

PROPOSED BYLAWS
ALL for SUCCESS Charter School
Mark Hannagan Founder
allforsuccess@yahoo.com
575 446 8035

VARIABLE REFERENCES

1.1 The fiscal year of AFSA shall begin on the first day of July and end on the last day of June each year.

1.2 Date of annual Governing Board' meeting (See Section 2:8) will be held during the last quarter of the fiscal year.

0.3 Required notice of Governing Board' meetings (See Section 2. 8): (a) Not less than seventy-two (72) hours if by mail, and (b) Not less than twenty-four (24) hours if by personal delivery, word of mouth, telephone, facsimile, e-mail, or other form of wired or wireless transmission.

0.4 Authorized number of Board Members: five (5) to thirteen (13).

APPENDIX A

AFSA Financial Policies and Procedures

The Governing Board of AFSA will adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately. It is the intent of these policies and procedures to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

Collectively, they comprise a set of internal controls to ensure effective, efficient operations, a segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation. As AFSA grows and guidance changes, these policies and procedures will be reviewed and updated on at least an annual basis.

AFSA Academy has a co-Director model. The Director of Education is primarily in charge of academics of the school and the Director of Operations is primarily in charge of the operations for the school, including all financial policies and procedures.

Throughout this document EdTec and the services they provide will be referenced. If at any time the board decides to use a vendor other than EdTec for their back-office support, the policies and procedures will be revisited and revised at that time.

ALL FOR SUCCESS ACADEMY BYLAWS

ARTICLE 1 NAME, ORGANIZATION, AND PURPOSE

Section 1.1 NAME

ALL for SUCCESS Academy (AFSA) will provide an educational environment which supports academic excellence and preparation for High School and post-secondary skills for success.

Section 1.2 ORGANIZATION, AND PURPOSE

AFSA will provide an educational choice to the families of the Greater Albuquerque area by supporting our students with diverse academic opportunities which will support the development of academic and interpersonal skills necessary for future success.

Collaboration between parents, students, faculty, staff and community members are a necessary element to ensure all students will be provided a safe, positive, diverse and supportive learning environment. Individual learning will be supported by diverse research based educational opportunities to meet the needs of our student population. It is our intent to provide learning opportunities which will include, Science, Technology, Engineering, Arts and Math incorporated into our daily instruction.

To successfully meet our mission, AFSA will offer the following opportunities to our students and families:

- Academics based upon grade level standards as outlined in Common Core
- Diverse learning opportunities supported by innovative teaching strategies
- Highly Qualified staff members that develop curriculum goals based upon the unique needs of each student
- Utilization of Environmental Education as supported by New Mexico Environmental Education Partnership
- Student to teacher ratio of no greater than 20 :1
- A learning environment which provides the opportunity for student, their families and staff growth academically and socially.
- Partnership with all stakeholders which encourages collaboration

SECTION 1.3 PRINCIPAL OFFICE

The principal office of AFSA will be located in Albuquerque, New Mexico

SECTION 1.4

AFSA does not discriminate on the basis of any characteristic protected under State or Federal law including, but not limited to, race, color, age, sex, creed or religion, handicap or disability, marital status, citizenship status, veteran status, membership in the national guard, State defense or reserves, sexual orientation, national origin, ancestry, arrest record, conviction record, use or non-use of lawful products off the School's premises during non-working hours, or any other characteristic protected by law in its employment practices.

ARTICLE 2 THE GOVERNING BOARD

Section 2.1 THE GOVERNING BOARD

The Governing Board of AFSA retains and reserves all powers and duties conferred upon and vested in it by the New Mexico State Statutes (Section 22-5-4). The primary powers and duties of the Governing Board are to set school policy, review and approve the budget for AFSA and evaluate the Director(s) of AFSA.

Section 2.1 ROLES AND RESPONSIBILITIES OF THE GOVERNING BOARD

The basic responsibilities of the Governance Board are

- Support AFSA's mission
- Hire, support and evaluate the Director
- Ensure effective organizational planning both immediate and long term
- Work collaboratively with the staff and parents to ensure adequate resources
- Work collaboratively to ensure that the School's resources are managed effectively
- Enhance the public standing of AFSA
- Ensure the School's integrity both legally and ethically
- Maintain accountability and transparency
- Consider and act on policies for the School program
- Evaluate financial reports from the Director that will reflect the financial standing of the School
- Consider and adopt an annual budget recommended by the Director
- Perform specific duties imposed upon the Board by the statutes and regulations of the New Mexico Public Education Department

The Governing Board of All for Success Academy (AFSA) will adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately. It is the intent of these policies and procedures to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

If, following Authorization and selection of Governing Board, policies and procedures require revision, the Governing Board shall revise and seek assistance from the PEC to ensure they meet any regulations prior to establishment of Initial Bylaws of AFSA.

Collectively, they comprise a set of internal controls to ensure effective, efficient operations, a segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation. As AFSA grows and guidance from the NMPED or PEC changes, these policies and procedures will be reviewed and updated on at least an annual basis.

AFSA has a co-director model. The Director of Education is primarily in charge of academics of the school and the Director of Operations is primarily in charge of the operations for the school, including all financial policies and procedures.

Throughout this document EdTec and the services they provide will be referenced. If at any time the board decides to use a vendor other than EdTec for their back-office support, the policies and procedures will be revisited and revised at that time.

AFSA will be structured as in Figure #3 and will be governed pursuant to the bylaws adopted by the AFSA Governance Board. The major roles and responsibilities of the School's Governance Board will include ensuring that the AFS's mission is implemented thoroughly, establishing and approving all major operational policies, approving all major contracts, approving the School's annual budget, overseeing AFSA's fiscal affairs, and selecting and evaluating the top administrative staff.

The Community Partners will become the Interim Governance Board until a permanent Governance Board is appointed and/or elected. Community Partners will assist the founder in identification and selection of Governing Board Members.

The Governance Board (Board) will be structured in direct alignment with our mission and its primary focus will be to ensure progress towards achieving the mission of AFSA. Through the establishment of Board membership that includes Founders, and the advisory role of the general membership that will represent other committees or Boards, the governance structure of AFSA gives a voice to all interested parties. In turn, this ensures internal oversight and accountability, increases opportunities for parent involvement and ensures that the mission remains the constant driving force of the School

GOVERNANCE BOARD POLICIES AND PROCEDURES

AFSA will be governed pursuant to the bylaws adopted by a Governance Board. The major roles and responsibilities of AFSA's Governance Board will include establishing and approving all major operational policies, approving all major contracts, approving AFSA's annual budget, overseeing the AFSA's fiscal affairs, and selecting and evaluating the top administrative staff.

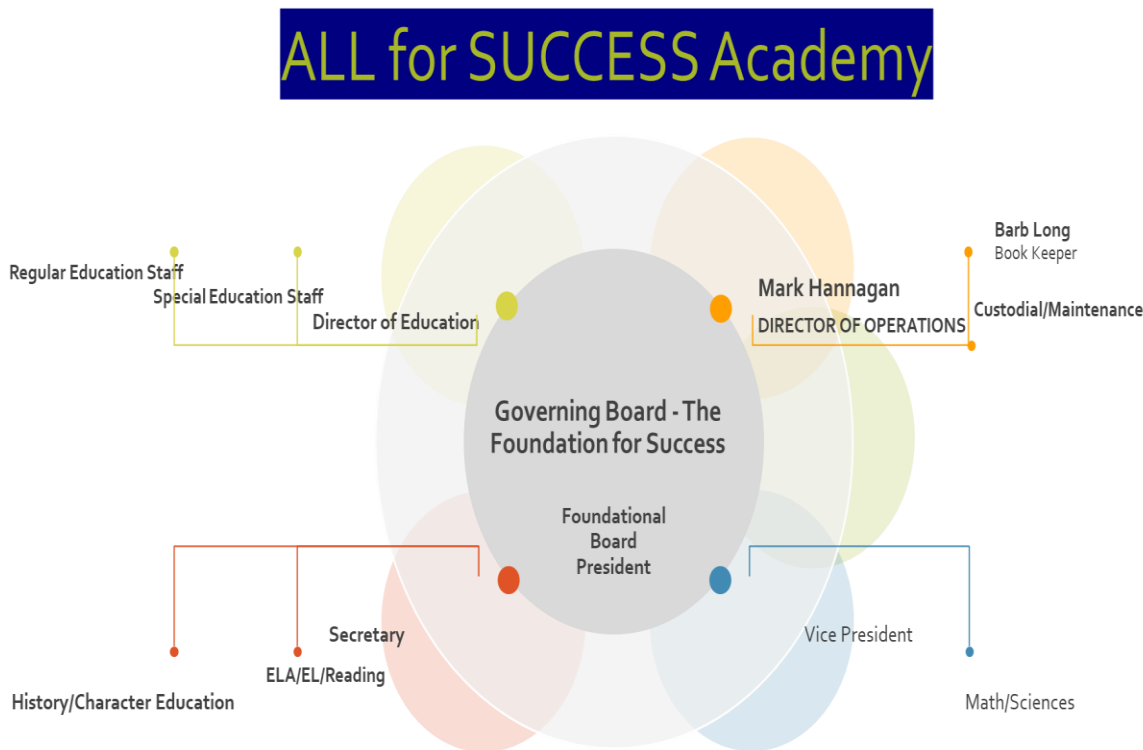
Election of First Governance Board

The Community Partner Board will become the Interim Governance Board until a permanent Governance Board is appointed and/or elected. They will be responsible for recruiting and appointing permanent Governance Board members.

The Interim Board will apply the following seven steps in their selection of permanent members:

- Prepare for active council member recruitment.
- Develop a profile of the current council.
- Determine strategies to build council diversity.
- Develop an initial list of prospective candidates.
- Contact top recruiting prospects.
- Schedule and conduct orientation sessions with prospective council members.
- Select new members to the council.

Figure # 3 AFSA Organizational Structure



Organizational Chart

The organizational chart is a picture of what we want to accomplish as an organization. The foundation of that inner circle is the Governing Board upon whose collective shoulders is the power, planning and funding for the success of the school. They support the administrators who represent the board to the staff, students and community. As co-administrators, we work together for the good of the school in general but specifically support the learning process by supporting education but specifically the teachers and staff as they support the students. Everybody is supported, because even the board is there to divide up the supervision of the whole school as we hold each other accountable and responsible for developing a school, plan and structure to help students exit the 8th grade at or within one year of grade level academic standards and objectives.

SECTION 2.4 Resignation

Any member may resign at any time by giving written notice to the Chairperson or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective.

SECTION 2.5 Removal

Any member may be removed by a majority vote of the Governance Board whenever such removal is in the best interests of the school. Grounds for removal will include without limitations the following acts or omissions:

- Violation of the Conflict of Interest Policy;
- Violation of Governance Board Commitment Agreement
- Failure to attend 3 scheduled meetings during the school year (July 1 – June 30) of the Governance Board, except when such absence is due to exigent circumstances;
- Violation of the member's duty of loyalty;
- Violation of the Governance Board's Code of Ethics; or
- Any other grounds the Governance Board deems appropriate.

Section 2.6 Vacancy

The Governance Board shall fill a vacancy on the Governance Board after the nomination process has been completed. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.

Section 2.7 Members of the Governing Board

Per 22-8B-4. B Academy's' rights and responsibilities. "A Academy shall be governed by a Governing body in the manner set forth in the charter; provided that a Governing body shall have at least five members; and provided further that no member of a Governing body for a Academy that is initially approved on or after July 1, 2005 or whose charter is renewed on or after July 1, 2005 shall serve on the Governing body of another Academy."

Per 22-8B-3. Purpose. "The Charter School Act[22-8B-1 NMSA 1978] is enacted...to encourage parental and community involvement in the public school system..."

The Governance Board will serve as the Governing body of AFSA. The Governance Board will be established with seven (7) or nine (9) voting members, satisfying the statutory requirements of the Academy Act, NMSA 1978, Section 22.8B.1 et. seq.

Procedure for Electing Board Members

Governance Board members shall be selected from the nominations and elected by a majority vote of the existing Board.

The terms of the Governance Board voting members shall be three-year terms, and all Board members shall be eligible to serve two successive terms.

The Governance Board members shall be nominated as follows: the Board Nominating

Committee shall select the Board member nominees for the vacant positions. The Board Vice Chairperson shall be a member of this committee. The committee shall obtain nominations by notifying community, business and/or education leaders of regular elections and/or vacancies on the Board along with a descriptions of the responsibilities of serving as a member and the date and time of the Governance Board meeting at which the position will be voted on by the Governance Board (whether new term elections or vacancies). The names and qualifications of interested individuals recommended by the nominating committee shall be given to the Secretary of the Governance Board, by no later than ten (10) working days before the date of the regular board meeting at which the vote of the Governance Board shall be made. Governance Board members will not receive compensation for their services; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

Section 2.8 Annual and Regular Meetings

Members of the Governance Board are required to attend all scheduled meetings of the Governance Board unless exigent circumstances arise. If a Board member cannot be physically present at a meeting due to an unavoidable conflict, he/she may make arrangements to appear by telephone in accordance with the provisions of the Open Meetings Act.

As part of the orientation process new Board members will familiarize themselves with the following key provisions of New Mexico laws:

Charter School Act (NMSA 1978, Section 22.8B.1 et. seq.)

School Personnel Act (NMSA 1978, Section 22.10A.1 et. seq.)

Procurement Code (NMSA 1978, Section 13.1.1 et. seq.)

Open Meetings Act (NMSA 1978, Section 10.15.1 et. seq.)

Public School Finance Act (NMSA 1978, Section 22.8.1 et. seq.)

Applicable rules and regulations issued by the New Mexico PED.

New Governance Board member will also be expected to read the AFSA's Charter and Code of Ethics. The new Governance Board member must sign the AFSA's Governance Board Code of Ethics, AFSA Governance Board Member Commitment and AFSA's Governance Board Conflict of Interest Policy documents. They will be expected to attend the next possible Governance Board training.

Section 2.9 Special Meetings

Special meetings of the Governance Board may be called at the discretion of the Governance Board. Such meetings shall be held at such time and place consistent with the Governance Board's annual resolution for conducting its public meetings.

Section 2.10 Notice

The Governance Board shall provide notice and post agendas in accordance with the New Mexico Open Meetings Act. Reasonable notice of the Governance Board meetings shall include broadcast stations licensed by the Federal Communications Commission (FCC) and newspapers of general circulation that have provided a written requirement for such notice. Notice of meetings and the availability of meeting agendas

shall be consistent with the Governance Board annual resolution. Except in cases of emergency the Governance Board shall only act on matters identified in the agenda.

Section 2.11 Quorum

A majority of the seated Board members, whether personally present or appearing telephonically shall constitute a quorum for the transaction of business at any meeting of the Governance Board.

Manner of Acting

No action of the Governance Board shall be valid unless taken at a meeting at which a quorum as defined herein is present and which has been properly noticed pursuant to the New Mexico Open Meetings Act, NMSA (1978) §§10-15-1 et seq.

Section 2.12 Manner of Acting

Except to the extent otherwise provided by law, any meetings of the Governance Board may be attended by any of the Governance Board Members by means of a conference telephone (or similar communications equipment) when it is otherwise difficult or impossible for the member to attend the meeting in person, provided that each member participating by conference telephone can be identified when speaking, all participants are able to hear each other at the same time and members of the public attending the meeting are able to hear any other member of the Governance Board who speaks during the meeting. Such attendance shall constitute presence by the Governance Board member as is in person at such meeting and for purposes of determining a quorum. Any action taken by the Governance Board at such meeting shall constitute a valid action of the Governance Board.

Section 2.13 Conduct of Meetings

A member of the Governance Board who will be unable to attend a Governance Board meeting will notify the Chairperson of the Governance Board prior to the meeting and if he/she intends to appear by telephone the Board member shall make arrangements with the head administration or his/her designee. Notice may be made by e-mail as long as it is made four (4) hours in advance of the meeting. If the Chairperson cannot attend the meeting, he/she must notify the Vice Chairperson and forward all information regarding the upcoming meeting to him/her, including notices of non-appearances by other Board members.

All meetings of the AFSA Governance Board shall be held in accordance with the New Mexico Open Meetings Act, NMSA 1978 §§10-15-1, et seq.

Meetings

The Governance Board shall pass a resolution annually describing what notice of a public meeting is reasonable when applied to the AFSA Governance Board. The resolution shall describe appropriate notice and methods for posting agendas for regular monthly, special and emergency meetings of the Governance Board.

Emergency

An emergency meeting or agenda item is one necessitated by unforeseen circumstances that if not addressed immediately by the Governance Board, will likely result in injury or damage to persons or property or substantial financial loss to the public body.

Minutes

The Governance Board shall keep written minutes of all its meetings. The minutes shall include at a minimum: the date, time and place of the meeting, the names of members in attendance and those absent, a summary of all motions, proposals, resolutions and any other matter formally voted upon and a record of any decisions and votes taken that show how each member voted. All minutes are open for public inspection. Draft minutes shall be prepared within ten (10) working days after the meeting and shall be approved, amended or disapproved at the next meeting where a quorum is present. Minutes shall not become official until approved by the Governance Board.

Confidential matters of the governance board

The Governance Board recognizes that confidential information will be brought to the attention of individual Governance Board members and/or the Governance Board as a whole pertaining to, but not limited to, the following:

- matters relating to the employment or dismissal of, or charges against, specific AFSA personnel;
- matters relating to litigation or proposed litigation in which the Governance Board is or may become a party, or attorney-client communications;
- consideration of the acceptance of gifts, bequests, or donations where confidentiality has been requested by the donor;
- consideration of wages and benefits for the Director;
- consideration of suspension, expulsion, or disciplinary action in connection with a student;
- matters relating to the security of students, personnel, visitors, and/or school property; and
- such matters that may arise and qualify as being confidential by law.
- The Governance Board further recognizes that public disclosure of such information may result in injury to individual or potential harm and possible liability to the AFSA and that the Governance Board members must respect confidentiality of information that is privileged under applicable law.
- It is the policy of the Governance Board that Board members shall discuss or disclose confidential information only in connection with legitimate school business and only with individuals with a legitimate right to know.

Section 2.14 PRESUMPTION OF ASSENT

A Member who is present at a meeting of the Board or a committee thereof of which he/she is a member at which action on any business matter is taken shall be presumed to have assented to the action taken unless his/her dissent shall be entered in the minutes of the meeting or unless he/she files his/her written dissent to such action with the person acting as the secretary of the meeting before the adjournment thereof or forwards such dissent by registered or electronic mail to the Secretary of the Board immediately after the adjournment of the meeting. Such right to dissent shall not apply to a Board Member who voted in favor of such action.

Section 2.15 ADDRESSING THE BOARD

Any person may formally address the Board during the “public comment” portion of a regularly scheduled Board meeting, provided that “public comments” are included in the Board agenda. “Public Comment” is limited to three minutes per person. The length of the “public comment” section of the meeting will not exceed thirty (30) minutes. Those wishing to address the Board must sign up to do so prior to the start of the meeting. The Board President reserves the right to amend the public comment session. Public comments are limited to issues that are directly impacting AFSA and the welfare of the students. The Board reserves the right to limit any comments from the public that are inappropriate or deal with issues around personnel and specific students.

Section 2.16 ACTION WITHOUT MEETING

Any action required or permitted by the bylaws or any provision of law to be taken by the Board or any committee thereof at a meeting or by resolution may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the members of such committee entitled to vote with respect to such action. The resolution shall be transmitted to all members by mail, electronic mail or facsimile, and Members shall be allowed to submit a signed resolution in person or through mail, electronic mail, or facsimile. If the resolution is adopted, all Board Members (including those who did not vote or voted against the resolution) shall be notified of the approval. Such notification may also be by mail, electronic mail, or facsimile. Any action taken by written consent without a meeting shall be referenced in the minutes of the next Board meeting and a copy of the consent resolution shall be kept in the annual records.

Section 2.17 CONFLICTS OF INTEREST AND CODE OF ETHICS

General Statement

It shall be the duty of each Governance Board member to voluntarily excuse him/herself from discussions of confidential information and abstain from voting on matters in which the Governance Board member has a personal or financial interest, including an interest by a member of the Governance Board’s immediate family, or where the Governance Board’s participation will or may compromise the confidential nature of the discussion. Failure to voluntarily remove himself/herself from such conflicts of interest may result in a vote to remove the member from the Governance Board.

Disclosure

Each Board Member agrees to complete and sign a Disclosure of Conflicts of Interest statement prior to accepting his/her position on the Board. In addition to this statement, Board Members shall annually update the disclosure statement and shall otherwise immediately notify the Chairperson of the Board when he or she becomes aware that an actual or potential conflict may exist.

Conflict of Interest Policy

Each Board Member agrees to abide by the AFSA Conflict of Interest Policy adopted by the Governance Board.

Code of Ethics

Each Board member agrees to abide by the AFSA Code of Ethics adopted by the Governance Board.

ARTICLE 3 COMMITTEES

Section 3.1 Academic Oversight Committee

The Governance Board will have the authority to form the following committees based on the needs of the School:

The AFSA Director will be instrumental in developing a committee to deal with the educational reporting and oversight. The purpose of this committee shall be to ensure that the educational programs of the school are accomplishing the goals of the charter, its curriculum and meeting state standards as required by law.

Section 3.2 Finance and Audit Committee.

AFSA Finance and Audit Committee have a vital role in keeping the Governance Board apprised of the school's business affairs and financial condition. The members of the finance committee shall be the treasurer of the Governance Board who shall serve as the chair, the AFSA Business Manager, and at least one other member who is a non-AFSA employee and disinterested party selected by the treasurer and business manager and approved by the Board.

The responsibilities of this committee include, but are not limited to:

- Prepare and maintain the annual budget for the Academy in collaboration with the Director.
- In collaboration with the Director, develop and annually revise a long-term financial forecast.
- Review all grant proposals and when necessary, make recommendations to the Board.
- Prepare all Budget Adjustment Requests (BAR) and present with recommendations to the Governance Board as necessary.
- Represent the school throughout all phases of the annual audit.
- Review business manager's required reports and make recommendations to the Governance Board regarding the reports as necessary.

Section 3.3 Nominations Committee.

The Governance Board nominations committee is commissioned by and responsible to the Governance Board to assume the primary responsibility for matters pertaining to Governance Board recruitment, nominations, orientation, training, and evaluation in accordance with the Governance Board policies and practices approved by the Governance Board.

Section 3.4 School Advisory Committee.

AFSA will maintain a school advisory committee, which reports to the Governing Board. This committee will consist of three parents and three staff members who volunteer for this service. If the number of volunteers exceeds the number needed, elections will be held. This committee will advise the Governance Board regarding instructional issues and curricula, student discipline, school budget planning, and increasing family involvement.

Members of each committee, with the exception of the Parent Advisory Committee, may be chosen by the Governance Board and shall serve for such period of time as the Governance Board shall determine. The specific composition of the Finance and Audit Committee, however, shall be governed by the provisions above.

Committees may meet at such times and for such purposes as they shall from time to time determine. Provisions for notice and procedures applicable to meetings of the Governance Board's committees shall be as prescribed by the Governance Board and shall comply with the Open Meetings Act if the purpose of such meeting is to set policy affecting the school.

Any member of a committee may, at any time, resign by giving written notice to the Chairperson or Secretary and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The Governance Board may remove any member of a committee whenever in its judgment the best interests of the school would be served thereby.

Members of the committees shall not receive any compensation for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act. The Governance Board has the authority to create ad hoc committees as deemed necessary. The policies and procedures that govern ad hoc committees will be determined as specified by the Governance Board action creating and approving the existence of any such committee.

ARTICLE 4 OFFICERS

Chairperson

The Chairperson of the Governance Board shall preside at all meetings and shall appoint committees with approval of the Governance Board. He/She shall have the right, as other members of the Governance Board, to make or second motions, to discuss questions, and to vote. The Chairperson of the Governance Board may not act for or on behalf of the Governance Board without prior specific authority from a majority of the Governance Board to do so. All communications addressed to the Chairperson shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governance Board. The Chairperson shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governance Board. It is the Chairperson's responsibility to ensure that Governance Board members uphold their commitments/responsibilities to the school. The Chairperson will compile in collaboration with the Director the topics for business to be placed on the agenda. Any member of the Governance Board (voting and non-voting) may offer items to be heard or discussed at any meeting of the Board.

Vice-Chairperson

The Vice-Chairperson shall perform the duties of the Chairperson in the absence of the Chairperson or at the request of the Chairperson. In the event a vacancy occurs in the Chairperson position, the Vice-Chairperson will act in the capacity of the Chairperson until the office has been filled by a vote of the Board membership. The Vice-Chairperson shall serve as a member of the nominating committee and present the names of the candidates to the Board.

Treasurer

The treasurer shall be familiar with the fiscal affairs of the school and keep the Board informed thereof in the event that the school's business manager is unable to so act. He/She will have knowledge of public-school finance laws, rules and policies and shall serve as the Chairperson of the AFSA Finance Committee. He/She shall attend the NMPED Spring Budget Workshop and/or any other necessary financial regulatory training recommended by the Director or the business manager.

Secretary

The Secretary shall keep the minutes of the Governance Board meetings, subject to the direction of the Chairperson, assure that all notices are given in accordance with the provisions of the charter, Governance Board policies and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to the Secretary by the Governance Board. The Board may appoint a designee to assist with the responsibilities of the Secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas and preparing packets for the Governance Board's review. The Board Secretary will review the minutes prior to presentation to the Governance Board for approval. The Secretary shall be responsible for presenting the minutes to the Board at meetings.

Section 4.1 Number

Authorized number of Board Members: five (5) to thirteen (13) Members.

Section 4.2 Appointment and Terms of Office

The appointment and tenure of officers will be such that alternating numbered Officers shall be elected each year by the Board at its annual meeting for terms of two (2) years or until their successors have been duly elected and qualified, or until their death, resignation or removal. Officers' terms shall commence immediately following the annual meeting of the Board.

Compensation

The officers shall not be compensated for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

Directors and Officers

Insurance

The Governance Board may secure Board and Director insurance in excess of the coverage provided by the New Mexico Public School Insurance Authority upon appropriate approval of the Governance Board and if provided for in the Academy's approved budget.

Delegation

The Governance Board may delegate temporarily the powers and duties of an office, in case of such officer's absence or for any other reason, to any other officer, and may authorize the delegation by any officer of any

of such officer's powers and duties to any agent or employee subject to the general supervision of such officer.

Powers and authority of the governance board

The Governance Board is the Governing body of the Academy and is responsible for ensuring the fair and uniform application of all federal, state and local laws in the operation of the school as well as the school's charter and policies. The school will be operated for the educational benefit of its students. The Governance Board is the policy-making body for the school. The AFSA Governance Board will exercise leadership primarily through the formulation and adoption of policies.

The Governance Board shall concern itself primarily with broad questions of policy and with the appraisal of results rather than with the administrative detail. The application of policies is an administrative task to be performed by the Director and designated staff, and they shall be held responsible for the effective implementation of Governance Board policies. The Director shall be held responsible for keeping the Governance Board informed of all matters within its purview so that the Governance Board can fulfill the above-described functions of a Governing body. The Director will have primary responsibility for all aspects of the school's operations and programs, including the day-to-day management and implementation of the school's charter and Governance Board policies. The teachers and staff of AFSA will report to the Director. A member of the Governance Board is a public officer, but has no power or authority individually. The charter vests power in the Governance Board, and not in the members, either individually or otherwise and these powers must be exercised by the Governance Board at a public meeting in regular or special called meetings, with action duly recorded in its minutes.

The Governance Board shall not be bound in any way by any action or statement on the part of any individual Governance Board member except when such statement or action is in pursuance of specific instructions from the Governance Board. Any such exception shall be recorded as an action item of the Governance Board and recorded in the minutes.

The Governance Board recognizes the importance of timely communication among its members and between the Governance Board and the Director. The Director or his/her designee will strive to ensure that the Governance Board is given prior notice of matters submitted by members for deliberation at meetings.

The powers and duties of the Governance Board are prescribed by the AFSA Charter and the New Mexico Charter School Act and all applicable laws and regulations. Complete and final control of all matters pertaining to the school's educational system shall be vested in the Governance Board. The Governance Board of AFSA shall have the following powers and duties:

Those powers as set forth in the AFSA charter that are not inconsistent with federal or state laws or constitutions, or as otherwise set forth in the Academy Act, NMSA 1978 §§22-8B-1, et seq.

Employ the (Principal) Director;

- Delegate administrative and supervisory functions of the (Principal) Director when appropriate;
- Approval of the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report in connection with the NMPED's annual audit;

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- Have the capacity to sue or be sued;
- Contract for services and facility leases with any school district, a university or college or any third party for the use of a facility, its operation and maintenance and the provision of any service or activity that AFSA is required to perform in order to carry out the educational program described in its charter.
- Acquire and dispose of property provided that at the termination of the charter, all assets of the charter shall revert to the local school board that authorized the charter, unless otherwise amended by law.
- Accept or reject any charitable gift, grant, devise or bequest not otherwise contrary to law or the terms of the charter.
- Contract for provision of financial management, food services, education related services or other services.

MISCELLANEOUS

Checks, Drafts, Etc.

All checks, drafts or other orders for the payment of money, and all notes or other evidences of indebtedness issued in the name of the school shall be signed by such officer or officers, agent or agents of the school as designated by the Governance Board. Two signatures from the following three authorized signatories shall be required on each check.

The authorized signatories shall be:

- Governance Board Chairperson,
- Governance Board Treasurer,
- and Business Manager.
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Books and Records

The Governance Board shall keep accurate and complete books and records of the actions of the Governance Board, which records shall be open to inspection by the members of the Governance Board at any time, or members of the public pursuant to the Inspection of Public Records Act, NMSA 1978 14-2-1 et seq.

Financial Matters

The Governance Board shall approve all contracts, including Director and other employee contracts. The Governance Board will adhere to all New Mexico State laws regarding procurement processes and procedures as notated in the AFSA Procurement Process Policies.

STAFF

Director Selection Criteria and Process for Selection

The Governance Board shall advertise the position of ALL for SUCCESS Charter Director and its requirements in local public newspapers, professional papers, and on the AFSA website. Selection criteria for the Director will include:

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- A minimum of 7 years teaching experience in elementary and/or middle school and/or high school
- A minimum of 5 years of administrative experience including:
 - Experience in:
 - writing budgets
 - writing curriculum
 - school management
 - ordering furniture, materials and supplies
 - building a school community with staff and families
 - starting a new school, desired
 - Bilingual preference

The Governance Board will engage in the following process to recruit and select the candidate who best meets the above criteria and philosophy of AFSA:

- Identify who will be involved in the selection process and establish selection committee.
- Identify desired and needed characteristics for the school's Director.
- Write and/or modify a detailed job description.
- Advertise nationwide for applicants.
- Conduct a paper screen of applicants.
- Develop questions and desired answers to the questions based on the written job description.
- Train interview team.
- Interview process—primary goal is to find as much as possible about each candidate.
- Debrief with selection team to identify top candidates.
- Check references.
- Come to a final decision and recommend that the Governance Board hire the candidate preferred by selection committee.
- Notify selected and non-selected candidates of selection committee's decision.
- With the exception of step 11, a similar process will be followed to hire other school staff.

Governance Board Membership

The Community Partner Board will act as the Interim Governance Board, and is comprised of:

PARTNERSHIPS

AFSA has no partnerships that are essential to the school, its governance, key instructional, or management functions.

SCHOOL ORGANIZATIONAL STRUCTURE

Certified Staff include people:

teaching or supervising an instructional program; counseling or providing special instructional services; delivering special education services; delivering services to students; administering the school; serving as business manager; instructional assistants and coaches.

Non-certified staff include people:

supervising/directing business offices, data processing, facilities, food service, health and transportation; providing administrative support in the business office, clerical, data processing and secretarial areas; providing support to the teaching and administrative duties of the office of the Director or department Chairperson or providing support in all other categories such as maintenance, security, cafeteria, bus drivers not on contract, etc.

Related service providers (also referred to as Instructional Support providers or Ancillary Service providers) includes anyone who:

provides services for AFS as an instructional assistant, school counselor, school social worker, school nurse, speech-language pathologist, psychologist, physical therapist, physical therapy assistant, occupational therapist, occupational therapy assistant, recreational therapist, interpreter for the deaf, and diagnostician. Short-term substitutes are teaching classes for less than 4 consecutive weeks.

Long-term substitute teachers are substitute teachers that are teaching students in a single classroom for 4 or more consecutive weeks (not to exceed 45 days).

ARTICLE 5 STAFF

Section 5.1 SCHOOL DIRECTOR(S)

The Governing Board shall have the discretion to appoint AFSA's Director(s), who shall be responsible for carrying out the work of ESA in accordance with the policies established by the Governing Board.

Job descriptions are provided for the following staff, even if a given position is only a fraction of a full time equivalent (FTE):

- Director of Operations
- Director of Education
- Art Teacher
- Classroom Teacher(s) Year 1 Hire (three positions year 1, remaining positions will be filled for year 2)
- TESOL Teacher 3
- Physical Education Teacher Year 1 Hire
- Special Education Teacher(s) Year 1 Hire
- Educational Assistant(s) (1 position for every 60 students)
- Lunch Staff (When funding permits)
- Custodial Staff Instructional leader (Year 1 Hire)
- Office Manager 1 position

ARTICLE 6 ADMINISTRATION

Section 6.1 Contracts

The Governing Board may authorize any officer or officers, agent, or agents, to enter into any contract or execute or deliver any instrument in the name of and on behalf of the school and such authorization may be general or confined to specific instances. In the absence of other designation, all deeds, mortgages and instruments of assignment or pledge made by the school shall be executed in the name of the school by the Chair or one of the Vice Chairs; the Secretary or an Assistant Secretary, when necessary or required, shall affix the school seal, if any, thereto; and when so executed no other party to such instrument or any third party shall be required to make any inquiry into the authority of the signing officer or officers.

Section 6.2 Loans

No indebtedness for borrowed money shall be contracted on behalf of the school and no of such indebtedness shall be issued in its name unless authorized by or under the authority of a resolution of the Governing Board. Such authorization may be general or confined to specific instances.

Section 6.3 Checks, Drafts, Etc.

All checks, drafts, or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of AFSA, shall be signed by such officer or officers, agent, or agents of AFSA Governing Board and in such manner, including by means of facsimile signatures, as shall from time to time be determined by or under the authority of a resolution of the Governing Board.

Section 6.4 Deposits

All funds of the school not otherwise employed shall be deposited from time to time to the credit of the school in such banks, trust companies or other depositories as may be selected by or under the authority of a resolution of the Governing Board.

Section 6.5 Agents

The Governing Board is authorized and empowered to retain such agents, attorneys, accountants, counsel, or other qualified firms or persons as the Governing Board shall document and determine by resolution.

ARTICLE 7 LIABILITY AND INDEMNITY

Section 7.1 Liability of governing board and officers

Except as otherwise provided by law, no Board Member or officer shall be liable to the school, or any person asserting rights on behalf of the school, its creditors, or any other person, for damages, settlements, fees, fines, penalties or other monetary liabilities arising from a breach of, or failure to perform, any duty resulting solely from his or her status as a Board Member or officer, unless the person asserting liability proves that the breach or failure to perform constitutes (a) a willful failure to deal fairly with AFSA Governing Board in connection with a matter in which the Board Member or officer has a material conflict of interest, (b) a violation of criminal law, unless the Board Member or officer had reasonable cause to believe his or her

conduct was lawful or no reasonable cause to believe his or her conduct was unlawful, (c) a transaction from which the Board Member or officer derived an improper personal profit or benefit, or (d) willful misconduct.

Section 7.2 INDEMNITY OF BOARD MEMBERS AND OFFICERS

The school shall indemnify a Board Member or officer, to the extent he or she has been successful on the merits or otherwise in the defense of any threatened, pending or completed civil, criminal, administrative or investigative action, suit, arbitration or other proceeding, whether formal or informal, which involves foreign, federal, state or local law and which is brought by or in the right of AFSA Governing Board or by any other person, for all reasonable expenses, including fees, costs, charges, disbursements and attorney fees, incurred in the proceeding, provided the Board Member or officer was a party because he or she is a Board Member or officer of the Board, and in all other cases, the Board shall indemnify a Board Member or officer against liability, including judgments, settlements, penalties, assessment, forfeitures, fines, including any excise tax assessed with respect to an employee benefit plan, and reasonable expenses, incurred by the Board Member or officer in the proceeding, provided the Board Member or officer was a party because he or she is

Board member or officer of the school, unless the liability was incurred because the Board Member or officer breached or failed to perform a duty he or she owes to the Board and the breach or failure to perform constitutes (a) a willful failure to deal fairly with the Governing Board in connection with the matter in which the Board Member or officer has a material conflict of interest, (b) a violation of criminal law, unless the Board Member or officer had reasonable cause to believe that his or her conduct was lawful or no reasonable cause to believe that his or her conduct was unlawful, (c) a transaction from which the Board Member or officer derived an improper personal profit or benefit, or (d) willful misconduct.

The termination of a proceeding by judgment, order, settlement, or conviction, or upon a plea of no contest or an equivalent plea, shall not, by itself, create a presumption that indemnification of the Board Member or officer is not required under this by-law.

No indemnification is required under this by-law to the extent the officer or Board Member has previously received indemnification, reimbursement, or allowance of expenses from any person, including AFSA, in connection with the same proceeding.

The school, by its Governing Board, may indemnify in a like manner, or with any limitations, any employee or agent of AFSA who is not a Board Member or officer with respect to any action taken or not taken in his or her capacity as such employee or agent. The foregoing rights of indemnification shall be in addition to all rights to which Board Member, officers, employees, or agents may be entitled as a matter of law, by resolution of the Governing Board, or by written agreement with AFSA.

Section 7.3 Maintenance of Insurance

The school may, by its Governing Board, purchase and maintain insurance on behalf of any person who is a Board Member, officer, employee, or agent of the school against liability asserted against and incurred by the person in his or her capacity as a Board Member, officer, employee, or agent, or arising from his/her status as a Board Member, officer, employee, or agent, regardless of whether AFSA Governing Board is required or authorized to indemnify the person against the same liability.

ARTICLE 8 GENERAL

Section 8.1 Fiscal Year The fiscal year of AFSA shall be as provided in Section 0.1.

Section 8.2 Writing

The terms “in writing” or “written” as used within these bylaws include communications that are transmitted or received by electronic means.

Section 8.3 Sign The word “sign” as used within these bylaws includes executing an electronic signature.

ARTICLE 9 RULES OF ORDER

Section 9.1 Rules of Order

In case of conflict or challenge, the rules of order in the current edition of Robert’s Rules of Order shall govern the conduct of all meetings of AFSA.

ARTICLE 10 AMENDMENTS

Section 10 Amendments by Governing Board

These bylaws may be altered, amended, or repealed and new bylaws may be adopted by the Governing Board by affirmative vote of two-thirds of the number of Board Members present at any meeting at which a quorum is in attendance.

APPENDIX B

Directors

Specific Duties and/or Responsibilities:

Director of Operations Year 0 Hire (Within 4-8 weeks of Authorization)	Required: Mission-driven, creative systems-oriented individual with experience leading a high performing school	Work with the Co-Director to recruit, hire, develop, evaluate and retain staff members committed to achieving and maintaining the mission of AFSA Academy.
	<p>Experience building a strong, positive team of staff</p> <p>Administrative license in New Mexico, or state with reciprocity and ability to acquire license prior to May of the year of start.</p> <p>Bachelor's Degree</p> <p>Master's Degree</p> <p>Successful completion of background check.</p> <p>Preferred:</p> <p>Bilingual/knowledge of spoken language other than English</p> <p>Experience working with diverse families and student Management and project management experience</p> <p>Experience working with diverse families and students Management and project management experience</p>	<p>Lead and empower staff to create a school environment and culture that is rigorous, positive, structured, diverse, and innovative that will lead to high level student achievement and passion for learning.</p> <p>Work closely with the Board and Director to ensure that AFSA is governed effectively, fiscally healthy, and in full compliance with all expectations in the charter.</p> <p>Provide thoughtful leadership in the development of AFSA's curriculum and support Special Education Services</p> <p>Reports to Board</p>

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<p>Director of Educ (Part time) Year 0 Hire (within 4 months of Authorization)</p>	<p>Required: Mission-driven, creative systems-oriented individual with experience leading a high performing school Experience building a strong, positive team of staff Administrative license in New Mexico, or state with reciprocity and ability to acquire license prior to May of the year of start. Bachelor's Degree Master's Degree Successful completion of background check.</p> <p>Preferred: Bilingual/knowledge of spoken language other than English Experience working with diverse families and student Management and project management experience</p>	<p>Work with the Director of Operations to recruit, hire, develop, evaluate and retain staff members committed to achieving and maintaining the mission of AFSA Academy.</p> <p>Lead and empower staff to create a school environment and culture that is rigorous, positive, structured, diverse, and innovative that will lead to high level student achievement and passion for learning.</p> <p>Work closely with the Board and Director of Operations to ensure that AFSA is governed effectively, fiscally healthy, and in full compliance with all expectations in the charter.</p> <p>Ensure operational functions of AFSA ranging from arrival to nutrition to payroll.</p> <p>Develop, evaluate, and manage the Office Assistant/Manager and any part- time staff that supports school operations.</p> <p>Reports to Board</p>
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Appendix C

Role	Qualifications	Key Responsibilities
Art Teacher Year 1 Hire	<p>Required:</p> <ul style="list-style-type: none"> ☑ Creative, innovative educator with commitment to the mission and vision of AFSA ☑ Devotion to ongoing professional development and growth ☑ Team mindset ☑ New Mexico Level I, II, or III teacher's license or eligibility to apply for license/reciprocity prior to July of the year of hire for K- 8. o If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of ☑ Minimum of a bachelor's degree ☑ Endorsement (or documentation hire of waiver application) in core curriculum ☑ Successful completion of background check 	<p>Plans, facilitates, and implements rigorous lessons in Art that result in student growth and achievement.</p> <p>Implements, guides, and reinforces school wide systems, routines, and procedures.</p> <p>Communicates proactively and regularly with students and families.</p> <p>Participates in the school beyond classroom instruction: serves on at least one school committee and actively contributes to professional development</p> <p>Commits to growing professionally and innovatively, in the spirit of continuous improvement to benefit students.</p>

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<p>Classroom Teacher(s) Year 1 Hire (three positions year 1, remaining positions will be filled for year 2)</p>	<p>Required:</p> <ul style="list-style-type: none"> ☐ Creative, innovative educator with commitment to the mission and vision of AFSA ☐ Devotion to ongoing professional development and growth ☐ Team mindset ☐ New Mexico Level I, II, or III teacher's license or eligibility to apply for license/reciprocity prior to July of the year of hire for K- 5. <p>If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of</p> <ul style="list-style-type: none"> ☐ Minimum of a bachelor's degree ☐ For English Language Arts hire <p>Teachers: TESOL/Bilingual Endorsement</p>	<p>Plans, facilitates, and implements rigorous standards-based lessons that engage students and lead to high levels of student achievement</p> <p>Uses data to plan, adjust, and individualize lessons for the greatest outcome</p> <p>Actively collaborates with content and grade level teams to provide high quality, individualized learning for all students.</p> <p>Implements, guides, and reinforces school wide systems, routines, and procedures.</p>
	<ul style="list-style-type: none"> ☐ Track record of results Preferred - oriented work in urban education, including teaching experience (preferred) ☐ For Math and STEAM/Social Studies Teachers: Bilingual /TESOL Endorsement 	<p>Communicates proactively and regularly with students and families.</p> <p>Commits to growing professionally and innovatively, in the spirit of continuous improvement to benefit students.</p> <p>Participates in the school beyond classroom instruction: serves on at least one school committee and actively contributes to professional development.</p> <p>Report to the Director</p>

ALL for SUCCESS Academy APPLICATION APPENDIX

<p>Physical Education Teacher Year 1 Hire</p>	<p>Required:</p> <ul style="list-style-type: none"> ☑ Creative, innovative educator with commitment to the mission and vision of AFSA ☑ Devotion to ongoing professional development and growth ☑ Team mindset ☑ New Mexico Level I, II, or III teacher's license or eligibility to apply for license/reciprocity prior to July of the year of hire for K- 8. <ul style="list-style-type: none"> o If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of ☑ Minimum of a bachelor's degree ☑ Endorsement (or documentation hire of waiver application) in core curriculum ☑ Successful completion of background check <p>Preferred:</p> <p>Track record of results-oriented work in Urban teaching location</p>	<p>Plans, facilitates, and implements rigorous lessons in P.E. that result in student growth and achievement.</p> <p>Implements, guides, and reinforces school wide systems, routines, and procedures.</p> <p>Communicates proactively and regularly with students and families.</p> <p>Participates in the school beyond classroom instruction: serves on at least one school committee and actively contributes to professional development</p> <p>Commits to growing professionally and innovatively, in the spirit of continuous improvement to benefit students.</p> <p>Report to Director</p>
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<p>Special Education Teacher(s) Year 1 Hire</p>	<p>Required:</p> <ul style="list-style-type: none"> ☑ Creative, innovative educator with commitment to the mission and vision of AFSA ☑ Devotion to ongoing professional development and growth ☑ Team mindset ☑ Special Education License in New Mexico or eligibility to apply for reciprocity from another state prior to July of year of hire o If teacher plans an alternative licensure pathway, the teacher must provide documentation of the appropriate steps and waivers within 10 days of hire. <ul style="list-style-type: none"> o If the teacher will serve gifted students, must have a Gifted Endorsement or waiver application filed within 10 days of offer of ☑ Successful completion of employment background check ☑ Highly organized and able to create and maintain systems ☑ Track record of results <p>Preferred: task- oriented work in urban education, including -</p> <ul style="list-style-type: none"> ☑ Detail oriented and self motivated ☑ teaching experience 	<p>Provides educational instruction as outlined in the IEP for identified individuals with exceptional needs and monitors implementation of the IEP</p> <p>Implements, guides, and reinforces school wide systems, routines, and procedures.</p> <p>Communicates proactively and regularly with students and families.</p> <p>Commits to growing professionally and innovatively, in the spirit of continuous improvement to benefit students</p> <p>Maintains accurate records of student services provided and collaborates with staff and parents to ensure students receive support that leads to meaningful progress.</p> <p>Report to Director (Years 1-3, and Student Support Coordinator in Years 4 and beyond)</p>
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ALL for SUCCESS Academy APPLICATION APPENDIX

<p>Educational Assistant(s) (1 position for every 60 students)</p>	<p>Required</p> <ul style="list-style-type: none"> ☑ Creative, innovative educator with commitment to the mission and vision of AFSA ☑ Associate Degree or higher ☑ Educational Assistant License, or ability to secure license prior to July 1 of year of hire o If the educational assistant intends to apply for a waiver for this license, the individual must supply documentation of the waiver submission within 10 days of hire. Preferred: ☑ Organized ☑ Demonstrated ability to form strong relationships with students and staff ☑ Experience working with students and in schools 	<p>Supports individual and small groups of students with access to individualized programs</p> <p>Commits to growing professionally in the spirit of continuous improvement to benefit students.</p> <p>Report to Director (Years 1- 3, and Student Support Coordinator in Years 4 and beyond)</p>
<p>Lunch Staff (When funding permits)</p>	<p>Required:</p> <ul style="list-style-type: none"> ☑ Commitment to the mission and vision of AFSA Academy ☑ Ability to form strong relationships with students ☑ Successful completion of background check ☑ Experience working with students and in schools ☑ Experience working with food 	<p>Reinforces school wide systems, routines, and procedures in cafeteria spaces</p> <p>Reports to Director in Years 1,2 and Office Manager in Years 3 and beyond</p>
<p>Custodial Staff</p>	<p>Required</p> <p>Experience with facility management</p> <p>High School Diploma</p> <p>Verifiable experience in Public Facilities</p> <p>Successful completion of background check</p>	<p>Ensures AFSA Academy's facility is clean and well maintained.</p> <p>Reports issues or challenges to Director in Years 1-2, and Office Manager in Years 3 and later.</p>

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<p>Instructional leader (Year 1 Hire)</p>	<p>Required:</p> <ul style="list-style-type: none"> ☑ Creative, innovative educator with commitment to the mission and vision of AFSA ☑ General Education License in K-8, 5- 9, or 7- 12 (Level II or III), one of the following endorsements is preferred: language arts, social studies, math, science, reading, TESOL or bilingual. ☑ OR Administrative License in New Mexico or state with reciprocity (and ability to apply for NM license prior to July of year of hire) ☑ Minimum of bachelor's Degree ☑ Evidence of student achievement and coaching success ☑ Successful completion of background check <p>Preferred:</p> <ul style="list-style-type: none"> ☑ Minimum of 3 years working in education with a history of significant student achievement gains or growth ☑ Masters' Degree ☑ Bilingual ☑ Curriculum development experience 	<p>Continuous coaching of AFSA teachers to support the realization of ambitious student achievement goals</p> <p>Provide leadership and support in developing AFSA curriculum and assessments as the school fills upper grade level.</p> <p>Develops and implements the facilitation of professional development to support continuous teacher growth and development</p> <p>Supports school-wide routines and procedures</p> <p>Reports to Director</p>
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ALL for SUCCESS Academy APPLICATION APPENDIX

<p>Office Manager 1 position</p>	<p>Required: Innovative support with commitment to the mission and vision of AFSA Preferred: ☑ Organized ☑ Demonstrated ability to form strong relationships with students and staff ☑ Experience working with students and in schools</p>	<p>Supports parents, students and all staff</p> <p>Commits to growing professionally in the spirit of continuous improvement to support the instructional process from an information support position.</p> <p>Report to Director (Years 1- 3, and Student Support Coordinator in Years 4 and beyond)</p>
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APPENDIX D

None in Place at this time Anticipate LSG and Associates for Provision of Special Education Services

APPENDIX E

ALL FOR SUCCESS CHARTER SCHOOL APPLICATION

Mark Hannagan

allforsuccess@yahoo.com

575-446-8035

State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist

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State-Authorized Charter School Applicant Facilities Master Plan/Educational Specifications Checklist

Charter School Abstract

ALL for SUCCESS Academy (AFSA) is a proposed Charter School in Albuquerque, New Mexico. AFSA proposes to serve Grades five (5) to eight (8). AFSA is submitting an application for authorization through the Public Education Commission (PEC) with a desired occupancy for the 2020 to 2021 academic year. AFSA has a desired enrollment cap of 256 students.

The Founding team of AFSA has reviewed the Statewide Adequacy Standards (NMAC 6.27.30), How to Get a Handle on Facilities, Application Matrix, Charter School Assessment Procedure and Alternative School Statewide Adequacy Standard Variances as outlined on the New Mexico Public Schools Facilities Authority <http://www.nmpsfa.org/>.

The founder of AFSA met with Amy Chase of Albuquerque Public schools to discuss the Charter School Application and potential use of any facilities. At that time, no facilities were available. AFSA founder contacted her again on April 2 to confirm the information and she stated they were still determining what availability may exist within our timeframe.

Upon approval, AFSA founders will establish a formal committee to locate potential sites which remain available, review all available options, make final selection and ensure all buildings and grounds meet or exceed New Mexico Facilities Guidelines for Charter Schools. Presently, AFSA is focusing upon locations which have been used as schools previously to reduce renovation costs and potential delays in being available for parent and student visits. All renovations will be completed prior to March of 2020 to allow AFSA to hold an Open House for student recruitment and lottery selection. If a pre-built facility is not available, AFSA founding team will consider the use of portable classrooms and privately-owned land which can be negotiated into a lease-purchase agreement. AFSA will work closely with the local school district and NMPED Facility Authority to ensure all locations and buildings meet or exceed expectations. AFSA founding team will also collaborate with New Mexico Coalition for Charter Schools to seek information on available sites.

The final copy of this document will be placed in a three (3) ring binder at the selected site with labeled tabs and available upon request.

EXECUTVE SUMMARY: CHARTER SCHOOL OVERVIEW

□ Include the written request as well as any response received regarding your request to locate in existing public-school district facilities in the community where you wish to open your charter

APPLICANT RESPONSE:

ALL for SUCCESS Academy founder, Mark Hannagan, met in person with Amy Chase the Charter School Coordinator for Albuquerque Public Schools. Her contact information is amy.chase@aps.edu 505 878-6155. At this time, she stated there are no available sites. Upon approval, we will contact her again to inquire if facility availability status has changed.

We followed up with an email and have included her response to facility availability below:

Mark Hannagan

Tue, Apr 2, 8:31 AM

to amy.chase

Good Morning!

I am completing our PFSA application. I know that when we met you stated there were no sites available at this time.

Could you please confirm in writing that fact so I am able to place it in our application? As a reminder, we wanted to place the middle school (actually 5-8) in Zone 3 or 4. Thank you so much! I really appreciate your help and look forward to working with you if we are approved.

Chase, Amy E

ALL for SUCCESS Academy APPLICATION APPENDIX

to me

Hello Mr. Hannagan.

I'm working with the Senior Director of our department to move this forward

We will be in touch soon regarding your facilities request.

Best,

Amy Chase

Coordinator, Office of Innovation and School Choice Albuquerque Public Schools Charter School Team

☐ **Indicate year of the application**

APPLICANT RESPONSE:

ALL for SUCCESS Academy will submit application for Authorization in May 2019. Upon approval, our anticipated opening date will be for the Scholastic Year 2020-21

☐ **Charter School cap**

APPLICANT RESPONSE:

The projected enrollment cap is 256. AFSA staff anticipate a slow growth model with 90 students the first year and slowly build each year as the excitement about our program spreads and members of our school community assist us in student recruitment. We will also participate in School Choice Fair, Charter School collaboration and community events to ensure students and their families are aware of our school and its mission.

☐ **Include statement acknowledging review of: Statewide Adequacy Standards NMAC 6.27.30**

APPLICANT RESPONSE:

Upon Review of NMAC 6.27.30 and the Master Plan for Charter schools, the following information was gained:

7.30.2 SCOPE. The purpose of this rule is to provide statewide adequacy standards for public school buildings and grounds. The application of these standards shall be limited to space and attributes needed to support educational and technology programs and curricula, defined and justified as required by public education department standards and benchmarks, and that is sustainable within the operational budget for staffing, maintenance, and full utilizations of the facilities. The New Mexico public school statewide adequacy standards are dynamic and the

council plans to review them at least annually, and change them as time and circumstances require. These standards are intended for use in the evaluation of existing public-school facilities and are not intended to limit the flexibility of design solutions for new construction and renovation projects. A companion document is the New Mexico public school adequacy planning guide, provided by the state for use in the programming and design of school projects to meet adequacy. The New Mexico public school adequacy planning guide is incorporated by reference into these standards, and may be amended by the council with adequate notice and input from the public.
<http://164.64.110.134/parts/title06/06.027.0030.html>.

Schools (including charters) identified in a Facility Master Plan are prioritized by need. This means that schools take turns receiving funds from mill levy and general obligations bond elections according to need. The FMP may also plan for direct appropriations, grants, philanthropic donations, lease strategies. <http://www.nmpsfa.org/?q=node/83>

The PFSA Master Facility Plan will guide us as the founder and steering committee finalize facility decisions.

1. GOALS / MISSION

1.1 Goals

1.1.1 Mission

- Describe the schools' mission, goals, and objectives to implement program

APPLICANT RESPONSE:

Mission Statement

Students at AFSA will actively engage in diverse educational opportunities which will focus upon individual learning needs as they develop the skills necessary for success in high school and post-secondary opportunities which are designed to enable each student to make progress as is appropriate in light of their circumstances (Endrew v. Douglas County School District, 2017).

Mission

ALL for SUCCESS Academy (AFSA) is a State Charter school located in Albuquerque, New Mexico which provides an educational choice to the families of the Greater Albuquerque area by supporting our students with diverse academic opportunities which will support the development of academic and interpersonal skills necessary for future success.

AFSA seeks to create a safe learning environment that is inclusive of all students. We recognize the value of each individual and desire to honor their beliefs and their role in establishing the climate and culture in our school as well as their community, collaboration between parents, students, faculty, staff and community members is a necessary element to ensure all students will be provided a safe, positive, diverse and supportive learning environment. Individual learning will be supported by diverse research-based educational opportunities to meet the needs of our student population. It is our intent to provide learning opportunities which will include, Science, Technology, Engineering, Arts and Math incorporated into our daily instruction. AFSA will utilize research-based techniques that afford all students the opportunity to meet or exceed grade level expectations. Students with skills requiring increased support will receive individualized support as needed, whether they are not yet approaching grade level skills or they currently exceed grade level expectations and require greater challenges to allow them to advance their skills.

As is the vision for the NMPED, it is the desire of AFSA to enable New Mexico and its residents to thrive by developing a well-educated and highly skilled workforce in a learning environment that will enrich the lives of all students, regardless of academic, economic, gender, ethnic, or cultural backgrounds. (NMPED Strategic Plan 2017).

The mission of AFSA focuses on the infusion of character education and academic rigor for all students, including those identified as at-risk and those with unique educational needs in academic areas. The accepted thought prevalent in education today is that some students are incapable of learning grade level standards and objectives. Many students are four to six years behind in core subjects and academic skills by the time they finish 8th grade. The need to combine academics and character education components is crucial for success in high school and post-secondary options.

Studies conducted by Komalski and Sairipudin indicate character education has a direct impact upon higher levels of educational outcomes, regardless of assessment instruments employed. Character education was also related to higher levels of expressions of love, integrity, compassion, and self-discipline. Its impact increases with older students. The effects of character education did not differ by the race of the children (Komalski, Sairipudin; 2018).

To successfully meet our mission, AFSA will offer the following opportunities to our students and families:

- Academics based upon grade level standards as outlined in Common Core
- Diverse learning opportunities supported by innovative teaching strategies
 - Highly Qualified staff members that develop curriculum goals based upon the unique needs of each student
- Collaboration with Environmental Education Association of New Mexico.
- Student to teacher ratio of no greater than 22:1
 - A learning environment which provides the opportunity for student, their families and staff growth academically and socially.
- Partnership with all stakeholders which encourages collaboration

GOALS

Based upon NMPED Goals for Charter schools, AFSA will strive to meet or exceed these goals

1. Maintain and improve student academic achievement in language arts and math.
 - a) Seventy-five percent (75%) of students earning a passing grade after the first grading period will maintain a passing grade by the close the academic year.
 - b) Fifty percent (50%) of students earning below a passing grade after the first grading period will raise their grade by the close of the academic year.
 - c) Short-cycle assessment results will reflect a grade level increase for 80% of students by the close of the academic year.
2. Design and deliver a 21st CCLC program which meets the needs of all constituent groups.
 - a) Eighty-five percent (85%) of all survey participants will agree or strongly agree that the 21st CCLC program being offered in their community is high quality.
3. Implement a program that engages students.
 - a) Seventy-five percent (75%) of the target enrollment goal will be met each academic year.
 - b) An average attendance rate of 75% will be maintained throughout the academic year

AFSA will have met their goal to address the unique needs of all students when each student:

- has demonstrated at least two years growth in Language Arts and Mathematics in a single academic year as measured on approved state and curriculum-based assessments. This growth will be based upon current level of functioning and their ability to demonstrate progress. The growth for some students will be much greater than two years while others with more unique learning needs may develop academic, social, and emotional skills that increase their independence.
- the team, which will include staff, students, and family members, will meet to determine areas of need and set reasonable, personalized goals to ensure that each student is afforded the opportunity to develop academically, socially, and physically. The team will review these goals together each quarter to determine if sufficient progress has been made and if any adjustments are necessary. All decisions will be based upon data obtained

from multiple sources, including objective computerized assessment tools, to ensure a complete picture of the whole child is reflected in their portfolio of assessments and student work.

- will be able to articulate their learning styles and supports necessary to allow them to succeed in school and post-secondary opportunities

Upon completion of one year at AFSA, all students will have increased their overall grade level score by at least two years as they draw near grade-appropriate standards and objectives. Based upon student current placement and ability, it is projected that at least 50% of the students will be at grade level by the end of the academic year as measured by PARCC/SBA/NAMAPA.

Upon completion of three years at AFSA, at least 70% of the students will be proficient as measured by PARCC/SBA/NAMAPA.

Mission specific Outcomes which will align with this goal:

All students will be exposed to grade level expectations, standards and objectives. Initial assessments will be conducted utilizing short cycle assessment tools such as IDEALNM, Kahn Academy, Prodigy Math Utah Math Project, NEWSOLA. Periodic assessments will be conducted to ensure progress toward grade level standards and objectives is continuing to be made at the students' ability level. Teams will meet on a quarterly basis to determine what adjustments are necessary to ensure progress is at the ability level of the student. AFSA recognizes each student is a unique learner and as such their growth will depend upon providing support needed to make adequate progress based upon their ability.

AFSA will expose students to grade level expectations to ensure all students are able to make at least two years progress on the State mandated assessment which best meets their needs. These will include PARCC and NAMAPA or SBA as determined by student ability level, IEP team and state mandated assessment tools.

Mission Specific Indicator.

AFSA has defined their indicator of success with the intention of reflecting the needs of the diverse population residing within our community. All instruction will be aligned with the standards applicable to the individual student needs such as Common Core, New Mexico State Standards and EGBEs. Our indicator supports our desire to ensure all students are able to access quality educational opportunities and make progress at their ability level.

Mission Specific Measurable Outcomes

Our goal will be measured on assessments such as PARCC SBA and NAMAPA. If we are not able to document two years of growth within the first year, we will have fallen short of our goal. We will then need to reassess our goal and determine what strategies are required to make it the following year. AFSA's ultimate goal is for every 8th grade student to exit on grade level.

Mission Specific Attainable Goal.

The founder of AFSA has been a middle school teacher for many years. During his tenure as an educator, his results have indicated that, when using his strategies, his students make at least two years growth within a single school year. His experience as a Special Educator indicates this goal is also attainable for those with unique learning needs.

Rigorous Indicator.

The mission specific goal is adequately rigorous and measurable as is outlined by the New Mexico Public Education Department. NMPED has as its overall goal 50% of all students will be proficient on PARCC by 2020, AFSA has set its goal to meet this overall goal within its first year. AFSA will continue to strive to exceed this goal each year.

Time-bound Indicator.

Our goal is time-bound as is outlined on the following table.

	Year 1	Year 2	Year 3	Year 4	Year 5
Exceeds Expectation	20%	30%	40%	40%	40%
Meets Expectations	50%	60%	35 %	50%	55%
Nearing Expectations	30 %	20%	15%	10%	5%
Falls Far Below Expectations	0%	0%	0%	0%	0%

22-8B-3. Purpose. The Charter School Act [[22-8B-1](#) NMSA 1978] is enacted...to allow the development of different and innovative forms of measuring student learning and achievement. To that end, several student SMART goals are proposed.

Student SMART Goal 1: After two full, consecutive academic years at AFS, each 5th-8th grade student will improve his/her math performance as measured and defined by RIT-scaled growth standards on the NWEA MAPS assessments performed in fall, winter, and spring.

Student SMART Goal 2: After two full, consecutive academic years at AFS, each 5th-8th student will improve his/her reading performance as measured and defined by RIT-scaled growth standards on the NWEA MAPS assessments performed in fall, winter, and spring.

Student SMART Goal 3: Quarterly, each student will demonstrate growth in written English proficiency as measured by a locally-generated assessment that will be evaluated by the Six Traits Writing rubric.

Student SMART Goal 4: Each academic year, each student will complete twenty (20) hours of service learning, culminating in an activity or event that reflects what was learned and accomplished.

OBJECTIVES

AFSA will establish a community learning center that help students in high-poverty, low performing schools meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of participating students' opportunities for education development as outlined in the US Department of Education guidelines. To this end, we will ensure all students have access to a positive learning environment which encourages student achievement and staff professional development (21st CCLC).

AFSA will provide the following supports for students:

- Academic enrichment programs by providing cross curricular learning opportunities.
- Literacy activities, including limited English proficient (LEP) students and that emphasize language skills and academic achievement by ensuring all teachers are certified ESOL teachers.
- Science, technology, engineering, arts and mathematics (STEAM) activities will be provided by incorporating cross curricular learning activities such as Project Learning Tree and arts and music education activities for all students.
- Entrepreneurial education programs - students will be provided the opportunity to develop a budget and explore post-secondary choices.
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs before and after school opportunities for extended learning will be provided.
- Physical activities all students will participate in Physical Education classes.
- Nutrition education activities all students will participate in Health class which will address nutrition, alcohol, drug and violence prevention and personal care training.
- Telecommunications and technology education programs will be utilized to reinforce direct instruction and allow students the opportunity for horizontal and vertical learning.
- Expanded library service hours with computers available for research
- Programs that promote family literacy, including parental involvement reading nights, provide training for parents' celebration nights
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement students will be provided the opportunity to bridge gaps in learning
- Counseling programs - a counselor will be included in our staff
- Character education programs - character education will be embedded into each aspect of the day

1.1.2 Briefly describe the general educational philosophy, focus area, educational program, and curriculum

APPLICANT RESPONSE:

In the Charter School Charter School Act [[22-8B-1](#) NMSA 1978] part of its purpose is

"...to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics..."

ALL for SUCCESS Academy APPLICATION APPENDIX

22-8B-5. D Academy's; status; local school board authority. "An Academy shall be a public school accredited by the department and shall be accountable to the chartering authority for purposes of ensuring compliance with applicable laws, rules and charter provisions."

ALL for SUCCESS Academy's educational philosophy is driven not only by academic achievement by setting, expecting and supporting high expectations, but also on the premise that total education requires a positive and safe environment that promotes character development and self-awareness, while anticipating active engagement in the student's community and by the student's family.

Therefore, the proposed approach to the AFS Academy curriculum will consists of Khan Academy which will be used to access grade level standards and objectives for grades 5th-8th grades, and infused with critical and higher order thinking, STEAM, character education, supports and scaffolding as needed, and technology requirements.

ALL for SUCCESS Academy wants to serve the students of greater Albuquerque, New Mexico area who recognize that our educational philosophy integrates academic, character, STEAM and technology elements. Using Khan Academy, All for SUCCESS strategies and supports along with Becky Bailey behavioral program for academic achievement, character development and strong problem-solving components in the curriculum, AFS will provide the tools necessary for students to face the challenges of their community today, and to address life challenges in the world tomorrow.

Philosophy and Approach to Instruction

AFSA's educational philosophy is driven not only by academic achievement by setting, expecting and supporting high expectations, but also on the premise that total education requires a positive and safe environment that promotes character development and self-awareness, while anticipating active engagement in the student's community and by the student's family.

Therefore, the proposed approach to the AFSA curriculum will consists of Khan Academy/IDEALNM and direct instruction which will be used to access grade level standards and objectives for 5th - 8th grades, and infused with critical and higher order thinking, STEAM, character education, supports and scaffolding as needed, and technology requirements.

Equally important is AFSA's commitment to providing a positive and safe learning environment using group-based research projects as a means of proactively engaging students both academically and socially within the learning community so students will understand and excel in group research projects and state assessments.

Description of the Curriculum

The Khan Academy curriculum will be aligned with NM Standards and Benchmarks in the planning year. But for the edification of the reader, Table 3 shows the logical progression of classes through the 8th grade, based on the Khan Academy curriculum. Administrators and teacher leaders will use the online training available to

develop Khan Academy curriculum for their students. They will share their learning in professional learning time. <https://www.khanacademy.org/resources/k-12-teachers-1#getting-started-on-khan-academy>

Alignment with NM Standards

According to E. D. Hirsch, Jr.

“For the sake of academic excellence, greater equity and higher literacy, elementary and middle schools need to teach a coherent, cumulative, and content-specific core curriculum. Our society cannot afford a two-tiered system in which the affluent have access to a superior education, while everyone else is subjected to a dull and incoherent classroom experience. Academic excellence, educational equity and fairness demand a strong foundation of knowledge for all learners.”

The founders of ALL for SUCCESS Academy recognize that because of the poor literacy rates and poverty in Bernalillo County, a curriculum that strives to equalize exposure to a quality education is a prime directive. The Khan Academy curriculum has been selected to support direct instruction because it was developed to equalize the disparities in access to knowledge and help all of its students to be ready to excel in programs and attain post-secondary training and college options.

The Educational Philosophy of AFSA and New Mexico Common Core Standards aligns with Kahn Academy, Project Learning Tree and allows students to address deficits which may exist and expand their skill base for those requiring acceleration. The overarching goal of AFS is to prepare students for college or unique learning pathways. Khan Academy provides the opportunity to diversify academic growth for each student and prepare them for the increased academic rigor which may be present in high school and post-secondary options as is relevant for the student.

AFSA will draw from students in the Albuquerque area. The greatest number of students in the Albuquerque area are identified as Title 1 Students due to their level of poverty, low academic achievement, homelessness or other at-risk factors which can result in the student's academic proficiency to be one or more grade levels below current grade placement. To meet the challenges of creating a learning environment which provides the opportunity for the students to access grade level expectations and close the achievement gap, it is crucial to have an engaging research based curriculum which will provide the opportunity for students to become self-directed and prepared to meet the expectations of high school and post-secondary options.

ALL for SUCCESS Academy will use:

- Leader instruction as the “who” for each subject. This strategy, will be the introduction to the subject matter by a person with knowledge and/or experience. For instance, a store manager may discuss the importance of use of proper grammar when writing a resume, or a Veteran may share about countries they have visited.
- Didactic instruction as the “what” for each subject. This strategy, which is for the presentation and introduction of basic knowledge or facts, will consume the least time and have the least emphasis.
- Instructional coaching as the “how” for each subject. Skill acquisition (reading, speaking, listening, calculating, problem-solving, exercising critical judgment) is the focus of this strand.
- We will incorporate hands on outdoor educational opportunities as the “where” for diverse methods of instruction.
- The Socratic method as the “why” for each subject, which is the path to understanding ideas and basic values, will be implemented in two-level seminars. In the vertical component, teacher will provide questions to develop the understanding of ideas. In the horizontal element, discussion will be open to all possible responses from students.

The ALL for SUCCESS Academy will value asset-based rather than deficit-based education in terms of what all students are capable of doing.

AFSA recognizes the importance of aligning curriculum to NM Standards and Benchmarks, vertically and horizontally, to ensure that our curriculum covers essential skills and content. AFSA curriculum alignment will ensure all students are provided with the opportunity to access grade level expectations in math and science. Project Learning Tree, one of our core curriculum frameworks is aligned to Common Core and National Standards. AFSA will continually monitor for any changes in Curriculum Guidelines. The Project Learning

Tree curriculum is sequential, skills based and evidence-based. Additionally, AFSA will utilize Kahn Academy, Direct Instruction and IDEALNM to access grade level expectations. The curriculum and assessments will be aligned with New Mexico Common Core standards which will provide the staff with data to ensure the needs of all students are met.

AFSA's Environmental Educational partnership is a truly unique aspect of AFSA. Research supports the benefits of environmental education and student learning. Environmental education is learner-centered and provides participants with opportunities to construct their own understanding through hands-on, minds-on investigations. Engaged in direct experiences, learners are challenged to use higher order thinking skills. Environmental education provides real-world contexts and issues from which concepts and skills can be learned. It is the intention of AFSA to partner with EE (Environmental Educators) leaders in Albuquerque to utilize open spaces in Albuquerque to assist students and their caregivers in accessing high quality, engaging, and meaningful environmental education opportunities and are exploring the bigger picture to find ways to make this vision a reality (cdn.naaee.org, eeanm.org).

AFSA will also provide opportunities for blended learning to come along side parents as they seek student success. AFSA will utilize research-based learning practices that provide the opportunity for students and families to tailor their learning to meet their unique learning needs as outlined in the 2017 Strategic Plan for NMPED. These opportunities may include technology, community learning opportunities, and face-to-face interaction with staff members trained in blended learning practices.

AFSA will utilize research-based learning practices that provide the opportunity for students and families to tailor their learning to meet their unique learning needs as outlined in the 2017 Strategic Plan for NMPED. These opportunities may include technology, community learning opportunities, and face-to-face interaction with staff members trained in blended learning practices.

1.2 Process

1.2.1 Describe process for data gathering and analysis

- ☐ **Identify individual representing the school authorized as contact on issues and questions related to this submission**

APPLICANT RESPONSE:

Mark Hannagan is the lead founder and authorized individual to contact for any questions about this submission. Mr. Hannagan is the proposed Director of Curriculum and Instruction. He may be contacted via email or telephone. His contact information is:

Mark Hannagan
allforsuccess@yahoo.com
(575)446-8035

Capital planning and decision-making process:

Upon authorization, AFSA founder will work collaboratively with the steering committee and community resource members to locate parties with a passion to contribute to the success of the Charter School. The board members will assist the Founder in completing the tasks required to locate and secure the facility and necessary equipment to meet our mission of educating students and preparing them success. They will also provide oversight of all finances to ensure the school is fiscally prudent and able to maintain funds necessary for meeting all financial obligations. A task force will be established which will provide leadership on the location of potential facilities. Upon location of potential sites, the Task Force will evaluate the site to determine any renovations which will be required, discuss these options with the Founding Board and make recommendations to the Founding Board.

AFSA has collaborated with Carrie Mellenbruch on the school site. She has identified several facilities which may be available once approval has been granted. The Founding Board will meet regularly to review all suggested locations, complete walk throughs and determine if the facility meets the space requirements and is financially feasible.

Carrie has assisted Charter Schools with the location of Charter School previously and has experience with the requirements of the physical building as well as financial expectations for school selection in the greater Albuquerque area. Presently there are no vacancies expected by Albuquerque Public School as indicated by Amy Chase, office of innovation and Charter School coordinator of APS, in February 2019.

We selected 3821 Singer Blvd NE Albuquerque, NM as a primary location of interest based upon its location, the large open spaces within the building which will facilitate hands on learning opportunities and the land surrounding the facility which will provide the opportunity for students to create outdoor learning spaces as outlined in our Environmental Educational Curriculum Guidelines.

The current preferred site is located near a targeted community of schools with low academic scores in the area as well as the ease of access by individuals from surrounding areas who have expressed a desire for a school designed to address environmental education.

Additionally, this facility is strategically located near elementary schools that could become feeder schools. The building is of good size and adequate to allow for substantial growth and is strategically located within reach of other elementary schools in need of a middle school that has a strategic plan to ameliorate their academic skills.

AFSA founding team will implement the following steps, upon authorization to proceed with the proposed site.

1. Locate final site for the academy
2. If the current preferred site is still available, AFSA Founding Board will enter into final negotiations and complete required paperwork
3. Develop and review the final Facilities Master Plan with PFSA
4. Receive final e-occupancy
5. It is anticipated that if the current site is selected, renovation will not be required as it has been approved as a Charter School
6. If another site is selected, the founding team will conduct an assessment to determine required renovations and set up a schedule which will ensure completion by March 2020
7. Develop contract with property owner to outline their financial responsibility
8. All required renovations will be completed
9. Facility will be reviewed and e-occupancy will be secured

The Public Schools Authority, Facility Owner/Property Manager, AFSA Founding Board, Real Estate Developer and AFSA Operations Manager are responsible for preparing the facility for occupation. Based upon available information, the current location will not require excessive renovation and therefore, will not require funding.

Upon approval, if the steering committee determines the proposed location will not meet the students' needs, an alternative location will be sought. If a new location is selected, the final renovation cost is unknown however, based upon costs reported by other Charter Schools, renovation costs average between \$150,000 to \$200,000. Facility selection will depend upon the willingness of the property owner to complete required renovations as outlined in Per NMSA 22--8B-4.2.

□ Identify how community input is considered

APPLICANT RESPONSE:

Community input is central to success for any school. The location currently under consideration does not have multiple Charter Schools nearby. The NMPED Charter School Liaison and APS Charter School Coordinator stated it is an area that is more conducive to success. The location is near main arteries to the city which will make it more accessible to students. It is also near Open Space areas which would meet the needs for inclusion of Environmental Education in our curriculum. Our Strategic Team members felt this proposed location had the potential to be an acceptable location that would meet the challenges of the curriculum.

The Founder of AFSA is deeply committed to ensuring students have the opportunity to succeed. As a middle school educator, Mr. Hannagan has taught Math, Social Sciences, French and Reading. He has taught General Education, Special Education and Gifted Education students in all settings including Juvenile and Adult Detention settings, private schools and public schools.

He has also been an administrator and has developed curriculum for the state of Texas as well as for his classroom use. He has data which supports his ability to increase student achievement for all students at least 2 grade levels and beyond.

The founder and steering team members have sought input from multiple agencies, such as the local school district, NM Charter School Coalition and community members (such as housing managers in the area) to select a preliminary area to focus upon for site selection. Upon approval, the Founding Board will proceed with site selection.

Community input was also considered when determining the curriculum selection. This inclusive activity not only allows the school to ensure they are filling a void which may be present within the community, but it also offers a fresh viewpoint.

□ list Steering Committee members that attended planning meetings, their affiliation and involvement

APPLICANT RESPONSE:

Community Resource Members who have been included in the planning of AFSA include:

Carrie Mellenbruch Senior Associate Broker Coldwell Banker Commercial,
Mark Hannagan, Founder;
Jim Byrd Financial Advisor,
Eileen Evert Director of Environmental Education
Castillo Griego, Mechanical Engineer Sandia Labs
Barbara Long, Business Manager
Steve Etkind, Vice President of the Trusted Advisors Network

These individuals have agreed to be community resources. They have agreed to assist us as we locate resources within the community. If they so desire, they may elect to be a member of the Governing Board once approval to proceed is received.

The steering committee members have been informally active in the process. Prior to approval, the team has communicated via phone, email exchanges and in person. When a possible location has been identified, the team member notifies Mr. Hannagan. Mr. Hannagan discusses it with team members to determine if the site would be feasible.

Team members were advised about the potential locations and asked if they had any feedback on the location such as proximity to open space, traffic concerns or information that would support further investigation or eliminate site. Of the three locations team members considered, the current proposed location 3821 Singer Blvd NE Albuquerque, NM is the site which the team feels may best meet our needs. Upon approval, the team will determine the availability of the site and feasibility of using it the following year.

The preliminary team members are not governing board members. They have expressed willingness to be Community Resource members who will assist the school in locating resources. Governing board members will be selected as outlined in the application.

1.3 Serving the community

AFSA will reflect the core beliefs of our community by assisting students in the skills necessary to be good stewards of their community. This will include activities such as gardening, recycling, understanding the role we all play is sustainability and providing opportunities for community members to participate in these activities. AFSA will host events which are designed to share our vision for rigorous academics and inclusivity. AFSA has established a team of community partners with a variety of community leaders, such as Environmental Education, who will help us provide opportunities for growth and service. We will continue to seek community partners upon approval to proceed.

2. PROJECTED CONDITIONS

2.1 Educational Programs and Delivery Methods

2.1.1 Programs overview

- **Provide overview of proposed educational programs, method of instruction, and facilities (include facilities if you have one or a potential facility)**

APPLICANT RESPONSE:

AFSA is a proposed Charter School for grades five (5) to eight (8). This middle school will serve students with an interest in hands on learning opportunities which will include Environmental Education, Art, Music, Film and computer applications. The mission of AFSA is to create an atmosphere of learning which encourages all students to acquire skills necessary for success in high school and Post-Secondary options. Our instructional design will be a systematic process with the purpose of developing educational training programs which are presented and monitored in a reliable and consistent fashion (Reiser, Dempsey, 2007). Our curriculum will create an atmosphere which enhances the possibility of students learning skills in an efficient effective and appealing manner which allows the students to acquire skills at a deeper and more rapid manner (Merrill, Drake, Lacy, Pratt, 1996). As indicated above, the focus of AFSA will be the integration of Environmental Education, Character Education and rigorous academic standards for students in 5th through 8th grade. The Singer Facility was a former charter school and has large open spaces which are conducive to hands on learning. The large open space in the proposed location affords the staff the opportunity to create learning opportunities for students which encourage diversity in acquisition and demonstration of skill mastery.

As stated on the National Environmental Education Website:

Environmental education is a process that allows individuals to explore environmental issues, engage in problem solving, and take action to improve the environment. As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.

The components of environmental education are:

- *Awareness and sensitivity to the environment and environmental challenges*
- *Knowledge and understanding of the environment and environmental challenges*
- *Attitudes of concern for the environment and motivation to improve or maintain environmental quality*
- *Skills to identify and help resolve environmental challenges*
- *Participation in activities that lead to the resolution of environmental challenges*

Environmental education does not advocate a particular viewpoint or course of action. Rather, environmental education teaches individuals how to weigh various sides of an issue through critical

thinking and it enhances their own problem-solving and decision-making skills.

<https://www.epa.gov/education/what-environmental-education>

The Environmental Protection Agency provides leadership via the Office of Environmental Education. Locally, Eileen Everett is the Executive Director of the Environmental Education Association of New Mexico (505) 859-3366 www.eeanm.org. EEANM was named 2017 Outstanding Affiliate Organization by the North American Association for Environmental Education, so this partnership is exciting.

Our facility requirements include open spaces for exploration and development of square foot and/or indoor gardens, traditional classroom space, office space and traditional middle school spaces. We will continue to explore options within our community which will meet our requirements and allow the school to expand as it grows each year. We anticipate a slow growth model **with 90 students** the first year and slowly build each year as the excitement about our program spreads and members of our school community assist us in student recruitment.

☐ **Identify and describe any potential shared/joint use facilities with public or private entities**

APPLICANT RESPONSE:

Based upon the site which is currently under consideration, this will not be a shared/joint use facility which is one reason it is preferable to two locations which the school would rent space/land from local churches. However, joint use will be considered if the opportunity presents itself and is feasible to meet our needs. Sharing a facility with another organization could pose potential conflicts as the school provides community involvement events such as Family Interaction Nights, Open House, after school extension opportunities and camps during school holidays.

☐ **Describe the general instructional organization (grade levels, groups, academies)**

APPLICANT RESPONSE:

AFSA's mission is to provide rigorous instruction as outlined throughout this application. The emphasis of AFSA is to ensure all students have access to grade level expectations in an environment which is conducive to diverse learning opportunities. The inclusion of character education into each aspect of the day is central to student engagement and success.

This facility will be a 5th–8th grade facility comprising of students who may be identified with diverse learning needs such as Special Education, English Language Learners, At-Risk (Title 1), Gifted, and those with no identified special needs.

AFSA will encourage all students to reach their full potential and will provide structured academic, social and physical engagement which will allow for full inclusion of all students despite any learning differences they

may exhibit. To assist us in meeting this goal, the preferred educational leaders in the classroom will be certified in Special Education, English as a Second Language instruction and subject area.

As is defined throughout this application, all instruction will be research- based and designed to meet the diverse needs of each student. AFSA has determined the inclusion of 5th grade in the organization of the school to provide the opportunity for students to have four years to meet grade level expectations. All subjects will be taught by teachers who are highly qualified or working toward that status.

□ **Describe scheduling approach (periods, block schedule, hours of operation)**

AFSA Class Schedule						
Start	End	5th	6th	7th	8th	Instructional Time
7:25	7:45	Breakfast	Breakfast	Breakfast	Breakfast	N/A
7:45	8:00	Eagle Time	Eagle Time	Eagle Time	Eagle Time	00015
8:00	8:55	Math	Science	History	ELA	00055
9:00	9:55	Science	Math	ELA	History	00055
10:00	10:55	History	ELA	Math	Science	00055
11:00	11:55	ELA	History	Science	Math	00055
12:00	12:30	Lunch	Lunch	Lunch	Lunch	N/A
12:30	1:00	SRA Reading	SRA Reading	SRA Reading	SRA Reading	00030
1:00	1:55	Art	Art	P.E.	P.E.	00055
2:00	2:55	P.E.	P.E.	Art	Art	00055

Our school will utilize the traditional school calendar of Albuquerque Public Schools. Based upon current calendar. It is anticipated the calendar will be:

<i>School Year: August 2020 to May 2021 Proposed</i>	
Date	Description
Aug. 5 - 6 2020	Teachers, school staff Professional Development
Aug. 9, 2020	First day of school
Sept. 6, 2020	Labor Day: schools and administration closed
Sept. 17 and 20, 2020	Parent Teacher Conferences
Oct. 8 and 11, 2020	Fall Break: all offices and school closed
Oct. 13, 2020	40th day state reporting
Oct. 15, 2020	End of First Quarter
Oct. 22 and 25, 2020	Student-led conferences Report Card Distribution
Nov. 1, 2020	Strategic Planning Professional Development
Nov 11, 2020	Veterans Day School Closed
Nov. 22-26, 2020	Thanksgiving Break: all offices and school closed
Dec. 1, 2020	80th day State Reporting
Dec. 17, 2020	End of 2nd grading Term
Dec. 20-Dec 31, 2021	Winter Break: all offices and school closed

Jan. 3, 2021	<i>Professional development day for school staff. No school for students.</i>
Jan. 4, 2021	Students Return
Jan. 10, 2021	Report Card Distribution
Jan. 17, 2021	Martin Luther King Jr. Day: all offices and school closed
Feb 4 and 7, 2021	Parent Teacher Conferences
Feb. 9, 2021	120th Day State Reporting
Feb. 21, 2021	Presidents Day: schools and administration closed
March 11, 2021	End of 3rd Reporting Period
March 17 and 18, 2021	Report Card Distribution
March 17-18, 2021	Parent conferences
March 21-25, 2021	Spring Break: school and offices closed
April 15, 2021	Schools and offices closed
May 13, 2021	Strategic Planning Day no students
May 27, 2021	Last day of school Report Card Distribution
May 23-24, 2021	Weather make-up day, if necessary
May 27, 2021	EOY reporting Day
May 30, 2021	Memorial Day

Student Days 181

Staff Days 184

- ☐ **List anticipated special curricular and extracurricular activities to be accommodated in the facility, if any**

APPLICANT RESPONSE:

AFSA anticipates the inclusion of Art, Computer Applications, Physical Education, Environmental Education and outdoor learning with Project Learning Tree which is an award-winning, multi-disciplinary program. Indoor and outdoor activities prompt critical thinking, problem solving and effective decision-making skills. The GreenSchools! program provides a set of tools for students to analyze data and design a student-driven project to cut the school's costs, improve student health and nutrition, teach STEAM subjects, promote civic engagement, and acquire skills for the careers of the future. GreenWorks! grants fund these and other community environmental improvement projects. Past projects have included growing plants, restoring habitats, reducing energy use, conserving water, recycling, and making better use of school grounds.

<https://eeanm.org/programs/project-learning-tree/>

As a member of the New Mexico Charter School Association, a sports program is also available which includes many sports such as Track, Volleyball, Baseball, Basketball, Flag Football and Soccer. These opportunities will be available to all students. If the need exists, AFSA will also ensure students who qualify for Special Olympics will be given the opportunity to participate

2.2 Proposed Enrollment

2.2.2 Describe phasing of enrollment, particularly if you plan on implementing enrollment incrementally until you reach your cap.

APPLICANT RESPONSE:

AFSA anticipates the implementation of a slow growth model will be as follows:

2020 – 90 students

2021 – 150 students

2022 – 220 students

2023 – 264 students

2024 – 264 students

- ☐ **Provide a graph of projected enrollment by year,**

- ☐ Identify by grade level, the five-year post occupancy projection of attendance to be accommodated by any proposed facility

2.2.3 Classroom loading policy

- ☐ Identify anticipated class loading policy (student teacher ratio)

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	90	5th-8th	11:01
Year 2	150	5th-8th	15:01
Year 3	220	5th-8th	17:01
Year 4	264	5th-8th	19:01
Year 5	264	5th-8th	19:01

2.2.4 Classroom and Space needs

- ☐ Identify anticipated classroom needs, including number of classrooms to accommodate the projected enrollment. Provide supporting analysis.
- ☐ Itemize the quantity and sizes of other spaces required to accommodate the instructional program

APPLICANT RESPONSE:

Classroom Square Footage Needs by School Year					
Position	2020-21 90 students	2021-22 150 Students	2022-23 220 Students	2023-24 264 Students	2024-25 264 Students
Head Master	1	1	1	1	1
Director of Special Education	1	1	1	1	1
Curriculum and Instruction	0.5	0.5	0.75	1	1
Teachers					
Special Education/Regular Education Teacher	6	10	14	15	15
Total					
Total Teachers	6	10	14	15	15

Additional Spaces	
Rooms	Square Feet
Media Room	600
Cafeteria	1,600
Kitchen	300
Maintenance/Custodial Room	100
Restrooms	1,200
Total Square Feet	3,400

2.3 Site and Facilities

2.3.1 Location/site

- ☐ **Include Map(s) which identify the location of any existing or proposed facilities (if applicable)**

APPLICANT RESPONSE:

See Appendix A to view a site map of a potential site.

- ☐ **Provide a description of sites and facilities, existing or proposed (if applicable)**
- ☐ **Discuss reasons for desired locations, site, or area**

APPLICANT RESPONSE:

When considering a location for AFSA, the founding team has chosen area that does not have multiple Charter Schools, one with easy access to allow students from multiple locations to come to the school, and a facility with minimal renovations.

Based upon input from Charter School Authority and Albuquerque Public School Charter School Division the desired targeted area has a greater need for a Charter School as Southwest Albuquerque has many Charter Schools.

Our community partnership with Environment Education, requires the school to locate in an area which is able to access “Open Spaces”. The current selected location has two Open Spaces within 2 miles of the location. Based upon community input, increasing hands on learning opportunities and a more rigorous Science Curriculum is highly desirable. Infusing all subject areas within the curriculum with high expectations and diverse methodologies for skill acquisition and generalization ensures the skills will enhance their learning when supported with direct instruction.

2.3.4 Facility evaluation (If applicable)

- ☐ **Provide a summary of the facility condition evaluation (FAD Executive Summary Report)**

APPLICANT RESPONSE:

At this time, our location has not been selected. Therefore, this information is currently unavailable.

Has PSFA evaluated the proposed facility for code and adequacy? If so, summarize PSFA/Code analysis of any existing facilities that are proposed for future use and include in this section.

APPLICANT RESPONSE:

The potential site was a former Charter School. We currently do not have access to any assessment information

3. PROPOSED FACILITY REQUIREMENTS

3.1 Facility Goals and Concepts

3.1.1 What are the goals to be met by your school facility?

Our primary goal is to select a location which demonstrates a need for an alternative educational option. As the AFSA team reviewed Charter Schools available in our area, we determined there is a greater need in the area identified by Albuquerque Public Schools as Zone 3 and Zone 4. We also determined there is a greater need for a middle school to prepare students for the rigorous expectations of high school. We also have a strong desire to create a diverse learning opportunity for students who may struggle to learn in the traditional classroom setting. Our goal is to meet their needs for diversity while helping them to gain skills which will allow them to continue their education in the more traditional classroom setting. Our overarching goal is to provide quality educational opportunities for all students and to encourage them to meet their full potential as learners and as adults.

The goal of the facility for AFSA is to ensure there is adequate space for hands on learning opportunities for all students. To meet this goal, there will be adequate lighting, space for activities, traditional and non-traditional seating and adequate space for whole group as well as small group or individualized instruction. Our classrooms will have the necessary books, technology and equipment to meet their needs for completion of the Curriculum. We will have space which will allow the students to explore new ideas, complete experiments and projects and a space to reflect upon their achievements. There will also be a need for traditional classroom space, office space and traditional middle school spaces for students to interact, eat and engage in physical activity.

We would also want to be near outdoor open spaces for exploration and development of square foot and/or indoor gardens. We will continue to explore options within our community which will meet our requirements and allow the school to expand as it grows each year. We anticipate a slow growth model with 90 students the first year and slowly build each year as the excitement about our program spreads and members of our school community assist us in student recruitment.

<http://www.ncef.org/pubs/outdoor.pdf>

<https://greenschoolyardnetwork.org/>

□ **Outline plan for being in a public building in compliance with HB-283**

Upon approval of the charter, we will investigate and examine facilities that meet the requirements of HB-283 and our site requirements as outlined in this document with the intention of meeting the requirements, such as building ownership, approvals for leasing, meeting compliance for elearning and state adequacy standards, and safety. If we are unable to locate a site that currently meets the requirements, we will develop a plan to ensure compliance.

3.1.2 Concepts

APPLICANT RESPONSE:

We do not anticipate any required improvements. The exterior yard has been neglected however, as part of the Environmental Education Curriculum we anticipate utilizing the area as an area of emphasis for our instruction.

Identify and describe major facility concepts including safety, security, sustainability, flexibility, community use, utilities, conceptual building layout (i.e. proximity of classrooms to admin or support spaces) and any other issues or special considerations that impact space requirements and/or costs

Safety and security of location

As the floorplan of the proposed site indicates, the large open spaces allow students and staff to easily interact throughout the instructional day. Student safety is a priority. We will follow all safety standards as outlined below:

D. Security.

(1) All schools shall have safe and secure site fencing or other barriers with accommodations for safe passage through openings to protect students from the hazards of traffic, railroad tracks, steep slopes, animal nuisance, and to discourage unauthorized access to the campus. This standard is met if the entire school is fenced or walled. If this standard is not met, alternative security may be approved after the sufficiency of security at the site is reviewed by the council using the following criteria:

- (a) amount of vehicular traffic near the school site;
- (b) existence of hazardous or natural barriers on or near the school site;
- (c) amount of animal nuisance or unique conditions near the school site;
- (d) visibility of the play/physical education area; and

(e) site lighting, as required to meet safe, normal access conditions.

(2) For schools which include students below grade 6, a fenced or walled play/physical education area shall be provided.

[6.27.30.10 NMAC - N, 9/1/02; A, 12/14/07]

To promote a safe location for students and staff members, AFSA will ensure all areas are free from hazards including, but not limited to, loose flooring, ceiling tiles, water leaks and electrical irregularities. The facility will also meet all ADA requirements and allow for free access for all students, staff and community members.

The staff and students will be trained to refuse entrance to any person without proper authorization. All visitors will enter through the front door and have a pass visible.

Our exterior landscaping will be free from overgrowth and have adequate lighting to prevent injury and to eliminate potential locations for hiding. Cameras and motion sensor lights will also be installed to deter intruders and criminal activity. The site will be secured by fencing to ensure student safety as well as site safety when the site is empty.

Sustainability

Sustainability will be central to our Environmental Education Curriculum. We will partner with the EE Director to ensure we meet all sustainability expectations as are feasible. We will encourage students and staff members to be environmentally conscious at all times and use all resources carefully.

All locations within the building will be used in the most efficient way possible. As is feasible, each space will have multiple use which will encourage collaboration across grade levels.

Flexibility

The entire building and grounds will be used to promote student academic achievement and growth. Most of the areas will be multi-use areas. The exception will be those areas which must remain off limits to students for safety such as chemical storage or confidential information.

Community Use

The site will be one which encourages parent, staff and students to interact throughout the day and evening. Activities such as Open House, School Programs, Conferences and learning activities will be family centered. All family members will be encouraged to attend and to celebrate the success of their child as well as the students in the school.

Utilities

AFSA will diligently seek to be good stewards of our resources. We will incorporate this concept into every portion of the day. We will utilize our Environmental Education partner to help us find ways to encourage and promote sustainability. In time, we will endeavor to include the community at large in recycling and sustainability activities.

Conceptual Building Layout

Our building will meet all requirements as outlined in NMAC 6.27.30 and by the PFS. Once a site has been selected, we will ensure all classrooms meet the requirements.

4. CAPITAL PLAN (if applicable - a short range plan which identifies capital projects or equipment purchases and includes financing options)

APPLICANT RESPONSE:

We currently do not have a site selected and are unable to identify needs. We have identified a community partner who has access to funding resources to assist the school in site acquisition and renovation as needed.

5. MASTER PLAN SUPPORT MATERIAL

5.1 Sites and Facilities Data Table (if applicable)

Our site has not been selected; therefore, we do not have this information at this time.

☐ Provide a table summarizing characteristics of site and facilities

- Name of facility
- State identification number

☐ **Physical address**

APPLICANT RESPONSE:

At this time, 3821 Singer Blvd. NE Albuquerque, NM 87109 is a potential location.

☐ **Date of opening**

APPLICANT RESPONSE:

Our planning year will be 2019-2020 School Year with an anticipated opening date of August 2020.

☐ **Dates of major additions and renovations**

APPLICANT RESPONSE:

At this point, the structure is well suited for a 5th-8th school of between 250-500 students without renovations.

☐ **Facility Condition Index (FCI) and N.M. Facility Condition NMCI, if available**

APPLICANT RESPONSE:

Our site has not been selected; therefore, we do not have this information at this time.

The site will be leased. In the future, if possible, a lease to purchase agreement could be made as attendance matches and surpasses a cost-benefit analysis that would be manageable to purchase the building.

□ Total building area gross sq. / ft.

APPLICANT RESPONSE:

Our potential building has an overall area of +/- 15,040 total sq. ft.

Site acreage

APPLICANT RESPONSE:

Our potential site has an overall area of +/- 1.07 acres

□ Total number of permanent general classrooms

APPLICANT RESPONSE:

There is a total of 8 large rooms which can be divided up according to grade level and academic programming needs in the site which we are currently considering.

□ Total number of permanent specialty classrooms

APPLICANT RESPONSE:

The need for specialty classrooms is diminished by our academic programming. All classroom locations will be used for multiple purposes. Our plan and approach for staffing our school is to have special education teachers for each classroom. Additionally, a major portion of our curriculum is Kahn Academy which is accessed via the internet allows for advanced students to move through the curriculum independently and in small groups. This structure will allow us to have small group instruction with greater supports for any student who may struggle with any portion of the curriculum

□ Total number of portable classrooms

APPLICANT RESPONSE:

At this point, there is no plan for portables.

□ Total number of classrooms

APPLICANT RESPONSE:

There are 7 Classrooms in the potential site

☐ **Percentage of portable classrooms compared to total number of permanent classrooms**

APPLICANT RESPONSE:

0% at this time

☐ **Number of gross sq. ft per student per school facility**

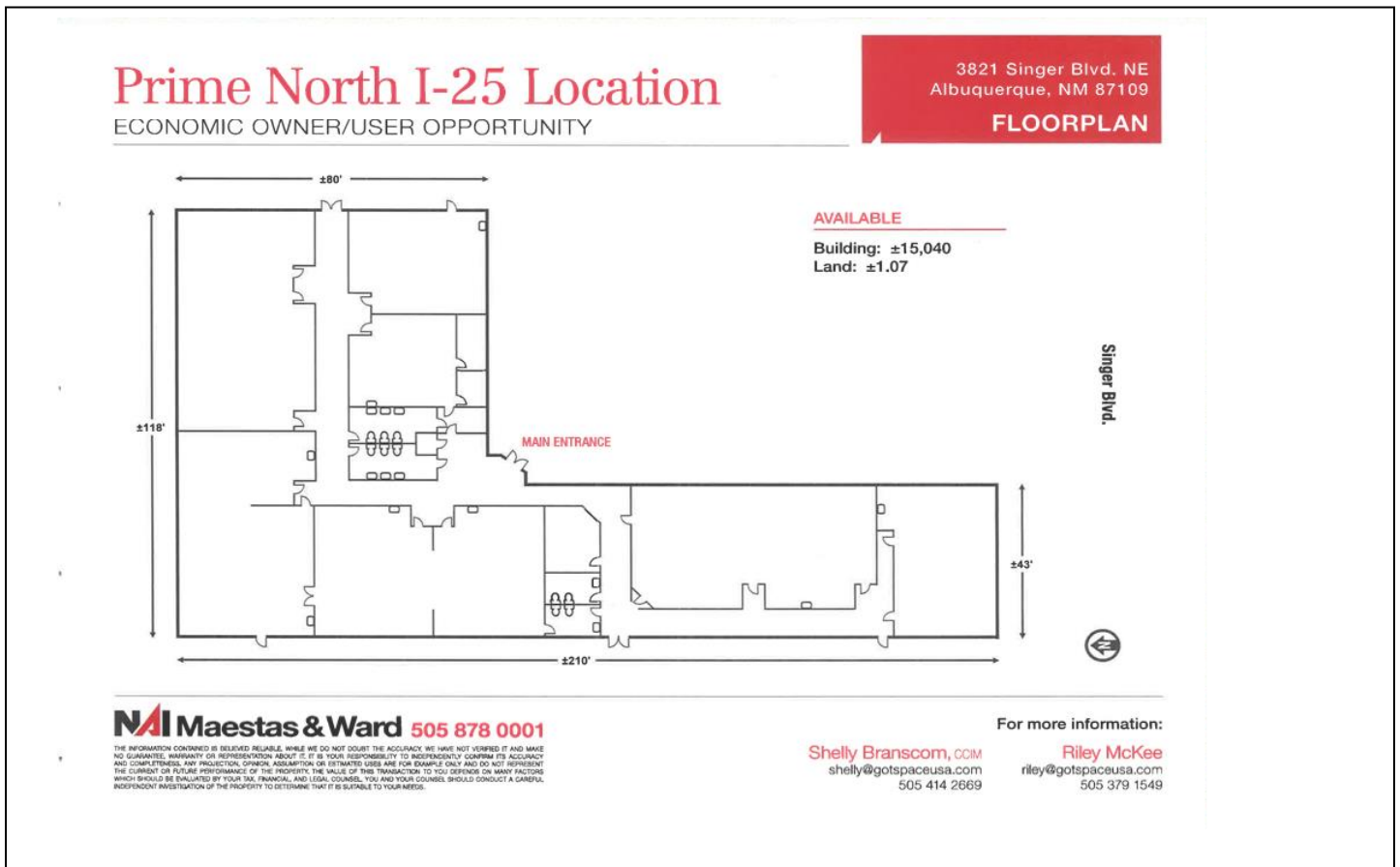
APPLICANT RESPONSE:

In the 5th year of occupancy with a projected attendance of just over 250 students, there is a ratio of 250 sq. ft. to each student.

5.2 Site Plan (if applicable)

☐ Scaled school site plan

APPLICANT RESPONSE



5.3 Floor Plan (if applicable)

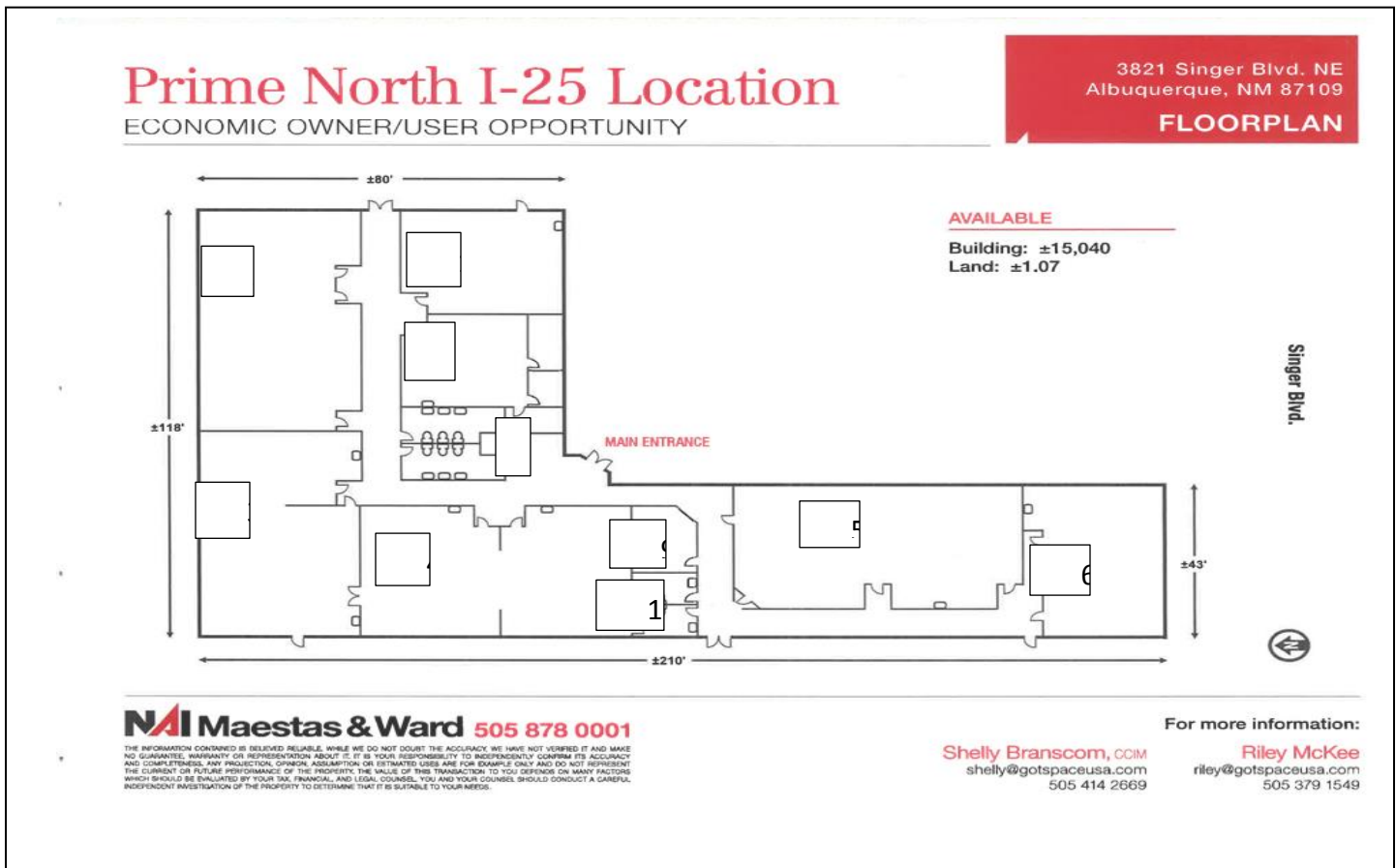
- ☐ Scaled school floor plan(s) with rooms numbers to match inventory

1. Will be used for small group instruction in the mornings and extracurricular classes in the afternoon.
2. This will house the Math classes for the day.
3. This will house the Language Arts classes for the day.
4. This will house the Science classes for the day.
5. This will house the History classes for the day.
6. Will be used for small group instruction in the mornings and extracurricular classes in the afternoon.
7. Will be used for small group instruction in the mornings and extracurricular classes in the afternoon.
8. Secretarial/Administration
9. Sped Director
10. Curriculum and Instruction

All for SUCCESS Charter School

The structure is labeled below.

APPLICANT RESPONSE:



☐ FAD forms updated

APPLICANT RESPONSE:

N/A

5.8 Detailed Space and Room Requirements (Ed Spec) if applicable

5.8.1 Technology and communications criteria

APPLICANT RESPONSE:

AFSA will require adequate and reliable internet access which will allow Chromebook usage for all students and staff members. We will utilize Google Classroom, web-based instruction (i.e. Khan Academy) and video conferencing as necessary. We will utilize a telephone line for a means of communication between the spaces

within the building and outside communication with the community and families. We will have copying capacity for teacher and administrative use.

5.8.2 Power criteria

APPLICANT RESPONSE:

AFSA will require power sources similar to that of any school. As a function of our Environmental Education, the students will explore the usage of power within the school.

<https://www.need.org/files/curriculum/guides/energysurveystudent.pdf>

We will require energy sources to power Chromebooks and lighting as well as all equipment.

5.8.3 Lighting and day lighting criteria

APPLICANT RESPONSE:

All areas will be well lit and will utilize natural lighting as much as possible. AFSA staff members will be cognizant of any light sensitivity needs indicated by our students or staff members. AFSA will ensure all state standards are met.

5.8.5 Classroom acoustics criteria

APPLICANT RESPONSE:

AFSA staff members will monitor students to ensure their needs are met. AFSA will maintain a learning environment which will protect students from any barriers to learning. AFSA staff members will address any sensory needs outlined in Individualized Educational Plans and will endeavor to create an environment free from unnecessary distractions

5.8.6 Furnishing and equipment criteria

APPLICANT RESPONSE:

Tables and chairs will be used instead of desks. This will be important for grouping activities and group research projects. Eight full sized desks will be needed for teachers, secretaries and administration

5.9 Submission and Review Process

5.9.1 Final hardcopy placed in a three-ring binder to PSFA offices

OR electronic copy emailed to PSFA (PDF file format preferred) with contact information for the person with the authority to answer questions.

5.9.2 Submit the FMP/Ed Specs 60 days prior to your PEC application deadline

5.9.3 PSFA will review the document and provide a response within two weeks receipt of your document. We will respond with approval or with additional questions/request for revisions.

5.9.4 Once PSFA is satisfied with answers to questions or revisions, PSFA will issue an approval letter. PEC requires that you include both your plan and approval letter with your application

APPENDIX F

Link to Spreadsheet in Google Drive: [Appendix F 5 Years](#)

910B-5

Charter Name	ALL for SUCCESS Academy				Charter Number	
School District Geo. Location						
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
3Y4YDD/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5			8.00	12.00	46.00	66.00
Grade 6			8.00	12.00	46.00	66.00
Grade 7			8.00	12.00	46.00	66.00
Grade 8			8.00	12.00	46.00	66.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	32.00	48.00	184.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES						
						ECE (KN,3Y4YDD,&FDK) FTE
						TOTAL GRADES 1-12
						264.00
SUBTOTAL MEM						264.00
						TOTAL MEM
						264.00

Is this a Charter School?	Y
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APPENDIX G

Link to Spreadsheet in Google Drive: [Appendix G 5 Year Budget Plan](#)

Year 1

Charter Name	ALL for SUCCESS Academy				Charter Number	
School District Geo. Location						
	3Y DD	4Y DD	C & C-GIFTED	D & D-GIFTED	*BASIC	GRADE TOTAL
Kindergarten Program						
3Y4YDD/KN						0.00
FDK						0.00
Basic Program						
Grade 1						0.00
Grade 2						0.00
Grade 3						0.00
Grade 4						0.00
Grade 5			6.00	3.00	12.00	21.00
Grade 6			6.00	3.00	12.00	21.00
Grade 7			1.00	1.00	11.00	13.00
Grade 8			1.00	1.00	9.00	11.00
Grade 9						0.00
Grade 10						0.00
Grade 11						0.00
Grade 12						0.00
Totals	0.00	0.00	14.00	8.00	44.00	
*INCLUDE STUDENTS RECEIVING A/B SERVICES					ECE (KN,3Y4YDD,&FDK)	0.00
					FTE	
					TOTAL GRADES 1-12	66.00
					SUBTOTAL MEM	66.00
					TOTAL MEM	66.00

Is this a Charter School?

Y

Is this for the 40th Day?

N

APPENDIX H

Proposed Financial Policies and Procedures

The Governing Board of ALL for SUCCESS Academy (“AFSA”) will adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expended and maintained appropriately.

It is the intent of these policies and procedures to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds. Collectively, these policies comprise a set of internal controls to ensure effective, efficient operations, segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation.

As ALL for SUCCESS Academy grows and guidance changes, these policies and procedures will be reviewed and updated on at least an annual basis. Throughout this document EdTec and the services they provide will be referenced. If at any time the Board decides to use a vendor other than EdTec for their back-office support, the policies and procedures will be revisited and revised at that time.

I. ACCOUNTING

a. Fiscal Year

- i. The fiscal year for ALL for SUCCESS Academy is July 1 through June 30.

b. GAAP

- i. The accounting procedures used by ALL for SUCCESS Academy shall conform to Generally Accepted Accounting Principles (GAAP) to ensure accuracy of information and compliance with external standards. The school will also follow the GASB, which is The Governmental Accounting Standards Board and is the source of generally accepted accounting principles used by state and local governments in the United States.

c. Accounting Basis Page

- i ALL for SUCCESS Academy will use the modified accrual basis of accounting. This requires that revenues will be recognized as they are received, and expenditures will be recognized as they are paid. Additionally, payroll expenditures will be recognized as they are incurred.
- ii. Year-end audited Financial Statements will be prepared on a full accrual basis.

d. Restricted Grant Tracking

- i ALL for SUCCESS Academy shall maintain its general ledger using grant fund codes for the purposes of tracking restricted revenues and expenses.

e. Capitalization and Depreciation

- i ALL for SUCCESS Academy will capitalize and depreciate annually all assets of \$5,000 or more as required by the State of New Mexico.

- ii. All assets purchased with an individual value less than \$5,000, will be recognized as non-depreciable assets and will be expensed in the year incurred. Only single items that are equal or greater than \$5,000 will be depreciated.

Capitalized assets are recorded at cost and depreciated under the straight-line method over their estimated useful lives as follows:

1. Leasehold improvements: Lease term or 10 years, whichever is shorter.
2. Can only install leasehold improvements if an approved lease-purchase is in place.
3. Facility purchases: up to 30 years.
4. Building and site improvements if there is a lease-purchase in place.
5. Computers and associated technology: 3 years.
6. Furniture & equipment: 5 years.
 - i. Repair and maintenance costs, which do not extend the useful lives of an asset, are recognized as expenses.
 - ii. Throughout the year, items will be recognized as expenses. They will be reviewed at year-end for possible capitalization and depreciation.
 - iii. Depreciation will be calculated from when the item was purchased and will be treated as placed in service at that time unless otherwise specified.
 - iv. Items will be tagged when placed in service by the Office Manager or Head of School.
 - v. As part of the annual close, staff will conduct an inventory of all assets, noting condition and location. The Office Manager and Head of School will review inventory and approve it.
 - vi. Assets sold, retired, lost, or stolen and related amounts of accumulated depreciation will be eliminated from the asset accounts, and any resulting gain or loss will be recognized within that year.
 - viii. Nothing in this practice is to prevent ALL for SUCCESS Academy from maintaining an estimated impact of capitalization and depreciation on operating income and fund balance for the year on interim financial statements

f. Bank Reconciliations

- i. A reconciliation of all bank accounts, whether checking or savings accounts, will be performed monthly by an EdTec accountant. The EdTec accountant does not have the ability or authority to disburse funds or approve expenses.
- ii. ALL for SUCCESS Academy will provide EdTec with either online access or paper copies of the monthly statements no later than the 5th business day of the following month.
- iii. All bank statements and reconciliations will be reviewed by the Head of School and Board Treasurer. The school will have access to all bank reconciliations.

- iv. Un-cleared checks older than one year will be reviewed for reissuance, voidance, or escheatment proceedings in compliance with New Mexico State law.
- v. All checks will have printed on the face of the check “void after one year from date.”
- vi. Financial irregularities discovered during the banking reconciliation process will be brought to the attention of the Head of School and Board Treasurer.

g. Financial Record Retention and Destruction

- i. All financial records will be retained as per the State of New Mexico Records Retention Law. Records include but are not limited to transaction ledgers, bank statements, cancelled and voided checks, payroll records, audits, and tax filings.
- ii. The school will have access to all accounting records at all times.
- iii. Hard copies will be retained at the school when appropriate and feasible, otherwise there will be an electronic version of the record that the school will have access to.
- iv. Nothing in this section will be considered to supersede the organization’s broader record retention and destruction policies.
- v. All paper documents must be housed on site at the school.

II. Banking

a. Checking Accounts

- i. The Board shall authorize the establishment of a non-speculative, public funds checking account with a federally insured banking institution for the purposes of school operations. The checking account will be from a NM institution.
- ii. An account bearing interest will not be considered speculative per NM State Law, this account must be a “NOW” account. Any other interest-bearing account must follow the restrictive NM State banking laws for public entities.
- iii. The established checking account shall be the primary account for school financial obligations, as well as the primary account for deposit

Internal Control Procedures and receipt of all funds. Authorized signatories to this account shall be the Head of School, Board Treasurer, and Board Chair.

- 1. Checks under \$5,000 will require the signature of the Head of School.
- 2. Checks of \$5,000 or more will require the signature of the Head of School AND Board Chair.
- 3. Checks payable to the Head of School must be signed by the Board Chair. Checks of \$5,000 or more payable to the Head of School will require the signature of Board Treasurer AND Board Chair.
- 4. Under no circumstances should the recipient of a check also be a signatory on his or her own check. iv. In addition to the general operating account, the Board shall authorize the establishment of a checking account for

the purposes of processing payroll if needed, but will most likely only use one bank account for payroll and general operating expenses.

v. No additional checking accounts shall be established without board approval.

vi. Board approval is also required to close a public fund checking account.

b. Federal Deposit Insurance

i. ALL for SUCCESS Academy recognizes that deposits are only insured up to \$250,000 per qualified banking institution, not per account, and its bank balance may otherwise exceed the \$250,000. The Board shall review ongoing opportunities to cost-effectively ensure excess cash or otherwise diversify its account holdings at federally insured banking institutions, while also evaluating risk and convenience. Any balances in any account that will exceed the FDIC insured \$250,000.00 must be collateralized per NM State Law regarding the protection of public funds.

c. Deposits of Receipts

i. ALL for SUCCESS Academy will deposit all funds received within 24 hours or one banking day. In line with this:

1. The Office Manager will open all mail daily, immediately sort and receipt all checks or money orders, will endorse all checks with a deposit only stamp, and forward them to the Head of School. Any checks or money orders received in person will also be given to the Office Manager to be receipted.

2. Cash payments, whether for student activities or donations or otherwise, will be strongly discouraged. ALL for SUCCESS Academy will direct individuals to use a service such as PayPal to make a payment electronically to the school in the alternative. If this is not possible, all cash payments received will be also receipted using a cash receipt book with 3 copies. The original copy will be given to the payor, the 1 st copy will be kept with the deposit slip in which the money is deposited and the 2nd copy will be retained in the receipt book.

The Head of School will review the cash receipt book each week and affirm that the total collected matches the supporting documentation.

3. Checks and cash waiting to be deposited will be stored in a secure location.

4. The Office Manager will restrictively endorse ("For Deposit Only") the checks or money orders to the checking account and deposit them, along with any cash collections. The Head of School will then forward on a completed log and copy of associated backup to EdTec, including any revenue coding.

III. PURCHASES a. Authorization of Expenditures

i All purchases of goods and services shall be consistent with the most recently board-approved budget.

All purchase orders will be signed by the Head of School and acknowledged or initialed by the Manager of Operations.

i. These expenditures shall not require additional Board approval, except for contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000, or if the term will go past one year.

- ii All expenditures over \$10,000 must be approved by the Manager of Operations who will review to assure that the purchase follows the requirements of the NM State Procurement Code and the Head of School who will review to determine whether it is consistent with the board-approved budget. The Head of School is the only staff person authorized to sign contracts.
- iii All contracts that cross fiscal years, or extended beyond one year, must contain the required State of New Mexico law language regarding cancellation for non-appropriation. Additionally, no long-term contracts may extend beyond 4 years (or 48 months) per New Mexico State Law.
- iv. Nothing in this section shall prevent the Head of School from making an assessment to rebalance individual line items within the approved budget, provided the adjustments do not otherwise jeopardize the financial health of the school or disrupt the school's educational program. All Budget Adjustments must be approved through a vote by the Governing Board during a scheduled Board meeting open to the public.

b. Contracts and Bidding

- i. All professional services shall be provided for under a contract. The Manager of Operations will review and approve all contracts prior to the contract being signed by either the Head of School or a member of the Board.
- ii. The Head of School can execute single-year contracts for professional services that will not exceed or are not likely to exceed \$10,000.
- iii. For contracts for professional services that will exceed or are likely to exceed a total annual amount greater than \$10,000 or the term will extend for a period greater than one year, Board approval will be required prior to execution. Length of contracts shall be at the discretion of the Board in consultation with the Head of School, and multi-year contracts shall not be prohibited as long as the term of the contract does not exceed 4 years or 48 months.
- iv. All multi-year contracts will contain the State required non-appropriations clause in the contract.
- v. Should a contract require Board approval per the above, but timing or other circumstances require execution prior to being approved at a Board meeting, the Head of School, with the approval of both the Board Chair and Board Treasurer, may conditionally execute said contract. The contract will need to then be formally approved at the next Board meeting.
- vi. Unless otherwise expressly required by conditions of a funding source, ALL for SUCCESS Academy shall not be required to conduct a formal bid process for contracted services less than \$60,000. However, the Head of School shall make good faith efforts to secure multiple quotes and proposals to ensure a prudent, cost-effective use of funds.
- vii. The following bidding practices will be followed in accordance with New Mexico Purchasing Compliance:

1. Any goods that range from \$1-\$20,000 the school will select the best value for their money.
2. Any goods that range from \$20,000 - \$60,000 will need 3 written quotes.
3. Any good equal to or more than \$60,000 will require an RFP or an ITB.

viii. Nothing in this section shall require or be interpreted to require ALL for SUCCESS Academy to choose or select the lowest cost provider of goods or contracted services, and ALL for SUCCESS Academy will have discretion in what criteria it gives most weight when selecting vendors and providers.

ix. Any purchases with Federal funds will follow the rules or regulations governing expenditure of federal funds, shall supersede the above when otherwise contradictory.

c. Purchasing

i. ALL for SUCCESS Academy will follow New Mexico Procurement Code.

ii. The Chief Procurement Officer for ALL for SUCCESS Academy will be the Manager of Operations. The Manager of Operations does not have the authority to sign checks to pay for purchases.

d. Invoice Processing and Requests for Payment

i. On a weekly basis, the Head of School will review invoices for accuracy, as well as review invoices for goods against received goods and packing slips, address any inconsistency with vendors and compare everything against the purchase orders and resolve any discrepancies.

ii. Each week, the Office Manager will collate and code all invoices received, including both expense and grant fund coding.

iii. EdTec will then generate a payment approval report, which lists all invoices submitted for processing, and it will request payment by the school.

iv. The School will pay vendor invoices within vendor terms. If no terms are written on the vendor invoice, the School will pay the invoice within 30 days of the date of the invoice. If the school is cash strapped, they will discuss when the invoice has to be paid with the vendor. v. The school will implement accounts payable policies and procedures in accordance with NM State Law and EdTec will abide by these policies.

e. Payment Approvals and Payroll Processing

i. Payments under \$5,000 must be approved by one of the following authorized positions: Head of School, Board Treasurer.

ii. Payments for \$5,000 or more must be approved by the Head of School AND Board Treasurer.

iii. All payroll will be based on the salary schedule established by ALL for SUCCESS Academy and approved by the Board.

iv. For recurring payments, such as rent, when the amount is fixed, annual approval is allowed.

v. All expenses need to be reviewed monthly by the Head of School and Board Treasurer.

vi. Once EdTec receives all the required approvals, EdTec will issue payments with the required authorizer signatures. EdTec will then generate a check register and send back to the school as

record of issuance. The check register will be collated with all the check registers for a month and included in the board packet.

f. Debit Card Usage

- i. Debit card usage will not be permitted.

g. Procurement Card Usage

- i. Subject to Board approval, the school may establish a procurement card account.
- ii. All purchases made with a procurement card must have an approved PO in place.
- iii. The use of a procurement card shall be allowed with a maximum authorized purchase limit of \$5,000 per card holder.
- iv. Procurement cards shall only be issued to the Head of School.
- v. An individual purchase should not exceed \$1,000, except with the approval by the Board Treasurer. Total charges in a month shall not exceed the purchase card limit.
- vi. Authorized purchase card holders are responsible for submitting itemized receipts or other printed documentation from the vendor for all transactions and providing sufficient reporting as to the necessity of the charge. Purchase card statements will not be considered as sufficient supporting documentation.
- vii for any purchases that are charged without adequate supporting documentation and justification, the card holder will be required to reimburse the school the amount of such purchases.
- viii Because documentation issues might otherwise prevent EdTec from having the adequate documentation to pay a purchase card statement balance in its entirety or documentation may pertain to the following month's statement, the Head of School must request and specify the amount of all payments towards a purchase card statement balance each time. However, every effort should be made to pay the current balance due in full and otherwise mitigate financing charges.
- ix Purchase card transactions will be reported to the board monthly.

h. Sales Tax Exemption

- i. ALL for SUCCESS Academy will apply for tax exempt status with the State of NM, Taxation and Revenue Department and will be exempt from sales tax on goods purchased for their own internal use.
- ii. The Office Manager or Head of School will ensure all vendors have a copy of a tax-exempt certificate.
- iii. Prior to submission to EdTec, the Office Manager will ensure all invoices have sales tax removed on goods.

Electronic Payments

i.to preserve payment approval processes and internal controls, electronic methods (wire or ACH) shall not be permitted for payment of any expenses or reimbursements, except for payroll and associated employer and employee liabilities.

ii. any exception will require approval by the Board Treasurer.

j. Non-Travel Related Employee Reimbursements

i. Employees, except for the Head of School, will limit purchases made with personal funds that will be submitted for reimbursement to no more than \$500 at a given time, except if the purchases are meals or incidental expenses during school-related travel.

ii. Employee's will follow school approved purchasing policies before purchasing items expected to be reimbursed by the school.

iii Should an employee need to make a purchase with personal funds on behalf of the school for more than \$500, prior approval by the Head of School will be required.

iv. Employees shall submit a reimbursement request with supporting documentation no later than one month from each purchase. A bank or credit card statement may not be considered adequate documentation, and lack of adequate documentation or timely submission will be grounds for non-reimbursement.

v. Under no circumstances shall the purchase of alcohol, entertainment or personal expenses be reimbursed.

vi. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

k. Travel-Related Employee Reimbursements

i. All employees must receive approval by the Head of School for all school-related travel.

ii. All employees must sign a travel policy form, before travel, acknowledging that they understand the reimbursement guidelines for travel reimbursements.

iii. All efforts should be made to make cost-effective, efficient travel arrangements as expeditiously as possible to mitigate cost escalation. This applies to airfare, accommodations, and registration fees.

iv. Travel arrangements should be made the Office Manager or Head of School and paid for directly by the school by check or procurement card.

v. Meals during school-related travel are considered reimbursable. Meals should be modest but otherwise appropriate with the circumstances and will not exceed state required maximums. Itemized Receipts are required to be submitted if reimbursement is expected.

vi. Incidental purchases made during school-related travel and otherwise necessary, such as taxi service, are considered reimbursable. Receipts are required to be submitted if reimbursement is expected. In the case of mass-transit expense, when a receipt is not available, reimbursement will be limited to \$6.00 per state law.

vii. Employees shall submit a reimbursement request with supporting documentation to the Head of School or Office Manager no later than one month from each purchase. A bank or credit card statement will not be considered adequate documentation, and lack of adequate documentation or timely submission will be grounds for non-reimbursement.

viii. Under no circumstances shall the purchase of alcohol, entertainment or personal expenditures be reimbursed.

l. Employee Mileage Reimbursements

i. All employees will be reimbursed at 80% of the IRS standard mileage rate effective January 1 of the previous year per mile for use of their own vehicle for school-related travel. If mileage is expected to exceed 100 miles or more, it must be pre-approved by the Head of School.

ii. All employees requesting such mileage reimbursement are required to document the destination of each trip, its purpose, miles driven, and any associated parking fees and tolls, within one month after the travel date, supported by receipts, if applicable.

iii. Per IRS guidance, mileage of an employee driving from his or her residence to the school or vice versa is not considered reimbursable.

iv. Nothing in this section is to be considered to supersede any personnel policies regarding eligible, reimbursable expenses.

m. Personal Use of School Funds

i. Use of school funds for personal use is prohibited. Violation of this policy may result in discipline up to and including dismissal or in case of a Board member, removal.

IV. PAYROLL

a. New Employees

i. The Head of School shall hire all employees at both headcount and compensation levels consistent with the approved salary schedule.

ii. New employees shall complete an application for employment and all necessary paperwork for payroll addition.

iii. New employees shall be fingerprinted and background checked consistent with state law. Fingerprint and background clearance must be received by the school before any employee may start work.

iv. Employees shall accrue paid time off (PTO) based on the personnel policies of the school.

v. Each employee shall have a job description that they read, review, and sign-off on before starting their employment.

b. Timekeeping for Hourly Employees & Payroll Changes

- i. The Office Manager shall track or implement an electronic system for the accurate and timely preparation of timesheets for hourly employees.
- ii. Based on policies and timelines delineated separately by EdTec, the Head of School will submit hourly information prior to each pay day, along with any payroll changes for all staff including salary or rate changes, deduction changes, or other payroll items.

c. Payroll Processing and Accounting

- i. Once EdTec receives the payroll changes from the Head of School, EdTec will enter the information into the payroll processing system.
- ii. EdTec will generate a payroll preview or Excel worksheet summary and send to the Head of School for approval.
- iii. Once payroll has been approved and issued, EdTec will upload the payroll information to the accounting system and reconcile the payroll activity to the banking activity.

d. Independent Contractor Vs. Employee

- i. Unless otherwise specified, ALL for SUCCESS Academy shall treat individuals as employees unless he or she meets the IRS test for classification as an independent contractor.
- ii. If someone is determined to be an independent contractor, he or she will need to provide a W-9, as well as proof of insurance depending on the nature of his or her work on behalf of the school.
- iii. All independent contractors shall be formally engaged under a contract that is approved by the Head or School or the Board, based on the contract approval criteria previously enumerated.
- iv. Payments to an independent contractor shall be made pursuant to an invoice for services generated by the independent contractor to the school.
- v. ALL for SUCCESS, through EdTec's assistance, will generate a 1099-Misc for all independent contractors that received \$600 or more in the prior tax year and meet the IRS requirement as a contractor requiring a 1099.

V. AUDITS & TAX FILINGS

a. Annual Audit

- i. Each operating year, ALL for SUCCESS Academy shall engage an independent accounting firm, appointed by the State of New Mexico, to perform an audit of the prior year financial statements. The audit shall be performed, and the audit report shall be generated in advance of the NM State Auditor's submission deadline with adequate review time by the audit committee and board.
- ii. The audit shall include all work named in the contract with the authorizer as pertains to the school for the year being audited.
- iii. Prior to submission of the audit report, EdTec and the Audit Committee will review the audit and respond to any management points, findings, material weaknesses, or significant deficiencies identified during the audit. To the extent appropriate, any official change in policies or

procedures necessary to address any issue identified during the audit will be brought before the Governing Board for review after the audit is released to the public.

VI. DONATIONS & PHILANTHROPY

a. Tax Exempt Status & Charitable Solicitation

i. To the extent that ALL for SUCCESS Academy has established a supporting foundation that has filed for and received recognition of its 501 (c) 3 status as a tax-exempt nonprofit organization, which has completed all required annual return filings with IRS, and has completed and maintained all required registration as a charitable organization within the State of New Mexico, ALL for SUCCESS Academy may engage in charitable solicitations for tax deductible donations as permitted by local, state, and federal law. Nothing in this section shall prevent ALL for SUCCESS Academy from utilizing a fiscal sponsor as an intermediary to solicit and receive donations on its behalf to the extent permitted by local, state, and federal law.

b. Donations

- i. The Head of School, separate from the depositing process, will log all cash donations, recording date of donation, donor's name, donor's contact information, and donation amount.
- ii. the Head of School will provide the donor with a written acknowledgement of the donation in compliance with IRS acknowledgement requirements.

c. Donated Stock and Securities

i. ALL for SUCCESS Academy shall sell all gifts of stock or securities as soon as possible to convert them into cash and transfer to the school's checking account. The value of the gift will be recorded based on the cash proceeds less any brokerage sale fees.

VII. FINANCIAL REPORTING & PLANNING

a. Budget Approval

- i. An annual budget shall be approved by the Governing Board no later than June 18th prior to the start of each new fiscal year.
- ii. The approved budget will include a summary of assumptions and include both restricted and unrestricted revenues and expenses.
- iii. During the year, the Board will adopt an amended budget as expenses and revenue projections change, or as student counts are updated.
- iv. The annual budget and budget modifications will be reported to the authorizer and state by the required deadlines.

b. Monthly Financial Statements

i. EdTec shall prepare a budget vs. actuals report, balance sheet, statement of cash flow, checking account register, purchasing card register if applicable, as well as a financial synopsis each month.

ii. The Finance Committee and the Governing Board shall review these materials on a regular basis.

c. Interim Financial Reports

i. EdTec shall prepare and submit the required financial reports to the PED on the timeline required by the PED

VIII. OTHER PRACTICES & FINANCIAL MATTERS

a. Conflicts of Interest

i. Any Board member with a financial interest in a matter presented to the Board shall fully disclose such interest prior to Board discussion on the issue and shall recuse themselves from the discussion and voting on the matter.

ii. For more information on the school's Conflict of Interest Policies, please consult the school's Bylaws.

b. Related Party Transactions

i. ALL for SUCCESS Academy will identify, recognize, and evaluate any related party transactions.

c. Whistleblower Policy

i. ALL for SUCCESS policy shall extend to financial matters and improprieties. d. Debt i. ALL for SUCCESS Academy will not take on any debt outside Accounts Payable invoices and approved Lease Purchase Agreements.

ii. To the extent that a supporting organization does, any debt, whether loans, notes, or lines of credit must be reviewed by the governing board. Information about covenants, restrictions, and other requirements associated with the debt must be reviewed at time of approval.

iii. The Finance Committee in conjunction with EdTec will review ongoing compliance with incurred debt of the supporting organization, as well as strategies to reduce debt and associated borrowing expense as expeditiously as possible.

iv. ALL for SUCCESS Academy will avoid utilizing vendor financing.

e. Political Contributions & Advocacy

i. ALL for SUCCESS Academy will not make any direct or indirect contribution of funds, assets, or resources to a political party or individual serving in or seeking public office.

ii. Nothing in this section is to prevent ALL for SUCCESS Academy from seeking membership with charter association or charter advocacy organizations, local or otherwise, that may be engaged in political campaign activities.

iii. Nothing in this section is to prevent ALL for SUCCESS Academy from engaging in lobbying, provided it complies with NM State Law or IRS guidance that a substantial part of ALL for SUCCESS Academy's activities is NOT devoted to attempting to influence legislation.

iv. ALL for SUCCESS Academy will not pay for lobbying with school funds.

f. Approvals and Authorizations

i. Throughout the financial policies and procedures, various requirements for approvals and authorizations by the Head of School, Board Treasurer, and Board Chair are enumerated. Considering current technological and business practices, an approval shall be deemed valid and in compliance with the financial policies and procedures if it comes in the form of email approval, written in the affirmative of the specific matter or attachment or set of attachments, from the approver's school email account or if unavailable, his or her regularly-used email account. Silent assent over email or verbal approval by phone will not be deemed valid.

ii. Board approval or authorization shall be deemed valid if provided pursuant to Board action at an official meeting of the Governing Board of ALL for SUCCESS Academy.

g. Confidentiality

i. Confidential information includes information gained during employment with or service of the school that is otherwise not common knowledge including, but not limited to, student records, and personnel records, information. All employees and Board members must maintain confidentiality to the extent that is allowed by law.