



## 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: Solare Collegiate Charter School

School Address (if known): [Click here to enter text.](#)

School Location (City/Town): [Click here to enter text.](#)

School District Within Which The Proposed School Will Be Located: [Click here to enter text.](#)

Grades To Be Served: [Click here to enter text.](#)

Requested Enrollment Cap: [Click here to enter text.](#)

### Founder Contact Information:

Primary Contact Person: [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zip: [Click here to enter text.](#)

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: [Click here to enter text.](#)

**Secondary Contact Person:** [Click here to enter text.](#)

Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zip: [Click here to enter text.](#)

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: [Click here to enter text.](#)

### Foundation / Sponsoring Organization Information:

Foundation / Sponsoring Organization Name (if applicable): [Click here to enter text.](#)

Principal Officer: [Click here to enter text.](#)

Mailing Address: [Click here to enter text.](#)

City: [Click here to enter text.](#) State: [Click here to enter text.](#) Zip: [Click here to enter text.](#)

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

Alternate Tel: [Click here to enter text.](#) E-Mail: [Click here to enter text.](#)

## 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<sup>th</sup>)**  
*(Materials will be provided 8 days in advance of the PEC Meeting in which the commencement of operations vote is taken.)*

INDICATORS	DOCUMENTATION	DATE OF COMPLETION	FINDINGS
C.1. Timely obtain standing as an approved Board of Finance <b>no more than 120 days</b> 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>	16 NOV 2018	During the 16 NOV 2018 regular monthly meeting, the PEC voted to approve Solare Collegiate Charter 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 checked="" 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>31 MAY 2019</p>	<p>The school provided evidence of a signed lease for the temporary location the school will be operating out of AUG – DEC 2019. The lease is for the 1404 Lead Ave SE, Albuquerque, NM 87106 facility.</p> <p>The school also provided evidence of an executed lease for the school’s permanent facility it will begin operating out of JAN 2020.</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>18 APR 2019</p>	<p>The school participated in a phone conference with the CSD for the NOV and MAR checklist status update. A phone conference for the MAY checklist status was not necessary.</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>26 MAY 2019</p>	<p>The school has provided all revised documentation to satisfy the indicators within the November, March, and May submission checklist.</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>07 MAY 2019</p>	<p>The school negotiated its charter school contract and academic performance framework with the Public Education Commission on 07 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.	24 AUG 2018	The school did not have deficiencies, noted by the PED or PED, within its Charter Application.
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.	15 MAY 2019	The school provided evidence of the head administrators 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
<b>ITEMS DUE BY NOVEMBER 15<sup>th</sup></b>			



<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;</i> <i>NMSA § 22-8-12.3;</i> <i>NMSA § 10-15-1;</i> <i>NMSA § 14-2-1, et seq.</i> <i>New Charter Contract Section 4.(5)</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>17 OCT 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, and email for all seven (7) board members.</p> <p><b>Requested Follow-Up:</b> None present at this time.</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>17 OCT 2018</p>	<p>The school provided a narrative of its efforts to create a 501(c)(3), the Solare Collegiate Foundation. However, the process is in its infancy stages, according to the school. The school stated they will provide updated information on the creation of the Foundation when new details become available.</p> <p><b>Requested Follow-Up:</b> The school provide more detailed information in regards to its Foundation, to include the name(s) of principal officer(s), and their contact information, once available.</p>
	<p><input checked="" type="checkbox"/> School bylaws.</p>	<p>17 OCT 2018</p>	<p>The school has an established bylaws consisting of seven (7) Articles, and incorporating the items as required by regulation.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Bylaws – Provision for replacing and removing members.</p>	<p>17 OCT 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><b>Requested Follow-Up:</b> 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>17 OCT 2018</p>	<p>Provisions for the Audit and Finance committees have been created in accord with the regulation. It is indicated that the Finance Committee shall comply with NMSA Section 22-8-12.3(B).</p> <p><b>Requested Follow-Up:</b> 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>17 OCT 2018</p>	<p>The school provided a detailed chart to include the designation of its Audit and Finance Committee(s). The school indicated two (2) board members will serve on the school's Finance Committee and seven (7) individuals will serve on the school's Audit Committee to include: three (3) board members, one (1) parent of an enrolled student, one (1) community member with finance experience, the school's head administrator, and the school's licensed business manager.</p>

			<p><b>Requested Follow-Up:</b> 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>	17 OCT 2018	<p>The school provided evidence of publicly noticing governing board meetings via the school's website. The evidence specifically included a screenshot of the school's website, publicly noticing 2018 September and October's regularly scheduled governing board meeting(s). The school indicated it will follow the New Mexico Attorney General Office guidance on publicly noticing open meetings which include 10-day notice for regular meeting(s), 3-day notice for special meeting(s), and 24-hour notice for emergency meeting(s).</p> <p><b>Requested Follow-Up:</b> 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>	17 OCT 2018	<p>The school provided a detailed template of a governing board meeting notice and agenda to include the date, time, and location, along with action items explicitly outlined.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> School IPRA policy and procedures that comply with state law.</p> <p><i>NMSA § 14-2-1, et seq.</i></p>	17 OCT 2018	<p>The school provided a detailed 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.</p> <p><b>Requested Follow-Up:</b> Please see embedded comments on page 11 of 12 (of the school's document) and incorporate the minor change(s) noted.</p>
		09 APR 2019	<p><b>Review of Resubmitted Documents:</b> <i>Thank you for resubmitting documentation with revisions for review. The requested changes have been made. No further action is necessary.</i></p>
<p>11-15.2.Initial Basic Operating Policies and Procedures have been developed and approved by Governing Body.</p> <p><i>New Charter Contract Section 6</i></p>	<p><input checked="" type="checkbox"/> School conflict of interest policy and procedures.</p> <p><i>NMSA § 22-8B-5.2.</i></p>	17 OCT 2018	<p>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; has the school developed such annual statement document?</p> <p>The procedures include determination of a potential conflict of interest as well as action that will be taken if such policy is knowingly violated.</p>

			<p><b>Recommended Follow-Up:</b> Please see embedded comment on page 2 of 11 (of the school’s document) for <i>recommended</i> information to be included. Please also follow-up with the conflict of interest “Annual Statement” document.</p> <p><b>09 APR 2019</b> <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"/> Anti-nepotism policy and procedures.  <i>NMSA § 22-8B-10.</i>	17 OCT 2018	<p>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 the board deems it appropriate or necessary to waive the nepotism rule.</p> <p><b>Requested Follow-Up:</b> Please see embedded comment on page 2 of 11 (of the school’s document) for requested follow-up action.</p> <p><b>09 APR 2019</b> <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>	17 OCT 2018	<p>The school provided a detailed background check policy that appears to align with statute. The school also provided procedures for obtaining background check(s); however, the procedures are lacking some significant details for how the school will handle “clearing” background checks for non-licensed staff person(s).</p> <p><b>Requested Follow-Up:</b> Please see embedded comments on pages 3 and 4 (of the school’s document) for additional details needed within the school’s background check procedures, specific to non-licensed staff.</p> <p><b>09 APR 2019</b> <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.	17 OCT 2018	<p>The school provided a detailed FERPA policy and procedure that appears to mostly align with Federal Regulation. However, it is requested the school</p>	

	20 U.S.C. § 1232g.		<p>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><b>Requested Follow-Up:</b> Please see embedded comments on page 6 (of the school’s document) for revision/removal to language mentioned above.</p> <p><b>09 APR 2019</b> <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 complaints.	17 OCT 2018	<p>The school provided a detailed grievance policy for both school personnel and student, parent and legal guardian(s). It is requested the school add a step within the school personnel compliant process to discuss alleged compliant with “respondent” prior to providing a decision regarding the compliant. All parties should be provided the opportunity to discuss alleged complaints.</p> <p><b>Requested Follow-Up:</b> Please see embedded comments on page 7 (of the school’s document) for requested additional steps within the grievance processes.</p> <p><b>09 APR 2019</b> <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"/> Volunteer policies and procedures.  <i>NMAC § 6.50.18.8.</i>	17 OCT 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. The school’s procedure includes all “regular volunteers” signing the Volunteer Pledge, which also aligns with regulation.</p> <p><b>Requested Follow-Up:</b> None present at this time. However, has the school developed the volunteer application mentioned in the procedure?</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	08 OCT 2018	<p>The school provided a detailed schedule of all governing board meetings for the 2018-19 academic year. Specifically, the school identified 21 MAY 2019 as the meeting the governing board will approve Year-1</p>

	<p>review and approve the Budget at an open meeting.</p> <p><i>(Should be after the May 15<sup>th</sup> final enrollment adjustments, but must be before the June 20<sup>th</sup> regulatory deadline.).</i></p>		<p>budget.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
<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.</p> <p><i>NMAC § 6.20.2.18.</i></p>	<p><input checked="" type="checkbox"/> Bank records or other evidence that shows a public entity account has been established at a NM banking institution.</p>	<p>15 NOV 2018</p>	<p>The school provided evidence of an established NM banking institution with New Mexico Bank and Trust. Evidence included a screenshot of the newly opened bank account for Solare Collegiate Charter School.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Tax ID numbers.</p>	<p>15 NOV 2018</p>	<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 11 SEPT 2018.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> W-9 Substitute Form (submitted to DFA through PED).</p>	<p>15 NOV 2018</p>	<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><b>Requested Follow-Up:</b> 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 15<sup>th</sup>.</p>	<p>12 OCT 2018</p>	<p>The school provided a detailed chart to include timeline(s), success benchmark(s), and responsible parties for each phase in developing and implementing the school curriculum plan. The development plan outlines a breakdown of tasks to include content standard breakdown, scope and sequence, unit and lesson plans for the first year of operations, along with identifying elements of state-mandated assessments to integrate within the curriculum.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Written Special Population Services development plan, to</p>	<p>12 OCT 2018</p>	<p>The school provided an overview chart to include comprehensive timeline(s), draft due date(s), approval date(s), and responsible parties for development of</p>

	<p>ensure development of plans, policies, and procedures to serve special education, ELL, and 504 Plans.</p>		<p>policies/procedures for: students with disabilities, students with 504 plans, gifted students, and English language learners. The school also provided more detailed chart(s) breaking down specific development of policy/procedures to be completed within each student subgroup; such as responsibilities to serve students with disabilities, non-discrimination policy, language assistant program, and responsibilities to serve ELL students.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
<p>11-15.6.Detailed Staffing Plan.  <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>08 OCT 2018</p>	<p>The school provided a detailed narrative for the processes the governing board will utilize when hiring the founding Head Administrator as well as hiring future Head Administrator needs. The narrative included the qualifications and timelines included for hiring of the school’s Head Administrator.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> The school administration, school mission, and legal criteria that will be used to evaluate candidates for head administrator position.</p>	<p>08 OCT 2018</p>	<p>The school provided a detailed narrative outlining the processes the governing board will utilize to evaluate the head administrator, which includes a mid-year and end-of-year evaluation process to promote transformational growth. The evaluation will embody the HOUSSE Competency Domains.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> A detailed timeline for recruiting, interviewing, selection, conducting background checks, and signing of a contract for the head administrator</p>	<p>08 OCT 2018</p>	<p>The school provided a detailed chart to include proposed timeline(s), action steps, and responsible parties for hiring the head administrator. The timeline included development of the search committee, application screening, and interview processes.</p>

	that must be completed prior to May 15 <sup>th</sup> .		It is recommended the school build into this time the receipt/review of NM PED licensure and background check verification. Possibly prior to the April report to the Governing Board.  <b>Requested Follow-Up:</b> 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.	08 OCT 2018	The school provided a detailed “staff position hiring overview” which outlined hiring needs for Years 1-5 to include projected student enrollment, leadership and instructional team needs along with the appropriate licensure needs.  Though contracted, the school’s business manager should be included within the hiring needs of the school.  <b>Requested Follow-Up:</b> None present at this time.

**SUMMARY REPORT - ITEMS DUE BY NOVEMBER 15<sup>th</sup>.**

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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 <sup>th</sup> Summary Report.	09 JAN 2019	The school participated in a phone conference (on 09 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 1<sup>st</sup>.**

3-1.1. Resolve all findings with the Implementation Year	<input checked="" type="checkbox"/> Revised policies and provided additional documentation to	05 APR 2019	The school provided a status update of the requested follow-up documents from the NOV submission, to include minor revisions and recommended changes to
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Checklist.	address and resolve all findings, issues, and concerns identified in the November 15 <sup>th</sup> review or discussed during the November 15 <sup>th</sup> conference.		its policies and procedures noted above in the NOV indicators.  <b>Requested follow-up:</b> None present at this time.
3-1.2. Governing Board established and complying with PEC notification requirements.  <i>PEC Policy, Charter School Governing Body Changes.</i>	<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.  PEC Policy, Charter School Governing Body Changes.	05 APR 2019	The school provided its current governing board membership to include seven (7) seated members. The school also provided evidence of implementation of the PEC reporting governing board change procedures.  <b>Requested Follow-Up:</b> None present at this time.
3-1.3. Membership Projections.  <i>NMSA § 22-8-12.1.</i>	<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 <b>must</b> also detail what evidence and basis there is for this projection.  (Please be aware, if insufficient evidence or basis is provided then the School Budget Bureau may elect to reduce the projected enrollment)	05 APR 2019	The school provided a thorough membership projection to include a narrative of all recruitment efforts (dates and method) and diagram of applications received to date of MAR IY submission. The school indicated it has received 50 applications for the 5 <sup>th</sup> grade and 54 applications for the 6 <sup>th</sup> grade. The school anticipates it will receive a total of 200 applications to fill its 156 enrollment capacity (with a small waitlist) by AUG 2019.  <b>Requested Follow-Up:</b> None present at this time.
	<input checked="" type="checkbox"/> Current lottery forms and current lottery forms as a percentage of membership projections on file with the School Budget Bureau. A copy must be sent to the CSD.	24 MAR 2019	Duplicate from 3-1.5(B)  <b>Requested Follow-Up:</b> Requested revision to Lottery Application is indicated in 3-1.5(B) below.



<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 15<sup>th</sup> final enrollment adjustments, but must be before the June 20<sup>th</sup> regulatory deadline.).</i></p>	<p>01 APR 2019</p>	<p>The school provided a tentative schedule for the Governing Board monthly meetings during the 2018-19 academic year. The school identified <u>21 MAY 2019</u> as the meeting in which the Governing Board will vote to approve the 1<sup>st</sup> year budget.</p> <p><b>Requested Follow-Up:</b> 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><i>See CSD FAQ: Lottery</i></p> <p><input checked="" type="checkbox"/> All necessary forms for enrollment, admission, and lottery, including admission application and lottery forms.</p>	<p>24 MAR 2019</p> <hr/> <p>05 APR 2019</p> <hr/> <p>16 MAY 2019</p>	<p>The school provided detailed enrollment and registration procedures that appear to align with regulation. The school specified within its policy the difference stages of enrollment to include the lottery, waitlist, and registration components.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p> <p>The school provided its “Intent to Enroll”, “Enrollment Application”, “Acceptance Form”, and “Student Registration Form”. It is recommended the school revise its “Lottery Application” form to limit the information requested (such as parent address, suggests demographic location) to avoid the perception of potential screening of students prior to lottery processes. This guidance is provided to all charter school’s that initiate active lottery procedures.</p> <p><b>Requested Follow-Up:</b> Please see embedded comments (within the school’s document) for requested additional review and revision.</p> <p><b>Review of CSD Feedback:</b> <i>The school provided a narrative it has read the CSD’s feedback - however, feels it is necessary for the school to keep the requested demographic information on the Lottery Form to ensure a contact with parents. No further action is necessary.</i></p>

	<input checked="" type="checkbox"/> Evidence that school is advertising with newspapers, bulletin boards, and other methods.	05 APR 2019	<p>The school provided evidence of Facebook advertisements along with traditional flyer, door hanger, and postcard advertisement as means of recruiting students.</p> <p><b>Requested Follow-Up:</b> 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><i>NMSA § 22-8B-4.2.</i></p>	<input checked="" type="checkbox"/> Provide status report of all actions the school has taken to identify an appropriate facility. <p>If the school has identified such a facility, please provide the following details:</p> <ol style="list-style-type: none"> <li>1) Expected date of receiving E-Occupancy certificate.</li> <li>2) Any current outstanding construction items that must be completed before E-Occupancy can occur.</li> <li>3) NMCI score OR expected date of receiving NMCI score.</li> <li>4) Approval from PSFA regarding ownership/lease requirements OR identify outstanding items that must be completed before PSFA approval can be secured.</li> </ol> <p>If the school has not identified an appropriate facility, please submit detailed planned actions,</p>	04 APR 2019	<p>The school provided a detailed timeframe and narrative for the completion of its temporary and permanent school site, i.e., portable structures. The school's timeline appears to be realistic with the temporary site opening in AUG for its students.</p> <p>The school indicated the anticipated date for obtaining E-Occupancy on the temporary site is 18 JUL 2019. Along with the anticipated E-Occupancy for the permanent school site as 15 OCT 2019.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>



			additional review and revision.
<input checked="" type="checkbox"/> Compulsory school attendance policies and procedures – Provision to conduct early intervention for students who have accumulated five (5) unexcused absences. NMSA § 22-12-9.	01 APR 2019		The school provided detailed procedures for identifying students in need of early intervention of improved attendance strategies that include the student’s parents.  <b>Requested Follow-Up:</b> None present at this time.
<input checked="" type="checkbox"/> Tobacco free policies and procedures.  NMAC § 6.12.4.	01 APR 2019		The school provided a detailed Tobacco free policy that appears to align with regulation.  <b>Requested Follow-Up:</b> None present at this time.
<input checked="" type="checkbox"/> Bullying (including hazing) prevention policies and procedures.  NMAC § 6.12.7.	01 APR 2019		The school provided a detailed Bully prevention policy and procedures that appears to align with regulation.  <b>Requested Follow-Up:</b> None present at this time.
<input checked="" type="checkbox"/> Dual credit policies and procedures.  NMAC § 6.30.7.8.	01 APR 2019		Given the school will only serve grades 5-8, dual credit opportunities are not applicable.  <b>Requested Follow-Up:</b> None present at this time.
<input checked="" type="checkbox"/> Distance learning policies and procedures.  NMAC § 6.30.8.	01 APR 2019		The school provided a detailed Distance Learning policy and procedures that appears to align with regulation.  <b>Requested Follow-Up:</b> None present at this time.
<input checked="" type="checkbox"/> Grade change policies and procedures.  NMAC § 6.30.10	01 APR 2019		The school provided a detailed Grade Change policy and procedures that appears to align with regulation. However, there is an area within the policy the school should consider revision for clarity purposes.  <b>Requested Follow-Up:</b> Please see embedded comments (within the school’s document) for requested additional review and revision.
<input checked="" type="checkbox"/> Policies, procedures, and any forms for ensuring parental access to information regarding professional qualifications of teachers, instructional support	04 APR 2019		The school provided a detailed policy and procedures outlining how parents will be informed of their respective teacher qualifications that appears to align with regulation. However, there are a few areas within the policies the school should consider revision for clarity purposes.

providers, and principals. <i>NMSA § 22-10A-16.</i>		<b>Requested Follow-Up:</b> Please see embedded comments (within the school’s document) for requested additional review and revision.
<input checked="" type="checkbox"/> Student information system security policies and procedures. <i>NMAC § 6.19.5.8.</i>	04 APR 2019  16 MAY 2019	The school provided a detailed policy and procedures that mostly align with regulation. However, there are a few areas within the Student information system security subsection that require revision to include all of the component of the supporting regulation.  <b>Requested Follow-Up:</b> Please see embedded comments (within the school’s document) for requested additional review and revision.  <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"/> Staff discipline policies and procedures. <i>NMAC § 6.69.2.8.</i>	05 APR 2019  16 MAY 2019	The school provided a detailed staff discipline policy and procedures that mostly align with regulation. However, the school must ensure <u>all</u> components of NMAC 6.69.2.8 are integrated into its procedures.  <b>Requested Follow-Up:</b> Please see embedded comments (within the school’s document) for requested additional review and revision.  <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"/> 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>	05 APR 2019	The school provided a policy and procedure for disseminating “Code of Ethics” and “Code of Professional Conduct” that aligns with regulation. The school requires each licensed staff to sign the “Code of Ethics” document upon employment.  <b>Requested Follow-Up:</b> None present at this time.
<input checked="" type="checkbox"/> Policies and procedures for detention, suspension, or expulsion. <i>NMAC § 6.11.2.12.</i>	05 APR 2019	The school provided a detailed policy and procedures for student detention, suspension, and expulsion that appear to align with regulation.  <b>Requested Follow-Up:</b> None present at this time.



<p><i>NMAC 6.29.1.9.</i></p>	<p>Special Population Development Plans.</p>		<p>progress the school has made toward its comprehensive timeline(s), draft due date(s), approval date(s), and responsible parties for development of policies/procedures for: students with disabilities, students with 504 plans, gifted students, and English language learners. The school also provided more detailed chart(s) breaking down specific development of policy/procedures to be completed within each student subgroup; such as responsibilities to serve students with disabilities, non-discrimination policy, language assistant program, and responsibilities to serve ELL students.</p> <p><b>Requested Follow-Up:</b> 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 &amp; SAT policies and procedures.</p>	<p>09 APR 2019</p>	<p>The school provided a clearly defined three tiered system it will implement to support its students through the SAT processes and further through the evaluation processes for students with suspected disabilities.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
<p>3-1.11. Special Education.</p> <p><i>IDEA 2004;</i> <i>29 U.S.C. § 701 (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> New Charter Contract Section5.(3)</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>09 APR 2019</p>	<p>The school provided a narrative to evidence a consultation with the Language and Culture Bureau, to include training opportunities the school leadership participated in offered through the Language and Culture Bureau, specifically on serving ELL students.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Special Education and 504 Services. --Provide evidence that school has consulted with the Special Education Bureau and discussed IDEA and 504 requirements.</p>	<p>09 APR 2019</p>	<p>The school provided a narrative to include screenshots of email communication to the Special Education Bureau requesting a meeting. However, all communication efforts did not successfully produce a meeting. The school indicated they will continue to reach out to the Special Education Bureau.</p> <p><b>Requested Follow-Up:</b> Please keep the CSD apprised of</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>new information regarding consultation with the Special Education Bureau.</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>09 APR 2019</p>	<p>The school provided a narrative to evidence consultation with the Indian Education division, via a training provided through the Charter School Division on behalf of the Indian Education division.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>

**SUMMARY REPORT - ITEMS DUE BY MARCH 1<sup>st</sup>**



3-1.12. Conference, discussion, and review of any findings, issues, or concerns.		18 APR 2019	The school participated in a phone conference (on 18 APR 2019) with the CSD staff to discuss items from the MAR submission that required review or revision. The items the school was asked to review/revise were minimal. Specifically, revision to the school's internal control procedures, personnel handbook, student and family handbook, and a few operational policies and procedures.
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INDICATORS	DOCUMENTATION	Date Complete	FINDINGS/COMMENTS
<b>ITEMS DUE BY MAY 15<sup>th</sup>.</b>			
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 <sup>st</sup> review or discussed during the March 1 <sup>st</sup> conference.	17 MAY 2019	The school provided a status update and revised documentation of the requested follow-up from the MAR submission, to include minor revisions and recommended changes to its policies and procedures noted above in the MAR indicators.  <b>Requested follow-up:</b> None present at this time.
5-15.2. Director / Principal / Administrator in place and holds administrative license.	<input checked="" type="checkbox"/> Copy of administrator's license(s) or plan for obtaining licensure within 90 days of contract effective date.	17 MAY 2019	The school provided evidence of Head Administrator licensure, issued through NM PED. The school has identified Rachel Anne Swards at its head administrator and her license is effective 01 JUL 2018 through 30 JUN 2023.  <b>Requested follow-up:</b> None present at this time.
<i>NMSA § 22-10A-3;</i> <i>NMSA § 22-8B-10.</i>	<input checked="" type="checkbox"/> Signed contract with position description.	17 MAY 2019	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 Head Administrator on 18 APR 2019.  <b>Requested follow-up:</b> None present at this time.
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	17 MAY 2019	The school provided a table indicating the school has enrolled or is in the process of enrolling 135 students to date. Enrollment is broken down as follows: 68 registration complete, 53 registration in process, 9 accepted, and 5 offered. With the current enrollment

	1 <sup>st</sup> projected enrollment.		activity and referrals from other families, the school believes they will enroll 156 students by AUG 2019.  <b>Requested Follow-Up:</b> None present at this time.
5-15.4.First Year Operating Budget in place.  <i>NMSA § 22-8-11.</i>	<input checked="" type="checkbox"/> A Charter School Operating Budget (form 901BCS-10) on file that aligns with current enrollment and that has been submitted to the CSD.	17 MAY 2019	The school provided evidence the school's 901BCS-10 form was submitted by its Business Manager to the PED Budget Analyst. Please continue to work closely with the SBFA Bureau to move forward with the budgeting process.  <b>Requested Follow-Up:</b> None present at this time.
5-15.5. Access to OBMS.  <i>NMAC § 6.20.2.10.</i>	<input checked="" type="checkbox"/> OBMS User Form on file to allow access to OBMS (BAR submissions, approvals, etc.). Evidence must be provided to CSD.	17 MAY 2019	The school provided evidence, via a screenshot, of its access to the OBMS financial system, effective 19 DEC 2018.  <b>Requested Follow-Up:</b> None present at this time.
5-15.6.An electronic system for management of student data has been implemented and is compatible with STARS.  <i>NMSA § 22-10A-19.2.</i>	<input checked="" type="checkbox"/> Provide name of software the school plans on using and name of entity that publishes, manages, or operates the software.	17 MAY 2019	The school provided evidence, via an invoice the school has contracted with PowerSchool as their Student Information System.  <b>Requested Follow-Up:</b> None present at this time.
	<input checked="" type="checkbox"/> Provide evidence software is compatible with STARS.	17 MAY 2019	The school provided evidence, via email communication with the NM PED IT department confirming PowerSchool's compatibility with the State's student data reporting platform STARS.  <b>Requested Follow-Up:</b> None present at this time.
5-15.7.Assessment Plan Developed.  <i>NMAC § 6.80.4.9(E).</i>	<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.	17 MAY 2019	The school provided a narrative indicating it will utilize NWEA-MAPS for English and Math, as its short-cycle assessment. The school also indicated it will create internal interim assessments (ELA and Math) administered 5 times throughout the year; along with the STARS Reading program for ELA. In addition to the narrative, the school provided vendor generated quotes for purchasing of each interim assessment. (I.e., Renaissance and NWEA)  <b>Requested Follow-Up:</b> None present at this time.
	<input checked="" type="checkbox"/> Provide plan and schedule for	17 MAY 2019	The school provided a graphic table that included each (all required plus school selected) Assessment(s)

	administration of interim assessment(s) and for administration of PARCC, W-IDA / W-APT / ACCESS or any other planned assessments.		separately along with the Frequency of administration, Proposed dates for administration, and Notes per each assessment, such as what students/grade level will be administered the assessment.  <b>Requested Follow-Up:</b> 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.	17 MAY 2019	The school provided a detailed table outlining its hiring status. To date, the school has hired 11 of its 14 positions and are interviewing the remaining 3 of its 14 positions. The positions the school has not finalized hiring for are: 5 <sup>th</sup> grade math teacher, 5/6 <sup>th</sup> science teacher, and PE teacher. The school indicated it has extended an offer to the PE teacher, however, it has not been finalized.  <b>Requested Follow-Up:</b> None present at this time.
	<input checked="" type="checkbox"/> Timelines to secure licensing and backgrounds for each prospective staff member.	17 MAY 2019	The school provided a detailed table outlining the timeline for teachers to apply for licensure and background checks, which coincide, and should be completed by 01 JUL 2019. According to the school, Teacher PD begins on 08 JUL 2019.  It has been the guidance from the Professional Licensure Bureau to utilize Licensure’s ORI# when requesting background check(s). By doing so, the Licensure Bureau will receive/review and clear prospective background checks, then provide to the school. Of course, all licensed personnel background checks must be requested through the Licensure Bureau.  <b>Requested Follow-Up:</b> None present at this time.
	<input checked="" type="checkbox"/> Special education staffing plan / contracts.	17 MAY 2019	The school provided a narrative indicating the school has hired two (2) Special Education teachers. One of the two teachers currently holds a NM PED issued teaching license (Special Education, working toward obtaining the Gifted endorsement) and the other teacher is working toward obtaining a NM PED Teaching licensure through the reciprocity process (currently licensed in California).  <b>Requested Follow-Up:</b> None present at this time.
5-15.9.Professional development plan.  <i>New Charter Contract Section 5.(3)</i>	<input checked="" type="checkbox"/> Plan and forms to implement professional development plans (PDPs) for individual teachers.	17 MAY 2019	The school provided a narrative outlining the school’s Five Step procedures for ensuring teacher PDP’s are robust, relevant to each teacher needs, align with the school’s goals, and completed timely (prior to the 40 <sup>th</sup> day of each school year). The school also provided template forms it will use for the teacher PDP process that identify “Teacher Objective, goals, responsible

	<p>NMAC § 6.65.2.8; NMAC § 6.30.5.13; NMAC § 6.30.12.11.</p>		<p>parties, timelines, and desired results” along with reflection tools.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Mentorship program and any necessary forms or tools to be used for novice teachers.</p> <p><i>NMAC § 6.60.10.</i></p>	<p>17 MAY 2019</p>	<p>The school provided a robust “Mentorship” procedure and forms packet. The school identified mentoring needs for all novice teachers and mentorship being extended to teachers through their 2-3 year of teaching, if needed. The school included the following in its “Beginning Teacher Mentorship Program”: Mentor Selection, Mentor/Mentee Assignment, Partnership Progress Monitoring, and Mentor/Mentee Program Components.</p> <p>Will the school provide a stipend to the mentoring teacher for formal mentorship each academic year? This information was not included in the information provided.</p> <p><b>Recommended Follow-Up:</b> Update the school’s mentorship policy and procedures to reflect a stipend is provided to mentor teachers, as required per regulation. At the very least, have the governing board approve a ‘mentor stipend’ to be provided, when applicable.</p>
	<p><input checked="" type="checkbox"/> Plan and forms to implement professional development plans (PDPs) for all individual teachers.</p> <p>NMAC § 6.65.2.8; NMAC § 6.30.5.13; NMAC § 6.30.12.11.</p>	<p>NA</p>	<p>Duplicate from indicator above.</p>
<p>5-15.10.Employee benefits and Risk Insurance coverage through the New Mexico Public Schools Insurance Authority (NMPSIA).</p> <p><i>NMSA § 22-8B-9; NMAC § 6.50.1 et. seq; New Charter Contract Section 6.(3)</i></p>	<p><input checked="" type="checkbox"/> Employee benefits coverage (may include basic life and accidental death &amp; dismemberment, voluntary life, long term disability, two medical plans, a dental plan with basic and comprehensive coverage, and a vision plan).</p>	<p>17 MAY 2019</p>	<p>The school provided email communications with NMPSIA confirming the school has established employee benefits to include health, vision, dental, life, and disability.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Risk coverage policy</p>	<p>21 MAY 2019</p>	<p>The school provided evidence of “Certificate of Property</p>

	(may include property insurance, liability insurance, workers' compensation, student catastrophic insurance, student accident insurance, boiler & machinery insurance, and underground storage tanks coverage).		and Liability" insurance, through NMPSIA.  <b>Requested Follow-Up:</b> None present at this time.
5-15.11.Health, Safety, and Wellness Policy Requirements  <i>NMAC 6.29.1.9(O)(6)</i> <i>NMAC § 6.12.1, et seq.</i> <i>NMSA § 30-7-2.1</i> <i>NMSA § 32A-2-33</i> <i>Wellness Policy Guidance Document;</i> <i>Safe Schools Policy Guidance Document;</i> <i>Health Education Guidance Document;</i> <i>Homeless Policy Guidance Document;</i> <i>Charter Contract</i>	<input checked="" type="checkbox"/> Health services policies and procedures.  <i>NMAC § 6.12.2;</i> <i>Wellness Policy Guidance Document.</i>	22 MAY 2019	The school provided its Health services policy and procedures that appear to align with regulation.  <b>Requested Follow-Up:</b> None present at this time.
	<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 Bureau for review.  <i>NMAC § 6.12.6;</i> <i>Wellness Policy Guidance Document.</i>	22 MAY 2019	The school provided its Wellness Policy that appears to align with regulation and guidance from the Safe and Healthy School's Bureau.  The school also provided evidence it has submitted its initial Wellness Policy for review by the Safe and Healthy School's Bureau, evidence by email communications between the school and Jimmie Thompson. The school has a meeting with the Safe and Healthy Schools Bureau scheduled on 28 MAY 2019 to review the school's initial Wellness Policy.  <b>Requested Follow-Up:</b> None present at this time.
	<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.  <i>NMAC § 6.12.6;</i> <i>Safe Schools Guidance Document.</i>	22 MAY 2019	The school provided its initial Safe School Plan (SSP) that appears to align with regulation and rubric provided by the Safe and Healthy Schools Bureau. However, the CSD did not complete a detailed review of the SSP, as the plan will be reviewed and approved by the Safe and Healthy Schools Bureau in DEC 2019.  To satisfy the requirements of this indicator, the school provided evidence it has developed the SSP and provided to Safe and Healthy Schools Bureau.  <b>Requested Follow-Up:</b> None present at this time.
	<input checked="" type="checkbox"/> Plan for implementation of required emergency drills, including dates and	21 MAY 2019	The school provided a detailed emergency drill procedure, defining each type of emergency drill (fire, lockdown, relocation, and shelter in place) and how the school will execute each emergency drill; to include the

	<p>types of drills for the school year.</p> <p>NMSA §22-13-14</p>		<p>students, teachers, and administrations responsibilities. The school also provided a tentative emergency drill schedule to include weekly fire drills conducted within the first four weeks of school, along with relocation, lockdown, and shelter in place drill(s) throughout the academic year that appear to align with current regulation.</p> <p>Additionally, the CSD provided guidance to the school on the newly approved regulation for conducting emergency drill(s) effective 01 JUL 2019, which is different than the current regulation.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Gun free schools policy.</p> <p>NMSA § 30-7-2.1; NMSA § 32A-2-33.</p>	<p>21 MAY 2019</p> <p>26 MAY 2019</p>	<p>The school provided its Gun Free School policy that mostly aligns with statute. However, the school must include all components of 30-7-2-1 § NMSA; specifically, subsection 5.</p> <p><b>Requested Follow-Up:</b> Please see embedded comments on page 10 (of the school’s document) to include all components of statute within the school’s 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>
	<p><input checked="" type="checkbox"/> Health and wellness curriculum, scope and sequence that aligns to the NM content standards for the grades served.</p> <p>NMAC § 6.29.6.1 et. seq.; Health Education Guidance Document.</p>	<p>23 MAY 2019</p>	<p>The school provided its health curriculum for the 2019-20 academic year that outlines each unit, the content standard the unit covers, and the lesson specific plans to support each unit. The school’s health curriculum appears to align with the grade-level appropriate NM health education content standards.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Physical education curriculum, scope and sequence, that aligns to the NM content standards for the grades served.</p> <p>NMAC § 6.29.9.1 et. seq.</p>	<p>23 MAY 2019</p>	<p>The school provided its PE curriculum for the 2019-20 academic year that outlines each unit, the standard the unit covers, and the lesson specific plans to support each unit. The school’s PE curriculum focuses on the “Circus Arts” and appears to align with the NM physical education standards.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>

	<p><input checked="" type="checkbox"/> Homeless youth complaint policy and Notice of Rights.</p> <p><i>NMAC § 6.10.3.9 (D).</i></p>	<p>23 MAY 2019</p>	<p>The school provided its Homeless compliant policy that appears to align with regulation. The school included the “Notice of Rights” within the policy, as outlined in regulation. The CSD team encourages the school to create a separate document specific to and only includes the “Notice of Rights” for the McKinney Vento dispute process. Such document would be readily available if the school faces such dispute.</p> <p>Furthermore, the school will need to develop a (governing board approved) dispute resolution policy specific to the McKinney Vento Act. This dispute policy can be included within the “Homeless youth and compliant policy” or may be a stand-alone policy. There are specific components for the McKinney Act dispute resolution policy to align with Federal requirements. The CSD will provide to the school such requirements. Please note, the McKinney Vento Act dispute resolution policy is a policy the CSD requests to see while conducting the school’s annual site visit.</p> <p><b>Requested Follow-Up:</b> None present at this time.</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>23 MAY 2019</p>	<p>The school provided its Homeless education and assistance policy and procedures that appear to align with Federal guidelines.</p> <p>The school will be responsible for maintaining a McKinney Vento liaison to support the identification of and providing supports to the school’s homeless student population. The liaison will be responsible for completing required training. Information on required training will be provided by the State’s McKinney Vento liaison in the Fall of 2019.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<p><input checked="" type="checkbox"/> Immunizations policies and procedures.</p> <p><i>NMAC § 6.12.2.8.</i></p>	<p>23 MAY 2019</p> <p>26 MAY 2019</p>	<p>The school provided its Immunization policy that mostly aligns with regulation. The school must include all components of 6.12.2.8 NMAC within this policy; specifically, adding subsection [E] and [F].</p> <p><b>Requested Follow-Up:</b> Please see embedded comments on page 18 (of the school’s document) to include all components of statute within the school’s 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</i></p>



			<i>action is necessary.</i>
	<input checked="" type="checkbox"/> Pest Control policies & procedures.  <i>NMAC 6.29.1.9(P)(6).</i>	23 MAY 2019	<p>The school provided its Pest Control policy and procedures that appear to align with regulation.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
<p>5-15.12.Special Education.</p> <p>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.</p>	<input checked="" type="checkbox"/> School special education & 504 policies and procedures.	23 MAY 2019	<p>The school provided its special education policies and procedures manual that appears to be thorough and mostly align with Federal guidelines and regulations. The school's manual includes: the school's responsibility to identify students with disabilities, responsibilities to utilize Child Find along with training school personnel, Rtl procedures, SAT team processes and responsibilities, determination factors for evaluation, developing a student IEP and the re-evaluation process, REED process flow-chart, and existing special education services.</p> <p>However, the manual did not include procedures and guidelines for developing student 504 plan(s), when appropriate.</p> <p><b>Requested Follow-Up:</b> The school develop 504 Plan policy and procedures and include within its Special Education manual.</p> <p><i>Review of Resubmitted Documents: Thank you for resubmitting documentation with revisions for review; specifically, the school's 504 Plan procedure manual. The requested changes have been made. No further action is necessary.</i></p>
	<input checked="" type="checkbox"/> Completed special education template.  <i>Memorandum from Director Baca, NM Special Education Bureau to Charter School Administrators (June 2, 2014).</i>	23 MAY 2019	<p>The school provided the completed Special Education template, to include eight chapters.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
	<input checked="" type="checkbox"/> Procedures and any necessary forms for tracking special education ancillary and	23 MAY 2019	<p>The school provided a template spreadsheet the school will use to track all special education services (direct service and ancillary service). The excel spreadsheet is individualized per student and organized by month to</p>





		26 MAY 2019	<p>parent notification template along with the Language Usage Survey the school will be using during registration, when appropriate.</p> <p><b>Review of Resubmitted Documents:</b> <i>Thank you for resubmitting documentation with revisions for review; specifically, the ELL template documents the school will use. The requested changes have been made. No further action is necessary.</i></p>
<p>5-15.13.School Directed Program Time Requirements.</p> <p>NMSA § 22-8-9; NMSA § 22-2-8.1; NMAC 6.29.1.9(J); Instructional Hour Worksheet.</p>	<p><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.</p>	23 MAY 2019	<p>The school provided its annual academic calendar indicating the school will be providing 188 instructional days and 22 additional professional development days for teachers.</p> <p>The CSD reminds the school to update its Budget Calendar with the School Budget Bureau if instructional days or scheduling changes from the initially submitted budget calendar.</p> <p><b>Requested Follow-Up:</b> None present at this time.</p>
<p>5-15.14.High school and middle school requirements.</p> <p>(This indicator is applicable only to schools that serve grades 6-12.)</p> <p><i>New Charter Contract Section 5.(3)</i></p>	<p><input type="checkbox"/> Graduation requirements. (Only applicable for schools that serve grade 12)</p> <p><i>NMSA § 22-13-1.1</i></p>		Not applicable, as the school will serve grades 5-8.
	<p><input type="checkbox"/> Next Step Plan forms, policies and procedures. (Only applicable for schools that serve grades 8-12).</p> <p><i>NMSA § 22-13-1.1</i></p>		Not applicable, as the school will not serve grade 8 students until its third year of operations.
	<p><input type="checkbox"/> School Athletic Equity policies and procedures (Only applicable for schools that serve grades 7-12).</p> <p><i>NMAC § 6.13.4</i></p>		Not applicable, as the school will not serve grade 7 students until its second year of operations.
	<p><input type="checkbox"/> Provide evidence school shall offer at least one honors or similar academically rigorous</p>		Not applicable, as the school will serve grades 5-8.

	<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>		Not applicable, as the school will serve grades 5-8.
	<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>		Not applicable, as the school will serve grades 5-8.
	<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>		Not applicable, as the school will serve grades 5-8.

**SUMMARY REPORT - ITEMS DUE BY MAY 15<sup>th</sup>.**

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5-15.15. Attend all planning year conferences to discuss issues,	<input checked="" type="checkbox"/> School scheduled a conference with CSD within 10 days of receiving the May 15 <sup>th</sup>	31 MAY 2019	
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<p>concerns, and findings identified in the Implementation Year Checklist.</p>	<p>Summary Report.</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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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>P-O.1.Resolve all findings with the Implementation Year Checklist.</p>	<p><input checked="" 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>	<p>31 MAY 2019</p>	<p>The school has met all requirements for the NOV, MAR, and MAY indicator submissions.</p>
<p>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.)</p>	<p><input type="checkbox"/> Status report on continued implementation of curriculum development plan.</p>		
	<p><input type="checkbox"/> Resources necessary for the implementation of the curriculum as articulated are available.</p>		
	<p><input type="checkbox"/> Curriculum identifies resources, knowledge and skills students are expected to learn (NMCCSS/NMCS).</p>		

	<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 ownership/lease requirements (22-8B-4.2 NMSA)	<input checked="" type="checkbox"/> School has secured a facility that meets educational occupancy standards (E-Occupancy) and school has provided evidence of an E-Occupancy certificate.	31 MAY 2019	The school provided evidence of an E-Occupancy certification for the temporary location it will be operating out of from AUG – DEC 2019. The location address: 1404 Lead Ave. SE, Albuquerque, NM 87106.
	<input type="checkbox"/> Evidence of sufficient New Mexico Condition Index.		
	<input checked="" 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	31 MAY 2019	The school provided a signed lease for the temporary location it will be operating out of from AUG – DEC 2019. The lease appears to meet all maintenance requirements, per regulation.
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 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.		
	<input type="checkbox"/> School has evidence of a licensed diagnostician available for special education evaluation referrals.		
P-O.6.Relevant and necessary students forms completed and on file.	<input type="checkbox"/> Completed student enrollment forms. Forms must indicate there is enrollment for a minimum of 8 students with New Mexico Residency.		
	<input type="checkbox"/> Completed English Language proficiency forms, home language surveys, or department-approved Language Use Survey for all enrolled students.		
	<input type="checkbox"/> School has developed an IEP for all identified students or has evidence that an IEP meeting has been requested.		

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**SUMMARY REPORT - ITEMS DUE TWO WEEKS PRIOR TO OPENING DATE**

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

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**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.**