



New Mexico Public Education Commission

School Year 2018-2019

IMPLEMENTATION – YEAR CHECKLIST

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



PART I. NAME OF SCHOOL & CONTACT INFORMATION

School Information:

Name Of Charter School: Raices Charter School

School Address (if known):

School Location (City/Town):

School District Within Which The Proposed School Will Be Located:

Grades To Be Served:

Requested Enrollment Cap:

Founder Contact Information:

Primary Contact Person:

Address:

City: State: Zip:

Daytime Tel: Fax:

Alternate Tel: E-Mail:

Secondary Contact Person:

Address:

City: State: Zip:

Daytime Tel: Fax:

Alternate Tel: E-Mail:

Foundation / Sponsoring Organization Information:

Foundation / Sponsoring Organization Name (if applicable):

Principal Officer:

Mailing Address:

City: State: Zip:

Daytime Tel: Fax:

Alternate Tel: E-Mail:

Part II. Introduction

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

A. Implementation Year Checklist Authority and Purpose

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

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

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

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

B. Development of the Implementation Year Checklist

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

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

Prior to November of each year, the PEC votes to approve and makes available online on its website a copy of the most recently approved *Public Education Commission Implementation Year Checklist* template. The current template was approved on: June 15, 2018.

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

C. Directions

1. The items on the *Public Education Commission Implementation Year Checklist* and any additional conditions of charter approval **MUST** be completed on or before May 15th, 2019 to receive a recommendation for commencement of operations.
2. All submissions and all documentation must be submitted to the CSD for review **on or before** the deadlines indicated. Documentation should be submitted online through the SharePoint site, access provided by the PED.
3. The CSD provides staff support to the PEC and will review all submissions. This review will provide the basis for any recommendation to the PEC. All documentation re-submitted for additional review and/or revision shall be saved in Word or PDF format with the track changes function enabled, to maintain all changes made to the document until the final draft is reviewed and approved by the PED.
4. The CSD will provide three summary reports to the School which will detail a summary of all findings, issues, and concerns identified by CSD. The School is required to arrange a phone conference or in-person conference with CSD within 10 days of receipt of these summary reports. The purpose of this conference will be to discuss the issues and concerns identified by CSD.
5. Following receipt of a summary report, the school is required to address and resolve all findings, issues, and concerns prior to the next submission deadline.
6. Key Terms:
 - a. An **"Indicator"** is a stated compliance objective that **MUST** be addressed and completed by the school. These objectives may be legal, regulatory, charter contract provisions, charter school best practices, or PEC directives.
 - b. **"Documentation"** requires a school to submit copies of all policies, procedures, forms, protocols, spreadsheets, documents, or any other material that will provide evidence that the school has addressed or completed the relevant indicator and compliance objective.

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

D. Review Process

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

Generally, the CSD review process is as follows:

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

feasibility of the documentation, and whether the described program is possible, consistent, and reasonable.

- 5) Finally, CSD reviews implementation and consistency in relationship to all other policies and procedures provided by the school.
- 6) In the case of PEC imposed conditions or application deficiencies, CSD consults the specific named deficiencies in the application and the specific condition imposed by the PEC.
- 7) CSD analyzes the school documentation to determine whether all application deficiencies identified and any PEC imposed conditions were corrected, addressed, or satisfied.
- 8) All documentation re-submitted for additional review and/or revision shall be saved in Word or PDF format with the track changes function enabled, to maintain all changes made to the document until the final draft is reviewed and approved by the PED. All submitted documents must be uploaded through the SharePoint site.
- 9) Two Weeks Prior to Opening Review – The CSD will review for completeness all required indicators. If the school fails to submit and/or provide any items due two weeks prior to opening date, the CSD will inform the PEC.

Part III. Implementation Year Checklist

INDIVIDUAL SCHOOL CONDITIONS (IMPOSED AT APPROVAL OF APPLICATION) TO BE MET PRIOR TO COMMENCEMENT OF OPERATIONS VOTE (JUNE 15 th) <i>(Materials will be provided 8 days in advance of the PEC Meeting in which the commencement of operations vote is taken.)</i>			
INDICATORS	DOCUMENTATION	DATE OF COMPLETION	FINDINGS
C.1. Timely obtain standing as an approved Board of Finance no more than 120 days after receiving written notification of the approval of the new application. <i>NMSA § 22-8-38; NMAC § 6.80.4; PEC Policy, Board of Finance Application.</i>	<input checked="" type="checkbox"/> Condition Met. <i>PEC Policy, Board of Finance Application.</i>	13 DEC 2018	During the 13 DEC 2018 PEC meeting, the school requested an extension for approval of its Board of Finance, since the school had missed the deadline indicated within NMAC regulation. The school stated they were going off the deadline outlined in the Implementation Year checklist, which stated 120 days after receiving approval. The extension was granted by the PEC. During the same meeting, the PEC made another motion to approve the school’s Board of Finance.

<p>C.2.Evidence of meeting ownership or leasing requirements no less than two weeks prior to the scheduled first day of school.</p> <p><i>NMSA § 22-8B-4.2</i></p>	<p><input type="checkbox"/> School provides assurances to demonstrate the lease, lease purchase, or ownership arrangement complies with 22-8B-4.2.</p> <p>If applicable, the school provides evidence it has timely submitted all required application materials to PSFA for lease reimbursement payments by its deadlines.</p>		
<p>C.3.Attend all implementation year training and technical assistance sessions hosted by CSD.</p>	<p><input checked="" type="checkbox"/> Condition Met.</p>	<p>08 APR 2019</p>	<p>The school leadership team attended all ten (10) implementation year trainings, provided by the Charter School Division.</p>
<p>C.4.Attend all implementation year conferences to discuss with CSD any issues, concerns, and findings identified in the Implementation Year Checklist.</p>	<p><input checked="" type="checkbox"/> Condition Met.</p>	<p>03 MAY 2019</p>	<p>The school participated in a phone conference for the November status check-in. The school participated in an in-person conference for the March status check-in. The school did not participate in a May phone conference as the status check-in was managed by email communication.</p>
<p>C.5. Correct all issues concerns, and findings identified in the Implementation Year Checklist.</p>	<p><input checked="" type="checkbox"/> Condition Met.</p>	<p>10 JUN 2019</p>	<p>The school has provided all necessary revisions to the requirements for the NOV, MAR, and MAY submissions.</p>
<p>C.6.As part of the contract and framework negotiation and approval process, obtain the PEC approval of any substantial proposed changes to the educational model, staffing, organizational, and</p>	<p><input checked="" type="checkbox"/> Condition Met.</p>	<p>03 MAY 2019</p>	<p>The school negotiated its charter school contract and academic performance framework with the Public Education Commission on 03 MAY 2019. The contract between the school and the Public Education Commission will be finalized after the Commencement of Operations vote in JUN 2019.</p>

governance plan, or finance plan that were presented in the application.			
C.7. Address and correct any application deficiencies that were noted by both the PED and the PEC.	<input checked="" type="checkbox"/> Condition Met.	22 MAR 2019	The Public Education Commission approved the resubmission of the school's Charter Application during the MAR 2019 meeting.
C.8 Evidence that employment of head administrator and licensed school employees in compliance with nepotism rule as defined in NMSA § 22-8B-10. <i>(Example: Lists of names, positions, relationships, and reporting structures, etc.)</i>	<input checked="" type="checkbox"/> Condition Met.	16 MAY 2019	The school provided evidence of the head administrator's licensure certificate, signed contract for the upcoming academic year, and the school's anti-nepotism policy.

SUMMARY REPORT - CONDITIONS

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INDICATORS	DOCUMENTATION	Date Complete	FINDINGS/COMMENTS
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ITEMS DUE BY NOVEMBER 15th

<p>11-15.1.Governing Board established and operating according to bylaws and in accordance with the Open Meetings Act.</p> <p><i>NMSA § 22-8b-4; NMSA § 22-8-12.3; NMSA § 10-15-1; NMSA § 14-2-1, et seq.</i></p>	<p><input checked="" type="checkbox"/> Provide list of governing body members. Include the governing body positions to be held, either a place of residence or work, and contact information.</p>	<p>15 NOV 2018</p>	<p>The school provided a detailed chart to include seven (7) governing board members, along with their position on the board; specifically, Board Chair, Board Vice Chair, Board Secretary, Board Treasurer, and Board Member(s). The chart also provided detailed information to include employment, phone number, physical address, and email for all seven (7) board members.</p> <p>The school included details for “Length of Term” of its governing board members.</p> <p>Requested Follow-Up: None present at this time.</p>
<p><i>New Charter Contract Section 4.(5)</i></p>	<p><input checked="" type="checkbox"/> Names of any sponsoring organizations or foundations. (This includes prospective organizations that will be established upon completion of the planning year), name of the principal officers, and their contact information.</p>	<p>15 NOV 2018</p>	<p>The school provided information for their “sponsoring organization” that provides financial support during its implementation year; NACA Inspired Schools Network. The school provided contact information for NACA’s executive director to include phone number(s) and email.</p> <p>Requested Follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> School bylaws.</p>	<p>15 NOV 2018</p>	<p>The school has an established bylaws consisting of ten (10) Articles, and incorporating the items as required by regulation.</p> <p>Requested Follow-Up: Please explain how Section 3.6 Presumption of Approval is intended to address the needs of the board.</p>
	<p><input checked="" type="checkbox"/> Bylaws – Provision for replacing and removing members.</p>	<p>15 NOV 2018</p>	<p>A clear procedure in accord with the regulation has been established as to the removal and filling of vacancies of board members.</p> <p>In section 2.7 Removals, you may want to consider adding “Reasons for removal shall include but are not limited to”. That leaves the board room for unforeseen issues that might be reasons to remove.</p> <p>Requested Follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Bylaws – Provision for creating required audit and finance committees.</p> <p><i>NMSA § 22-8-12.3</i></p>	<p>15 NOV 2018</p>	<p>Provisions for the Audit and Finance committees have been created in accord with the regulation.</p> <p>I am concerned that including the business manager as an official Finance Committee member. The Finance Committee is required by NMSA § 22-8-12.3 C. (2) <i>serve as an external monitoring committee on budget and</i></p>

			<p><i>other financial matters.</i> It is common for the Finance Committee to meet regularly with the business manager, however, having that person on the actual committee has the appearance of a conflict due to the committee being required to oversee them. Please also consider including that the Audit Committee is required to have six members.</p> <p>Requested Follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Audit and Finance Committee – Provide evidence that committees have been formed, have scheduled meetings, and list of committee membership.</p> <p><i>NMSA § 22-8-12.3</i></p>	<p>15 NOV 2018</p>	<p>The school provided a narrative to outline the designation of its Audit and Finance Committee(s). The school indicated two (2) board members will serve on the school’s Finance Committee (along with the business manager and principal) and six (6) individuals will serve on the school’s Audit Committee to include: two (2) board members, one (1) parent of an enrolled student, one (1) community member with finance experience, the school’s principal, and the school’s licensed business manager.</p> <p>Requested Follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Provide evidence that public notice of Governing Body meetings is being posted. Additionally, if a website is being used to post notice then provide website address.</p>	<p>15 NOV 2018</p>	<p>The school provided its website that will be utilized to publically notice its governing board meetings. The school also provide screenshots from the school’s Facebook Page it utilizes as secondary means to publically notice its governing board meetings.</p> <p>Requested Follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Provide meeting agendas that comply with state law.</p> <p><i>NMSA § 10-15-1, et seq.</i></p>	<p>15 NOV 2018</p>	<p>The school provided governing meeting agendas for three different meeting dates to include: 24 SEPT, 04 OCT, and 30 OCT 2018. Of the three agendas provided, 30 OCT 2018 agenda is the only agenda that <i>mostly</i> meetings OMA requirements to include date, time, location and action items. With the exception of item 14. Closed Session (Personnel and Legal Matters). If the governing board was voting to go into closed session as outlined by item 14, the governing board needs to follow the appropriate language, per OMA, “<i>subject to be discussed shall be stated with reasonable specificity</i>” included on the agenda and prior to the vote to go into closed session. Please reference page 31 of the “<i>New Mexico Open Meetings Act Compliance Guide</i>”.</p> <p>Requested Follow-Up: Please see embedded comments within the school’s document and correct agenda template for governing board meetings moving forward.</p>

		03 APR 2019	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review; specifically an agenda template the school will use moving forward that aligns with OMA requirements. The requested changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> School IPRA policy and procedures that comply with state law. <i>NMSA § 14-2-1, et seq.</i>	15 NOV 2018 03 APR 2019	The school provided a policy and procedure for handling IRPA requests; however, did not include all responsibilities of what a statement of denial to inspect records should include. Please reference page five (5) of the <i>New Mexico Inspection of Public Records Act Compliance Guide</i> for the specific items needing to be included. Requested Follow-Up: Please see embedded comments within the school’s document and incorporate the minor change(s) noted. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i>
11-15.2.Initial Basic Operating Policies and Procedures have been developed and approved by Governing Body. <i>New Charter Contract Section 6</i>	<input checked="" type="checkbox"/> School conflict of interest policy and procedures. <i>NMSA § 22-8B-5.2.</i>	15 NOV 2018 03 APR 2019	The school provided a detailed policy and procedure for identifying and disclosing actual or perceived conflicts of interest for any person serving in the capacity of the governing board. The policy eludes to a signed annual statement by each governing board member; when will the governing board conduct signing the annual disclosure document? (specific timeline or due date should be built into the procedure). The procedures include determination of a potential conflict of interest as well as action that will be taken if such policy is knowingly violated. Recommended Follow-Up: Please see embedded within the school’s document for <i>recommended</i> information to be included. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Anti-nepotism policy and procedures. <i>NMSA § 22-8B-10.</i>	15 NOV 2018	The school provided evidence of an anti-nepotism policy which appears to align with statute; however did not include a procedure in which the governing board shall follow if they deem it appropriate or necessary to waive the nepotism rule.

		03 APR 2019	<p>Requested Follow-Up: Please see embedded comment within the school's document for requested revision to the policy.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
<input checked="" type="checkbox"/> Background check policy and procedures. <i>NMSA § 22-10A-5.</i>	15 NOV 2018	03 APR 2019	<p>The school provided a background check policy; however did not provide a thorough procedure for obtaining and/or clearing background checks for no-licensed staff person(s). Procedure should include the hiring process for all school personnel to include obtaining the background check prior to employment. Procedure should also include how the school will handle the background with all contracted staff.</p> <p>Requested Follow-Up: Please see embedded comments within the school's document for requested revisions to the policy.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
<input checked="" type="checkbox"/> School FERPA policy and procedures. <i>20 U.S.C. § 1232g.</i>	15 NOV 2018	03 APR 2019	<p>The school provided a FERPA policy with embedded procedure steps that appears to mostly align with Federal Regulation. However, it is requested the school revise/remove the language relating to "parents, students, and other volunteers serving in an official capacity of the school gaining access to student confidential files".</p> <p>Requested Follow-Up: Please embedded comments within the school's document for revision to language mentioned above.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
<input checked="" type="checkbox"/> School Complaint and Grievance Policy including a process for receiving and resolving community, parental, and other public	15 NOV 2018		<p>The school provided a detailed compliant policy and procedure for filing of a complaint for student and parent. Reasonable timelines were included within the procedure.</p> <p>Recommended Follow-Up: Please see embedded</p>

	complaints.		comments within the school's document for recommended additions to the policy and/or procedure.
	<input checked="" type="checkbox"/> Volunteer policies and procedures. <i>NMAC § 6.50.18.8.</i>	15 NOV 2018	<p>The school provided evidence of a detailed volunteer policy and procedure that appears to align with regulation.</p> <p>The school distinguished between "regular" volunteer and "spontaneous" volunteer, per regulation. To include all "regular volunteers" signing the Volunteer Pledge, which also aligns with regulation.</p> <p>Requested Follow-Up: None present at this time.</p>
11-15.3. Budget Approval. <i>NMAC § 6.20.2.9.</i>	<input checked="" type="checkbox"/> An identified date for a scheduled Governing Body Meeting when the Governing Body plans to review and approve the Budget at an open meeting. <i>(Should be after the May 15th final enrollment adjustments, but must be before the June 20th regulatory deadline.).</i>	15 NOV 2018	<p>The school provided a narrative stating the governing board will be approving the school's first year budget during the 23 MAY 2019 governing board meeting.</p> <p>Requested Follow-Up: None present at this time.</p>
11-15.4. School is established as a formal public school entity in the state of New Mexico with all necessary tax identification numbers, bank accounts, etc. <i>NMAC § 6.20.2.18.</i>	<input checked="" type="checkbox"/> Bank records or other evidence that shows a public entity account has been established at a NM banking institution.	15 NOV 2018	<p>The school provided evidence of an established NM banking institution with First American Bank. Evidence included a letter from the bank on behalf of "Name of Account Is: Raices del Saber Xinachitli Community School"</p> <p>Requested Follow-Up: None present at this time.</p>
	<input checked="" type="checkbox"/> Tax ID numbers.	15 NOV 2018	<p>The school provided evidence of the establishment of a Tax ID number. Evidence included an official notification letter provided by the Department of the Treasury (IRS), dated 04 OCT 2018.</p> <p>Requested Follow-Up: None present at this time.</p>
	<input checked="" type="checkbox"/> W-9 Substitute Form (submitted to DFA through PED).	15 NOV 2018	<p>The school provide evidence of a complete W-9 Substitute Form, provided to the Department of Finance and Administration. CSD confirmed the W-9 Substitute Form has been processed by DFA and a Vendor ID has been generated for the school.</p> <p>Requested Follow-Up: None present at this time.</p>

<p>11-15.5.School Development Plans.</p> <p><i>NMAC § 6.29.1.</i></p>	<p><input checked="" type="checkbox"/> Written curriculum development plan.</p> <p>Includes 1) timeline, 2) success benchmarks, and 3) responsible parties to ensure development of entire curriculum that was identified in the application and aligned to school mission and goals, NMCCSS, and NM Content Standards prior to May 15th.</p>	<p>15 NOV 2018</p>	<p>The school provided a detailed chart broken into academic content areas that outlines success benchmark, responsible parties, time allotted and deadline for completion for each phase in the curriculum development plan. Most deadlines are marked by January and March 2019. The school identifies developing “Curriculum Teams” to during the curriculum development phases.</p> <p>Requested Follow-Up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Written Special Population Services development plan, to ensure development of plans, policies, and procedures to serve special education, ELL, and 504 Plans.</p>	<p>15 NOV 2018</p>	<p>The school provided a detailed chart outlining success benchmarks, responsible parties, time allotted, and deadlines for developing plan, policies, and procedures for students with disabilities, ELL students, and 504 plan students. Most completion deadlines ranged from Jan-Mar 2019.</p> <p>Requested Follow-Up: None present at this time.</p>
<p>11-15.6.Detailed Staffing Plan.</p> <p><i>NMAC § 6.29.1.</i></p>	<p><input checked="" type="checkbox"/> Written process and plan that details how the governing body will identify, recruit, and hire a prospective head administrator.</p> <p>(Note: A narrative may have already been included in the charter application. This documentation requirement is for the school to review the school’s process and plan and provide a current, up-to date plan that includes responsible parties, timelines, and action steps that the school plans on implementing.)</p>	<p>15 NOV 2018</p>	<p>The school provided a detailed narrative addressing the governing board timelines and tasks for recruiting the school’s Principal. The narrative also included qualifications the Principal must possess and interview protocol the governing board will utilize throughout the hiring process. The school hopes to identify and hire its Principal by January 2019.</p> <p>Requested Follow-Up: None present at the time.</p>

	<input checked="" type="checkbox"/> The school administration, school mission, and legal criteria that will be used to evaluate candidates for head administrator position.	15 NOV 2018	The school provided a detailed rubric to be used as a screening tool for principal applicants. The tool included evidence of qualification, informal phone interview, formal interview, and compilations of scores by committee. The school also provided interview questions that will be used during all interview(s). Requested Follow-Up: None present at this time.
	<input checked="" type="checkbox"/> A detailed timeline for recruiting, interviewing, selection, conducting background checks, and signing of a contract for the head administrator that must be completed prior to May 15 th .	15 NOV 2018	The school provided a detailed timeline to include interviewing, obtaining background check and licensing credentials, to job offer with a completion date of 07 JAN 2019. Requested Follow-Up: None present at this time.
	<input checked="" type="checkbox"/> A list of all prospective staff positions and a description of the required licensure for each position.	15 NOV 2018	The school provided a detailed chart to extend through years 201-2024, outlining the position(s) and licensure requirements per position. The chart did not specify how many licensed positions the school seeks to fill within each license type, such as K-5 teachers. Requested Follow-Up: None present at this time.

SUMMARY REPORT - ITEMS DUE BY NOVEMBER 15th.

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11-15.7.Attend all planning year conferences to discuss issues, concerns, and findings identified in the Implementation Year Checklist.	<input checked="" type="checkbox"/> School scheduled with CSD within 10 days of receiving the November 15 th Summary Report.	08 JAN 2019	The school participated in a phone conference (on 08 JAN 2019) with the CSD staff to discuss items from the NOV submission that required review or revision. The items the school was asked to review/revise were minimal. Specifically, its conflict of interest, background check, anti-nepotism, and compliant policies.
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INDICATORS	DOCUMENTATION	Date Complete	FINDINGS/COMMENTS
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ITEMS DUE BY MARCH 1st.

<p>3-1.1. Resolve all findings with the Implementation Year Checklist.</p>	<p><input checked="" type="checkbox"/> Revised policies and provided additional documentation to address and resolve all findings, issues, and concerns identified in the November 15th review or discussed during the November 15th conference.</p>	<p>03 APR 2019</p>	<p>The school provided a status update of the requested follow-up and documents from the NOV submission, incorporating the minor revisions and recommended changes to its policies and procedures noted above in the NOV indicators.</p> <p>Requested follow-up: None present at this time.</p>
<p>3-1.2. Governing Board established and complying with PEC notification requirements.</p> <p><i>PEC Policy, Charter School Governing Body Changes.</i></p>	<p><input checked="" type="checkbox"/> Review the PEC Policy, Charter School Governing Body Changes document and provide notice regarding any changes to the Governing Body which have occurred since 11.15.</p> <p>PEC Policy, Charter School Governing Body Changes.</p>	<p>03 APR 2019</p>	<p>The school provided a narrative indicating there have be no changes to the governing board membership since the NOV submission.</p> <p>Requested follow-up: None present at this time.</p>
<p>3-1.3. Membership Projections.</p> <p><i>NMSA § 22-8-12.1.</i></p>	<p><input checked="" type="checkbox"/> Provide the projected student membership for the upcoming school year to the CSD. Projections should indicate number of projected students by grade level. Membership projections must also detail what evidence and basis there is for this projection.</p> <p>(Please be aware, if insufficient evidence or basis is provided then the School Budget Bureau may elect to reduce the projected enrollment)</p>	<p>03 APR 2019</p>	<p>The school provided a narrative and graphic chart with enrollment information updated to the MAR submission window. The school stated they currently have 10 student enrollment packets in hand. The school seeks to open in AUG serving 60 students; 40 kinder and 20 1st grade for year 1.</p> <p>The school outlined its recruiting endeavors which included holding parent meetings at area schools, development of its Facebook page, and distribution of informational materials.</p> <p>Requested follow-up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Current lottery forms and current lottery forms as a percentage of</p>	<p>03 APR 2019</p>	<p>The school provided its "2019-20 Lottery Application", in both English and Spanish. The school indicated it held its Lottery Drawing on 31 MAR 2019. How many student</p>

	<p>membership projections on file with the School Budget Bureau. A copy must be sent to the CSD.</p>	<p>16 MAY 2019</p>	<p>enrollment applications has the school received to date?</p> <p>Requested follow-up: Please see embedded comments within the school’s document for update on current enrollment numbers.</p> <p><i>Review of Resubmitted Documents:</i> Thank you for resubmitting documentation with revisions for review; specifically, clarification on enrollment projection and lottery form. The requested changes have been made. No further action is necessary.</p>
<p>3-1.4. Budget Approval. NMAC § 6.20.2.9</p>	<p><input checked="" type="checkbox"/> An identified date for a scheduled Governing Body Meeting when the Governing Body plans to review and approve the Budget at an open meeting.</p> <p><i>(Should be after the May 15th final enrollment adjustments, but must be before the June 20th regulatory deadline.).</i></p>	<p>03 APR 2019</p>	<p>The school provided its Governing Board meeting minutes from the 24 JAN 2019 meeting. Indicating the Board will discuss and vote on its annual budget submission during the 23 MAY 2019 meeting. Such date is in alignment with the membership projections that are due to the CSD by 15 MAY 2019 and Budget approval to School Budget by early JUN 2019.</p> <p>Requested follow-up: None present at this time.</p>
<p>3-1.5. Enrollment processes and policies that comply with state and federal requirements.</p> <p><i>NMSA § 22-8B-4.1; NMAC § 6.80.4.19; NMAC § 6.80.4.13; New Charter Contract Section 5.(3)</i></p>	<p><input checked="" type="checkbox"/> Detailed enrollment, admission, and lottery policy.</p> <p>See CSD FAQ: Lottery</p>	<p>03 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided a detailed “enrollment lottery policy and procedure” that appears to align with current regulation to ensure equitable access for all New Mexico students. The CSD encourages the school to expand upon this current policy to support enrollment practices in subsequent years. Such as, intent to return processes.</p> <p>The school also provided a flow-chart for its enrollment processes, in both English and Spanish.</p> <p>Requested follow-up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents:</i> Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</p>

	<p><input checked="" type="checkbox"/> All necessary forms for enrollment, admission, and lottery, including admission application and lottery forms.</p>	<p>03 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided its registration packet in English. The CSD requests the school include request of the student’s Language Usage Survey on its “Permission for Release of Student Records” document (pg. 7). The CSD also recommends the school not include the Language Usage Survey in every registration packet, rather include distribution of the LUS during the registration process to ensure only appropriate students receive such form (such as kindergarten students and students new to NM public education).</p> <p>Requested follow-up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Evidence that school is advertising with newspapers, bulletin boards, and other methods.</p>	<p>03 APR 2019</p>	<p>The school provided its advertisement methods that include advertising on its school website, Facebook page, and flyers posted in public spaces.</p> <p>The CSD recommends the school continue to advertise a recruit through these final months of planning.</p> <p>Requested follow-up: None present at this time.</p>
<p>3-1.6. Status report on the development and acquisition of facilities that meet E-Occupancy, NMCI requirements, and ownership/lease requirements.</p> <p>NMSA § 22-8B-4.2.</p>	<p><input checked="" type="checkbox"/> Provide status report of all actions the school has taken to identify an appropriate facility.</p> <p>If the school has identified such a facility, please provide the following details:</p> <ol style="list-style-type: none"> 1) Expected date of receiving E-Occupancy certificate. 2) Any current outstanding construction items that must be completed before E- 	<p>03 APR 2019</p>	<p>The school provided a narrative outlining its status on obtaining its facility. The school indicated they signed a “Letter of Intent” with FYI on 21 DEC 2019, for use and remodel of their existing building. The school provided a Proposal for project management Services, dated 08 FEB 2019.</p> <p>The school did not however provide an updated E-Occupancy timeline. The CSD understands that is difficult to identify the anticipated dated of E-Occupancy when construction on the building is not complete. It is imperative however, the school create detailed timelines for facility processes to include each stage of construction, permitting, and E-Occupancy inspections.</p> <p>The CSD will request a detailed update on facilities during the MAY 2019 submission.</p> <p>Requested follow-up: None present at this time.</p>

	<p>Occupancy can occur.</p> <p>3) NMCI score OR expected date of receiving NMCI score.</p> <p>4) Approval from PSFA regarding ownership/lease requirements OR identify outstanding items that must be completed before PSFA approval can be secured.</p> <p>If the school has not identified an appropriate facility, please submit detailed planned actions, with timelines.</p>		
	<p><input checked="" type="checkbox"/> Provide evidence that contact has been made with PSFA regarding the facilities plan and that contact has been made within the last 30 days.</p>	<p>03 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided email communication between itself and PSFA. Original email communication dated 03 DEC 2018. PSFA stated they could schedule a visit to the school's proposed location in JAN 2019.</p> <p>Has this visit with PSFA happened?</p> <p>Requested follow-up: Please see embedded comments (within the school's document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
<p>3-1.7. Financial Control.</p>	<p><input checked="" type="checkbox"/> Provide adequate Internal Control Procedures</p> <p>NMAC § 6.20.2.11 – 6.20.2.18.</p>	<p>11 APR 2019</p>	<p>The school provided its Internal Control manual. The CSD is asking if the school's contracted business manager provided the internal control document or if the school developed it specific to Raices? Though the Internal Control manual appears to include procedures for most financial categories and procurement code, the manual appears to be vague in nature and not detailed for responsible parties and timelines and such. The CSD encourages the school to have its contracted business manager look over the manual for areas of clarification or added detail.</p>

		16 MAY 2019	<p>Requested follow-up: None present at this time.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Establish and implement written procurement procedures consistent with state and federal law and regulations.</p> <p><i>NMAC § 6.20.2.17; 34 CFR 74.44.</i></p>	<p>03 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided detailed Procurement policies and procedures that appear to align with regulation. It is imperative the school identify what procedural processes will be the responsibility of the school (school personnel) and the contracted business manager.</p> <p>Requested follow-up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
<p>3-1.8. Mandatory operational policies and procedures have been developed.</p> <p><i>New Charter Contract Section 5.(3)</i></p>	<p><input checked="" type="checkbox"/> Compulsory school attendance policies and procedures.</p> <p><i>NMSA § 22-12-2 et seq.</i></p>	<p>05 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided a detailed attendance policy and procedures that appears to align with the NM Compulsory Attendance law. However, the CSD has included comments within the document for points of clarity and possible revision.</p> <p>Requested follow-up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review; specifically, to remove SAT referrals from attendance early intervention. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Compulsory school attendance policies and procedures – Provision to conduct early intervention for students who have accumulated five (5) unexcused absences.</p> <p><i>NMSA § 22-12-9.</i></p>	<p>05 APR 2019</p>	<p>The school provided a detailed 5-day unexcused policy and procedures that appear to align with the NM Compulsory Attendance law. However, the CSD has included comments within the document for points of clarity and possible revision. Specifically, the school should consider an early intervention for 5-day unexcused absence as an attendance contract rather than referral to SAT.</p> <p>Requested follow-up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p>

		16 MAY 2019	Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.
<input checked="" type="checkbox"/> Tobacco free policies and procedures. <i>NMAC § 6.12.4.</i>		05 APR 2019	The school provided a detailed Tobacco and Alcohol Free policy and procedure that appears to align with regulation. Requested follow-up: None present at this time.
<input checked="" type="checkbox"/> Bullying (including hazing) prevention policies and procedures. <i>NMAC § 6.12.7.</i>		05 APR 2019	The school provided a detailed Bullying prevention policy and procedure that appears to align with regulation. Requested follow-up: None present at this time.
<input checked="" type="checkbox"/> Dual credit policies and procedures. <i>NMAC § 6.30.7.8.</i>			Not applicable, as the school will be serving grades K-5 in its full capacity.
<input checked="" type="checkbox"/> Distance learning policies and procedures. <i>NMAC § 6.30.8.</i>		05 APR 2019	The school provided a detailed Distance Learning policy and procedure that appears to align with regulation. The school also provided a thorough tracking log utilized by the school, parent, and student when make-up is being administered. Requested follow-up: None present at this time.
<input checked="" type="checkbox"/> Grade change policies and procedures. <i>NMAC § 6.30.10</i>		05 APR 2019	The school provided a detailed Grade change policy and procedure that appears to align with regulation. The school also provided a "Grade Change Request Form" and "Response Form". Requested follow-up: None present at this time.
<input checked="" type="checkbox"/> Policies, procedures, and any forms for ensuring parental access to information regarding professional qualifications of teachers, instructional support providers, and principals. <i>NMSA § 22-10A-16.</i>		05 APR 2019	The school provided a detailed policy and procedure for notifying parents of the teacher credentials that appear to align with regulation. The school also provided a draft letter the school will use to notify parents of their student's teacher qualifications. Requested follow-up: None present at this time.
<input checked="" type="checkbox"/> Student information system security policies		11 APR 2019	The school provided a student information system security policy and procedure that mostly align with

	<p>and procedures. <i>NMAC § 6.19.5.8.</i></p>	<p>16 MAY 2019</p>	<p>regulation. The CSD asks the school to expand this policy to ensure security over the school's Network that supports its SIS. Training is also recommended step within the school's procedures to ensure all individuals with access to student information is properly trained.</p> <p>Requested follow-up: Please see embedded comments (within the school's document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Staff discipline policies and procedures. <i>NMAC § 6.69.2.8.</i></p>	<p>11 APR 2019 16 MAY 2019</p>	<p>The school provided a staff discipline policy and procedures that most align with regulation. The CSD recommends the school include procedures for both licensed and non-licensed staff within this policy.</p> <p>Requested follow-up: Please see embedded comments (within the school's document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review; specifically clarification within the staff discipline policies and procedures to include licensed and non-licensed staff. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Policy, process, or plan to disseminate "Code of Ethics" and "Code of Professional Conduct" to all licensed employees. <i>NMAC § 6.60.9.81., 6.60.9.9.</i></p>	<p>11 APR 2019</p>	<p>The school provided a detailed process for disseminating "Code of Ethics" and "Code of Professional Conduct" to all licensed staff as well as requiring signature acknowledgement of receiving such documents.</p> <p>Requested follow-up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Policies and procedures for detention, suspension, or expulsion. <i>NMAC § 6.11.2.12.</i></p>	<p>11 APR 2019</p>	<p>The school provided a detailed detention, suspension, and expulsion policies and procedures that appear to align with regulation. The CSD recommends the school add to the detention procedure, contact method with parents/guardian.</p> <p>Recommended follow-up: Please see embedded comments (within the school's document) for requested additional review and revision.</p>
	<p><input checked="" type="checkbox"/> Student discipline</p>	<p>11 APR 2019</p>	<p>The school provided its student discipline policies and</p>

	<p>policies and procedures.</p> <p><i>NMSA § 22-5-4.3.</i> <i>NMAC § 6.11.2.1, et seq.</i></p>	<p>16 MAY 2019</p>	<p>procedures that appear to align with regulation. However, the CSD has included comments throughout the document for consideration for revision. Specifically, removing the governing board responsibilities from the 'disciplinary authority'.</p> <p>Requested follow-up: Please see embedded comments (within the school's document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Student Handbook.</p>	<p>19 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided its Student and Parent handbook that appears to be thorough and align with applicable state statute and regulation. The CSD encourages the school to revisit the comments (made by the CSD) throughout the handbook for points of clarity or possible revision.</p> <p>Requested follow-up: Please see embedded comments (within the school's document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Staff Handbook.</p>	<p>19 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided its Staff handbook that appears to be thorough and align with applicable state statute and regulation. The CSD encourages the school to revisit the comments (made by the CSD) throughout the handbook for points of clarity or possible revision.</p> <p>Requested follow-up: Please see embedded comments (within the school's document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
	<p><input checked="" type="checkbox"/> Status report on implementation of curriculum development plan.</p>	<p>19 APR 2019</p>	<p>The school provided an updated (from NOV submission) detailed chart broken into academic content areas that outlines success benchmark, responsible parties, time allotted and deadline for completion for each phase in the curriculum development plan. Most deadlines are</p>

			<p>marked by March 2019 or “In Progress”. The school identifies developing “Curriculum Teams” to during the curriculum development phases.</p> <p>Requested Follow-Up: None present at this time.</p>
<p>3-1.9. Curriculum plan.</p> <p><i>NMAC 6.29.1.9.</i></p>	<p><input checked="" type="checkbox"/> Status report on implementation of Special Population Development Plans.</p>	<p>19 APR 2019</p>	<p>The school provided an updated (from NOV submission) detailed chart broken into academic content areas that outlines success benchmark, responsible parties, time allotted and deadline for completion for each phase in the curriculum development plan. Most deadlines are marked by March 2019 or “In Progress”. The school identifies developing “Curriculum Teams” to during the curriculum development phases.</p> <p>Requested Follow-Up: None present at this time.</p>
<p>3-1.10. Protocols and Policies for Implementation of RTI and SAT processes.</p> <p><i>NMAC § 6.29.1.9;</i> Rtl State Guidance Manual.</p>	<p><input checked="" type="checkbox"/> RTI & SAT policies and procedures.</p>	<p>19 APR 2019</p> <p>16 MAY 2019</p>	<p>The school provided its SAT/ Rtl procedures. The CSD recommends the school expand upon its current progress monitoring timeframe to allow a reasonable amount of time to adjust interventions and monitor the student’s response to each intervention.</p> <p>Requested follow-up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
<p>3-1.11. Special Education.</p> <p><i>IDEA 2004;</i> <i>29 U.S.C. § 701</i> <i>(otherwise known as Section 504 of the Rehabilitation Act of 1973);</i> <i>NMSA § 22-13-5 -- 22-13-8; NMSA 22-13-5 -- 22-13-8);</i> <i>NMAC 6.29.1.9;</i> <i>NMAC § 6.29.5.1, et seq.;</i> <i>NMAC § 6.31.2, et seq.;</i> <i>NMAC § 6.10.8.9;</i></p>	<p><input checked="" type="checkbox"/> ELL services. --Provide evidence that school has consulted with the ELL Bureau and reviewed the relevant technical assistance manuals.</p> <p>Through the CSD-provided implementation training and/or individual school or group consultation, a school is required to show consultation with the Language and Culture Bureau.</p>	<p>11 APR 2019</p>	<p>The school provided email communications with the Language and Culture Bureau along with evidence of “Servicing ELL Students” training provided through the Language and Culture Bureau, on 14 JAN and 25 MAR 2019.</p> <p>Requested follow-up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Special Education and 504 Services. --Provide</p>	<p>11 APR 2019</p>	<p>The school provided email communications with the Special Education Bureau, seeking a meeting with the</p>

<p>New Charter Contract Section 5.3</p>	<p>evidence that school has consulted with the Special Education Bureau and discussed IDEA and 504 requirements.</p> <p>Through the CSD-provided implementation training and/or individual school or group consultation, a school is required to show consultation with the Special Education Bureau.</p>		<p>bureau. To the date of the submission, the Special Education Bureau had not scheduled a meeting with the school’s leadership team. The CSD encourages the school to continue reaching out the senior leadership of Special Education Bureau. Along with, reviewing the technical assistance manuals on the bureau’s website.</p> <p>Requested follow-up: None present at this time.</p>
	<p><input checked="" type="checkbox"/> Indian Education – Provide evidence that school has consulted with the Indian Education Division to determine the need for and if necessary, to develop any needed Native American policies, procedures, and memorandums.</p> <p>(Through the CSD-provided implementation training and/or individual school or group consultation, a school is required to show consultation with the Indian Education Division regardless of whether a school will be seeking to provide a culturally-relevant or maintenance and revitalization program.)</p> <p>NMSA § 22-23A (Indian Education Act). NMAC § 6.10.8.9. NMAC § 6.35.2</p>	<p>11 APR 2019</p> <p>17 MAY 2019</p>	<p>The school <u>did not</u> provide documentation as evidence of consultation with the Indian Education Bureau, as required for this indicator.</p> <p>Requested Follow-Up: The school provide evidence it has consulted with the Indian Education Bureau to establish a line of contact along with awareness of policies and procedures the school may need to develop.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review; specifically, an email communication dated 16 MAY 2019 from the school to the Indian Education Bureau. The requested changes have been made. No further action is necessary.</i></p>

SUMMARY REPORT - ITEMS DUE BY MARCH 1st

3-1.12. Conference, discussion, and review of any findings, issues, or concerns.		03 MAY 2019	The school met with the CSD staff (in person) to discuss the MAR submissions and answer any questions regarding the revisions needed by the school.
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INDICATORS	DOCUMENTATION	Date Complete	FINDINGS/COMMENTS
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ITEMS DUE BY MAY 15th.

5-15.1. Resolve all findings with the Implementation Year Checklist.	<input checked="" type="checkbox"/> Revised policies and additional documentation to address and resolve all findings, issues, and concerns identified in the March 1 st review or discussed during the March 1 st conference.	22 MAY 2019	<p>The school provided revised documentation from the MAR in-person status conference, to include revision and recommended changes to policies and procedures in the MAR indicators.</p> <p>Requested Follow-Up: None present at this time.</p>
5-15.2. Director / Principal / Administrator in place and holds administrative license. <i>NMSA § 22-10A-3;</i> <i>NMSA § 22-8B-10.</i>	<input checked="" type="checkbox"/> Copy of administrator's license(s) or plan for obtaining licensure within 90 days of contract effective date. <input checked="" type="checkbox"/> Signed contract with position description.	19 MAY 2019 19 MAY 2019	<p>The school provided evidence of the head administrator licensure, issued through NM PED. The school has identified Angela Flor Armstrong at its head administrator and her license is effective 01 JUL 2017 through 30 JUN 2022. The school also provided evidence of Angela Flor Armstrong's K-8 Level 3 teaching license.</p> <p>Requested Follow-Up: None present at this time.</p> <p>The school provided evidence of a signed contract for the head administrator, effective 01 JUL 2019 through 30 JUN 2020. The contract was signed by the Board President and the Head Administrator on 15 MAY 2019.</p> <p>Requested Follow-Up: None present at this time.</p>
5-15.3. Membership Projections & Enrollment. <i>NMSA § 22-8-12.1.</i>	<input checked="" type="checkbox"/> Provide an update on lottery form submissions or current enrollment by grade level and as a percentage of the March 1 st projected enrollment.	19 MAY 2019	<p>The school provided a table outlining current enrollment to date of 15 MAY 2019. The school states they have 46 Kindergarten and 13 1st grade students enrolled, for a total of 59 students.</p> <p>The CSD encourages the school to continue recruiting and enrolling students to meet the established projected enrollment target of 60 students come AUG 2019. Specifically, recruiting for the 1st grade class to reach the projected enrollment of 20 students.</p>

<p>5-15.6. An electronic system for management of student data has been implemented and is compatible with STARS.</p> <p><i>NMSA § 22-10A-19.2.</i></p>	<input checked="" type="checkbox"/> Provide name of software the school plans on using and name of entity that publishes, manages, or operates the software.	19 MAY 2019	<p>The school provided a narrative indicating the school will utilize Tyler Student Information System and its SIS.</p> <p>Requested Follow-Up: None present at this time.</p>
	<input checked="" type="checkbox"/> Provide evidence software is compatible with STARS.	19 MAY 2019	<p>The school provided email communication between the school and the NM PED IT department, confirming TylerSIS is compatible with STARS.</p> <p>Requested Follow-Up: None present at this time.</p>
<p>5-15.7. Assessment Plan Developed.</p> <p><i>NMAC § 6.80.4.9(E).</i></p>	<input checked="" type="checkbox"/> Should the school wish to provide Interim assessments the school must provide evidence that interim assessments have been identified and budgeted, and that there has been contact with an identified assessment company.	19 MAY 2019	<p>The school provided correspondence with Tom Genne who serves as the District Test Coordinator for the NACA Inspired Schools Network and will be providing the school support in administering interim and state-mandated assessments. T. Genne provided a timeline for administration per assessment and the fiscal responsibility for each assessment; either state subsidized, NACA subsidized, or an expense to the school.</p> <p>Assessment breakdown included: NWEA, NM-APT, WIDA Screener, iStation, IPT (Spanish and English), and WIDA ACCESS.</p> <p>The CSD asks the school to consult with the Assessment Bureau to seek guidance on having an individual that is not an employee of the school serving as it 'District Test Coordinator'. If this is an allowable practice confirmed by the Assessment Bureau, the CSD encourages the school to designate a "Site Test Coordinator" to facilitate the test security and administration needs at the school level.</p> <p>Requested Follow-Up: None present at this time.</p>
	<input checked="" type="checkbox"/> Provide plan and schedule for administration of interim assessment(s) and for administration of PARCC,	19 MAY 2019	<p><i>The school provided communication via an email from Tom Greene, confirmation that he can serve as the school's DTC, while the school should designate a school-site test coordinator to support the test security and administration.</i></p> <p>The school provided an assessment breakdown per Fall, Winter, and Spring timeframes for the administration of each assessment (school selected interim assessments and state-mandated). The assessment tentative schedule appears to align with state-mandated</p>

	W-IDA / W-APT / ACCESS or any other planned assessments.		assessment administration schedules. Requested Follow-Up: None present at this time.
5-15.8.Staffing Plan.	<input checked="" type="checkbox"/> Status report on recruitment and hiring to meet staffing plan provided in application.	19 MAY 2019	The school provided a table (per position) the school plans to fill with licensed personnel/teachers. The table provided was primarily blank, with the exception of the Director of Operations position, which has been filled at this time. The school also provided job descriptions for each position it plans to hire, however, did not provide information on the status of the hiring for each position or action steps it has taken to secure teachers for the first year of operations. Has the school hired its Kindergarten and 1 st grade classroom teacher(s)? Requested Follow-Up: Evidence of the hiring status the school is on track to finalize the staffing needs during its first year of operations.
		30 MAY 2019	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, timeframes and recruiting efforts the school has made to hire all teachers and school staff. The requested changes have been made. No further action is necessary.</i> The CSD requests an update once all licensed teaching staff have been officially hired.
	<input checked="" type="checkbox"/> Timelines to secure licensing and backgrounds for each prospective staff member.	21 MAY 2019	The school provided a table (per position) for the hiring status update; however, the table was primarily blank and did not include a status update for the hiring of the licensed personnel/teachers. Nor did the table include timelines for obtaining licensure, background check, and contract signing requirements, as requested in this indicator. Requested Follow-Up: The school to update the table provided with information on where the school currently is in hiring the teachers/staff needed for the first year of operations, along with status update on where the school currently is in securing appropriate licensure, background check(s) and signing of contract(s).
		30 MAY 2019	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, timeframes for obtaining appropriate licensure, background checks, and contracts for teachers and school staff. The requested</i>

			<i>changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Special education staffing plan / contracts.	21 MAY 2019	The school provided a table outlining ancillary service providers the school has been in contact with for contracting ancillary services. However, this indicator also is requesting information on how the school plans to meet the special education staffing needs outside of ancillary services. Does the school plan to hire a special education teacher? How does the school plan to handle all of the special education needs of the school (i.e., direct service provided to students, facilitate IEP development and meetings, and assisting general education teachers to ensure accommodations are supported in the classroom, etc.)? The documentation provided did not include a status of securing licensed personnel to support the special education needs of the school, outside of ancillary service providers. Requested Follow-Up: The school provide an update on how it plans to meet all special education needs of the school, in addition to ancillary service providers.
		28 MAY 2019	Review of Resubmitted Documents: Thank you for responding to the CSD's question regarding the status of meeting the requirements for this indicator. The school provided an email stating it plans to hire a Special Education teacher at 0.50FTE for the first year. The school did not however, provide an update on the status of hiring the special education teacher nor the actions the school has taken so far to secure a special education teacher. The school needs to provide documentation of the status and/or action steps taken to secure a special education teacher (even if only at 0.50FTE, contract would need to reflect the FTE or amount of time the special education teacher will be providing the school).
		30 MAY 2019	Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, timeframes for obtaining appropriate licensure, background checks, and contracts for a special education teacher. The requested changes have been made. No further action is necessary. The CSD requests an update once all licensed teaching staff have been officially hired.
5-15.9. Professional development plan. <i>New Charter Contract</i>	<input checked="" type="checkbox"/> Plan and forms to implement professional development plans (PDPs) for individual teachers.	21 MAY 2019	The school provided a robust and thorough outline for professional development that will be provided to teachers and school personnel during the summer and weekly throughout the academic year. Also included in the outline is a timeframe for when individual teacher

		28 MAY 2019	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, the school's initial employee benefit set-up communication with NMPSIA, along with documentation. The requested changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Risk coverage policy (may include property insurance, liability insurance, workers' compensation, student catastrophic insurance, student accident insurance, boiler & machinery insurance, and underground storage tanks coverage).	21 MAY 2019	The school provided evidence of general liability, auto and physical damage and crime coverage provided through NMPSIA. Requested Follow-Up: None present at this time.
5-15.11.Health, Safety, and Wellness Policy Requirements <i>NMAC 6.29.1.9(O)(6) NMAC § 6.12.1, et seq. NMSA § 30-7-2.1 NMSA § 32A-2-33 Wellness Policy Guidance Document; Safe Schools Policy Guidance Document; Health Education Guidance Document; Homeless Policy Guidance Document; Charter Contract</i>	<input checked="" type="checkbox"/> Health services policies and procedures. <i>NMAC § 6.12.2; Wellness Policy Guidance Document.</i>	28 MAY 2019 31 MAY 2019 04 JUN 2019	The school provided its Health Services policies and procedures that mostly align with regulation. The CSD asks the school to include <u>all</u> components of regulation specific to health services, to include: <ol style="list-style-type: none"> 1) 6.12.2.8(C)[2], expiration of approved immunization waivers; AND 2) 6.12.8(D), immunization provisions for military families/students. Requested Follow-Up: Please see embedded comments (within the school's document) for requested revision. The school did not provide revised health services policies and procedures, as requested to meet the criteria for this sub-indicator. <i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, revisions to the school's Immunization policy to include all components of regulation within the Health Services overall policy. The requested changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> School has provided evidence that it has developed wellness policies and procedures pursuant to NMAC § 6.12.6 and submitted these to the Safe and Healthy Schools Wellness	28 MAY 2019	The school provided two versions of its Wellness Policy. The CSD sent an email to the school leadership team, seeking clarification for which Wellness Policy is the school's final draft that should be reviewed. Furthermore, has the school submitted its initial Wellness Policy to the Safe and Healthy School Bureau for review, as specified in this sub indicator requirements? The school will be responsible for

	<p>Bureau for review.</p> <p><i>NMAC § 6.12.6; Wellness Policy Guidance Document.</i></p>	<p>31 MAY 2019</p>	<p>submitting its Wellness Policy for review and approval every 3 years.</p> <p>Requested Follow-Up: Evidence the school has submitted its initial Wellness Policy to the Safe and Healthy School Bureau for review and feedback. Scheduling a (in-person or by phone) meeting with the Bureau personnel (Jimmie Thompson oversees school Wellness Policy review) or communications via email will serve as evidence to satisfy this indicator.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, revision to the school's Wellness policy. The requested changes have been made. However, the school did not provide evidence it has coordinated with the Safe and Healthy Schools Bureau for submitting the Wellness Policy for Bureau review.</i></p> <p>The CSD asks the school again, please submit the Wellness Policy to Jimmie Thompson with the Safe and Healthy Schools Bureau, for a Bureau level review and approval.</p>
	<p><input checked="" type="checkbox"/> School has provided evidence that it has developed an initial Safe School Plan pursuant to NMAC § 6.12.6 and submitted it to the Coordinated School Health and Wellness Bureau for review.</p> <p><i>NMAC § 6.12.6; Safe Schools Guidance Document.</i></p>	<p>28 MAY 2019</p>	<p>The school provided its initial Safe School Plan (SSP) that appears to align with the rubric provided through the Safe and Healthy School Bureau.</p> <p>The school will be responsible for providing its Safe School Plan (SSP) for formal review to the Safe and Healthy Schools Bureau in DEC 2019. Specifically, Lisa Hecker with the bureau reviews and approves school SSPs.</p> <p>Requested Follow-Up: None present at this time.</p> <p>The CSD reminds the school to please submit its Safe School Plan (SSP) for formal review to the Safe and Healthy Schools Bureau in DEC 2019.</p>
	<p><input checked="" type="checkbox"/> Plan for implementation of required emergency drills, including dates and types of drills for the school year.</p> <p>NMSA §22-13-14</p>	<p>28 MAY 2019</p>	<p>The school provided its emergency drill policy and procedures that align with the regulation recently approved during the 2019 Legislative Session. The school also provided a tentative schedule to include the date and type of drill the school will conduct to ensure compliance with frequency and type of all required emergency drill.</p> <p>Requested Follow-Up: None present at this time.</p>

		<p>31 MAY 2019</p>	<p>CSD the final draft of this policy?</p> <p>If this is a final draft of the school’s Homeless youth compliant policy, the CSD has included comments throughout the document for the school to review and revise the policy to better align with McKinney Vento Federal and State guidance. Specifically, including a level of dispute between the school and state liaison to involve the school’s governing board.</p> <p>Requested Follow-Up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, updating the school’s McKinney Vento compliant policy to include the governing board, between the school and state-level dispute. The requested changes have been made. No further action is necessary.</i></p>
<p><input checked="" type="checkbox"/> Homeless education and assistance policies and procedures.</p> <p><i>Homeless Policy Guidance Document, NM Educational Stability Guidelines. .</i></p>		<p>28 MAY 2019</p> <p>31 MAY 2019</p>	<p>The school provided its Homeless education and assistance policy and procedures that mostly align with Federal and State guidance. The CSD has included comments throughout the document for the school to review and revise the policy/procedures to better align with McKinney Vento Federal and State guidance.</p> <p>Requested Follow-Up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, updating the school’s homeless education policies and procedures. The requested changes have been made. No further action is necessary.</i></p>
<p><input checked="" type="checkbox"/> Immunizations policies and procedures.</p> <p><i>NMAC § 6.12.2.8.</i></p>		<p>28 MAY 2019</p>	<p>The school provided its Immunization policy and procedures that mostly align with regulation. The CSD has included comments throughout the document for the school to review and revise the policy/procedure to include <u>all</u> components of regulation. Specifically, expiration of approved immunization exemptions waivers and immunization provisions for military families.</p> <p>Requested Follow-Up: Please see embedded comments (within the school’s document) for requested additional review and revision.</p>

		31 MAY 2019	The school <u>did not</u> provide revised immunization policies and procedures, as requested to meet the criteria for this sub-indicator.
		04 JUN 2019	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, revisions to the school's Immunization policy to include all components of regulation and an immunization tracking document. The requested changes have been made. No further action is necessary.</i>
	<input checked="" type="checkbox"/> Pest Control policies & procedures. NMAC 6.29.1.9(P)(6).	28 MAY 2019	The school provided its policy and procedures for pest control management that appear to align with regulation. Requested Follow-Up: None present at this time.
5-15.12.Special Education. IDEA 2004; 29 U.S.C. § 701 (otherwise known as Section 504 of the Rehabilitation Act of 1973); NMSA § 22-13-5; NMSA § 22-13-8); NMAC 6.29.1.9; NMAC § 6.29.5.1, et seq.; NMAC § 6.31.2, et seq.	<input checked="" type="checkbox"/> School special education & 504 policies and procedures.	28 MAY 2019	The school provided its Special Education and 504 policies/procedures that mostly align with Federal and State guidance and regulation. The school provided an "Initial 504 Process" template that will be used for development of student 504 plans. It appeared, through the documentation provided, that the school may be meshing together 504 Plan processes and SAT processes. The CSD recommends the school consult with the Special Education Bureau and the Safe and Healthy Schools Bureau for clear guidance on how to develop concise procedures for handling both processes (504 plans and SAT) that serve student needs in different ways. Recommended Follow-Up: The school read through the comments made by the CSD throughout the document for consideration of revision, for clarification purposes.
	<input checked="" type="checkbox"/> Completed special education template. Memorandum from	31 MAY 2019	<i>Review of Resubmitted Documents: Thank you for resubmitting documentation; specifically, the resources and documentation the school will utilize for developing and managing student 504 Plans and SAT process. The requested changes have been made. No further action is necessary.</i>
		28 MAY 2019	The school provided all 8 chapters of the special education template, as requested by the Special Education Bureau. Requested Follow-Up: None present at this time.

			and copy of WIDA ACCESS assessment outcomes within the student cumulative file, as required per Federal regulation. Requested Follow-Up: None present at this time.
5-15.13.School Directed Program Time Requirements. NMSA § 22-8-9; NMSA § 22-2-8.1; NMAC 6.29.1.9(J); Instructional Hour Worksheet.	<input checked="" type="checkbox"/> Provide a school schedule, calendar, or any other necessary documentation that ensures minimum school directed program time is provided for the grades served and adequate instructional time is provided to support the school program.	28 MAY 2019	The school provided its School Calendar for the 2019-20 year. The school indicated it will provide a 5-day school week, to include 183 Instructional Days and 4 In-Service Teacher Professional Development days. The CSD has reached out to the Teaching and Learning Bureau to confirm the recently approved requirements for total hours of teacher professional development that must be provided throughout the academic year. The CSD will update the school leadership team once information becomes available. Requested Follow-Up: None present at this time. However, the school may need to include additional teacher professional development hours within its academic calendar for 2019-20.
5-15.14.High school and middle school requirements. (This indicator is applicable only to schools that serve grades 6-12.)	<input type="checkbox"/> Graduation requirements. (Only applicable for schools that serve grade 12) <i>NMSA § 22-13-1.1</i>		Not applicable, as the school will serve grades K-1 during its first year of operations. The school will serve grades K-5, once all grade levels are rolled out.
<i>New Charter Contract Section 5.(3)</i>	<input type="checkbox"/> Next Step Plan forms, policies and procedures. (Only applicable for schools that serve grades 8-12). <i>NMSA § 22-13-1.1</i>		Not applicable, as the school will serve grades K-1 during its first year of operations. The school will serve grades K-5, once all grade levels are rolled out.
	<input type="checkbox"/> School Athletic Equity policies and procedures (Only applicable for schools that serve grades 7-12). <i>NMAC § 6.13.4</i>		Not applicable, as the school will serve grades K-1 during its first year of operations. The school will serve grades K-5, once all grade levels are rolled out.
	<input type="checkbox"/> Provide evidence school shall offer at least one honors or similar academically rigorous		Not applicable, as the school will serve grades K-1 during its first year of operations. The school will serve grades K-5, once all grade levels are rolled out.

	<p>class each in mathematics and language arts.</p> <p><i>NMSA § 22-13-1.4.</i></p>		
	<p><input type="checkbox"/> Provide evidence school has a signed Dual Credit Master Agreement with an institution of higher education.</p> <p><i>NMSA § 22-13-1.4.</i></p>		<p>Not applicable, as the school will serve grades K-1 during its first year of operations. The school will serve grades K-5, once all grade levels are rolled out.</p>
	<p><input type="checkbox"/> Provide evidence school has a program of distance learning courses in place.</p> <p><i>NMSA § 22-13-1.4.</i></p>		<p>Not applicable, as the school will serve grades K-1 during its first year of operations. The school will serve grades K-5, once all grade levels are rolled out.</p>
	<p><input type="checkbox"/> Provide evidence school is prepared to offer at least two years of a language other than English.</p> <p><i>NMSA § 22-13-1.4.</i></p>		<p>Not applicable, as the school will serve grades K-1 during its first year of operations. The school will serve grades K-5, once all grade levels are rolled out.</p>

SUMMARY REPORT - ITEMS DUE BY MAY 15th.

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<p>5-15.15. Attend all planning year conferences to discuss issues,</p>	<p><input checked="" type="checkbox"/> School scheduled a conference with CSD within 10 days of receiving the May 15th</p>	<p>31 MAY 2019</p>	<p>Not applicable, as the school did not require a conference call for the MAY submission requirements. Status update for the MAY submission requirements were managed through email communications.</p>
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concerns, and findings identified in the Implementation Year Checklist.	Summary Report.		
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INDICATORS	DOCUMENTATION	Date of Completion	FINDINGS
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ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE
If the school fails to meet any of the following indicators, the CSD will inform the PEC. At that time, the PEC will take appropriate action, which may include voting to halt the commencement of operations.

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

	<input type="checkbox"/> The curriculum identifies the units and lessons that teachers will teach.		
	<input type="checkbox"/> The curriculum identifies assignments and projects that will be given to students.		
	<input type="checkbox"/> The curriculum identifies the books, materials, videos, presentations, and readings used in a course.		
	<input type="checkbox"/> The curriculum identifies the tests, assessments, and other methods used to evaluate student learning		
P-O.3.School has implemented and adopted a budget and all mandatory policies.	<input type="checkbox"/> Signed statement from the governing body that the final budget, the final operating budget, and any revised policies were adopted and implemented by the governing body.		
	<input type="checkbox"/> If the school is at less than 95% of budgeted enrollment, the school provides a plan to adjust spending/budget to account for lower enrollment.		
P-O.4.Development / acquisition of facilities that meet E-Occupancy, NMCI requirements, and	<input type="checkbox"/> School has secured a facility that meets educational occupancy standards (E-Occupancy) and school has provided		

ownership/lease requirements (22-8B-4.2 NMSA)	evidence of an E-Occupancy certificate.		
	<input type="checkbox"/> Evidence of sufficient New Mexico Condition Index.		
	<input type="checkbox"/> Copy of lease or approved lease purchase agreement. If the lease is with a private lessor or foundation, the school provides assurances that the lease meets maintenance requirements. NMSA §22-8B-4		
P-O.5. Recruitment and hiring of adequate number of teachers and support personnel to match assignments and staffing plan, as adapted for actual enrollment	<input type="checkbox"/> Copies of licenses and credentials or a plan for obtaining required licensure 90 days within the contract effective are within the staff files.		
	<input type="checkbox"/> School has necessary licensure to teach curriculum, identified classes, and grade levels or a plan for obtaining required licensure 90 days within the contract effective.		
	<input type="checkbox"/> Signed contract(s) supporting minimum salaries and detailed position descriptions are within each staff file.		
	<input type="checkbox"/> Criminal background checks and fingerprinting documentation are within each staff file		
	<input type="checkbox"/> School has evidence of a licensed special education provider and a licensed gifted provider		

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

SUMMARY REPORT - ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE

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**SCHOOL SPECIFIC CONDITIONS FROM APPLICATION APPROVAL
(CSD Use Only)**

If the school fails to meet any of the following conditions, the CSD will inform the PEC. At that time, the PEC will take appropriate action, which may include voting to halt the commencement of operations.