Requested follow-up: Please see embedded feedback in the attached documents regarding STEP training for teachers.

5-15.9. Staffing Plan.	<input checked="" type="checkbox"/> Status report on recruitment and hiring to meet staffing plan provided in application.	05.23.18	The school provided a detailed update for all the hired positions and the remaining vacant positions. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Timelines to secure licensing and backgrounds for each prospective staff member.	05.23.18	The school provided detailed timelines and procedures for the alternative licensure process, along with detailed timelines for securing appropriate background checks. The timeline provided aligns with state statute requirements. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Special education staffing plan / contracts.	05.23.18	The school provided hiring confirmation of a licensed special education teacher that will serve the school as a 'Student Support Coordinator'. Requested follow-up: None present at this time.
5-15.10. Professional development plan. <i>Charter Contract § 8.02; Charter Contract § 8.12.</i>	<input checked="" type="checkbox"/> Plan and forms to implement professional development plans (PDPs) for individual teachers. NMAC § 6.65.2.8; NMAC § 6.30.5.13; NMAC § 6.30.12.11.	05.24.18 05/31/18	The school provided the PDP process and forms that will be used. However, the PDP process was not clear in terms of timelines for each step and the expectations of the teacher. Recommend creating a draft schedule and step-by-step expectations to cover the PDP process over the course of the school year. Requested follow-up: Please see embedded feedback in the attached documents. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Mentorship program and any necessary forms or tools to be used for novice teachers. NMAC § 6.60.10.	05.24.18 05/31/18	The school provided a detailed outline and procedure for the school's mentorship program, which at this time, appears to align with state regulation. Please see embedded feedback for clarification questions. Requested follow-up: Please see embedded feedback in the attached documents. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is</i>

			<i>necessary.</i>
5-15.11. Employee benefits and Risk Insurance coverage through the New Mexico Public Schools Insurance Authority (NMPSIA). <i>NMSA § 22-8B-9; NMAC § 6.50.1 et. seq; Charter Contract § 8.15 Charter Contract § 8.16.</i>	<input checked="" type="checkbox"/> Employee benefits coverage (may include basic life and accidental death & dismemberment, voluntary life, long term disability, two medical plans, a dental plan with basic and comprehensive coverage, and a vision plan).	05.23.18	The school provided confirmation of health care, dental, vision, basic life and accidental death insurance options provided through NMPSIA. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Risk coverage policy (may include property insurance, liability insurance, workers' compensation, student catastrophic insurance, student accident insurance, boiler & machinery insurance, and underground storage tanks coverage).	05.23.18	The school provided a certificate of liability insurance, dated 02 MAR 2018, through Poms and Associates. Requested follow-up: None present at this time.
5-15.12. Health, Safety, and Wellness Policy Requirements <i>NMAC 6.29.1.9(O)(6) NMAC § 6.12.1, et seq. NMSA § 30-7-2.1 NMSA § 32A-2-33 Wellness Policy Guidance Document; Safe Schools Policy Guidance Document; Health Education Guidance Document; Homeless Policy Guidance Document; Charter Contract</i>	<input checked="" type="checkbox"/> Health services policies and procedures. <i>NMAC § 6.12.2; Wellness Policy Guidance Document.</i>	05.21.18	The school provided its Health services policies. However, the school did not provide procedures it will use to implement the Health services policies and ensure compliance with state regulation. Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation and department's Wellness Policy Guidance to the left.
	<input checked="" type="checkbox"/> School has provided evidence that it has developed wellness policies and procedures pursuant to NMAC § 6.12.6 and submitted these to the Student Success and Wellness Bureau for review.	05.20.18	The school provided its Wellness policies and procedures. Recommended follow-up: Please see the 'Recommended' embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation and department's Wellness Policy Guidance to the left.

	<i>NMAC § 6.12.6; Wellness Policy Guidance Document.</i>		
<input checked="" type="checkbox"/> School has provided evidence that it has developed an initial Safe School plan pursuant to NMAC § 6.12.6 and submitted these to the Coordinated School Health and Wellness Bureau for review.	05.18.18	The school provided its initial Safe School Plan and it has been submitted to the Safe Schools Bureau for pre-review. The PED Safe Schools Bureau will reach out to the school directly and continue working with the school per its established processes and timelines.	Requested follow-up: None present at this time, pending feedback from the Safe Schools Bureau.
<i>NMAC § 6.12.6; Safe Schools Guidance Document.</i>			
<input checked="" type="checkbox"/> Gun free schools policy.	05.20.18	The school provided its policies and procedures for gun free schools. Please revise to include a detailed disciplinary action plan that will be taken by the school, if this policy is violated. Please make reference in student and staff handbooks.	Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.
<i>NMSA § 30-7-2.1; NMSA § 32A-2-33.</i>			
	05/31/18		<i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
<input checked="" type="checkbox"/> Health and wellness curriculum, scope and sequence that aligns to the NM content standards for the grades served.	05.22.18	The school provided a detailed health education curriculum plan addressing each state standard for Kindergarten and 1 st grade.	Requested follow-up: None.
<i>NMAC § 6.29.6.1 et. seq.;</i> <i>Health Education Guidance Document.</i>			
<input checked="" type="checkbox"/> Physical education curriculum, scope and sequence, that aligns to	05.22.18	The school provided a detailed crosswalk between the National PE Standards (the school will be using) and the New Mexico PE content standards. The school also	

			<i>required changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Pest Control policies & procedures. <i>NMAC 6.29.1.9(O)(6).</i>	05.20.18	<p>The school provided its pest control policies and procedures that at this time, appear to align with state regulation.</p> <p>Requested follow-up: None.</p>
5-15.13.Special Education. IDEA 2004; 29 U.S.C. § 701 (otherwise known as Section 504 of the Rehabilitation Act of 1973); NMSA § 22-13-5; NMSA § 22-13-8); NMAC 6.29.1.9; NMAC § 6.29.5.1, et seq.; NMAC § 6.31.2, et seq.	<input checked="" type="checkbox"/> School special education & 504 policies and procedures.	05.25.18	<p>The school provided a thorough 504 policies and procedure manual that at this time, appears to align with all federal and state regulation. Policy included a detailed compliant process and roles of responsible parties involved.</p> <p>Requested follow-up: None present at this time.</p>
	<input checked="" type="checkbox"/> Completed special education template. <i>Memorandum from Director Baca, NM Special Education Bureau to Charter School Administrators (June 2, 2014).</i>	05.25.18	<p>The school provided its special education template that aligns with the guidance provided by the Special Education Bureau. Please see areas marked throughout the document that require the school's name.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p>
		05/31/18	<p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Procedures and any necessary forms for tracking special education ancillary and direct services.	05.25.18	<p>The school provided two electronic forms of monitoring direct services provided to eligible students. Both forms were clear and concise.</p> <p>Requested follow-up: None present at this time.</p>
<input checked="" type="checkbox"/> School ELL policies and procedures.	05.23.18	<p>The school provides its policies regarding ELs, however, some policies are not consistent with regulation 6.29.5.11-12 NMAC and/or department guidance. The policy document is not consistent with the handbook.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and revise to ensure compliance with the cited regulation and department guidance. In addition, please consult with the Language and Culture Bureau for assistance, as needed.</p>	

		06.01.18	<i>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and revise to ensure compliance with the cited regulation and department guidance.</i>
	<input checked="" type="checkbox"/> Copies of all forms and surveys to be used in the application of the ELL policies and procedures.	05.23.18	The school has provided copies of its forms and they are compliant with state regulation and guidance. Requested follow-up: None present at this time.
5-15.14.School Directed Program Time Requirements. NMSA § 22-8-9; NMSA § 22-2-8.1; NMAC 6.29.1.9(I); Instructional Hour Worksheet.	<input checked="" type="checkbox"/> Provide a school schedule, calendar, or any other necessary documentation that ensures minimum school directed program time is provided for the grades served and adequate instructional time is provided to support the school program.	05.21.18	The school provided a proposed 5-day week calendar for the 2018-19 school year, indicating 176 instructional days at 6.55 hrs/day, totaling 1218 instructional hours. The proposed schedule puts the school above the state required 990 instructional hours for the elementary setting. Requested follow-up: None present at this time.
5-15.15.High school requirements. (This indicator is applicable only to schools that serve grades 6-12.)	<input type="checkbox"/> Graduation requirements. (Only applicable for schools that serve grade 12) NMSA § 22-13-1.1	NA	
Charter Contract § 8.02.	<input type="checkbox"/> Next Step Plan forms, policies and procedures. (Only applicable for schools that serve grades 8-12). NMSA § 22-13-1.1	NA	
	<input type="checkbox"/> School Athletic Equity policies and procedures (Only applicable for schools that serve grades 7-12). NMAC § 6.13.4	NA	
	<input type="checkbox"/> Provide evidence school shall offer at least one honors or similar	NA	

	<p>academically rigorous class each in mathematics and language arts.</p> <p><i>NMSA 22-13-1.4.</i></p>		
	<p><input type="checkbox"/> Provide evidence school has a signed Dual Credit Master Agreement with an institution of higher education.</p> <p><i>NMSA 22-13-1.4.</i></p>	<p>NA</p>	
	<p><input type="checkbox"/> Provide evidence school has a program of distance learning courses in place.</p> <p><i>NMSA 22-13-1.4.</i></p>	<p>NA</p>	
	<p><input type="checkbox"/> Provide evidence school is prepared to offer at least two years of a language other than English.</p> <p><i>NMSA 22-13-1.4.</i></p>	<p>NA</p>	

SUMMARY REPORT - ITEMS DUE BY MAY 15th.

Thank you for your timely submission of documentation by the May 15, 2018 deadline. The school's conference call to discuss the feedback of the May 15th Summary Report has been scheduled for May 29, 2018.

In preparation of this conference, please carefully review in the Implementation Year Checklist for the May 15th Summary Report and any additional comments embedded within any attached documents. During the conference, the CSD will answer any outstanding questions and/or clarify requested follow-up to address findings identified in the Implementation Year Checklist.

If required, all resubmission documents are due by June 1, 2018.

<p>5-15.16. Attend all planning year conferences to discuss issues, concerns, and findings identified in the Implementation Year Checklist.</p>	<p><input checked="" type="checkbox"/> School held a conference with CSD within 10 days of receiving the May 15th Summary Report.</p>	<p>05/29/18</p>	<p>The school conferenced with CSD staff via telephone on May 29, 2018 to discuss the feedback for the May 15th submissions. The school resubmitted revised documents.</p>
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INDICATORS	DOCUMENTATION	Date of Completion	FINDINGS
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ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE

<p>P-O.1. Resolve all findings with the Implementation Year Checklist.</p>	<p><input type="checkbox"/> Revised policies and additional documentation to address and resolve all findings, issues, and concerns identified in the May 15th review or discussed during the May 15th conference.</p>		
<p>P-O.2. Curriculum framework is articulated in writing and matches school mission and goals. (Framework aligned to NM content standards, benchmarks and performance standards by end of first year.)</p>	<p><input type="checkbox"/> Status report on continued implementation of curriculum development plan.</p>		
	<p><input type="checkbox"/> Resources necessary for the implementation of the curriculum as articulated are available</p>		
	<p><input type="checkbox"/> Curriculum identifies resources, knowledge and skills students are expected to learn (NMCCSS/NMCS).</p>		
<p><input type="checkbox"/> The Curriculum identifies the learning standards or learning objectives students are expected to meet for</p>			

	each course.		
	<input type="checkbox"/> The Curriculum identifies the units and lessons that teachers will teach.		
	<input type="checkbox"/> The curriculum identifies assignments and projects that will be given to students.		
	<input type="checkbox"/> The curriculum identifies the books, materials, videos, presentations, and readings used in a course.		
	<input type="checkbox"/> The curriculum identifies the tests, assessments, and other methods used to evaluate student learning		
P-O.3.School has implemented and adopted a budget and all mandatory policies.	<input type="checkbox"/> Signed statement from the governing body that the final budget, the final operating budget, and any revised policies were adopted and implemented by the governing body.		
	<input type="checkbox"/> If the school is at less than 95% of budgeted enrollment, the school provides a plan to adjust spending/budget to account for lower		

	enrollment.		
P-O.4. Development / acquisition of facilities that meet E-Occupancy, NMCI requirements, and ownership/lease requirements (22-8B-4.2 NMSA)	<input type="checkbox"/> Evidence of E-occupancy Certificate.		
	<input type="checkbox"/> Evidence of sufficient New Mexico Condition Index.		
	<input type="checkbox"/> Evidence that PSFA has approved either the State ownership arrangement, the lease arrangement or the lease purchase agreement.		
P-O.5. Recruitment and hiring of adequate number of teachers and support personnel to match assignments and staffing plan, as adapted for actual enrollment	<input type="checkbox"/> Copies of licenses and credentials are within the staff files		
	<input type="checkbox"/> School has necessary licensure to teach curriculum, identified classes, and grade levels.		
	<input type="checkbox"/> Signed contract(s) supporting minimum salaries and detailed position descriptions are within each staff file.		
	<input type="checkbox"/> Criminal background checks and fingerprinting documentation are within each staff file		
	<input type="checkbox"/> School has evidence of a licensed special education provider and a licensed gifted provider either on staff or on contract. If school has no		

	<p>identified special education or gifted students, then school must have evidence of a process or plan to provide these services should school received identified students.</p>		
	<p><input type="checkbox"/> School has evidence of a licensed diagnostician available for special education evaluation referrals.</p>		
<p>P-O.6.Relevant and necessary students forms completed and on file.</p>	<p><input type="checkbox"/> Completed student enrollment forms. Forms must indicate there is enrollment for a minimum of 8 students with New Mexico Residency.</p>		
	<p><input type="checkbox"/> Completed English Language proficiency forms or home language surveys for all enrolled students.</p>		
	<p><input type="checkbox"/> School has developed an IEP for all identified students or has evidence that an IEP meeting has been requested.</p>		

SUMMARY REPORT - ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE

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AGENDA ITEM EXECUTIVE SUMMARY

I. Public Education Commission Meeting Date: June 15, 2018

II. Item Title:

Discussion and Possible Action on the Commencement of Operations for the Following Schools

C. Altura Preparatory School

III. Proposed Motion:

Motion to grant a standard conditional commencement of operations:

- Move that the Public Education Commission approve a conditional commencement of operations for **Altura Preparatory School**, with the condition that all items on the Planning Year Checklist be completed no later than two weeks prior to the scheduled first day of school, as verified by a CSD site visit.

Motion to put the school on notice of potential suspension of the charter:

- Move that the Public Education Commission approve a conditional commencement of operations for Altura Preparatory School, but because [COMMISSION TO PROVIDE REASONS] I move that the Commission put Albuquerque Collegiate Charter School on notice of potential suspension of the charter if the school does not fully comply with the following specific conditions and deadlines:

[COMMISSION TO IDENTIFY SPECIFIC CONDITIONS AND DEADLINES]

If Altura Preparatory School fails comply fully with any one of these conditions, the term of the charter contract will be suspended for the remainder of FY19 and operations will commence in FY20.

Motion to suspend the charter:

- I move that the Public Education Commission suspend Altura Preparatory School until July 1, 2019 to allow the school to engage in another planning year to address the identified deficiencies and concerns because [COMMISSION TO PROVIDE REASONS]. Upon a demonstration that the school has sufficiently addressed each of the deficiencies and is prepared to operate a charter school that will improve student achievement, the Commission shall reinstate the school's charter effective July 1, 2017.

IV. Executive Summary:

As of June 5, 2018, Altura Preparatory School has satisfactorily met all statutorily, regulatory, and department policies and/or procedures outlined by the PEC approved checklist for the school's implementation year of 2017-18, with one exception.

However, per the PEC's guidance, the school's E-Occupancy certificate is due no later than the school's two week prior to opening site visit. Altura Preparatory School provided a detailed timeline outlining when the school's building will be inspected, post construction. According to the school's timeline, Altura Preparatory School anticipates receiving the E-Occupancy certificate by August 1st, 2018 and will provide to the PED and PEC upon receipt.

The CSD recommends that the PEC grants the school standard conditional commencement of operations. Please refer to corresponding proposed motion language in section III.

The school's completed Implementation Checklist is attached for your review.



New Mexico Public Education Commission

School Year 2017-2018

IMPLEMENTATION – YEAR CHECKLIST

ALTURA PREPARATORY SCHOOL

Condition for Approval of all Charter Schools Authorized by the Public
Education Commission



PART I. NAME OF SCHOOL & CONTACT INFORMATION

School Information:

Name Of Charter School: Altura Preparatory School
School Address (if known): c/o 6532 Glen Oak NE
School Location (City/Town): Albuquerque, NM 87111
School District Within Which The Proposed School Will Be Located: Albuquerque Public Schools
Grades To Be Served: K-5
Requested Enrollment Cap: 396

Founder Contact Information:

Primary Contact Person: Meaghan Stern
Address: 3 Santo Domingo Trail North
City: Corrales State: New Mexico Zip: 87048
Daytime Tel: 505.934.1040 Fax:
Alternate Tel: E-Mail: meaghan.stern@alturaprep.org

Secondary Contact Person: Lissa Hines

Address: 6532 Glen Oak NE
City: Albuquerque State: New Mexico Zip: 87111
Daytime Tel: 510. 541. 8767 Fax:
Alternate Tel: 505.681.0014 E-Mail: lissa.hines@alturaprep.org

Foundation / Sponsoring Organization Information:

Foundation / Sponsoring Organization Name (if applicable): Altura Schools
Principal Officer: Meaghan Stern, Executive Director
Mailing Address: 6532 Glen Oak NE
City: Albuquerque State: New Mexico Zip: 87111
Daytime Tel: 505.934.1040 Fax:
Alternate Tel: E-Mail: Meaghan.Stern@alturaprep.org

Part II. Introduction

Through charter schools, the Public Education Commission (“PEC”) as Authorizer and the Charter Schools Division (“CSD”) in the New Mexico Public Education Department (“PED”) seek to provide families with effective, quality educational options.

A. Implementation Year Checklist Authority and Purpose

The *Public Education Commission Implementation Year Checklist* serves as a guide and tool for a charter school to develop and produce all necessary materials to demonstrate compliance with all applicable laws, rules, and charter provisions necessary to demonstrate readiness to operate a public school.

The *Public Education Commission Implementation Year Checklist* also provides an opportunity for a charter school to demonstrate it has the capacity to both operate and function as a place of education and learning. The legal, regulatory, and policy requirements of an authorized school are significant. Successful school operators need to both demonstrate an understanding and a capability to institute and implement a program consistent with the requirements presented within this document.

The PEC holds charter schools accountable to all applicable laws, rules, and charter provisions, by routinely making the *Public Education Commission Implementation Year Checklist* a required condition for charter authorization. Prior to the end of the implementation year, a school must apply to the PEC for authorization to commence full operations. (NMAC § 6.80.4.11). The “Implementation Year Checklist Condition” imposed by the PEC, requires a school to complete and resolve any findings, issues, or concerns identified in the *Public Education Commission Implementation Year Checklist*.

The PEC makes the final determination regarding commencement of operations, and any conditions of charter approval, after considering the review and recommendations made by the PED in completing the *Public Education Commission Implementation Year Checklist*. The PEC is not limited by these reviews and recommendations and may request any additional documentation, information, or input that the PEC deems appropriate.

B. Development of the Implementation Year Checklist

The items identified in the *Public Education Commission Implementation Year Checklist* template are those designed to address local, state, and federal, laws, rules and regulations, charter contract provisions, charter best practices, and PEC directives. Each year, the CSD reviews any changes to the aforementioned laws, rules and regulations, charter contract provisions, charter best practices, and PEC directives and prepares a revised draft *Public Education Commission Implementation Year Checklist* template.

This draft template along with any CSD recommendations is presented to the PEC at a regularly scheduled meeting. The PEC reviews and makes the final determination regarding the draft template and these CSD recommendations. The PEC is not limited by these recommendations and may add, remove, or revise any language presented in the draft template.

Prior to November of each year, the PEC votes to approve and makes available online on its website a copy of the most recently approved *Public Education Commission Implementation Year Checklist* template. The current template was approved on: September 1, 2017.

Each school will have an individual *Public Education Commission Implementation Year Checklist* that may be tailored to the individual needs of the school. The PEC may impose any conditions it deems appropriate and these conditions will be incorporated into the school's individual planning year checklist. As a result, the template may differ substantially from the document provided to an individual school.

C. Directions

1. The items on the *Public Education Commission Implementation Year Checklist* and any additional conditions of charter approval **MUST** be completed on or before May 15th, 2018 to receive a recommendation for commencement of operations.
2. All submissions and all documentation must be submitted to the CSD for review **on or before** the deadlines indicated. Documentation should be submitted online as provided in individual instructions provided to the School.
3. The CSD provides staff support to the PEC and will review all submissions. This review will provide the basis for any recommendation to the PEC.
4. The CSD will provide three summary reports to the School which will detail a summary of all findings, issues, and concerns identified by CSD. The School is required to arrange a phone conference or in-person conference with CSD within 10 days of receipt of these summary reports. The purpose of this conference will be to discuss the issues and concerns identified by CSD.
5. Following receipt of a summary report, the school is required to address and resolve all findings, issues, and concerns prior to the next submission deadline.
6. Key Terms:
 - a. An **"Indicator"** is a stated compliance objective that **MUST** be addressed and completed by the school. These objectives may be legal, regulatory, charter contract provisions, charter school best practices, or PEC directives.
 - b. **"Documentation"** requires a school to submit copies of all policies, procedures, forms, protocols, spreadsheets, documents, or any other material that will provide evidence that the school has addressed or completed the relevant indicator and compliance objective.
 - c. **"Date of Completion"** is the date that CSD certifies that documentation addressed or completed the relevant indicator. This field will be left blank until such time as CSD has received sufficient documentation to certify that a relevant indicator was completed.

- d. **“Findings”** are those CSD comments and notes which identify deficiencies in the “documentation” provided by the school and which details the reasons why CSD was unable to certify documentation as having addressed or completed the relevant indicator.
7. When an “Indicator” or “Documentation” names a statute, rule, or regulation, this is an indication that specific materials are required by statute, rule, or regulation. The school **MUST** address each element or provision that is required in the statute, rule, or regulation.
8. Some “Indicators” may require the school to consult, update, and receive approval from different agencies, departments, or divisions within the PED. The school must provide evidence of these consultations where indicated and provide copies to CSD of any materials provided to these different agencies, departments, or divisions.
9. Additional elements may be added to the *Public Education Commission Implementation Year Checklist* based on changes to legislation, statute, regulation, or due to PEC direction or condition.
10. The PEC makes the final determination regarding the *Public Education Commission Implementation Year Checklist* and any conditions of charter approval after considering the review and recommendations provided by the CSD. The PEC is not limited by these reviews and recommendations and may request any additional documentation, information, or input that the PEC deems appropriate.

D. Review Process

Acting as staff support to the PEC, the CSD will review all school submissions and provide a summary report and any findings **within 30 days of a submission** deadline.

Generally, the CSD review process is as follows:

- 1) The school sends all policies, procedures and documents related to an indicator or documentation requirement prior to a submission date.
- 2) CSD consults any applicable laws, regulations, charter contract provisions, written PEC policies, or written guidance manuals applicable to the indicator or documentation required.
- 3) CSD analyzes the school documentation to determine whether all required elements of the applicable laws, regulations, charter contract provisions, written PEC policies, or written guidance manuals were addressed and satisfied.
- 4) Should all elements be addressed and satisfied, CSD then reviews the school documentation for completeness. CSD also considers implementation of the documentation to determine the feasibility of the documentation, and whether the described program is possible, consistent, and reasonable.

- 5) Finally, CSD reviews implementation and consistency in relationship to all other policies and procedures provided by the school.
- 6) In the case of PEC imposed conditions or application deficiencies, CSD consults the specific named deficiencies in the application and the specific condition imposed by the PEC.
- 7) CSD analyzes the school documentation to determine whether all application deficiencies identified and any PEC imposed conditions were corrected, addressed, or satisfied.

Part III. Implementation Year Checklist

INDIVIDUAL SCHOOL CONDITIONS TO BE MET PRIOR TO COMMENCEMENT OF OPERATIONS (MAY 15 th)			
INDICATORS	DOCUMENTATION	DATE OF COMPLETION	FINDINGS
<p>C.1. Timely obtain standing as an approved Board of Finance no more than 120 days after receiving written notification of the approval of the new application.</p> <p><i>NMSA § 22-8-38;</i> <i>NMAC § 6.80.4;</i> <i>PEC Policy, Board of Finance Application.</i></p>	<p><input checked="" type="checkbox"/> Condition Met.</p> <p><i>PEC Policy, Board of Finance Application.</i></p>	04/13/18	
<p>C.2. Timely secure a facility that meets PSFA approval, including condition index, E-Occupancy, and ownership or leasing requirements no less than two weeks prior to the scheduled first day of school.</p> <p><i>NMSA § 22-8B-4.2</i></p>	<p><input type="checkbox"/> School has secured a facility that meets educational occupancy standards (E-Occupancy) and school has provided evidence of an E-Occupancy certificate.</p> <p><input checked="" type="checkbox"/> School provides either a copy of PSFA report that shows facility has a condition rating equal to or better than the average</p>	05/30/18	

	condition for all New Mexico public schools for that year or the charter school has documented PSFA approval within eighteen months of occupancy the school will achieve a rating equal to or better than the average New Mexico condition index.		
	<input checked="" type="checkbox"/> School provides assurances to demonstrate the lease, lease purchase, or ownership arrangement complies with 22-8B-4.2.	05/30/18	
C.3. Attend all implementation year training and technical assistance sessions hosted by CSD.	<input checked="" type="checkbox"/> Condition Met.	05/18/18	
C.4. Attend all implementation year conferences to discuss with CSD any issues, concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> Condition Met.	05/29/18	
C.5. Correct all issues concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> Condition Met.	06/05/18	
C.6. As part of the contract and framework negotiation and approval process, obtain the PEC approval of any substantial proposed changes to the educational model, staffing, organizational, and	<input checked="" type="checkbox"/> Condition Met.	05/31/18	

governance plan, or finance plan that were presented in the application.			
C.7.Address and correct any application deficiencies that were noted by both the PED and the PEC.	<input checked="" type="checkbox"/> Condition Met.	06/05/18	

SUMMARY REPORT - CONDITIONS

As of June 5th, 2018, Altura Preparatory School has satisfactorily met all statutorily, regulatory, and department policies and/or procedures outlined by the PEC approved checklist for the school’s implementation year of 2017-18, (with one exception, see note below).

Note: Per the PEC’s guidance, the school’s E-Occupancy certificate is due no later than the school’s two week prior to opening site visit. Altura Preparatory School provided a detailed timeline outlining when the school’s building will be inspected, post construction. According to the school’s timeline, Altura Preparatory anticipates receiving the E-Occupancy certificate by August 1st, 2018 and will provide to the PED and PEC upon receipt.

INDICATORS	DOCUMENTATION	Date Complete	FINDINGS
ITEMS DUE BY NOVEMBER 15th			
11-15.1.Governing Board established and operating according to bylaws and in accordance with the Open Meetings Act. <i>NMSA § 22-8b-4; NMSA § 22-8-12.3; NMSA § 10-15-1; NMSA § 14-2-1, et seq. Charter Contract §4.04 (c).</i>	<input checked="" type="checkbox"/> Provide list of governing body members. Include the governing body positions to be held, either a place of residence or work, and contact information.	11/15/17	The applicant provided a spreadsheet listing of seven (7) members of the school’s governing board with their various positions showing as: Chairman, two Co-Chair persons, two Members, a Secretary, and one Treasurer. The applicant also provided each board member’s contact address including their phone numbers and e-mail addresses. The positions to be served by the board member are listed as Finance, Finance Student Achievement, Governance, Governance Audit, Student achievement, Finance Audit, and Governance Student Achievement. Altura Prep has created a detailed meeting template to help ensure transparency will be maintained during their open board meetings. A meeting has already been held on November 1, 2017 Requested Follow-Up: None present at this time.

	<input checked="" type="checkbox"/> Names of any sponsoring organizations or foundations. (This includes prospective organizations that will be established upon completion of the planning year), name of the principal officers, and their contact information.	11/15/17	<p>The school has listed the Altura Schools Organization. The Director is listed as James Warren, with Janine Goff as President and Anthony Lenhart as the Secretary. The contact information the Altura Organization is provided.</p> <p>Requested Follow-Up: None present at this time.</p>
	<input checked="" type="checkbox"/> School bylaws.	<p>11/15/17</p> <p>03/20/18</p>	<p>The school has an established bylaws consisting of ten Articles, and incorporating the items as required by regulation. Of specific concern is the Section 2.16: Action Without Meeting. This section contradicts the Open Meetings Act. Another matter pertains to addressing vacancies as a result of resignations – please refer to the embedded feedback.</p> <p>Requested Follow-Up: Please see the embedded comments attached to the bylaws and address the concerns contained therein. Please refer to the OMA Compliance guide: https://www.nmag.gov/uploads/files/Publications/ComplianceGuides/Open%20Meetings%20Act%20Compliance%20Guide%202015.pdf</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary. However, please note that the PEC recently made changes to its governing body changes policy. The school's board may wish to make changes to its bylaws to correspond to the PEC's policy which is more permissive. The policy is available at:</i> https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Governing-Board-Membership-Changes-Policy-v3-3_16_18.pdf</p>
	<input checked="" type="checkbox"/> Bylaws – Provision for replacing and removing members.	11/15/17	<p>A procedure in accord with the regulation has been established as to the removal and filling of vacancies of board members. This is contained in Article 2, Sections 2.4 and 2.5 of the school's Bylaws.</p> <p>Requested Follow-Up: None present at this time.</p>

	<input checked="" type="checkbox"/> Bylaws – Provision for creating required audit and finance committees. <i>NMSA § 22-8-12.3</i>	11/15/17	<p>Provisions for the Audit and Finance committees have been created in accord with the regulation. The various duties of the members of this committee are spelled out. There is an indication also that that the Audit Committee will be comprised of the required composition of; two board members with experience in finance, plus one volunteer member who has experience in finance and one volunteer member who is a parent of a student attending Atura, the business manager and Head(s) of school as non-voting members.</p> <p>Requested Follow-Up: None present at this time, however, please see embedded comments for further feedback.</p>
	<input checked="" type="checkbox"/> Audit and Finance Committee – Provide evidence that committees have been formed, have scheduled meetings, and list of committee membership. <i>NMSA § 22-8-12.3</i>	11/15/17	<p>The applicant provided a listing of Finance and Audit committee members. There is also a tentative table of Audit and Finance Committee meetings showing meeting dates. The meeting dates for Finance Committee are November, 2017 thru July, 2018. The meeting dates for Audit Committee are all in 2018 during the months of January, March, May and July.</p> <p>Requested Follow-up: None present at this time.</p>
	<input checked="" type="checkbox"/> Provide evidence that public notice of Governing Body meetings is being posted. Additionally, if a website is being used to post notice then provide website address.	11/15/17	<p>There is evidence of public notice of Governing Body meeting. The meetings are posted on their website: http://alturaprep.org/community/governance/. The meeting dates are listed as being held on: 11-1-2017 and 11-6-2016 respectively.</p> <p>Requested Follow-Up: None present at this time.</p>
	<input checked="" type="checkbox"/> Provide meeting agendas that comply with state law. <i>NMSA § 10-15-1, et seq.</i>	11/15/17	<p>The applicant has created a detailed meeting template to help ensure transparency will be maintained during their open board meetings. A meeting has already been held on November 1, 2017 and action items are indicated with asterisks. See agenda as provided:</p> <p>Altura Preparatory School November Special Meeting Agenda November 1st, 2017 Time: 4:45pm-6:15pm Greater Albuquerque Chamber of Commerce (115 Gold Ave, Albuquerque, NM 87102)</p> <ol style="list-style-type: none"> 1. Call to Order a. Roll Call b. Approval of Agenda*

			<p>2. Comments from Community – 15 minutes (speakers limited to 3 minutes each)</p> <p>3. Approval of Altura Prep Governing Board Bylaws*</p> <p>4. Approval of Officers*</p> <p>5. Approval of Board Meeting Calendar*</p> <p>6. Approval of Committee Members*</p> <p>7. Approval of Policies*</p> <p>Requested Follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> School IPRA policy and procedures that comply with state law.</p> <p><i>NMSA § 14-2-1, et seq.</i></p>	<p>11/15/17</p>	<p>Altura’s IPRA policy is in compliance with the Inspection of Public Records Act Policy. It clearly states in part, “A person desiring to inspect public records may submit a request to the Altura Preparatory School’s Director of Operations orally or in writing. A written request must contain the name, address and telephone number of the person making the request. Written requests may be submitted in person or sent via US mail or electronic mail. The request must describe the records sought in sufficient detail to enable the School Director of Operations to identify and locate the requested records. Any oral requests must be made at the following address: Altura Preparatory 1400 San Mateo SE, Albuquerque, New Mexico, 87106. Please note that failure to respond to an oral request will not subject Altura Preparatory School or the School Director to any penalties.”</p> <p>The school adopted the policy on November 1, 2017.</p> <p>Requested Follow-Up: Please note that there is one minor discrepancy you will need to correct regarding the charge for records. See embedded notes in the document.</p>
<p>11-15.2.Initial Basic Operating Policies and Procedures have been developed and approved by Governing Body.</p> <p><i>Charter Contract § 8.10; Charter Contract § 8.11; Charter Contract § 8.14; Charter Contract § 8.17.</i></p>	<p><input checked="" type="checkbox"/> School conflict of interest policy and procedures.</p> <p><i>NMSA § 22-8B-5.2.</i></p>	<p>11/15/17</p>	<p>The school does not appear to have a Conflict of Interest Policy that is accordance with law. The policy indicates that “A financial interest is not necessarily a conflict of interest” (p. 4 of policy). However, a financial interest, by definition, is a conflict of interest since persons with financial interests are prohibited from serving on a charter board (22-B-5.2A NMSA).</p> <p>The policy includes procedures for determining if conflict exists and provides an acknowledgement/disclosure for which requires signature.</p> <p>Requested Follow-Up: Please review 22-8B-5.2 in detail</p>

		03/20/18	and revise the policy so that it complies with statute. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
<input checked="" type="checkbox"/> Anti-nepotism policy and procedures. <i>NMSA § 22-8B-10.</i>	11/15/17		Altura has an established Anti-nepotism Policy and Procedure aligned with regulations. The policy and procedure clearly identifies what constitutes nepotism and the procedures and potential needs for waiving the policy by the Altura Board of Trustees. Requested Follow-Up: None present at this time.
<input checked="" type="checkbox"/> Background check policy and procedures. <i>NMSA §§ 22-10A-5.</i>	11/15/17		Altura has an established Background check Policy and Procedure aligned with regulations. The Policy and Procedure clearly identify the process for completing a background check and the people subject to background checks, the responsibility for payment of background checks and requirements to successfully pass background checks. The policy references what employees of the school must do in terms of self-reporting “any arrest, charge and/or conviction of a criminal offense” but the corresponding procedure document does not address this. Requested Follow-Up: Please align the policy and procedure. Please refer to the embedded comments in each document.
		03/20/18	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
<input checked="" type="checkbox"/> School FERPA policy and procedures. <i>20 U.S.C. § 1232g.</i>	11/15/17		Altura has established a policy and a procedure aligned with regulations regarding FERPA. The school has detailed the process for obtaining records, who can ask for records; those who might possibly need to have access to the records other than the parents or student, and how to appeal the School’s decision to not allow access to records. Please revise the language “a parent or student volunteering to serve on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks.” FERPA provides parents the rights to inspect their own’ child’s education records.

		03/20/18	<p>Allowing volunteers that consist of parents and students access to other student’s files might leave the school open to liability issues since FERPA lists federal, state, and local school officials and teachers with “legitimate educational interests” as those who could have access to educational records.</p> <p>The school also provides its FERPA Directory Information notice.</p> <p>Requested Follow-up: Please see embedded comments and revise.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The submitted FERPA hearing guidelines are thorough. The required changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> School Complaint and Grievance Policy including a process for receiving and resolving community, parental, and other public complaints.</p>	<p>11/15/17</p> <p>03/20/18</p>	<p>The school has provided a Universal Complaint Policy and procedure which is detailed and clear. The policy is detailed for both informal and formal complaints. The universal complaint policy references a form; however, it was not available on website.</p> <p>The school has also established an Employee Complaint and School Grievance Policy and Procedures policy and procedure aligned with regulations regarding their complaint and grievance policy per the Charter Contract. There are a few questions regarding the Employee Complaint and School Grievance Policy and Procedures document that should be reviewed. See comments in embedded documents.</p> <p>Requested Follow-Up: The document containing the informal complaint procedures appears to be unfinished (requires additional formatting) in order to be finalized. Also, please provide a copy of the universal complaint form. Perhaps consider putting all the universal/family & community policies together and correspondingly do the same for the procedures. Also, there are multiple documents that are similarly named (very long names, too – consider shortening).</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>

	<input checked="" type="checkbox"/> Volunteer policies and procedures. <i>NMAC § 6.50.18.8.</i>	11/15/17	<p>Altura has an established policy and procedure aligned with regulations regarding their Volunteer policies and procedures.</p> <p>Requested Follow-Up: None. However, there are some questions embedded in the documents for the school's consideration. Please review and determine if the policy and/or procedures require revision.</p>
<p>11-15.3.Budget Approval.</p> <p><i>NMAC § 6.20.2.9.</i></p>	<input checked="" type="checkbox"/> An identified date for a scheduled Governing Body Meeting when the Governing Body plans to review and approve the Budget at an open meeting. <i>(Should be after the May 15th final enrollment adjustments, but must be before the June 20th regulatory deadline.).</i>	11/15/17	<p>Altura has an identified June 6, 2018 as the date for their scheduled governing body meeting to review and approve the budget in an open meeting.</p> <p>Requested Follow-Up: None present at this time.</p>
<p>11-15.4.School Development Plans.</p> <p><i>NMAC § 6.29.1.</i></p>	<input checked="" type="checkbox"/> Written curriculum development plan. Includes 1) timeline, 2) success benchmarks, and 3) responsible parties to ensure development of entire curriculum that was identified in the application and aligned to school mission and goals, NMCCSS, and NM Content Standards prior to May 15 th .	11/15/17	<p>Altura Prep has a written curriculum development plan aligned with requirements of NMAC §6.29.1 in both written and graphic form with deadlines and responsible ownership listed.</p> <p>Requested Follow-Up: None present at this time.</p>
	<input checked="" type="checkbox"/> Written Special Population Services development plan, to ensure development of plans, policies, and procedures to serve special education, ELL, and 504 Plans.	11/15/17	<p>Altura Prep has a written special population services development plan aligned with most of the requirements. The application provides detail about the EL identification, assessment, instruction and monitoring of ELs, including RFEPs.</p> <p>Requested Follow-Up: See additional embedded comments and determine, if any changes or revisions, are necessary. See also related comments for the written curriculum plan</p>

			in the section above.
11-15.5.Detailed Staffing Plan. NMAC § 6.29.1.	<p><input checked="" type="checkbox"/> Written process and plan that details how the governing body will identify, recruit, and hire a prospective head administrator.</p> <p>(Note: A narrative may have already been included in the charter application. This documentation requirement is for the school to review the school’s process and plan and provide a current, up-to date plan that includes responsible parties, timelines, and action steps that the school plans on implementing.)</p>	11/15/17	<p>Altura Prep has a written process and plan that details how the governing body will identify, recruit, and hire a prospective head administrator(s). The plan is very detailed and lists the school’s priorities for the selection of school leaders with a wide range of characteristics and competencies that high-quality charter schools across the country use to identify and hire their best school leaders. However, the school must revisit the qualification section pertaining to licensure. The school also provides an established rubric for evaluations of the head that can be used for both the mid-year and end of year evaluations.</p> <p>Requested Follow-Up: Please note that teachers and school administrators are required to have valid licensure within 3 months of employment; please revise accordingly. Also, background and reference checks weren’t included consistently throughout the document. Please clarify and/or revise to conform to state statute and regulation. Please review embedded comments in the documents. Also note comments in the evaluation template related to how the board would receive the information it needs to be able to evaluate some of the indicators.</p>
		03/20/18	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
	<p><input checked="" type="checkbox"/> The school administration, school mission, and legal (licensing) criteria that will be used to evaluate a head administrator.</p>	11/15/17	<p>Altura Prep has written criteria that will be used to evaluate a head administrator(s) that is very detailed in its alignment to the school administration and school mission. However, the school must revisit the qualification section pertaining to licensure to ensure legal compliance.</p> <p>Requested Follow-Up: Please see embedded comments and address the concerns regarding proper and timely licensure of all staff, including all administrators.</p>
		03/20/18	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>

	<input checked="" type="checkbox"/> A detailed timeline for recruiting, interviewing, selection, conducting background checks, and signing of a contract for the head administrator that must be completed prior to May 15 th .	11/15/17	Altura Prep has a detailed timeline for recruiting, interviewing, selection, and signing contracts for their head administrators. Requested Follow-Up: There was a minor inconsistency related to background and reference checks. Please see embedded comments and clarify and/or revise for consistency.
	<input checked="" type="checkbox"/> A list of all prospective staff positions and a description of the required licensure for each position.	11/15/17	Altura Prep has a detailed written list of all prospective staff positions and a description of the required licensure for each position. Requested Follow-Up: None present at this time.

SUMMARY REPORT - ITEMS DUE BY NOVEMBER 15th.

Thank you for your timely submission of documentation by the November 15, 2017 deadline. Please contact the CSD immediately to schedule a conference to discuss the feedback of the November 15th Summary Report.

In preparation of this conference, please carefully review the feedback in the Implementation Year Checklist for the November 15th Summary Report and any additional comments embedded within any attached documents. During the conference, the CSD will answer any outstanding questions and/or clarify requested follow-up to address findings identified in the Implementation Year Checklist.

11-15.6. Attend all planning year conferences to discuss issues, concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> School conferenced with CSD within 10 days of receiving the November 15 th Summary Report.	03/20/18	<i>The school met with CSD staff on March 20, 2018 to discuss the feedback for the November 15th submissions. Later that afternoon, the school submitted revised documents requiring changes.</i>
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INDICATORS	DOCUMENTATION	Date Complete	FINDINGS
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ITEMS DUE BY MARCH 1st.

3-1.1. Resolve all findings with the Implementation Year Checklist.	<input checked="" type="checkbox"/> Revised policies and provided additional documentation to address and resolve all findings, issues, and concerns identified in the November 15 th review or discussed during the November 15 th conference.	03/20/18	<i>All documents have been submitted and reviewed. No further action is required for documents initially requested for submission on November 15, 2017.</i>
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<p>3-1.2. Governing Board established and complying with PEC notification requirements.</p> <p><i>PEC Policy, Charter School Governing Body Changes.</i></p>	<p><input checked="" type="checkbox"/> Review the PEC Policy, Charter School Governing Body Changes document and provide notice regarding any changes to the Governing Body which have occurred since 11.15.</p> <p>PEC Policy, Charter School Governing Body Changes.</p>	03/01/18	<p>No governing body changes.</p> <p>On March 16, 2018, the PEC revised its policy with respect to governing board changes available here.</p> <p>Requested follow-up: None present at this time. However, please ensure the Governing Body has read and understands the PEC's <i>Policy Statement, Charter School Governing Body Changes</i>.</p>
<p>3-1.3. Membership Projections.</p> <p><i>NMSA § 22-8-12.1.</i></p>	<p><input checked="" type="checkbox"/> Provide the projected student membership for the upcoming school year to the School Budget Bureau and to CSD. Projections should indicate number of projected students by grade level. Membership projections must also detail what evidence and basis there is for this projection.</p> <p>(Please be aware, if insufficient evidence or basis is provided then the School Budget Bureau may elect to reduce the projected enrollment.)</p>	03/01/18	<p>The school has provided projections of student membership by grade level as requested. The school has summarized its recruitment efforts and activities by month.</p> <p>Requested follow-up: None present at this time. Please note that statute requires that the school provide an estimate of the students that will be enrolled in the basic program, early childhood programs, and special education. These figures may need to be updated after students are registered and it is known whether or not students will require an IEP and related services.</p>
	<p><input checked="" type="checkbox"/> Current Enrollment and current enrollment as a percentage of membership projections on file with the School Budget Bureau. A copy must be sent to the CSD.</p>	03/01/18	<p>The school provided current enrollment as a percentage of membership projections was provided to CSD. According to the school's information, it has received 28 applications for a total of 66 spots.</p> <p>Requested follow-up: None present at this time. If the school has provided this documentation to the School Budget Bureau, then no further action is necessary.</p>
<p>3-1.4. Budget Plan. The budget plan should be done using the most current</p>	<p><input checked="" type="checkbox"/> Budget plan based on projected enrollment submitted to the School Budget Bureau. A copy</p>	03/01/18	<p>The school provided a budget plan based on projected enrollment</p> <p>Requested follow-up: None present at this time. If the</p>

<p>Uniform Chart of Accounts (UCOA). <i>NMAC § 6.20.2.13(C).</i></p>	<p>must be sent to CSD.</p>		<p>school has provided this documentation to the School Budget Bureau, then no further action is necessary.</p>
<p>3-1.5. Enrollment processes and policies that comply with state and federal requirements. <i>NMSA § 22-8B-4.1; NMAC § 6.80.4.19; NMAC § 6.80.4.13; Charter Contract 8.03 19</i></p>	<p><input checked="" type="checkbox"/> Detailed enrollment, admission, and lottery policy. <i>See CSD FAQ: Lottery</i></p>	<p>03/01/18</p>	<p>The school provides all the required policies and procedures. Requested Follow-Up: None present at this time. While there is no non-compliance noted, feedback is provided for the school’s review and consideration. Specifically, the school may consider removing fields (such as address) since it could be perceived as a form screening. See comments embedded in enrollment interest document.</p>
	<p><input checked="" type="checkbox"/> All necessary forms for enrollment, admission, and lottery, including admission application and lottery forms.</p>	<p>03/01/18</p>	<p>The school submitted all necessary forms for enrollment, admission, and lottery, including admission application and lotter forms. . Requested Follow-Up: None present at this time. While there is no non-compliance noted, feedback is provided for the school’s review and consideration.</p>
	<p><input checked="" type="checkbox"/> Evidence that school is advertising with newspapers, bulletin boards, and other methods.</p>	<p>03/01/18</p>	<p>The school provided evidence of advertising on bulletin boards and in public spaces (pictures, ads, etc.). Requested follow-up: None present at this time.</p>
<p>3-1.6. Status report on the development and acquisition of facilities that meet E-Occupancy, NMCI requirements, and ownership/lease requirements. <i>NMSA § 22-8B-4.2.</i></p>	<p><input checked="" type="checkbox"/> Provide status report that details:</p> <ol style="list-style-type: none"> 1) Expected date of receiving E-Occupancy certificate. 2) Any current outstanding construction items that must be completed before E-Occupancy can occur. 3) NMCI score OR expected date of 	<p>03/01/18</p>	<p>The school provided a status report that addressed the four numbered items (at left) with evidence of recent communication with PSFA, as required. Required follow-up: None present at this time. However, please contact the CSD if any of the plans change or the time line changes before the next submission on May 15th.</p>

	<p>receiving NMCI score.</p> <p>4) Approval from PSFA regarding ownership/lease requirements OR identify outstanding items that must be completed before PSFA approval can be secured.</p>		
	<p><input checked="" type="checkbox"/> Provide evidence that contact has been made with PSFA regarding the facilities plan and that contact has been made within the last 30 days.</p>	03/01/18	<p>The school provided evidence (February 25, 2018 email) that contact has been made on behalf of the school with PSFA regarding the facilities.</p> <p>Requested follow-up: None present at this time.</p>
3-1.7. Financial Control.	<p><input checked="" type="checkbox"/> Provide adequate Internal Control Procedures</p> <p><i>NMAC §§ 6.20.2.11 – 6.20.2.18.</i></p>	05/06/18	<p>The school provided its policies and procedures for internal controls.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation at left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Establish and implement written procurement procedures consistent with state and federal law and regulations.</p> <p><i>NMAC § 6.20.2.17; 34 CFR 74.44.</i></p>	03/01/18	<p>The school provided its policies and procedures for internal controls.</p> <p>Requested follow-up: None present at this time.</p>
3-1.8. Mandatory operational policies and procedures have been developed. Charter Contract § 3.01; Charter Contract § 4.02.	<p><input checked="" type="checkbox"/> Compulsory school attendance policies and procedures.</p> <p><i>NMSA § 22-12-2 et seq.</i></p>	03/01/18	<p>The school provided its policies and procedures for internal controls. List the concerns.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine if any changes are necessary. Also, tardiness is addressed in the student and family handbook and explains how many tardies equals an absence. Perhaps that could also be</p>

			articulated in this policy for consistency.
<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures – Provision to conduct early intervention for students who have accumulated five (5) unexcused absences. NMSA § 22-12-9.	03/01/18		The school has provided clear and concise compulsory school attendance policies and procedures. Requested follow-up: None present at this time. However, see embedded feedback provided for the school's consideration.
<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures – Provision to notify the probation office of the judicial district where the student resides following notice of habitual truancy. NMSA § 22-12-7.	03/01/18		The school attendance policies and procedures, including the provision to conduct early intervention for students who have accumulated 5 unexcused absences. Requested follow-up: None present at this time. However, see embedded feedback provided for the school's consideration.
<input checked="" type="checkbox"/> Tobacco free policies and procedures. NMAC § 6.12.4.	03/01/18		The school has provided tobacco-free policies and procedures for this indicator. Requested follow-up: None present at this time.
<input checked="" type="checkbox"/> Bullying prevention policies and procedures. NMAC § 6.12.7.	03/01/18		The school has provided bullying prevention policies and procedures for this indicator. Requested follow-up: None present at this time. However, please consider adding language in your policy concerning the reporting of bullying. See embedded feedback.
<input checked="" type="checkbox"/> Dual credit policies and procedures. NMAC § 6.30.7.8.	03/01/18		The school will be serving elementary grades and will not have a dual credit program. Requested follow-up: None present at this time.
<input checked="" type="checkbox"/> Distance learning policies and procedures. NMAC § 6.30.8.	03/01/18		The school has provided a thoughtful distance learning policy and corresponding procedures that address the regulation. Requested follow-up: None present at this time.

	<input checked="" type="checkbox"/> Staff discipline policies and procedures. NMAC § 6.69.2.8.	05/06/18	The school provided staff discipline policies and procedures that are referenced in the employee handbook. Requested follow-up: Please review 6.69.2.8 NMAC to ensure that the policies conform to all requirements of the regulation and make any necessary changes. See embedded feedback to determine what changes, if any, are necessary. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Policy, process, or plan to disseminate “Code of Ethics” and “Code of Professional Conduct” to all licensed employees. NMAC §§ 6.60.9.81.,6.60.9.9.	03/01/18	The school provided its policy to disseminate the Code of Ethics and Code of Professional Conduct as a document that must be signed before beginning employment as part of its onboarding process. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Policies and procedures for detention, suspension, or expulsion. NMAC § 6.11.2.12.	03/01/18	The school provided its policies and procedures regarding detention, suspension and expulsion. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Student discipline policies and procedures. NMSA § 22-5-4.3. NMAC § 6.11.2.1, et seq.	03/01/18	The school provided its student discipline policies and procedures, and these are referenced in the student and family handbook. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Student Handbook.	03/01/18	The school provided a comprehensive Student and Family Handbook governing student conduct, including referencing several other submitted policies and procedures required in the submission period. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Staff Handbook.	03/01/18	The school provided a comprehensive Employee Handbook that incorporates the policies and procedures governing employment, including referencing several of the policies and procedures required in submission period.

			<p>Requested follow-up: None. However, some feedback is provided for the school’s consideration. Please review embedded feedback to determine what changes, if any, are necessary to ensure compliance with cited statute and regulation or if other comments are useful.</p>
	<input checked="" type="checkbox"/> Status report on implementation of curriculum development plan.	03/01/18	<p>The school provided a status report on its implementation of its curriculum development plans, which provided updates on progress and adjustments to timelines.</p> <p>Requested follow-up: None present at this time.</p>
<p>3-1.9. Curriculum plan. <i>NMAC 6.29.1.9.</i></p>	<input checked="" type="checkbox"/> Status report on implementation of Special Population Development Plans.	03/01/18	<p>The school provided a status report on its implementation of its special population development plans, which provided updates on progress and adjustments to timelines.</p> <p>Requested follow-up: None present at this time.</p>
<p>3-1.10. Protocols and Policies for Implementation of RTI and SAT processes. <i>NMAC § 6.29.1.9.</i></p>	<input checked="" type="checkbox"/> RTI & SAT policies and procedures.	03/01/18	<p>The school provided a well-designed and thought-out RtI manual that is specific to the school’s mission and education program. The school appropriately references the state’s RtI framework, and relevant statutes and regulations. The school provides copies of the corresponding forms to be used. The school’s procedures provide timelines for various steps in its RtI and SAT process. Through the presentation of its policies and procedures, the school’s detailed documents, it demonstrates the feasibility of implementation of its school-specific model.</p> <p>Requested follow-up: None present at this time.</p>
<p>3-1.11. Special Education. <i>IDEA 2004; 29 U.S.C. § 701 (otherwise known as Section 504 of the Rehabilitation Act of 1973); NMSA § 22-13-5 -- 22-13-8; NMSA 22-13-5 -- 22-13-8); NMAC 6.29.1.9; NMAC § 6.29.5.1, et</i></p>	<input checked="" type="checkbox"/> ELL services. --Provide evidence that school has consulted with the ELL Bureau and reviewed the relevant technical assistance manuals.	03/01/18	<p>The school attended the January 5, 2018 training at which staff from the Language and Culture Bureau (LCB) presented on English Learners. In addition, the school described its meeting and consultations with the Language and Culture Bureau. The school met with Kirsi Laine, PED’s English Learner Specialist. The LCB provided ELD standards and technical assistance manuals.</p> <p>Requested follow-up: None. However, as the school develops its policies and procedures for the proper identification, assessment, service, and academic monitoring of ELs and RFEP students, it may wish to reach out to the LCB for further guidance and support. Please ensure to copy the CSD on all communication so that it can</p>

	<input checked="" type="checkbox"/> Evidence that employment of head administrator and licensed school employees in compliance with nepotism rule as defined in 22-8B-10.	05/17/18	The school provided evidence of Anti-Nepotism compliance conflict of interest forms, signed by all governing board members and the school leaders. Requested follow-up: None present at this time.
5-15.3.School is established as a formal public school entity in the state of New Mexico with all necessary tax identification numbers, bank accounts, etc. <i>NMAC § 6.20.2.18.</i>	<input checked="" type="checkbox"/> Bank records or other evidence that shows a public entity account has been established at a NM banking institution.	05/22/18	The school provided evidence of an established NM banking institution with New Mexico Bank and Trust. Bank statement dated, 30 APR 2018. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Tax ID numbers.	05/22/18 06/03/18	The school provided an unofficial notification of the school's CRS and EIN tax identification. However, please re-submit the official notification from the IRS Department of Treasury indicating issuance of the EIN Tax Identification number. Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are necessary to ensure compliance with the state regulation noted to the left. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> W-9 Substitute Form (submitted to DFA through PED).	05/22/18	The school provided a copy of the Substitute W-9 form submitted to the NM Department of Finance and Administrator, dated 25 APR 2018. Requested follow-up: None present at this time.
5-15.4.Membership Projections & Enrollment. <i>NMSA § 22-8-12.1.</i>	<input checked="" type="checkbox"/> Provide an update on current enrollment by grade level and as a percentage of the March 1 st projected enrollment.	05/23/18	The school provided an updated enrollment projection. The school is 78% toward its Kindergarten March projection, 85% toward its 1 st grade March projection, and 64% toward its 2 nd grade March projection. Requested follow-up: None present at this time.
5-15.5.First Year Operating Budget in place. <i>NMSA § 22-8-11.</i>	<input checked="" type="checkbox"/> A revised plan on file with the School Budget Bureau that must align to current enrollment. A copy must be sent to the	05/23/18	The school provided evidence the school's 901BCS-10 form was received by the PED Budget Analyst. Please continue to work closely with the SBFA Bureau to move forward with the budgeting process.

	CSD.		Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> A Charter School Operating Budget (form 901BCS-10) on file that aligns with current enrollment and that has been signed and approved by the School Budget Bureau. A copy must be sent to the CSD.	05/23/18	The school provided evidence the school's 901BCS-10 form was received by the PED Budget Analyst. Please continue to work closely with the SBFA Bureau to move forward with the budgeting process. Requested follow-up: None present at this time.
5-15.6. Access to OBMS. <i>NMAC § 6.20.2.10.</i>	<input checked="" type="checkbox"/> OBMS User Form on file to allow access to OBMS (BAR submissions, approvals, etc.). Evidence must be provided to CSD.	05/23/18	The school provided evidence that the Business Manager has gained access to OMBS online platform. Requested follow-up: None present at this time.
5-15.7. An electronic system for management of student data has been implemented and is compatible with STARS. <i>NMSA § 22-10A-19.2.</i>	<input checked="" type="checkbox"/> Provide name of software the school plans on using and name of entity that publishes, manages, or operates the software.	05/23/18	The school provided evidence of contracting student information management with PowerSchool. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Provide evidence software is compatible with STARS.	05/23/18	PowerSchool student information management system is compatible with STARS, verified by the Information and Technology Bureau. Requested follow-up: None present at this time.
5-15.8. Assessment Plan Developed. <i>NMAC § 6.80.4.9(E).</i>	<input checked="" type="checkbox"/> Should the school wish to provide Interim assessments the school must provide evidence interim assessments have been identified and budgeted, and that there has been contact with an identified assessment company.	05/24/18	The school provided a detailed budget breakdown for all assessment expenses they will be responsible for, which will not be provided through the PED. The school also provided evidence of communication with the assessment companies. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Provide plan and schedule for administration of interim	05/24/18	The school provided a tentative yet detailed schedule for the administration of iStation, W-APT (when applicable), Access (when applicable), KOT, STEP (school specific), SBA

	assessment(s) and for administration of PARCC, W-IDA / W-APT / ACCESS or any other planned assessments.		(when applicable), and PARRC (when applicable) that align with the PED 2017-18 assessment schedule. Please note: the school must create a final schedule once the Assessment Bureau releases the 2018-19 assessment schedule. The school outlined specific training for the STEP assessment. Please ensure training needs for test administration are considered in this school's training schedule. Requested follow-up: Please see embedded feedback in the attached documents regarding STEP training for teachers.
5-15.9.Staffing Plan.	<input checked="" type="checkbox"/> Status report on recruitment and hiring to meet staffing plan provided in application.	05/23/18	The school provided a detailed update for all the hired positions, the remaining vacant positions and the pending position vacancies based on enrollment needs. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Timelines to secure licensing and backgrounds for each prospective staff member.	05/23/18	The school provided a detailed schedule for all hired staff obtaining/verifying licensure and appropriate background checks. The timeline provided for background checks align with state statute. Requested follow-up: None present at this time.
	<input checked="" type="checkbox"/> Special education staffing plan / contracts.	05/23/18	The school provided an update for identifying/hiring a special education teacher. The school developed a detailed plan for the interim until the school's special education teacher is recruited/hired. Requested follow-up: None present at this time.
5-15.10.Professional development plan. <i>Charter Contract § 8.02; Charter Contract § 8.12.</i>	<input checked="" type="checkbox"/> Plan and forms to implement professional development plans (PDPs) for individual teachers. NMAC § 6.65.2.8; NMAC § 6.30.5.13; NMAC § 6.30.12.11.	05/24/18 06/03/18	The school provided a detailed timeline for school-wide PD, establishing SMART goals and individual teacher PDP planning that align with the NMTech rubric. Please address clarifying questions throughout the document. Requested follow-up: Please see embedded feedback within the attached documents. Please review and determine what changes, if any, are necessary to ensure compliance with the state regulation noted to the left. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is</i>

<i>Guidance Document; Charter Contract</i>			
	<p><input checked="" type="checkbox"/> School has provided evidence that it has developed wellness policies and procedures pursuant to NMAC § 6.12.6 and submitted these to the Student Success and Wellness Bureau for review.</p> <p><i>NMAC § 6.12.6; Wellness Policy Guidance Document.</i></p>	<p>05.20.18</p> <p><i>06/04/18</i></p>	<p>The school provided its Wellness policies and procedures. However, the school indicated the Wellness policy had two (2) parts but only included one (1) part in the submitted policy and procedure document.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation and department’s Wellness Policy Guidance at left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> School has provided evidence that it has developed an initial Safe School plan pursuant to NMAC § 6.12.6 and submitted these to the Coordinated School Health and Wellness Bureau for review.</p> <p><i>NMAC § 6.12.6; Safe Schools Guidance Document.</i></p>	<p>05.18.18</p>	<p>The school provided its initial Safe School Plan and it has been submitted to the Safe Schools Bureau for pre-review. The PED Safe Schools Bureau will reach out to the school directly and continue working with the school per its established processes and timelines.</p> <p>Requested follow-up: None at this time, however, the Safe Schools Bureau will reach out to the school directly with feedback and next steps.</p>
	<p><input checked="" type="checkbox"/> Gun free schools policy.</p> <p><i>NMSA § 30-7-2.1; NMSA § 32A-2-33.</i></p>	<p>05.20.18</p> <p><i>06/04/18</i></p>	<p>The school provided its policies and procedures for gun free schools. However, did not include all of the statutory requirements.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation at left.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</i></p>

		06/04/18	<p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p> <p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> Pest Control policies & procedures. <i>NMAC 6.29.1.9(O)(6).</i>	05.20.18	<p>The school provided its pest control policies and procedures. Please address clarifying questions throughout the document.</p> <p>Recommended follow-up: Please see the embedded feedback in the documents attached.</p>
5-15.13.Special Education. IDEA 2004; 29 U.S.C. § 701 (otherwise known as Section 504 of the Rehabilitation Act of 1973); NMSA § 22-13-5; NMSA § 22-13-8); NMAC 6.29.1.9; NMAC § 6.29.5.1, et seq.; NMAC § 6.31.2, et seq.	<input checked="" type="checkbox"/> School special education & 504 policies and procedures.	05.25.18	<p>The school provided a thorough 504 policies and procedure manual that at this time, appears to align with all federal and state regulation. Policy included a detailed compliant process and roles of responsible parties involved.</p> <p>Requested follow-up: None.</p>
	<input checked="" type="checkbox"/> Completed special education template. <i>Memorandum from Director Baca, NM Special Education Bureau to Charter School Administrators (June 2, 2014).</i>	05.25.18	<p>The school provided its special education template that aligns with the guidance provided by the Special Education Bureau. Please see Chapter(s) 5.2 and 8 for an area requiring the school's name.</p> <p>Requested follow-up: Please see the embedded feedback in the documents attached. Please review and determine what changes, if any, are required to ensure compliance with the cited regulation to the left.</p>
		06/03/18	<p>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The required changes have been made. No further action is necessary.</p>
	<input checked="" type="checkbox"/> Procedures and any necessary forms for tracking special education ancillary and direct services.	05.25.18	<p>The school provided two electronic forms of monitoring direct services provided to eligible students. Both forms were clear and concise.</p> <p>Requested follow-up: None.</p>

Charter Contract § 8.02.	<input type="checkbox"/> Next Step Plan forms, policies and procedures. (Only applicable for schools that serve grades 8-12). <i>NMSA § 22-13-1.1</i>		Not Applicable
	<input type="checkbox"/> School Athletic Equity policies and procedures (Only applicable for schools that serve grades 7-12). <i>NMAC § 6.13.4</i>		Not Applicable
	<input type="checkbox"/> Provide evidence school shall offer at least one honors or similar academically rigorous class each in mathematics and language arts. <i>NMSA 22-13-1.4.</i>		Not Applicable
	<input type="checkbox"/> Provide evidence school has a signed Dual Credit Master Agreement with an institution of higher education. <i>NMSA 22-13-1.4.</i>		Not Applicable
	<input type="checkbox"/> Provide evidence school has a program of distance learning courses in place. <i>NMSA 22-13-1.4.</i>		Not Applicable
	<input type="checkbox"/> Provide evidence school is prepared to offer at least two years of a language other than English. <i>NMSA 22-13-1.4.</i>		Not Applicable

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SUMMARY REPORT - ITEMS DUE BY MAY 15th .

Thank you for your timely submission of documentation by the May 15, 2018 deadline. The school's conference call to discuss the feedback of the May 15th Summary Report has been scheduled for May 29, 2018.

In preparation of this conference, please carefully review in the Implementation Year Checklist for the May 15th Summary Report and any additional comments embedded within any attached documents. During the conference, the CSD will answer any outstanding questions and/or clarify requested follow-up to address findings identified in the Implementation Year Checklist.

If required, all resubmission documents are due by June 1, 2018.

5-15.16. Attend all planning year conferences to discuss issues, concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> School held a conference with CSD within 10 days of receiving the May 15 th Summary Report.	05/29/18	The school conferenced with CSD staff via telephone on May 29, 2018 to discuss the feedback for the May 15 th submissions. The school resubmitted revised documents.
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INDICATORS	DOCUMENTATION	Date of Completion	FINDINGS
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ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE

P-O.1. Resolve all findings with the Implementation Year Checklist.	<input type="checkbox"/> Revised policies and additional documentation to address and resolve all findings, issues, and concerns identified in the May 15th review or discussed during the May 15th conference.		
P-O.2. Curriculum framework is articulated in writing and matches school mission and goals. (Framework aligned	<input type="checkbox"/> Status report on continued implementation of curriculum development plan.		

to NM content standards, benchmarks and performance standards by end of first year.)	<input type="checkbox"/> Resources necessary for the implementation of the curriculum as articulated are available		
	<input type="checkbox"/> Curriculum identifies resources, knowledge and skills students are expected to learn (NMCCSS/NMCS).		
	<input type="checkbox"/> The Curriculum identifies the learning standards or learning objectives students are expected to meet for each course.		
	<input type="checkbox"/> The Curriculum identifies the units and lessons that teachers will teach.		
	<input type="checkbox"/> The curriculum identifies assignments and projects that will be given to students.		
	<input type="checkbox"/> The curriculum identifies the books, materials, videos, presentations, and readings used in a course.		
	<input type="checkbox"/> The curriculum identifies the tests, assessments, and other methods used to evaluate student learning		

P-O.3.School has implemented and adopted a budget and all mandatory policies.	<input type="checkbox"/> Signed statement from the governing body that the final budget, the final operating budget, and any revised policies were adopted and implemented by the governing body.		
	<input type="checkbox"/> If the school is at less than 95% of budgeted enrollment, the school provides a plan to adjust spending/budget to account for lower enrollment.		
P-O.4.Development / acquisition of facilities that meet E-Occupancy, NMCI requirements, and ownership/lease requirements (22-8B-4.2 NMSA)	<input type="checkbox"/> Evidence of E-occupancy Certificate.		
	<input type="checkbox"/> Evidence of sufficient New Mexico Condition Index.		
	<input type="checkbox"/> Evidence that PSFA has approved either the State ownership arrangement, the lease arrangement or the lease purchase agreement.		
P-O.5.Recruitment and hiring of adequate number of teachers and support personnel to match assignments and staffing plan, as adapted for actual enrollment	<input type="checkbox"/> Copies of licenses and credentials are within the staff files		
	<input type="checkbox"/> School has necessary licensure to teach curriculum, identified classes, and grade levels.		
	<input type="checkbox"/> Signed contract(s) supporting minimum salaries and detailed position descriptions are within each staff file.		

	<input type="checkbox"/> Criminal background checks and fingerprinting documentation are within each staff file		
	<input type="checkbox"/> School has evidence of a licensed special education provider and a licensed gifted provider either on staff or on contract. If school has no identified special education or gifted students, then school must have evidence of a process or plan to provide these services should school receive identified students.		
	<input type="checkbox"/> School has evidence of a licensed diagnostician available for special education evaluation referrals.		
P-O.6.Relevant and necessary students forms completed and on file.	<input type="checkbox"/> Completed student enrollment forms. Forms must indicate there is enrollment for a minimum of 8 students with New Mexico Residency.		
	<input type="checkbox"/> Completed English Language proficiency forms or home language surveys for all enrolled students.		
	<input type="checkbox"/> School has developed an IEP for all identified students or has evidence that an IEP meeting has been requested.		

SUMMARY REPORT - ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE

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