

AGENDA ITEM EXECUTIVE SUMMARY

- I. Public Education Commission Meeting Date: July 18, 2018
- II. Item Title: Discussion and Possible Action on Amendment and Notification Policies, Procedures, and Forms
- III. Summary and Proposed Motions:

Issue(s):

In April the Commission approved several policies, listed below. These policies are being presented for minor revisions to align with policies approved at June meeting.

- Additional Programming for New School Population
- Educational Program
- Enrollment Cap Request
- Grade Level Change Request
- New School Amendment Request
- Partner or Non-Profit Management Company Amendment Request
- Permanent Change in Instructional Hours Request

In addition, based on the new contract template, we are proposing that the commission adopt the following additional amendment policies:

- Site Specific Enrollment Notifications
- PF Academic Goal Amendment Notification
- Waiver Notifications

Finally, forms have been developed for each policy until a web-based system can be developed.

Proposed Motion(s):

I move to approve the policies, processes, and forms presented in the materials with the changes discussed on the record.

Additional Educational Program for New School Population Amendment Request

Purpose

The *Additional Educational Program for New School Population Amendment Request* is used to add an additional or different educational program to the charter contract, which will result in a new population of students (beyond the currently enrolled students) being served in a program that is different (different hours/schedule, different primary instructional methods) from the primary educational program that the currently enrolled students are served within.

A change to add an educational program for a new school population is **not** effective until approved by the PEC.

Determining Eligibility

To determine whether your charter school is eligible to expand (increase the educational programs offered) using the *Additional Educational Program for New School Population Amendment Request*, review the performance of the school. The expansion process is open to any charter school if the school has:

- Received no lower than a “C” letter grade in any of the past three years, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years.

Schools shall only be eligible to submit an *Additional Educational Program for New School Population Amendment Request* if the school is on a 2018 or post-2018 contract. Schools using the pre-2018 contract who seek to submit a New School Amendment Request may do so concurrently with or after requesting that the commission negotiate with them to enter into a new contract using the 2018 template.

Submission Window

The *Additional Educational Program for New School Population Amendment Request* may only be submitted for consideration at the **February through June PEC meetings** to go into effect in the subsequent fiscal year.

The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year).

If the fiscal year has started or will start prior to the request being considered by the PEC, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

PEC Consideration

An administratively complete *Additional Educational Program for New School Population Amendment Request* submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

Additional Educational Program for New School Population Amendment Request

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~ requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
- All performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny an *Additional Educational Program for New School Population Amendment Request* will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures:

Has the applicant adequately met its mission;
Will the requested amendment substantially change the mission or educational program of the school;
Is the applicant's academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Grade Levels Served in New Educational Program*	Identify the grades to be served in the additional educational program. This must align with the current grade levels identified in the charter contract or be accompanied by a grade level change amendment request.
Additional Educational Program*	Identify the educational program description you would like included in the contract that describes the educational program to be offered, include a description of the curriculum, schedule/hours, instructional methods, and assessment methods.
Effective Date*	Enter the proposed first day of school for the new program.
Mission*	Identify the school's mission, which must not conflict with the proposed new program.

Attachments

Curriculum Samples*

Attach curriculum samples for each grade level that will be served in the additional educational program, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 6 of these instructions.

Approved Board Minutes or Certification of the Vote Taken by the Board*

Attach evidence that the requested change has been approved by the Charter School Board; certification must be signed by an authorized member of the board.

Narrative*

Attach a narrative that responds to each of the following prompts:

- Describe the rationale for this request.
- Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
 - Recruitment;
 - Hiring; and
 - Training.
- If changes to staffing are not needed, provide an explanation.
- Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
 - A plan for meeting targets;
 - Necessary advertising and/or promotion to meet the targets;
 - Number of returning students; and
 - Anticipated new student enrollment.
- Describe the proposed additional Educational Program, including the following:
 - Curriculum (which clearly demonstrates alignment to the New Mexico Common Core State Standards and New Mexico Content Standards);
 - Methods of instruction; and
 - Formative and summative assessments.
- Explain how the proposed changes to the Educational Program align to the mission documented in the charter or to a mission change amendment request.
- Explain how the proposed additional Educational Program will improve student achievement in the target population that will be served by the additional educational program.

Additional Educational Program for New School Population Amendment Request

- Identify the concrete resources, if any, needed for implementation. Consider the curriculum, assessment, and instruction embodied in this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (If the additional program will serve Grades K–8) Present clear criteria for promotion from one grade level to the next, to include the level of proficiency that students must obtain to demonstrate mastery of academic core content.
- (If the additional program will serve Grades 9–12) Describe the following:
 - Course offerings;
 - Process and criteria for awarding course credit;
 - Policy on acceptance of transfer credit; and
 - Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.

Occupancy Documentation (Only if a different facility will be used or if the additional programming enrollment combined with current enrollment will exceed current facility cap)

For the proposed facility, clearly label and provide the following documents:

- Documentation of the capacity load of the facility to document capacity that can sustain projected growth in enrollment. Hand-drawn images will not be accepted.
- If an additional facility is to be utilized:
 - A Certificate of Occupancy, approved for educational use; *OR* An assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
 - NMCI letter from the PSFA; *OR* An assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
 - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted) ; *OR* An assurance that the school will not occupy any space that does not have a sufficient capacity load to sustain the enrollment requested and provides documentation of the capacity load to the PEC; and
 - Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements of Section 22-8B-4.2 NMSA 1978; *OR* An assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

Additional Information*

Attach each of the following documents:

- Enrollment Matrix
 - Detail the current and targeted number of students served per grade for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational

program.

- Staffing Chart
 - Identify the current and anticipated staffing information for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational program.

Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Curriculum Samples for each grade that will be served in the new programming. See Curriculum Sample Instructions and Template beginning on page 6 of these instructions. The curriculum samples should reflect the new program as proposed to be added in the amendment request.
- Approved Board Minutes [or Certification of the Vote Taken by the Board](#)
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Narrative, Addressing All Prompts
- Facility Information, If Required
- Additional Information
 - Enrollment Matrix
 - Staffing Chart

Curriculum Sample Instructions and Template

Who needs to use this form?

All schools requesting to change the Educational Program of the school.

Why?

Curriculum samples provide a representation of an Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

Directions

For each grade level being served that will be impacted by the proposed change, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If the changes will impact 4th, 7th, and/or 11th grade, provide a Science curriculum sample.

How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

Reading—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Writing—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Mathematics—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

Science—A Science curriculum sample must be submitted for charters requesting an amendment to the educational program that will impact 4th, 7th, and/or 11th grade. Each Science curriculum sample must identify one performance standard (PS) from a Science strand (Strands 2–3 only). Strand 1 (Scientific thinking and practice) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

What about standards with several components?

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

<p>(M) 3.NF.2: <u>diagram.</u></p>	<p><u>Understand a fraction as a number on the number line; represent fractions on a number line</u></p>
<p>a.</p>	<p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
<p>b.</p>	<p>Represent the fraction a/b on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

<p>(M) 4.W.1 <u>information.</u></p>	<p><u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u></p>
<p>a.</p>	<p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>
<p>b.</p>	<p><u>(M) Provide reasons that are supported by facts and details.</u></p>
<p>c.</p>	<p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
<p>d.</p>	<p><u>(M) Provide a concluding statement or section related to the opinion presented.</u></p>

What is rigor?

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico’s Common Core State Standards and New Mexico’s Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

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For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> Each curriculum sample must be no more than 8 pages total. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> The attached Curriculum Sample Template must be used for all curriculum sample submissions.
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> Fonts must be no less than 10 point.
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> The curriculum sample must identify the grade level of that sample.
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> The curriculum sample must identify the content area of that sample.
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> The course title must be provided.
<input type="checkbox"/>	<p>Alignment to Educational Program</p> <ul style="list-style-type: none"> Describe how the instructional methods found in the lesson(s) align to the Additional Educational Program for New School Population Amendment Request.
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> Include Standard number. If lesson(s) address(es) more than one standard or standard includes multiple components, refer to What standards may be used? or What about standards with several components? above. The focus of review is designated with the bolded (M). Reading: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), not to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Writing: one standard from the Writing strand (Text Types and Purposes only—W.1, W.2, or W.3), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Mathematics: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content). Science: one performance objective (PO) from a Science strand (Strands 3–6 only)
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review

Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Student Activities</p> <ul style="list-style-type: none"> Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable) Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.
<input type="checkbox"/>	<p>Educational Program</p> <ul style="list-style-type: none"> Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Additional Educational Program for New School Population Amendment Request.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level		Content Area	
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>			
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>			
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1		
2		
3		
4		
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow students</i>	

Additional Educational Program for New School Population Amendment Request

	<i>to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Educational Program Amendment Request

Purpose

The *Educational Program Amendment Request* is used to change the educational program *as described in the charter contract*. Note that any changes made need to support and align with the charter mission. The Amendment Request may not change the essence of the school's mission or program.

A change in the educational program is **not** effective until approved by the PEC.

Determining Eligibility

Any Charter School may submit an *Educational Program Amendment Request*. No school may submit any amendment request that will change the essence of the school's program.

Submission Window

The *Educational Program Amendment Requests* may only be submitted for consideration at the **January through June PEC meetings** to go into effect in the subsequent fiscal year.

The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year).

If the fiscal year has started or will start prior to the request being considered by the PEC, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

PEC Consideration

An administratively complete *Educational Program Amendment Request* submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~ requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny an *Educational Program Amendment Request* will be based on the following considerations:

Educational Program Amendment Request

The Education Program Amendment Request does not change the essence of the school's program; and

The applicant demonstrated capacity to successfully implement the requested change.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "**").

Form Fields

Field	Instructions
Current Information*	Provide the current contractual language describing the Educational Program elements the school seeks to change; if there is no specific language, describe the Educational Program elements the school seeks to change that are implied in the current contract.
Proposed Change*	Provide the specific contractual language the school would like to have included in the Educational Program section of the contract.

Attachments

Curriculum Samples*

Attach curriculum samples for each grade level that will be impacted by the amendment. Curriculum samples must reflect implementation of the new/revised educational program, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 4 of these instructions.

Approved Board Minutes or Certification of the Vote Taken by the Board*

Attach evidence that the requested change has been approved by the Charter School Board; [certification must be signed by an authorized member of the board](#).

Narrative*

Attach a narrative that responds to the following prompts:

- Describe the rationale for the change in the Educational Program.
- Describe the proposed changes to the Educational Program, including the following:
 - Curriculum (which clearly demonstrates alignment to the New Mexico Common Core State Standards and New Mexico Content Standards);
 - Methods of instruction; and
 - Formative and summative assessments.
 - If changes to one or more areas are not needed, provide an explanation.
- Explain how the proposed changes to the Educational Program align to the mission documented in the charter.
- Explain how the proposed changes to the Educational Program improve student achievement in the target population served by the charter.

Educational Program Amendment Request

- Discuss the transition plan for the changes to the Educational Program, including the following:
 - Timeframes for implementation of the changes;
 - Purchasing necessary resources (e.g. curriculum and assessment materials) to implement the changes;
 - Hiring and/or Training staff to effectively implement the changes; and
 - Providing evaluation (monitoring) and support to address challenges encountered during the implementation of the change and ensure improved student achievement.
- Explain the budget impact and how the school will manage all expenses, including, but not limited to, those already identified in the transition plan of the narrative. Include the following, as applicable:
 - Recruiting, hiring, and training new or current employees
 - Purchase of concrete resources.
- Explain how the school has engaged with the current school community to evaluate support or opposition to the change, support the transition, and explain the need to make the change. Include:
 - Specific information regarding the support or opposition by parents, teachers, students, administrative staff to the change.

Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Approved Board Minutes or Certification of the Vote Taken by the Board
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts
- Curriculum Samples for each grade the school serves that will be impacted by the change to the educational program. See Curriculum Sample Instructions and Template beginning on page 4 of these instructions. The curriculum samples should reflect the education program as proposed to be revised in the amendment request.

Curriculum Sample Instructions and Template

Who needs to use this form?

All schools requesting to change the Educational Program of the school.

Why?

Curriculum samples provide a representation of an Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

Directions

For each grade level being served that will be impacted by the proposed change, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If the changes will impact 4th, 7th, and/or 11th grade, provide a Science curriculum sample.

How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

Reading—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Writing—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Mathematics—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

Science—A Science curriculum sample must be submitted for charters requesting an amendment to the educational program that will impact 4th, 7th, and/or 11th grade. Each Science curriculum sample must identify one performance standard (PS) from a Science strand (Strands 2–3 only). Strand 1 (Scientific thinking and practice) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

What about standards with several components?

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

<p>(M) 3.NF.2: <u>diagram.</u></p>	<p><u>Understand a fraction as a number on the number line; represent fractions on a number line</u></p>
<p>a.</p>	<p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
<p>b.</p>	<p>Represent the fraction a/b on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

<p>(M) 4.W.1 <u>information.</u></p>	<p><u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u></p>
<p>a.</p>	<p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>
<p>b.</p>	<p><u>(M) Provide reasons that are supported by facts and details.</u></p>
<p>c.</p>	<p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
<p>d.</p>	<p><u>(M) Provide a concluding statement or section related to the opinion presented.</u></p>

What is rigor?

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico’s Common Core State Standards and New Mexico’s Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

Educational Program Amendment Request

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> Each curriculum sample must be no more than 8 pages total. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> The attached Curriculum Sample Template must be used for all curriculum sample submissions.
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> Fonts must be no less than 10 point.
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> The curriculum sample must identify the grade level of that sample.
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> The curriculum sample must identify the content area of that sample.
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> The course title must be provided.
<input type="checkbox"/>	<p>Alignment to Educational Program</p> <ul style="list-style-type: none"> Describe how the instructional methods found in the lesson(s) align to the Educational Program Amendment Request.
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> Include Standard number. If lesson(s) address(es) more than one standard or standard includes multiple components, refer to What standards may be used? or What about standards with several components? above. The focus of review is designated with the bolded (M). Reading: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), not to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Writing: one standard from the Writing strand (Text Types and Purposes only—W.1, W.2, or W.3), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Mathematics: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content). Science: one performance objective (PO) from a Science strand (Strands 3–6 only)
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review

Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Student Activities</p> <ul style="list-style-type: none"> Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable) Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.
<input type="checkbox"/>	<p>Educational Program</p> <ul style="list-style-type: none"> Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Educational Program Amendment Request.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level		Content Area	
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>			
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>			
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
1		
2		
3		
4		
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the</i>	

Educational Program Amendment Request

	<i>Summative Assessment Items that will allow students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

Enrollment Cap Amendment Request

Purpose

The *Enrollment Cap Amendment Request* is used to change the number of students the school is approved to serve as described in the charter contract.

An enrollment cap is **not** effective until approved by the PEC.

Enrollment cap requests must be submitted for approval at least two months prior to the school's enrollment period.

Determining Eligibility

Schools shall only be eligible to submit an *Enrollment Cap Amendment Request* if the school is on a 2018 or post-2018 contract. Schools using the pre-2018 contract who seek to submit an *Enrollment Cap Amendment Request* may do so concurrently with or after requesting that the commission negotiate with them to enter into a new contract using the 2018 template.

To determine whether your charter school is eligible to expand (**increase** the enrollment cap) using the *Enrollment Cap Amendment Request*, review the performance of the school. The expansion process is open to any charter school if the school has:

- Received no lower than a "C" letter grade in any of the past three years, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years.

Submission Window

The *Enrollment Cap Amendment Request* must be submitted at least two months prior to the school's enrollment period for any changes to be effective for the subsequent school year.

The *Enrollment Cap Amendment Request* must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year).

If the fiscal year has started or will start prior to the request being considered by the PEC, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

PEC Consideration

An administratively complete *Enrollment Cap Amendment Request* submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~

Enrollment Cap Amendment Request

requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.

- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Requests to decrease the enrollment cap will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda during the scheduled PEC meeting for full discussion and possible action by the Commission ~~either before the scheduled PEC meeting or during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.~~

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny an *Enrollment Cap Amendment Request* to increase the enrollment cap will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures:

Has the applicant adequately met its mission;
Is the applicant's academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Current Information*	Identify the Current Enrollment Cap approved for the charter contract.
Proposed Change*	Enter the Enrollment Cap being requested, ensuring it is supported by the documented capacity of the facility/facilities identified.

Attachments

Approved Board Minutes or Certification of the Vote Taken by the Board *

Enrollment Cap Amendment Request

Attach evidence that the requested change has been approved by the Charter School Board; certification must be signed by an authorized member of the board.

Narrative*

Attach a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
 - Recruitment;
 - Hiring; and
 - Training.
- If changes to staffing are not needed, provide an explanation.
- (Increase Only) Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
 - A plan for meeting targets;
 - Necessary advertising and/or promotion to meet the targets;
 - Number of returning students; and
 - Anticipated new student enrollment.
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (Decrease Only) An explanation of how the decrease will not displace any currently enrolled students, who are eligible to return in the next school year. If the current enrollment is higher than the proposed enrollment, a phase out plan that ensures the decrease will not displace any currently enrolled students, who are eligible to return in the next school year.

Occupancy Documentation (Increase Only)

For the proposed facility, clearly label and provide the following documents:

- Documentation of the capacity load of the facility to document capacity that can sustain projected growth in enrollment. Hand-drawn images will not be accepted.
- If an additional facility will be utilized:
 - A Certificate of Occupancy, approved for educational use; *OR* An assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
 - NMCI letter from the PSFA; *OR* An assurance that the school will not occupy any space until the

Enrollment Cap Amendment Request

- school possesses a NMCI letter from the PSFA and provides the same to the PEC;
- Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted) ; *OR* An assurance that the school will not occupy any space that does not have a sufficient capacity load to sustain the enrollment requested and provides documentation of the capacity load to the PEC; and
- Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements of Section 22-8B-4.2 NMSA 1978; *OR* An assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

Additional Information (Increase Only)

Attach each of the following documents:

- Enrollment Matrix
 - Detail the current and targeted number of students served per grade for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational program.
- Staffing Chart
 - Identify the current and anticipated staffing information for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational program.

Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Approved Board Minutes or Certification of the Vote Taken by the Board
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Narrative, Addressing All Prompts
- Facility Information, If Required
- Additional Information, If Required
 - Enrollment Matrix
 - Staffing Chart

Grade Level Change to Contract Amendment Request

Purpose

The *Grade Level Change to Contract Amendment Request* is used to change the grade levels the school is approved to serve *as described in the charter contract*.

The change in grade levels is **not** effective until approved by the PEC.

Determining Eligibility

Schools shall only be eligible to submit a *Grade Level Change to Contract Amendment Request* if the school is on a 2018 or post-2018 contract. Schools using the pre-2018 contract who seek to submit a *Grade Level Change to Contract Amendment Request* may do so concurrently with or after requesting that the commission negotiate with them to enter into a new contract using the 2018 template.

To determine whether your charter school is eligible to expand (**increase** the grade levels served) using the *Grade Level Change to Contract Amendment Request*, review the performance of the school. The expansion process is open to any charter school if the school has:

- Received no lower than a “C” letter grade in any of the past three years, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years.

Any charter school is eligible to submit a *Grade Level Change to Charter Amendment Request* to **decrease** the grade levels the Charter school is approved to serve.

Submission Window

The *Grade Level Change to Contract Amendment Request* may only be submitted for consideration at the **February through June PEC meetings** to go into effect in the subsequent fiscal year.

The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year).

If the fiscal year has started or will start prior to the request being considered by the PEC, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

PEC Consideration

An administratively complete *Grade Level Change to Contract Amendment Request* submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~ requirements **will result in a delay** in consideration of the request until the school comes into

Grade Level Change to Contract Amendment Request

compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.

- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Requests to **decrease** the grade levels served will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda ~~either before the scheduled PEC meeting or during the scheduled PEC meeting.~~ ~~If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting~~ for full discussion and possible action by the Commission.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny a *Grade Level Change to Contract Amendment Request* will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures:

Has the applicant adequately met its mission;
Is the applicant's academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Current Grade Levels Served *	Identify the <i>Current Grade Levels Served</i> accurately based on the grade levels approved for the charter contract and currently served.
Proposed Change to Grade Levels Served*	Identify the grades to be served after approval of the request. This includes the current grades served, and the new grades that are requested.
Effective Date *	Enter the proposed first day of school for the new grade configuration.

Attachments

Curriculum Samples (Only Schools That Earned Tier 2 or B/C Letter grade)

Charters in which the school has earned an “A” letter grade or Tier 1 rating in the current year will not be required to submit curriculum samples.

Charters that have received a “C” or “B” letter grade or Tier 2 rating will be required to provide a complete set of curriculum samples for each grade to be added.

Attach curriculum samples for each additional grade level being requested. Curriculum samples must reflect implementation of the educational program described in the contract, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 5 of these instructions.

Approved Board Minutes or Certification of the Vote taken by the Board*

Attach evidence that the requested change has been approved by the Charter School Board; certification must be signed by an authorized member of the board.

Narrative*

Attach a narrative that responds to the following prompts:

- (Decrease and Increase) Describe the rationale for this request.
- (Increase Only) Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
 - Recruitment;
 - Hiring; and
 - Training.
- If changes to one or more areas are not needed, provide an explanation.
- (Increase Only) Provide a detailed description of how the Charter school will meet the enrollment targets identified in each Enrollment Matrix submitted. Include the following:
 - A plan for meeting targets;
 - Necessary advertising and/or promotion to meet the targets;
 - Number of returning students; and
 - Anticipated new student enrollment.
- (Increase Only) Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- (Adding Grades K–8 Only) Present clear criteria for promotion from one grade level to the next, to include

Grade Level Change to Contract Amendment Request

the level of proficiency that students must obtain to demonstrate mastery of academic core content.

- (Adding Grades 9–12 Only) Describe the following:
 - Course offerings;
 - Process and criteria for awarding course credit;
 - Policy on acceptance of transfer credit; and
 - Graduation requirements that identify the number of credits in each content area and electives consistent with State requirements.
- (Decrease Only) Identify the number of students displaced by the decrease in grade levels.
- (Decrease Only) Describe the plan to communicate the decrease in grades to the school community.
- (Decrease Only) Describe the plan to provide displaced students assistance with:
 - Identifying other educational options; and
 - Enrolling in another school.

Occupancy Documentation (Increase Only)

For the proposed facility, clearly label and provide the following documents:

- Documentation of the capacity load of the facility to document capacity that can sustain projected growth in enrollment. Hand-drawn images will not be accepted.
- If an additional facility will be utilized:
 - A Certificate of Occupancy, approved for educational use; *OR* An assurance that the school will not occupy any space until the school possesses a Certificate of Occupancy and provides the same to the PEC;
 - NMCI letter from the PSFA; *OR* An assurance that the school will not occupy any space until the school possesses a NMCI letter from the PSFA and provides the same to the PEC;
 - Documentation of the capacity load of the facility to document capacity that can sustain enrollment requested (hand-drawn images will not be accepted) ; *OR* An assurance that the school will not occupy any space that does not have a sufficient capacity load to sustain the enrollment requested and provides documentation of the capacity load to the PEC; and
 - Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements of Section 22-8B-4.2 NMSA 1978; *OR* An assurance that the school will not occupy any space that does not meet the ownership and leasing requirements of Section 22-8B-4.2 NMSA 1978.

Additional Information (Increase Only)

Attach each of the following documents:

- Enrollment Matrix
 - Detail the current and targeted number of students served per grade for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational

program.

- Staffing Chart
 - Identify the current and anticipated staffing information for the subsequent three Fiscal Years both in the primary educational program and the requested additional educational program.

Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Approved Board Minutes or Certification of the Vote taken by the Board
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Narrative, Addressing All Prompts
- Facility Information, If Required
- Additional Information, If Required
 - Enrollment Matrix
 - Staffing Chart
- (If Required) Curriculum Samples for each grade the school proposes to add. See Curriculum Sample Instructions and Template beginning on page 5 of these instructions. The curriculum samples should reflect the education program as described in the contract.

Curriculum Sample Instructions and Template

Who needs to use this form?

Charter schools with a current letter grade lower than an “A” or Tier rating lower than Tier 1.

Why?

Curriculum samples provide a representation of an Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

Directions

For each grade level being added,, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If the changes will impact 4th, 7th, and/or 11th grade, provide a Science curriculum sample.

How many pages can a curriculum sample have?

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

Which standards may be used?

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

Reading—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Writing—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

Mathematics—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

Science— A Science curriculum sample must be submitted for charters requesting addition of 4th, 7th, and/or 11th grade. Each Science curriculum sample must identify one performance standard (PS) from a Science strand (Strands 2–3 only). Strand 1 (Scientific thinking and practice) may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities.

What about standards with several components?

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

<p>(M) 3.NF.2: <u>diagram.</u></p>	<p><u>Understand a fraction as a number on the number line; represent fractions on a number line</u></p>
<p>a.</p>	<p>Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.</p>
<p>b.</p>	<p>Represent the fraction a/b on a number line by marking off a lengths $1/b$ from 0. Recognize the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.</p>

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

<p>(M) 4.W.1 <u>information.</u></p>	<p><u>Write opinion pieces on topics or texts, supporting a point of view with reasons and</u></p>
<p>a.</p>	<p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.</p>
<p>b.</p>	<p><u>(M) Provide reasons that are supported by facts and details.</u></p>
<p>c.</p>	<p>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</p>
<p>d.</p>	<p><u>(M) Provide a concluding statement or section related to the opinion presented.</u></p>

What is rigor?

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico’s Common Core State Standards and New Mexico’s Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

Grade Level Change to Contract Amendment Request

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico's Common Core State Standards and New Mexico's Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

Administrative Completeness Checklist

An administratively complete curriculum sample includes the following:

<input type="checkbox"/>	<p>Page Limits</p> <ul style="list-style-type: none"> Each curriculum sample must be no more than 8 pages total. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
<input type="checkbox"/>	<p>Template</p> <ul style="list-style-type: none"> The attached Curriculum Sample Template must be used for all curriculum sample submissions.
<input type="checkbox"/>	<p>Fonts</p> <ul style="list-style-type: none"> Fonts must be no less than 10 point.
<input type="checkbox"/>	<p>Grade Level</p> <ul style="list-style-type: none"> The curriculum sample must identify the grade level of that sample.
<input type="checkbox"/>	<p>Content Area</p> <ul style="list-style-type: none"> The curriculum sample must identify the content area of that sample.
<input type="checkbox"/>	<p>Course Title (if requesting any grade(s) between 9–12)</p> <ul style="list-style-type: none"> The course title must be provided.
<input type="checkbox"/>	<p>Alignment to Educational Program</p> <ul style="list-style-type: none"> Describe how the instructional methods found in the lesson(s) align to the Educational Program as described in the charter contract.
<input type="checkbox"/>	<p>Standard identified to be the focus of review</p> <ul style="list-style-type: none"> Include Standard number. If lesson(s) address(es) more than one standard or standard includes multiple components, refer to What standards may be used? or What about standards with several components? above. The focus of review is designated with the bolded (M). Reading: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), not to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Writing: one standard from the Writing strand (Text Types and Purposes only—W.1, W.2, or W.3), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness. Mathematics: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content). Science: one performance objective (PO) from a Science strand (Strands 3–6 only)
<input type="checkbox"/>	Full description of standard identified as the focus of review
<input type="checkbox"/>	List of Materials and Resources required
<input type="checkbox"/>	Description of Instructional Strategies and Student Activities by lesson
<input type="checkbox"/>	A minimum of three Summative Assessment Items for each of the following content areas—Reading, Writing, Mathematics, and Science (if applicable)
<input type="checkbox"/>	The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item including point values and how points will be awarded
<input type="checkbox"/>	An acceptable score indicating mastery of the standard for review

Substantive Completeness Checklist

A substantively complete curriculum sample template will do the following:

<input type="checkbox"/>	<p>Instructional Strategies</p> <ul style="list-style-type: none"> Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Student Activities</p> <ul style="list-style-type: none"> Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of review.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.
<input type="checkbox"/>	<p>Summative Assessment Items</p> <ul style="list-style-type: none"> Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable) Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.
<input type="checkbox"/>	<p>Educational Program</p> <ul style="list-style-type: none"> Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with the Educational Program as described in the charter contract.

Curriculum Sample Template—8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

Grade Level		Content Area	
Course Title (grades 9–12 Only)			
Alignment to Educational Program <i>Describe how the methods of instruction found in this sequence of lessons align to the Educational Program described in the charter contract and the Amendment Request.</i>			
Standard Number and Description <i>The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area, one is clearly identified as the focus of review by having (M) before the standard number.</i>			
Materials/Resources Needed <i>List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).</i>			

Lesson (add as needed)	Instructional Strategies — <i>Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.</i>	Student Activities — <i>Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review. Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical Practice.</i>
	1	
	2	
	3	
	4	
S.A.	<i>Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column, describe the Summative Assessment Items that will allow</i>	

Grade Level Change to Contract Amendment Request

	<i>students to demonstrate mastery of the rigor of the standard/components identified as the focus of review, and the context in which the items will be administered.</i>	
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Summative Assessment Items and Scoring:

Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.

New School or School Site Amendment Request

Purpose

The *New School or School Site Amendment Request* is used to add a new charter school or school site to the existing contract.

This request is only used when there will be a second site or school that serves, or will serve, the same grades as the first (primary) site, with its own administration. This notification should **not** be used to add a facility at a second address that is only being used to provide additional capacity because the primary facility does not have sufficient capacity to serve.

Any *New School or School Site Amendment Request* approval is conditional upon the school completing the implementation checklist, and securing an adequate facility and demonstrating the facility meets all requirements of Section 22-8B-4.2 NMSA1978 on or before June 1.

The addition of a new school or school is **not** effective until approved by the PEC.

Determining Eligibility

Schools shall only be eligible to submit a *New School or School Site Amendment Request* if the school is on a 2018 or post-2018 contract. Schools using the pre-2018 contract who seek to submit a *New School or School Site Amendment Request* may do so concurrently with or after requesting that the commission negotiate with them to enter into a new contract using the 2018 template.

To determine whether your charter school is eligible to expand (add a new school or school site) using the *New School or School Site Amendment Request*, review the performance of the school. The expansion process is open to any charter school if the school has:

- Been renewed at least once or is eligible for expedited renewal;
- Received no lower than a “B” letter grade in any of the past three years with no single indicator in the letter grade receiving a rating below “C” in the most recent year, or in all of the past 3 years for which a Tier evaluation is available, have been identified as Tier 1 in the Academic Performance Framework;
- Has not had its board of finance revoked within the last three years;
- Informed the school district in which the school is seeking to locate the new school or school site of the intention to open a new school in the district. Notification must have been provided on or before the second Tuesday of January or before submission of the amendment request, whichever is earlier;
- With the participation of the PEC, held a community input hearing in the district in which the school is seeking to locate the new school or school site; and
- Is seeking to open a new school or school site located in the same district as the current school.

OR

- Has received a discretionary waiver from the Secretary of Education to locate in a different district.

Submission Window

Identify the submission window:

The *New School or School Site Amendment Request* may only be submitted for consideration at the **September through the first PEC meeting of the calendar year** to go into effect in the subsequent fiscal year.

The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the first meeting of the calendar year is the latest possible consideration for an amendment to become effective in the next fiscal year).

If the fiscal year has started or will start prior to the request being considered by the PEC, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

PEC Consideration

An administratively complete *New School or School Site Amendment Request* submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~ requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC’s authorized representatives and the PEC’s decision to approve or deny an *New School or School Site Amendment Request* will be based on the following considerations, which will be weighed to determine if the applicant has the capacity to implement the requested expansion and ensure continued success in all applicable performance measures for both the new school and the currently existing school:

Has the applicant adequately met its mission;
Is the applicant’s academic performance stable or improving;
Has the applicant demonstrated financial stability and good financial management (this will include a review of the financial audits for the past 3 years);
Has the applicant adequately met its organizational performance requirements;
Has the applicant demonstrated community need, support, and satisfaction; and
Has the applicant demonstrated capacity to successfully implement the requested expansion.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Name of Proposed New School *	Enter the proposed name of the new school or school site.
Grade Levels to be Served *	Check the boxes for the grades to be served by the new school or school site when phased in to its full capacity. The grades must be currently approved for the charter or the application must be accompanied by a Grade Level Amendment Request.
Requested Enrollment Cap *	Enter the enrollment cap for the new school or school site.
Proposed Service Location *	Identify the proposed location of the school by identifying the school district and the high school feeder pattern in which the proposed school is to be located.
First day of Operation*	Enter the proposed first day of school for the new school or school site.
Proposed School Leader *	Identify the proposed leader of the new school or school site, if the individual has been identified already.
Governing Board Structure *	If the school will have a separate governing board, identify the proposed founding members of the new school's governing board.

Attachments

Approved Board Minutes or Certification of the Vote taken by the Board *

Attach evidence that the requested change has been approved by the Charter School Board; [certification must be signed by an authorized member of the board](#).

Narrative*

Attach a narrative that responds to the following prompts:

- Describe the rationale for this request.
- Identify at least one appropriate, viable facility/ property in the targeted geographic location.
- Provide a detailed staffing plan consistent with each Staffing Chart submitted with this request. Describe how the staffing (administrative, instructional, and non-instructional), enrollment, and target population needs will be addressed by the following processes:
 - Recruitment;
 - Hiring; and
 - Training.
- If changes to staffing are not needed, provide an explanation.

New School or School Site Amendment Request

- Identify the target population of the proposed school, and demonstrate a clear understanding of the following:
 - The students the proposed school intends to serve;
 - Demand for this program within the identified location of the proposed new school;
 - How the population is similar to, or different from, the population currently served by the school(s) operating under the charter;
 - Whether the students will be primarily neighborhood or commuter;
 - A demographic profile of the population;
 - Current levels of academic performance for the target population; and
 - Needs not currently met for the target population.
- Describe how the school will provide a quality academic option and/or a unique program of instruction that is currently unavailable to the target population and how it will meet the needs of the target population.
- Provide a detailed description of how the charter school will meet the enrollment targets identified in the Enrollment Matrix. Include the following:
 - A plan for meeting targets;
 - Necessary advertising and/or promotion to meet the targets;
 - The timeline for enrollment at the proposed school, and explains the process for communicating to the public.
- Provide a description of the market analysis that supports the successful enrollment of the projected student count. Include the following:
 - Other educational options available to students in the target area;
 - An explanation of need for the school; and
 - Factual data to support the need.
- Identify the concrete resources, if any, needed for implementation. Consider the changes needed to curriculum, assessment, and instruction to implement this request. Provide the rationale for your response. If the response indicates that resources are not needed to implement the request, explain why.
- The first payment for a school year is not distributed until July 1st of the Fiscal Year. Explain how the school will manage all expenses prior to receiving this initial payment, including, but not limited to, those already identified in the staffing and resource components of the narrative. Include the following, as applicable:
 - Recruiting, hiring, and training employees
 - Advertising and/or promoting the school
 - Enrolling students

New School or School Site Amendment Request

- Purchase of concrete resources
- Facilities
- Other items as indicated by the request

Additional Information

Attach each of the following documents:

- Enrollment Matrix
 - Complete for the current school, detailing the current and targeted number of students served per grade for the subsequent three Fiscal Years.
 - Additionally, complete the matrix for the proposed school for its first three Fiscal Years.
 - Staffing Chart
 - Complete for the current school, identifying the current and anticipated staffing information for the subsequent three Fiscal Years.
 - Additionally, complete the chart for the proposed school in its first three Fiscal Years.
 - Certification that the new school or school site is located in the same district as the current school
- OR
- Copy of the discretionary waiver from the Secretary of Education to locate in a different district.
- Transcript from the community input hearing in the district in which the school is seeking to locate the new school or school site.

Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Approved Board Minutes [or Certification of the Vote taken by the Board](#)
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts
- Additional Information
 - Enrollment Matrices
 - Staffing Charts
 - Certification or Discretionary Waiver
 - Community Input Hearing Transcript

Partner or Non-Profit Management Company Amendment Request

Purpose

The *Partner or Non-Profit Management Company Amendment Request* is used to change a Partner or Non-Profit Management Company *identified in the charter contract*. The change may be a removal, addition, or change.

The change in Partner or Non-Profit Management Company is **not** effective until approved by the PEC.

Determining Eligibility

Any Charter School may submit a *Partner or Non-Profit Management Company Amendment Request*. However, no school may contract with a for-profit company for the management of the charter school.

Submission Window

The *Partner or Non-Profit Management Company Amendment Request* must be submitted for consideration by the PEC and must be approved by the PEC before the change can go into effect.

PEC Consideration

An administratively complete *Partner or Non-Profit Management Company Amendment Request* submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~ requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
- The all performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC. The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny a *Partner or Non-Profit Management Company Amendment Request* will be based on the following considerations:

Agreement, MOU, or Contract under which the school and the Partner or Non-Profit Management Company are operating does not violate Section 22-8B-4(R) NMSA, which prohibits charter schools from "contract[ing] with a for-profit entity for the management of the charter school." Management is defined in Section 22-8B-2(I) NMSA as "authority over the hiring, termination and day-to-day direction of a school's employees or

Partner or Non-Profit Management Company Amendment Request

contractors, whether they are licensed or not.”

The change in the Partner or Non-Profit Management Company does not change the essence of the school’s program.

The Charter School must be financially independent from the partner organization or non-profit management company.

The applicant demonstrated capacity to successfully implement the requested change.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Current Information*	Identify the current Partner or Non-Profit Management Company included in the charter contract, if there is none please state “None”.
Proposed Change*	Identify the new language that is to be included in the charter contract. This may be an addition, removal (None), or change.

Attachments

Approved Board Minutes or Certification of the Vote taken by the Board*

Attach evidence that the requested change has been approved by the Charter School Board; [certification must be signed by an authorized member of the board](#).

Agreement, MOU, or Contract*

Provide the Agreement, MOU, or Contract under which the school and the Partner or Non-Profit Management Company are operating. This agreement must clearly identify all rights, responsibilities, activities, and costs of both sides.

Corporate Status of Partner or Non-Profit Management Company*

Provide documentation of the corporate status (for-profit or non-profit) of the Partner or Non-Profit Management Company.

Partner or Non-Profit Management Company Annual Report*

Provide the most recent annual report for the Partner or Non-Profit Management Company.

Narrative*

Attach a narrative that responds to the following prompts:

- Describe the rationale for the school’s engagement with the proposed partner or non-profit management company. (Addition or Change Only)
- Describe the rationale for the school’s initial engagement with the partner or non-profit management company and the rationale for terminating the engagement at this point in time. (Removal or Change

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Only)

- Describe all legal implications of the relationship including the legal benefits and responsibilities of each party.
- Identify specific individuals employed or selected by the Partner or Non-Profit Management Company that will be associated with the school, their responsibilities, and their contact information. (Addition or Change Only)
- Describe the criteria and procedures the school uses to review the provider's performance under the MOU, Agreement, or Contract, including a timeline for how often this review is conducted and the school's rights to terminate the agreement based on performance or for other causes. (Addition or Change Only)
- Describe the relationship between the school and the partner or non-profit management company to demonstrate the charter school is operationally and financially independent from the Partner or Non-Profit Management Company. (Addition or Change Only)

Administrative Completeness Review

An administratively complete request includes the following:

- Fully Completed Form
- Approved Board Minutes or Certification of the Vote taken by the Board
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Agreement, MOU, or Contract
- Corporate Status of Partner or Non-Profit Management Company
- Annual Report for Partner or Non-Profit Management Company
- Narrative, addressing all prompts

Permanent Change to Overall Instructional Hours Amendment Request (Only for Schools under Pre-2018 Charter Contract)

Purpose

The *Permanent Change to Overall Instructional Hours Amendment Request* is used by schools under the pre-2018 charter contract to increase or decrease the number of overall annual instructional hours for one or more educational programs provided by the Charter School. This is only used for a permanent change to the charter contract; ~~a notification is used to identify when the contracted instructional hours will not be met in a specific fiscal year due to unforeseen circumstances (e.g. snow, power outage, roof collapse).~~

Determining Eligibility

Any Charter School with a pre-2018 charter contract may submit a *Permanent Change to Overall Instructional Hours Amendment Request*. However, the request will not be approved to decrease contractual hours for any educational program offered by the school below the overall minimum annual instructional hours required in NMSA § 22-2-8.1

Submission Window

Permanent Change to Overall Instructional Hours Amendment Requests may only be submitted for consideration at the **January through June PEC meetings** to go into effect in the *subsequent* fiscal year.

PEC Consideration

An administratively complete amendment request to permanently change the overall instructional hours submitted by a charter school that meets the eligibility criteria shall be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~ requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
- All performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

Requests to increase the overall instructional hours will be placed on the consent agenda of a regular PEC meeting. Any request may be removed from the consent agenda ~~either before the scheduled PEC meeting or during the scheduled PEC meeting~~ **for full discussion and possible action by the Commission**. ~~If an item is removed from the consent agenda and school representatives are not available, the item will be added for consideration at the next scheduled PEC meeting.~~

A recommendation for approval from the CSD does not guarantee the request will be approved by the PEC.

Permanent Change to Overall Instructional Hours Amendment Request

The PEC is the final decision maker and is not obligated to accept the recommendations of the CSD.

Recommendation and Approval Factors

The recommendation from the PEC's authorized representatives and the PEC's decision to approve or deny a *Permanent Change to Overall Instructional Hours Amendment Request* will be based on the following considerations.

The proposed instructional hours meet the overall minimum instructional hours required in Section 22-2-8.1 NMSA.
The Amendment Request proposes an increase in instructional hours or the change (decrease) does not change the essence of the school's program.
The applicant demonstrated capacity to successfully implement the requested change.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
From*	Identify in <i>From</i> the number of overall annual instructional hours approved for each educational program offered by the school in the charter contract.
To*	Enter the number of overall annual instructional hours that will be provided for each educational program offered by the school. Please note, these numbers must conform to the overall minimum annual instructional hours required in NMSA § 22-2-8.1
Fiscal Year Effective Date*	Enter the proposed fiscal year in which the instructional days change will occur.

Attachments

Approved Board Minutes or Certification of the Vote taken by the Board*

Attach evidence that the proposed change has been approved by the Charter school board; certification must be signed by an authorized member of the board.

School Calendar*

Provide the school calendar for the fiscal year the request will become effective, clearly indicating any days using alternate daily schedules (e.g. early release days). If the school offers multiple educational programs, the school must provide a calendar for each program. If this is different from the calendar that was submitted to the PED School Budget and Financial Analysis Bureau, please provide documentation to demonstrate that the charter school has submitted the change to the Secretary and received approval of the change.

Daily Instructional Schedule(s)*

Provide daily instructional schedule(s) clearly identifying instructional and non-instructional periods, for each

Permanent Change to Overall Instructional Hours Amendment Request

grade served. Include any alternate schedules (e.g. early release days) identified in the school calendar. If the school offers multiple educational programs, the school must provide daily scheduled for each program.

Narrative*

Upload a narrative that responds to the following prompts:

- Describe the rationale for this request.
- If the school has earned a Tier 1 or Tier 2 rating (or C or better if there is no Tier rating available), the school must describe why the change will not adversely affect school performance.
- If the school has earned a Tier 3 or Tier 4 rating (or D or F if there is no Tier rating available), the school must describe how the proposed change to instructional days will improve pupil achievement in the target population served by the charter.
- Describe how the school calendar(s) and daily instructional schedule(s) submitted demonstrate compliance with NMSA § 22-2-8.1 regarding annual instructional hours for each grade served.
- Describe the budget impact of the change and explain how the change results in that impact.

Administrative Completeness Review

An administratively complete request includes:

- Fully completed form
- Approved Board Minutes or Certification of the Vote taken by the Board
 - Comply with Open Meeting Law
 - Board aligns with what is currently on file with PEC
- School Calendar(s)
- Daily Instructional Schedule(s)
- Narrative, addressing all prompts

Change in Site Specific Enrollment Capacity Notification

Purpose

The *Change in Site Specific Enrollment Cap Notification* is used to notify the Public Education Commission of a change in the capacity of the school facility when the school has not changed location and there is no change to the overall charter enrollment cap *as described in the charter contract*.

A change in the site specific enrollment capacity covered by the *Change in Site Specific Enrollment Capacity Notification* does not require prior approval of the Public Education Commission; however notice must be received within 30 calendar days of the change.

Submission Deadline

A *Change in Site Specific Enrollment Cap Notification* must be received within 30 calendar days of the change.

PEC Consideration

An administratively complete *Change in Site Specific Enrollment Cap Notification* shall be placed on the agenda of the next regular PEC meeting if the complete notification was received at least 14 days prior to the meeting, or at the subsequent meeting if the complete notification was not received at least 14 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.

A *Change in Site Specific Enrollment Cap Notification* will be placed on the consent agenda of a regular PEC meeting. Any notification may be removed from the consent agenda during the scheduled PEC meeting. If an item is removed from the consent agenda and school representatives are not available, the item will be added for discussion at the next scheduled PEC meeting for full discussion and possible action by the Commission.

Instructions for the Notification

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Grade Levels Approved to be Served under the Contract or Charter Enrollment Cap*	Identify the grade levels the school is authorized to serve in its contract or the overall charter enrollment cap.
Original site specific enrollment capacity	Confirm the original site specific enrollment capacity prior to the notification.
New site specific enrollment	Identify the site specific enrollment capacity after the notification.

Change in Site Specific Enrollment Cap Notification

capacity*

Effective Date* Enter the first day of the new site specific enrollment capacity.

Attachments

Approved Board Minutes or Certification of the Vote taken by the Board *

Attach evidence that the change has been approved by the Charter School Board; certification must be signed by an authorized member of the board.

Occupancy Documentation (Site Specific Enrollment Cap Increase)

If there is a change in the facility which is enabling the school to notice a Site Specific Enrollment Cap Increase, clearly label and provide the following documents:

- A Certificate of Occupancy, approved for educational use; (if new certificate issued)
- NMCI letter from the PSFA; (if new letter issued)
- Documentation of the capacity load of the facility; and
- Proposed lease (as relevant), lease purchase agreement (as relevant), or purchase contract (as relevant) and an affidavit verifying compliance with legal requirements of Section 22-8B-4.2 NMSA 1978. (id any changes to documentation previously on file)

Administrative Completeness Review

An administratively complete notification includes the following:

- Fully Completed Form
- Approved Board Minutes or Certification of the Vote taken by the Board
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Occupancy Documentation (Site Specific Enrollment Cap Increase)

Performance Framework Academic Goal Notification

Purpose

The *Performance Framework Academic Goal Notification* is used to notify the Public Education Commission of a change in the assessment used to measure school specific Academic Performance Framework Goals *as described in the charter contract through the Performance Framework*, when the change is outside of the school's control (e.g., assessment vendor discontinues services, goes out of business, etc.). This notification may only be submitted when the assessment platform or vendor no longer exists, the state has eliminated or replaced the assessment, or the vendor has made a substantial change to the assessment.

Do not use this notification when the school is seeking to change a current Academic Performance Framework Goal *as described in the charter contract through the Performance Framework*, when the change is within the control of the school; in this circumstance, please use the Performance Framework Academic Goal Amendment Request.

A change to the school's assessment used to measure school specific Academic Performance Framework Goals is not effective until after the PEC has received ~~notice~~ the notification and the ~~notice~~ notification has ~~appeared on~~ been considered by the PEC's ~~agenda~~.

Determining Eligibility

A Charter School may only submit a Performance Framework Academic Goal Notification when the assessment platform or vendor no longer exists, the state has eliminated or replaced the assessment, or the vendor has made a substantial change to the assessment.

Submission ~~Deadline~~ Window

A *Performance Framework Academic Goal Notification* may only be submitted for consideration at the February through June PEC meetings to go into effect in the subsequent school year ~~must be submitted in time for the notification to appear on the PEC's agenda at the August meeting at the latest for the new assessment to be used in the same year.~~

PEC Consideration

An administratively complete *Performance Framework Academic Goal Notification* shall be placed on the agenda of the next regular PEC meeting if the complete notification was received at least 14 days prior to the meeting, or at the subsequent meeting if the complete notification was not received at least 14 days prior to the next regularly scheduled meeting.

- A finding that the Charter School is not in compliance with governance reporting ~~and training~~ requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.

A *Performance Framework Academic Goal Notification* will be placed on the consent agenda of a regular PEC meeting. Any notification may be removed from the consent agenda ~~either before the scheduled PEC meeting or~~ during the scheduled PEC meeting for full discussion and possible action by the Commission. ~~If an item is~~

Performance Framework Academic Goal Notification

~~removed from the consent agenda and school representatives are not available, the item will be added for discussion at the next scheduled PEC meeting.~~

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Original Information*	Identify the performance goal as it originally appears in the charter contract.
Change*	Identify the new goal language that is to be included in the Academic Performance Framework.

Attachments

Approved Board Minutes or Certification of the Vote taken by the Board*

Attach evidence that the change has been approved by the Charter School Board; certification must be signed by an authorized member of the board.

Narrative*

Upload a narrative that responds to the following prompts:

- Identify whether the school is proposing to replace the previous goal or remove the previous goal. ~~Describe the rationale for the change in the Academic Performance Framework Goal, include sufficient evidence to demonstrate the change is outside of the control of the school.~~
- (If applicable) Unless selected or established by the Department, Explain explain why the newly established measurement tool is a reliable replacement for the prior assessment tool, including how the measurement tool was selected.
- (If applicable) Explain why the established goals are appropriately translated from the prior assessment to maintain the level of rigor and attainability, ~~including how the goals were established.~~
- (If applicable) Provide a glossary of terms that translates between the prior assessment and the new assessment. ~~Explain why the established goals are attainable.~~
- ~~Describe how the goal meets all of the remaining elements of a SMART goal.~~
- ~~Describe how the goal aligns to and measures the effective implementation of school's mission.~~
- Describe the school's transition plan, including:
 - Timeframes for implementation of the changes;
 - Purchasing necessary resources (e.g. assessment materials) to implement the changes;
 - Training staff to effectively implement the changes; and
 - Providing evaluation (monitoring) and support to address challenges encountered during the

implementation of the change.

- Describe the data, analysis, and timeline for reporting performance to the PEC. Include a sample report.

Administrative Completeness Review

An administratively complete notification includes the following:

- Fully Completed Form
- Approved Board Minutes or Certification of the Vote taken by the Board
 - Comply with Open Meeting Law (if applicable)
 - Board aligns with what is currently on file with PEC
- Narrative, addressing all prompts

Non-Discretionary or Discretionary Waiver Notification

Purpose

The *Non-Discretionary or Discretionary Waiver Notification* is used to notify the Public Education Commission of a change in the non-discretionary waivers the school is utilizing and the discretionary waivers the school has been granted which are *attached to the charter contract*.

Changes to non-discretionary or discretionary waivers do not require prior approval of the Public Education Commission, however notice must be received within 30 calendar days of the change.

Submission Deadline

A *Non-Discretionary or Discretionary Waiver Notification* must be submitted within 30 days of the change.

PEC Consideration

An administratively complete *Non-Discretionary or Discretionary Waiver Notification* shall be placed on the agenda of the next regular PEC meeting if the complete notification was received at least 14 days prior to the meeting, or at the subsequent meeting if the complete notification was not received at least 14 days prior to the next regularly scheduled meeting.

A *Non-Discretionary or Discretionary Waiver Notification* will be placed on the consent agenda of a regular PEC meeting. Any notification may be removed from the consent agenda either during the scheduled PEC meeting for full discussion and possible action by the Commission.

Instructions for the Request

If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us. Complete all required fields and attachments (denoted by "*").

Form Fields

Field	Instructions
Original Information*	Identify the information that was originally contained in the contract.
Change*	Identify the new information that will be contained in the contract.
Effective Date of Change*	Identify other necessary information.

Attachments

Approved Board Minutes or Certification of the Vote taken by the Board *

Attach evidence that the change has been approved by the Charter School Board; certification must be signed by an authorized member of the board.

Completed Waiver Form*

Attach the completed waiver form, which identifies the provision of law being waived and how the school's practice will vary from the requirements of the law as written.

Notification of Waiver Approval (For Discretionary waivers only)

Attach evidence that the discretionary waiver has been approved by the Secretary of Education.

Administrative Completeness Review

An administratively complete notification includes the following:

- Fully Completed Form
- Approved Board Minutes or Certification of the Vote taken by the Board
- Completed Waiver Form
- Notification of Waiver Approval (For Discretionary waivers only)

Additional Education Program for New School Population Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] Charter Contract currently states:

AUTHORIZED GRADE LEVELS SERVED IN CURRENT EDUCATIONAL PROGRAM:

CURRENT COMPREHENSIVE EDUCATIONAL PROGRAM:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section _____, as follows:

AUTHORIZED GRADE LEVELS:

GRADE LEVELS SERVED IN PROPOSED NEW EDUCATIONAL PROGRAM:

ADDENDUM TO COMPREHENSIVE EDUCATIONAL PROGRAM :

MISSION:

[SCHOOL NAME] Additional Education Program for New School Population amendment request is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Received no lower than a "C" letter grade in any of the past three years, or in all of the past three years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years; and
- The school must negotiate with the PEC to convert to the 2018 contract template; and
- The school's governing board is in compliance with all reporting requirements.

Charter School Representative Signature

Date

[SCHOOL NAME'S] Additional Education Program for New School Population amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

Patricia Gibson, Chairwoman, Public Education Commission
cc: School File

Date

Admission or Lottery Policies and Procedures Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

CURRENT ADMISSION OR LOTTERY POLICY:

Notifies the Public Education Commission, section _____ of the school’s contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

CHANGE TO ADMISSION OR LOTTERY POLICY:

[SCHOOL NAME’S] Admission or Lottery Policies and Procedures Notification is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC within 30 days of the change being communicated or implemented.
- The school’s governing board is in compliance with all reporting requirements.
- If a review by PED staff indicates there is a compliance concern or issue with the proposed revision, the concern will be brought to the attention of the PEC.

Signature

Date

[SCHOOL NAME’S] Admission or Lottery Policies and Procedures Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Business Manager or Procurement Officer Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

CURRENT BUSINESS MANAGER OR PROCUREMENT OFFICER:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO BUSINESS MANAGER OR PROCUREMENT OFFICER :

[SCHOOL NAME'S] Business Manager or Procurement Officer Notification is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 30 days prior to the change being communicated or implemented.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] Business Manager or Procurement Officer Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Charter Mission Statement Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL MISSION STATEMENT:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO MISSION STATEMENT:

[SCHOOL NAME'S] Charter Mission Statement Notification is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Notification must be submitted and approved by the PEC prior to the change being communicated or utilized.
- The school's governing board is in compliance with all reporting requirements.
- A school may only amend its mission statement for minor grammatical issues or word choice.

Signature

Date

[SCHOOL NAME'S] Charter Mission Statement Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Educational Program Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] Charter Contract currently states:

EDUCATIONAL PROGRAM OF THE SCHOOL:

MISSION:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section _____, as follows:

PROPOSED CHANGE TO COMPREHENSIVE EDUCATIONAL PROGRAM:

GRADE LEVELS SERVED IN COMPREHENSIVE EDUCATIONAL PROGRAM:

EFFECTIVE FISCAL YEAR:

[SCHOOL NAME] Educational Program amendment request is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- If the fiscal year has started, or will start prior to the request being considered by the PEC, the amendment request will be effective only in the subsequent fiscal year; and
- The school's governing board is in compliance with all reporting requirements.

Charter School Representative Signature

Date

[SCHOOL NAME'S] Educational Program amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Enrollment Cap Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] Charter Contract currently states:

ENROLLMENT CAP:

AUTHORIZED GRADE LEVELS:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section _____, as follows:

PROPOSED ENROLLMENT CAP:

ENROLLMENT CHANGE: **INCREASE** **DECREASE**

[SCHOOL NAME] Enrollment Cap amendment request is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Received no lower than a "C" letter grade in any of the past three years, or in all of the past three years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years; and
- If the fiscal year has started or will start prior to the request being considered by the PEC, the amendment request will be effective only in the subsequent fiscal year; and
- The school's governing board is in compliance with all reporting requirements.

Charter School Representative Signature

Date

[SCHOOL NAME'S] Enrollment Cap amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

Patricia Gibson, Chairwoman, Public Education Commission
cc: School File

Date

Food or Transportation Services Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL SERVICES OFFERED:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO SERVICES OFFERED:

[SCHOOL NAME'S] Food or Transportation Services Notification is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Notification must be submitted to and considered by the PEC before services may be terminated or changed.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] Food or Transportation Services Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Governing Body By-Laws Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] notifies the Public Education Commission (PEC) of the change to the Governing Body By-Laws as follows:

EFFECTIVE DATE OF CHANGE:

[SCHOOL NAME'S] Governing Body By-Laws Notification is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 30 days prior to the change being communicated or implemented.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] Governing Body By-Laws Notification was:

Approved

Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Grade Level Change to Contract Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] Charter Contract currently states:

AUTHORIZED GRADE LEVELS:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section _____, as follows:

PROPOSED CHANGE TO GRADE LEVELS SERVED:

EFFECTIVE DATE:

GRADE LEVELS SERVED: INCREASE DECREASE

[SCHOOL NAME] Grade Level Change to Contract amendment request is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- The school must negotiate with the PEC to convert to the 2018 contract template; and
- Received no lower than a "C" letter grade in any of the past three years, or in all of the past three years for which a Tier evaluation is available, have been identified as Tier 2 or better in the Academic Performance Framework; and
- Has not had its board of finance revoked within the last three years; and
- The school's governing board is in compliance with all reporting requirements.

Charter School Representative Signature

Date

[SCHOOL NAME'S] Grade Level Change amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

Patricia Gibson, Chairwoman, Public Education Commission
cc: School File

Date

Head Administrator, Governing Body Member, or Charter Representative Change Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL INDIVIDUAL ON FILE:

CHANGE TO: HEAD ADMINISTRATOR GOVERNING BODY MEMBER CHARTER REPRESENTATIVE

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO: HEAD ADMINISTRATOR GOVERNING BODY MEMBER CHARTER REPRESENTATIVE

NEW INDIVIDUAL ON FILE:

GOVERNING BODY ONLY:

REQUEST FOR EXTENSION:

VOTE NOT TO REPLACE MEMBER:

[SCHOOL NAME'S] Head Administrator, Governing Body Member, or Charter Representative Change Notification is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 30 days prior to the change being communicated or implemented.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] Head Administrator, Governing Body Member, or Charter Representative Change Notification was:

Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission
cc: School File

Date

Permanent Change to Overall Instructional Hours Amendment Request Form (Schools operating under Pre-2018 Contract only)

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] Charter Contract currently states:

LENGTH OF SCHOOL DAY:

LENGTH OF SCHOOL YEAR:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section _____, as follows:

OVERALL ANNUAL INSTRUCTIONAL HOURS:

FISCAL YEAR EFFECTIVE DATE:

CHANGE IN INSTRUCTIONAL HOURS: INCREASE DECREASE

[SCHOOL NAME] Permanent Change to Overall Instructional Hours amendment request is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- The school's governing board is in compliance with all reporting requirements.

Charter School Representative Signature

Date

[SCHOOL NAME'S] Enrollment Cap amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

- APPROVED DENIED

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Lease Terms or Facility Ownership Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL LEASE TERMS OR FACILITY OWNERSHIP AGREEMENT:

Notifies the Public Education Commission, section _____ of the school’s contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO LEASE TERMS OR FACILITY OWNERSHIP AGREEMENT :

[SCHOOL NAME’S] Lease Terms or Facility Ownership Notification is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 30 days prior to the change being implemented.
- The school’s governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME’S] Lease Terms or Facility Ownership Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Liability Insurance Coverage Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL LIABILITY INSURANCE COVERAGE:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO LIABILITY INSURANCE COVERAGE:

[SCHOOL NAME'S] Liability Insurance Coverage Notification is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 30 days prior to the change being communicated or utilized.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] Liability Insurance Coverage Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Membership of Foundation or Component Unit Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL MEMBERSHIP OF FOUNDATION OR COMPONENT UNIT:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO MEMBERSHIP OF FOUNDATION OR COMPONENT UNIT :

[SCHOOL NAME'S] Membership of Foundation or Component Unit Notification is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 30 days prior to the change being communicated or implemented.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] Membership of Foundation or Component Unit Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

New School or New Site Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] Charter Contract currently states:

CURRENT SCHOOL SITE:

GRADE LEVELS SERVED:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section _____, as follows:

PROPOSED NEW SCHOOL OR SCHOOL SITE:

GRADE LEVELS TO BE SERVED:

REQUESTED ENROLLMENT CAP:

PROPOSED SERVICE LOCATION:

FIRST DAY OF OPERATIONS:

PROPOSED SCHOOL LEADER:

GOVERNING BOARD STRUCTURE:

[SCHOOL NAME] New School or New Site amendment request is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Received no lower than an overall “B” letter grade in any of the past three years with no single indicator in the letter grade receiving a rating below “C” in the most recent year, or in all of the past three as for which a Tier evaluation is available, have been identified as Tier 1 in the Academic Performance Framework; and
- Has been renewed at least once or is eligible for expedited renewal; and
- Has not had its board of finance revoked within the last three years; and
- Informed the school district in which the school is seeking to locate a new school or school site of the intention to open a new school in the district. Notification must have been provided on or before the second Tuesday of January or before submission of the amendment request, whichever is earlier; and
- With the participation of the PEC, held a community input hearing in the district in which the school is seeking to locate the new school or school site; and
- Is seeking to open a new school or school site located in the same district as the current school; and
- The school must negotiate with the PEC to convert to the 2018 contract template; and

The school's governing board is in compliance with all reporting requirements.

OR

Has received a discretionary waiver from the Secretary of Education to locate in a different district.

Charter School Representative Signature

Date

[SCHOOL NAME'S] New School or School Site amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

Patricia Gibson, Chairwoman, Public Education Commission
cc: School File

Date

Non-Profit Foundation or Component Unit Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL NON-PROFIT FOUNDATION OR COMPONENT UNIT:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

REQUESTED CHANGE TO NON-PROFIT FOUNDATION OR COMPONENT UNIT :

[SCHOOL NAME'S] Non-Profit Foundation or Component Unit Notification is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 30 days prior to the change being communicated or implemented.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] Non-Profit Foundation or Component Unit Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Partner or Non-Profit Management Company Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] Charter Contract currently states:

CURRENT THIRD PARTY CONTRACT:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract, Section _____, as follows:

PROPOSED CHANGE TO THE THIRD PARTY CONTRACT:

[SCHOOL NAME] Partner or Non-Profit Management Company amendment request is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Agreement, MOU, or Contract under which the school and the Partner or Non-Profit Management Company are operating does not violate Section 22-8B-4(R) § NMSA, which prohibits charter schools from “contract[ing]” with a for-profit entity for the management of the charter school; and
- The school’s governing board is in compliance with all reporting requirements.

Charter School Representative Signature

Date

[SCHOOL NAME’S] Partner or Non-Profit Management Company amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

Performance Framework Academic Goal Amendment Request Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] Charter Contract through the Performance Framework currently states:

CURRENT ACADEMIC GOAL:

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Charter Contract through the Performance Framework, Section _____, as follows:

PROPOSED ACADEMIC GOAL:

[SCHOOL NAME] Performance Framework Academic Goal amendment request is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- A change to the performance framework academic goal is not effective until approved by the PEC; and
- The school must negotiate with the PEC to convert to the 2018 contract template; and
- All performance data (academic, organizational, and financial) for the last three years including any outstanding compliance or investigations will be provided to the PEC for consideration of the amendment request; and
- The school's governing board is in compliance with all reporting requirements.

Charter School Representative Signature

Date

[SCHOOL NAME'S] Performance Framework Academic Goal amendment request was reviewed and voted upon by the Public Education Commission and is hereby:

APPROVED

DENIED

Patricia Gibson, Chairwoman, Public Education Commission
cc: School File

Date

School Closure Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract and notifies Closure of the School:

LAST DAY OF INSTRUCTION:

[SCHOOL NAME'S] School Closure Notification is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Notification must be submitted to the PEC 10 days prior to the school closure.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] School Closure Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

School Location Within District Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and **[SCHOOL NAME]**, effective **[DAY]** of **[MONTH]**, **[YEAR]**. **[SCHOOL NAME]** was approved for a **[YEAR TERM]** Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

SCHOOL NAME:

ORIGINAL ADDRESS:

AUTHORIZED GRADE LEVELS:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

SCHOOL NAME:

NEW PHYSICAL ADDRESS:

AUTHORIZED GRADE LEVELS:

Identify the new address at which the school will be operating, including the street address, city, state, and zip code.

[SCHOOL NAME'S] School Location within District Notification is hereby submitted by, **[CHARTER SCHOOL REPRESENTATIVE]**, on **[DATE]**, and affirms the school meets the following eligibility criteria:

- Notification must be submitted and approved by the PEC prior to the physical move.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] School Location within District Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File

School Name Change Notification Form

The Charter Contract, was entered into by and between the New Mexico Public Education Commission, and [SCHOOL NAME], effective [DAY] of [MONTH], [YEAR]. [SCHOOL NAME] was approved for a [YEAR TERM] Charter Contract.

[SCHOOL NAME] requests consideration from the Public Education Commission (PEC) to change the terms of its Contract as follows:

Charter Contract currently states:

ORIGINAL SCHOOL NAME:

Notifies the Public Education Commission, section _____ of the school's contract shall state beginning on:

EFFECTIVE DATE OF CHANGE:

CHANGE TO SCHOOL NAME:

[SCHOOL NAME'S] School Name Change Notification is hereby submitted by, [CHARTER SCHOOL REPRESENTATIVE], on [DATE], and affirms the school meets the following eligibility criteria:

- Notification must be submitted and approved by the PEC prior to the change being communicated or utilized.
- The school's governing board is in compliance with all reporting requirements.

Signature

Date

[SCHOOL NAME'S] School Name Change Notification was:

- Approved Denied

Patricia Gibson, Chairwoman, Public Education Commission

Date

cc: School File