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| FOR DISTRICT USE ONLY | District: | School: |
|  <p style="text-align: center;">NEW MEXICO PUBLIC EDUCATION DEPARTMENT LANGUAGE USAGE SURVEY ~for parent or guardian to complete~</p> | | |
| <p>The purpose of this survey is to ensure that your child receives the highest quality education and services to which he or she is entitled. The information you provide will be used only to assist the school in making program decisions. You will complete this form only once in your child's educational career.</p> | | |
| Student's Name: | Date of Birth: | Grade Level: |
| Answer each question by marking either the YES or NO box. | | |
| 1. Does the student use a language(s) other than English with his/her family and friends? | YES | NO |
| 2. Do you use a language(s) other than English with the student? | | |
| 3. Does the student understand when someone communicates with him/her in a language other than English? | | |
| 4. Does the student read in a language(s) other than English? | | |
| 5. Does the student write in a language(s) other than English? | | |
| 6. Does the student interpret for you or anyone else in a language(s) other than English? | | |
| 7. If you answered YES on one or more of questions 1-6, what language(s) other than English does the student use most frequently at home? Choose up to three. | | |
| <input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> Diné <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian | <input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali <input type="checkbox"/> Spanish | <input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other _____ |
| OTHER QUESTIONS | | |
| 8. Is the student transferring from another state, district, or school? If yes, please provide location and name of school: | | |
| 9. Has the student received schooling/education in a language(s) other than English? If YES, which language(s)? | | |
| 10. In what language do you prefer to receive communication from the school? | | |
| 11. In what language would you prefer to communicate with school staff? | | |
| 12. Is there anything else we should know about how to best serve your child? | | |
| Signature of Parent or Guardian: | | Date: |
| Translator: | Language: | Date: |

| | | | | | |
|---|--|---|--|--|----|
| Sólo para uso del distrito: | | District: | | School: | |
| <div></div> <div>ENCUESTA DEL USO DEL IDIOMA</div> <div>DEPARTAMENTO DE EDUCACIÓN PÚBLICA DE NUEVO MÉXICO</div> <div>~ padres o tutores deben llenar~</div> | | | | | |
| El propósito de esta encuesta es asegurar que su hijo/hija reciba una educación de la más alta calidad y los servicios que tiene el derecho de recibir. La información que usted proporcione será utilizada solamente para ayudar a la escuela a tomar decisiones programáticas. Responderá a este formulario solamente una vez en la trayectoria de educación de su hijo/hija. | | | | | |
| Nombre del estudiante: | | Fecha de nacimiento: | | Nivel/Grado: | |
| Responda a cada pregunta marcando la casilla bajo SÍ o NO | | | | SÍ | NO |
| 1. ¿Usa el/a estudiante otro idioma(s) además del inglés con su familia o sus amigos? | | | | | |
| 2. ¿Usa usted otro idioma(s) además del inglés con el estudiante? | | | | | |
| 3. ¿Comprende el estudiante cuando alguien se comunica con él o ella en un idioma además del inglés? | | | | | |
| 4. ¿Lee el/a estudiante en otro idioma(s) además del inglés? | | | | | |
| 5. ¿Escribe el estudiante en otro idioma(s) además del inglés? | | | | | |
| 6. ¿Le interpreta o traduce el estudiante a usted o a alguna otra persona en otro idioma(s) además del inglés? | | | | | |
| 7. ¿Si respondió SÍ a una o más de las preguntas 1-6, ¿cuále(s) idiomas además del inglés usa el estudiante con más frecuencia en casa? Escoja hasta tres: | | | | | |
| <input type="checkbox"/> árabe <input type="checkbox"/> cantonés <input type="checkbox"/> diné <input type="checkbox"/> español <input type="checkbox"/> francés <input type="checkbox"/> griego <input type="checkbox"/> hmong <input type="checkbox"/> italiano <input type="checkbox"/> jemer | | <input type="checkbox"/> Jicarilla apache <input type="checkbox"/> keres <input type="checkbox"/> koreano <input type="checkbox"/> lengua de señas americana (ASL) <input type="checkbox"/> mandarín <input type="checkbox"/> mescalero apache <input type="checkbox"/> portugués <input type="checkbox"/> ruso <input type="checkbox"/> somali | | <input type="checkbox"/> tewa <input type="checkbox"/> tiwa <input type="checkbox"/> towa <input type="checkbox"/> vietnamés <input type="checkbox"/> zuni <input type="checkbox"/> Otros _____ | |
| OTRAS PREGUNTAS | | | | | |
| 8. ¿Se traslada el estudiante de otro estado, distrito o escuela? Si este es su caso, favor de proveer la ubicación y el nombre de la escuela: | | | | | |
| 9. ¿Ha recibido el estudiante instrucción escolar en otro(s) idioma(s) además del inglés? ¿Si la respuesta es sí, cuál idioma(s)? | | | | | |
| 10. ¿En cuál idioma prefiere recibir información de la escuela? | | | | | |
| 11. ¿En cuál idioma prefiere comunicarse con los empleados de la escuela? | | | | | |
| 12. ¿Hay algo más que deberíamos saber para servir mejor a su hija/hijo? | | | | | |
| Firma del padre o tutor: | | | | Fecha: | |
| Traductor/intérprete: | | Idioma: | | Fecha: | |

| | | | | | | |
|--|--|---|-----------------------------------|---|---------------|---------------|
| FOR DISTRICT USE ONLY | | District: | | School: | | |
|  | | New Mexico Public Education Department Language Usage Survey Navajo Translation ~for parent or guardian to complete~ | | | | |
| (Student Name) Ółta'í Bízhi': | | | (Date of Birth) Bi'dizhchí góne': | | | |
| (Grade Level) Ółta'í Yólt'aí góne': | | | | | | |
| (Answer each question by marking either the yes or no box.) Na'idikid yíníłta'. Bínanidikidígíí bik'ehgo Aoo' biyaa alná'íit'ish doodei Nidaga' biyaa alná'íit'ish. | | | | | (Yes) Aoo' | (No) Dooda |
| 1. Ółta'í bilagáana bizaad t'éiyá choyool'í doodei nááná ła' dine'é bizaad daats'í bik'éí dóó bik'is yee alch'í yee yádaalti'? | | | | | | |
| 2. Ółta'í bił bilagáana bizaad dóó nááná ła' dine'é bizaad chool'í? | | | | | | |
| 3. Ółta'íish nááná ła' dine'é bizaad bee bich'í yáníłti'go yik'í' diitíh? | | | | | | |
| 4. Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yólta' yéé hósín? | | | | | | |
| 5. Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yee 'ak'e'elchí yéé hósín? | | | | | | |
| 6. Ółta'íish bilagáana bizaad dóó nááná ła' dine'é bizaad yee ná'áta' halne'? | | | | | | |
| 7. Na'idikid T'áa ła'í dóó hastxááhji' Aoo' alná'iizohgoh, díí na'idikid ła' ółta'í hooghandi háidígíí nááná ła' dine'é bizaad kw'e'é daasdzhígíí áłahíji' yee yáłti'. Táago bíighadi alná'iizoh. | | | | | | |
| <input type="checkbox"/> American Sign Language (ASL) <input type="checkbox"/> Arabic <input type="checkbox"/> Cantonese <input type="checkbox"/> French <input type="checkbox"/> Greek <input type="checkbox"/> Hmong <input type="checkbox"/> Jicarilla Apache <input type="checkbox"/> Italian | | <input type="checkbox"/> Keres <input type="checkbox"/> Khmer <input type="checkbox"/> Korean <input type="checkbox"/> Mescalero Apache <input type="checkbox"/> Mandarin <input type="checkbox"/> Portuguese <input type="checkbox"/> Russian <input type="checkbox"/> Somali | | <input type="checkbox"/> Spanish <input type="checkbox"/> Tiwa <input type="checkbox"/> Tewa <input type="checkbox"/> Towa <input type="checkbox"/> Vietnamese <input type="checkbox"/> Zuni <input type="checkbox"/> Other | | |
| 8. Ółta'íish nááná ła' kéyah hahoodzohdée' da'ólta'dée atah níyá? Háakót'éehego háádée' atah níyá? | | | | | | |
| 9. Ółta'íish ółtahdi bilagáana bizaad dóó nááná ła' dine'é bizaad yee íhool'áá'? Akó dzaago, éí haadóone'é bizaad yee'íhool'aah nít'ée'? | | | | | | |
| 10. Ółta'dée' dahane'ígíí ła' Dinék'ehjí doodei bilagáana k'ehji bee hane' nich'í' álníigo nínízin? | | | | | | |
| 11. Ółta'di nidaalnishígíí Dinék'ehjí doodei bilagáana k'ehji bił hayıl dahólne'go nínízin? | | | | | | |
| 12. Haash yit'éehego áldó' ółta'í yá'átéehego bíká'a'doowoł ółta'di? | | | | | | |
| (Signature of Parent or Guardian) Amá, Azhé'é, Aniséhé bízhi': | | | | | | |
| (Date) Yoolkáál: | | | | | | |
| (Translator) Ata'halne'ígíí bízhi': | | | | (Date) Yoolkáál: | | |
| (Language) Saad bee ata'hóone'ígíí: | | | | | | |

ORGANIZATIONAL PERFORMANCE FRAMEWORK

The Organizational Framework primarily lists the responsibilities and duties that charter schools are required to meet through state and federal laws. It was developed pursuant to the New Mexico Charter Schools Act and includes indicators, criteria statements, and metrics related to schools' educational program, financial management, governing body performance, school environment, and employee and student policies, including compliance with all applicable laws, rules and terms of the charter contract (Section 22-8B-9.1A (4, 5, 9) NMSA 1978).

NACSA Principles & Standards (2012) states that,

"A Quality Authorizer implements an accountability system that effectively streamlines federal, state, and local...compliance requirements while protecting schools' legally entitled autonomy and minimizing schools' administrative and reporting burdens" (p. 16).

The organizational framework is the primary focus of the annual school visit process. The framework is structured into five categories of information. Each category has multiple **indicators** and each indicator includes one or more **criteria statements** that serve as the metric for evaluating organizational performance.

For each indicator a school receives one of three ratings: "Meets Standard," "Working to Meet Standard" and "Does Not Meet Standard" which are defined below. Indicator ratings are assigned based on evidence that the school is meeting the criteria statement(s).

Meets Standard:

The school meets the standard if it satisfies each of the criteria statements described for the indicator OR if the authorizer currently has no evidence or information to indicate the school does not meet the criteria statements.

Working to Meet Standard:

There is evidence to indicate the school does not, or at some point in the school year did not, satisfy the criteria statements described for the indicator AND within 30 days after receiving a notification of non-compliance, the school submitted evidence to demonstrate immediate correction of any outstanding matters AND submitted a corrective action plan to prevent future occurrences of the same concern.

Does Not Meet Standard:

There is evidence to indicate the school does not, or at some point in the school year did not, meet the criteria statements described for the indicator and the school failed to submit evidence of correction and/or a corrective action plan within 30 days of notification OR the school failed to implement the corrective action plan OR the non-compliance is repeated from the prior evaluation.

Schools receive an overall organizational performance rating of either "Meets Standard" or "Does Not Meet Standard". If a school receives "Does Not Meet Standard" ratings for three more indicators, the school will receive an overall organizational framework rating of "Does Not Meet Standard". Fewer than three such ratings will result in an overall rating of "Meets Standard." In addition, if a school receives a "Does Not Meet Standard", on any indicator, CSD and PEC may conduct a closer review the following year on that indicator, and/or the PEC may require the school to submit a corrective action plan in order to specify actions and a timeline to correct the performance deficiency.

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
|--|---|-------------------------------------|
| 1. EDUCATIONAL PROGRAM REQUIREMENTS | | |
| 1.a. Is the school implementing the material terms of the approved charter application as defined in the Charter Contract? | <ul style="list-style-type: none"> School's mission is being implemented. <i>Article VIII. Section 8.01.(a)(ii)</i> The school has documentation/evidence that it is implementing its educational programs. <i>Article VIII. Section 8.01.(a)(iii)</i> The school has documentation that demonstrates that it is implementing its parent, teacher and student-focused terms. <i>Article VIII. Section 8.01.(a)(iv), (v), (vi)</i> The school stays within its enrollment cap at all times and serves only the approved grade levels. <i>Article VIII. Section 8.01.(a)(i) and (vii)</i> | YES |
| 1.b. Does the school comply with state and contractual assessment requirements? | <ul style="list-style-type: none"> The school administers all required state assessments, including but not limited to: <i>NMSA 22-2C-4(E)</i> <ul style="list-style-type: none"> Grade level math and reading assessments Subject based end of course exams Early childhood assessments English Learner screening and progress monitoring assessments National performance assessments, when selected, and Language assessments for bi-lingual programs. The school administers all required contractual assessments (specified in contract/performance framework that are still applicable). The school ensures assessment accommodations are properly administered to all eligible students. The school complies with assessment training requirements: <i>NMAC 6.10.7.8 and 9</i> <ul style="list-style-type: none"> Has an identified District Test Coordinator (DTC) DTC attends all required trainings, and DTC annually provides training for all district personnel involved in test administration, preparation, and security. | NO |

¹¹ Criteria statements noted in blue will be evaluated during the site visit. Criteria statements in green will be evaluated using information from PED bureaus, or otherwise available. Criteria statements in red will be evaluated using complaints. Criteria statements in black require the school to report data.

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
|---|---|-------------------------------------|
| 1.c. Is the school protecting the rights of students with special needs? <i>(Note: These provisions include only students with disabilities.)</i> | <ul style="list-style-type: none"> The school is in 100% compliance with the Special Education Bureau identified indicators. (34 CFR § 300.600 (a)(2) and Subsection F of 6.31.2.9 NMAC.) The school has not been the subject of a due process hearing that resulted in a finding of noncompliance during the current school year. The school has not been cited for noncompliance with applicable federal and state special education rules and regulations as the result of a state-level parental complaint during the current school year. The school is in compliance with all terms of any corrective action plan that resulted from a state-level complaint. The school has received no OCR complaints determined to be valid and demonstrate a students' rights were violated. (NMSA 22-8B-4) | NO |
| 1.d. Is the school protecting the rights of English Learner students? | <ul style="list-style-type: none"> The school has no complaints that have been evaluated and found to be valid complaints that indicate an EL student's or families' rights have been violated. (NMSA 22-8B-4 (A)) The school does not have a major discrepancy (>5%) between ELs identified and assessed as monitored by the Language and Culture Bureau, or is able to provide appropriate documentation and explanation for such a discrepancy. All EL students must be provided services as evidenced by STARS data reporting for services coded as 1062 (ESL) or 1063 (ELA/ELD), or must be coded as a parent refusal and have documentation to support the refusal as monitored by the Language and Culture Bureau. The school has received no OCR complaints determined to be valid that demonstrate a students' rights were violated. (NMSA 22-8B-4) | NO |
| 1.e. Does the school comply with federal and state grant program requirements? | <ul style="list-style-type: none"> Annually the school meets program requirements for all PED and federal grant programs it implements. (e.g., Perkins, K-3 plus, truancy coaches, 4RFuture, Title funding, etc.) The school is responsive to findings of non-compliance in accordance with deadlines. | NO |

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
|--|--|-------------------------------------|
| 1.f. Does the school implement an Educational Plan for Student Success (NMDASH)? | <ul style="list-style-type: none"> The school has an active core team engaged in the DASH process. The school is implementing their annual and 90-day plans, as evaluated through reviewing evidence and school/adult actions during the site visit. <p><i>Only applicable for schools rated as Tier 3 or Tier 4 on the Academic Performance Framework evaluation, earning an "F" letter grade, or meeting criteria to be identified as TSI, CSI, or MRI or schools that are required to implement an NMDASH plan by a PEC Corrective Action Plan.</i></p> | YES |
| 2. FINANCIAL MANAGEMENT AND OVERSIGHT | | |
| 2.a. Is the school meeting financial reporting and compliance requirements? | <ul style="list-style-type: none"> The school submits all budget request documents and budget approval documents to the PED according to PED's established deadlines. (NMSA 22-8-6.1 and 10.) The school submits quarterly (or monthly) reports according to PEDs established deadlines. All required reports are posted to the school's website. (NMSA 22-8-6.1 and 10) The school submits an Audit CAP to the PED Audit Bureau within 30 days of the release of the audit. The school responds to all requests by the PED Audit Bureau regarding the CAP in accordance with deadlines. The school, if subject to a T&E audit, has no more than a .06 difference in reported and audited T&E. | NO |
| 2.b. Is the school following Generally Accepted Accounting Principles? | <ul style="list-style-type: none"> The school received an unmodified audit opinion for the last audit. The school's last audit opinion is devoid of significant findings, material weaknesses, significant internal control weaknesses, or findings related to waste, fraud, or abuse. | NO |
| 2.c. Is the school responsive to audit findings? | <ul style="list-style-type: none"> The school's last audit is devoid of any multi-year repeat findings. School implements Audit CAP as submitted, as evaluated through reviewing evidence and school/adult actions during the site visit. | YES |
| 2.d. Is the school managing grant funds responsibly? | <ul style="list-style-type: none"> The school submits at least 10% of RFRs to the PED in each quarter. The school expends at least 99% of grant funds for all accounts without reversion. | NO |

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
|---|---|-------------------------------------|
| 2.e. Is the school adequately staffed to ensure proper fiscal management? | <ul style="list-style-type: none"> The school has a licensed business manager at all times during the school year; and demonstrates stability in this position (no more than 1 change within a year). The school has a certified State Procurement Officer and all changes are reported to the State Purchasing Agent in accordance with deadlines. (NMSA 13-1-95.2) The governing council's audit committee and finance subcommittee are properly constituted and meet as required. (NMSA 22-8-12.3) | NO |
| 3. GOVERNANCE AND REPORTING | | |
| 3.a. Is the school complying with governance requirements? | <ul style="list-style-type: none"> The governing body meets membership requirements: <i>NMSA 22-8B-4; PEC policy</i> <ul style="list-style-type: none"> Maintains at least 5 members Complies with governance change policy Notifies PEC of board membership changes within 30 days, with complete documentation, and Fills all vacancies within 45 days, or 75 days, if extension is requested by school. All members of the governing body complete all training requirements in accordance with established deadlines. (NMAC 6.80.5.8 and 9) The governing body has not received any OMA complaints (by the AG's office) that were evaluated and found to be verified complaints of OMA violations. (NMSA 10-15-1 and 3) | NO |
| 3.b. Is the school complying with nepotism and conflict of interest requirements? | <ul style="list-style-type: none"> The school is free of nepotism concerns regarding the governing board and demonstrates compliance with nepotism statute and the school's own nepotism policy, as verified through file reviews on the site visit or when otherwise necessary. The school is free of conflict of interest concerns and demonstrates compliance with conflict of interest statute and the school's own conflict of interest policy, as verified through site visit file reviews or when otherwise necessary. | YES |
| 3.c. Is the school meeting reporting requirements? | <ul style="list-style-type: none"> The school complies with reporting deadlines from the PED, PEC, and other state agencies. | NO |

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
|---|---|-------------------------------------|
| 4. STUDENTS AND EMPLOYEES | | |
| 4.a. Is the school protecting the rights of all students? | <ul style="list-style-type: none"> The school has received no complaints determined to be valid that demonstrate the school's lottery, admission, and enrollment practices are unfair, discriminatory, or legally non-compliant and a review of lottery, admission, and enrollment policies demonstrates compliance with legal requirements. (Contract Section 8.03 (a)-(e)) The school has received no complaints determined to be valid that demonstrate the school's discipline hearings and practices are not conducted in accordance with law and due process. (NMAC 6.11.2. 1, et seq.) The school has received no complaints determined to be valid that demonstrate the school fails to respect students' privacy, civil rights, and constitutional rights, including the First Amendment protections and the Establishment Clause restrictions prohibiting schools from engaging in religious instruction. The school has received no complaints determined to be valid that demonstrate the school fails to comply with the requirements of the McKinney Vento Act and protects the rights of students in the foster care system. The PED has no information to indicate that the school does not have a board-approved complaint policy and dispute resolution process per 6.10.3D NMAC | NO |
| 4.b. Does the school meet attendance, retention, and recurrent enrollment goals for students? | <ul style="list-style-type: none"> The school meets the 95% average daily attendance goal, or is able to demonstrate successful efforts to improve attendance among student body. The school maintains at least 80% retention of enrolled students from date of enrollment until the end of the school year, or students who leave prior to the end of the year are classified as graduates, completers, or have earned their GEDs. The school retains at least 70% of students eligible to reenroll between school years. | YES |

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
|--|--|-------------------------------------|
| 4.c. Is the school meeting teacher and other staff credentialing requirements? | <ul style="list-style-type: none"> • All employees of the school are appropriately licensed as required by law. (NMSA 22-10A-3) - All employees hold licensure or have submitted a licensure application within 30 days of beginning employment with the school - The school employs a licensed administrator at all times - The school does not have any licensure discrepancies that are repeated from the one reporting period to any subsequent reporting period. - Discrepancies from the first reporting period are cleared by submitting all required licensure waivers within first 40 days of school year, or from the beginning of employment. • School meets the requirements of all licensure waiver plans and alternative licensure plan requirements. (NMSA 22-10A-14) • The school has not employed, with pay, any teacher without licensure beyond 90 days. (NMSA 22-10A-3) • The school accurately reports all staff to the PED, as verified through site visit reviews. | YES |
| 4.d. Is the school respecting employee rights? | <ul style="list-style-type: none"> • The school completes and submits all NMTEACH evaluations and observations annually in accordance with deadlines. <ul style="list-style-type: none"> - Teacher attendance data is submitted in accordance with deadlines. - Teacher observations are completed by a NMTEACH certified administrator in accordance with deadlines. - Accuroster data is verified in accordance with deadlines to ensure appropriate student data is reported. • Teachers are provided comprehensive NMTEACH report and reports are maintained in personnel files. Signed NMTEACH reports (all pages) are available in staff files from the prior year. • The school maintains teacher contracts in all staff files. (NMSA 22-10A-21) • The school complies with the minimum teacher salaries. (NMSA 22-10A-7, 10, 11) • The school does not have any verified complaints regarding violations of teacher rights under the school personnel act, FMLA, ADA, etc. (NMSA 22-10A-1 et seq.) • The school does not have any verified complaints regarding lack of adequate mentorship for novice teachers. | YES |

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
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| 4.e. Is the school completing required background checks and reporting ethical violations? | <ul style="list-style-type: none"> The school maintains legally compliant background checks in all staff files including evidence of background checks for substitutes, all contracted service providers, and anyone with unsupervised access to students. (NMSA 22-10A-5) The school reports incidents of violations of teacher/licensed staff ethical rules or criminal convictions to the PED pursuant to the School Personnel Act. (NMAC 6.60.8.8 and NMSA 22-10A-5) | YES |
| 5. SCHOOL ENVIRONMENT | | |
| 5.a. Is the school complying with facilities requirements? | <ul style="list-style-type: none"> The school meets PSFA occupancy, NMCI and ownership requirements. (NMSA 22-8B-4.) The school has an e-occupancy certificate. The school has PSFA letter verifying condition index. The school is in a building that is: <ul style="list-style-type: none"> A publicly owned building Is leased to the school by a foundation formed for the purpose of providing a facility to the school, the foundation maintains the building at no cost to the school Is leased by a private owner and there is no acceptable public facility available, the owner maintains the building at no cost to the school. The school notifies the PEC prior to any change in facilities. There are no verified complaints that demonstrate buildings, grounds or facilities do not provide a safe and orderly environment for public use. (Subsection P of 6.29.1.9 NMAC) <ul style="list-style-type: none"> safe, healthy, orderly, clean and in good repair in compliance with the Americans with Disabilities Act-Part III and state fire marshal regulations, Sections 59A-52-1 through 59A-52-25 NMSA 1978 Written records of pesticide applications will be kept for three years at each school site and be available upon request to parents, guardians, students, teachers and staff. | YES |
| 5.b. Is the school complying with transportation requirements? | <ul style="list-style-type: none"> If the school owns a school bus or otherwise provides student transportation, the school complies with applicable statutes, regulations, or policies related to providing transportation. | NO |

| Topics and Indicators | Criteria Statements ¹¹ | Component of Site Visit Evaluation? |
|---|--|-------------------------------------|
| 5.c. Is the school complying with health and safety requirements? | <ul style="list-style-type: none"> The school conducts all required emergency drills and practiced evacuations. (NMSA 22-13-14 and NMAC6.29.1.9(O)) <ul style="list-style-type: none"> at least once per week during the first four weeks of the school year, and at least once per month during the remainder of the school year; two of these drills shall be shelter-in-place drills; one of these drills shall be an evacuation drill; nine of these drills shall be fire drills, with one emergency drill required each week during the first four weeks of school; in locations where a fire department is maintained, a member of the fire department shall be requested to be in attendance during the emergency drills for the purpose of giving instruction and constructive criticism. The school submits school wellness and safety plans, and all required revisions, in accordance with deadlines to the PED. (NMAC 6.12.6.8) The school has evidence that it complies with 24-5-2 NMSA 1978 and provides satisfactory evidence of immunization, is actively in the immunization process, or properly exempted from immunization. The school demonstrates compliance with all facility corrective requirements from the most recent inspection from any other state entity (e.g., NMPSIA, DOH, PSFA, Fire Marshall, POSHA).. | YES |
| 5.d. Is the school handling information appropriately? | <ul style="list-style-type: none"> There are no verified complaints that demonstrate the school has failed to comply with FERPA requirements. There are no verified complaints that demonstrate the school does not obtains, maintains, and transfers cumulative files as required by law. | NO |

ACADEMIC PERFORMANCE FRAMEWORK

The Academic Performance Framework answers the evaluative question: Is the academic program a success? The framework includes indicators and measures that allow the PEC to evaluate the school's academic performance and was developed pursuant to the New Mexico Charter Schools Act. This section includes indicators, measures and metrics for student academic performance; student academic growth; achievement gaps in both proficiency and growth between student subgroups; and graduation rate and post-secondary readiness measures for high schools. (Section 22-8B-9.1.A. (1-3, 6, 7) NMSA 1978).

The Academic Performance Framework includes three indicators, ten required measures, and allows for the inclusion of additional rigorous, valid and reliable indicators proposed by the school to augment external evaluations of school performance.

Description of Academic Framework Indicators and Measures

| Indicator 1: Components from NM A-F School Grading System The PEC considers charter school performance on each of the components of the NM PED A-F grading system. | | Weight⁸ | |
|--|--|---------------------------|-------------|
| Measure | Description | Elem | High |
| 1.1 Current Standing | Current Standing is a two-part measure of the status of a school in the current year. The two parts are composed of: 1) the percentage of students who are proficient on state assessments in math and reading, and 2) a score based on a growth model that accounts for prior scores. The measure of student growth (Value-Added Modeling) looks at school size, student mobility, and prior student performance to predict expected performance based on actual peer performance in the current year. The growth is expressed as the variance from the expected performance. For schools that qualify as SAM schools, an offset (based on the mean deviation of scaled scores for SAM schools) is applied during the calculation of the value added modeling portion of current standing. | 30% | 25% |
| 1.2 School Growth (Value-Added) | This value-added modeling measure reports overall school growth (overall weighted mean score variance from predicted overall weighted mean score) based on school size, and prior schoolwide mean performance. This measure is calculated in the same way as the growth measure in current standing, but it calculated at the school level instead of the student level. | 15% | 5% |
| 1.3 Growth of Higher-Performing Students (Q3) | These value added modeling measure are calculated in the same way as the growth measure in current standing, but are calculated separately for two student subgroups. The two student subgroups are the lowest-performing 25% of students and the higher-performing students (top 75%). | 5% | 5% |
| 1.4 Growth of Lowest-Performing Students (Q1) | | 5% | 5% |
| 1.5 Graduation (4,5, | The graduation measure includes 4-year, 5-year, and 6-year | N/A | 10% |

⁸ For any school that is eligible to have additional weighting allocated to Indicator 3: School-Specific Goals, the weight of all other indicators will be decreased by an equal amount.

| | | | |
|---|---|-----|-----|
| and 6-year rates; value added) | <p>cohort graduation rates and improvement in the 4-year graduation rate.</p> <p>Graduation rates are one-year lagged. That is, the rates that are published in the school grade report are for the cohort that graduated by August 1 of the prior year. Students are expected to graduate in four years, however rates are calculated for 5- and 6- year graduates. Calculation of 4-year, 5-year, and 6-year cohort graduation rates uses the <i>Shared Accountability</i> method, which gives each school in which the student was enrolled in high school proportional credit for their timely or lack of timely graduation.</p> <p>Improvement in the 4-year graduation rate is based on the slope of the 4-year graduation rates for the past three years. For schools that have a 4-year graduation rate that is over 90%, all points are awarded for graduation growth.</p> <p>For schools that qualify as SAM schools, an auxiliary graduation rate is computed using a senior completer method which includes only 12th grade students who are not members of the 4-year cohort. The denominator is comprised of the count of 12th graders in the first enrollment snapshot (40D). The numerator is derived from the count of all non-cohort students who graduated by the end of the year (EOY snapshot). Using this method, schools receive feedback on their success in graduating returning dropouts and adults whose cohort has long since aged from the system.</p> | | |
| 1.6 Career and College Readiness | <p>College and Career Readiness (CCR) scores are determined by the percentage of the prior year 4-year graduation cohort members (this indicator is also one-year lagged) who show evidence of participating in college or career preparation, along with the proportion of those students meeting a benchmark. This indicator is also calculated using the shared accountability model.</p> <p>High school students are expected to participate in at least one college or career readiness program: 1) College entrance exams (Accuplacer, ACT, ACT Aspire, Compass, PLAN, PSAT, SAT, or SAT Subject Test) 2) Evidence that the student can pass a college-level course (Advanced Placement, Dual Credit, or IB) 3) Eligibility for an industry-recognized certification (Career Technical Education) Points are given separately for students' participation and for their success in achieving targets.</p> <p>SAM schools are allowed use of additional indicators including ASVAB, WorkKeys, and TABE.</p> | N/A | 10% |
| 1.7 Opportunity to Learn (Attendance, Survey) | <p>Opportunity to Learn (OTL) represents the learning environment schools provide. It is determined from student attendance and scores on a student or parent survey administered annually.</p> <p>The expected attendance rate is 95%. Schools that have higher</p> | 5% | 5% |

| | | | |
|--|---|--|--|
| | <p>than a 95% attendance rate can earn more than the total number of points available.</p> <p>The survey measures the extent to which classroom teachers demonstrate instructional practices known to facilitate student learning. Students answer survey questions on topics such as classroom teaching and expectations of students. The survey contains 10 questions with answers from 0 (Never) to 5 (Always) for a maximum score of 50. For students in grades KN-2, a parent or family member completes the survey. The expected average score is 45 points, schools that earn more than 45 points can earn more than the total number of available points.</p> | | |
|--|---|--|--|

Source: New Mexico PED A-F School Grading Technical Guide

| Indicator 2: Subgroup Performance Subgroup measures are based on the school's relative performance (statewide percentile rank) compared to all NM public schools serving the same grades. Points assigned for each subgroup are averaged to calculate overall points for measures 2.1, 2.2, and 2.3. | | Weight¹ | |
|--|--|---------------------------|-------------|
| Measure | Description | Elem | High |
| 2.1 Subgroup Growth of Higher-Performing Students (Q3) | Schools are compared to all schools statewide serving the same grade levels, based on the A-F Student Growth results calculated by NM PED for Q3 students. | 10% | 7.5% |
| 2.2 Subgroup Growth of Lowest-Performing Students (Q1) | Schools are compared to all schools statewide serving the same grade levels, based on the A-F Student Growth results calculated by NM PED for Q1 students. | 10% | 7.5% |
| 2.3 Subgroup Proficiency | Schools are compared to all schools statewide serving the same grade levels, based on subgroup proficiency rates for all eligible subgroups. | 10% | 10% |

| Indicator 3: School-Specific Goals The performance framework allows for the inclusion of additional rigorous, valid and reliable indicators (as determined by the chartering authority) proposed by a charter school to augment external evaluations of its performance. (<i>Section C of 22-8B-9.1(C) NMSA 1978</i>) | | Weight⁹ | |
|---|--|---------------------------|-------------|
| Measure | Description | Elem | High |
| TBD = School identified | <p>Charter schools may propose mission-specific goals that are specific, measurable and rigorous, School-proposed goals are subject to approval by the PEC and are incorporated into charter contracts.</p> <p><i>PEC guidance for setting school goals:</i></p> <ol style="list-style-type: none"> 1. Use a SMART goal format (specific, measureable, attainable, rigorous, and time-bound) | 10% | 10% |

⁹ A school shall be eligible to have additional weighting allocated to Indicator 3: School-Specific Goals, if the proposed indicator is Reliable (additional 5 points of weight) and Rigorous (additional 5 points of weight).

| | | | |
|--|---|--|--|
| | <ol style="list-style-type: none"> 2. Include metrics and measures using the following criteria: “Exceeds standards,” “Meets standards,” “Does not meet standards,” and “Falls far below standards.” 3. Set goals that <i>augment external evaluations of school performance</i> and do not duplicate existing framework measures. 4. Goals must be able to be documented and supported using objective, verifiable evidence of results. 5. If using additional assessments: <ol style="list-style-type: none"> a. Proficiency and growth targets may not be combined. b. Only utilize assessments that have been evaluated for rigor and have a reporting format that can be verified for accuracy; the appropriate PED bureaus and divisions should be consulted for information on rigor and accuracy. c. Additional assessments must be aligned to school mission. d. Do not propose duplicative reading and math goals, which are already assessed using state assessments and incorporated into Indicators 1 and 2. <p><i>Additional Weight for Indicator 3: School-Specific Goals</i></p> <p><i>If a school proposes to use an assessment or other measure that is an externally, national- or state-normed metric (e.g. ACT, SAT, ACCESS for ELLs, Spanish IPT), it shall be eligible to have 5 points of weight equally removed from all other indicators and applied to the school specific indicators.</i></p> <p><i>If a school proposes ambitious but realistic targets that have been established using a valid benchmark (e.g. comparison to national/state average, improvement from school historic performance), it shall be eligible to have 5 points of weight equally removed from all other indicators and applied to the school specific indicators.</i></p> | | |
|--|---|--|--|

Summary of Indicator Rating System and Assigned Points

Schools receive up to 100 points for each academic measure. The average weighted points across the framework are used to assign the overall rating (tier).

| Indicators | Description | Rating Scale | Assigned Points | Total Weight? | |
|--|---|---|---|---------------|------|
| | | | | Elem | High |
| Indicator 1: Components from NM A-F School Grading System | The PEC considers charter school performance on each of the components of the NM PED A-F grading system | A - F grade for each component of the NM grading system | A = 100 pts B = 75 pts C = 50 pts D = 25 pts F = 0 pts | 60% | 65% |
| Indicator 2: Subgroup Performance | Subgroup measures are based on the school's relative performance (statewide percentile rank) compared to all NM public schools serving the same grades. Points assigned for each subgroup are averaged to calculate overall points for measures 2.1, 2.2, and 2.3 | State Percentile Rank (1-100%) | Equal to State Percentile Rank (1-100 pts) | 30% | 25% |
| Indicator 3 ¹⁰ : School-Specific Goals | Charter schools may propose mission-specific goals and/or supplemental academic goals that are specific, measurable and rigorous. | Four rating categories: 1) Exceeds standard 2) Meets standard 3) Does not meet standard 4) Falls far below standard | Exceeds = 100 pts Meets = 75 pts Does not meet = 25 pts Falls far below = 0 pts <i>Or by alternative point assignment agreed to by charter school and PEC</i> | 10% | 10% |

¹⁰ A school shall be eligible to have additional weighting allocated to Indicator 3: School-Specific Goals, if the proposed indicator is Reliable (additional 5 points of weight) and Rigorous (additional 5 points of weight).

Based on performance across the academic indicators and measures, schools receive an overall academic tier rating that is used by the PEC in annual monitoring and renewal decisions.

| | |
|--------|--|
| Tier 1 | <ul style="list-style-type: none">• School is exceeding PEC academic performance expectations and is on par with the highest-performing schools in the state.• (85 to 100 percent of possible total weighted points) |
| Tier 2 | <ul style="list-style-type: none">• School is consistently meeting PEC academic performance expectations.• (50 to 84 percent of possible total weighted points) |
| Tier 3 | <ul style="list-style-type: none">• School is not meeting expectations for one or more of the academic indicators. Possible intervention.• (16 to 49 percent of possible total weighted points) |
| Tier 4 | <ul style="list-style-type: none">• School is falling far below academic performance expectations. Intervention; possible revocation.• (0 to 15 percent of possible total weighted points) |

Student Name: _____

Date: _____

Sample Project Rubric (version.2.1)**Project Name:** *Democracy Now!*

| | | Little Evidence | Some Evidence | Target | More Evidence |
|---|---|-----------------|---------------|---|---------------|
| Competency/Proficiency | Comp Milestone Level | 0 | 1 | 2 | 3 |
| Understands civic and political institutions, deliberations, processes, rules, and laws. (1) | Competency Milestone Description | | | I can lead and follow, make and follow rules, and support a strong community. | |
| | Understands principles of law, politics, and governments. (1.1) | | | <i>Complete classroom rules and present to entire school.</i> | |
| | Understands democratic principles.(1.2) | | | <i>Draw picture of how classroom rules relate to the rules at home.</i> | |
| Develops a strong sense of place that can be transferred to any community by clearly identifying and defining the relationships between the economy, culture and ecology of a community.(4) | Competency Milestone Description | | | I can describe the people, plants, animals, landscapes, and products of my place. | |
| | Defines the economy of their place (4.1) | | | <i>Complete product menu for local food celebration.</i> | |
| | Defines the ecology of their place.(4.2) | | | <i>Record bird song in nature journal.</i> | |

Student Name: _____

Date: _____

Sample Project Rubric (version.2.2)

Total Score: _____

| Competencies (Proficiencies) | Performance Indicators (Skills) - Milestone Level | 6 novice | 7 approaches | 8 target | 9 exceeds |
|---|---|-------------|-----------------|---|--------------|
| Demonstrates and applies the practices of mathematics <i>Target Milestone Statement</i> | Models with mathematics | | | - Mini-Design Challenges (1-3) (Documented in Project Notebook) - Five-Day Build (Documented in Project Notebook and in Reflections) | |
| | Looks for structure and discerns patterns | | | - Tag Search (Table and graph) | |
| Understands how to research, produce, and distribute writing for different types and purposes | Produces clear and coherent writing: | | | - Completed Marketing Plan (Outline, 1st draft, edited/revised 1st draft, 2nd draft, feedback on 2nd draft, teacher feedback, and Final Draft all included) | |
| Innovation: Demonstrates creative thinking, constructs knowledge, and develops innovative products and processes | Applies existing knowledge to generate new ideas, products, or processes <input type="checkbox"/> Supports in creation of Rube Goldberg system (plays integral role in group work) <input type="checkbox"/> Completes a blueprint and prototype for product (uses checklists to ensure that blueprints and prototypes follow guidelines) | | | | |
| Speaks and listens articulately and actively | Presents information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, | | | | |

Student Name: _____

Date: _____

| | | | | | |
|--|---|--|--|--|--|
| | <p>development, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Presentation Content (<i>consistently</i> shares problem that was solved, demographic data, blueprints/prototypes, price, quality, working demonstration, marketing pitch) <input type="checkbox"/> Presentation Style (enthusiastic, convincing, relating, knowledgeable, professional) | | | | |
| <p>Collaboration: Communicates and works effectively with others to reach a common vision</p> | <p>Contributes to project teams to produce original works or solve problems</p> <ul style="list-style-type: none"> <input type="checkbox"/> Actively uses the class time available to accomplish tasks for Marketing Plan writing and Machine/System building | | | | |
| <p>Life-long Learning: Engages in learning both independently and with others</p> | <p>Shows initiative by managing goals and time, working independently, and directing one's learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistently shows effort in all stages of project: project notebook and background knowledge, marketing and engineering research, writing, five-day build week, and Final Presentation. <input type="checkbox"/> Balances leading and supporting the group as appropriate. <input type="checkbox"/> Completes pre- and post-skills and dispositions self-reflections. | | | | |

Student Name: _____

Date: _____

| | | | | | |
|--|---|--|--|--|--|
| Uses technology appropriately to support personalized learning | Uses the power of the internet in an ethical and responsible manner <input type="checkbox"/> Researches for Marketing Plan effectively <input type="checkbox"/> Submits assignments and revisions on-time | | | | |
|--|---|--|--|--|--|

Student Score: _____

Student Comments:

Teacher Score: _____

Teacher Comments:

Student Name:_____

Date:_____

Requirements of our Engineering and Global Economy Project:

- ☐ Well documented and complete **Engineering and Global Economy Project Notebook** with notes, vocabulary words, and filled-in rubrics
- ☐ Completed co-written **Marketing Plan** used in marketing to each pair's country
- ☐ Completed **one-page ad** that is going to be publicized in the country you are selling to (optional extension)
- ☐ Active role in completing the Rube Goldberg system/machine build and in presentation
- ☐ Completed **Skills and Dispositions** pre- and post- reflections
- ☐ Completed **Blueprints and Project Prototype**
- ☐ Completed **Project Rubric with Reflection**

Student Name: _____

Date: _____

| Competencies | Performance Indicator and Tasks | Needs help | approaching | meeting | exceeds |
|-------------------------------|--|------------|-------------|--|---------|
| | | | | | |
| Writing | Clear and coherent writing <input type="checkbox"/> First draft <input type="checkbox"/> Final draft | | | I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | |
| Writing | Writing feedback <input type="checkbox"/> One-on-one conference with teacher <input type="checkbox"/> Writing checklist <input type="checkbox"/> Peer review | | | With guidance + support from adults and peers, I can focus on a topic, respond to questions and suggestions, and strengthen writing by revising and editing. | |
| Writing | Writing endurance <input type="checkbox"/> Collection of all nonfiction drafts <input type="checkbox"/> | | | I can write routinely over extended time frames for a range of tasks, purposes, and audiences. | |
| Creative Expression | Artistic Creation <input type="checkbox"/> Illustration with labels <input type="checkbox"/> Illustrated cover with title, author, and illustration that shows main idea <input type="checkbox"/> Choice of photo that shows details about their topic <input type="checkbox"/> Use of other technique observed in nonfiction books (zoom in, map, timeline) | | | I can use observation and investigation in preparation for making a work of art. | |
| Creative Expression | Artistic Creation <input type="checkbox"/> Diversity of illustration techniques in final draft <input type="checkbox"/> Originality of final topic | | | I can make art or design with various materials and tools to explore personal interests, questions, and curiosity. | |
| Leadership and Self-Awareness | Self-Awareness in Collaboration <input type="checkbox"/> Observation during writing mini-lessons <input type="checkbox"/> Observation of work habits during independent writing time Independent learning <input type="checkbox"/> Manages writing supplies | | | I can keep a positive attitude and stay attentive to the group process, when supported. | |
| Listening and Speaking | Presentation Clarity | | | I can tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences. | |

Student Name: _____

Date: _____

Teacher Score: _____

Teacher Comments:

Requirements of our Classroom Design Project:

- ☐ **Project Notebook** with sketches and notes
- ☐ Active role in completing the classroom design and in presentation
- ☐ Completed **Project Reflection**

School Site Visit Observation Form: Evaluation of Place-based Education Approach

For each principle, complete the following: Through the response to the question(s), I feel that there is: 1(no evidence), 2(some evidence), 3(ample evidence) that the principle of place-based education is being implemented in the school."

| Principles | Observations | Teacher(s) interview | Student(s) interview | Principal interview |
|--|---|---|---|---|
| Local to global context: Local learning serves as a model for understanding regional and global challenges, opportunities and connections. An understanding of self is a starting point to understanding place. | Does student work demonstrate connections from local to global? Do you see students making connections during class observations? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | How do you design and teach your curriculum to help students make connections between local communities and regional or global themes? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Can you describe one connection between something you learned about the local area connects to a regional or global topic? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | How does the curriculum the school teach students make connections between local communities and global themes? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Learner-centered: Learning is personally relevant to students and enables student agency. The teacher serves as a guide or facilitator to learning. | When observing classroom teaching, who is doing most of the talking? Is there evidence of student ownership of learning in the classroom? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Do you provide opportunities for students to choose options on how they can complete an assignment or provide ideas for how the curriculum is taught? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Do you have choices about how you learn in the class or are all assignments and materials directed by the teacher? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Within the school community where do students have choice and control over learning? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Inquiry-based: Learning is grounded in observing, asking relevant questions, making predictions, and collecting data to understand the world through economic, ecological, and cultural lenses. | Do you see students asking questions and making predictions within the classrooms? Do you see inquiry across all subject areas? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | What type of questioning techniques are used in the classroom? Are students asked to come up with their own questions based on observations? Do students collect actual data? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Have you had opportunities to ask and answer your own questions through data collection in your classes? If so, what was your result? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | What types of research projects have the students completed? Are all of the projects the same? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Design thinking: Design thinking provides a systematic approach for students to make meaningful | Do you see evidence of student work that benefits the school or local community? | Can you describe an example of how students created a solution to a real challenge | Have you had the opportunity within your classes to identify and come up with solutions to | What role have the students played in making either the school or local community |

School Name _____ Date _____ Observer _____



| | | | | |
|---|--|--|---|---|
| impact in communities through the curriculum. | <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | using content and skills from the curriculum? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | real challenges based on the content and skills you have learned in class? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | better? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Community as classroom: Communities serve as learning ecosystems for schools where local and regional experts, experiences, and places are part of the expanded definition of a classroom. | Do you see students engaged in learning outside of the actual classroom, but during school time? Are any students off-campus during your visit? What are they doing? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Can you describe a time where you have taken the students outside of the classroom to enhance the curriculum? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Can you describe a time when you left the classroom to learn? Where did you go? What did you learn? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Do you allow your teachers to take students off-campus during school hours? If so, what is the process? Can you remember the last time it happened? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |
| Interdisciplinary approach: The curriculum matches the real world where the traditional subject area content, skills, and dispositions are taught through an integrated and frequently project-based approach where all learners are accountable and challenged. | Do you see examples of teachers collaborating on learning experiences? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Have you ever collaborated with another teacher to connect the content and skills between two or more classes? If so, what did you do? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Can you make any connections between the subject areas that you are currently studying? Do you feel that teachers make an attempt to connect subject areas? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 | Do you see teachers collaborating on projects that connect subject areas? If so, what was the result? <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 |

Continuous Improvement Tool (Action Research)

| | |
|--|--|
| Question & Topic of Investigation: <i>(What are studying?)</i> | <i>Example: Student voice in project direction - 4th grade</i> |
| Hypothesis: <i>(What do you predict will happen?)</i> | <i>Example: I predict that by asking students for input, they will be more engaged in the project and show a larger difference on pre/post assessments.</i> |
| Rationale for the question/ problem: <i>(Why did you choose this question or problem? How is it relevant to you and your teaching?)</i> | <i>Example: Basing learner experiences on prior knowledge and interest increases engagement and outcomes. When students have control over the direction they are more responsible (http://bit.ly/2AEGDY1 - Nellie Mae Foundation)</i> |
| Methods: <i>(What was your investigation? How did you collect your data? What were your methods?)</i> | <i>Example: I will run a mini-project with two different groups of students who are randomly assigned to the group. One will get a teacher-determined driving question while the other will be determined by the group. At the end of the unit, I will have students complete a basic engagement survey. Pre/post surveys will be completed to determine growth of students.</i> |
| Analyze Results: <i>(What did you find? How can you share your findings with others in your school or the network?)</i> | <i>Example: My hypothesis was supported in engagement, but learning outcomes that I measured increased by the same amount in both groups.</i> |
| Conclusions: <i>(What is the conclusion of your research? What did you learn from this study?)</i> | <i>Example: Engagement increased for students so that they were more productive during the experience.</i> |

| | |
|---|---|
| <p>Action Plan: <i>(Now that you have learned more about your teaching, what will you do with that information? What changes will you make to your teaching practice? Consider the Design Thinking processes.)</i></p> | <p><i>Example: I might consider measuring different items on my pre/post for next time - for example, more skills than content.</i></p> |
|---|---|

Data driven Network Improvement: Place Network Schools use the following tools to evaluate performance and progress of schools within the network.

Student and Teacher Engagement and Mindsets

1. Mindsets, Essential Skills, and Habits - [Transforming Education](#)
2. Culture and Climate Survey - Transforming Education
3. Hope and Engagement Survey - [Gallup Poll - Once per year](#)

Academic Outcomes:

1. [NWEA MAP Testing \(3x year\)](#)
2. Progress on skill mastery (based on competency assessment)

Community Impact:

1. Number of impact projects completed per year
2. Survey of impacted communities

Site-Level Continuous Improvement Tools: Place Network Schools believe that Continuous Improvement Models should be used at various scales within classrooms, schools, districts, and networks. Our primary method is a simple PDSA cycle.

1. [Multiple Assessment Tools \(Baldrige\)](#)
2. [PDSA - Plan Do Study Act cycles](#)

Conflict of Interest Acknowledgement

Pursuant to Polaris School Conflict of Interest I understand the following requirements and expectations to server on the Polaris School Governing Board:

1. A person shall not serve as a member of the Polaris Governing Board if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which Polaris contracts directly, for professional services, goods, or facilities. A person who knowingly violates this conflict may be individually liable to Polaris for any financial damage caused by the violation.
2. No member of Polaris Governing Board or employee of Polaris shall participate in selecting, awarding or administering a contract with the charter school if a conflict of interest exists. A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which Polaris is contracting. A violation of this subsection renders the contract voidable.
3. Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of Polaris is ineligible to serve on the Governing Board.

"Immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

Further, I have identified any potential conflict below:

Describe any relationships, circumstances, or positions in which you or any immediate family members have that may be in conflict with the Polaris Conflict of Interest Policy or result in a conflict of interest, as defined by the Polaris Conflict of Interest Policy.

I ensure that the information stated above is true, to the best of my knowledge, and that I have reviewed and will follow the most current Polaris School Conflict of Interest Policy.

Signature

Date



Bill Hargraves <velarde.vines@gmail.com>

Fwd: Follow-up about Availability of Space for a Charter School in Los Alamos

Kelly Myers <kmyers4@gmail.com>
To: Bill Hargraves <velarde.vines@gmail.com>

Thu, May 16, 2019 at 9:57 PM

Bill

This is the Los Alamos Public School's response to our inquiry of current school facilities.

Kelly

----- Forwarded message -----

From: **Kurt Steinhaus** <k.steinhaus@laschools.net>

Date: Thu, May 16, 2019 at 7:42 PM

Subject: Follow-up about Availability of Space for a Charter School in Los Alamos

To: Kelly Myers <kmyers4@gmail.com>, <trishmaes@outlook.com>

CC: laps.board <laps.board@laschools.net>, Deb Larson <d.larson@laschools.net>, Kurt A. Steinhaus <k.steinhaus@laschools.net>

Dear Ms. Maes and Ms. Myers,

Thank you for contacting members of the Los Alamos School Board and me about options for facilities.

Here is what I learned from Herb McLean.

Please feel free to contact me if you have any questions. I am always happy to talk or meet with you and provide any needed information.

Best Personal Regards,

Kurt

Dr. Kurt Steinhaus
Superintendent

Phone: (505) 663-2230

From: **Herbert McLean** <h.mclean@laschools.net>

After performing a detailed assessment of our school facilities we have determined that we do not have any space available for use as a charter school. Many of our schools are currently at capacity or are over capacity and we are planning on an increase of in-district enrollment over the next several years.

Sincerely,

Herb McLean

Bond Construction Administrator
Los Alamos Public Schools
h.mclean@laschools.net

o 505-663-2267, c 505-470-7215

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--

Kelly Myers

www.kellyknowsla.com

RE/MAX Hall of Fame Recipient

Certified Residential Specialist (CRS)

Seniors Real Estate Specialist (SRES)

Certified Negotiations Expert (CNE)

Associate Broker, RE/MAX First

[116 Central Park Square](#)

[Los Alamos, NM 87544](#)

kmyers4@gmail.com

505-412-9683



GOOGLE MAP VIEW

| Num | Thumbnail | MLS # | Address | Area | Price | | SqFt | Dist. to Center |
|-----|---|-----------|-------------------|-----------------|-------------|--|-------|-----------------|
| 1 |  | 201604958 | 132 Highway 4 | 57-White Rock | \$450,000 | | 3465 | 2.13 mi |
| 2 |  | 201305460 | 63 Rover | 57-White Rock | \$500,000 | | 5033 | 2.24 mi |
| 3 |  | 201304968 | 81 Camino Entrada | 51-Eastern Area | \$3,300,000 | | 20116 | 2.24 mi |

Equal Opportunity Housing * All information deemed reliable, but not guaranteed. All information herein has not been verified and is not guaranteed. Please be aware, property may have audio/video recording devices in use.



COMMERCIAL BUILDING \$450,000 Active

Los Alamos National
Lab. White Rock...



Google Longview Dr
Map data ©2019 Google

132 Highway 4

Los Alamos

NM

MLS #: 201604958

County: Los Alamos
Area: 57-White Rock

Unit #/Building: 132 and 134 Highway 4
Listing Date: 10/11/2016

Days on Market: 804

Board:

Santa Fe MLS

| Property Information | | | | | | Financial Information | |
|----------------------------|-----------------|--------------------------------|--------------------|---------------|-------------|---------------------------------|-----------------|
| Tax Parcel | 10391081825 | Lot Dimensions | | | | Bank Owned | No |
| | 23 | Lead Based Paint Discl. | No | UNIT | SQFT | Sub-Agency Commission | 0% |
| Type | Multi/Mixed Use | Listing Broker Is | Transaction Broker | UNIT1 | | Buyer Agency Commission | 3% |
| Condo | | | | UNIT2 | | Transaction Broker Comm. | 3% |
| Total Sq Ft | 3,465 | Lease/Tenant Remarks | | UNIT3 | | Variable Rate | No |
| List Price Per SqFt | \$129.87 | Owner NMREL | Yes | UNIT4 | | | |
| Sq Ft Source | Tax Data | Access Type | ADA | UNIT5 | | | |
| TotBldSqFR | 3,000 - 4,999 | APOD | | UNIT6 | | | |
| Sq Ft Remarks | | Building Dimensions | | UNIT7 | | Agreement Type | Exclusive Right |
| Sq Feet | 0 | Present Use | Office | UNIT8 | | Commission Comments | |
| Lot Size Acres | | Traffic Count | | UNIT9 | | | |
| | | | | UNIT10 | | | |

Property Description:

Nice office space in excellent condition in heart of White Rock. Just minutes from LANL. 10-12 offices in each building with room to expand. 2 Storage units on site. Plenty of parking! Seller will replace carpet with color of tenant/buyer's choice. Also for lease. \$2500 for one building or \$4000 for both.

Showing & Listing Information:

Confidential This listing may be distributed only to MLS members.

Agent & Phone #: James T Chrobocinski - OTHER: 505-662-8899
Office & Phone #: Zia Realty Group - Ofc: 505-662-8899
Agent Remarks:

Show Instruction Agent Present, Call Listing Office

Property Features:

Lease Type Gross
Building Use Office
Landlord Pays Building Taxes, Roof Maintenance
Tenant Pays Electric, Garbage, Gas, Internet Service, Sewer, Water
Roof Flat
Construction Frame
Floor Carpeting
Gas Natural
Electricity Public
Sewage City
Telephone - Landline On-Site

Water County
Water Rights Available No
High Speed Available Cable, DSL
Terms Cash, Conventional, Lease Option
Authority Los Alamos
Possession Negotiable
Extras Fire Alarm, Outside Storage, Refrigerated AC, Tenant Imp Allowed
Parking Facilities Parking Lot, Paved
Seller Will Sell in Entirety

BGNM-ANSI Standard Level
HERS Rating Level
LEED Level
Green Remarks
Other Remarks

Selling Agent:

Sold Price:
Prepared by: Kelly Myers

Contract Date:

04/04/2019

Selling Office:

Closing Date:

How sold:

herein has not been verified and is not guaranteed. Please be aware, property may have audio/video recording devices in use.



COMMERCIAL BUILDING \$500,000 Active



63 Rover

Los Alamos

NM

MLS #: 201305460

County: Los Alamos
Area: 57-White Rock

Unit #/Building:

Listing Date: 10/30/2013

Days on Market: 1627

Board:

Santa Fe MLS

| Property Information | | | | | | Financial Information | |
|----------------------------|-------------|--------------------------------|--------------------------------|---------------|-------------|---------------------------------|-----------------|
| Tax Parcel | 10391082334 | Lot Dimensions | Irregular shaped | | | Bank Owned | No |
| | 90 | | lot includes Rover frontage | UNIT | SQFT | Sub-Agency Commission | 0% |
| Type | Multi/Mixed | Lead Based Paint Discl. | No | UNIT1 | | Buyer Agency Commission | 2.5% |
| | Use | Listing Broker Is | Transaction | UNIT2 | | Transaction Broker Comm. | 2.5% |
| Condo | | Broker | | UNIT3 | | Variable Rate | No |
| Total Sq Ft | 5,033 | | | UNIT4 | | | |
| List Price Per SqFt | \$99.34 | Lease/Tenant Remarks | Also for | UNIT5 | | | |
| Sq Ft Source | Tax Data | | lease for \$4500 per month. No | UNIT6 | | | |
| TotBldSqFR | 5000+ | | CAM charges | UNIT7 | | Agreement Type | Exclusive Right |
| Sq Ft Remarks | | Owner NMREL | No | UNIT8 | | Commission Comments | |
| Sq Feet | 0 | Access Type | ADA | UNIT9 | | | |
| Lot Size Acres | | APOD | | UNIT10 | | | |

Property Description:

Great open floor plan can accommodate any business! 5033 sf usable for offices or retail. Irregular shaped lot extends to Rover - provides opportunities for signage on Rover up to 10ft high. Includes kitchenette, men's (with shower) and women's rest rooms, separate back room. Seller will replace carpet with acceptable contract. Also for lease at \$4500/mo including CAM

Showing & Listing Information:

Agent & Phone #: James T Chrobocinski - OTHER: 505-662-8899

Office & Phone #: Zia Realty Group - Ofc: 505-662-8899

Agent Remarks:

Show Instruction Call Listing Office, Lock Box

Property Features:

Lease Type Gross
Building Use Commercial, Medical, Office, Restaurant, Retail
Landlord Pays Building Taxes, Fire Insurance, Land Taxes, Outside Maintenance, Roof Maintenance, Snow Removal
Tenant Pays Electric, Garbage, Gas, Internet Service, Sewer, Water
Roof Flat
Construction Block
Floor Carpeting
Sewage City
Telephone - Landline On-Site

Water County
Water Rights Available No
High Speed Available Cable, DSL
Terms Cash, Conventional
Documents on File Boundary Survey
Authority Los Alamos
Possession At Closing, Upon Funding
Extras Disabled Access, Fire Alarm, Kitchen Area, Paved, Refrigerated AC, Restrooms, Retail Frontage, Security System, Tenant Imp Allowed
Miscellaneous Fencing, Security Lighting
Parking Facilities Parking Lot, Paved
Seller Will Sell in Entirety

BGNM-ANSI Standard Level
HERS Rating Level
LEED Level
Green Remarks
Other Remarks

Selling Agent:

Sold Price:
Prepared by: Kelly Myers

Contract Date:

04/04/2019

Selling Office:

Closing Date:

herein has not been verified and is not guaranteed. Please be aware, property may have audio/video recording devices in use.

How sold:



COMMERCIAL BUILDING \$3,300,000 Active



81 Camino Entrada

Los Alamos

NM

MLS #: 201304968

County: Los Alamos

Unit #/Building:

Area: 51-Eastern Area

Listing Date: 9/26/2013

Days on Market: 1702

Board:

Santa Fe MLS

| Property Information | | | | | | Financial Information | | |
|----------------------|-----------------|-------------------------|----------------------------|--------|------|-----------------------|--------------------------|-----------------|
| Tax Parcel | 10361123221 | Lot Dimensions | | UNIT | SQFT | LS\$/SF | Bank Owned | No |
| | 43 | Lead Based Paint Discl. | No | | | | Sub-Agency Commission | 0% |
| Type | Multi/Mixed Use | Listing Broker Is | Transaction Broker | UNIT1 | | | Buyer Agency Commission | 2.5% |
| | | | | UNIT2 | | | Transaction Broker Comm. | 2.5% |
| Condo | | | | UNIT3 | | | Variable Rate | No |
| Total Sq Ft | 20,116 | Lease/Tenant Remarks | Fully | UNIT4 | | | | |
| List Price Per SqFt | \$164.05 | | leased to Medical Research | UNIT5 | | | | |
| Sq Ft Source | Tax Data | | company. Call for details. | UNIT6 | | | | |
| TotBldSqFR | 5000+ | Owner NMREL | No | UNIT7 | | | Agreement Type | Exclusive Right |
| Sq Ft Remarks | 20,000 Total | Access Type | ADA | UNIT8 | | | Commission Comments | |
| Sq Feet | 0 | APOD | | UNIT9 | | | | |
| Lot Size Acres | | Building Dimensions | | UNIT10 | | | | |

Property Description:

Excellent office and high bay building. High Bay large enough for a semi to pull into.

Showing & Listing Information:

Agent & Phone #: Terry R Salazar - CELL: 505-699-2889

Office & Phone #: Zia Realty Group - Ofc: 505-662-8899

Agent Remarks: Must contact listing agent for showings. No lock box, property has an alarm. Must be escorted into building.

Show Instruction Agent Present, Call Listing Office, Other - See Remarks

Property Features:

Lease Type Other - See Remarks
Building Use Commercial, Industrial, Manufacturing, Medical, Office, Warehouse
Landlord Pays Other - See Remarks
Tenant Pays Electric, Garbage, Gas, Internet Service, Sewer, Water
Roof Flat, Other - See Remarks, Built Up
Construction Concrete, Frame, Steel Siding
Floor Carpeting, Concrete Slab, Heavy Duty, Tile
Gas Natural
Electricity 3 Phase, Electric - 220v, Public
Sewage City
Telephone - Landline On-Site

Water City
Water Rights Available No
High Speed Available Cable, DSL
Terms Cash, Conventional, Lease Option
Documents on File Boundary Survey, Building Plans, Cash Flow Analysis, Financial Details, Lease, Legal Description, NOI
Authority Los Alamos
Possession At Closing, Upon Funding
Extras Fire Sprinklers, High Visibility, Kitchen Area, Overhead Doors, Paved, Refrigerated AC, Reinforced Flooring, Restrooms, Security System
Miscellaneous Delivery Door, Inside Storage, Security System, Truck Door

BGNM-ANSI Standard Level
HERS Rating Level
LEED Level
Green Remarks
Other Remarks Building may be subdivided to make three or four units. Current tenant willing to move out early.

Selling Agent:

Sold Price:

Prepared by: Kelly Myers

Contract Date:

04/04/2019

Selling Office:

Closing Date:

herein has not been verified and is not guaranteed. Please be aware, property may have audio/video recording devices in use.

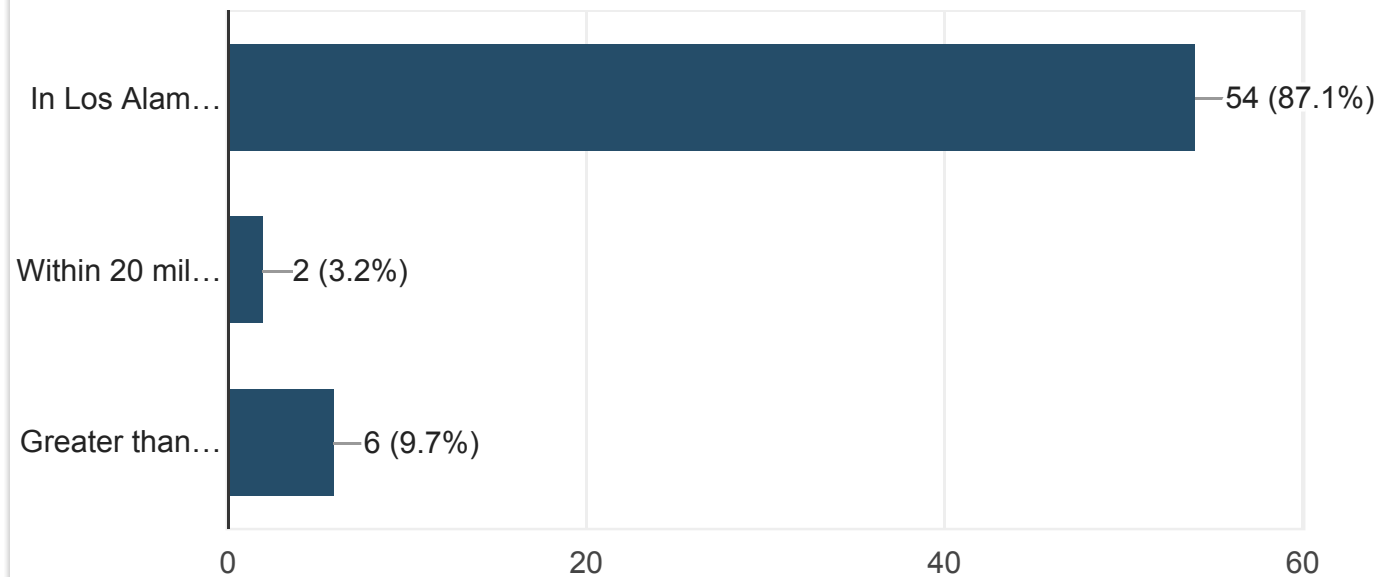
How sold:

Polaris Flash Poll

63 responses

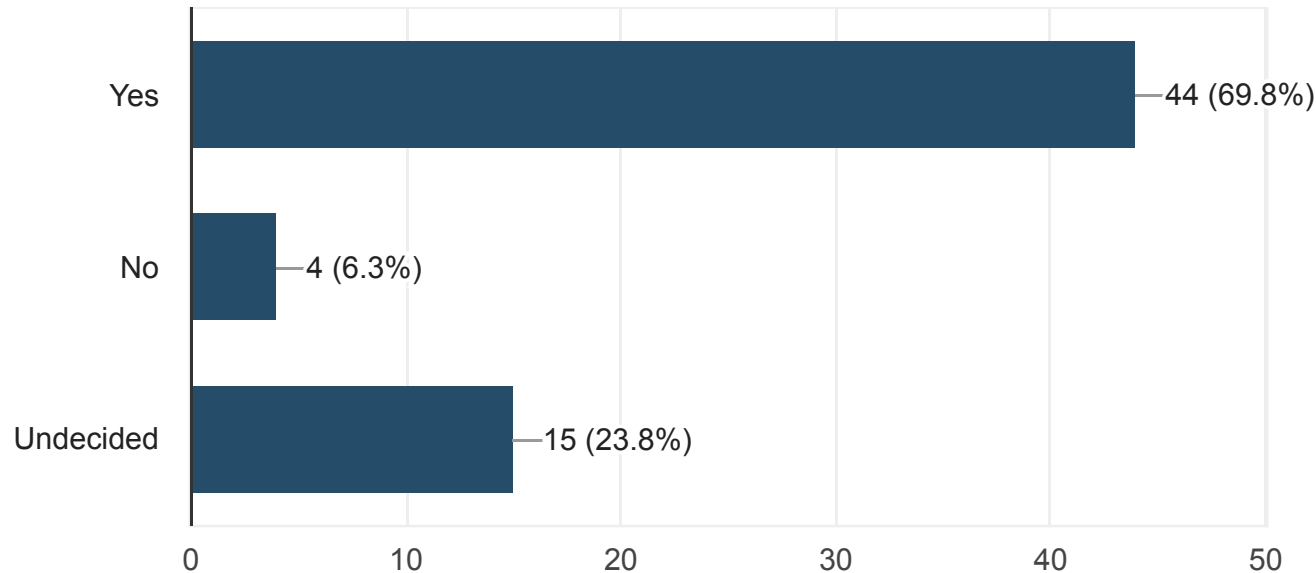
Where do you live?

62 responses



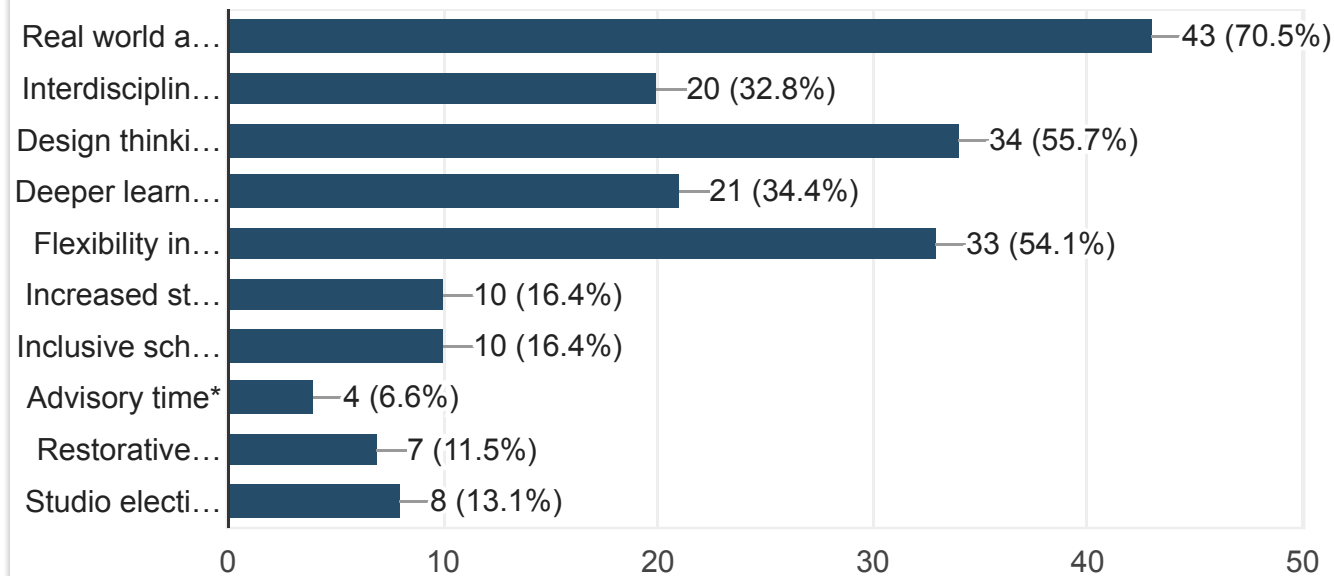
Do you think that it is important for students in Los Alamos to have another middle school option?

63 responses



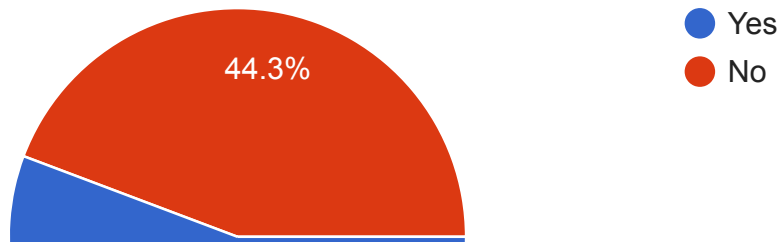
Which three features of the proposed Polaris School do you like the most? (*
See "Further Details" at bottom of the page)

61 responses



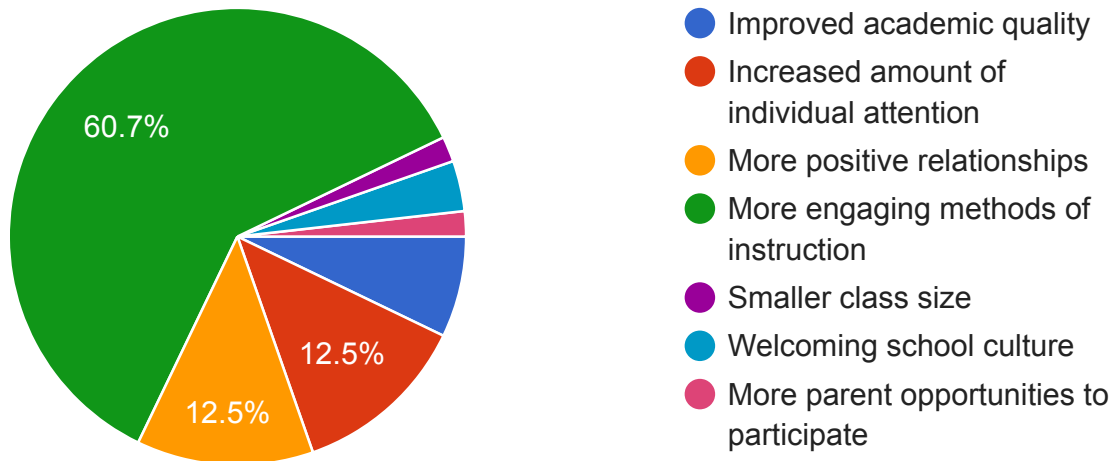
Do you have a child that you would consider enrolling in the Polaris Middle School? (estimated opening of Fall of 2019)

61 responses



What is the top reason that would cause you to choose a different educational option for your child?

56 responses



Please share other thoughts and comments. (optional)

26 responses

All of this sounds wonderful--this effort should be applied to the existing middle school.

I have more questions than answers. Sounds like a great model. Why can't it be available to all middle schoolers?

I am interested in knowing how the learning/projects are tied to CCSS. I take a standard and figure out activities that will engage students in learning that standard. I am not clear how this is different. I commend all of you for seeking solutions for our students. I do get that it is more environmentally/community centered. I just wonder about the time it may take from all the learning that needs to take place. I get the value for sure; I just worry about the balance.

White Rock--a closer option would be great.

My oldest will be in 4th grade, so 2021 (and kids in 2023 and 2025)

*chose all for above except parent opportunities to participate

*also growth mindset on above

*also more engaging methods of instruction on above

Emphatically need another middle school.

Children: fall 2020, fall 2022

We're so excited for another learning alternative learning environment for our children and having place-based education model! Way to go!

Please make this a middle school/high school together.

How to foster independent learners?

Social/emotional emphasis

The world is their classroom.

volunteerism

instructors that LOVE this age group

*flexibility in how students learn and demonstrate what they know on above

Thank you for advocating for more play style learning

Will have a 7th grader

How/can you support children in some of the current middle school classes and activities like choir, cross country, orchestra and sports

How will students be selected for enrollment if applicants exceed maximum occupancy?

Will there be a waiting list? How will students be selected from the waiting list?

Will enrollment be first come/first serve?

Will there be busses?

What about language arts? Comprehensive writing?

*more engaging methods of instruction also listed above

Children are not old enough but I would definitely consider it at the appropriate time.

*More positive relationships and smaller class size listed on above

Child could enter 2020

*increased amount of individual attention listed above

Not old enough in 2019

*more engaging methods of instruction also listed above

Entering 6th grade 2019

*smaller class size and inclusive school culture also listed above

*improved academic quality, more positive relationships, more engaging methods of instruction listed above enroll in 2021

Our child is too old, but maybe our niece

*more positive relationships also listed above

Good luck! Thank you for your diligence. It is worthy.

I no longer live in the community but raised three kids in Los Alamos. It would have been wonderful to have more educational opportunities for my kids.

Further Details



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Google Forms



77 Isleta Drive
White Rock, NM 87547

Phone: 505-695-9139

Email: cya.org@att.net

2019

Director

Bernadette Lauritzen

President

Claire Swinhoe

Treasurer

Karen Greenfield

Secretary

Debra Minyard

Members

Megan Pfeffer

Valerie Harris

To: Members of the Public Education Commission,

Champions of Youth Ambitions (C'YA) is pleased to write this letter of support for the Polaris School. We believe they can provide a new option that meets a significant need for students and families in Los Alamos.

Liz Martineau reached out to our organization last year, she shared the team's desire to partner with community organizations, to ensure that the school will have the backing of stakeholders. Their goal is to best serve the needs of our community and they have the potential to reach those that can't find value in the traditional system.

We are excited that Polaris School is dedicated to providing an enriching and emotionally grounded learning environment through local, place-based resources and experiences, a commitment that is shared by our organization. Our mission operates on the 40 Developmental Assets, of the Search-Institute. We value the traits, experiences and relationships that help youth become successful adults. Our organizations both value similar goals and we believe they have what it takes to encourage kids to love learning again.

We will be able to reach out in our work of hands-on science education, youth development and more, to aid in their success. We hope to help them celebrate success with their students and highlight their work. Their goal to carry learning into the community building resilience through authentic experience and project-based learning, demonstrates a real-world value for students, through their school efforts.

We look forward to working with Polaris School to enhance the student experience, help them accomplish their goals and inspire adults and youth in our community. We extend our strong support and recommendation for the approval of Polaris School. It is our desire that they should be granted a charter to open in the fall of 2020.

Sincerely,

Bernadette Lauritzen

Champions of Youth Ambitions (C'YA)
Executive Director



March 29, 2019

New Mexico Public Education Commission
300 Don Gaspar Ave.
Santa Fe, NM 87501

Board President
Michael Wheeler

Vice President
Roger Waterman

Secretary
Wendy Hoffman

Treasurer
David Court

Executive Director
Heather McClenahan

Museum Educator
Aimee Slaughter

Museum Shop Manager
Todd Nickols

**Finance & Development
Manager**
Josephine Romero

Archivist
Rebecca Collinsworth

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Registrar
Stephanie Yeamans

Board of Directors
Linda Boncella
Shay Burns Kendrick
Mary Pat Kraemer
Michael Redondo
John Ruminer
Cherie Trottier
Sharon Snyder
Ron Wilkins

Los Alamos Historical Society
P.O. Box 43
1050 Bathtub Row
Los Alamos, NM 87544

www.losalamoshistory.org
info@losalamoshistory.org
505.662.6272

Dear Members of the Public Education Commission,

On behalf of the Los Alamos Historical Society, please accept this letter in support of the work of Polaris School, a proposed charter school that will provide a new education option for middle school students and families in Los Alamos.

Liz Martineau reached out to our organization last year. She shared the team's desire to partner with community organizations like the Historical Society to ensure that the school will serve the needs of Los Alamos. She also shared the background, vision, and mission of Polaris School.

Polaris is dedicated to providing an enriching and emotionally grounded learning environment through local, place-based resources and experiences. The Los Alamos History Society is also committed to community education and believes that it is important to inspire youth to be engaged in their society and to make their own history. The Historical Society provides a variety of children's programming, including a scavenger hunt-style game that takes children and their parents around the museum campus to delve deeply into our history as well as weekly summer programs.

As preservationists who own and maintain historically significant buildings in our community, the Society's board, staff, and members are also proponents of place-based education. We have seen through the years that hands-on education in the sites where history happened has the most impact on learning and information retention for students. The Los Alamos Historical Society can provide resources to Polaris, including field trips, expertise, teacher training, outreach programs, living history, and other resources that deliver authentic learning experiences. We look forward to working with Polaris School in this capacity, as we would with any school group wanting to partner with us.

Sincerely,

A handwritten signature in cursive script that reads "Heather McClenahan".

Heather McClenahan

To the Members of the Public Education Commission,

I am happy to write this letter of support for the proposed Polaris School in Los Alamos. Having been a teacher at Los Alamos High School, I understand the need for a cultural change to our approach to education.

As a teacher of mathematics, I know all too well the difficulty of teaching abstract concepts for which we are deluged with the age-old questions, “Why do we need to learn this?” or “When am I ever going to use this?” I am reminded of a story in which a 3rd grader was asked at the end of the school year, “What did you learn?” She responded, “How to get into 4th grade.”

Our students deserve more than an abstract understanding of their future.

In recent years, many of my students’ parents have openly discussed with me their strong desire to be active stakeholders in the day-to-day structure and goals of the school’s activities. They see a need for an increased role of the community to address the concrete constructs that define the Polaris educational platform.

By exposing our children to real-world issues and encouraging hands-on experiences, Polaris will provide a rich learning environment that leverages environmental relevance (such as local geology and plant biology) and connects historical significance to the concepts we teach in our curricula.

But like many citizens of Los Alamos, parents and non-parents alike, I do not view Polaris as an incremental improvement to our youth’s education. I view it as a necessary step to provide the quality of education that we need now, not later.

Polaris will address this critical need by integrating the community’s strengths into our educational platform. Students will assume an increased ownership for their education. Local businesses and associated institutions across the country will all contribute to a growing and stronger educational platform.

I extend my strong support and recommendation for the approval of Polaris School. It is my desire that they should be granted a charter and open in the fall of 2020.

Sincerely,

John Pawlak, NBCT
Secondary Mathematics Teacher
NM School for the Arts
106 Rover Blvd.
White Rock, NM 87547



To The Members of the Public Education Commission,

On behalf of Los Alamos Makers, please accept this letter in support of Polaris School, a proposed middle school that will provide a new education option that meets a significant need for middle school students and families in Los Alamos.

The team behind Polaris has made extensive efforts to share their vision with our community and shared their desire to partner with community organizations to ensure that the school will have the backing of stakeholders and best serve the needs of our community.

According to their mission, Polaris School is dedicated to providing an enriching and emotionally grounded learning environment that inspires global citizenship through local resources and experiences.

As the founder and Executive Director of our local makerspace, I have observed first-hand the need for such an inclusive school system that challenges yet engages each student.

I first met some members of the driving force behind Polaris a few years ago during an effort from the Los Alamos Public Schools to engage the community in a discussion on how to better serve the needs of all students in the community. I had the pleasure to help sponsor the community screening of the documentary titled "Most Likely To Succeed". This community conversation made it clear that families strongly encourage and support students' need for more inclusive and out-of-the-box educational experiences.

The Polaris School initiative is a much needed alternative and our organization plans to partner with the schools in any way possible.

We look forward to working with Polaris School to help enrich their curriculum with diverse hands-on learning opportunities that will strive to give every student the tools to not only succeed academically but also figure out how they can positively contribute to their communities.

I extend my strong support and recommendation for the approval of Polaris School. It is my desire that they should be granted a charter and open in the fall of 2019.

Sincerely,

Prisca Tiasse, PhD

Executive Director
Los Alamos Makers



May 15, 2019

To whom it May Concern:

On behalf of the Pajarito Environmental Education Center (PEEC) we are writing to express support for Polaris School, a proposed middle school that will provide an alternative, nature-based education option for middle school students and families in Los Alamos.

Polaris School reached out to PEEC at a board meeting and shared the background, vision, and mission of Polaris School. PEEC and Polaris share similar goals regarding place-based and nature-based learning experiences.

Polaris School is dedicated to providing an enriching and emotionally grounded learning environment that inspires global citizenship in an interdependent world through local, place-based resources and emphasizing nature-based experiences. PEEC has similar goals and supports the concept of including more nature-based experiences in all school curricula.

PEEC is a non-profit whose goal is enriching people's lives by strengthening their connection to the canyons, mesas, mountains and skies. PEEC currently provides hands-on field science lessons to over 5,000 students each school year. Programing and educational opportunities are provided by PEEC for Los Alamos School District, homeschool groups, preschools and surrounding school districts. PEEC would offer the same opportunities to Polaris students.

PEEC enjoys working with all educational institutions and would look forward to working with Polaris to achieve their mission of project-based, place-based learning that fosters connections to the community.

The PEEC Board extends their support and recommends approval of the Polaris School.

Sincerely,

Richard Wallace
President, PEEC Board of Directors

Katherine Bruell
PEEC Executive Director



May 10, 2019

Dear New Mexico Public Education Commission:

Please accept this letter of support for the approval of Polaris Charter School in Los Alamos, New Mexico. Polaris Charter School will be part of the Place Network (www.placenetworkschools.org), a network of rural public schools in the United States seeking to increase student engagement, student outcomes, and community impact through transformative place-based education. Place-based education connects learning to local communities - providing opportunities for students to apply and extend the knowledge, skills, and dispositions in meaningful ways.

As part of the network, Polaris would join other schools in using a common model that includes six core principles (inquiry, design thinking, interdisciplinary approach, community as classroom, local to global, and learner-centered) and four elements (project-based learning, competency-based assessment, personalized pathways, and habits of success/character/social-emotional learning). Collectively, the network builds capacity through collaboration, sharing of resources, workshops, and common assessment measures.

Throughout the 2018-19 school year, I have been working with the Polaris Charter School founding group to support various sections of the application when requested. As a founding board, they are clearly committed to opening a high quality school choice option in Los Alamos that takes advantage of their unique location to increase student outcomes and provide a model for education innovation that will serve the entire Los Alamos community.

Please let me know if you have further questions.

Sincerely,

Nate McClennen

Vice President, Education and Innovation, Teton Science Schools
Director, Place Network

May 10, 2019

To Whom it may Concern:

I am writing to express my support for the Polaris Public Charter School application. I have lived in Los Alamos since 1990 and raised three children here, all of whom went through the public school system. I have also worked with youth through the YMCA's Reach and Rise program and as a sports official (referee) for middle school and high school teams. I currently serve on the Library Board for Los Alamos County.

It is clear that Los Alamos has an excellent public school system for traditional education. That system serves many of our students quite well, but it also leaves some students unmotivated and uninspired. In addition, our youth experience a different world than our generation did, with ubiquitous electronic devices and copious information and misinformation just a click away. Social interactions, also, have become dominated by electronic connections.

The Polaris model offers an important opportunity to connect kids with their community and the environment in an immersive experience. It can teach kids, through direct experience, the importance of democratic and social participation, break them out of whatever electronic echo chamber they may otherwise fall into. It also will connect them with the natural and cultural environment, which Northern New Mexico offers in rich abundance. It can help present them a more complete understanding of what it means to be a citizen invested and engaged in the world around them.

By offering a different educational model, the Polaris school also presents an option for kids who don't respond well to the traditional model of education. My three kids all did well in the LA schools, but each at different time had struggles with the system. They were able to surmount those challenges, usually with the help and motivation of an inspiring teacher. That direct engagement was the key, and the Polaris model creates such opportunities through personalized learning and active participation.

I believe the Polaris Public Charter School will be an important addition and complement to Los Alamos' public school system and I wholeheartedly endorse its application.

John Gustafson
52 Osito Street
Los Alamos, NM



EdTec, Inc.
National Office
1410-A 62nd Street
Emeryville, CA 94608

March 19, 2019

Public Education Commission
New Mexico Public Education Department
Jerry Apodaca Education Building
300 Don Gaspar
Santa Fe, NM 87501

Dear Members of the Public Education Commission:

On behalf of EdTec, I am writing to express our strong support for the approval and opening of the proposed Polaris Charter School.

EdTec (www.edtec.com) is a social venture founded in 2001 to develop, support, and advance high-quality charter schools. Through our back-office service practice and consulting services in finance, operations, facilities, and student information, we have helped support over 400 charter schools, charter management organizations, and charter school support organizations across eleven states including New Mexico. EdTec is a highly respected, deeply experienced firm within the national charter school community.

Strong financial and operational systems, in addition to a strong educational program, are fundamental to a high-quality charter school. At EdTec, we believe that students deserve to attend charter schools that are not only educationally sound, but financially and operationally sound as well. At times, however, these three objectives may seem diametrically opposed. So, we see EdTec as a critical thought partner for our client schools to find and facilitate the right balance across these three objectives.

In our work on this application with the Polaris Founding Board, we have observed a group of individuals who understand this balance quite well. We have had the opportunity to work together on a strategic budget and financial plan that is prudent and realistic, and at the same time recognizes the very important and resource intensive work of providing the families of Los Alamos with a very high-quality middle school educational option. Our extensive work in the charter school community gives us the unique perspective on who is likely to be successful. Our experience with the Polaris Charter School team thus far assures us they will be a successful charter school and should be approved.

EdTec has proposed to continue working with Polaris Charter School if approved by providing startup and operating year financial services and consulting through June 2021. And, it is our hope that the relationship with EdTec will continue beyond this timeframe.

We strongly support the approval and opening of Polaris Charter School. We are confident that the individuals involved, along with the plans developed and proposed partnerships, will provide the future students and families of Polaris Charter School with a high-quality option in the Los Alamos community.

Sincerely,
Katie Rarick

Katie Rarick
New Mexico Client Management & Development
EdTec, Inc.
Katie.rarick@edtec.com
505.917.4023

Randall Ryti
1874 Camino Manzana
Los Alamos, NM 87544

To The Members of the Public Education Commission,

I am pleased to write this letter in strong support of Polaris School, a proposed middle school that will provide a new option that meets a significant need for students and families in Los Alamos.

I am confident that Polaris School will engage students in the community, environment, history, and culture of Northern New Mexico through personalized hands-on learning experiences that strengthen and support student well-being and intellectual growth. I have been involved with providing supplemental learning activities through my positions on the board of directors for the Pajarito Environmental Education Center (2002-2008) and as a community volunteer for the Los Alamos District Science Fair (2004-2017). These groups have shown me how important it is for children to have a variety of educational opportunities beyond those available in a standard classroom.

In 2018 I ran for and was elected to the Los Alamos County Council. I am writing this letter of support as a private citizen but I did get some important feedback from voters on our public schools. Many residents told me how important they felt the local schools were to our community. Some were also aware of the crowding issues at our schools. Having the Polaris School option will help alleviate crowding and continue to improve the quality and community connections of our public schools.

My interests and educational background and active participation in these organizations have focused my attention on providing improved opportunities for STEM education. I think it is also important to integrate the arts and create STEAM curricula and learning opportunities. It is my experience that offering multiple perspectives and methods provides the greatest opportunity for true engagement and learning.

I extend my strong support and recommendation for the approval of Polaris School. It is my desire that they should be granted a charter and open in the fall of 2020.

Sincerely

A handwritten signature in black ink, reading "Randall T. Ryti". The signature is fluid and cursive, with the first name "Randall" being the most prominent part.

Randall Ryti, PhD