



Think you might have a potential new board member?

Have them take the 2 hour on-line interim course first!

Just contact us and we will get them set up – no strings attached.

End of Year Governing Body Member Trainings!

May 4th: Governing Board Member Training, Intro & Continuing, in Santa Fe. 8:30 AM to 4:30 PM.

May 13th: New Applicant Training #5 in Albuquerque 9 AM to Noon at the Nusedna Training Center.

May 14th: Relentless Focus on Student Academic Achievement 5 PM – 7 PM, Online Platform. \$100 Members/\$150 Non-Members

May 14th: Charter School Conflict of Interest Provisions 7:15 PM- 8:15 PM, Online Platform. \$100 Members/\$200 Non-Members

May 15th: Digital Platforms & Confidentiality Implications/FERPA 5 PM – 6 PM, Online Platform. \$100 Members/\$200 Non-Members

May 15th: Governing Board Role in Employment Issues 6:15 PM – 7:15 PM, Online Platform. \$100 Members/\$200 Non-Members

May 23rd: Open Meetings Act in Tucumcari 1 PM – 4 PM
<mailto:roadshows@nmag.gov>

May 23rd: Charter School Governing Board Sound Financial Management 5 PM- 7 PM, Online Platform. \$100 Members/\$150 Non-Members

May 23rd: Financial Case Studies for Governing Boards 7:15 pm – 8:15 PM, Online Platform. \$50 Members/\$75 Non-Members

June 1st: Charter Governing Board Institute for Effective Governance Albuquerque: APS Rankin Center 8AM – 5:15PM \$400 Members/\$600 Non

Upcoming with the PEC

The Commissioners moved their “discussion and possible action on Requirements for Submissions for New Schools, School Site, or School Location within the District” to this month’s meeting.

The Commissioners approved a revised [Academic Performance Framework](#). The Academic Framework has three Indicators:

1. Components from the NM Spotlight Dashboard (coined the “Support Card” by a brilliant board member at Mondays Renewal Applicant training)
2. Subgroup Performance
3. School-Specific Goals

The next PEC meeting is on May 10th with their work session on May 9th.

KUDOS!

The [Assessment Bureau](#) is seeking input on three activities – Make your voice heard Charter Leaders!

1. DTC [feedback](#) on the 2019-20 proposed testing dates: Needed by May 10th
2. Stakeholder input on the selection of our next alternative assessment to replace [NMAPA](#) is needed by May 12, 2019.
3. Public comments regarding the revision of the 2025 [NAEP](#) Mathematics Framework is due by June 7th

In a recent Albuquerque Journal [article](#) The Albuquerque Sign language Academy was highlighted for their “Exceptional Quality.” Here are some brief highlights to a terrific article shining a light on ASLA!

- Albuquerque Sign Language Academy (ASLA), is the first American Sign Language (ASL)–English dual language program to be certified by the state of New Mexico.
 - The school is committed to serving a student body that is 50 percent hearing, 50 percent deaf and hard-of-hearing—and that model has also translated into diversity of ability, race, and socioeconomic status.
 - The experiences that led some families to ASLA—being counseled out of other public programs or being blocked from access to learning ASL because their children did not meet the right disability criteria—point to the need for better supports for disability and language in public schools, whether district, charter, or specialized deaf schools.
- ASLA has begun several efforts aimed at helping to improve educational opportunities and outcomes in their community more broadly and to shape the national conversation around deaf education.
- Prior to ASLA’s opening in 2010, a dual language ASL–English setting was not an option for students in Albuquerque and the surrounding area—as, indeed, it remains a rare option for students across the country, despite its potential benefits for deaf, hard of hearing, and hearing students alike.

Positive Press is a win for all of us!

CORE Training

The PED is offering Consortium on Reading Excellence (CORE) training and Training of Trainers to Literacy Coaches. It is an eight day commitment. For more information please reach out to Danielle.Fresquez@state.nm.us

Participant Outcomes:

- ✓ Identify the CCSS alignment to research-based reading instruction
- ✓ Articulate the research on the essential components of reading instruction and link research to practice.
- ✓ Gain clear and explicit models of instructional routines.
- ✓ Practice using instructional routines specific to the topic.

Updated RfA, [Fine Arts Education Act Application](#)! Due by May 17, 2019: High Importance!

You will find the adjusted formula on page 13, along with professional development suggestions.

Electronic submissions are due digitally to FA.Literacy@state.nm.us and vicki.breen@state.nm.us