

Overall Score Sheet

| Section | Points Received | Possible Points |
|---|-----------------|-----------------|
| Application Overall Score | 141 | 300 |
| • Education Plan/Academic Framework | 43 | 100 |
| • Organizational Plan and Governance/Organizational Framework | 76 | 132 |
| • Business Plan/ Financial Framework | 14 | 44 |
| • Evidence of Support | 8 | 24 |

Scoring Summary

Percentage of Points Earned: 47%

| | <i>"Falls Far Below"</i> | <i>"Approaches"</i> | <i>"Meets"</i> |
|--------------------------|--------------------------|---------------------|----------------|
| Academic Framework | 3 | 11 | 1 |
| Organizational Framework | 3 | 13 | 7 |
| Financial Framework | 5 | 1 | 2 |
| Evidence of Support | 3 | 0 | 1 |

Minimum Scoring Expectations:

- No scoring area received a score of *"Falls Far Below Criteria"*. This **was not** met. (14 total)
- No more than 3 responses were evaluated as *"Approaches the Criteria"* in any one section of the application **was not** met. (See above).
- The applicant earned at least 80% of the available points **was not** met. (47%)

NOTE: This information from the Peer Review Team, along with the updated analysis after the Capacity Interview and documentation from the Community Input Hearing, is provided to the Public Education Commission (PEC) for its consideration. The school will have the opportunity to address the Commission and answer questions at both the Community Input Hearing and at the decision-making meeting. The school will also have the opportunity to provide a written response to the final recommendation from the Charter Schools Division in August. The PEC is the decision making body that will approve, approve with conditions, or deny the application at the August 2019 PEC Meeting.

*Transportation and Food Services points were awarded as "Preference points."

Peer Review Summary Analysis

Academic Framework

At this stage of application, the review team is looking for clear articulation of a cohesive, innovative schoolwide vision and mission with systems and strategies that can be put into place; these were not in evidence in the academic framework of the proposed charter school. AFSA outlines several goals in the academic framework. However, these goals are all very different from each other and some goals do not meet the SMART goal requirement which includes rigor. The school aims to focus on delivering hands-on curriculum through the lens of environmental education and explicit character education. While the outline for the special education program is robust, the same is not true for the EL population as this section of the application was not answered. The application does contain evidence of research based curriculum and instructional strategies and the school will enroll grades five through eight to specific target students who are not meeting grade level standards. The founder believes utilizing his instructional framework will result in accelerated learning for these students and transition them to high school in a position to be successful. Formative assessments will be administered throughout the year and progress reported to families every three weeks. Teachers will utilize this data to adjust instruction and prescribe interventions.

Organizational Framework

The organizational framework has not evolved to a place where it is actionable; there are many gaps between the classroom practice and schoolwide systems that could be addressed but are not. In the organizational framework, the school outlines staffing and initial Governing Board members. The application lacks many of the necessary components as the school failed to address several prompts. In other areas, responses are vague. Governing Board composition is provided but the qualifications and skill sets of the board and how the board will evaluate the directors is missing. An organizational chart is provided but it does not list all staff and the structure of the graphic does not demonstrate appropriate lines of supervision. Job descriptions are provided but many of them are missing key pieces such as specific responsibilities and job qualifications. An overall school professional development plan and mentorship plan for novice teachers is not provided. The appendix includes a copy of the Master Facilities Plan but there is no evidence to show PSFA approval and no narrative is provided to demonstrate how the school will ensure a building is ready for the first day of school.

Financial Framework

The application for AFSA would benefit from a deeper understanding and consultation with a financial expert with charter school experience. Unfortunately, the finance framework provided is incomplete. The required budget forms are not included in the application or appendix and the school failed to respond to several prompts. Plans are to contract with a Business Manager through an outside vendor but the application states that if this is not possible, the Director of Operations will assume these responsibilities and obtain required licensure. The Director serving the dual purpose of running the school and Business Manager duties does not provide for sufficient segregation of financial duties. Additionally, obtaining this licensure is not an easy task. The school

does not address an interim plan to ensure financial duties are met while the Director undergoes this process.

Evidence of Support

In seeking stakeholder support of the school, the founder has held many informal discussions with community members and organizations. However, no specific partnerships have been developed and no evidence is presented to demonstrate broad community support for the school.

Overall Applicant Capacity

In general, the review team believes that the instructional model proposed could be an excellent way to meet students' needs and build unique, innovative programming in our state. However, the omissions and gaps in detail found in the application at this time do not lead us to believe that this school is ready to build out their program and instead need to focus on clarifying and strengthening some key aspects of their operations, governance, and financials to ensure a strong and successful start.



New Mexico Public Education Commission

**2019 New Charter School Application Kit
Part C. Application & Rubric**



School Information:

Name of Proposed Charter School: ALL for SUCCESS Academy

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

School Location (City/Town): Albuquerque

School District within which the proposed school will be located: Albuquerque

Grades to be served: 5-8

Requested Enrollment Cap: 264

Contact Information:

Primary Contact Person: Mark Hannagan

Address: 7112 Pan Am FRWY E. NE unit #382

City: [Albuquerque](#) State: [NM](#) Zip: [87109](#)

Daytime Tel: [\(575\)446-8035](#) 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: [NM](#) 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.](#)

Founder (if different from above): Barbara Long

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

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

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Founder (if different from above): Castillo Griego

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

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

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

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Directions: Please answer each and every prompt, if applicable (e.g., if you are an elementary school, you will not answer questions about graduation), where indicated. **Use the rubrics following each of the prompts to guide your responses.**

Please note: The Public Education Commission (PEC) has determined which questions are of greater importance than others. Therefore, certain scores are increased as indicated in the scoring rubrics as set forth below.

Scoring: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics on this page govern **general scoring practices**. *Please be sure that each response completely addresses the bulleted points in the rubrics for each individual prompt as well.*

| | |
|---|---|
| <p>Meets the Criteria</p> <p>100% of total points</p> | <ul style="list-style-type: none"> • All required elements present • Sufficient detail present, enabling the proposal to be implemented without requiring further proposal development • The proposal is reasonable and realistic • Fully consistent with other sections, including budget and mission • Fully consistent with all requirements of law • Coherent and easily understood |
| <p>Approaches the Criteria</p> <p>50% of total points</p> | <ul style="list-style-type: none"> • Does not clearly meet all criteria identified above to be rated “Meets the Criteria” • The majority of required elements are present, but not all • Insufficient detail; further proposal development will be required before the applicant can begin to implement the concept • Minor inconsistencies with other sections • May raise questions about legal compliance, but does not demonstrate non-compliance • May raise questions about reasonableness or viability of the proposal |
| <p>Falls Far Below the Criteria</p> <p>0 points</p> | <ul style="list-style-type: none"> • None or less than a majority of the required elements are present • Contradicts other sections, or substantially inconsistent with other sections • Insufficient detail to understand the proposal, which includes: <ul style="list-style-type: none"> ○ Copying responses from a prior applicant’s application ○ Copying statutory, regulatory, or policy/guidance language ○ Plagiarizing information from other publicly available material |

| | |
|--|---|
| | <ul style="list-style-type: none">• Includes statements that violate or conflict with the requirements of law• Incoherent or cannot be understood• The proposal is patently unreasonable or unrealistic• Does not clearly meet criteria identified above to be rated “Approaches the Criteria” |
|--|---|

Minimum Scoring Expectations:

- No response is evaluated as “Falls Far Below the Criteria”;
- No more than three responses may be evaluated as “Approaches the Criteria” in any one section of the application; and
- The applicant must earn at least 80 percent (80%) of the available points in order for a positive recommendation by independent reviewers.

I. Academic Framework

A. Mission.

Note: The proposed school shall report each year on implementation of its mission as set forth in the Performance Framework.

A. (1) State the mission, or the driving force, that guides this school proposal. The mission should answer questions such as: 1) what student outcomes does the proposed school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about the proposed school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outcomes rather than inputs.

APPLICANT RESPONSE:

Mission Statement

Students at AFSA will actively engage in diverse educational opportunities which will focus upon individual learning needs as they develop the skills necessary for success in high school and post-secondary opportunities which are designed to enable each student to make progress as is appropriate in light of their circumstances (Endrew v. Douglas County School District, 2018).

Endrew F. v. Douglas County School District (March 22, 2018) (SCOTUSBlog, Dist. file).

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

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

As is the vision for the NMPED, it is the desire of AFSA to enable New Mexico and its residents to thrive by developing a well-educated and highly skilled workforce in a learning environment that will enrich the lives of all students, regardless of academic, economic, gender, ethnic, or cultural backgrounds. (NMPED Strategic Plan 2018).

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

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

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

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

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

- has demonstrated at least 2 years growth in Language Arts and Mathematics in a single academic year as measured on approved state and curriculum-based assessments. This growth will be based upon current level of functioning and their ability to demonstrate progress. The growth for some students will be much greater than 2 years while others with more unique learning needs may develop academic, social, and emotional skills that increase their independence.
- the team, which will include staff, students, and family members, has met to determine areas of need and set reasonable, personalized goals to ensure that each student is afforded the opportunity to develop academically, socially and physically. The team will review these goals together each nine weeks to determine if sufficient progress has been made and if any adjustments are necessary. All decisions will be based upon data obtained from multiple sources, including objective computerized assessment tools, to ensure a complete picture of the whole child is reflected in their portfolio of assessments and student work.
- will be able to articulate their learning styles and supports necessary to allow them to succeed in school and post-secondary opportunities

SMART GOALS FOR STUDENTS

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

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

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

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

NM Standards and/or the school's student performance expectations

At the end of the students' education at AFS, students will achieve proficiency as measured by NWEA MAPS and NMSBA. Students not performing to standards, based on short cycle assessments and teacher-generated assessments, will be provided with interventions in the classroom. These may include reteaching concepts, pre-teaching concepts, additional practice, small group instruction and tutoring.

AFSA will document academic progress for each student with the use of curriculum-based, state-mandated, and standardized assessments. This data will be collected as outlined in curriculum and assessment guidelines approximately every three weeks each year to document the progress of the individual student as well as each subgroup within the school. Recognizing that assessment scores are not a complete picture of student growth, AFSA will also use alternative methods for data collection such as portfolios and anecdotal records. The use of these collection tools will provide a well-rounded picture of each student that traditional assessment tools alone cannot provide.

Methodology

We will meet the desired outcomes by recognizing the following elements of a successful school and classroom must be present.

The first element of education has as its focus the need to surround students with an environment of staff, families and stakeholders who are willing to take risks and who recognize the value of education as its long-term impact upon the life of the community.

The second element mandates education as a combination of academic excellence and achievement, character development and community engagement. Because the whole is always greater than the sum of its parts, a well-rounded education is much more likely to ensure a well-rounded student and future citizen.

The third element is the recognition of the importance of literacy and its impact upon acquisition of skills. All students will be presented with the opportunity to develop each of the foundational skills required to be successful such as Phonemic Awareness, Phonics, Vocabulary Development, Reading Fluency, and Reading Comprehension Strategies. For the students who exhibit characteristics of Dyslexia or other specific reading disabilities which significantly limit the acquisition of these skills, technology tools which may include Snap and Read, Bookshare and Co-Writer will be employed as necessary to provide access to grade level materials.

The fourth element is the acquisition of skills necessary to make significant progress in the area of Mathematics. Rigorous instruction in Mathematics is also central to successful completion of post-secondary goals. Based upon NMPED's recent report, approximately 20% of the state's nearly 215,000 students in grades 3-11 passed the PARCC math exam in 2018. Within three years, it is the mission of AFSA to increase this to 80% or higher by 8th grade.

The fifth element is staff preparation and professional development. All staff members will take necessary coursework for TESOL certification. Each teacher will also be provided necessary support, to become Nationally Board Certified in the chosen field within five years of joining the AFSA team, if they so desire. Staff members will seek opportunities to expand their knowledge base by attending conferences in their field of expertise, character education, inclusion of diverse learners in the classroom, and research-based practices which increase student achievement and provide unique opportunities for students to gain new skills and demonstrate mastery of concepts.

Internal professional development will include training designed to ensure staff members employ strategies which will include all students, compliance with all state, federal and site based best practices such as blood-borne pathogens, cyber security, FERPA, HIPPA, recognizing signs of potential child abuse and reporting procedures, inclusion of diverse learning population, identification of at-risk behaviors in students, inclusion of intersectional populations and sexual harassment in the workplace. Additional professional development opportunities will focus upon needs identified by staff members.

Staff members will meet at least monthly as a department/grade level for data analysis and its impact on student placement as indicated by individual progress and areas of need. Weekly team meetings will be held to co-plan across curriculum areas to ensure individual student needs are addressed. Data training sessions will be provided to ensure staff members are able to understand the results of assessments and its impact upon educational decisions. Data driven decisions are central to the success of all students and will be utilized to provide scaffolding as needed to allow each student to succeed.

Each student will be assigned an advisor who will meet with them at least monthly to review data and assist the student in creating a plan of study which will be designed specifically to meet their goals. These sessions will focus upon strategies which are currently found to be successful and those which need to be either revised or eliminated. During these sessions, students will begin to understand and be able to express their own learning styles and what strategies they need to utilize when acquiring new skills. Families/Care Givers will be notified about each meeting and the results will be sent home if they are unable to attend.

Teaching staff will utilize data to adjust classroom instructional practices and goal setting with students and families. When necessary, additional tutoring will be provided during before and after school learning sessions. Technology supports such as Snap and Read, Co-Writer and Bookshare will be available to continually address areas requiring support. Students will be taught the skills necessary to recognize what strategies allow them to be successful so they are able to become independent life-long learners.

Successful students will be able to increase their ability to demonstrate mastery of grade level expectations which is reasonably calculated to enable them to "make progress appropriate in light of the child's circumstances," as outlined in *Endrew v Douglas County*. This ruling is applicable for all students. Those with exceptional abilities will be provided opportunities to access and master skills at their ability as well as those with economic, cultural, language or academic challenges.

Progress will be measured in multiple formats. All decisions will be made based upon data. When data is closely monitored, and available for all members of the learning community, there is an ability to make decisions which will positively impact the progress of each student. The Governing Body and Site Based team will review this data to determine if the level of progress will allow all students to meet or exceed the expectations set forth in their individualized learning plans. The benchmarks AFSA will followed are those set forth in the NMPED Framework for Schools (currently titled Common Core or Expanded Grade Band Expectations (EGBEs).

One of the most unique aspects of AFSA is that Character Education is not an add on program which is isolated to certain times of the day. Character Education will be infused in every subject and activity associated with AFSA. When students recognize the need to be good citizens, as demonstrated by staff, they will recognize the value of setting goals and developing a plan to meet each goal.

Academic rigor is, of course, central to education. However, there is an acknowledgement across all disciplines that one area of need which exists not only in schools but also in post-secondary activities is workforce skills. In 6.30.2.C NMAC: Standard for Excellence "New Mexico schools and communities recognize and promote character education as a means to achieve student success as responsible, productive, and caring citizens..."

The infusion of Character Education in every class will provide the opportunity for the students to be a part of developing a positive and safe learning environment in all settings. Teachers will develop their coursework around the value all people in school, throughout history and even in

language arts where students will be asked to problem solve with all groups being taken into consideration.

Research conducted by leaders such as Becky Bailey report there is statistically significant positive data that supports a positive and safe learning environment which results in increased academic results, reduced discipline data and parents who are positive about the children's results. Additional studies have reported research-based data from California, South Dakota, Florida, Maryland, Michigan and New Mexico¹² which reflect reductions in suspensions, disciplinary actions, crimes, drug use and harassment with improvements in academic achievement, parent, student and teacher-satisfaction, and participation in extra-curricular activities. AFSA will create an environment which respects all members of the community. It is important for each student, staff and family member to recognize their important role in the school community. Each member of the school community will be treated with respect. Students need to feel safe: to feel and know what they feel; to tolerate confusion, uncertainty; to express what they feel and think; to ask questions that feel “dumb” or “have no answers”; to take risks, make mistakes, grow and forgive; to wrestle with the impulses inside that lead us to harm. “Teaching discipline requires two fundamental elements empathy and structure” (1994, pp. 14–15). Providing students with both of these elements takes commitment on behalf of the teacher and the school. “It takes time to develop relations of care and trust (Watson, 2003), and schools must make it legitimate for teachers to spend time doing this. Everything else should go better as a result” (pp. 167–168).

Based upon this research, AFSA expects disciplinary concerns will be reduced and academics will rise as the teachers support students taking responsibility for their choices with administration supporting the process and facilitating the building and school to home norms to continue the process. “A circle of trust consists of relationships that are neither invasive nor evasive” (Palmer, 2004, p. 64)—they also add “the willingness to learn about forgiveness when we make mistakes.” This inquiry about agreements raises awareness and makes explicit an ethical framework to which students become willing to hold each other accountable.

Uniqueness of AFSA

One of the most unique aspects of AFSA is that character education is not an add-on program isolated to certain times of the day. Character education will be infused in every subject and activity associated with AFSA. When students recognize the need to be good citizens, as demonstrated by staff, they will recognize the value of setting goals and developing a plan to meet each goal. There is an acknowledgement across all disciplines that one area of need that exists not only in schools but also in post-secondary activities is workforce skills. In 6.30.2.C NMAC: Standard for Excellence, “New Mexico schools and communities recognize and promote character education as a means to achieve student success as responsible, productive, and caring citizens...”

Environmental Educational partnerships is a truly unique aspect of AFSA. Research supports the benefits of environmental education and student learning. Environmental education is learner-centered and provides participants with opportunities to construct their own understanding through hands-on, minds-on investigations. Engaged in direct experiences,

learners are challenged to use higher order thinking skills. Environmental education (EE) provides real-world contexts and issues from which concepts and skills can be learned. It is the intention of AFSA to partner with EE leaders in Albuquerque to utilize open spaces in Albuquerque to assist students and their caregivers in accessing high quality, engaging, and meaningful environmental education opportunities and are exploring the bigger picture to find ways to make this vision a reality (cdn.naaee.org, eeanm.org).

Another unique characteristic of AFSA is the provision of blended learning opportunities for student success. AFSA will utilize research-based learning practices that provide the opportunity for students and families to tailor their learning to meet their unique learning needs as outlined in the 2018 Strategic Plan for NMPED. These opportunities may include technology, community learning opportunities, and face-to-face interaction with staff members trained in blended learning practices which will allow students and families to blend homeschooling with hands on learning opportunities at AFSA.

AFSA believes that service-learning integrated into the curriculum will promote community engagement. AFSA will assist staff and students in developing community connections so that they can engage in community-based service-learning opportunities as they become available. AFSA will also encourage community members to share their talents, culture, and skills so that the students will understand opportunities in the community in which they reside as well as the nation.

The climate and culture of AFSA will provide the opportunity for students to develop skills which will not only meet the academic skills necessary for successful participation in their community, but also the social and behavioral strategies which will allow them to proactively interact with those within their circle of influence as they address challenges which impact their lives each day.

It is the mission of AFSA to ensure all students gain the skills necessary to excel in high school and post-secondary workforce choices. To meet this goal, AFSA will infuse character education into every aspect of the school day. AFSA will ensure all academic areas of instruction are directly linked to Common Core/New Mexico State Standards. Each student will have full access to their appropriate grade level expectations and as a school community, individualized learning goals will be set which will afford them the ability to bridge the gaps in their learning as well as extend their learning to challenge those who are at or above current grade level expectations.

Based upon the current data for the Albuquerque area: middle schools are not meeting the unique needs of a large percentage of this city's students. Seven middle schools are currently receiving a grade of D and nine are receiving an F. Upon reflection, it is evident that the students who are in the lowest and highest quartiles are not advancing in their academic skills as needed. To counteract this situation, it is the expectation that all students at AFSA will need to make 1.5 years growth every year for four years to exit AFSA within one year or on grade level as they exit our school.

Cross curricular instruction is central to success. It is our belief that learning cannot occur in isolation. If students do not see the connections between all subject areas, they will be unable to utilize these skills in alternative settings. A core component of all learning at AFSA will be making these connections. This will be accomplished with the inclusion of Math investigations, projects and research.

AFSA believes learning only occurs in an environment which builds relationships. To encourage these relationships, staff members will meet with students individually to discuss their progress and celebrate success. We will also have Eagle Enrichment activities. These activities will be based upon the interest of the staff and students. Each week staff members will meet with small groups of students to teach them about an area of interest. These areas could include sewing, cooking, quilting, woodworking, drawing, singing or any other area which may present itself. The students and staff members will set the selection based upon interest surveys and abilities.

AFSA also recognizes the difficulty many families have when deciding to enroll their child in a charter school. AFSA will explore the need for before and after school as well as during school breaks. These opportunities will be based upon the needs of the families. A survey is currently being completed to determine a general level of interest. Upon acceptance, AFSA will conduct an interest survey among registered students. If sufficient need is present, we will provide these resources which support extended learning opportunities. It will not focus upon completion of homework but rather, horizontal and vertical learning about current areas of study.

| Total Points Available | Expectations |
|--|--|
| 16 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify the student <u>outcomes</u> the proposed school seeks to accomplish; • Described how it will achieve the identified student outcomes (inputs/program); and • Identify the proposed outcomes and how they will be achieved is innovative and unique. |
| <p>INDEPENDENT REVIEWER EVALUATION: The Review Team scored this section as “Falls Far Below the Criteria.” The application does not clearly identify its student outcomes beyond that AFSA students will grow academically. None of the sample SMART goals identify an amount of growth needed to meet particular standards and the use of the NWEA as mentioned does not align with the earlier statement that the measurement of meeting their mission would be based on "approved state and curriculum-based assessments" (p.7). Both inputs and outcomes are vague. The goals are not measurable as written. The school proposes to achieve these outcomes by integrating character education into all classes and academics will be cross curriculum in nature incorporating Environmental Education; however, the case is not made that the model proposed is truly innovative or otherwise unavailable in the ABQ area. Character education is not uncommon in NM schools and proposing to educate students is the mission of every school.</p> | |

B. Goal(s) Related to the Proposed School's Mission.

The Amended Charter School Act **requires schools to identify at least two mission-specific goals in the application** that set targets for the implementation of the proposed school mission. Mission-specific goals **MUST BE** provided within the application. If the application is approved, these goals will be used as the initial draft during the negotiations with the Authorizer.

For the purposes of this application, the goals will show the capacity of the applicant to identify appropriate goals aligned with the mission of the proposed school. During the later contracting process after approval, the goals may be negotiated and put into the Performance Framework to allow an approved school to demonstrate its achievements related to an approved mission. The Performance Framework is assessed on an annual basis.

Mission-specific goals put into the application should

- (1) demonstrate the proposed school's ability to implement the proposed school's mission;
- (2) be in the format set forth below, which is a SMART goal format (specific, measurable, attainable, rigorous, and time-bound); and finally,
- (3) include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific goal that measures student progress and performance in this special area.

Again, please note that **these goals are subject to change through the negotiation process as an approved school works with their Authorizer in the contract negotiation process during the planning/implementation year.**

Please note: The criteria for the SMART format is as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards or outcomes that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Attainable.** A goal should be attainable and realistic. The applicant should identify why the goal is attainable.
- **Rigorous.** A goal should present the challenge of rigor. The applicant should identify why the goal is rigorous.
- **Time-Bound with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

B.(1) Mission-Specific goals

Identify and provide at least one mission-specific goal in the following section. Include the following key elements:

- First, ensure that the annual goal provided shows the implementation of the proposed school's mission.
- Second, for each goal provided, use the SMART format (specific, measurable, attainable, rigorous, and time-bound—see glossary). Your goal should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific goal. Specifically, determine what percentage constitutes “exceeds standards,” what constitutes “meets standards,” what falls under “does not meet standards,” and what it means to “fall far below standards.” NOTE: Please see examples in the glossary or in Part A of this application.

APPLICANT RESPONSE:**Student outcome Goals:**

Upon completion of one year at AFSA, at least 50% of the students will score Level 4 (Met Expectations) or Level 5 (Exceeding Expectations) on the English/Language Arts and Mathematics assessments as measured by PARCC/SBA/NMAPA.

Upon completion of three years at AFSA, at least 60% of the students will score Level 4 (Met Expectations) or Level 5 (Exceeding Expectations) on the English/Language Arts and Mathematics assessments as measured by PARCC/SBA/NMAPA.

Upon completion of four years at AFSA, at least 70% of the students will score Level 4 (Met Expectations) or Level 5 (Exceeding Expectations) on the English/Language Arts and Mathematics assessments as measured by PARCC/SBA/NMAPA.

In preparation for successful completion of this goal, AFSA staff will continually monitor student progress and address unique learning needs of each student.

To meet this goal, AFSA staff will document pre-score data and conduct monthly short cycle assessments (such as NWEA) to monitor and track progress toward overall goal of two years growth and to utilize data collected, to develop lesson plans to meet each student's unique learning pathway.

AFSA will establish a community learning center that supports students of diverse abilities, cultures and interests, to meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of participating students' opportunities for education development as outlined in the US Department of Education guidelines. To this end, we will ensure all students have access to a positive

learning environment which encourages student achievement and staff professional development.

AFSA holds its responsibility to meet the needs of all students as a top priority. Students of all ability levels are entitled to a Free and Appropriate Public Education which includes, supports for areas of needs and enrichment for areas where the student may excel.

Currently the state of New Mexico is reassessing the assessments which will be utilized. Upon completion of the Student Success Task Force <http://www.core-nmsu.org/> and approval process, AFSA will review the goals outlined above to make necessary modifications. The founders of AFSA attended the Community Engagement Meetings in Albuquerque and will continue to monitor the progress toward assessment development.

The utilization of the approved state assessment along with short cycle assessments such as NWEA, and Project Learning Tree pre and post assessments, will ensure our mission specific indicator will meet or exceed National and New Mexico grade level expectations. Use of these standards based rigorous expectations, is aligned to our mission and is measurable to assist the staff and stakeholders in determination of necessary adjustments. However, it is crucial to understand that one data point, such as PARCC, does not give the complete picture of student achievement. For that reason, the curriculum -based assessments and students working folders which will provide multiple data points for measuring student progress.

AFSA will provide the following supports for students:

- Academic enrichment programs by providing cross curricular learning opportunities.
- Literacy activities, including limited English proficient (LEP) students and that emphasize language skills and academic achievement by ensuring all teachers are certified ESOL teachers.
- Science, technology, engineering, arts and mathematics (STEAM) activities will be provided by incorporating cross curricular learning activities such as Project Learning Tree and arts and music education activities for all students.
- Entrepreneurial education programs - students will be provided the opportunity to develop a budget and explore post-secondary choices.
- Tutoring services, including those provided by senior citizen volunteers, and mentoring programs before and after school opportunities for extended learning will be provided.
- Physical activities all students will participate in Physical Education classes.

- Nutrition education activities all students will participate in Health class which will address nutrition, drug and violence prevention and personal care training.
- Telecommunications and technology education programs will be utilized to reinforce direct instruction and allow students the opportunity for horizontal and vertical learning.
- Expanded library service hours computers available for research
- Programs that promote family literacy, including parental involvement reading nights, provide training for parents' celebration nights
- Programs that provide assistance to students who have been truant, suspended, or expelled to allow them to improve their academic achievement students will be provided the opportunity to bridge gaps in learning
- Counseling programs a counselor will be included in our staff
- Character education programs character education will be embedded into each aspect of the day

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

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

AFSA alignment to 21st Century Learning

21st Century Learning Classrooms include flexible layouts with group gathering areas, and the opportunities for flexible grouping to ensure multiple opportunities for learning are available for all students. Open environments allow for collaboration, creativity and celebration of achievement and personalized

learning. This environment will have furniture which is flexible as well. To encourage flexible grouping and personalized learning, portable furniture will be utilized. Examples of flexible furniture may include balance ball chairs, grounded seating, tables, bean bag chairs adjustable heights tables, ecoseat rocks and surf floor desks.

The use of technology is central to student success technology can be used for exploration, skill development, remediation, and personalization of learning opportunities. When students are provided with the opportunity to learn at their own pace, they remain engaged which dramatically decreases classroom distractions.

Based upon 21st Century Learning research, lighting can have a significant impact upon student learning. Utilization of natural lighting and soft incandescent lighting provides the opportunity for a more welcoming classroom. Studies have shown that this change in lighting reduces headaches and increase learning from 7- 26%. This is especially true when using technology as the softer light reduces eye strain with increased screen use. Many students with light or sound sensory integration concerns have difficulty with bright lights. Also, the ballasts which are the source of lighting often hum or flicker which is distracting to students. (Rea, Mark S, 2000).

(Rea, Mark S. Ph.D., Fies. The IESNA Lighting Handbook Reference and Application 9 Ed. Illuminating Engineering Society of North America, 2000).

Mission specific Outcomes:

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

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

Mission Specific Indicator

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

Mission Specific Measurable Outcomes

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

Mission Specific Goal is Attainable

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

Rigorous Indicator

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

Time-bound Indicator

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

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

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

Remediation plan for students not achieving standards, including a timeline for its implementation.

If documented progress toward improving performance is not achieved through classroom interventions, the School Assistance Team (SAT) will meet to determine what obstacles might be preventing the child from achieving at grade level. Parents will be included in the discussion to determine if the child is receiving enough support at home. Vision and hearing checks will be performed. Emotional concerns for the child will be assessed. Research-based programs to remediate areas of low achievement will be used for six weeks (standard for RtI) and the results documented through this child study process

| Total Points Available | Expectations |
|--|--|
| 12 | <p>A complete response must</p> <ul style="list-style-type: none"> • Include one mission-specific goal; • Align to the student outcomes identified in the mission response (A.1.); • Include all elements of the SMART format: <ul style="list-style-type: none"> ○ Specific ○ Measurable ○ Attainable ○ Rigorous ○ Time bound; • Include the following rating categories—Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards; • Include measures and metrics, including percentages for each rating category; • Explain why the established goals are rigorous; and • Explain why the established goals are attainable. |
| <p>INDEPENDENT REVIEWER EVALUATION: There is a lot of information in the school's response, but not the information that is required for a full and complete response to this section. Standards categories for the school are missing (as in, what growth/proficiency levels constitute exceeding/meeting/missing the standard for the school as an organization). Also, anecdotal evidence is not the same as research-based evidence and in order for the results of one teacher to be presented as a model to be scaled to a school as a whole, a more rigorous assessment should be referenced. While AFSA outlines student outcome goals on page 15, these goals are not in SMART goal format. Another set of goals is provided on p. 17. These are completely different than those on page 15 and are not rigorous. A goal of 50% of failing</p> | |

students raising their grade is not rigorous. Reaching 75% of the target enrollment goal is not rigorous. Average daily attendance of 75% is not rigorous. A third set of goals, this labeled at mission specific, is provided on p. 19. This is tied to student achievement as are the first set of goals but the first set and the third set do not match. In the narrative, the school talks about students gaining 2 grade levels in a year of instruction. That is not included in any of the goals. The Review Team scored this response at **“Approaches the Criteria.”**

C. Bilingual Multicultural Indian Education and Hispanic Education

C. (1) Provide a description of the proposed school’s curriculum will ensure equal education opportunities for students in New Mexico through cognitive and affective development of the students by:

- (a) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
- (b) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; and
- (c) teaching students to appreciate the value and beauty of different languages and cultures.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school’s mission.

APPLICANT RESPONSE:

Educational Framework

Cultural diversity is central to success for all individuals. The mission of AFSA is to promote this diversity among our entire school community. Understanding diverse cultures provides the opportunity to develop skills to become better global citizens. Working with diverse groups of individuals is a skill necessary not just for school but for life. The development of these skills will build confidence for interactions and learning new concepts in the future.

The students will be able to embrace new cultures and respect the differences. It is not our desire to teach the students what to think or to change the core values of their family., but rather, to help them respect others. When we understand and respect the differences, we decrease the possibility of exclusion of any population. Thorough understanding of diverse people groups and social groups increases cultural competencies and empathy.

Strategic planning of diversity lessons exposes students to new cultures and historical figures from other cultures while encouraging creativity, problem-solving and critical thinking.

Common Core Standards Addressed

The common core standards which will be addressed include:

5-8 Benchmark 1-D. Skills: research historical events and people from a variety of perspectives:

Grade 5

1. differentiate between, locate and use primary and secondary sources (e.g., computer software, interviews, biographies, oral histories, print, visual material, artifacts) to acquire information;
2. use resources for historical information (e.g., libraries, museums, historical societies, courthouse, worldwide web, family records, elders);
3. gather, organize and interpret information using a variety of media and technology;
4. show the relationship between social contexts and events;
5. use effective communication skills and strategies to share research findings.

Grade 6

1. organize information by sequencing, categorizing, identifying cause-and-effect relationships, comparing and contrasting, finding the main idea, summarizing, making generalizations and predictions, drawing inferences and conclusions;
2. identify different points of view about an issue or topic; and
3. use a decision-making process to identify a situation that requires a solution; gather information, identify options, predict consequences and take action to implement that solution.

Grade 7

1. analyze and evaluate information by developing and applying criteria for selecting appropriate information and use it to answer critical questions;
2. demonstrate the ability to examine history from the perspectives of the participants;
3. use the problem-solving process to identify a problem; gather information, list and consider advantages and disadvantages, choose and implement a solution and evaluate the effectiveness of the solution using technology to present findings.

Grade 8

1. demonstrate understanding and apply problem-solving skills for historical research, to include: use of primary and secondary sources; sequencing, posing questions to be answered by historical inquiry; collecting, interpreting and applying information; gathering and validating materials that present a variety of perspectives.

Native American Culture

AFSA will continually address the culture of all students. NMPED Bureau of Indian Education is currently creating a work group named Indigenous New Mexico Curriculum Initiative as indicated on the following website. The Director of Education will monitor the website and collaborate with the NMPED to determine what resources are available. Additionally, AFSA will collaborate with agencies such as EPICS which aims to assist families to influence change in their communities to maximize positive outcomes for children with disabilities and special healthcare needs.

<https://webnew.ped.state.nm.us/bureaus/indian-education/indian-education-curriculum-initiative/>

In New Mexico we have 23 tribes that are represented. It is our desire to provide students with the opportunity to continue to learn more about their culture. We will also collaborate with leaders within the Pueblos represented within our school community and community.

The American Indians in New Mexico website provides multiple resources to support cultural awareness. <http://www.native-languages.org/nmexico.htm>. Additional resources are listed in Attachment A.

Teaching Students from Hispanic Culture

As with any minority group, Hispanic communities face educational issues which may include the need for adequate funding for schools to support cultural needs.

- Students, especially those who may frequently move, often have significant gaps in their skill set.
- Inclusion of the parents/caregivers in language acquisition, community outreach, and use of appropriate pedagogy will make a significant difference in closing the achievement gaps.
- [Learning about Each Other's Culture](#) (PDF, 161 KB, 2pp) assists staff members in dispelling myths about cultures.

Bilingual Education

Encouraging students to continue to use their home language is valuable. It will enrich the lives of all students in the classroom and create an atmosphere of respect for all of our students.

When students are able to speak in multiple languages, according to research, strengthens the executive functioning of students because bilingual students are able to use two languages at the same time, switching consistently, it develops skills for functions such as inhibition, switching attention, and working memory. (2013, Marian V, Shook A. The cognitive benefits of being bilingual.).

Being bilingual can increase employability for students as it will make the candidate stand out and may provide opportunities which may not exist for mono-lingual individuals.

Culturally and linguistically responsive teaching, mentoring and counseling

AFSA will strive to support students from all cultures and provide opportunities for students to share with others and broaden the entire schools' horizons.

AFSA staff members will:

- Be responsive to cultural norms such as understanding many African American youths thrive on intense and sensitive peer relations (Tharp, 1989). If this is evident in the classroom, a teacher may provide more opportunities for social interaction.

- Adjust wait time in response to student needs Rowe (1987) found that Pueblo Indian students took twice as much time to respond spontaneously to instruction as Native Hawaiians did. A classroom teacher will recognize the differences that may be present.
- At times, transitioning between the culture at home and school is difficult. Teachers will respect the need for students to make these transitions especially following breaks of instruction such as holidays and weekends.
- AFSA staff will be culturally sensitive when teaching curriculum, especially character education.

Addressing Diversity in Schools: Culturally Responsive Pedagogy

Teaching tolerance website has multiple resources and grants which allow staff members to teach about tolerance of multiple cultures not only ethnic but also religion, ability, gender and sexuality and bullying. They provide film kits and lesson plans a customized Learning Plan—texts, student tasks and teaching strategies to bring relevance, rigor and social emotional learning into the classroom.

https://www.tolerance.org/sites/default/files/2019-04/TT-Critical-Practices-for-Anti-bias-Education_2.pdf

In this article, specific ideas to ensure the school and classroom values all cultures. The staff will review this resource and seek guidance from the National Center for Culturally Responsive Educational Systems to assure a quality, culturally responsive education for all students.

http://www.niusileadscape.org/docs/FINAL_PRODUCTS/NCCRESt/practitioner_briefs/%95%20TEMPLATE/DRAFTS/AUTHOR%20revisions/annablis%20pracbrief%20templates/Diversity_Brief_highres.pdf

The Social Justice Standards are a road map for anti-bias education at every stage of K–12 instruction. Comprised of anchor standards and age-appropriate learning outcomes, the Standards provide a common language and organizational structure educators can use to guide curriculum development and make schools more just and equitable.

Divided into four domains—Identity, Diversity, Justice and Action (IDJA)—the Standards recognize that, in today's diverse classrooms, students need knowledge and skills related to both prejudice reduction and collective action.

Together, these domains represent a continuum of engagement in anti-bias, multicultural and social justice education. The IDJA domains are based on Louise Derman-Sparks' four goals for anti-bias education in early childhood.

Each of the IDJA domains has learning outcomes and school-based scenarios organized by grades K- 5, 6–8 and 9–12.

Identity Anchor Standards:

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people’s multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Project Learning Tree

Project Learning Tree’s *Energy & Society* Kit offers K-8 students’ opportunities to learn about their relationship with energy and helps develop their critical thinking skills to make decisions about their personal energy use. In addition to hands-on activities, this curriculum integrates music and dance to enhance the study of energy issues.

Project Learning Tree’s Energy and Society Activity Guide Supporting Next Generation Science Standards PLT’s six Energy & Society activities have been correlated to the Next Generation Science Standards (NGSS) for grades K-8. See Attachment B.

file:///C:/Users/markn/Desktop/plt_energy_society_connections_to_ngss.pdf

Professional Development

Guest speakers and online workshops will be made available for staff members. If a staff member attends an off- site training, they will share their information at the staff meeting upon their return.

One potential site providing free professional development is Teaching Tolerance.

<https://www.tolerance.org/professional-development>

Specific Student and Parent Involvement Activities

Students will participate in monthly events which will focus upon cultural lessons. These events will be tied to classwork – such as social studies unit of study. For instance, if the 6th grade is studying Ireland the students may share information learned such as unique ways the heat their homes, food they eat, religious practices, and landscape.

Evaluation of Effectiveness

One method of evaluation is to monitor changes within the school climate and culture. The students will freely share among themselves and in presentations. Parents will attend parent night opportunities for cultural events. AFSA Director of Education and staff members will continually monitor the participation of families and the level of excitement they display during the process. This will guide the instruction and development of the curriculum.

Pre and post assessments will be given to students following units of study or cultural events. These assessments will be reviewed by staff to determine progress. As the year continues, AFSA staff expect students will be able to identify unique features of cultures.

Alignment with Mission of School

Central to the mission of AFSA is the understanding that all students can succeed when given the proper level of support. Success is unique to each student. For each student it will be based upon the circumstances and areas of interest. It is impossible to succeed if you do not know who you are, where you are headed and what supports will help you get there. Students will benefit when they are able to understand the diverse cultures within our community and the world around us. Learning about all of the unique fibers within our culture will strengthen us as a learning community.

Development of Scope and Sequence

The scope and sequence of multicultural diversity within AFSA will be developed by the Director of Education during the Year 0 Planning Year with the collaboration of members from community partner board to ensure a wide variety of cultures are represented. During Year One of Instruction, the staff members will provide insight on the proposed plan. The staff will meet and collaborate to develop a four-year overview so each year a student attend AFSA new information is shared.

Alignment of Curriculum to support the implementation of the Bilingual Multicultural Education, Indian Education, and Hispanic Education Acts.

The first step to success, is to ensure the staff members have received the training necessary to accurately assess all students in their language skills. This includes written language, verbal communication and processing or understanding of information presented. This assessment is not a once or twice a year test. It is a daily analysis and data collection of work samples and participation which provide multiple data points for staff members to determine what areas are strong and where support is needed. Careful monitoring in the classroom as well as informal settings will provide the rich data necessary for success.

All staff members will be required to receive training which may include meetings with representatives of each culture represented within the school, families of the students and in-service training on language acquisition.

Based upon these discussions, the team will decide what supports and strategies will best meet the needs of the students. The progress will be monitored carefully and adjusted as needed to ensure adequate progress is made toward grade level expectations.

The teachers and staff members currently under consideration are certified in Special Education, subject area and are ESL endorsed. We specifically have targeted these educational leaders because of these skills. They produce results within their classroom and have the skill set to meet the needs of all students. If these individuals are not available, we will seek individuals with these skills or those willing to complete the requirements necessary for certification.

We recognize the value of these certifications and for that reason, this will be a requirement for employment. We have contacted Dawn Wink at Santa Fe Community College for assistance and she has agreed to work with our school to meet the requirements as a team.

As a Graduate Student, the proposed Director of Operations, Mr. Hannagan, recognized the value of acquiring a language with immersion. For his Masters in French Education and Culture he moved to France and lived there for 2 years. This was beneficial not only for language skills but also for understanding the culture. While attending the University de Caen, he had to learn the information being taught in French. This required him to hear it in French, translate it into English internally to help him process and understand the material then be able to express it verbally and in written form in French.

For that reason, he provides adequate time for processing of all material. He also makes sure they have the opportunity to See, Hear, Analyze, Read, Explain and Demonstrate (SHARED) all materials. As the students do this, they are able to fully understand the material and he is able to watch the process. As the students complete each step, he is able to see where they are missing a step or have a gap which needs to be addressed before they proceed.

Mr. Hannagan teaches the Common Core Grade level expectations using these steps and is able to help students close gaps in their learning. He has used these strategies successfully with students in school with high populations of students who speak Spanish, French, Creole, Chinese, Vietnamese and multiple languages across the world. He also taught on a Native American reservation and was very successful there as well.

Indian Education Act (NMSA§22-23A-1)

It is important to recognize the role of the family in all education. However, when there are culturally relevant differences, it is very important to recognize these differences and to ensure the school and classroom are sensitive to those differences. One example of these differences in a student from Japan was when a student, in third grade, was out ill for 2 weeks, the mother came to school every day and sat in the classroom, took notes and had her child complete the assigned work that night. It was returned to school the next day when the mother came to sit in

class all day. If the mother was barred from coming to class each day, there would have been a great deal of stress and the daughter might have been forced to return to school before she was ready. However, because their culture was recognized and embraced, the level of trust between the parent and school increased.

With each culture there are traditions and we must respect them. If we try to ignore the differences we will not learn to grow together. To be culturally sensitive gives us the opportunity to “see each other for the character of our heart and not the color of our skin”.

To do this, we have to ask questions. When working with international students at the New Mexico Tech University, Mr. Hannagan opened his home to all the students. He shared our traditions with them and asked them to return the favor. As a result, he has many friends across the world and even a God-son in China. The students knew he cared, wanted to learn and respected them.

We have to understand that not all Pueblos or tribes are the same. Each has its own unique traditions. The family days mentioned throughout this application are designed to help us learn about each other and grow together. Having worked with students and families from multiple areas such as Seminole, Miccosukee, Mescalero, Apache, Navajo and Miami tribes, he has seen vast differences.

However, despite these differences, everyone can learn and grow into lifelong learners and deserve to be provided with the skills to reach our fullest potential. The very nature of Hands on Learning such as Project Learning Tree, allows the students to have the opportunity to access grade level expectations in all subject areas using all of their senses. Inviting parents to come along side us and join their child in this journey will build the bridge between school and home which sets the stage for success in High School. The process of learning how to learn is valuable when students learn how to understand and appreciate their own culture when they begin to distinguish and differentiate other cultures and appreciate their differences.

Hispanic Education Act (NMSA §22-23B-2)

All students have the right to grow academically. The Hispanic students are historically delayed due to language barriers and, at times, increased mobility. Teaching them HOW to learn is crucial. Using the SHARED strategies and Hands on Learning provides them the opportunity to grow academically while supporting their language acquisition with realia. If the student moves on to another school and understand how they learn. They will be able to apply these same strategies in multiple settings. As with Mr. Hannagan in France, they may need time to process the language and these hands-on learning strategies will give them the time they need and multiple methods of demonstrating mastery. Our teaching strategies meet the requirements of Bilingual and Second Language best practice.

We recognize we are not teaching students in Kindergarten through 3rd grade, however, one of the reasons we selected 5th through 8th grade was to provide us with a greater opportunity to close the achievement gap.

One important step in that process is to determine their dominant language and to provide the student with the skills necessary to become bilingual and biliterate in English and a second

language, including Spanish, a Native American language, where a written form exists and there is tribal approval, or another language, as desired by student and family. Project Learning Tree is a standardized curriculum fully aligned with State and National Standards, which includes the use of hands on materials to support language acquisition skills and builds upon the language skills the students have previously learned.

When possible, the instructional materials for Native American bilingual multicultural education programs shall be written, when permitted by the Indian nation, tribe or pueblo, and if written materials are not available, an oral standardized curriculum shall be implemented. The subject matter will be culturally relevant learning environments, educational opportunities and culturally relevant instructional materials are required to satisfy a goal of the Indian Education Act.

Resources

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| Total Points Available | Expectations |
|---|---|
| 12 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe the proposed school’s curriculum; • Identify information that demonstrates the curriculum is research-based; • Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; • Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> ○ The timeline must identify the following: <ul style="list-style-type: none"> ▪ responsible staff ▪ action steps ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school’s mission. ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester’s curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. ○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico. |
| <p>INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section at “Approaches the Criteria.” The school application does not indicate where/how student families will be involved, or give an indication of the supports to be given to help students with a home language that is not English achieve at a high level beyond providing materials in</p> | |

the home language. While the culturally-sensitive strategies listed are excellent ones, there is not a big-picture sense of how these will be communicated to teachers. Proposed program elements include:

- * Each month school will host cultural events from different cultures.
- * School will partner with tribes represented in the school.
- * All teachers will be required to possess both special ed and TESOL endorsements.

D. Curriculum, Educational Program, Student Performance Standards.

D. (1) Provide a description of the proposed school's curriculum. The proposed curriculum must be research-based, reasonable, and clearly align with the New Mexico Common Core State Standards and the proposed school's mission.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with CCSS, NM Content Standards, and the proposed school's mission. If approved, the PEC requires one semester's curriculum to be fully completed by the charter school during the planning year before commencement of operations is approved.

APPLICANT RESPONSE:

In the Charter School Charter School Act, [22-8B-1 NMSA 1978] part of its purpose is "...to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics..."

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

Philosophy and Approach to Instruction

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

Therefore, the proposed approach to the AFSA curriculum will consists of diverse learning opportunities which will incorporate research-based curriculum with engaging activities and interaction among students, staff members and families. There are multiple tools which are available for use to motivate students and encourage community collaboration. These tools will include options such as Khan Academy which will be used to access grade level standards and objectives for 5th-8th grades. Additionally, we will focus upon Project Learning Tree

(PLT), an environmental curriculum which is research based and aligned with State and National expectations for students.

AFSA wants to serve the students of greater Albuquerque, New Mexico area who desire to participate and develop their skills in a school whose educational philosophy integrates academic, character, STEAM and technology elements. Khan Academy, PLT, differentiated and specialized instructional strategies and supports along with character education for academic achievement, will increase students' abilities to think critically and discover their strengths as learners. AFS will provide the tools necessary for students to face the challenges of their community today, and to address life challenges in the world tomorrow. Equally important is AFSA's commitment to providing a positive and safe learning environment using group-based research projects as a means of proactively engaging students both academically and socially within the learning community so students will understand and excel in group research projects and state assessments.

Description of the Curriculum

The mission of AFSA is to provide the supports necessary to ensure each student has access to grade level expectations and to reach their individual potential. This will be accomplished by providing the supports necessary for each student based upon their unique learning needs. Based upon pre-assessments in each academic area, the students will have a unique learning pathway outlined in collaboration with parents and students. To accomplish this task, teachers will collaborate horizontally and vertically with colleagues, develop clear expectations for students which are consistent from classroom to classroom which recognize individual needs and expect students achieve at their highest potential, utilize multiple platforms of assessment to assess progress and partner with students and families as they develop learning pathways.

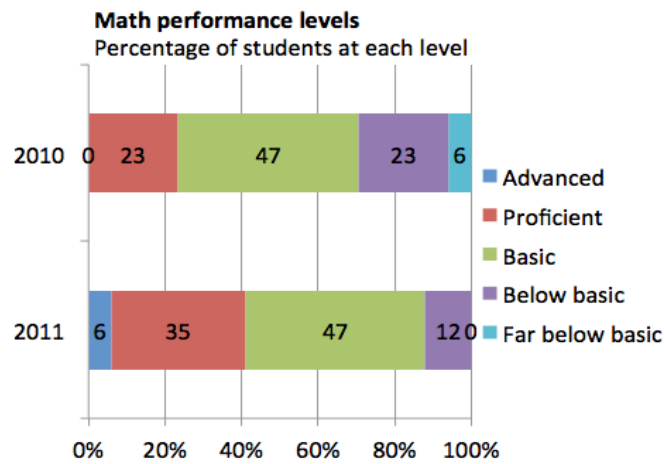
All curriculum will be aligned with Common Core State Standards. Project Learning Tree (PLT) has aligned its curriculum with Common Core standards. During implementation year the founder and proposed Director of Education, will develop a Scope and Sequence of the PLT activities. Upon completion of that task, they will select curriculum for Language Arts and Social Studies to supplement the curriculum. They will also develop a scope and sequence for Math which will align with grade level expectations.

PLT, as our foundational curriculum, has been designed to meet the unique learning needs of each student with clearly defined learning outcomes in each activity. The activities include inquiry-based learning, cooperative learning, differentiated instruction, technology connections, reading connections, and authentic assessment. <https://www.plt.org/resources/for-teachers/>. PLT meets science requirements, English language arts, mathematics, social studies, service learning, and more.

<https://www.plt.org/wp-content/uploads/pdf/Subject-Index-for-PLT-PreK-8-Guide.pdf>
<https://www.plt.org/wp-content/uploads/pdf/Grade-Level-Index-for-PLT-PreK-8-Guide.pdf>.

In the 2010-2011 school year, Khan Academy piloted their platform in Los Altos, CA. Teachers were able to document notable changes in the students' academic skills. Students of all academic levels made significant progress. The chart below indicates the success of students in the school district. The limitations of this study were small sample size and a

portion of an academic school year; however, it does indicate the use of Khan as supplementary academic instruction is beneficial for students of all ability levels.



The explicit curriculum of Khan provides a clear outline of content to be learned grade by grade so that knowledge, language, and skills build cumulatively from year to year. This sequential building of knowledge fills in any gaps in skills to ensure students are able to enter each new grade with the skills necessary to succeed. It is also able to prevent the repetition which often occurs in the typical classroom setting.

The educational philosophy and curricular approach of Khan Academy aligns with the school's mission and student needs and supports 21st Century learning opportunities for unique learning pathways for each student. The challenging curriculum presented through Khan Academy is a compelling curriculum when coupled with vibrant, engaging research-based teaching methods will produce students who are self-directed and able to access grade level expectations and challenge them at their ability level.

ALL for SUCCESS Academy will use:

- Leader instruction as the who for each subject. This strategy, will be the introduction to the subject matter by a person with knowledge and/or experience. For instance, a store manager may discuss the importance of use of proper grammar when writing a resume, or a veteran may share about countries they have visited.
- Didactic instruction as the what for each subject. This strategy, which is for the presentation and introduction of basic knowledge or facts, will consume the least time and have the least emphasis.
- Instructional coaching as the how for each subject. Skill acquisition (reading, speaking, listening, calculating, problem-solving, exercising critical judgment) is the focus of this strand.
- The Socratic method as the why for each subject, which is the path to understanding ideas and basic values, will be implemented in two-level seminars. In the vertical

component, teacher will provide questions to develop the understanding of ideas. In the horizontal element, discussion will be open to all possible responses from students.

Rather than looking at what the students' limitations are, AFSA will value asset-based education in terms of what all students are capable of doing. AFSA agrees with Dr. Temple Grandin's statement:

Rigid academic and social expectations could wind up stifling a mind that, while it might struggle to conjugate a verb, could one day take us to distant stars. "Parents get so worried about the deficits that they don't build up the strengths, but those skills could turn into a job," said Grandin, who addresses scientific advances in understanding autism in her newest book, "The Autistic Brain: Thinking Across the Spectrum."

It is our belief that when you focus upon the ability of each individual, you will increase their ability to learn and their self-confidence.

At all levels, fine arts may include vocal and instrumental music, art history, drawing and painting weaving, ceramics, digital media arts, theater and stagecraft.

Practical arts may include introduction to engineering,

- The curriculum selected/developed must align to the New Mexico Content Standards, Benchmarks and Performance Standards. Provide a copy of the alignment document if it was completed, OR, if the alignment has not been completed, describe the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

AFS recognizes the importance of aligning curriculum to NM Standards and Benchmarks, vertically and horizontally, to ensure that our curriculum covers essential skills and content. The ALL for SUCCESS curriculum is sequential, skills-based and evidence-based. Teachers are expected to re-teach skills that are not mastered. Because the curriculum and assessments are aligned with New Mexico standards, teachers have the tools to ensure mastery of grade level expectations.

Curriculum Development

The finalization of the scope and sequence will be completed during the implementation year by the proposed Director of Education and community partners. All courses and units of study will be designed to meet grade level expectations. Within each lesson, supports for English Language learners, students with special needs and those requiring accelerated learning will be outlined. The course of study will be backwards planned for final grade level expectation to units of study and daily lesson plans for each subject and grade level.

| Total Points Available | Expectations |
|------------------------|--------------|
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|----|--|
| 12 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe the proposed school’s curriculum; • Identify information that demonstrates the curriculum is research-based; • Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; • Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; • Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and • Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> ○ The timeline must identify the following: <ul style="list-style-type: none"> ▪ responsible staff ▪ action steps ▪ deadlines ○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school’s mission. ○ The timeline must demonstrate that the scope and sequence and unit plans for one semester’s curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. ○ If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico. |
| | <p>INDEPENDENT REVIEWER EVALUATION: The application states that the AFSA curriculum is yet to be developed; it proposes using Project Learning Tree (a science-based curriculum) and Khan Academy (a supplemental math curriculum) which are both excellent resources. However, there is not a timeline with action steps for proposed curriculum building by the Director of Education and the community (it is also not clear who comprises the community that will be assisting the Director with this task during the implementation year). Also missing is mention of the curriculum to be used for the Character Education with is an important element of the school's stated mission. The Review Team scored this response as “Approaches the Criteria.”</p> |

E. Graduation Requirements.

E. (1) Identify the proposed school's proposed requirements for graduation, if applicable, and explain any changes or additional requirements that vary from state minimum requirements. Provide high school graduation requirements that clearly articulate and meet state requirements. If you provide additional requirements that vary from state minimum requirements, ensure they are clearly explained.

If you are seeking any change from mandated minimum graduation requirements, identify the change and explain why you are seeking it. Clearly explain how the change supports the mission and ensures student readiness for college or other post-secondary opportunities.

APPLICANT RESPONSE: *NOT APPLICABLE*

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify all of the proposed school's graduation requirements; • Provide proposed Alternative Demonstration of Competency policies, if any • Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and • If there are variances from state minimum requirements explain the following: <ul style="list-style-type: none"> ○ why the proposed school believes the change is important ○ how the change supports the mission ○ how the change ensures student readiness for college, career, or other post-secondary opportunities. |
| INDEPENDENT REVIEWER EVALUATION: N/A | |

F. Instruction.

F. (1) Provide a **clear, comprehensive, and cohesive** overview of the educational philosophy and instructional methods to be implemented that **clearly** supports and aligns with the proposed school's mission, and curriculum.

APPLICANT RESPONSE:**Educational Philosophy and Its impact upon Instruction**

Our motto at AFSA is positive, personal and proactive in everything we do. We want our students to be immersed in a great learning environment and to perpetuate that same learning environment in everything they do. This has been the philosophical basis for all the progress that students have made from the beginning of our careers.

We have spent our careers laboring over the progress of students. To this end, we have pursued strategies, scaffolding techniques, curricula and pedagogy to support students and our efforts. SUCCESS for ALL reading is an excellent curriculum that utilizes our philosophy in every area, especially the books that are Newberry Award winning classics. As the students are reading wonderful and personally inspiring materials, they are being asked to process the information into long-term memory and is equipping them to act on the lessons from the reading program. While working on their grade level standards and objectives, we are also working on the overall wellbeing as a student and person.

AFSA's philosophy of education has as its focus the understanding that we are educating the whole student. We must be committed to intentional actions which promote social, emotional learning as well academics. Academics are important. However, if we do not help the students focus not only on what they can accomplish but also on how they treat and respect others, we have failed as educators.

As such, our focus will be upon contribution and growth rather than competition. This has to be modeled throughout the school. Staff members will model this attitude toward each other and expect it from their students.

Our goal as a school is to look at each situation and be as neutral as possible to seek resolution. When all conversations focus upon our mission, it is easier to stay on track and remain neutral. When a conflict arises, we can look at the event and ask if it lines up with our mission.

Methodology

To indicate we respect our students and families we will:

1. Communicate in their primary language.
2. Honor positive actions such as kindness, empathy for others, collaboration and concentration.
3. Encourage students, staff and family members to develop their sense of creativity and curiosity.
4. We will establish a place to learn which is safe

5. We will maintain a robust curriculum which includes fine art, sciences, history, interaction with nature and physical activity.
6. Encourage development of skills at the student or staff members' unique level of need whether they need more or less time, with supports or with freedom to explore.
7. Instructional leaders should be guides to help direct learning, encouraging exploration not lectures and helping students engage in personal responsibility.
8. Provide multiple opportunities for demonstration of mastery. This will include paper-pencil, computer, project-based portfolios, conferences and self-reflection.
9. Ensure there are all necessary supplies and resources available for task completion.
10. Integrate person life skills into the academic day such as tasks to show ownership of the school and classroom (pick up their papers, feed the plants and so forth), develop craft skills, cooking and job skills which can be easily accessed within the school day.
11. Encourage and model a healthy life-style such as eating healthy meals, physical activities, participate in service projects and demonstrate respect for all.
12. Utilize technology responsibly. Do not allow it to replace relationship building and interaction.
13. Demonstrate respect for other cultures and beliefs recognize the value of each voice as demonstrated by cultural days, diverse student body, staff members, literature and activities.
14. Classroom management is positive, personal and proactive. Seek to find resolution. Do not utilize group punishments.
15. Welcome and embrace parental and community involvement.
16. Set long term goals and regularly evaluate progress and viability of meeting the goal.
17. Math and Language should be embedded into the school day.

AFSA staff will carefully monitor all activities and intentionally plan their day to reduce off task time. Students will be fully engaged throughout the day with activities which reflect our mission to educate the whole child.

AFSA will seek highly qualified teachers who have a desire to grow and share with their colleagues. We value the trust the families are placing upon us and will consistently seek to be the best we can be for their child. To attract and keep these teachers, it is crucial for all members of the school community to know they are respected and valued.

Although we often hear about customer first as a philosophy for running a school or business, we at AFSA actually feel the philosophy of Richard Branson of Virgin Airlines more accurately reflects how we will treat all staff members:

if the person who works at your company is 100% proud of the job they're doing, if you give them the tools to do a good job, they're proud of the brand, if they were looked after, if they're treated well, then they're gonna be smiling, they're gonna be happy and therefore the customer will have a nice experience. If the person who's working for your company is not given the right tools, is not looked after, is not appreciated, they're not gonna do things with a smile and therefore the customer will

be treated in a way where often they won't want to come back for more.

<https://www.inc.com/eric-schurenberg/sir-richard-branson-put-your-staff-first-customers-second-and-shareholders-third.html>

So, treat the staff with respect, the students with respect and your school will be a place where learning occurs and everyone wants to be there! AFSA will establish a strong partnership with the families and community members to seek and retain highly qualified staff members.

During the school year each teacher will receive one hour each week of PD to assist them in skill development. AFSA leadership team will encourage staff members to collaborate and share new ideas as well as to model effective strategies being employed within their classroom each day.

Instructional strategies which support our mission of teaching the whole child will start on day one when the bell rings and will continue until the last day of school. This doesn't mean there will not be time for celebration of success and reaching goals, it means that each moment of the day will focus upon student and staff growth.

Development of Literacy and Math skills is central to success. Effective teaching strategies are key to the progress of each student. The individualization of instruction in core subject areas is one of the core components of AFSA. All instruction is data driven and specific to the needs of the students. Although many schools feel increased time is what is required for progress, at AFSA we believe 'more of the same' will yield similar results. Instead, we will have targeted instructional support and then embed the common core grade level standards into alternative opportunities to learn- such as PLT missions.

The students will be given the opportunity to learn in a different way and demonstrate progress in an alternative method. We will continually monitor their progress toward mastery of grade level expectations and provide multiple opportunities for growth.

Alignment with the Mission of AFSA

Finally, AFSA will strive to become a good school as described below. We will collaborate with our community, parents, staff and students to continually strive to reach our goal and to be the best school we can be so we can look back and say our students grew to love learning and made a difference!

1. A good school visibly and substantively improves the community it is embedded within.
2. A good school adapts quickly to social change.
3. A good school uses every resource, advantage, gift, and opportunity it has to grow students and tends to see more resources, advantages, gifts, and opportunities than lower-performing schools.
4. A good school has students who get along with and support one another towards a common goal—and they know what that goal is.
5. A good school produces students that read and write because they want to.

6. A good school admits its failures and limitations while working together with a ‘global community’ to grow.
7. A good school has diverse and compelling measures of success—measures that families and communities understand and value.
8. A good school is full of students who know what’s worth understanding.
9. A good school speaks the language of the children, families, and community it serves.
10. A good school improves other schools and cultural organizations it’s connected with.
11. A good school understands the relationship between curiosity, inquiry, and last human change.
12. A good school makes certain that every single student and family feels welcome and understood on equal terms.
13. A good school is full of students that not only ask great questions, but do so with great frequency and ferocity.
14. A good school changes students; students change great schools.
15. A good school understands the difference between a bad idea and the bad implementation of a good idea.
16. A good school uses professional development designed to improve teacher capacity over time.
17. A good school doesn’t make empty promises, create misleading mission statements, or mislead parents and community-members with edu-jargon. It is authentic and transparent.
18. A good school values its teachers and administrators and parents as agents of student success.
19. A good school is willing to ‘change its mind’ in the face of relevant trends, data, challenges, and opportunities.
20. A good school teaches thought, not content.
21. A good school decenters itself—makes technology, curriculum, policies, and its other ‘pieces’ less visible than students and hope and growth.
22. A good school is disruptive of bad cultural practices. These include intolerance based on race, income, faith, and sexual preference, aliteracy, and apathy toward the environment.
23. A good school produces students that see and know themselves in their own context rather than merely as ‘good students.’ These contexts should include geographical, cultural, community-based, language-driven, and professional factors and ideas.
24. A good school produces students that have personal and specific hope for the future that they can articulate and believe in and share with others.

25. A good school produces students that can empathize, critique, protect, love, inspire, make, design, restore, and understand almost anything—and then do so as a matter of habit.
26. A good school will connect with other good schools—and connect students, too.
27. A good school is more concerned with cultural practices than pedagogical practices—students and families than other schools or the educational status quo.
28. A good school helps students understand the nature of knowledge—its types, fluidity, uses/abuses, applications, opportunities for transfer, etc.
29. A good school will experience disruption in its own patterns and practices and values because its students are creative, empowered, and connected, and cause unpredictable change themselves.
30. A good school will produce students that can think critically—about issues of human interest, curiosity, artistry, craft, legacy, husbandry, agriculture, and more—and then do so.
31. A good school will help students see themselves in terms of their historical framing, familial legacy, social context, and global connectivity.
32. A good school wants all students ‘on grade level’
33. A good school has a great library and a librarian who loves students and who loves books and who wants the two to make meaningful connections.
34. A good school may have maker spaces and 3D printers and wonderful arts and humanities programs, but more importantly, these kinds of learning spaces are characterized by students and their ideas rather than the ‘programs’ and technology itself.
35. A good school is full of joy, curiosity, hope, knowledge, and constant change.
36. A good school admits when it has a problem rather than hiding or ‘reframing it as an opportunity.’ (Sometimes, too much growth mindset can be a bad thing.)
37. A good school doesn’t have unnecessary meetings.
38. A good school doesn’t spend money just because it’s there.
39. A good school may love project-based learning but loves the projects more and the students doing the projects even more.
40. A good school explains test results honestly and in-context.
41. A good school never gives up on a student and depends on creative thinking and solutions for the students who ‘challenge’ them.
42. A good school isn’t afraid to ask for help.
43. A good school sees the future of learning and merges it with the potential of the present.
44. A good school doesn’t graduate students with little to no hope for the future.

45. A good school separates knowledge, understanding, skills, and competencies—and helps students do the same.
46. A good school ‘moves’ gifted students as ‘far’ as they move struggling students.
47. A good school benefits from the gifts and resources of its students and their families—and then bolsters those gifts and resources in return.
48. A good school doesn’t exhaust teachers and administrators.
49. A good school feels good to learn in, teach in, visit, and otherwise experience.
50. A good school seeks to grow great teachers who seek to grow all students to shape and change their world.

The Characteristics Of A Good School <https://www.teachthought.com/learning-models/the-characteristics-of-a-good-school-great-school/>

Research Based Strategies aligned to Common Core and National Standards

Project Learning Tree

Project Learning Tree is a tremendous curriculum that is very flexible while we are working on raising their academic levels. Teachers will have the flexibility of multiple lessons to utilize while strategically addressing their grade level standards and objectives. As stated throughout this application and in Attachment B, PLT is fully aligned with CCSS and National Standards across all subject areas. The strategies used throughout PLT align with best practices.

Hands on Learning is research based as it provides the student the opportunity for increased retention and engagement. It addresses the needs of diverse learning styles and allows students to have the opportunity to collaborate. They will also align with Marzano’s Educational Framework for 21st Century Learning

- What will I do to establish and communicate learning goals, track student progress, and celebrate success?
- What will I do to help students effectively interact with new knowledge?
- What will I do to help students practice and deepen their understanding of new knowledge?
- What will I do to help students generate and test hypotheses about new knowledge?
- What will I do to engage students?
- What will I do to establish or maintain classroom rules and procedures?
- What will I do to recognize and acknowledge adherence and lack of adherence to classroom rules and procedures?
- What will I do to establish and maintain effective relationships with students?
- What will I do to communicate high expectations for all students?
- What will I do to develop effective lessons organized in a cohesive unit?

Project Learning Tree is so flexible that it will allow for a great deal of integration of our core subjects. This is a great opportunity for the teachers, but a great benefit for the students because their learning goals are strategically aligned all day long and lend extra time, multi-

modalities and multi-subjects to scaffold our students up to grade level comprehension. This will add the benefit of teachers being able to strategically coordinate with each other while supporting one another's core subject initiatives. This will translate into students being supported by the curriculum and the teachers and teachers being supported by the curriculum and each other. The more positive, personal and proactive we are with one another, the greater progress the students can make. However, as much as the learning environment is improved for the students, teacher well-being is key and is addressed daily with the curriculum selection alone.

Khan Academy

Khan Academy is the daily test of everything the students are working on. Whereas it is good for the students to learn and have a supportive environment for each individual, Khan is an opportunity for them to be individually challenged. AFSA wants every child to achieve wellbeing but that is not probable if they are not independent. Khan Academy is an opportunity for students to apply what they have learned in a higher order thinking opportunity. The further they are able to progress in their individual learning path independently, the more successful they will be in every academic pursuit. It also allows for students to work together while they are trying to make progress.

Khan Academy provides opportunities for students to continually challenge themselves to grow. It focuses on conceptual understanding, procedural fluency, and real-world application across subject areas. It is fully aligned with the Common Core State Standards.

The personalized learning pathways meet the mission of individualized learning and support. When guided by the classroom teacher, the students will be able to fill in any learning gaps and excel in areas as needed.

Technology is a tool which supports excellent teaching. It does not replace teachers. It will provide data to monitor progress and assess any areas needing support.

If students do have a difficult time in the beginning, or at any time for that matter, AFSA has strategies and scaffolding techniques to employ as soon as the bell rings and at any stage of the learning process to ensure that there is adequate support for all learners at all times. Additionally, there will be opportunities for small group instruction/interaction, small group opportunities, and debriefing sessions.

AFSA staff members will continually meet to evaluate data and create learning pathways for students. The mission of AFSA is to ensure students will be provided with the opportunity to actively engage in diverse educational opportunities which will focus upon individual learning needs as they develop the skills necessary for success in high school and post-secondary opportunities which are designed to enable each student to make progress as is appropriate in light of their circumstances. The curriculum will support this diversity and opportunity for growth.

Additional curriculum will be finalized during Year 0 by the Director of Education. Currently under consideration are Reading Success for All (SFA)® which is a whole-school reform

model that includes a reading, writing, and oral language development program. Classroom reading instruction is delivered in daily 90-minute blocks to students grouped by reading ability. SFA is a research-based program which is approved by What Works Clearing House (Department of Education).

SRA is another program under consideration as it is aligned with the standards and has supports for multiple subject areas such as Music, Reading, Health and Literacy/ELA. SRA learning science incorporates research, best practices and is data driven for results. The individualization and ability for students to work at their own pace, meet the mission of AFSA

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe the educational philosophy of the proposed school; • Identify primary instructional methods to be implemented that align to the educational philosophy; • Identify information that demonstrates the instructional methods are research-based; and • Describe how the educational philosophy and instructional methods support and align to the mission and curriculum. |
| <p>INDEPENDENT REVIEWER EVALUATION: The Review Team scored this section as “Approaches the Criteria.” There seems to be a general lack of cohesion and clarity between the stated mission and the school's philosophy. Success for All is a great reading program - is it part of the school's philosophy and/or mission? Was it mentioned in the curriculum section? There is a confusion as to the difference between curriculum and instructional strategies within this section: this is a place where the school missed an opportunity to give a clear, explicit picture of how hands-on learning, culturally relevant classroom, and character education will be integrated into the teaching methodology in all classrooms at All for Success. AFSA DOES outline an educational philosophy based on 'Good Schools' and includes the 50 indicators of a good school. They indicate that they plan to utilize Project Learning Tree and Khan Academy as curriculum tools. PLT will be centered around group instruction/projects while Khan Academy will be an independent, individualized learning platform through which students will remediate their unique learning gaps.</p> | |

F.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks, and breaks) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule supports the proposed school's educational program and how the calendar is optimal for achieving high outcomes for your anticipated student population.

APPLICANT RESPONSE:

The annual calendar and daily schedule for AFSA directly align to the New Mexico regulations which will be in place during the 2020-2021 school Year. Currently the NMPED and Legislation are reviewing the length of the school day and additional days which may be added to the school calendar for students as well as staff. When these pieces of legislation are reviewed during the 2020 legislative session, AFSA will revise the calendar as is necessary.

The mission of AFSA is to prepare students for success in High School and postsecondary decisions. Based upon the data collected from the NMPED, there is a significant need for increased focus upon Math, Science and Language Arts for students. For AFSA to provide access to grade level expectations, close achievement gaps and challenge students requiring accelerated options, the calendar which is outlined in Attachment B provides opportunities for extended learning days, data meetings to encourage student, staff and family access to current level of performance and planning times for staff members which will allow them to receive professional development to increase their knowledge base and collaborate to ensure data driven decisions are central to all plans.

The inclusion of project-based learning opportunities within the school day and after school family learning days will increase family and student engagement. AFSA firmly believes, based upon previous empirical data and professional experiences, that family engagement has a direct link to student success. Providing the option of extended learning for students allows those students with gaps in their learning to catch up and those wishing to extend their learning will be provided with accelerated learning opportunities as well. It is important to note that AFSA does not feel "more of the same" will yield different results. The extended learning day will provide unique and specific learning opportunities for the students to explore areas of interest. It will not simply be what is commonly known as tutoring. It is imperative for students to understand the concept behind the assignments so they can master the standards and objectives. This mastery learning process is key to scaffolding the students to grade level standards and objectives as soon as possible.

AFSA Calendar Includes:

Data Driven Professional development days.

The staff will meet on a monthly basis to review data and determine any changes in strategies or interventions are needed. In these meetings we will drill down and determine (diagnose) general trends in student learning. We will then prescribe what activities will lead to the greatest gains for students and we will also be looking for students who are further behind and may need more time and smaller group learning to meet targeted goals for their individual learning path. Those who are at an advanced and grade level, we will meet to determine how to encourage their progress and keep them challenged. To encourage team building, these

dates will be discussed with staff members and placed on calendar once the team selects dates are agreed upon by staff members.

Preservice Professional Development

During the first year, AFSA anticipates staff will meet for an extended period of time to build relationships, review curriculum and data directly linked to each student. We currently anticipate five days will be added to the calendar for this data review and curriculum mapping. The Director of Education will also review all student files with the appropriate staff members and ensure an IEP is in place which will meet the needs of each student and services and supports are available on the first day students return to school. The Director of Curriculum & Instruction will review all daily activities and requirements for record keeping with staff members to ensure necessary equipment and paperwork are available for staff members prior to student arrival.

Professional Collaboration and Classroom set up

August 5 and 6, 2020 will be dedicated to classroom set up and team collaboration. The leadership at AFSA recognize establishing a new school will require a great deal of time and energy for all staff members, upon completion of the five days of intense training, AFSA staff members will be provided with time to meet as a team and to set up classroom and discuss intervention.

Professional Development Days

As is currently required in New Mexico legislation, HB 5 (3) *a minimum of eighty noninstructional hours per school year for professional development for instructional staff.*

<https://nmlegis.gov/Sessions/19%20Regular/final/HB0005.pdf>

To meet this requirement, AFSA Director of Education will facilitate:

- 10 preservice days for professional development and collaboration. (75 Hours)
- Two Strategic Planning days to determine any placement decisions necessary, vertical collaboration and records review October 30 and May 7 (15 hours)
- Monthly Data Review Meetings (20 Hours)
- Weekly Professional Learning Community Collaboration (36 hours)

This will be a total of 146 hours of professional development and data review/training. This is the minimum amount of time which will be set aside. Staff members will collaborate to discuss the progress of students regularly.

Assessment

AFSA has indicated an assessment schedule which aligns with the current NMPED standardized assessments, internal curriculum-based assessments, and norm-referenced assessment windows. Curriculum driven assessments will meet the guidelines set out by the classroom teacher and curriculum.

Student Instruction Days

Currently, AFSA does not anticipate funding will be available for additional extended learning schools. Therefore, the student instructional calendar will be 183 school days six instructional

hours per day. Should legislation change or funds for extended learning become available, AFSA staff will revise the calendar.

Partial instructional days- at this time, AFSA does not anticipate any partial instructional days. AFSA has followed Albuquerque Public School Holiday Schedules. However, if a family requests a reasonable number of additional days for religious or cultural observance as outlined in school board policy, AFSA Leadership team will grant this request without academic penalty for the student. AFSA will notify family of method of documenting this request as outlined in school policy and student handbook. The student may be required to complete make-up work or assessments at the teacher's discretion.

Core Subject Areas

Our schedule supports our mission of infusion of STEAM activities and character education across all subject areas. Each teacher will collaborate across grade level to ensure the instruction is complementary. Cross-curricular instruction is best when the staff collaborate and select standards from the common core and create questions which support each area of instruction. Lesson plans will be developed which will meet the needs of multiple subject areas.

Kelly, Melissa. (2018, October 16). Cross-Curricular Connections in Instruction. Retrieved from <https://www.thoughtco.com/cross-curricular-connections-7791>.

Each class period is 55 minutes in length. The Reading Block will focus upon Common Core standards for each grade level the focus will be reading and comprehending Non-Fiction and Fiction as well as textual analysis and writing.

The proposed 30-minute SRA reading block will focus upon individualized instruction based upon unique learning needs of each student. SRA assists students in closing achievement gaps, accelerating learning, develop skills in vocabulary, fluency and word analysis. The students are able to excel at their own pace and take ownership in their learning.

Math

Instruction in Math will be based upon common core standards for the grade levels, the hands-on learning approach will address achievement gaps and provide the opportunity for acceleration. The strategies which will be employed have been used successfully in schools across New Mexico with statistically significant results. Based upon previous data, students will gain skills and close achievement gaps by at least 2 years each year.

Physical Education will be included in daily activities. AFSA staff recognizes the role of health in daily functioning. Physical activity decreases the possibility of obesity and increases cardio vascular health. Students are better able to focus upon academics, increases social interactions, reduces stress and encourages them to take on leadership roles.

Gill, M., Roth, S. E., Rice, L. N., Prelip, M. L., & Koniak-Griffin, D. (2018). "You Only Teach PE and It Doesn't Really Matter": Middle School PE Teachers' Perspectives on Intervention Efforts to Increase Physical Activity. *The Journal of School Nursing*, 1059840518795039.

Family Involvement and Conferences

Parental involvement is central to success for all students. To encourage parental involvement, AFSA calendar provides the opportunity for two Back to School Nights and four days of Parent Teacher Conferences. AFSA anticipates staff members will conduct multiple opportunities for parental involvement activities. These activities may include:

- Family Gardening Day
- Family Recycling Day
- Music and Art Appreciation Day
- Cultural Awareness Day - each family brings items to share about their culture to share with the school community
- Class Parties
- Family Movie Night
- Family Game Night

The school will also offer opportunities for parent training such as ESL classes, nutritious cooking lessons, how to help your child with homework sessions and Environmental Education Nights.

Specific opportunities which will be offered may include- understanding the Special Education Process, Gifted Advisory Council, Special Education Advisory Council, Parent Teacher Advisory Council and Sunshine Committee (a group that will measure the pulse of the school community and seek ways to build community spirit and assist families in need, such as a death in the family). Participation will be voluntary and based upon areas of interest.

AFSA does not anticipate extended year contracts will be available due to current NMPED projections. However, extended day activities are included in our strategic planning. To allow the opportunity for enhances learning opportunities, optional extended day activities will be provided. The traditional school day is 7:45 – 2:55 with extended learning time of 2:55 – 5:30 as an option for students. AFSA will apply for grants to fund these learning opportunities for students. These opportunities will expand learning experiences and incorporate skills for success which may include cooking classes using some of the items in our square foot garden, recycling activities, arts and crafts, walking club, math and reading extension activities and sports.

Some possible resources are:

<https://education.cu-portland.edu/blog/classroom-resources/four-stem-curriculum-resources-for-after-school-programs/>

The curriculum will be based upon attendance, interest and resources available. Prior to the beginning of school, all students will complete a survey indicating desire to attend and areas of interest. Staff will evaluate the responses and set up a program at that time.

The following sample activity may be utilized in the afterschool program. The activities will extend learning opportunities for students. Retrieved from <https://www.plt.org/resources/stem-strategies/>

STEM: TALE OF THE SUN

Every culture in the world has stories that are part of its history and tradition. Below are some ideas to engage elementary and middle school students in STEM as they learn about history, tradition, and storytelling in the environments in which they live.

Essential Question: Why do people tell stories?

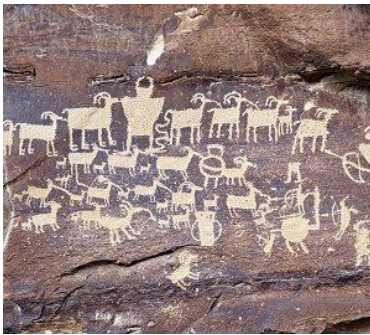
Task: Demonstrate how a story can change through perception and time.

NGSS Connections:

4-LS1-2. From Molecules to Organisms: Structures and Processes – Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways
MS-LS1-8. From Molecules to Organisms: Structures and Processes – Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

MS-ETS1-4. Engineering Design – Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

STEM Strategies



Native American Rock Art Petroglyphs – Great Hunt Panel at Nine Mile Canyon, UT

Science

Challenge students to research storytelling and [why we tell stories](#). Explain that there are many ways in which cultures and communities tell stories. Invite students to investigate a few different examples and try to retell a common story using a new medium.

Some examples might include:

[Oral lure](#)

Fables; [Aesop's Fables](#) are a great example of the written form of storytelling.

Puppeteering, plays, and other performances

Petroglyphs and other rock and cave drawings

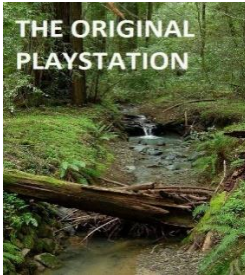
Radio and recorded conversations

Pictures and poetry

Letters

In addition to story, science is shared both verbally and in written word.

[Successful scientists should practice good storytelling.](#)

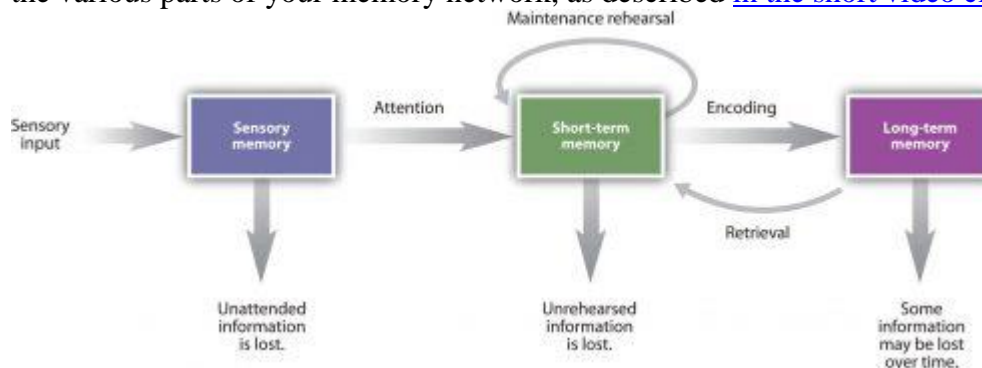


Technology

As explored above, stories can be shared using words (written and spoken) and through art, song, and dance. Encourage students to use technology to produce a short story about a favorite tree, species, or outdoor place. Use graphic software to create a book jacket, comic strip, or meme for each personal story. Use word processing or voice-to-text application (many are available for free, such as [Dragon Dictate](#)) to write it. Finally, apply any available video software to [produce a movie](#) or narrated documentary to share stories with family and friends.

Engineering

[People learn from stories](#) because telling facts (names, dates, numbers, etc.) in narrative form makes them easier to remember. This [short video](#) explains how humans turn what we see and hear into memories and how we store and retrieve those memories. To communicate and demonstrate how complex systems like this work, scientists use models. Challenge students to use [modeling clay](#) or other readily available materials to construct either a physical brain OR the various parts of your memory network, as described [in the short video clip](#).



Math

We learn from stories, and sharing stories is built into our human DNA. Imagine that you have written a story and you want to invite everyone to attend a celebration where it will be read for the first time in public. The problem is, you don't have any way to announce the big event – there is no cell phone service, no internet, no texting, no social media, just the power of the spoken word. You and your best friend will start the process of making sure everyone is verbally invited to the event. The problem is that you and your friend are so busy planning the celebration that you must rely on others to pass the word, and you are running low on time.

The word must spread fast and wide. If everyone who is told about the celebration tells another person who doesn't know about it every 30 minutes, how long will it take for your story to reach everyone in your school?

To begin, you must conduct research to find the number of students in your school. The math you are applying is called a [geometric sequence](#).

Use the data below to calculate the total time it will take for everyone in your school to hear about the Big Celebration.

| | | | | | | | | | | |
|------------------|--------------------------|----|----|----|-----|-----|-----|-----|-----|------|
| Number of people | 2 (You + friend) | 4 | 8 | 16 | 32 | 64 | 128 | 256 | 512 | 1024 |
| Time (minutes) | 0 (clock starts here) | 30 | 60 | 90 | 120 | 150 | 180 | 210 | 240 | 270 |

As you can see in the table, the number of people doubles every 30 minutes.

<https://www.plt.org/stem-strategies/tale-of-the-sun/>

AFSA Class Schedule

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

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

School Year: August 2020 to May 2021 Proposed

| Date | Description |
|-----------------------|---|
| Aug. 5 - 6 2020 | Teachers, school staff Professional Development |
| Aug. 9, 2020 | First day of school |
| August 12- 20 | Beginning of Year Assessment WIDA Screener Placement Test (WIDA Screener) and WIDA ACCESS One time annually in the fall |
| Sept. 6, 2020 | Labor Day: schools and administration closed |
| Sept. 17 and 20, 2020 | Parent Teacher Conferences |
| Oct. 8 and 11, 2020 | Fall Break: all offices and school closed |
| Oct. 13, 2020 | 40th day state reporting |
| Oct. 15, 2020 | End of First Quarter |
| Oct. 22 and 25, 2020 | Student-led conferences Report Card Distribution |
| Nov. 1, 2020 | Strategic Planning Professional Development |
| Nov 11, 2020 | Veterans Day School Closed |
| Nov. 22-26, 2020 | Thanksgiving Break: all offices and school closed |
| Dec. 1, 2020 | 80th day State Reporting |
| Dec 1-10 | Middle of the Year Assessment Window |
| Dec. 17, 2020 | End of 2nd grading Term |
| Dec. 20-Dec 31, 2021 | Winter Break: all offices and school closed |

| | |
|---|--|
| Jan. 3, 2021 | <i>Professional development day for school staff. No school for students.</i> |
| Jan. 4, 2021 | Students Return |
| Jan. 10, 2021 | Report Card Distribution |
| Jan. 17, 2021 | Martin Luther King Jr. Day: all offices and school closed |
| Feb 4 and 7, 2021 | Parent Teacher Conferences |
| Feb. 9, 2021 | 120th Day State Reporting |
| Feb. 21, 2021 | Presidents Day: schools and administration closed |
| March 11, 2021 | End of 3rd Reporting Period |
| March 17 and 18, 2021 | Report Card Distribution |
| March 17-18, 2021 | Parent conferences |
| March 21-25, 2021 | Spring Break: school and offices closed |
| April 15, 2021 | Schools and offices closed |
| State Assessment window in March/April | New Mexico Assessments: <ul style="list-style-type: none"> • New Mexico Standards Based Assessment – this is currently under review by the NMPED • PARCC One time annually – this is also currently under review by the NMPED and will be adjusted as required • WIDA Screener One time annually in the middle of the year for WIDA ACCESS End of the Year Assessment |
| May 13, 2021 | Strategic Planning Day no students |
| May 27, 2021 | Last day of school Report Card Distribution |
| May 23-24, 2021 | Weather make-up day, if necessary |
| May 27, 2021 | EOY reporting Day |
| May 30, 2021 | Memorial Day |
| Student Days 181 | Staff Days 184 |

School Year Reporting Dates

| eScholar Domain | eScholar Template | 40D | 80D | 120D | AYP | EOY | Summer |
|------------------------|---------------------------------|------------|------------|-------------|------------|------------|---------------|
| Assessment | Assessment Fact | X | X | X | | X | |
| Attendance | Student Daily Attendance | | | | | X | |
| | Student Attendance Summary | X | X | X | | | |
| Courses and Grades | Course | X | X | X | | X | |
| | Course Instructor | X | X | X | | X | |
| | Student Course Enrollment | X | X | X | | X | |
| | Student Grades | X | X | X | | X | |
| Discipline | Student Infraction | | | | | X | X |
| | Student Infraction Response | | | | | X | X |
| Enrollment | School Enrollment | O | O | O | | X | O |
| Groups and Programs | Programs Fact | X | X | X | | X | |
| | Programs Qualification | X | X | X | | X | |
| | Title I Program | X | X | X | | X | |
| Special Education | Special Education Events | X | X | X | | X | X |
| | Special Education Services Fact | X | X | X | | X | |
| | Special Education Snapshot | X | X | X | | X | |
| Staff | Staff | X | X | X | | X | |
| | Staff Assignment | X | X | X | | X | |
| | Staff Compensation | X | X | X | | X | |
| | Staff Snapshot | X | X | X | | X | |
| | Staff Development Fact | X | | X | | X | |
| Student | Student | X | X | X | X | X | X |
| | Student Snapshot | X | X | X | X | X | |

X = Required

O = Optional

| | |
|-------------------------------|---------------------|
| Total Points Available | Expectations |
|-------------------------------|---------------------|

| | |
|---|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Include a yearly calendar that identifies the following: <ul style="list-style-type: none"> ○ Annual start date and end date ○ Teacher professional development days and times ○ School-wide assessment periods ○ School days, holidays, and partial days ○ Teacher parent conferences; • Include a daily schedule that identifies the following: <ul style="list-style-type: none"> ○ Instructional times ○ Break times ○ Start and end times ○ Differences in the daily schedule for full and partial days; • Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1; • Describe how the calendar and schedule support the proposed school's educational program; • Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population; • Describe specifically identified services to improve the academic success of at-risk students; • Describe the extended learning time programs to improve academic success of students and professional learning of teachers; • If this is an elementary school, describe the K-5 plus program; and • Be supported by the proposed budget found in the Financial Framework section of the application. |
| <p>INDEPENDENT REVIEWER EVALUATION: The application does not contain an actual calendar - there is a list of proposed dates that would be incorporated into the annual calendar in the attached documentation. There is no explanation of why this schedule or calendar supports HQ implementation of the proposed model or addressing of individualized student needs (despite this being a key component of the mission). There was no listing of dates for short cycle or annual state assessment windows. The school states that they will not be doing the extended day. They want to have parent involvement by having actives like family gardening day, recycling day, music and art appreciation day, family movie night and family game night. Instructional hours appear to be met. The Review Team rated this response at "Falls Far Below the Criteria" for these reasons.</p> | |

F. (3) Provide a **clear, comprehensive, and cohesive** explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.

APPLICANT RESPONSE:

Demographics of Community

AFSA will draw from the 87107, 87108, 87109 and 87110 Zip Codes. Based upon information available as of 2014 on Zipdata.com and Albuquerque Public Schools website, the following demographics will guide our planning for instruction. Based upon the information available, AFSA anticipates there will be a need for 20% of the students to receive Specialized Instruction and of those students, 63% of them will require therapy (OT, PT and/or Speech Therapy). APS reports that approximately 6% of their students qualify for services for the Gifted.

There will also be a need for EL support as many of the potential students will require assistance in gaining English Language Skills and a majority of the students will be below grade level and require remedial assistance to close achievement gaps.

To meet those needs, AFSA will ensure the staff members are either certified or seeking certification in ESOL and Special Education as well as highly qualified in their subject area. If we are unable to recruit staff members with these qualifications, we will provide staff members to assist and support to ensure students' needs are met.

87107

72% Qualify for Free/Reduced Lunch
Average School Test Performance

| | | |
|--|-------|--------|
| White | 12174 | 37.76% |
| Black or African American | 454 | 1.41% |
| Hispanic | 17883 | 55.47% |
| American Indian Or Alaskan Native | 862 | 2.67% |
| Asian | 152 | 0.47% |
| Native Hawaiian & Other Pacific Islander | 0 | 0% |
| Other Race | 59 | 0.3% |
| Two Or More Races | 375 | 1.9% |

87108

88% Qualify for Free/Reduced Lunch
Below Average School Test Performance

| | | |
|--|-------|--------|
| White | 13063 | 34.24% |
| Black or African American | 1073 | 2.81% |
| Hispanic | 19102 | 50.07% |
| American Indian or Alaskan Native | 3043 | 7.98% |
| Asian | 832 | 2.18% |
| Native Hawaiian & Other Pacific Islander | 96 | 0.25% |
| Other Race | 93 | 0.22% |
| Two or More Races | 742 | 2.25% |

87109

56% Qualify for Free/Reduced Lunch
Above Average School Test Performance

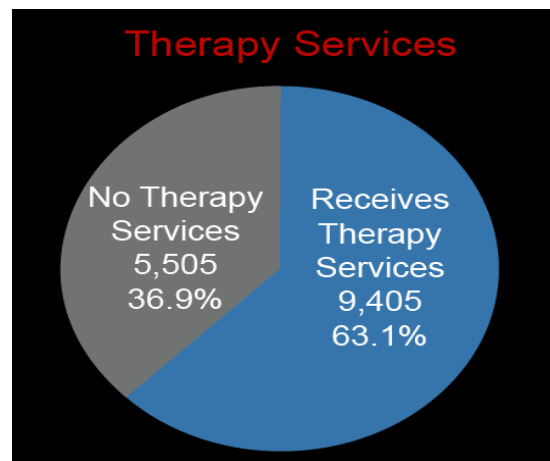
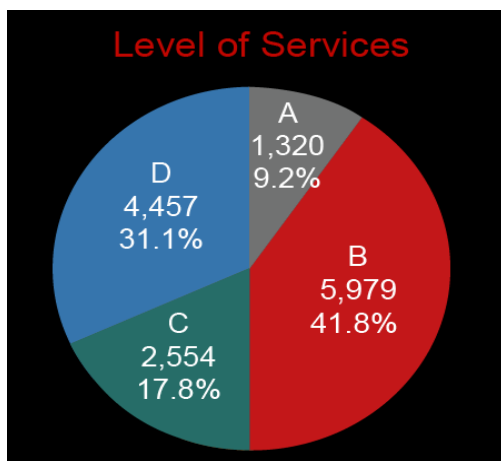
| | | |
|--|-------|--------|
| White | 20719 | 51.3% |
| Black or African American | 1638 | 4.06% |
| Hispanic | 14090 | 34.89% |
| American Indian or Alaskan Native | 2015 | 4.99% |
| Asian | 952 | 2.36% |
| Native Hawaiian & Other Pacific Islander | 1 | 0% |
| Other Race | 103 | 0.46% |
| Two or More Races | 764 | 1.94% |

87110

61% Qualify for Free/Reduced Lunch
Above Average School Test Performance

| | | |
|--|-------|--------|
| White | 19675 | 52.09% |
| Black or African American | 1471 | 3.89% |
| Hispanic | 13340 | 35.32% |
| American Indian Or Alaskan Native | 816 | 2.16% |
| Asian | 1455 | 3.85% |
| Native Hawaiian & Other Pacific Islander | 12 | 0.03% |
| Other Race | 71 | 0.5% |
| Two or More Races | 740 | 2.16% |

Students with Disabilities Snapshot Data



Eligibility Approximately 18% of the Students in
APS have an IEP

| Disability | Percent |
|---------------------|---------|
| Autism | 8.2% |
| Deaf-Blindness | 0.0% |
| Developmental Delay | 7.2% |

| | |
|-------------------------------|-------|
| Emotional Disturbance | 3.3% |
| Hearing Impairment | 0.7% |
| Intellectual Disability | 3.9% |
| Multiple Disabilities | 1.6% |
| Orthopedic Impairment | 0.5% |
| Specific Learning Disability | 58.5% |
| Speech of Language Impairment | 8.5% |
| Traumatic Brain Injury | 0.3% |
| Visual Impairment | 0.5% |

Educational Philosophy

AFSA has as its foundational belief that all students can learn when they are provided with the necessary supports. Each student has the right to have access to a Free and Appropriate Public Education in their Least Restrictive Environment. This requires staff, students and family to have access to data. Data driven decisions are made when the staff, students and families utilize data gained from multiple sources such as, assessments, course work, and in class participation to identify the strengths and areas of need and then utilize this information to develop a unique learning path for the student.

When multiple data points are used, this process of critically examining curriculum and instructional practices relative to students' actual performance on standardized tests and other assessments yields data that help teachers make more accurately informed instructional decisions (Mertler, 2007; Mertler & Zachel, 2006).

Once the unique learning pathway has been developed, the team will continually monitor student growth to determine if sufficient progress is being made and what adjustments will need to be made to provide the necessary supports for the student.

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

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

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

The grander purpose of education is its role in the development of lifelong learners and its ability to be a change agent for the community. At AFSA, we will assist all students in the development of the respect for others' cultures and ability levels. We can teach respect by modeling it within our classrooms, school setting and all interactions. The role of the teacher is to create opportunities for authentic learning and allow students the opportunity to grow as students as well as citizens. When the climate and culture of the classroom and school are accepting and caring, they will in turn demonstrate similar behaviors. They will also know it is safe to step out and try new things.

Schedule and Calendar Supports the Mission of AFSA and Standards of NMPED

By allowing students to step outside of their comfort zone, they will discover new areas of interest and strength. As educational leaders, teachers will demonstrate they are continually learning by sharing what they are reading or learning in their own lives. They will brainstorm with their colleagues and allow students to witness these exchanges. The effective staff member will be cognizant of culture and needs to have a basic sociocultural awareness of and acceptance of his own and others' cultural identities.

An effective educational leader knows all students can learn. They have high expectations for all and expect the best. Instructional strategies will focus upon the unique learning needs of each student. Staff members will demonstrate a passion for learning which will be evidenced in the methodology and high expectations for each student. Each staff member will set a goal of creating a classroom which is engaging, inspiring, culturally sensitive to ensure that expectations are clear and grading is fair, and to incorporate the best available teaching strategies.

Each classroom will be inclusive as staff members strive to incorporate instructional methods that consider all of the varied backgrounds and learning abilities of students. The teacher will ensure they stay up to date on best teaching practices. The school will provide opportunities for growth and necessary materials to be successful.

Project Learning Tree, our foundational curriculum provides these opportunities for professional development, research-based strategies and engaging activities.

A sample of the instructional integration is found below as outlined in Project Learning Tree:

Story to Read: CIRCLE UNBROKEN: THE STORY OF A BASKET AND ITS PEOPLE**Written by: Margot Theis Raven****Synopsis:**

A young girl sits in her grandmother's lap and learns how to sew a basket made of natural sweetgrass. The grandmother recounts that South Carolina Lowcountry history of this practice goes all the way back to the riverbanks of Africa, where tall reeds growing along the water were used for many things. She tells a tale going back generations to her grandfather's village in West Africa. One of her male ancestors was challenged by village elders to "bring water in a basket" to demonstrate he was ready to transition into adulthood. He had to learn how to make a basket from what nature could readily provide, an abundance of dried grass.

Small Circular Basket Holds Big Circle of African American History The sweetgrass coil – or Gullah basket – is an ancient art form. Its design traveled to the Southern United States with West African descendants in the time of slavery, as early as the 1700s. Coil basketry found a place in the Lowcountry of South Carolina and Georgia where coastal islands harbor similar sea-grass vegetation to Africa's West Coast.

Teaching Extensions

Circle Unbroken explains the importance of tradition and history and how these concepts are both affected by the forces of time and place and yet, at other times, remain steadfast against them.

Use this grandmother's story and the art of Gullah baskets to teach about: Nature-based Products Grandmother's story details many examples of how her ancestors used items they found or grew in nature to make products for their village; from food to tools and instruments.

Find examples of these items in the text. Which do you have in your school, your home, and your community?

World History

This book and its beautiful watercolor illustrations cover several hundred years of African-American history, from African enslavement and westward expansion through the American civil war and the fight to emancipate slaves. If you live in the United States, it is likely your family from somewhere; if not Africa, maybe Europe or Asia. Use this opportunity to ask your grandparents about their grandparents. When did they come to America, where from, and why?

Traditions

Grandmother describes different emotions her ancestors felt as young children, as they were forced to leave their African homeland and move to the unfamiliar Americas. Weaving Gullah baskets in a new and strange place brought them strength and comfort.

- What are your family's traditions?
- Why do you continue to do them?

- How do they make you feel?
- Personal Pilgrimage

This book discreetly mentions the male and female societal schools of the Sierra Leone's Mende and Temne tribes, in the sacred Poro-Sande bush. Young men and women attend these bush schools as they learn the skills required to enter adulthood. In Australian Aboriginal society, a similar rite of passage ceremony is called "Walkabout." What skills you learned that will help you in adulthood?

Think of a journey you've been on, discuss its related challenges, and lessons learned from them.

<https://www.plt.org/recommended-reading/circle-unbroken-the-story-of-a-basket-and-its-people/>

Activities such as the one above clearly outlines the cross curricular instruction which will be utilized each day. When students are able to make connections in their study, they are better able to apply the information to multiple settings.

Our schedule also supports our families and their needs. The early start and extended learning opportunities provide the assistance they may require to allow them to transport their child and still meet their daily obligations for work.

Educational Proficiency

AFSA believes all students can grow academically and socially. The expectations will vary based upon individual circumstances. It is important for all students to have access to grade level expectations and to participate with their peers as much as possible. If it is not the Least Restrictive Environment, AFSA staff will provide opportunities which will best meet the individual needs of the student and continually develop skills which will allow the student to successfully participate with peers as soon as possible. Student data will continually drive all educational decisions.

Attendance

If students are not at school they cannot learn. This is a difficult task to accomplish for many schools. In Albuquerque absenteeism can be as high as 48%. AFSA will encourage students to attend by creating a culture of learning which is exciting and inviting. When students want to come to school, they will be absent less often. If a student has a prolonged illness which requires them to miss school, the staff will provide elearning opportunities to assist them in continued skill development.

Based upon medical documentation and student need, AFSA staff members will endeavor to provide a structured learning environment that will not overwhelm and delay their recovery but will allow them to remain active in the classroom and know they are part of the school community.

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify the anticipated student population, including: <ul style="list-style-type: none"> ○ Demographic information based on the local community population ○ Educational proficiency based upon enrollment at the school ○ Attendance and truancy trends ○ English language proficiency ○ Other special educational needs; • Explain any special factors influencing the makeup of the anticipated student population; • Explain how the educational philosophy has been designed to meet students' needs; • Explain how the instructional methods have been designed to meet students' needs and specifically how they will meet the needs of at-risk students; and • Explain how the yearly calendar and daily schedule have been designed to meet students' needs. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was rated as “Approaches the Criteria” by the Review Team. It is unclear where exactly the respondent team is garnering information. All schools' report cards are available at the NMPED's website, so more specifics would be easy to obtain. There is no reasoning given for the supposition of drawing students from these four areas, nor is there a consistent methodology given for how these numbers were arrived at. No example of an Individualized Learning Plan is given, so it is not possible for the team to assess alignment between the demographics given and the support identified. Much of the proposed innovation or support is intended to happen at the classroom level, such as when the applicant specifies that "teachers will demonstrate they are continually learning by sharing what they are reading or learning in their own lives," but this strategy is not supported by the systems in place, only mandated that it should happen. A school model must extend beyond the classroom or curriculum to be truly effective at making change. No concrete solution or additional effort is given to resolve a very real potential truancy issue in the proposed population.</p> | |

G. Special Populations.

This includes those with Individualized Education Programs (IEPs) English Language Learners (ELLs), Native American Students, Hispanic Students, and Bilingual and Multicultural educational needs to improve student outcomes.

G. (1) Special Education.

G. (1) (a) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will provide required instructional services/supports to students with IEPs. Ensure you address both students with disabilities and students classified as gifted.

APPLICANT RESPONSE:

22-8B-4. T

Academy's' rights and responsibilities. An Academy shall comply with all applicable state and federal laws and rules related to providing special education services. Academy students with disabilities and their parents retain all rights under the federal Individuals with Disabilities Education Act and its implementing state and federal rules. Each Academy is responsible for identifying, evaluating and offering a free appropriate public education to all eligible children who are accepted for enrollment in that Academy. The state-chartered Academy, as a local educational agency, shall assume responsibility for determining students' needs for special education and related services. The division may promulgate rules to implement the requirements of this subsection."

ALL for SUCCESS Academy (AFSA) will identify, locate and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act 2004 (IDEA). AFS will rely on the Response to Intervention (RtI) Framework and methodology as described in the "Student Assistance (SAT) and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico's Response to Intervention (RtI) Framework."

Section 504 / American Disabilities Act

Section 504 is federal civil rights law under the Rehabilitation Act of 1973, which provides protection against discrimination for individuals with disabilities. Section 504 (Subpart D) is a civil rights law that is the responsibility of the comprehensive general education system. It requires students with disabilities be provided with a free appropriate public education (FAPE). As such, AFSA will provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

AFS will comply with the procedural requirements described in "Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973—Subpart D"²¹ : written assurance of non-discrimination; a designated compliance coordinator; grievance procedure; notification to students and parents in student handbook; identify

qualified students; annual notifications of AFS's responsibilities; procedural safeguards; and a self-evaluation process to ensure that discrimination is not occurring.

AFS recognizes that all individuals who are disabled under the Individuals with Disabilities Act (IDEA) are also considered to be disabled, and therefore protected, under Section 504/ADA. However, all individuals who are disabled under Section 504 will not meet the eligibility requirements of IDEA. These children do require a response from the regular education staff, and a plan for the provision of accommodations and services may take the form of a written Section 504 Plan.

PLEASE NOTE:

It is important to recognize that the SAT process is not ‘ a pathway to Special Education’. It is designed to meet the needs of students to prevent over identification of students. This especially applies to students with English Language Learning needs, those whose behavior or social skills require support or those with physical limitations which would otherwise not require specialized instruction.

SAT is not a means to delay identification for Special Education services. When a student's needs are fully documented, SAT teams may make a recommendation for full assessment without following the full SAT process. This will be discussed with parents, staff members, Director of Education, student and Diagnostician.

Student Assistance Team and possible Student Eligibility for Special Education

AFSA will use the NM PED “Student Assistance Team Manual” as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

TIER I

If a teacher recognizes that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher conducts general screening and will implement classroom-based interventions. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

TIER II

The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized school program that includes small group instruction. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III. It is very important to note that SAT should never be viewed as a process to “get students in special education”. It is designed to provide supports, close achievement gaps and prevent over-identification of students.

TIER III – Special education referral process

Students referred to Tier 3 have begun the special education referral process. AFS will ensure informed parental consent is obtained prior to initial evaluation, and the parent's consent to initial evaluation will not be construed as consent for special education services. The initial evaluation will be completed within 60 days from the date of parental consent, as per IDEA 2004. AFSA will continually meet as a team, including parents, and students at each step to ensure all data is clear and accurately reflects the student's abilities.

AFSA will identify and provide instructional supports and services to students with disabilities, who have IEPs or are eligible for an IEP;

Identification of Students with Unique Learning Needs

Staff members, students and families will work collaboratively to collect data to understand the unique learning needs of all students and ensure they are receiving a Free and Appropriate Public Education in the Least Restrictive Environment as stated on the New Mexico State Department of Education Special Education Office guidance Placement in the Least Restrictive Environment (LRE) Understanding and Making the Placement Decision February 2003.

All instructional leaders at AFSA will be TESOL endorsed and certified in General Education as well as Special Education. With these skill sets, they will be uniquely qualified to assess student progress and provide the continuum of services necessary to ensure students have access to grade level expectations. To the maximum extent possible, students with exceptionalities must be educated in the regular classroom. Segregation into special classrooms should only occur when data clearly indicates the student is unable to be successful when they are participating in educational activities with their peers.

The primary focus of Special Education is the provision of services and supports to ensure all students have equal access to grade level expectations. In New Mexico, Tier 3 is special education and related services for students with identified disabilities under the federal Individuals with Disabilities Education Act (IDEA) and special education services in accordance with the state criteria for students identified as gifted. Students receiving Tier 3 supports and services should also have access to appropriate supports at Tiers 1 and 2. They must demonstrate a need for intensive programming in the form of specially designed instruction in order to be involved in and make progress in the general education curriculum (including academic and nonacademic activities).

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/NM-TEAM-Technical-Evaluation-and-Assessment-Manual.pdf>

Students may be diagnosed as having a disability by a medical doctor, outside diagnostician or by the school district. A student with an identified area of disability must also demonstrate a need for specialized instruction. When considering the need to remove a student from participating in educational opportunities with their same age peers the team must also consider:

- Does the disability have an impact on the students' educational progress?
- Is there a demonstrated need for specialized instruction as stated in IDEA?

Prior to referral for Tier 3 consideration, the school team and parents should collect data and implement strategies which will allow the student to receive the necessary supports within the general education classroom. This process is not meant to delay identification but rather used as a means to allow them to be successful within their same age peer group and continue to make progress toward grade level standards at their expected level.

It is important to remember; Special Education is a continuum of services. These services are available across all settings and should meet the individualized instructional needs of the students. It is not limited to a segregated location. When services are provided only in a segregated location, the skills are often not generalized across all settings. The goal of Special Education is to help the student understand what they need to be successful so they are able to be successful in life.

Determination of Eligibility and Educational Need

Eligibility

Section 504 protects all qualified students with disabilities, defined as those persons having a physical or mental impairment, which substantially limits one or more major life activities; has a record of such impairment, or is regarded as having such an impairment. (29 U.S.C Sec. 706(8) Major life activities is defined as:

“...functions such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working.” (34CFR Part 104.3)

Evaluation Process

Upon completion of the initial evaluation, a Multidisciplinary Team Meeting (MDT) will be scheduled. A written notice to parents will be sent to inform them of, and inviting them to the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules.

The MDT team is composed of parents and educational professionals such as general and special education teachers, a diagnostician, related service providers if they conducted an evaluation, and a school administrator. The purpose of the meeting is to determine if the child is a “child with a disability and to determine the educational needs of the child.”

The team develops an Individualized Education Plan (IEP) at that point, if data supports the need for services. The IEP team will meet annually to update and develop the IEP for the succeeding year. If the student's data does not support the need for specially designed instruction, they will return to the Student Assistance Team for continued interventions.

Over identification of student with English Language Learning Needs

Of particular concern when identifying students for Tier 3 interventions is the over-identification of students with limited language skills. AFSA is addressing this concern by requiring all instructional leaders to be TESOL certified. With this training, the staff members will be able to identify the language needs of the students and differentiate instruction. If they are able to determine the gaps are not related to language, they will collaborate with the Director of Education and family to seek identification of specific needs.

Provision of Services

Students who qualify for Special Education require “specially designed instruction” (IDEA §300.39). Specially designed instruction is defined in IDEA as follows:

(3) Specially designed instruction means adapting, as appropriate to the needs of an eligible child under this part, the content, methodology, or delivery of instruction—(i) To address the unique needs of the child that result from the child’s disability; and(ii) To ensure access of the child to the general curriculum, so that the child can meet the educational standards within the jurisdiction of the public agency that apply to all children. [§300.39(b)(3)].

Retrieved from <https://www.parentcenterhub.org/accommodations/>.

Specialized Instruction

The important word in Individualized Educational Plan (IEP) is INDIVIDUAL. For each student there will be a unique pathway for success. At AFSA there will be multiple options available to close the achievement gap for each student. Specialized instruction is systematic instruction which is data driven and designed to address the individual needs of each student. The team will identify individual needs which are present including those which may be social, behavioral, academic, communication, health or functional skills requiring support and will continually monitor progress to determine what, if any, changes need to be made.

Specialized Instruction:

- Is provided by a special teacher or related services provider
- Is data driven, research- based, explicit and addresses individual needs of the student
- Is provided in the Least Restrictive Environment and is not limited to a segregated setting. The location is clearly defined in the IEP and meets the specific needs of the student.
- Is designed to allow the student to access grade level expectations which are specifically stated on the IEP
- Is driven by goals which are measurable, reasonable and ambitiously designed to reduce the students’ achievement gap.

AFSA Instructional Leaders will be certified in Special Education and capable of providing any specialized instruction required. The leadership team will collaborate with the entire team to provide guidance as necessary. If the staff members do not see progress as expected they will seek additional training.

Some examples of explicit instruction which may be used:

NONVERBAL COMMUNICATION

Visual, written, verbal, physical, picture prompts and cues

Cue cards

Instruction of American Sign Language

Computer assisted instruction

LISTENING COMPREHENSION

Written prompts or directions

Preview-Teach-Review

Alternative note-taking

Comprehension checks

Visual prompts

Alternative note-taking

Extended processing time

Paraphrasing, rephrasing, and summarizing

EXPRESSIVE LANGUAGE/ORAL EXPRESSION

Guided repetitions

Guided rehearsal; use of scripts

Modeling

Instruction in conversational skills (i.e., initiating, maintaining, ending)

Directions in multiple forms (i.e., restate, rephrase, oral directions)

Video self-modeling

BASIC READING

Grapho-Phonic strategies (visual/auditory) including letter/sound knowledge, phonemic awareness, decoding

Visual strategies including word recognition and visual memory for words

Direct Braille code instruction

Instruction in accessing alternate formats and associated technology

WRITTEN LANGUAGE

Instruction in graphic organizers

Tactile kinesthetic tracing

Visual and physical prompts and cues

MATH CALCULATION AND REASONING

Multi-sensory teaching strategies

Time delay

Most to least prompts

Instruction in functions and use of accessible graphing calculator software

Guided practice

Retrieved from <http://www.p12.nysed.gov/specialed/commoncore/SDI-GuidanceDocument.pdf>

Identification and instructional supports and services for students identified as Gifted

Students who meet the criteria established in Subsection B of 6.31.2.12 NMAC for intellectual ability and also meet the criteria in one or more of the other areas will qualify for consideration of service. Students will be evaluated in the areas of intellectual ability, subject matter aptitude/achievement, creativity/divergent thinking, and problem solving/critical thinking. In New Mexico students who qualify for gifted services are considered exceptional and as such will be served under Special Education. Therefore, the state rules for Special Education are applicable. If the team determines special education services are required, the IEP will be created which will specifically address the educational needs of the student. The team will include including someone who has knowledge of gifted education, will determine if special education services are required to meet the child's educational needs.

IDEA (at §300.321) describes the IEP team as including the following members:

- Parents
- General education teacher
- Teacher of the Gifted
- Representative of the public agency
- Evaluation Representative
- The student, as appropriate
- Subsection C (1) of 6.31.2.12 NMAC

AFSA will provide a continuum of services to meet the needs of the student. These services may include, accommodations within the general education classroom, participation in a resource room specifically geared to challenge the student and address areas of need, and/or accelerated placement. The very nature of hands on instruction which will be utilized at AFSA will lend itself to providing multiple opportunities for horizontal and vertical learning opportunities. AFSA will endure at least one Instructional leader will be certified in Gifted Education to provide supports as necessary.

Addressing the spectrum of needs and assuring FAPE is provided

In addition to the academic needs which will be present, students enrolled at AFSA may present with IEPs which list other supports as necessary for access to grade level expectations. To meet these needs and sure all students have a Free and Appropriate Public Education, AFSA will contract with licensed ancillary services specialists, including Speech Therapists, Occupational Therapists, Physical Therapists, School Psychologists and Diagnosticians. Upon approval, AFSA will enter into contract negotiations with an agency to ensure service provision is available on the first day of school. One such agency under consideration is LSG and Associates. The founders of AFSA have worked with Dr. Gallegos in previous locations and feel confident she has the expertise and desire to provide quality services for our students, staff and parents.

LSG and Associates may be utilized to provide:

- Evaluation and therapy services such as:
- school and clinical psychologists
- diagnosticians

- occupational therapists
- speech language pathologists
- physical therapists
- social workers
- adaptive physical educators
- orientation and mobility specialists

Professional Development which may include:

- behavior planning/support,
- English language learner strategies
- special education compliance
- PARCC data analysis
- PARCC accommodations

Administrative Support and Compliance

- special education compliance
- data driven decision making
- effective programming

Given LSG and Associates experience with charter schools, AFSA is confident all funding concerns will be addressed and student services will be provided as outlined in the IEP. This has been discussed with the team and, upon authorization, AFSA will seek further guidance and establish a contract which will ensure all students are fully supported.

Professional Development

All Instructional Leaders (teachers and leadership team) will regularly seek opportunities to expand their knowledge base. Professional development plans will be developed by each member of the school community. Every effort will be made to ensure the staff members are provided with the opportunity to continue to grow in their desired area. The primary focus will be upon completion of any certification requirements for general education certification, special education certification and TESOL endorsement.

If a student enrolls at AFSA with specific needs which our staff do not have expertise in at the time, AFSA leadership team will contact LSG and Associates or a similar agency for assistance in locating the training and finding support for the classroom to ensure the students' needs are met.

Staff Responsibilities

ALL for SUCCESS Academy will be responsible for developing, implementing, reviewing, and revising an IEP program in compliance with all applicable regulations and standards for each child with exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student is developed by a team who, together, make informed decisions

designed to provide the student with his or her best opportunity for success both in the present and future. AFS recognizes that the IEP is the written statement documenting a unique educational plan to assist a student with exceptionalities to receive a free appropriate public education, and is required for any student eligible for services.

The Director of Education will be fully certified as an Administrator and Special Education Teacher. S/he will ensure all Federal and State guidelines are followed without exception. When an item of non-compliance occurs, the Director will immediately seek resolution. The Director will also monitor expenditures and budgets. The Director, along with the case manager will follow the IEP requirements to ensure all services are provided and are specifically designed to meet the needs of the student and allow the opportunity for closing achievement gaps and participating with peers as much as possible.

IEP

The IEP team is composed of parents, regular education teachers, special education teachers, administrators, and other professionals with relevant knowledge or expertise, and individuals invited by the school or parents (such as an interpreter or an advocate).

The following actions will have already occurred prior to the IEP meeting:

- Evaluate the child through a variety of assessments, observations, and information gathering, targeting all areas related to the student's eligibility.
- If this is an initial IEP, have the MDT team examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services. Record determination results.
- If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the form "Determining the Existence of a Specific Learning Disability." This two-page form includes objective results (such as test data) and subjective assessments (such observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions.
- A written notice of the meeting has been sent to the parents.

IEP Content

IDEA 2004 requires that when developing a student's Individualized Education Plan, that the following information be considered:

- the strengths of the child;
- the concerns of the parents for enhancing the education of their child;
- the results of the initial evaluation or most recent evaluation of the child, and
- the academic, developmental, and functional needs of the child

To that end, ALL for SUCCESS Academy will use the New Mexico Special Education Bureau's IEP form, which includes the following:

- Consideration of special factors (i.e. second language learner?)
- Student profile and student/family vision
- Transition services (Required at age 14, or sooner, if appropriate)
- Present levels of educational performance
- How the child's disability affects the child's involvement and progress in the general education curriculum;
- For children with disabilities who take alternate assessments aligned to alternate achievement standards, a description of benchmarks or short-term objectives
- Annual goals (objectives/benchmarks)

The statement of measurable annual academic and functional goals must be designed to meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum, and

- Least restrictive environment
- Summary of services
- Modifications
- Supplementary aids and services
- Participation in mandated testing
- Schedules of Services
- The projected date for the beginning of the services and modifications.
- Level of Service / Setting
- The anticipated frequency, location, and duration of those services and modifications.
- Accommodations & Modifications
- A statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications of supports for school personnel that will be provided for the child.
- IEP Progress Documentation
- Prior written notice of proposed/rejected action(s)

Student Discipline

IDEA 2004 states that "school personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a student with a disability who violated a code of student conduct," Section 615(k)(1)(A). Therefore, the Director of Education will consider each set of unique circumstances in deciding whether to seek a long-term disciplinary removal of a student with a disability. A long-term disciplinary removal is 10 or more school days.

Anytime a student is removed from school, the Director of Education will be notified. This will ensure the removal to protect students with behavior needs from being removed without the benefit of supports that can be provided.

Students with an IEP who are placed in In School Suspension will be provided special education support to follow IEP guidelines.

Manifestation Determination

Should the school recommend a change in the student's placement due to a disciplinary offense, the school, parents, and relevant members of the IEP will review all information in the student's file, including the child's IEP, any teacher observation and any relevant information provided by the parents to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
- If the conduct in question was the direct result of the school's failure to implement the IEP.
-

Should the manifestation determination determine that the conduct in question was not caused by the child's disability, and IEP team is charged with determining an interim alternative education setting if the student Section 615 (k)(2).

If it was determined that the child's behavior was related to the disability, the IEP team is to "return the child to the placement from which the child was removed, unless the parent and the school agree to a change of placement as part of the modification of the behavioral intervention plan." Section 615(k)(1)(F)(iii).

Functional Behavioral Assessment (FBA) & Behavioral Intervention Plan (BIP)

It is important to note that an FBA and BIP is not limited to Tier 3 Intervention. This can be a Tier 2 Intervention and does not require an IEP to be in place. However, the parents and student should be involved in the process.

A functional behavioral assessment is completed when a student's behavior interferes with his or her learning or the learning of others. Its purpose is to identify why a behavior is happening so that the IEP team can develop appropriate interventions. AFS will use the FBA and BIP forms provided by the NM PED Special Education Bureau.

For students with IEPs, when a behavior occurs which dictates suspension a manifestation determination meeting will be conducted if the team determines that a student's behavior was related to his/her disability, then the IEP team must conduct a functional behavioral assessment and implement a behavioral intervention plan for the child, unless an FBA was already conducted prior to the behavior in question. Section 615(k)(1)(iii). If the school already had developed and implemented a BIP for the student, the IEP must be reviewed and modified, as needed to address the behavior in question.

Treatment of Student Records

Assessments of IEPs and all other student records will be maintained confidentially consistent with state and federal law. AFS assures that all records and procedures pertaining to them will comply with the New Mexico Inspection of Public Records Act.

Student records will be available upon request when students transfer to another location. They will be held by AFSA in a secure location following transfer or completion of our school as outlined in NMAC code 6.29.1.9 (E).

Least Restrictive Environment

Students who qualify for special education services will be placed in the least restrictive environment (LRE). Depending upon the student's needs this could be inclusion in regular programs, special speech and language services, and partial day special education classes specific to the student's needs. It can also extend to local district, regional services or school contracted private providers. Instructional support materials, computer programs, digitized media and other materials will be available to enhance and increase academic learning.

The Least Restrictive Environment is a setting which provides the level of support which allows the student to be challenged to grow academically and socially without undue hardship for the student. It provides a level playing field with as much time as possible in the classroom with typically developing peers. For some students, it will be full inclusion but others will require all academics in a separate classroom. LRE provides the opportunity for students to have full access to grade level expectations with necessary supports.

Staff members (especially Case Manager) will carefully monitor the progress of all students to ensure the proper level of support is provided for each student based upon the data they collect from multiple data points.

Alternate Assessment

ALL for SUCCESS Academy understands that Alternate Assessment was developed for students with severe cognitive disabilities. It measures the performance of this relatively small population of students who are unable to participate in the general assessment system, with or without accommodations as determined by an IEP team.

In the event that a student is enrolled at AFS whose disabilities preclude him/her from valid and reliable participation in general assessments, an alternate assessment will be used to gather information on the standards-based performance and progress of the student.

Eligible students will take the New Mexico Alternate Assessment in grades 3-5 as an alternate to state mandated testing in those grades. Teachers can use the results from each year to identify goals, program needs, and student growth.

The IEP team will complete the New Mexico Public Education Department "Addendum for Determining Eligibility for the New Mexico Alternate Assessment" and provide documentation that the student meets participation or eligibility criteria. 34 CFR Sec 300.138(b)(1).

Due Process

Due Process Hearing Procedures may be initiated between parent and public education agency concerning the following circumstances:

- A proposal or refusal to initiate or change identification, assessment, or educational placement of a child or the provision of a free, appropriate, public education to the child.
- A parent refuses consent to assessment procedures.

A mediation conference may be requested at any point during the hearing process if both parties agree to mediate and are willing to extend the 45-day limit for issuing a hearing decision for a period equal to the length of the mediation process.

Section 504 / American Disabilities Act

Section 504 (Subpart D) is a civil rights law that is the responsibility of the comprehensive general education system. It requires students with disabilities be provided with a free appropriate public education (FAPE). As such, ALL for SUCCESS Academy will provide the full range of accommodations and services necessary for students with disabilities to participate in and benefit from public education programs and activities.

AFS recognizes that all individuals who are disabled under the Individuals with Disabilities Act (IDEA) are also considered to be disabled, and therefore protected, under Section 504/ADA. However, all individuals who are disabled under Section 504 will not meet the eligibility requirements of IDEA. These children do require a response from the regular education staff, and a plan for the provision of accommodations and services may take the form of a written Section 504 Plan.

Services

The determination of services needed will be made in accordance with evaluation data by a group of persons knowledgeable about the student. The group will review the nature and presence of the disability, how it affects the student's access to the educational process, and whether accommodations are needed to prevent discrimination. The decision about 504 eligibility and services will be documented in the student's file, and if services are provided, eligibility and the plan for services will be reviewed periodically, as determined by the group who developed the plan.

Access to Ancillary Services

AFS will contract with licensed professionals to provide ancillary services. Contractors may include Cooperative Educational Services and other professionals in the field. AFS will provide all services determined and required by the student's IEP or 504 Plan.

Parent Notice

As required by this law, the parent or guardian will be provided with notice of actions affecting the identification, evaluation or placement of the student. Parents/guardians will be invited to the meeting and participate in the decisions made. Parents are entitled to an impartial due process hearing if they disagree with the school's decisions in these areas. The school if

requested by the parent will make a section 504 hearing available. AFS understands that parents may choose to appeal directly to the Office of Civil Rights without notifying the school of their concerns or requesting a 504 due process hearing.

Highly Qualified Teachers

Under No Child Left Behind (NCLB), highly qualified teachers will provide instruction at AFS. This applies to both general and special education teachers teaching in the academic subjects listed in the NCLB regulations: English, reading, language arts, mathematics, science, foreign language, civics and government, economics, arts, history, and geography. 34 CFR 200.55(b)(2). AFS will follow the state rules on determining the status of a teacher as highly qualified.

V.D.3.3. English Language Learners (ELL)

As described above, accommodations for English Language Learners will be provided through curriculum planning. Additionally, the school will employ a licensed teacher with a Teaching English to Speakers of Other Languages (TESOL) endorsement. When ELL students enroll, AFS will submit application for funding of 3- hour Bilingual Program.

Students, who are not yet English proficient, will have language goals (reading, writing, speaking, and listening) as well as content goals. The sheltered instruction protocol will be used as a reference to adequately plan support for such students.

Access to Services Including but Not Limited to Health and Counseling

The ALL for SUCCESS Academy educational program will provide access to other services such as counseling and health based upon the individual student needs. The services may include, but are not limited to, the following types of modifications and services:

- **Counseling Services:** AFS will provide counseling services as determined by the Student Assistance Team and or IEP team.
- **Student Health Needs:** Health services (including physical and occupational therapy) for students will be provided by a qualified contract health care provider who will be responsible for maintaining Cumulative Student Health Records for each student. AFS will comply with all immunization and blood-borne pathogen laws.
- **Accessibility:** AFS will meet all Federal and State requirements for providing full handicap accessibility. The school's facility will be accessible and all activities will be adapted to meet the need for access. This includes facilities as well as accessible documents for parents, students, staff members and community members.

| Total Points Available | Expectations |
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| 4 | <p>A complete response must</p> <ul style="list-style-type: none">• Describe how the proposed school will identify and provide instructional supports and services to students with disabilities, who have IEPs or are eligible for an IEP;• Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities;• Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP;• Describe how the school will address the spectrum of needs that students with IEPs may present;• Describe the steps to ensure that students with disabilities have access to a free and appropriate public education;• Identify specific responsibilities for school staff, classroom teachers, and special education staff; and• Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. |
| <p>INDEPENDENT REVIEWER EVALUATION: The applicant's response does not indicate that they will be using incoming records or are aware of STARS data as a secondary method for ensuring students who do not self-report as student with giftedness or disabilities. It is not clear in the response how the SAT process is initiated. The response includes clear grasp of special education law and processes, but one concern is that requiring the Head of School or Director of Learning to be a SpEd certified teacher as well as TESOL certified may rob the school of a strong administrator. This is an area where AFSA should seek to build capacity and expertise at the earliest opportunity. Specific dates, times, and providers of PD are not identified. This response was scored as “Approaches the Criteria” by the Review Team.</p> | |

G. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

APPLICANT RESPONSE:

The following diagram visually represents the IEP process.

IEP DEVELOPMENT & IMPLEMENTATION CYCLE



As visualized above, the IEP process is cyclical. Ensuring students' needs are met is the focus at all times. As with all students, data drives all educational decisions for students with IEPs. Upon identification, students will be identified for areas of need which require a change in content, methodology, or delivery of instruction to address the unique needs of a child that results from the child's disability and data which supports the need.

With the implementation of a rigorous curriculum which incorporates high expectations for all students, AFSA will utilize hands on learning activities which allows students to excel. The incorporation of cutting-edge technology, project-based learning strategies and research based instructional strategies, it is the mission of AFSA to provide the support for all students with diverse learning needs to succeed.

At AFSA, we will help each student understand how they learn best, regardless of their current level of proficiency. Learning plans which will be developed for each student will provide personalized instructional, functional and social/emotional support required to meet the challenges of preparing for success not only at AFSA but also in High School and post-secondary activities.

As outlined in New Mexico's Special Education Bureaus website, AFSA will follow all state and federal guidelines for development of instructional supports for students with special needs. We will utilize these guidelines to document the effectiveness of interventions and the progress of each student as they access grade level expectations.

<https://webnew.ped.state.nm.us/bureaus/special-education/>

Upon completion of the enrollment period and student acceptance of their opportunity to participate in this exciting new learning opportunity, AFSA will identify students currently placed in special education classes. AFSA will request all documentation such as Individualized Education Programs (IEPs), assessment results and data outlining the supports provided to ensure continuity of support. The staff, parents and student will meet to determine all services are provided in the least restrictive environment (LRE).

The sending school is required to provide these records. Should there be any difficulty locating these records, the Director of Special Education shall notify the sending schools State Department of Education to request assistance locating these records. If the student was previously educated in New Mexico the services shall be comparable to those provided in the previous setting. If the student is coming from another state, New Mexico eligibility criteria will be considered.

If necessary, a new evaluation will be required to determine what areas of eligibility are met. Upon completion of the Review of Exiting Educational Data or new Evaluation, an IEP meeting will be held to determine what services and supports will be required to allow the student to make meaningful progress toward grade level expectations.

During the data collection time period, comparable services will be provided for all students as outlined in IDEA and NMPED SEB guidelines.

Specialized instructional strategies will be utilized across all aspects of the day which are specifically designed to meet their needs and allow them the opportunity to develop strategies to gain increased independence and ownership in their learning. As students develop and grow, it is crucial for them to be able to articulate their strengths and weaknesses as learners and the supports they require for success.

All students will have the opportunity to participate in whole group, small group and individual instructional settings as outlined in their IEPs. The benefit of AFSA is that we have set as a goal to have all teachers to be certified in special education as well as general education. This will ensure Highly Qualified staff members are providing services to meet the needs of all students.

To achieve the mission of AFSA of providing challenging learning opportunities which will prepare them for High School and post-secondary options of their choice, we will establish a climate and culture of high expectations.

A Free and Appropriate Public Education (FAPE) will be provided for all students in their Least Restrictive Environment (LRE). For those identified with special needs, providing supports as outlined in the Individuals with Disabilities Education Act (IDEA), Title I, Title II,

Title IX, Americans with Disabilities Act (ADA), Section 504 of the Rehabilitation Act of 1974 (504), and New Mexico State Statute and Administrative Code (NMAC.6.21.2).

Specific guidance is available on the New Mexico Public Education Special Education Website (NMPED SEB) <https://webnew.ped.state.nm.us/bureaus/special-education/laws-rules-guidance/>.

It is crucial for all staff members to collect data to document progress for all students. The collection of this data will assist the team (student, staff and parents) in developing personalized learning pathways that will meet the unique needs of each student.

Tier 3: Intensive Targeted Interventions

Tier 3 Interventions are commonly known as Special Education. Special Education is present when the student requires specially designed instruction which adapts the content, methodology and/or delivery of instruction as is appropriate for the individual student. This instruction is designed to meet the unique needs of each student in light of their circumstances and to ensure the student has access to grade level standards and expectations. Students shall be referred for a multidisciplinary evaluation to determine if there is a need for specialized instruction.

The Referral and Evaluation Process is outlined below. All information is from The New Mexico T.E.A.M. New Mexico Public Education Department January 2018 (rev. December 2018) Determining Eligibility for IDEA Part B Special Education Services.

Critical Information for Eligibility Determination As part of the evaluation and eligibility determination process the Eligibility Determination Team (EDT) must review and consider information from the SAT including the following:

- Socio-cultural information. Collect information on whether socio-cultural factors are contributing significantly to the suspected learning/behavior problem.
- Parent involvement and input. Gather educational, linguistic, and cultural background information from the parents, as well as pertinent and critical student history information including:

1. Information gathered through both formal and informal interviews, including face-to-face discussions with parents;
2. Rating scales (including acculturation, behavioral, adaptive behavior rating scales etc.);
3. Parent observational information; and
4. Medical history, including prenatal, birth, postnatal, milestones, and developmental information. The medical history should also include details regarding medical diagnosis, high fevers, accidents, injuries, hospitalization, etc.

Reducing Bias in Assessment

The following are considerations and strategies for reducing bias in assessment of children who are culturally/ linguistically Diverse Learners (CLD) (adapted from Damico & Hamayan, 1991; and Rhodes, Ochoa, & Ortiz, 2005):

1. Increase knowledge and awareness about the student's cultural and linguistic background and focus on how this background potentially influences assessment;
2. Determine which language(s) are to be used during the formal and informal assessment;
3. Utilize the best available tools with respect to the student's native and second languages;
4. Evaluate the test materials and assessment techniques, including analyzing formal tests for the specific cultural content and performance style(s) they require of examinees;
5. Recognize that nonstandard administration of a test may provide valuable information, but should only be considered after administering the test first in a standardized way;
6. Avoid direct test translation because it is poor practice and psychometrically indefensible;
7. Recognize that use of an interpreter can assist in collecting information and administering tests; however, score validity remains low even when the interpreter is highly trained and experienced;
8. Recognize that scores from standardized assessment are likely invalid because norming samples are typically not stratified on the basis of multilingual ability and are rarely applicable to the majority of students who are CLD being assessed; and
9. Collect and interpret data in a nondiscriminatory way using systematic methods based on established literature.

Language and cultural concerns should be addressed directly when evaluating and determining eligibility for special education.

In the full and individual evaluation report and on the Eligibility Determination Team Form the evaluation team must document the impact of all issues related to language, culture, and acculturation and detail how these issues were considered when determining an eligibility. The documents should also indicate that a child has been assessed in the appropriate language(s).

IDEA outlines evaluation procedures for conducting an initial evaluation. These procedures include:

- Parental/Caregiver informed written consent indicating all areas being evaluated
- Using a variety of tools and strategies (including formal and informal) which will accurately and specifically address all areas of suspected disability based upon the individual
- Documenting the child's functional, developmental, behavioral, and academic performance and functional and educational needs
- Ensuring that assessment methods are non-discriminatory, technically sound, and administered appropriately; and
- Recognizing that screening tools cannot be used for a substitute for comprehensive evaluations conducted as part of the initial evaluation.

The student must meet both prongs to be determined eligible for Special Education. They must have a documented area of disability (or Giftedness) and they must demonstrate a need for Specialized Instruction. If either of these are not present, the student will return to Tier 2 intervention strategy support.

Reevaluation

- Must occur every 3 years (or more frequently if requested) but not more than once per year.
- Parents must be notified the re-evaluation is due.

The Review of Existing Evaluation Data process (REED process) must be part of any reevaluation. The REED process is described in more detail in the following section of this manual and a REED form is included to support teams in documenting that the process occurred.

Discontinuation of Special Education Services

A child may be found no longer eligible for special education and related services when data supports that the student:

Based upon reevaluation data, no longer having a disability as defined by IDEA (2004).

Based upon data, the team determines the student no longer requires specially designed instruction.

The team is not required to conduct additional assessments in order to terminate a child's eligibility, but if the REED process indicates a need for additional assessment, the identified assessments must be completed prior to the EDT meeting where the determination of eligibility will be made.

All students who are deemed to no longer meet eligibility requirements under IDEA shall be monitored by the Tier 2 Intervention team.

Parents and Caregivers must be fully informed of all decisions. Written consent for evaluation and placement must be obtained

Upon Completion of the Eligibility Determination, the team will conduct a meeting to develop an Individualized Learning Plan (IEP).

This is a separate meeting however, if at all possible, the school will conduct the meeting immediately. At times, due to the overwhelming amount of information provided, and possible need for reflection, the parents may request the meeting be held on a separate day. If this is the case, it is best to schedule it as soon as possible so there is no delay in service delivery.

The purpose of the IEP is to determine the resources required by the student to make adequate progress toward grade level expectations. The IEP will identify the present level of functioning for the student, establish measurable annual goals in all areas of disability and state what special education services, accommodations, modifications, related services and supplementary supports are necessary. It will document any medical/safety concerns, primary language assessments, extent of participation

For Gifted Students

EDUCATIONAL SERVICES FOR GIFTED CHILDREN:

Definition: As used in 6.31.2.12 NMAC, “gifted child” means a school- age person as defined in Sec. 22- 13- 6(D) NMSA 1978 whose intellectual ability paired with subject matter aptitude/achievement, creativity/divergent thinking, or problem- solving/critical thinking meets the eligibility criteria in 6.31.2.12 NMAC and for whom a properly constituted IEP team determines that special education services are required to meet the child’s educational needs.

Eligibility defined: “Intellectual ability” means a score two standard deviations above the mean as defined by the test author on a properly administered intelligence measure.

The test administrator must also consider the standard error of measure (SEM) in the determination of whether or not criteria have been met in this area. For the required pairing in area(s) of subject matter aptitude/achievement (reading, writing, or math), creativity/divergent thinking, and problem solving/critical thinking a score of 92% or better is required.

If the student currently has an IEP from a New Mexico School, services will be comparable. If the student is from out of state, the evaluation material will be reviewed to determine if the child meets eligibility under New Mexico statutes. If necessary, a new evaluation will be conducted and an IEP will be developed following the review of existing information.

Case Manager responsibilities will include:

I. IEP Preparation

- ___ Case Manager will ensure the parent has been kept informed about progress at regular intervals. As per AFSA policy this will be every 3 weeks.
- ___ Case Manager will provide copies of all evaluation results and data pertaining to goals.
- ___ Case manager has contacted the parent to ask what questions they may have so they will be addressed at the meeting.
- ___ Teachers have spoken with the parents about the child's progress.
- ___ The teacher has spoken with the student about the child's perception of his or her schoolwork.
- ___ The teachers of the student have considered the appropriateness of the student's current program and what the child should learn during the next IEP period.
- ___ The teachers have considered all the related services the student needs to benefit from special education.

II. IEP Meeting Case Manager Facilitates with the Administrator

- ___ IEP meeting is held and the IEP developed within 30 days of the initial determination that the student needs special education and related services.
- ___ IEP meeting is initiated yearly.
- ___ Parents are notified of the meeting in sufficient time to arrange attendance.
- ___ Written notice of the meeting includes:
 - ___ purpose of the meeting.
 - ___ time of the meeting.
 - ___ location of the meeting.
 - ___ participants in the meeting.
 - ___ parent's rights to bring other people to the meeting.
- ___ Participants include:
 - a representative of the school qualified to provide or supervise provision special education.
 - child's classroom teacher
 - one or both parents (parents, guardians, or surrogate parents).
 - the child, where appropriate.
 - for the very first IEP, a member of the multidisciplinary evaluation team
 - others at the parents' or schools' discretion.
- ___ Parents invite, or request that the school invite, all people who have important information about the child's education.
- ___ Interpreter services are provided, if necessary.
- ___ Discussion includes all members of the IEP team.
- ___ IEP is in effect at the beginning of the school year.
- ___ Parents receive a copy of the IEP.

III. IEP Contents

- ___ IEP is developed at the meeting by the IEP team participants.
- ___ IEP is developed before any placement decisions are made.
- ___ IEP content covers all areas where the student needs specially designed instruction, including instruction in communication, academics, self-help, socialization, behavior, perceptual-motor skills and gross-motor skills.
- ___ IEP is understandable and written in language comprehensible to both parents and professionals.
- ___ IEP will lead the student to attain new knowledge and/or skills, and is not a repetition of subjects already mastered by the student.
- ___ IEP is based on the student's age and amount of time left in school, and will lead to acquisition of meaningful skills and knowledge needed to live as independently as possible.
- ___ The IEP includes discussion of the written discussions in all eight of the following categories:

- The student's present level of educational performance in each area where the student needs or is receiving specially-designed instruction, including physical education.
- Annual goals, based on the current level of educational performance, that state what the student will learn in all areas where the student needs specially-designed instruction.
- Short-term instructional objectives, which are measurable steps developed for each goal, that will lead to the achievement of the goal. Each objective should say what the student will do, under what conditions, and to what criteria.
- All related services that the student needs to benefit from special education (including transportation) based on what the student needs, not on what is available within the school system.
- The beginning date and duration of all specially-designed instruction and related services, and the frequency and amount of time spent on each related service.
- The extent of participation in education or school activities with non- handicapped students. For students who cannot participate in education or activities with non-handicapped students, the written justification by the team explaining why the student cannot participate.
- The evaluation method the school will use to determine whether the goals and objectives are being achieved.
- The school staff responsible for implementing each area of the IEP.

IV. IEP Implementation

- ___ The IEP is implemented as soon as possible following the IEP meeting.
- ___ The student's placement is based on the requirements in the IEP.
- ___ The student's placement is as close to home as possible, preferably in the school the student would be attending if not handicapped.
- ___ The parent has periodically reviewed the information generated by the evaluation method specified by the IEP.
- ___ The IEP is reviewed and revised as often as needed, particularly if the student attains the goals and objectives, the goals need to be modified because of new or additional information

about the student's capabilities, or the IEP is not leading to attainment of meaningful knowledge and skills.

___ The parent is informed of the option to file a complaint if any portion of the IEP is not implemented.

___ The parent is informed of the option to request a due process hearing if unsatisfied with the appropriateness of the educational program specified in the IEP.

Progress Monitoring

Student progress will relate directly to IEP goals. Each teacher of the student will document the interventions and the results of the intervention. If the students' progress is as expected, the intervention will continue. If the progress is less than expected, the teacher will meet with the case manager to discuss the progress and determine what steps should follow. If it requires a change in service provision, the case manager and teacher will meet with the parents to discuss the areas of concern and make recommendations for support. If applicable the student will participate in the meetings to discuss what strategies are helping and what changes they feel might help.

Student progress will be reported every three weeks to parents when report cards/progress reports are distributed.

Based upon data collected, Case Managers will determine at each progress reporting time if the data indicates the goal is challenging enough to encourage the student to grow academically and/or socially or if the data indicates the goal is beyond reasonable expectations for students. If the data indicates it is too easy or too difficult, an IEP meeting will be held to revise the goal.

Overall Program Evaluation

The Director of Education will monitor the Special Education Program and report each month to the Governing Board. The items which will be monitored will include, but not be limited to, student progress, compliance with all dates and guidelines, service provision, overidentification of any sub group, discipline of students with disabilities, any parental concerns or areas requiring additional training for staff members.

LSG and Assoc, Inc (or selected service support provider) will assist the Director in evaluation of compliance and monitoring of success of the program.

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| 4 | <p>A complete response must</p> <ul style="list-style-type: none">• Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;• Identify specific responsibilities for school staff, classroom teachers, and special education staff;• Identify the regular intervals at which progress will be monitored and success will be evaluated;• Identify specific actions/reporting that will engage students and or families; and• Describe how the school will evaluate the effectiveness of its special education program and services. |
| <p>INDEPENDENT REVIEWER EVALUATION: It is stated that the Director will report to the Governing Council monthly regarding special ed program evaluation including data on progress monitoring, compliance with required dates, and discipline. This section's response was rated as "Meets the Criteria."</p> | |

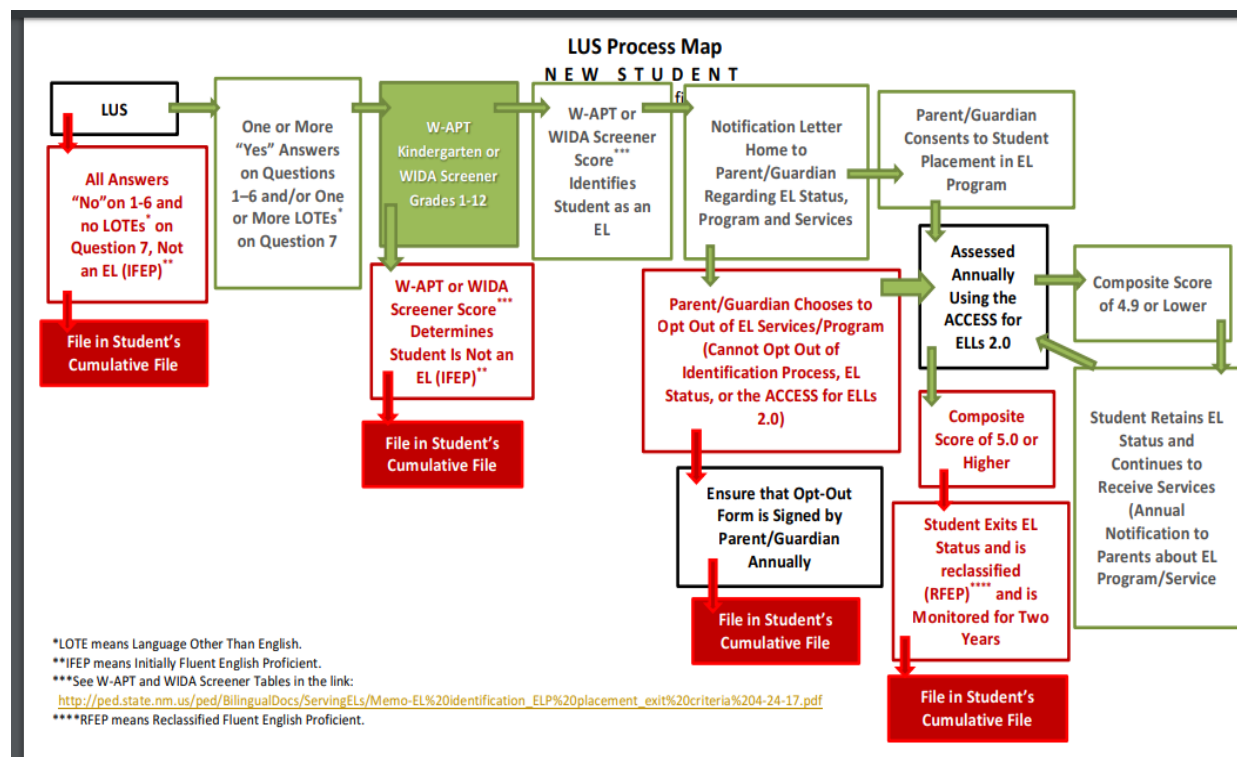
G. (2) English Language Learner (ELLs).

G.(2)(a) Provide a **clear, comprehensive, and cohesive** description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELs.

APPLICANT RESPONSE:

According to the National Center for Education Statistics, an average of 9 percent of students in U.S. public schools are English Language Learners (ELLs); that number is closer to 18 percent in Albuquerque (Walker, Shafer, & Iiams, 2004). This requires all staff members to recognize the importance of supporting students with the acquisition of vocabulary.

Identifying Students with English Language Acquisition Needs



AFSA will create tracking sheets to ensure the federal and state mandates under Title VI of the Civil Rights Act of 1964 to screen, identify and provide services to English Language Learners (ELLs) are followed and proper data is retained in the students' files.

The New Mexico Language Usage Survey (LUS) will be used to identify ELLs and will be completed by all parents of students enrolling in AFSA. If a student transfers from another school, AFSA will request their LUS through the records request process. If a child is identified as having a home language other than English, the ACCESS/WIDA test will be administered to determine the level of need for the student.

The form is available on NMPEDs website https://webnew.ped.state.nm.us/wp-content/uploads/2019/04/ADA-WORD-NMLUS-FORMS-ENG_SPAN_NAV-1.pdf

If a student shows a level of need, parents/guardians will be notified of services that will be provided within 30 days so that the school remains compliant under the Title I Parent Notification Requirements. The ACCESS/WIDA will continue to be administered annually, during the state-aligned window, until the student scores a 5.0 or higher.

Methodology for Support

AFSA's English Language Arts Teacher will hold a TESOL endorsement or submit the necessary paperwork to receive a waiver through the New Mexico Public Education Department. Students requiring Language supports will have equal access to all aspects of the school and will be exposed to the same, rigorous content as their peers. SFCC will assist staff members in meeting the requirements for certification, if desired.

Research has shown that full immersion for ELLs is the most productive way to help students acquire and retain the language, students will not be separated from their peers during their ELA block, unless focused attention on a specific skill needs to be reinforced. The ELA curriculum was carefully chosen in order to meet the needs of these students. AFSA's belief is that the ELD (English Language Development) program provides multiple ways for a student to be exposed to reading, writing and speaking the English Language. Swain, M., & Johnson, R. K. (1997). Allowing students to remain in the classroom with their peers will ensure they have full access to Grade level standards and objectives.

English Language Development Standards

The ELA block will focus on lessons based on the New Mexico English Language Development Standards, with opportunities for speaking, listening, reading, and writing through targeted instruction.

1. Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.
2. Students' home, school, and community experiences influence their language development.
3. Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.
4. Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.
5. Students learn language and culture through meaningful use and interaction
6. Students use language in functional and communicative ways that vary according to context.
7. Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.

8. Students' development of academic language and academic content knowledge are inter-related processes.
 9. Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.
 10. Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.
- Retrieved from <https://wida/teach/standards/eld>.

The following are strategies AFSA staff members will utilize to ensure academic growth of its students with Language Acquisition needs in all academic areas:

Increase English language production and peer interaction.

AFSA hands on curriculum will support group learning and project-based learning. This will be structured to support student-to-student or group interaction; students will use English to explain concepts and contribute to the work.

This will give teacher(s) an opportunity to gauge what the student has learned, and it demonstrates student progress in English language development. AFSA teachers can also informally assess for correct use of language structures and academic vocabulary. If students are having difficulty with phrases or vocabulary, the teacher will be able to offer guidance or further instruction to support language development.

Explicitly teach English language vocabulary and structures.

Content area lessons will identify not just the vocabulary that every student needs to know, but other vocabulary words and grammar structures that students with Language acquisition needs may need support. Collaborate with other staff members to provide multiple opportunities for the students to use new vocabulary words and concepts.

Build on Background Knowledge to Increase Comprehension

AFSA teachers will work creatively to elicit background knowledge from students on content topics in order to increase comprehension of the material. This may be as simple as taking the time to do a "K/W/L" (Know, Want to Know, Learned) chart, or as individualized as asking questions about the topic.

Increase Parent Involvement

AFSA believes that regular, open and friendly communication from the teacher can make a big difference in parent participation. When parents are kept informed about the student progress, they will understand what the classroom expectations are and how to help their child. If they do not have the correct information, they will not know how to help their child at home.

Increase Writing Opportunities

AFSA understands and supports that the ability to write effectively and accurately to convey a message is a very important skill for most careers. AFSA students will engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer.

For some students, writing their thoughts down in their primary language first may help them with processing. Once they complete the planning stage, they will be able to transcribe it into English.

As part of our integrated English Language Development model, every teacher at AFSA will provide English Learners with access to grade level content as well as helping them to develop their English Language skills. The hands-on lessons will also provide students with realia to support their learning.

Use visual supports when presenting lessons.

Teachers at AFSA will create and post language objectives for their lessons each and every day. Implementation of language objectives will help to ensure that English learners have equal access to the curriculum, even if they are not fully proficient in the English language. This may include pictures, diagrams or charts to support the process or expectations.

Wait Time

It is important to recognize students require wait time to process information. When instructions are given do not repeat the information. Simply wait quietly to allow them to process and answer.

Professional development

AFSA staff will attend professional development for ACCESS testing. Additional training will be available based upon the needs of the staff which may include coursework at a university or professional development opportunities. The Director of Education will monitor available Professional Development on the Literacy New Mexico website. AFSA will provide a substitute and any support necessary for staff members to attend trainings.

On site professional development will be provided in collaborative meetings with staff members. When the staff members work together, they develop relationships of support and idea sharing which will increase student success and teacher capacity to meet the needs of all students. Teachers will be given the opportunity to access online learning at SFCC to become TESOL certified in collaborative learning groups with support from the administrative team and peers.

<https://literacynewmexico.org/subcategories/view/121/educator-professional-development/>

References:

- Swain, M., & Johnson, R. K. (1997). Immersion education. *A Category Within Bilingual Education*. W: RK Johnson, M. Swain (red.) *Immersion Education: International Perspectives*. Cambridge: CUP, 1-18.
- Walker, A., Shafer, J., & Iiams, M. (2004). "Not in my classroom": Teacher attitudes towards English language learners in the mainstream classroom. *NABE Journal of Research and Practice*, 2(1), 130-160.
- Yigzaw, A. (2012). Impact of L1 use in L2 English writing classes. *Ethiopian Journal of Education and Sciences*, 8(1), 11-27.

| Total Points Available | Expectations |
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| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs; • Identify how the school will implement the English Language Development Standards for ELs in its school; • Identify how the school will provide ELs with instruction and support to develop English language proficiency; • Identify how the school will provide ELs with access to grade-level content; • Describe how the school will address the spectrum of needs that ELs may present; • Identify specific responsibilities for school staff and classroom teachers; and • Identify specific training, professional development and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was evaluated as "Approaches the Criteria" by the Review Team. The AFSA response references ELL data for the ABQ area from 2004; a charter school team proposing to open a new school needs to know how to access and use much more recent data in order to operate effectively. However, the graphic organizer for the identification process is quite helpful. "Multiple opportunities" and "opportunities to engage" are not specific enough for our team to evaluate.</p> | |

G. (2) (b) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English learners.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
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| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year; • Identify specific responsibilities for school staff and classroom teachers; • Identify the regular intervals at which progress will be monitored; • Identify specific actions/reporting that will engage students and/or families; • Describe how the school will evaluate the effectiveness of its EL program and services; and • Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress. |
| INDEPENDENT REVIEWER EVALUATION: The response was not in evidence upon review. "Falls Far Below the Criteria." | |

G. (3) Provide a **clear, comprehensive, and cohesive plan** to address the needs of Native American Students, Hispanic Students, and Bilingual and Multicultural educational plan to improve educational outcomes

APPLICANT RESPONSE:

Educational Philosophy

Our pedagogy includes and values students of varying cultures and languages. First of all, we want all students to increase their understanding of themselves and their world. If this happens, their appreciation of each other's culture and language and most importantly of each other. As a teacher of students of multiple languages, cultures and ethnicities, my greatest concern is that they do not understand their own culture and are beginning to lose their native language. Beginning to value other cultures has been a beginning of pursuing an understanding of one's own culture.

For example, in one class on the southern border of Texas, there were students from four continents taking a high school world history course. One of the celebrations that we regularly observed was an opportunity to bring food that displayed our individual cultures. This was a great way to enjoy each other, value the great food, appreciate each other and understand one another. Let's celebrate one another as we study.

From the Math department, one major way of overcoming a lack of understanding for a math learner much less an English Learner is to teach with words, picture and numbers. This opportunity to merge the tools to form one complete understanding of a mathematical concept is a major reason why math students making two to four years' gains in one academic year. Additionally, definitions are dramatically shortened with a simple example for students to ponder and master. It also allows them to begin looking for analogous questions and prepares their learning to begin the process of answering the question.

Classroom teachers will provide the following modification for Special Populations:

- Extra Time
- Alternate Assessments
- Preferred Seating
- Alternative Materials
- Alternative Presentation
- Tutoring
- Peer Assistance

BILINGUAL EDUCATION

Encouraging students to continue to use their home language is valuable. It will enrich the lives of all students in the classroom and create an atmosphere of respect for all of our students.

When students are able to speak in multiple languages, according to research, strengthens the executive functioning of students because bilingual students are able to use two languages at the same time, switching consistently, it develops skills for functions such as inhibition, switching attention, and working memory. (2013, Marian V, Shook A. The cognitive benefits of being bilingual.).

Being bilingual can increase employability for students as it will make the candidate stand out and may provide opportunities which may not exist for mono-lingual individuals.

CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING, MENTORING AND COUNSELING

AFSA will strive to support students from all cultures and provide opportunities for students to share with others and broaden the entire schools' horizons.

AFSA staff members will:

- Be responsive to cultural norms such as understanding many African American youths thrive on intense and sensitive peer relations (Tharp, 1989). If this is evident in the classroom, a teacher may provide more opportunities for social interaction.
- Adjust wait time in response to student needs Rowe (1987) found that Pueblo Indian students took twice as much time to respond spontaneously to instruction as Native Hawaiians did. A classroom teacher will recognize the differences that may be present.
- At times, transitioning between the culture at home and school is difficult. Teachers will respect the need for students to make these transitions especially following breaks of instruction such as holidays and weekends.
- AFSA staff will be culturally sensitive when teaching curriculum, especially character education.

For example, a school district located in the Navajo Nation built on tradition and created a Sweat Lodge Program that helped students with behavioral problems reflect on their behavior while they reconnected to a communal spiritual perspective. This enhanced both the students' self-esteem and their willingness to become responsible community members (Osher, Dwyer, & Jackson, 2004).

ADDRESSING DIVERSITY IN SCHOOLS: CULTURALLY RESPONSIVE PEDAGOGY

TEACHING TOLERANCE website has multiple resources and grants which allow staff members to teach about tolerance of multiple cultures not only ethnic but also religion, ability, gender and sexuality and bullying. They provide film kits and lesson plans a customized Learning Plan—texts, student tasks and teaching strategies to bring relevance, rigor and social emotional learning into the classroom.https://www.tolerance.org/sites/default/files/2019-04/TT-Critical-Practices-for-Anti-bias-Education_2.pdf

In this article, specific ideas to ensure your school and classroom values all cultures. The staff will review this resource and seek guidance from the National Center for Culturally Responsive Educational Systems to assure a quality, culturally responsive education for all students.

http://www.niusileadscape.org/docs/FINAL_PRODUCTS/NCCRESt/practitioner_briefs/%95%20TEMPLATE/DRAFTS/AUTHOR%20revisions/annablis%20pracbrief%20templates/Diversity_Brief_highres.pdf

PROFESSIONAL DEVELOPMENT

Guest speakers and online workshops will be made available for staff members. If a staff member attends an off-site training, they will share their information at the staff meeting upon their return.

One potential site providing free professional development is Teaching Tolerance.
<https://www.tolerance.org/professional-development>

SPECIFIC STUDENT AND PARENT INVOLVEMENT ACTIVITIES

Students will participate in monthly events which will focus upon cultural lessons. These events will be tied to classwork – such as social studies unit of study. For instance, if the 6th grade is studying Ireland the students may share information learned such as unique ways the heat their homes, food they eat, religious practices, and landscape.

EVALUATION OF EFFECTIVENESS

One method of evaluation is to monitor changes within the school climate and culture. The students will freely share among themselves and in presentations. Parents will attend parent night opportunities for cultural events.

Pre and post assessments will be given to students following units of study or cultural events. These assessments will be reviewed by staff to determine progress. As the year continues, AFSA staff expect students will be able to identify unique features of cultures.

Resources

Boykin, A. W. (1994). Afrocultural expression and its implications for schooling. In E. R. Hollins, J. E. King, & W. C. Haymen (Eds.), *Teaching diverse populations* (pp. 243–256). Albany, NY: State University of New York Press.

Briscoe, R. V., Smith, A., & McClain, G. (2003). Implementing culturally competent research practices. *Focal Point*, 17(1), 10–16.

Gay, G. (2002). *Culturally responsive teaching*. New York: Teachers College Press.

Kalyanpur, M. (2003). A challenge to professionals: Developing cultural reciprocity with culturally diverse families. *Focal Point*, 17(1), 1–6.

Mehan, H., Villanueva, I., Hubbard, L., & Lintz, A. (1996). *Constructing school success: The consequences of untracking low-achieving students*. Cambridge, UK: Cambridge University Press.

Osher, D., Dwyer, K., & Jackson, S. (2004). *Safe, supportive and successful schools: Step by step*. Longmont, CO: Sopris West Educational Services.

Rowe, M. B. (1987). Wait time: Slowing down may be a way of speeding up. *American Educator*, 11(1), 38–47.

Skiba, R. J., Michael, R., Nardo, A., & Peterson, R. (2000). *The color of discipline*. Bloomington, IN: Indiana Education Policy Center.

Tharp, R. (1989). Psychocultural variables and constants: Effects on teaching and learning in schools. *American Psychologist*, 44(2), 249–359

| Total Points Available | Expectations |
|------------------------|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe how the proposed school will develop an educational framework to address the educational needs of Native American, Hispanic, and bilingual studies within a multicultural approach to learning; • Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers; • Describe how the proposed school will ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students; • Describe how school policies will be culturally and linguistically responsive; • Describe how rigorous and culturally meaningful curricula and instructional materials will be developed and implemented; • Identify the regular intervals at which progress will be monitored; • Identify specific actions/reporting that will engage students and/or families; and • Describe how the school will evaluate the effectiveness of its programs to improve educational outcomes. |

INDEPENDENT REVIEWER EVALUATION: PD opportunities are identified here, but none are specific. There is no description of HOW the school will monitor effectiveness, not just that it will. While suggestions, recommendations, and best practices are included in the narrative, there is no system or framework that pulls these together into a cohesive whole that would form a basis of instruction. Teaching Tolerance is an excellent tool for example; a framework demonstrating a scope and sequence of TT activities across grades 6-8 throughout the year would make this a schoolwide system rather than simply a classroom resource that teachers may or may not choose to incorporate. The Review Team rated this section as **“Approaches the Criteria.”**

H. Assessment and Accountability.

A charter school application should include a clear plan for evaluating student performance across the curriculum. This plan should align with state performance standards, as well as with the proposed school's student performance goals, and should be presented, along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the types of assessments and frequency of administration should be included, reflecting thoughtfulness given to tracking student progress. A plan for the use of data gathered through assessments should include procedures for taking corrective action (both individually and collectively) if pupil performance falls below expected standards.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent) assessments to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

When developing the assessment plan, you should consider: 1) the appropriateness of assessments to the curriculum; 2) what will serve as baseline for student progress comparisons; 3) the inclusion of school, state, and other assessments to demonstrate appropriate student growth; 4) the ability of the assessment plan to provide for the early detection of students struggling with curriculum content; and 5) the ability of assessments to reflect the use of basic skills at grade-appropriate levels (e.g., reading, writing, problem-solving).

Note: Be aware that all New Mexico public schools, including charter schools, are subject to a variety of testing requirements, which are aligned with state and federal content standards.

For more information on NM assessment requirements, please see:
<https://webnew.ped.state.nm.us/bureaus/assessment/>

H.(1) Provide a **clear, comprehensive, and cohesive assessment plan** that identifies what measures will be used to indicate that students are making academic progress, the grade levels at which the assessments will be used, frequency of assessing, and how the assessments will be used to inform instruction. Please provide **clear** evidence that the applicant has considered the common core standards, all federally and state required assessments, and the proposed school's projected student population.

APPLICANT RESPONSE:

Based upon the NMPED Calendar for the current school year, AFSA will ensure all assessments are completed. When the calendar for the 2021–2022 are available they will be noted on the school calendar. As indicated on the school calendar, staff members will evaluate data from short cycle and standardized assessments on a monthly basis. As the new state assessment has not been identified, for the purposes of this application, we will refer to it as PARCC and SBA.

AFSA students will take the following assessments:

ACCESS and WIDA Screener

ACCESS for ELLs 2.0 is the English language proficiency assessment administered to all 5th- 8th grade students who have been identified as English language learners (ELs). It is given annually to monitor students' progress in acquiring academic English.

Standards-Based Assessment of Science and Spanish Reading –

The Standards-Based Assessment (SBA) measures student mastery of the New Mexico science content standards and benchmarks. It is administered annually in the spring to grade 7, and is available in English and Spanish.

An SBA Spanish reading assessment at grades 5-8 is also offered for EL students for whom these tests are appropriate.

Spring 2019 (PARCC) Transition Assessment:

New Mexico Standards-Based Assessment of Math and English Language Arts The New Mexico Standards-Based Assessment of Math and English Language Arts includes tests in ELA and mathematics at grades 5-8.

Assessment Calendar (2018-2019 School Year)

| TEST | FALL 2018 | WINTER 2019 | SPRING/SUMMER 2019 |
|-------------------|---|-----------------|--|
| Analysis of PARCC | Teacher work days prior to school beginning | | |
| PARCC | Nov 19 – Dec 14 | Nov 19 – Dec 14 | Administered in three weeks be April 22 – May 10 |
| SBA | Science: | | Science SBA: March 4 – 29 |

| | | | |
|---|--|---|--|
| | Oct 29 – Nov 16 Spanish Reading: Nov 12 – Dec 14 | | STEM Ready! Field Test: TBD Spanish Reading |
| NMAPA | Sept 24 – Oct 12 | | March 11 – April 5 |
| ACCESS | WIDA Screener (grades 1-12): First 30 days of school year or within 2 weeks of enrollment | | Jan 14 – March 8 |
| Teacher Analysis Of ACCESS/WIDA/EL Proficiency | Teachers will analyze results of WIDA screener and ACCESS to determine placement and supports necessary for students | Teachers will review progress of students Following March 8 completion | May 15 Teachers will review student progress to determine placement and supports for the following school year |
| EOC | Last three weeks of semester | | Spring: Last three weeks of semester Summer: Last week of summer school |
| Teacher Analysis of EOC | | January work days Teachers will analyze and determine any placement changes necessary | Teachers will assess EOC progress to determine if any students require Summer School, the need to provide supports or placement decisions for Fall |
| NAEP | | Jan 28 – March 8 (sampled schools only) | |
| NWEA/MAP2 | First attempt in August or September (depending on LEA schedule) | Jan 1 – 31 | May 1 – 31 |
| <p>1 PARCC: Districts needing longer than a 3-week window will need to submit a waiver</p> <p>2 NWEA/MAP: Teachers should test all students within the same month for consistency of reporting on student progress.</p> <p>We are currently planning to use NWEA should we gain approval to open a charter school. AFSA will finalize contracts and explore the following possible assessments:</p> <ul style="list-style-type: none"> • NWEA MAP Growth for Grades K-High School - AP Growth Science for Grades 2-12 • Spanish-Language MAP Growth Mathematics for Grades K-8 • Renaissance Star Reading for Grades K–12 • Renaissance Star Math for Grades 1–12 | | | |

- Lexia Learning Systems - Lexia Reading/Literacy RAPID Assessments for Grades K-High School

Analysis of Assessment Data

AFSA Founders and Founding Board Members will analyze the data available from NMPED and APS when determining areas which require significant restructuring to inform classroom instructional practices and curriculum. All data will be disaggregated by sub-populations to ensure any patterns which may be evident are not overlooked when examining the aggregate data. This information will allow the team to determine priorities for daily instruction and personalized learning pathways for each student.

Short cycle assessments and summative assessments will be strategically designed to provide frequent and accurate data to guide instruction as well as professional development for staff members. AFSA anticipates our data driven instructional practices will provide the supports necessary for each student to make progress, as is possible, based upon their particular circumstances. Should we find the school is not making the progress we desire, the staff and board members will continue to explore alternative pathways to success. The necessary training and/or funding will be provided to ensure each student has the opportunity to succeed as outlined in NMSA 22-2E-4(E).

Short cycle assessments will be given as is outlined in curriculum and assessment guidelines. Upon completion of these assessments, the staff members will meet collaboratively to analyze the data and provide support to increase academic growth. The teachers will then meet with students and their caregivers to discuss the information to provide them with accurate and timely data.

AFSA will utilize data from NMPED approved short cycle assessments to establish cut scores which will demonstrate progress at a rate which will provide the opportunity for all students will make to meet or exceed grade level expectations.

The types of assessments that will be used to measure student progress toward achievement of the New Mexico Standards and AFSA's student performance expectations may include:

Short Cycle

- MAP® testing (Measures of Academic Progress®) is computer adaptive testing that helps pinpoint—to the goal-strand level—where students are ready to advance, and where they need help. MAPS data documents a student's improvement over time and compares achievement to school norms, state standards, and national norms. Northwest Evaluation Association.

Standardized

- NMSBA:

NMSBA New Mexico Standards Based Assessment is a statewide assessment program administered in third grade through high school. The New Mexico standardized tests assess reading, math, writing, science, and social studies. The results provide

actionable data that help parents, teachers, and students improve academic performance. The assessment is currently under review and AFSA staff will continue to monitor the process.

These assessment methodologies, when used in combination, and sequentially through the years, can provide sufficient data for student status and progress. After two consecutive years at AFSA, students will achieve proficiency as measured by NWEA MAPS and NMSBA. Students not performing to standards, based on short cycle assessments and teacher-generated assessments, will be provided with interventions in the classroom. These may include reteaching concepts, pre-teaching concepts, additional practice, and tutoring.

If documented progress toward improving performance is not achieved through classroom interventions, the School Assistance Team (SAT) will meet to determine what obstacles might be preventing the child from achieving at grade level. Parents will be included in the discussion to determine if the child is receiving enough support at home. Vision and hearing checks will be performed. Emotional concerns for the child will be assessed. Research-based programs to remediate areas of low achievement will be used for six weeks (standard for RtI) and the results documented through this child study process.

Assessments for Special Populations

A specific example can be found in testing for gifted students. Such programs as the Gifted and Talented Education (GATE) Programs are designed to serve students who have special needs that might not be met in a regular educational setting. These students often need faster-paced instruction and higher-level instruction because of higher cognitive abilities.

A follow-up screening method can use the Kaufman Brief Intelligence Test (K-BIT) which estimates an individual's verbal versus nonverbal intelligence.

Diagnostic Assessments will be conducted by an outside agency such as LSG and Associates.

The Leadership team will discuss the assessments selected and ensure they meet the needs of our students including cultural differences.

Formal Assessments may include the following:

Intelligence Assessments

Wechsler Preschool and Primary Scale of Intelligence (WIPPSI)
Wechsler Intelligence Scale for Children (WISC)
Stanford-Binet Intelligence Test, Differential Abilities Scales (DAS)
Woodcock Johnson Test of Cognitive Abilities, and the Comprehensive Test of Nonverbal Intelligence (CTONI).

Achievement Tests

Woodcock-Johnson Tests of Achievement (WJ)

Wechsler Individual Achievement Test (WIAT)
Wide Range Achievement Test (WRAT)
Kaufman Test of Educational Achievement (KTEA)
These tests focus on reading, writing, and math.

Visual Motor Integration Tests

Bender Visual Motor Gestalt Test
Developmental Test of Visual Motor Integration

Language Assessments

Clinical Evaluation of Language Fundamentals (CELF)
Goldman Fristoe Test of Articulation, the Test of Language Development

Autism

ADOS is a standardized diagnostic test for Autism Spectrum Disorder (ASD)

Behavior Tests

Vineland Adaptive Behavior Scales
Measures daily living skills of the student. Can indicate if the student is in the Autism Spectrum

Conner's Parent and Teacher Rating Scales

This assessment determines if behaviors which indicate presence of ADHD are present and the impact of these behaviors upon academic progress

Behavior Assessment System for Children (BASC)

Based upon rating scales completed by parents and teachers the assessment measure social interaction skills, adaptive behavior and the student's interpretation of events around them.

Documentation and Reporting of Data

AFSA will protect student informational records as required by the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g) as official, confidential documents. However, under FERPA Sec. 99.31 and 99.35, AFSA will be allowed to release personally identifiable information to the NMPED for the purposes of auditing and evaluating education programs and complying with federal and state regulations.

Assessments

Assessments have been built within the curriculum. PLT has pre and post assessments. These will be used to determine the strategies are meeting the needs of our students. If it is evident that any student or group of students are not progressing at an expected level, the team will examine the progress and determine what changes are necessary to ensure their unique learning needs are being met.

Khan Academy also has multiple assessments built within the program. These pre and post assessments determine functioning level of the student and where instruction should begin. This allows all students to fill in any areas of need and continue to challenge themselves to grow academically.

Frequent assessments within the classroom will be conducted to determine the effectiveness of the instruction and to drive instructional practices. These will include bell ringers, exit slips and response journals as well as formal assessments following units of study.

The staff will also participate in elements that are present in a Baldrige classroom. These elements are classroom data centers, Individual Data notebooks (working folders) and use of the Plan Do Study Act (PDSA) cycle to determine the effectiveness of learning and next steps in instruction. These tools assist staff, students and parents to have a clear understanding of progress and assist in planning for the next steps. For students, it helps to clarify how they learn and helping them to develop study skills for future success.



<https://www.pinterest.com/pin/528328600008539933/?lp=true>

For more information please visit:

<https://www.youtube.com/watch?v=qCUDQDyIr5I>

The use of these strategies will assist students in becoming active learners. This aligns with our mission of ensuring all students learn and excel at their level. AFSA has high expectations

for all students. To meet this goal, they must understand how they learn and what areas are their strength and what areas are more difficult for them.

| Total Points Available | Expectations |
|--|--|
| 6 | <p>A complete response must</p> <ul style="list-style-type: none"> • Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> ○ Include assessments/progress monitoring for special populations; • Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered; • Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction; • Describe how the data identified will be used to inform instruction; • Align with all state assessment and data reporting requirements; • Describe how the assessment plan meets the specific needs of the proposed school's projected student population; • Describe how the assessment plan aligns to the proposed school's mission; and • Include any assessments that may be negotiated as part of the performance framework and contract. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was rated as “Approaches the Criteria” by the Review Team. No short-cycle assessment is planned for in the assessment calendar although several are mentioned in the narrative. EOC data is helpful for credit recovery, but not particularly helpful for classroom instruction; thus teachers' data days should explicitly include short-cycle assessment data as well. By the opening of school, the Founding Team should have transitioned into a Governing Council, who generally does not engage in test data analysis but has this info reported to them by the Head of School. Grade levels are not identified in the assessment calendar.</p> | |

H.(2) Provide a **clear, comprehensive, and cohesive** description of the how assessment data will be analyzed and what corrective actions will be taken if the proposed school falls short of achieving student academic achievement, or growth expectations, or goals at the individual (remediation/at-risk student) **and** school-wide levels. Provide a complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

APPLICANT RESPONSE:

Action Steps

The AFSA Founding Team will carefully monitor data collected from assessments, working folders, classroom projects and progress toward goals this data will be used to drive instruction and planning, as well as take corrective action when the data indicates the student or school are not progressing as expected or are exceeding expectations.

Student data will be analyzed across grade levels, genders, sub groups and individual students to determine if any pattern emerges which will assist the team in planning., on the average, across subgroups, and with individual students.

Data Collection

Based upon the collection of data at multiple points, which will include frequent formalized assessments to guide the planning for instruction of the whole group, subgroup, and individual student. The information gathered will ensure student support will be provided in the manner necessary to make significant academic gains. The assessment plan includes short cycle assessments, formative and summative assessments across all subject areas and grade levels to inform the team in determining if any corrective action at the school, grade, cohort, subgroup, or individual student level.

For students with special needs, the case manager will ensure the students are provided with the proper supports to complete the assessments and provide accurate data. Care will be given that any accommodations are acceptable for state assessments and are outlined on the IEP.

Whole School Performance Monitoring and Corrective Action

The AFSA Governing Team and Academic Committee will use the data to fully develop and expand upon the academic program currently under consideration which is based in research aligned with Grade level expectations. Our academic program is designed to support our student outcome goals, school mission and our mission-specific indicators. If however, despite our best efforts, AFSA students do not make the expected level of progress, the Governing Board will allocate additional resources towards academic programming with a record of proven results, as outlined in NMSA 22-2E-4(E).

Interim Assessments.

AFSA Director of Education, Academic Committee, Governing Board and classroom teachers will regularly monitor the progress of our students and our academic programming with short cycle assessments. Specifically, AFSA will give six interim assessment each year, and each assessment will be aligned in content and format to the summative assessment for each content area. Additionally, pending the approval of the Public Education Commission, AFSA will utilize the NWEA MAP

assessment to gather norm-referenced data on our students' performance in grade level Reading and Math for the Performance Framework contract.

The NWEA MAP Reading and Mathematics assessments will be administered three times over the course of the school year, Fall (August), Winter (January), and Spring (May). The data from each administration will be analyzed and compared to classroom samples. The staff will review this data with the Director of Education and use the results to determine achievable goals for the next reporting period.

Our goals are aligned to ensure the students are able to make progress as outlined in our mission and their individual learning path.

Triggers for corrective action will include if students are not meeting their individual Learning Path Goal or if data indicates the following outcomes are not possible given current level of progress

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

Data will be analyzed to determine what revisions need to be made or if teachers could provide PD /mentorship to assist another teacher who may be struggling to meet the desired expectations. Additionally, staff members will continually analyze all data to determine the best path for student's success. This monitoring will be reported to family members at least every 3 weeks so they are fully aware of the progress. If necessary, the student will be provided with alternative methods of skill acquisition and/or assessment.

If the data indicates the progress across a grade level or school-wide is not significant, the Director of Education along with Academic Committee will meet with the students and staff members to determine adjustments which may be required. The use of the PDSA model discussed earlier provides a framework for this discussion.

The Director of Education will monitor data by observation as well as student work regularly (at least once each week) to proactively assess the progress. Immediately, if concerns arise, the Director will assist the staff member(s) with PD, materials or modeling of teaching strategies which may be necessary.

Data will be relevant and frequent enough to drive the decisions. With data decisions are able to be made which will produce results. If data is not collected accurately, it is difficult to make an informed decision. Our students deserve the best and without data, we are unable to provide the best opportunity for growth.

Individual Student Performance

Based upon student data, a Learning Path will be established. The progress will be documented and monitored by the teacher and Director of Education. All data will be carefully analyzed to look for patterns of progress and areas requiring support. AFSA staff members will utilize strategies for intervention if necessary.

AFSA Founder believes that when provided the proper support, unique learning opportunities, high quality teaching and careful monitoring students will continue to develop skills necessary for success.

Any student not making progress despite Tier 2 Interventions, may be referred for Special Education Assessment to determine what supports may be required.

The parents will be an integral part of the process and fully aware of any concerns which may be present.

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to <ul style="list-style-type: none"> monitor academic performance and take appropriate corrective action if the school is not on track to or does not meet academic performance expectations; Address specific responsibilities related to <ul style="list-style-type: none"> meeting student academic achievement or growth expectations <u>at the school-wide level</u> and meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions; and Describe how the proposed school's processes meet the requirements of NMSA 1978 § 22-2C-6(A) and (B) and 22-2E-4(E). |
| <p>INDEPENDENT REVIEWER EVALUATION: The school's plan is not comprehensive and does not meet the requirements of this section. There are no clear timelines, metrics, or actions steps or triggers identified to start corrective action on either the individual or the school level. Classroom level use of data is excellent. This section was rated 'Approaches the Criteria' by the Review Team.</p> | |

H.(3) Provide a **clear, comprehensive, and cohesive** plan that explains how student assessment and progress will be appropriately communicated to students, parents, the proposed school's Governing Body, the proposed school's Authorizer, and the broader community. Please consider your selected community, their accessibility and communication options when answering this question.

APPLICANT RESPONSE:

A comprehensive plan for ensuring all stakeholders are fully informed of the progress of the students. This will include programs that promote family literacy, including parental involvement reading nights, provide training for parents' celebration nights. AFSA administrative staff will invite Governing Board Members to all activities to allow them to be able to see progress in person and interact with parents and school community.

Helping Students Understand their Progress

Students in 5th through 8th grade should begin to understand their progress and what helps them become better students. To do this, students should collect data in Data Notebooks.

- Data Notebooks are a way for students to keep track of their:
test scores
goals (personal and academic)
behavior
- Provide visual aids (graphs) for students to monitor progress over time.
- Data Notebooks encourage students to take responsibility for their learning and also help reinforce many concepts taught in the classroom.

Each week teachers should review the data with their students to help them understand their progress, examine the goal and determine if they are going to meet their goal and determine what, if any changes need to be made.

Helping Parents Understand Assessments and Student Progress

1. Conduct workshops during daytime or school hours for parents on content- based skills (e.g., math, reading) and expectations for children.
2. Conduct similar workshops for parents in the evening.
3. Give families information on how to contact the teacher at school.
4. Issue certificates for students to take home that recognize mastery of new skills.
5. Schedule individual conferences with parents of students who are failing or are at risk of failing.
6. Inform parents of students' progress and problems on report cards.
7. Offer videotapes on content skills (e.g., math, reading) that families can view at school or at home.

8. Invite parents and the community to assemblies for student awards for academic excellence.
9. Invite parents and the community to assemblies for student awards for academic improvement.
10. Request parent or community volunteers to tutor students.
11. Assign homework that requires them to show and discuss skills with a family member.
12. Offer parents or students game packets or lending- library activities to use at home.
13. Offer students and families content- based activities on Saturdays.
14. Organize presentations for students on how different content areas (e.g., math, reading) are used by business, government, and industry.

Adapted from Sheldon and Epstein, 2005

Parents will be contacted at least every 6 weeks by telephone or in person conferences by the staff to report progress. The grades will be posted online and kept up to date for parents to review each week. Progress Reports/Report Cards will be sent home every 3 weeks.

Additionally, staff members will follow all guidelines for reporting of progress toward IEP goals, SAT plans and Language Acquisition.

Students will lead conferences with parents at least once each year. They will report their progress, address areas of need and be able to vocalize what helps them learn.

Reporting Progress to Governing Board

1. Ensure the Governing Board understands its role in assuring students are progressing at an acceptable rate.
2. Invite Governing Board Members to all school activities
3. Administrative staff will provide data on student progress (remove names) at each reporting period to show progress.
4. Administrative staff will provide training so Governing Board understands data and are able to analyze progress.
5. Invite at least one student or group of students from each grade to each meeting to share information about what they have learned.
6. As the Governing Board continually analyzes student results, they will be informed of students at risk of failure they will request and analyze strategic interventions made to increase student achievement.
7. The Governing Board will be fully informed of all data collected by sub- groups, including IEP progress.
8. The Governing Board will establish policies on Remediation, promotions and restrictions as outlined in NMSA 1978 § 22-2C-6 (E)-(I).

Reporting Progress to the Authorizer

As a State Charter School, AFSA will maintain an open line of communication with the designee assigned by the NMPED for reporting of progress and concerns. All data will be current STARS and IEPs will be compliant. All data will be kept in both a digital and hard

copy file for review as requested. Individual names will be masked to protect the student's identity as the file will also be available to the community. Identifying code will be available to PEC/PED as is requested.

Reporting progress to the Community

AFSA believes that sharing the progress of our students will engage our community and demonstrate the unique features of our school.

3. Specific events will be open to the community. These will include Science Fair, class demonstrations, fine arts talent nights and other events which will highlight student progress. Student safety will be a primary concern and security will be provided when any person unknown to the administrative staff is on campus.
4. Community members may view overall student progress, including by sub-group. No identifying information will be available to community members.
5. An annual report will be created which will be available for community members.
6. On our website, student progress will be posted. This will include formal assessment results which will be broken into sub- groups.
7. Our website will also highlight projects our students complete.

If any family is unable to access information online, staff members (teacher) will print off grades each week to ensure they are informed of progress. If necessary, the data will be translated into the primary language of the family.

Parents who take the step of faith to join a Charter School have a sincere desire for their child to be the best they can be. They may not know how to help or may have expectations that are not realistic. As the years progress, the staff will help the students gain the confidence to lead the conferences and own their learning. This ownership will lead to a higher level of pride and overall achievement.

With this level of support all students will make adequate yearly growth, based upon their circumstances. It is anticipated they will exceed expectations.

| Total Points Available | Expectations |
|------------------------|--|
| 6 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify how student achievement and progress will be communicated to <ul style="list-style-type: none"> ○ Students ○ Parents ○ The governing body |

- | | |
|--|---|
| | <ul style="list-style-type: none">○ The authorizer○ The broader community;● Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data;● Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate; and● For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I). |
|--|---|

INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as **“Meets the Criteria.”** This response includes use of student data notebooks, student conferences, 6 week conferences with teachers, report cards available every 3 weeks. The narrative does not address how these strategies or plan are effective for the targeted population the school plans to serve.

II. Organizational Framework

A. Governing Body Creation/Capacity.

A.(1) Summarize and incorporate **all** key components of your governance structure, **specifically** outlining the roles and responsibilities of the Governing Body members (number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the proposed school's administration). Provide comprehensive "bylaws", attach bylaws as **Appendix A**.

APPLICANT RESPONSE:

Based upon the NMPED Description of the Role of the Governing Board of a Charter school. The following outlines their role and responsibility as outlined in the Bylaws in Appendix A..

Number of Board Members

As indicated in Section 4.1 of the Bylaws, there will be five (5) to thirteen (13) authorized Members of the Governing Board.

The officers of the Board shall be Chairperson, Vice-Chairperson, Treasurer and Secretary. The school may, at the discretion of the Board, provide for different categories of officers, including, without limitation, one or more assistant treasurers and/or assistant secretaries. The duties of certain officers are set forth herein. When the incumbent of an office is unable to perform the duties thereof or when there is no incumbent of an office (both such situations referred to hereafter as the "absence" of the office), the duties of the office shall, unless otherwise provided by the Governance Board or these bylaws, be performed by the next officer set forth in the following sequence: Chairperson, Vice-Chairperson, Treasurer, Secretary.

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

Any officer may resign at any time by giving written notice to the Chairperson or to the Secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any officer may be removed by a majority vote of the Board whenever in its judgment he/she fails to perform the duty of the office or such other duties as appointed by the Board and the best interests of the school would be served thereby.

A vacancy in any office may be filled by the Board for the unexpired portion of the term of the officer being replaced.

Chairperson

The Chairperson of the Governance Board shall preside at all meetings and shall appoint committees with approval of the Governance Board. He/She shall have the right, as other members of the Governance Board, to make or second motions, to discuss questions, and to vote. The Chairperson of the Governance Board may not act for or on behalf of the

Governance Board without prior specific authority from a majority of the Governance Board to do so.

All communications addressed to the Chairperson shall be considered by him or her for appropriate action, which consideration may include consulting with legal counsel, and consideration by the Governance Board. The Chairperson shall sign legal documents as required by law and perform such other duties as may be prescribed by the Governance Board. It is the Chairperson's responsibility to ensure that Governance Board members uphold their commitments/responsibilities to the school.

The Chairperson will compile in collaboration with the Director the topics for business to be placed on the agenda. Any member of the Governance Board (voting and non-voting) may offer items to be heard or discussed at any meeting of the Board.

Vice-Chairperson

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

Treasurer

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

Secretary

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

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

Directors and Officers Insurance

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

Delegation

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

STANDING COMMITTEES OF THE GOVERNANCE BOARD

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

Academic Oversight Committee.

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

Finance and Audit Committee.

ALL for SUCCESS Academy Finance and Audit Committee have a vital role in keeping the Governance Board apprised of the school's business affairs and financial condition.

The members of the finance committee shall be the treasurer of the Governance Board who shall serve as the chair, the ALL for SUCCESS Academy Business Manager, and at least one other member who is a non-ALL for SUCCESS Academy employee and disinterested party selected by the treasurer and business manager and approved by the Board.

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

- Prepare and maintain the annual budget for the Academy in collaboration with the Director.
- Also in collaboration with the Director, develop and annually revise a long-term financial forecast.
- Review all grant proposals and when necessary, make recommendations to the Board.
- Prepare all Budget Adjustment Requests (BAR) and present with recommendations to the Governance Board as necessary.

- Represent the school throughout all phases of the annual audit.
- Review business manager's required reports and make recommendations to the Governance Board regarding the reports as necessary.

Nominations Committee.

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

School Advisory Committee.

ALL for SUCCESS Academy will maintain a school advisory committee, which reports to the Governing Board. This committee will consist of three parents and three staff members who volunteer for this service. If the number of volunteers exceeds the number needed, elections will be held. This committee will advise the Governance Board regarding instructional issues and curricula, student discipline, school budget planning, and increasing family involvement. Members of each committee, with the exception of the Parent Advisory Committee, may be chosen by the Governance Board and shall serve for such period of time as the Governance Board shall determine. The specific composition of the Finance and Audit Committee, however, shall be governed by the provisions above.

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

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

Members of the committees shall not receive any compensation for their services; however, they may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

The Governance Board has the authority to create *ad hoc* committees as deemed necessary. The policies and procedures that govern *ad hoc* committees will be determined as specified by the Governance Board action creating and approving the existence of any such committee.

As outlined in the Bylaws, AFSA's policy on Board member selection, removal and resignation will be:

GOVERNANCE BOARD POLICIES AND PROCEDURES

AFSA will be governed pursuant to the bylaws adopted by a Governance Board. The major roles and responsibilities of AFSA's Governance Board will include establishing and approving all major

operational policies, approving all major contracts, approving AFSA's annual budget, overseeing the AFSA's fiscal affairs, and selecting and evaluating the top administrative staff.

Election of First Governance Board

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

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

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

SECTION 2.4 Resignation

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

SECTION 2.5 Removal

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

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

Section 2.6 Vacancy

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

| Total Points Available | Expectations |
|------------------------------|--------------|
|------------------------------|--------------|

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| 8 | <p>A complete response must</p> <ul style="list-style-type: none">• Include governing body bylaws in Appendix A; and• Summarize <u>key</u> governance components in the application response as follows:<ul style="list-style-type: none">○ Membership structure (number, roles, length of terms)○ Officer structure (roles, election process, responsibilities, length of terms)○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms)○ Member selection, discipline, and removal processes. |
| <p>INDEPENDENT REVIEWER EVALUATION: ASFA will have between 5 and 13 governance council members. The officers of the board will be Chairperson, Vice-Chairperson, Treasury and Secretary. Terms for office will be 2 years. The committees they will have are Academic Oversight, Finance, Audit, Nominations and School Advisory. To remove a person on the board would take a majority vote. Member selection is vague - it makes reference to a nominations committee but no process to form that committee, no direction to guide that committee and no way to select new members. The Review Team rated this section as “Approaches the Criteria.”</p> | |

A. (2) Enumerate the qualifications desired for governing body members that will ensure the proposed school's governance is competent to operate a public school. Provide a **list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that the **membership reflects** the diverse experiences and skills necessary to oversee all aspects of the proposed school. In your list of proposed initial governing body members, describe the expertise represented in order to demonstrate their capacity to initiate the opening of the charter school (e.g., ensure student success, develop, implement, oversee the management of public funds, and oversee the proposed school's compliance with legal obligations).

APPLICANT RESPONSE:

Applicant Response:

The Governing Board will:

- Lead with a mission
- Be innovative
- Promote continuous learning
- Partner with parents & the community
- Be accountable
- Provide an effective & engaging educational experience for your students
- Exercise your Duties of Care, Obedience, Loyalty, & Oversight
- Attend governing board meetings
- Be prepared for governing board meetings
- Serve on a board committee
- Separate your personal bias from the needs of the school
- Build an Integrity Infrastructure
- Know and understand your School Charter Contract
- Be proactive in implementing effective oversight
- Ensure that the school's funds are managed in accordance with the law, regulations, and the terms of any grants.

duty of care n. a requirement that a person act toward others and the public with watchfulness, attention, caution and prudence that a reasonable person in the circumstances would.

If a person's actions do not meet this standard of care, then the acts are considered negligent, and any damages resulting may be claimed in a lawsuit for negligence.

- The duty of obedience requires a board to obey any and all requirements that originate from agencies or organizations that are senior in authority to the board's authority.

duty of oversight

The duty of oversight (i.e. governance) requires that board members be reasonably aware of that which is occurring in the organization so they can make informed decisions.

- The FULL BOARD is responsible for effective financial oversight.
- As a collective, you are responsible for ensuring the proper usage of millions of taxpayer dollars.
- The board may delegate some tasks to the treasurer and audit committees, but oversight remains with the entire board.

duty of loyalty

- The duty of loyalty requires that board members always put the best interests of the organization above all other interests. This includes personal business interests, related party transactions, personal children/family interests, and other matters.

Director of Operations and Director of Education

- Have the vision of possibilities!
- The passion to provide a particular pedagogy or educational experience to students.
- Have the licensure appropriate for the job!

Governing Board's Role in School Management:

- Selects, supports and evaluates the Director of Operations and Director of Education
- Makes strategic decisions
- Has the fiduciary responsibility to ensure that the Director of Operations and Director of Education may continue to provide the vision.
- Provide the strong business ethics and knowledge to enable the school to be compliant with State and Federal laws.

Governing Boards assist the Director of Operations and Director of Education in developing to their full potential. They are responsible for ensuring they attends appropriate training and analyzes their performance, ensuring relevant skills and by providing constructive feedback.

An exemplary board establishes an expectation of standards that their two employees must abide by. This is beneficial to both the board and the Head Administrators.

Conduct a fair, written evaluation of the head's performance every year. This evaluation is often based on key elements of the job description, which needs to be up-to-date, and annual goals agreed upon by the board and head at the start of the year.

Often an executive committee of the board oversees the performance evaluation. The committee gathers the information and develops the written report, which is then shared with the board and the head administrator. The head administrator receives the opportunity to respond.

The full board should participate in setting the Directors compensation, based on the recommendation of the head evaluation or executive committee. It is important that the whole board participate in the information gathering process, but if others are involved in this stage, it is equally important that these people truly understand the head's responsibilities and that the head agrees that they be included in the process.

Assessment of the Director includes seven simple steps:

1. An evaluation/compensation committee of the board is appointed. It usually includes the chair, the finance chair, and perhaps the vice chair, or immediate past chair or likely next chair.
2. The committee meets with the head in late spring, summer or very early fall to set mutually agreed upon goals for the year. There should be no more than 3-5 goals, and they should be tied to the school's own strategic planning needs. A long list of

unmanageable goals sets the head up for not meeting expectations and for disappointment by both parties.

3. Once the committee and head agree upon these goals, they should be taken to a full board meeting for full and frank discussion and for the imprimatur of approval of the entire board.

4. In the middle of the year, perhaps in January, the evaluation/compensation committee should meet with the head, informally. The head should outline progress towards the agreed upon goals, and a dialogue should ensue with the committee members.

5. In late spring, the head should write a self-evaluation of progress against goals. Each member of the Board should also write a confidential evaluation of the head's performance against those same earlier approved goals. Each board member should be counseled by the chair to evaluate the head's performance relative only to those goals, and to exclude personal agendas and assessment of intangibles, such as the head's personal style.

6. The committee should meet again and compare the head's self-evaluation with the board's combined evaluation. A dialogue should ensue that provides both praise and affirmation for success achieved and constructive feedback about areas that still need work. These areas will become a part of the next year's goal setting process.

7. The board chair should write a one to two-page summary for the file, and report back orally to the entire board on the closure of the process.

The evaluation/compensation committee should then set the head's compensation for the coming year or undertake a formal contract renewal. This should occur AT LEAST 12-18 months before the head's current contract ends.

Honest Feedback

This should be viewed as a supportive exercise not necessarily a punitive one.

If you determine that your head administrator is not performing the way you would like, you must then also determine why.

- Are you providing the head administrator with enough appropriate training?
- Are you providing the head administrator with enough support staff?
- Are you providing the governing board members with appropriate training to conduct oversight?
- Are you committed to ongoing governing board development in order to ensure that a full and robust board can provide the support and oversight necessary for a successful school?

Strong School Leader Engaged Collaborative Board

The relationship between the school leader and the board is key. Trust, respect and a willingness to rely on each other's strengths along with a common understanding of the school's mission and goals is critical to success

- Is the head administrator following through with the recommendations of the board?

- Are they allotting time for or submitting requests to attend appropriate trainings?
- Are they actively engaged in upholding the promises of the Charter Contract?
- Are you following through with holding the head administrator accountable? If you feel that the head administrator is merely paying “lip service” to making improvements, then you have choices to make regarding discipline measures or removal.

With appropriate understanding of roles, this should not be difficult.

You are now government officials! You now have to comply with the Government Conduct Act (NMSA § 10-16-1)

- Governing Board members are legally and fiscally responsible for the actions of their charter school and they can be held personally accountable for the decisions and actions of the board.
- Duty of care is a legal obligation imposed on an individual requiring adherence to a standard of reasonable care while performing any acts that could foreseeably harm others.
- The full board is responsible for effective financial oversight.
- As a collective, the board is responsible for ensuring the proper usage of millions of taxpayer dollars.
- Board members must act ethically and with integrity.
- Failure to attend meetings is neither ethical nor a sign of integrity.
- You are a child advocate now! They need you!

Boards can and should compel the Head Administrator to perform at their best without interfering in the day to day operations of the school. Each board member should understand:

- Why he or she has been selected
- What facets of the board member’s competency and business experience are most helpful
- What the board member is expected to contribute on the organization’s behalf

The basic functions expected of every board also include board recruitment and succession planning.

Students Attendance is important because students are more likely to succeed in academics when they attend school consistently. It's difficult for the teacher and the class to build their skills and progress if a large number of students are frequently absent Board Members

The governing board cannot act on ANY financial issues without a quorum. Members must be well informed in order to carry out the business of the school. It is difficult for a board to ensure quality in their charter if some of the members are frequently absent.

- Audit Findings
- Budget problem
- Findings by the PEC or PED
- Complaints

- Lack of attendance by board members to governing board meetings
- Failing to achieve school goals
- Failing Letter Grade
- News Reports –Difficult relations with head administrator

The governing body could consider themselves as the PED for their school. The PED requirements are there to ensure that charter schools are doing what they have promised. A governing body should also be committed to ensuring that your particular charter school is fulfilling their promises. These are promises made to the State of New Mexico, your students, staff, parents, your community and the tax payers of New Mexico. A strong state wide charter school system really does begin with you.

Christopher N. Ruszkowski

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/02/The-Role-of-the-Governing-Board-in-School.pdf>

Currently we have identified members of the community who have agreed to assist us as we launch this journey. Upon final authorization, our community board will assist us in clarifying the role of the Board and the expectations of each member. They will assist us in location of the resources for success including building location, board members and clarification of expected outcomes for the students and staff members.

They have agreed to take an active role as we finalize this process. Upon finalization of the Governing Board, they will be supportive as needed and will not take an active role in the day to day operations of AFSA, unless they choose to submit their names for that position.

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

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

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

The inclusion of a Community oard as well as Governing Board is beneficial for the school, students and boards as the overwhelming task of a start-up school will became too much for one Board. As duties rea divided across groups, they will be able to focus upon the task at hand. The service term for Board members will be 2 years, however, the initial board will stagger their term end dates to ensure the Board is fully staffed with experienced members who are able to mentor new members.

| Total Points Available | Expectations |
|---|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership; • Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school; • Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require; and • Specifically address how the governing body will have the skills to <ul style="list-style-type: none"> ○ Ensure student success and academic achievement; ○ Oversee the stewardship and management of public funds and responsible government accounting; ○ Ensure compliance with legal obligations related to government organizations and public schools; ○ Select and oversee a qualified and highly effective school leader; and ○ Support the applicant team in moving from an application to a fully operational school. |
| <p>INDEPENDENT REVIEWER EVALUATION: The section was rated by the Review Team as "Approaches the Criteria." There is no planning for the Governing Board members to collectively have the financial, educational, legal, and community expertise needed to open and oversee a new charter school. As such, the team cannot evaluate if the proposed members have the skills needed to support AFSA's success. The application mentions an executive committee charged with evaluating the Directors. This committee was not listed in the previous section. No qualifications/skill sets are identified.</p> | |

A.(3) Provide a **clear and appropriate process or plan** for selecting new Governing Body members that is focused on selecting **quality leaders** who have the identified skills necessary to govern the proposed school. Describe how governing body members will be recruited, evaluated, and selected as vacancies arise.

APPLICANT RESPONSE:

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

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

The Governance Board members shall be nominated as follows:

Board Nominating Committee shall select the Board member nominees for the vacant positions.

The Board Vice Chairperson shall be a member of this committee.

The committee shall obtain nominations by notifying community, business and/or education leaders of regular elections and/or vacancies on the Board along with a descriptions of the responsibilities of serving as a member and the date and time of the Governance Board meeting at which the position will be voted on by the Governance Board (whether new term elections or vacancies).

The names and qualifications of interested individuals recommended by the nominating committee shall be given to the Secretary of the Governance Board, by no later than ten (10) working days before the date of the regular board meeting at which the vote of the Governance Board shall be made.

Governance Board members will not receive compensation for their services; however, members may be compensated for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

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

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

- Violation of the Conflict of Interest Policy;
- Violation of *Governance Board Commitment Agreement*
- Failure to attend 3 scheduled meetings during the school year (July 1 – June 30) of the Governance Board, except when such absence is due to exigent circumstances;

- Violation of the member's duty of loyalty;
- Violation of the Governance Board's Code of Ethics; or
- Any other grounds the Governance Board deems appropriate.

The Governance Board shall fill a vacancy on the Governance Board after the nomination process has been completed. Calls for nominations shall be posted on the school website, in newsletters and in student agendas. Community Board Members will seek qualified candidates for Board positions as they interact with community members. Once the vacancy is filled, the term shall only be for the unexpired portion of the term of the member being replaced.

The nomination period will be open 3 weeks and final selection will be completed within 4 weeks.

All Board members will provide 3 letters of reference, a resume and fingerprinting will be completed prior to placement on the Board.

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

A member of the Governance Board who will be unable to attend a Governance Board meeting will notify the Chairperson of the Governance Board prior to the meeting and if he/she intends to appear by telephone the Board member shall make arrangements with the head administration or his/her designee. Notice may be made by e-mail as long as it is made four (4) hours in advance of the meeting.

If the Chairperson cannot attend the meeting, he/she must notify the Vice Chairperson and forward all information regarding the upcoming meeting to him/her, including notices of non-appearances by other Board members.

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

- Charter School Act (NMSA 1978, Section 22.8B.1 et. seq.)
- School Personnel Act (NMSA 1978, Section 22.10A.1 et. seq.)
- Procurement Code (NMSA 1978, Section 13.1.1 et. seq.)
- Open Meetings Act (NMSA 1978, Section 10.15.1 et. seq.)
- Public School Finance Act (NMSA 1978, Section 22.8.1 et. seq.) ☐ Applicable rules and regulations issued by the New Mexico PED.

New Governance Board member will also be expected to read the ALL for SUCCESS Academy Charter and Code of Ethics.

The new Governance Board member must sign the ALL for SUCCESS Academy Governance Board Code of Ethics, ALL for SUCCESS Academy Governance Board Member Commitment and ALL for SUCCESS Academy Governance Board Conflict of Interest Policy documents.

They will be expected to attend the next possible Governance Board training.

Communicating with the School Board

Providing timely and effective communication to families, staff, and community members is a high priority of AFSA. The following guidelines have been developed to address issues, concerns, or suggestions.

Parent Concerns

Parents with concerns may address the board via email which will be identified on the school website. All comments must contain the identification of the person with the concern so clarifying questions and follow up is able to be completed.

Communications received via email or regular mail are entered into a Communications Log and included in the Communications section of the next Regular Board Meetings.

Public Comment at Board meetings

Public Comments period will be available at every Board meeting. Those interested in commenting shall sign in. The comment must relate to the matter at hand. Identifying information such as student names should not be shared openly to protect the privacy of the child.

Board Response

The Board will address any concerns or comments within 60 days, sooner if possible. If the comment violates the privacy rights of any individual the Board will reply by stating "Thank You for your concern, the Board will look into this matter but will not comment further to protect the privacy of the individual".

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| Total Points Available | Expectations |
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| 8 | <p>A complete response must</p> <ul style="list-style-type: none">• Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties;• Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties;• Describe how the processes will ensure that all governing body vacancies are filled within 45 days;• Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); and• Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service. |
| <p>INDEPENDENT REVIEWER EVALUATION: School's response meets only some of the standards for this section. Their proposed nomination process isn't sufficiently spelled out. This section states board terms are for three years but the previous section indicates 2 year terms. No ongoing recruitment process is described. This section was rated as “Approaches the Criteria.”</p> | |

B. Governing Body Training and Evaluation.

B.(1) Provide an **ongoing, clear, comprehensive, and cohesive plan** for annual Governing Body training that complies with state requirements, meets your governing body training needs, includes training on the Open Meetings Act, and is **completely supported** by the budget you propose.

APPLICANT RESPONSE:**Professional Development Plan**

The Charter Schools Division (formally titled Options for Parents and Families Division) hosts the following trainings:

<https://webnew.ped.state.nm.us/bureaus/charter-schools/training-opportunities/>

Implementation Year Training is to assist schools that are in their planning year (i.e., their application was approved but they have not yet been approved to commence operations by the PEC). The participants learn about and work on the school policies, procedures, legal requirements, etc. in order to complete all the tasks necessary to open a school. There are three submission deadline dates (November, March, and May) and a checklist of items that must be completed by those dates. There are at least 8 training sessions held.

Governing Board Training has two options: *Introductory* for new Governing Board members who must complete 10 hours of training and *Continuing* for all Governing Board members who must complete 8 hours annually, as outlined in NMAC 6.80.5.

- The *Introductory* training is required of all new governing board members during their first year of service. It provides two hours of Ethics and Responsibilities, two hours of Fiscal Requirements, one hours of Understanding Academic Data, one hour of Open Government, and one hour of Legal and Organizational Framework training, a total of seven hours. Administrators and other charter school leaders are also welcome.
- The *Continuing* training is offered in a variety of areas: Governing Body Ethics and Responsibilities, Open Government, Fiscal Requirements, Understanding Academic Data, and Legal and Organizational Performance.

MANDATORY TRAINING REQUIREMENTS FOR ALL GOVERNING BOARD MEMBERS**TRAINING DESCRIPTIONS****Legal and Organizational Performance Framework**

Appropriate for governing board members, charter school leaders, and charter school business managers. Administrators and other charter school leaders are welcome. The course is free and

no costs or fees will be charged for attendance. This training fulfills the one-hour training requirement for continuing governing body members pursuant to 6.80.5.9(A)(5) NMAC.

Governing Body Ethics and Responsibilities / Open Government

Appropriate for governing board members, charter school leaders, and charter school business managers. Administrators and other charter school leaders are welcome. The course is free and no costs or fees will be charged for attendance. This training fulfills the one hour training requirement for continuing governing body members pursuant to 6.80.5.9(A)(1) NMAC.

Understanding and Evaluating Academic Data

Appropriate for governing board members, charter school leaders, and charter school business managers. Administrators and other charter school leaders are welcome. The course is free and no costs or fees will be charged for attendance. This training fulfills the two-hour training requirement for continuing governing body members pursuant to 6.80.5.9(A)(3) NMAC.

Fiscal Requirements Training

This governing body member training is appropriate for governing board members, charter school leaders, and charter school business managers. Administrators and other charter school leaders are welcome. The course is free and no costs or fees will be charged for attendance.

Introductory Governing Body Member Training

This seven-hour session is required for new governing board members and must be taken prior to new members voting on school issues. It provides two hours of Ethics and Responsibilities, two hours of Fiscal Requirements, one hours of Understanding Academic Data, one hour of Open Government, and one hours of Legal and Organizational Framework training. Administrators and other charter school leaders are also welcome. The course is free and no costs or fees will be charged for attendance. Please plan to bring a lunch as no lunch break will be provided.

The secretary of the Board will include documentation of trainings required and date of completion for each board member. The list will be included in the Board minutes. The Director of Operations will monitor this list and ensure all requirements have been met. The Director of Operations will notify the secretary and the full board when new requirements have been identified and ensure all members participate as soon as possible.

The board members will be reimbursed per diem for travel and expenses as outlined in the budget. The expenses have been identified in the budget and will be reported at the Board Meeting following any training activity.

Based on the regulations set forth by NMPED, PEC and AFSA's needs, the Governance Committee will lead recruitment, nomination, and selection of new Board members, in

addition to the nomination of Board officers. Onboarding of new Board members and the continued training and professional development of current Board members will be led by the Governance Committee. The members of the Governance Committee will ideally have expertise in management, human resources, and prior membership on nonprofit boards. The Board Chair will serve as the Chair of the Governance Committee.

New Board Members

New Governing Board Members, including our Founding Team after they transition into a Governing Board, will receive external and internal training as part of their onboarding process.

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

- Charter School Act (NMSA 1978, Section 22.8B.1 et. seq.)
- School Personnel Act (NMSA 1978, Section 22.10A.1 et. seq.)
- Procurement Code (NMSA 1978, Section 13.1.1 et. seq.)
- Open Meetings Act (NMSA 1978, Section 10.15.1 et. seq.)
- Public School Finance Act (NMSA 1978, Section 22.8.1 et. seq.) ☐ Applicable rules and regulations issued by the New Mexico PED.

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

The new board member will be assigned a mentor to assist them in understanding their role and responsibility and that all necessary documents, such as previous board minutes, are provided.

Each year, the Governing Board will complete a self-survey (described in b(2) below) which will assist them in identification of areas of improvement. They will seek community input via survey monkey for additional suggestions.

New Board Members will participate in community orientation meetings. These meetings will be advertised on the school website, student agendas and social media.

| Total Points Available | Expectations |
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| 4 | <p>A complete response must</p> <ul style="list-style-type: none">• Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties;• Identify a plan for annual governing body training, including action steps, timelines, and responsible parties, <u>include how it will be tracked and monitored.</u>• Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year;• Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and• Ensure the onboarding process and training plan address training on the open meetings act and responsibilities. |
| INDEPENDENT REVIEWER EVALUATION: The Review Team scores this section as “Approaches the Criteria.” The onboarding process is incomplete as described here and does not include action steps, timelines, or responsible parties. Secretary will record members' training hours and list them in the minutes. Director of Operations will monitor and ensure compliance. Having a veteran Board member mentor an incoming one is an excellent idea. School does not address a budget for training and plans to utilize all PED free trainings. | |

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

APPLICANT RESPONSE:

Plan for Annual Governing Board Self-Evaluation

In alignment with the AFSA's Governing Board's policy and procedure on Board Self-Assessment, the Founding Team of AFSA believes that efficient and effective performance of the Board will have a significant impact on the overall success of the school and should be an essential component of good governance. Therefore, the Board will conduct an annual assessment of its own work. Our plan for Board self-evaluation is based upon best practices from Board Source and the National Charter Schools Institute's publication Charter School Board University. The Board will continually focus upon the Mission of AFSA and ensure they are providing the necessary support to assist the Directors as they lead the school to accomplish this task.

The full self-assessment will include both a whole Board evaluation, as well as an individual Board member self-evaluation component. The Governance Committee will administer and lead the efforts of the self-assessment and the reported recommendations that will follow.

The Governance Committee will schedule the annual Board self-assessment to occur prior to the Board's annual retreat, so that plans to strengthen the Board can become part of the Board's annual goal-setting at the retreat. Ideally, the assessment will be administered during the Board's April meeting, with findings and written recommendations provided by the Governance Committee at the May Board meeting.

All Board members will participate in the full Board evaluation, as well as the individual Board member evaluation. The full Board evaluation will assess the overall effectiveness of the Board as a whole, as well as assess effectiveness of the Board in several subcategories, with four (4) open-response questions at the end.

The assessment will be based on a self-scored rubric rating 31 items within five (5) subcategories as excellent (3), adequate (2), or poor (1).

Open-response questions on the evaluation will include questions related to strengths and areas for growth for the Board, as well as perceived training needs. Subcategories of assessment will include the following:

- Board Structure: Number of Board members, representation of skill sets, new Board member orientation, Board committees. Maintaining regular membership with required qualifications and skillsets identified in charter application Section II.A.(2).
- Board Operations & Legal Compliance: Use of Bylaws, insurance, legal and ethical obligations, adherence to Open Meetings Act, attendance, responsibilities of members and officers, governmental legal obligations, addressing grievances of staff, parents, and families. Ensuring compliance with all legal obligations related to government organizations and public schools.

- Finance and Accounting: Budget approval and oversight, financial reporting, annual audit, governmental reporting and accounting requirements for stewardship and management of public funds, fund development.
- Principal Oversight: Selection and oversight of a qualified and highly effective school leader, job description, target goals for evaluation, succession plan, accountability partnership, and personnel policies.
- Academic Achievement & School Mission: Ensuing student success and overall academic achievement. Fulfillment of school mission, analysis of assessment data, review of mission-Parent/Family and Staff Feedback.

The AFSA Founding Team recognizes that the Governing Board and its members will ultimately serve as public servants, who will be deeply committed to transparency and accountability. Thus, it is critical that feedback from parents and families, school staff, and community members is collected, analyzed, and included in any report recommendations to the Board.

Approximately two (2) months before the Governance Committee's compilation and analysis of evaluation data, stakeholders will have access to and will be encouraged to complete a Governing Board feedback survey. The survey will be promoted through the school's website, social media platforms, monthly newsletter, within the school building itself, and through information sent home with students. The survey will be available both online and in print.

Once the Governance Committee has administered the Board self-assessments and stakeholder feedback surveys, the committee will begin to compile, analyze, and discuss findings. Based on these findings, the Governance Committee will develop a written recommendation report to address areas where improvement is needed and highlight areas of strength. The Governance Committee's recommendations may include recommendations pertaining to Board recruitment, training, structure, functioning, engagement, communication, committee effectiveness, and other governance-related areas. The Governance Committee will present its findings to the full Board at the Board's monthly meeting in May.

The Governance Board will assess the student progress as it relates to the Mission of the school. They will determine what areas of need continue to exist and how they can support the school in meeting their goals.

As the AFSA team greatly values transparency and accountability, the Governance Committee's recommendation report will be available to the public, posted alongside the corresponding meeting's agenda and minutes.

Comprehensively, the AFSA team sees the purpose of annual Board evaluation as a means to measure effectiveness and push for continuous improvement, as these are expectations held for everyone at AFSA. The recommendation report will greatly inform the Board as it establishes new and revised goals at its annual retreat. Furthermore, to ensure improvement is continuous, the board will dedicate a portion of each monthly board meeting to discuss areas identified for growth. These discussions will be guided by formative assessment discussion topics from Charter School Board University.

“Successful Board Self-Assessment.” BoardSource, June 7 2016, <https://boardsource.org/resources/successfulboard-self-assessment/>.
Carpenter, Brian. Charter School Board University. 2nd ed., National Charter Schools Institute, 2007.

| Total Points Available | Expectations |
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| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards; • include action steps to obtain feedback from, at a minimum, parents and families and all willing staff; • The plan must include action steps to evaluate the effectiveness of the governing body in the following: <ul style="list-style-type: none"> ○ maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2) ○ <u>meeting all training requirements</u> ○ ensuring student success and academic achievement ○ ensuring fulfillment to the school’s mission ○ overseeing the stewardship and management of public funds and responsible government accounting ○ ensuring compliance with legal obligations related to government organizations and public schools ○ selecting and overseeing a qualified and highly effective school leader ○ addressing grievances received from staff and parents and families; and • Describe how the identified plan will focus on and support continuous improvement. |
| <p>INDEPENDENT REVIEWER EVALUATION: The school's response does not address grievances; in addition, responsible parties are not identified for many of the action steps. Task of board self-evaluation is delegated to a board governance committee- this committee is not mentioned in the structure of the board above and there is no mention of how this committee will be formed. Plan states this committee is also responsible for monitoring student progress related to the mission of the school. This section earned a rating of “Approaches the Criteria” from the Review Team.</p> | |

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

APPLICANT RESPONSE:

In addition to the guidelines outlined in the NMPED Charter School Board Policies and NMAC, AFSA will keep the Mission of the school in mind as they develop policies and procedures.

Governing Body Monitoring Academic Progress

Monitoring the progress of students is an essential function of any school. The board will monitor all data collected and will identify areas of progress which are outstanding and the areas of concern. They will celebrate the success of a staff member without identifying any individual student by name (unless parental permission is gained).

The administrative staff will partner with the board to clarify any questions about the data which has been collected and discuss the strategies which have been implemented to gain success in the school and classroom. Based upon the selected assessment tool, a dashboard will be created which will allow the Board Members to visually track the progress and areas of success. This information will be available to the public as indicated in Open Meetings Act. Care will be taken to eliminate any identifying information to protect student privacy.

The Board will monitor each sub group to include special education, gifted, male/female, ethnicity, English Learners and economically disadvantaged to monitor progress within each sub group to ensure no sub group is making inadequate progress in relationship to other groups of individuals.

The Board and the Academic Achievement Committee will be well acquainted with the performance indicators and Common Core Standards for each grade level. As the NMPED finalizes decisions on assessment and curriculum, these guidelines will be developed with the assistance of the administrative staff.

With each review of data and school activity (at least every month), the Board will ensure it aligns with the Mission of the school. As applicable, the staff members will indicate how the data is supporting the Mission of the school (ie: the primary goal is to close the achievement gap the data might say student score in August was 19% near grade level. In November it might indicate 20% at grade level with 30% making 2 years gain...). With this clear description of the goal, the Board will easily be able to measure the progress to determine if the anticipated growth is possible based upon data provided.

Oversight of Organizational Performance:

The Governing Board will continually monitor the progress of the administrative staff and the leadership role they provide within the school.

The board along with the Director of Operations, Director of Education and Family representative to ensure all reports are completed on a timely basis and accurately reflect the progress of students, day to day budget, student progress for Special Education and Gifted student, academic progress and community relationships.

It is the responsibility of the Board to be fully informed and ask questions for clarification. However, the daily implementation is the responsibility of the School Administrative staff. The Administrative staff will report directly to the board and its committees, with input from other staff members as is necessary.

Maintaining clear roles is central to collaborative relationship building. It is the intention of AFSA to employ staff members with the skills necessary for day to day operation of the school. As with any new project, missteps will occur. The Board's role is to collaborate, brainstorm and support the staff. Helping the school remain focused upon the overall Mission of the school will be beneficial.

Although the board will work closely with the administrative staff, it is imperative that they refrain from crossing into duties which are specifically delegated to the Administrative staff as outlined in § 22-5-4 NMSA 1978.

Specific guidance may be required to ensure the school follow all guidelines for oversight of public finances and compliance with all state and Federal guidelines. For the reason, it will be crucial to ensure at least one member of the board will have a strong background in finances and another has a strong background in state and federal regulatory guidelines.

Specific components of the schools' mission and responsibilities will be assigned to committees for oversight. The information gained will be reported to the board on a monthly basis to prevent areas of concern from 'getting out of hand' before the board realizes it.

The framework established by the PEC will serve as the guide for the board and school to establish the criteria for success. Utilizing this criteria benchmarks will be established to guide reasonable expectations for progress. This will include areas such as attendance, student enrollment, staff qualifications, governing board performance and responsibilities, financial and legal compliance and Charter Contract with the PEC.

Among the overall responsibilities of the board, the governance committee will oversee the two components of governance and reporting each month. The academic committee will monitor student progress and curriculum framework. The financial committee will monitor the budget on a monthly basis as well as long range expenditures. The audit committee will oversee the environment, and employee relations.

Each committee will report monthly. These reports will be included in the board meeting notes and available upon request.

If an area of need shall be recognized, the board will analyze the data and make recommendations for corrective actions. The corrective actions shall be monitored by the committee responsible for the section with deficiency.

The Governing Board and Financial Oversight

AFSA's fiscal responsibility will be closely monitored by the Finance Committee. The board treasurer will report monthly to the full board a financial snapshot of the expenditures and balance in each account. They will also report any upcoming expenses and actual vs budgeted report. The Administrative team will work closely with the Finance Committee to provide accurate information. All reports will be timely, clearly stated and available upon request. All audit information will be shared with the full board with corrective action implemented as requested by auditor.

The board will understand that as a public entity, these responsibilities are not only legal obligations but are also central to success of the students. When a school community is clearly structured and monitored carefully, it will provide high-quality educational opportunities and successful progress toward the mission of AFSA. The board will fairly, openly and clearly monitor all aspects of the school to ensure the school remains focused upon the mission of the school.

Mission of The School

At all times, the Board will establish policies and procedures which support the mission of the school. As such, they will establish a supportive climate of high expectations.

| Total Points Available | Expectations |
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| 12 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and • Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity. |
| <p>INDEPENDENT REVIEWER EVALUATION: The plan presented lacks specificity about the kinds of data that will be presented to the Board in order for them to assess and oversee academic and organizational wellbeing of the school. Board will form 3 committees, each responsible for overseeing and monitoring a different indicator of the school's mission - they will report at each month. Each oversight plan lacks clearly defined criteria/standards for success. The section was rated at "Approaches Standard."</p> | |

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (e.g., job search process, timelines) to hire and evaluate a highly qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE:

Unable to copy and paste from previous form into this location. Answer is below.

AFSA will have a Co-Directors model of leadership. If the Director of Education and Director of Operations are founders or already identified, provide a clear, comprehensive, and cohesive description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

APPLICANT RESPONSE: Strong school leadership is vital for AFSA to be successful in the fulfillment of our mission and our commitments to the Public Education Commission. As such, the selection and hiring of The Directors is integral for our success as an organization. While AFSA has identified one of our founders as the proposed Directors, we have outlined a process for hiring highly qualified candidates as well.

The AFSA Governing Board will hire a licensed Director of Education and Director of Operations based on a roll-over contract. Both Directors to be hired will be evaluated annually but will have a roll-over year to provide continuity to the educational process. To be hired as a Director at AFSA, an applicant must hold a Level IIIB Administrator License, or qualify to apply and receive a Level IIIB Administrator License and pass a state-required fingerprinting and background check (NMSA 22-10A-5), as well as meet the minimum requirements listed in the Director of Operations Job Description (Appendix B).

The Directors will be accountable to the Governing Board regarding the organizational management, financial health, and fulfillment of the academic mission of AFSA.

The Directors will be responsible for advancing the AFSA mission, ensuring the financial health of the school, and fulfilling the academic goals determined in the Public Education Commission's Performance Framework contract with AFSA.

The Directors will work with the AFSA Governing Board to determine ensure all activities are aligned to the school's mission and to set the long and short-term goals for the school. The Directors will be responsible for managing the school staff and the contributions that they make towards fulfilling the mission of the school and the sustainability of the school as an organization.

Our timeline for hiring our Founding Director of Operations begins after the Public Education Commission announces the final decision on the authorization recommendation for AFSA. Post-authorization, the Governing Board will post the role and job description for Director of Operations, with the collection of resumes and applications slotted for Fall 2019. The timeline described above ensures that our Director of Operations position is hired well before the July 1, 2020 the date required per the charter application.

AFSA has identified and proposed a Director of Operations, and the process by which we will review and hire the candidate is outlined below.

However, the AFSA Founding Team has also developed a plan for identifying and hiring a Director of Operations for any future hiring needs. If the Directors do not plan to return to AFSA, they will communicate this to the Governing Board prior to the February Governing Board Meeting. Similarly, the Governing Board will review the Directors' evaluations annually by the February meeting. The Directors will have a roll-over contract which the Governing Board will recommend for continuing the contract every year.

Director of Operations Timeline

Proposed Timeline Action Steps Responsible Party

Within 1 week of Authorization

Post advertisement for position opening through a variety of online and paper resources (NMREAP, LinkedIn, school website).

AFSA Directors Search Committee (ad hoc committee created by Governing Board for purposes of hiring, including community and staff members, in addition to Board Members)

Within 3 weeks of Authorization

Collect application packets, including comprehensive resume, cover letter, constructed response, and references.

AFSA Directors Selection Committee

Within 4 weeks of Authorization

Candidates who pass initial screening of application packets will be invited for initial phone interview.

AFSA Directors Selection Committee

Within 5 weeks of Authorization

Candidates will be invited to attend an open Special Meeting of Governing Board, with community stakeholders invited to attend.

AFSA Directors Selection Committee AFSA Governing Board Community Stakeholders

Within 6 weeks of Authorization

Directors Selection Committee will present report and recommendation to full Governing Board.

AFSA Directors Selection Committee

Within 7 weeks of Authorization

Governing Board will approve or reject candidate, extending offer letter if approved.

AFSA Governing Board

Proposed Founding Director of Operations –

AFSA Governing Board began its preliminary search for a leader that encompasses the desired leadership traits to support a high-achieving, mission-driven school, with the qualifications, experience, and leadership skills described above, and believe they have found the best candidate for the job. The

Governing Board and the proposed Director of Operations are keenly aware of importance of the skills and qualifications of a strong founding leader and have outlined a plan to have The Directors hired by July 2019.

The potential Director of Operations has been actively involved in the application process, as well as worked collaboratively with the proposed Governing Board in the skill building necessary to be effective in the oversight of AFSA.

The AFSA Founding Team believes that for a school to be successful, a strong leader must be mission-aligned, data-driven, and a strong liaison of AFSA with the greater community and our Governing Board. During the process of writing the charter application, the Founding Board has had the opportunity to assess the proposed Founding Director of Operations and his alignment to the school mission and vision. The Founding Board is confident in the capacity of Mark Hannagan, the proposed Founding Director of Operations.

Mark Hannagan is a member of the AFSA Founding Team bringing deep, extensive experience and knowledge as an educator in the State of New Mexico. Mark Hannagan has taught students from age 0 through adult education, was an Education Department Instructor at New Mexico Tech University and has administrative background and teacher mentoring experience. Mr. Hannagan has been rated Highly Effective on the highly rigorous NMTEACH Teacher Evaluation System, for his work in a high-poverty school, with significant numbers of English Learners and students with special needs.

Two Directors will be Selected the Director of Education and the Director of Operations.

Director of Education:

- Administers the development, coordination, maintenance, and evaluation of the educational program and staff members
- Monitors all Special Education Policies and procedures and delivery of services
- Supervises methods of teaching, supervision, and administration in effect at the school.
- Keeps informed of modern educational thought and practices by advance study, by visiting other schools, by attending educational conferences and workshops, and by other appropriate means.
- Keeps public and Board informed about modern education practices, educational trends, and the policies, practices, and challenges in the school.

Director of Operations:

Ensures that all activities of the school are conducted in accordance with the laws of the state of New Mexico, Academy laws, federal laws, and adopted policies of the Governance Board.

Assumes responsibility for the overall financial planning of the school and for the preparation of the annual budget, and submits it to the Board for review and approval.

- Establishes and maintains efficient procedures and effective controls for all expenditures of school funds in accordance with adopted budget, subject to direction and approval by the Board.

- Maintains or has maintained adequate records for the school, including financial accounts; business and property records; and personnel, attendance, and academic records.
- Provides suitable instructions and guidance to protect and maintain school property.
- Oversees the completion and submission of required reports.
- Interprets the budget and finances to the community.
- Remains current on Academy requirements and approved legislation.
- Conducts parent information meetings relative to school's entrance (lottery) requirements.
- Assess facilities needs and recommends plans to Board.

Directors' responsibility to Governance Board:

- Attends and participates in all meetings of the Board and its committees, except when excused by the Board's Chairperson.
- Takes prompt action to implement all directives of the Board.
- Advises the Board on the need for new and/or revised policies.
- Provides timely advice to the Board on the implication of changes in statutes or regulations affecting the school's programs.
- Informs and advises the Board about programs, practices, and problems of the school, and keeps the Board informed of the activities operating under the Board's authority.
- Prepares and submits to the Board recommendations relative to all matters requiring Board action, placing before the Board such facts, objective information, and reports as are needed to ensure the making of informed decisions.
- Develops and implements rules and regulations in keeping with Board policy.
- Acts as chief public relations agent for the school.
- Acts on own discretion if action is necessary in any matter not covered by Board policy, reports such action to the Board as soon as practicable, and recommends policy guidance in the future.

Directors will work collaboratively to:

Provide and/or facilitate professional development opportunities for school staff. Recommend all promotions, demotions, contracts, appointments, and salary changes to the Board. Communicate to all employees all actions of the Board relating to personnel matters, and receives from employees all communication to be made to the Board.

These roles will be shared initially. As the school grows, and additional staff are able to be hired, these responsibilities will be reallocated to as positions are available.

Required and/or Preferred Knowledge, Skills, and Other Characteristics (Qualifications):

- Valid New Mexico administrative certificate.

- Master's degree from an accredited college or university with specialization in the areas of administration, supervision, and evaluation of educational programs.
- Five or more years of school administration experience preferably at a dual language school.
- Experience as a classroom teacher preferred.
- Director of Education shall be certified in Special Education

In Year 0, the proposed Director of Operations will also serve as the Director of Education. It is anticipated that by January or March of Year 0 a Director of Education will be selected. This individual will meet the guidelines outlined above. If possible, and approved by the Governing Board, the Director of Education could be a full-time staff member by January. However, this will be based upon the ability to locate a qualified candidate, availability timeline of the candidate and funding.

Both Directors must be able to work collaboratively, set goals and meet them, seek assistance when needed, they need to be aware of their strengths and weaknesses and be willing to address areas of need.

They need to be resourceful and able to brainstorm on effective ways to meet the desired outcomes on a limited budget, especially in the initial years when funds are limited and staff are new and possibly less experienced.

They need to be effective communicators in multiple settings, such as individually, small groups and large group meetings. They must also be able to express their ideas clearly and model excellent teaching skills for the staff members.

With these characteristics, the Directors will be able to lead the school as they meet the challenges of Education today and ensure all activities align with the overall Mission of the school. Especially in the beginning, it will be challenging to create the learning environment desired with the limited budget and staffing.

The exciting aspect of our school is the curriculum. There will be fewer textbooks and supplies typically found in the classroom. Many activities will be found in nature or readily available in the staff and students' home. To keep in line with our Mission of sustainability, we will limit the use of 'worksheets' and consumable items. These items are not only wasteful and ineffective, they are expensive.

Our desire is to have both individuals on staff by May 30 or earlier of Year 0. If possible, as described above, both individuals will be on staff in January of Year 0

If the proposed Director of Operations is selected for Leadership, he will be available on July 1 of 2019. Or soon as the Governing Board completes its search for qualified leaders. His experience of over 20 years as a classroom teacher, administrator and over 200 doctoral hours of Educational Leadership, support his ability to lead AFSA.

| Total Points Available | Expectations |
|--|---|
| 12 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards; • Identify all leadership characteristics and all qualifications the head administrator must possess; • Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school; • Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school; • Describe how the identified process will ensure the school is able to identify and hire a highly qualified, licensed administrator no later than July 1, 2018; and • If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure. |
| <p>INDEPENDENT REVIEWER EVALUATION: The narrative had substantial lack of clarity about the ongoing nature of the recruitment and hiring process for the Co-Directors. It was unclear how the process for hiring the proposed Director of Operations will be applied to the eventual position of the Director of Education. The proposed Director of Operations has teaching, mentoring and administrative background but no finance background. This response was scored as "Approaches the Criteria" by the Review Team.</p> | |

C. (3) Describe how the governing body will convey and distinguish their roles and responsibilities with those of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

APPLICANT RESPONSE:

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

The Governance Board of ALL for SUCCESS Academy shall have the following powers and duties:

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

- Employ the Director;
- Delegate administrative and supervisory functions of the Director when appropriate;
- Approval of the annual budget of anticipated income and expenditures, and direct the preparation of the annual financial audit report in connection with the NMPED's annual audit;
- Have the capacity to sue or be sued;
- Contract for services and facility leases with any school district, a university or college or any third party for the use of a facility, its operation and maintenance and the provision of any service or activity that ALL for SUCCESS Academy is required to perform in order to carry out the educational program described in its charter.
- Acquire and dispose of property provided that at the termination of the charter, all assets of the charter shall revert to the local school board that authorized the charter, unless otherwise amended by law.
- Accept or reject any charitable gift, grant, devise or bequest not otherwise contrary to law or the terms of the charter.
- Contract for provision of financial management, food services, education related services or other services.

The duties are fully outlined in Appendix B. The Governing Board has two (2) employees-the Directors. In brief they will support the Directors as they:

- Ensure that AFSA is meeting all fiscal and academic responsibilities
- Provide timely reports to community and PEC
- Monitor the diversity of staff and student population
- Review Policies and procedures for student discipline with Directors
- Monitor Special education service Provision

- Monitor Student outcomes
- Monitor staff effectiveness and FTE
- Ensure all meetings comply with the Open Meeting Acts.

The Directors will evaluate the staff members, monitor the daily activities of the school, ensure parent and teacher communication is open and understandable. They will monitor the progress of the students and will seek resolution when any obstacles arise. They are responsible for the day to day operations of the school.

In general, the Governing Board will respect the authority of the Directors. They will not make 'promises' to parents or community members without discussing the possibility with them. If a conflict arises between a teacher or Director and a parent or community member, the Governing Board member will refer the matter to the school for resolution. If a resolution is not possible, they may meet with the school personnel and the parent/community member to discuss their concerns and, if possible, assist them in reaching an agreeable solution. The Governing Board will meet with the Directors together and privately to discuss the Mission of the school and their role in meeting the desired outcome. They will ensure the Directors Evaluations are distinct and the expectations for each role are clearly defined.

See Appendix B for a description of the roles and responsibilities of the Directors. |

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator; • Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application; and • Attach a job description in Appendix B that includes the following: <ul style="list-style-type: none"> ○ Lists all major responsibilities of the head administrator ○ Includes responsibilities that are unique to charter school leaders ○ Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy ○ Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications. |
| <p>INDEPENDENT REVIEWER EVALUATION: The section responses includes Appendix B and descriptions of the roles of both the Board and the Co-Director. The job responsibilities of the Director do not show a complete understanding of the full scope of a charter leader's role, which is more like a superintendent than a school principal. ASFA has given job description of the Directors and listed the responsibilities of Directors and Governance Council members. The section was scored at "Meets the Criteria."</p> | |

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

APPLICANT RESPONSE:

AFSA will have a Co-Directors model of leadership. If the Director of Education and Director of Operations are founders or already identified, provide a clear, comprehensive, and cohesive description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

Strong school leadership is vital for AFSA to be successful in the fulfillment of our mission and our commitments to the Public Education Commission. As such, the selection and hiring of The Directors is integral for our success as an organization. While AFSA has identified one of our founders as the proposed Directors, we have outlined a process for hiring highly qualified candidates as well.

The AFSA Governing Board will hire a licensed Director of Education and Director of Operations based on a roll-over contract. Both Directors to be hired will be evaluated annually but will have a roll-over year to provide continuity to the educational process.

To be hired as a Director at AFSA , an applicant must hold a Level IIIB Administrator License, or qualify to apply and receive a Level IIIB Administrator License and pass a state-required fingerprinting and background check (NMSA 22-10A-5), as well as meet the minimum requirements listed in the Director of Operations Job Description (Appendix B).

The Directors will be accountable to the Governing Board regarding the organizational management, financial health, and fulfillment of the academic mission of AFSA. The Directors will be responsible for advancing the AFSA mission, ensuring the financial health of the school, and fulfilling the academic goals determined in the Public Education Commission's Performance Framework contract with AFSA.

The Directors will work with the AFSA Governing Board to determine ensure all activities are aligned to the school's mission and to set the long and short-term goals for the school. The Directors will be responsible for managing the school staff and the contributions that they make towards fulfilling the mission of the school and the sustainability of the school as an organization. In addition to the skills and mindset listed above, ideal candidates for The Directors' position at AFSA will have the following qualifications:

- • Minimum of Master's Degree or Advanced Degree
- • NM Level IIIB Administrative License, or qualified to apply for a Level IIIB Administrative License
- • State-required fingerprinting and background check
- • Demonstrated record of academic achievement in the classroom or in the leadership capacity
- • Experience in the management of students and adults

Our timeline for hiring our Founding Director of Operations begins after the Public Education Commission announces the final decision on the authorization recommendation for AFSA.

Post-authorization, the Founding Board will post the role and job description for Director of Operations, with the collection of resumes and applications.

The timeline described above ensures that our Director of Operations position is hired well before the July 1, 2020 the date required per the charter application.

AFSA has identified and proposed a Director of Operations and Director of Education, and the process by which we will review and hire the candidate is outlined below.

However, the AFSA Founding Team has also developed a plan for identifying and hiring a Director of Operations for any future hiring needs.

If the Directors do not plan to return to AFSA, they will communicate this to the Governing Board prior to the February Governing Board Meeting.

Similarly, the Governing Board will review the Directors' evaluations annually by the February meeting. The Directors will have a roll-over contract which the Governing Board will recommend for continuing the contract every year.

The process by which the AFSA Governing Board will hire a new Director of Operations is outlined below. It is our goal to have a new Directors hired by early May of the previous school year, to ensure the new leader has adequate time to transition into The Directors' role.

Proposed Founding Director of Education and Director of Operations - AFSA Governing Board began its preliminary search for a leader that encompasses the desired leadership traits to support a high-achieving, mission-driven school, with the qualifications, experience, and leadership skills described above, and believe they have found the best candidate for the job.

The Governing Board and the proposed Director of Operations are keenly aware of importance of the skills and qualifications of a strong founding leader and have outlined a plan to have The Directors hired by July 2019.

The potential Director of Operations has been actively involved in the application process, as well as worked collaboratively with the proposed Governing Board in the skill building necessary to be effective in the oversight of AFSA.

The AFSA Founding Team believes that for a school to be successful, a strong leader must be mission-aligned, data-driven, and a strong liaison of AFSA with the greater community and our Governing Board.

During the process of writing the charter application, the Founding Board has had the opportunity to assess the proposed Founding Director of Operations and his alignment to the school mission and vision.

Mr Hannagan's Resume can be found in Attachment D

| Total Points Available | Expectations |
|---|---|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria; • Include action steps to evaluate the effectiveness of the head administrator in the following: <ul style="list-style-type: none"> ○ ensuring student success and academic achievement ○ ensuring fulfillment to the school's mission ○ overseeing the stewardship and management of public funds and responsible government accounting ○ ensuring compliance with legal obligations related to government organizations and public schools ○ addressing grievances received from staff and parents and families; • Describe how the plan specifically takes into account the mission and goals of the proposed school; and • Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was rated "Falls Far Below the Criteria" by the Review Team. This response is essentially the same information as was given in C(2) and did not meet the requirements of defining the annual evaluation process for the head administrator by the Board. The only mention of evaluating the directors is a line that says both directors will be evaluated annually.</p> | |

D. Organizational Structure of the Proposed School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

APPLICANT RESPONSE:**Organizational Chart**

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

Planning Year 0

During the Planning Year, the following activities, upon notification of Authorization:

September

Mr. Hannagan will schedule a meeting the community partners- within two weeks. to determine potential Governing Board Members within two weeks.

Potential Board Members will be contacted to determine willingness and capacity to serve. Upon selection of Governing Board Members, will receive training as required by NMPED. The Governing Board will select the Director of Operations. It is proposed Mr. Mark Hannagan will fill this position.

October

Within 120 days of approval, a Board of Finance will be established and approved by the PEC. The goal is to have this completed by the end of October or sooner.

By the end of October, AFSA representative(s) will have completed all planning year conferences to discuss any corrective actions identified

November

Board committees will be established and the following tasks will be completed by the committees. The Director of Operations will oversee the process. The full board will meet at least monthly to discuss progress. More frequent meetings will be scheduled as the need arises to discuss progress and seek guidance on any areas of need which may be present.

February

By the end of February all corrective actions will be resolved and approved by the PEC. The Governing Board will have established policies to ensure compliance with all PEC notification requirements

- The projected membership will be reported to PEC
- Lottery forms will be on file with the PEC
- Open meeting for Governing Body to discuss budget will be identified in March. The meeting should occur following May 15 notification of final enrollment but before the June 20 deadline
- All enrollment forms will be completed and on file
- All advertisements will be in place
- Facility will be selected and any renovations identified to ensure occupancy will be completed by opening date
- Financial control and procedures will be identified and submitted
- All mandatory operational policies and procedures have been developed and submitted
- Curriculum plan will be mapped out including all interventions in place for sub groups including those with special needs and at least one honors class for math and language arts
- Tier 1, 2 and 3 interventions, policies and procedures will be in place
- Student/parent handbook completed

March

By the end of March, AFSA will have established a lease with the property where the academy will be located

April

By the end of April (or sooner) the Director of Education and Director of Operations will be in place

Updated projected enrollment will be submitted

- Updated School Operating Budget will be in place and submitted to PEC
- Student Information System will be in place which will be compatible with STARS
- Assessment Plan will be in place based upon NMPED requirements
- Status on staff recruitment will be submitted based upon projected enrollment
- Professional Development Plan will be outlined with budget support identified – including mentorship and curriculum supports
- Salary and benefit packages will be identified

- Insurance for facilities and staff, student and school site materials in place
- Wellness policies in place
- Emergency drills, school policies on student and staff safety and physical education
- Policies and Procedures for Special Education, Tier 2 and sub groups such as EL and Homeless students in place and approved by NMPED SEB for Charter Schools (Currently Director Baca)
- School timelines identified such as calendars, schedules and instructional time identified.
- Next Step plan forms and policies established

May/ June

- All identified corrective action items have been resolved
- All trainings have been completed
- Curriculum Map is reflective of school mission and aligned to NMPED standards
- Budget plan and all mandatory requirements have been completed and approved aligned with current enrollment
- Facility is ready for occupancy or an alternative plan is in place
- Staff recruitment is in place based upon current enrollment with a plan for additional staff as enrollment increases
- All required documentation for staff is in place within 90 days of the beginning of contract (ie certifications, recommendations, work history)
- Signed contracts in staff file based upon current enrollment with minimum salary, job descriptions and fingerprinting in staff files. Including identification of at least one teacher certified to teach Special Education, ESL
- Plan for provision of special education services in place based upon current enrollment and projected enrollment
- Identification of all related services and diagnostician in place
- Language Usage Survey forms, student enrollment forms and IEPs in student folders and Student Information System.

The above steps are based upon the School Year Implementation -Year Checklist developed by NM PEC. A comprehensive list as developed for the 2019-2020 school year will be followed upon approval. All items will be completed as directed by the PEC. The Director of Operations will oversee the process.

Upon selection of Director of Education, the curriculum and Special Education items will be overseen by the Director of Education. The Governing Board will be fully informed and give guidance on task completion. It is anticipated the Director of Education will be in place by January or February.

The Director of Operations position will be filled within four weeks of approval. It is proposed that this position will be filled by Mark Hannagan. The Director of Operations will oversee facilities, budget and staff positions.

At all times, but especially in the initial planning year, there will be a need for constant interaction and collaboration among board members, community partners, staff, PEC and facility owner. All proper paperwork will be filed with the PEC and IRS.

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/09/2018-2019-Implementation-Year-Checklist.pdf>

ACADEMIC YEAR ONE

During year one, the Director of Education will ensure all staff members are fully certified and trained to teach the assigned areas. Based upon FTE, staffing needs will be addressed. Teacher and student recruitment will be reviewed with the Governing Board, Director of Operations and PEC.

All special education services will be available on Day 1. It is anticipated that LSG and Associates, Inc will contract with AFSA to provide these services. As students enroll, any IEPs available will be shared with LSG and Associates so they are fully informed of the expectations. Governing Board.

ACADEMIC YEAR TWO

During Year Two, it is anticipated that student enrollment will increase and staffing needs will increase. The Director of Education will oversee this process and ensure all training is completed and on file for all staff members. As is established in the Governing Board Policy, the Governing Board is responsible for hiring based upon the recommendation of the Director of Education.

It is anticipated an enrichment teacher will be added as well as educational assistants and at least one classroom teacher. These decisions will be based upon FTE and Board approval.

If the FTE allows, an additional administrator will be hired to assist in staff supervision and day to day operations.

ACADEMIC YEARS THREE to FIVE

As FTE increases, staff will be hired to meet the needs of the students. The priority will be teachers to ensure student to teacher ratio remains low. Educational Assistants will be hired to support this mission of individualized supports as needed. The Educational Assistants will work directly under the supervision of the certified teaching staff and will be utilized for review and monitoring of students. Certified staff members will be responsible for instruction.

On or before our Fifth year, AFSA will be at full anticipated capacity. At that time, the Director of Special Education will be solely responsible for Special Education Services and Student Support.

The Director of Education will report directly to the Governing Board. Staffing needs will be dependent upon the needs of the students.

As AFSA desires to hire teachers with ESOL, General Ed and Special Education Certification the greatest need may be for additional Educational Assistants to support students in small groups under the direction of the teacher. It may also be necessary to hire a Special Education Teacher for students with greater needs whose LRE may indicate a need for a segregated classroom. This decision will be made with the assistance of the family and our proposed contractor LSG and Associates. AFSA founders believe students are best served when they are provided supports within the mainstream of the school population as the community does not provide 'special education' once they leave the school building.

If we are able to provide them with the strategies to successfully progress within their peer group. This gradual release of support will be carefully monitored by the Director of Education and parent.

Supervisory Relationships:

The Directors will report directly to the Governing Board. As FTE allows, we will increase our administrative team to ensure the responsibilities are manageable and there is increased time for coaching and supporting teacher's needs.

The responsibility for hiring, evaluating, and termination of employment will rest solely with the Directors. Their roles are clarified in their job descriptions.

The responsibility to hire, evaluate or terminate the Directors rests solely with the Board of Governance.

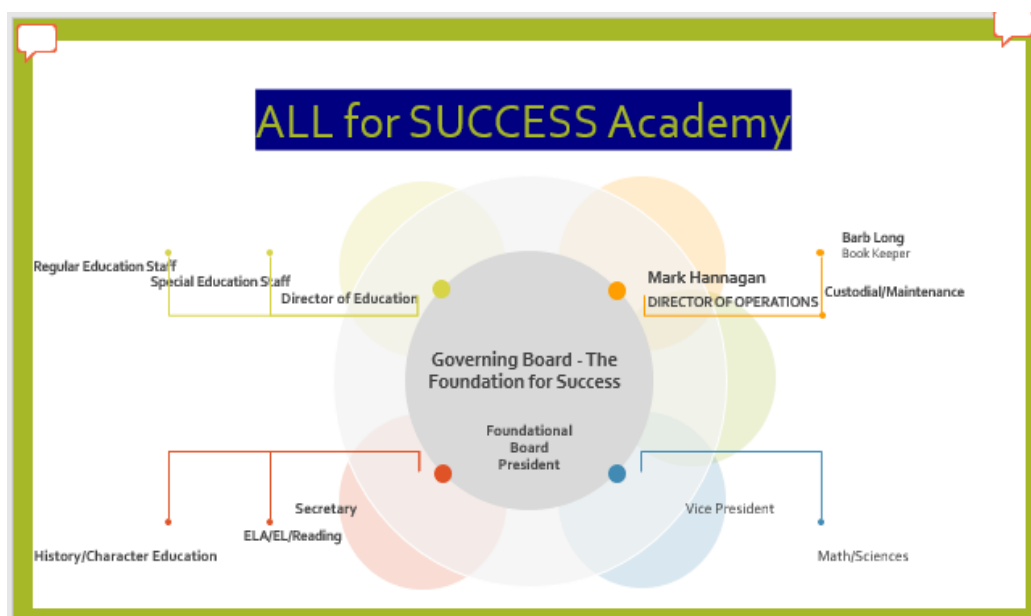
These roles are clearly outlined in Appendix B.

The Student Support Coordinator, the Assistant Director for Curriculum and Instruction, and the Office Coordinator will each have supervisory responsibilities; however, the responsibility to hire, evaluate, and terminate employment belongs to the Directors, and is further clarified in their roles and responsibilities. The responsibility to hire, evaluate, or terminate the Directors belongs solely to the Governing Board.

Organizational Chart

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

developing a school, plan and structure to help students exit the 8th grade at or within one year of grade level academic standards and objectives.



| Total Points Available | Expectations |
|---|--|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Include an organizational chart; • Include a narrative that describes the structures and relationships represented in the organizational chart; • Include all entities essential to the operation and success of the proposed school; and • Reflect an understanding of the appropriate relationship between each of the relevant entities. |
| <p>INDEPENDENT REVIEWER EVALUATION: The section was rated as “Falls Far Below the Criteria” by the Review Team. ASFA has given an organizational chart. They go over a timeline from year 0 to year 5. The organizational chart appears to show that the Secretary of the Governing Board will be overseeing ELA/Reading and Character Ed, while the Vice President would be overseeing the Math curriculum. If accurate, this would be a highly inappropriate relationship of a Board member to the school and staff. The Board hires, oversees, works with, and evaluates the Director and provides guidance and oversight for the school as a whole. The narrative did not provide the missing detail needed for this section. On p. 154, it states the Governing Board is responsible for hiring based on the recommendation of the Director of Ed? Then p. 155 contradicts that stating the directors are solely responsible for hiring? Narrative makes reference to positions not included on the org chart such as Student Support Coordinator.</p> | |

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.

APPLICANT RESPONSE:

AFSA's staffing plan will start promptly upon authorization. During the planning year (Year 0), AFSA will employ a Director of Operation and Director of Education to support with school start up activities. These two positions will be co-Head Administrators, and will be the only two administrative positions in the first two to three years of operation.

The Directors will collaborate to coordinate, plan and organize all the elements of AFSA and ensure the Mission is the focus at all times.

AFSA anticipates contracting with an IT coordinator and Office Assistant as soon as funding is available.

Year 0 will focus upon finalizing location, selecting curriculum, securing qualified staff and completing any items requiring corrective action in the application.

Year One will focus upon staff coaching, support, and professional development which will be provided by the Directors and Community Partners that will strengthen the school's ability to achieve its mission and vision for students.

Additionally, they are responsible for maintaining the academic, environmental, and cultural success of AFSA. The Director of Operations will manage the operational integrity of the school; ensuring AFSA is fully compliant with all local, state, and federal laws, meets all expectations held by the authorizer, and for creating and managing systems, structures and routines that allow the school to operate efficiently.

The Director of Education will ensure that the curriculum, assessments, professional development, and coaching plans and structures are created to guarantee quality instruction in all classrooms and high levels of student achievement.

The Office Assistant is the connection between AFSA and families, and will manage the smooth operation of the office, maintain organization of records, keep families, staff and the community confident in the function of the school.

To support AFSA's mission and rigorous learning goals, an Information Technology person, with the skills to set up and implement hardware, software, and network supports will be a critical member of our initial startup team as well as in years beyond.

Vital team member positions have been identified, and the hiring plan includes the process for hiring personnel early in the school's planning year prior to operation. AFSA is devoted to hiring highly driven leaders who will support and strengthen our mission. However, we are interested in a diverse staff with different experiences, qualifications, and skills to fill the ideal roles to make AFSA a success for our students. See Appendix C for job descriptions

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify the following: <ul style="list-style-type: none"> ○ all certified and licensed staff identified in the application ○ all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school ○ any non-traditional roles or positions; • Describe why the identified roles are key to the operation and success of the proposed school; and • Attach staff job descriptions as Appendix C for all of the positions identified in the application response and include the following: <ul style="list-style-type: none"> ○ List all major responsibilities of the positions ○ Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy ○ Identify all hiring requirements including qualifications and licensure or certification ○ Identify reporting lines ("reports to") that aligns to the organizational chart. |
| <p>INDEPENDENT REVIEWER EVALUATION: The narrative for this section does not clearly identify all proposed hires. There is also not a clear picture of who will oversee some key compliance components of the school such as enrollment, CSD requirements, SIS management, and STARS data reporting. Some job descriptions do not show reporting lines (art teacher). Other job descriptions are vague (E.A. has 2 responsibilities: support students with access and commit to growing professionally, office manager has 2 responsibilities: support parents, students and staff and commit to growing professionally and only requirement for position is support with commitment to the mission and vision of AFSA). The section was rated "Approaches the Criteria" by the Review Team.</p> | |

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs, is **reasonable and adequate** to support effective and timely implementation of the academic program/curriculum, and is aligned with the budget and projected enrollment. Include evidence of a clear plan (job search process, timelines etc.) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

At AFSA, we believe that quality teachers deliver quality instruction, and that thoughtful hiring processes allow us to find, recruit, interview, and hire individuals who are mission-aligned, innovative, and driven to ensure that all AFSA students leave with bright futures and opportunities ahead of them. AFSA's staffing plan begins in Year 0, prior to opening the school with students. The Year 0 team, described below, is responsible for launching the systems and processes necessary for beginning a great school.

Year 0

In year 0, AFSA will hire the Director of Operations and Director of Education. These individuals will be tasked with implementing the processes and projects associated with school launch including, but not limited to: hiring highly qualified staff, facilitating the preparation of a facility, negotiating contracts with vendors for nutrition services, preparing and reviewing the first year's curriculum plans, procuring technology and software, and recruiting and enrolling AFSA's founding 5th – 8th grade classes. One of the critical tasks delegated to the Director of Operations is the hiring of highly qualified individuals that will become the AFSA team. Once hired, the Director of Education and Director of Operations will work to source, interview, and hire staff to implement the curricular scope and sequences, unit plans, and interim assessments for each of the four grade levels that the school will serve in Year 1 in English Language Arts, Science/Social Studies, and Mathematics.

Year 1

In year 1, Director of Operations, Director of Education, 4 Dual Certified teachers and 2 Educations Assistant. One Custodial Staff, one receptionist, one business office assistant will fill out the staff needed for the projected 66 students.

Discovering, recruiting and retaining talented and creative teachers is the cornerstone to AFSA's achievement of its mission to provide outstanding educational opportunities to all students and supporting their development of academic skills that will give them the best opportunity for success in all future endeavors. For students to close their learning gaps and grow to their full potential we will be seeking the best veteran teachers in the field as well as the most innovative new teachers who are seeking the opportunity for their own professional growth within our supportive yet rigorous environment. We will be seeking teachers locally and nationally in the hopes to bringing excellent teachers to our state.

A portion of our planning year budget is dedicated to the pursuit of finding the teachers of all levels of experience who will best fill our classrooms. We will have a presence on the

campuses of University of New Mexico and Central New Mexico Community College to seek the fresh educational views of new teachers graduates who know the culture and community of New Mexico and are committed to working within our community for the long term. Word of mouth and networking are going to be some of our most valuable recruitment tools both in the first year and in all future years. Promotion of open positions through social media such as Facebook and Twitter, as well as the use of job search sites will give us a far reach in this technology-based society.

Additionally, we will work with local charter coalitions to promote all open positions. Our recruitment and hiring process will begin early fall of 2019, however it will be an ongoing process to ensure that we are looking continuously for the best and most innovative teachers. Teachers with the highest potential may have an expedited hiring process.

Hiring Timeline Hiring Goal:

AFSA will hire 100% qualified staff (instructional and non-instructional) prior to July 1, 2020.

In an effort to ensure our classrooms are staffed with the most appropriate teachers for our students we have set a goal to have all classrooms staffed by early May of each upcoming academic year.

September – November:

AFSA Director of Operations prepares for outreach and recruitment by analyzing the hiring data from prior years.

Based on past hiring success data, the Director of Operations creates a recruitment and hiring plan, that includes calendar and list of all Winter-Spring Hiring Fairs for local colleges and universities with teacher preparation programs, as well as other opportunities to find and source teachers and staff.

The Director of Operations will develop any recruitment informational materials to be distributed, ensures that the promotion message across social media and other recruitment sites is consistent and aligned to the goals for hiring, and creates a profile for the ideal candidate based on the needs of the school for the next year.

November- January:

The Director of Operations reviews the job description and staffing plan and compares this against the anticipated needs of the school in the upcoming year based on anticipated enrollment data (Intent to Enroll Forms). The projected needs are also compared to current student performance, to ensure we hire individuals that will effectively support the needs of the school program.

The Director of Operations finalizes job descriptions before January.

January:

of Operations prepares a list of vacant and new positions to be filled for the following academic year, and publicly posts for available positions via social media, local college and university job boards, job search sites and within informal community networks.

February – April:

Director of Operations and Director of Education review resumes and cover letters and schedules in person interviews. If a candidate has a successful interview, the School Director of Operations(s) will check the candidate's references.

applicable, the hiring team (initially this will be both School Director of Operations, and later, there will be a school hiring team that consists of teacher leaders as well as the school leaders) will offer candidates' positions on the AFSA team, pending a clear background check.

See below for more information on the specifics regarding the AFSA hiring process. Throughout this time period, the Director of Operations will continuously repost job descriptions as needed to ensure that opportunities to join the AFSA team are current and visible to potential applicants.

April –June:

Depending on the outcomes and persons hired in the February-April window, the Director of Operations will conduct another search for educators. The hiring process detailed below will be continuous to ensure that AFSA staffs the school with highly qualified, mission aligned educators who are ready to grow in their profession and lead their students to high achievement outcomes.

As new staff members sign offer letters and commit to the upcoming year as a member of the AFSA team, the Director of Operations, Office Assistant, and consultant Business Operations Manager prepare the necessary documents and files to create their staff profile (email, payroll paperwork, insurance/benefits, user accounts for curriculum software, etc.)

In June, the Director of Operations finalizes all hires and the Office Assistant supports with communicating materials to bring to the start date, which is the first day of the beginning of year kickoff.

Hiring Process,

The hiring process at AFSA is designed to pull in individuals who are dedicated to the mission and philosophy behind AFSA. We believe that excellent teachers share characteristics, and our hiring mission is to find the teachers who are best prepared to provide the highest quality education to all students and to learn and grow professionally themselves.

These qualities for all staff include, but are not limited to:

- Commitment to serving a diverse population and reaching each learner

- Desire for professional feedback and growth
- Willingness to take risks in the drive for innovation and creative approaches to reaching high academic goals
- Dedication to using data to drive decisions, goal setting and lesson planning
- Desire to work closely with stakeholders, especially students and families
- Focus on students and their needs
- Team orientation

When we hire instructional staff (including administrators, classroom teachers, enrichment teachers, and special education staff), we look for indicators that suggest that the individual has:

- Teaching ability
- Classroom management
- School fit
- Critical Thinking
- Achievement Orientation
- Personal Responsibility
- Professionalism
- Drive for constant learning

Step 1: Application

When AFSA roles are posted to public job search portals; there will be a link to complete an online application. AFSA's website will also have a link that says "Join Our Team", and through this portal, an applicant finds posted open roles, role descriptions, and directions to send a cover letter and resume to the Director of Operations. Upon review of the individual's cover letter and resume, the Director of Operations will conduct an initial licensure check to confirm that the individual has the necessary qualifications for the position for which s/he is applying. If so, the Director of Operations will send the individual an application which asks applicants to describe their background and experiences that led them to apply to AFSA, contact information for references (to be used at a later time) and submit of copies of their instructional license/teaching credentials. These steps are designed as a preliminary screen for qualifications such as credentials and teaching experience, mission alignment, and assessment of communication skills. Applications are reviewed using the ideal candidate profile that the Director of Operations created in the September–November time period.

Step 2: Interview

On a continual basis throughout January- May (and June, if necessary), the Director of Operations and the Director of Education, along with a hiring team created after Year 1, will review applications and select individuals who meet criteria to come to an in-person interview.

The interview includes scenario-based questions, based on challenges that are likely to occur in a school or in a new, growing school. The objective of these questions is to discern how the person functions in various situations, their ability and willingness to have a productive

conversation with a colleague, and their ability to stay focused on our mission and ambitious goals for student outcomes.

The candidate will have the opportunity to ask questions of the hiring/ interview team, and we believe that these questions themselves also provide information about what the candidate values and how they approach inquiry with colleagues. After the candidate asks his/her questions, s/he is walked out, and told that the team will be in touch with any next steps.

The interviewers will debrief, comparing the candidate to the ideal candidate drafted in September-November. If there are further questions, or they would like clarification or follow up, someone on the interview team will reach out to the candidate to talk more. If the hiring team is interested in potentially offering the candidate a position, someone is designated to conduct reference check calls to references listed on the candidate's initial application.

Step 3: Reference Check

Either the Director of Operations or the Director of Education will reach out to references of a candidate of interest to hire at AFSA. We are looking for insight into the person's expertise, working style, and mission-alignment. If an individual has good reference checks that align with the team's sense of the individual from the application and interview, the team will reach out with a verbal offer of employment.

Step 4: Offer Letter

Verbal offers will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of background check.

Step 5: Background Check

Per NMSA 22-10A-5 (2007), AFSA requires that any employee complete a successful background check prior to being hired as an employee of the school. In addition, the school will review background checks on contractors or contractor's employees with unsupervised access to students at the school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations. Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director of Operations will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc.) necessary for beginning work as a member of the AFSA team.

Process for Non- instructional staff (Office Coordinator, Custodial Staff, Lunch Staff)

Step 1: Application

At AFSA, non-instructional roles are valued as much as instructional roles, because we recognize the importance of operations to a sound organization. Operations team members support the inner working of the school and support the structures which allow students to achieve great outcomes. AFSA “Join Our Team” portal supports both instructional and non-instructional roles. For noninstructional positions such as Custodial Staff and Lunch Staff, applicants will also submit a cover letter and resume. Upon review of the submitted materials, the Director of Operations will send the applicant an application that asks the individual to describe their background and experiences that led them to apply to AFSA, and contact information for references (to be used at a later time).

Applications are reviewed using the ideal candidate profile that the Director of Operations created in the September –November time period.

Step 2: Interview

Throughout January- May (and June, if necessary), the Director of Operations will review non-instructional position applications and select individuals who meet criteria to come to an in-person interview. The interview will have questions, similar to the instructional interview to gauge the candidate’s mission alignment and willingness to work with the entire school team to ensure great outcomes for all AFSA students.

Step 3: Reference Check

The Director of Operations will reach out to references of a candidate of interest to hire at AFSA. Reference checks for non-instructional team members are equally as important as for instructional team members. We believe that speaking with individuals who have worked with a candidate previously can provide insight into the person’s expertise, working style, and mission-alignment. If an individual has good reference checks that align with the team’s sense of the individual from the application, model lesson, and interview components, the team will reach out with a verbal offer of employment.

Step 4: Offer Letter

Verbal offers will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, reporting line (manager), responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of a background check.

Step 5: Background Check

Per NMSA 22-10A-5 (2007), AFSA requires that any employee complete a successful background check prior to being hired as an employee of the school. In addition, the school will review background checks on contractors or contractor’s employees with unsupervised access to students at the school. In the applicant’s offer letter, or accompanying

communication, the applicant will be given directions regarding how to submit a background check, fees, and locations.

Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director of Operations will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc.) necessary for beginning work as a member of the AFSA team. Onboarding and training plan: Prior to beginning to work in their role at AFSA, new team members will be trained in our educational philosophy, core values, and approach to students and learning. For teachers, this training takes place two weeks prior to the students arriving each year prior to the start of the academic year.

Section D.4 below describes the AFSA Plan for Professional Development for instructional staff. Non-instructional staff will be on-boarded through an orientation day/half day (depending on the role), in which team members practice scenarios interacting with students, internalize the language of the REACH core values (Responsibility, Empathy, Agency, Curiosity, and Humor/Hard Work) and learn how they reinforce the values through their roles. Non-instructional staff will, like teachers, receive regular feedback and support through coaching by the Director of Operations in order to ensure that each individual at AFSA feels valued, supported, and like they are continually growing.

Mid-Year Hiring Plan:

It is possible that due to life and unforeseen circumstances, the AFSA Director of Operations(s) may need to fill a position (instructional or non-instructional) in the middle of an academic school year. We know that the AFSA team is strongest when capable, mission-aligned individuals fill all roles. Every effort will be made by the School Director of Operations(s) to ensure that this happens as quickly as possible in the event of a vacant position.

Posting

If a position becomes vacant in the middle of the academic year, the Director of Operations posts the role at the earliest indication that a vacancy will exist. If a team member departs of his/her volition, the individual must give 10 days' notice. Upon receiving that notice, the Director of Operations will post the most current job description on the AFSA website, to college and university preparation program job boards, to Teach for America alumni sites, and other vehicles that the school uses to source teachers. In the event that, for any number of reasons, the School Director of Operations(s) dismiss a teacher or other staff member, the Director of Operations will post the role as soon as it is prudent to do so (i.e. after notifying the individual in question of the timing of his or her departure.)

Reviewing Applications:

As it is critical to fill vacant roles quickly, the Director of Operations will review applications on an ongoing basis and invite interviewees to come to the school on an expedited timeline.

Conducting Interviews While time is an important factor when hiring to fill a vacancy mid-year, ensuring organizational fit and alignment is also crucial. The Director of Operations and the Director of Education will conduct interviews for school positions midyear in the same way they are conducted for hires starting at the beginning of the academic year.

Checking References:

The Director of Operations will check references for individuals who are successful in their in-person interview. Though time and expedited processes are important in mid-year hiring, reference checks remain an important component to ensuring that former supervisors can confirm (explicitly or implicitly) that the individual is a good fit for the AFSA team. Offer Letter If an individual's reference checks align with the School Director of Operations(s) assessment of the candidate's fit with the organization, the team will reach out with a verbal offer of employment that will be followed directly by written offer letters containing the position title, start date, salary, pay period, sick and personal time, reporting line (manager), responsibilities as an employee, information regarding termination or departure, request for I-9 documentation, and the fact that employment is contingent upon successful completion of a background check. For mid-year hires, the start date will be negotiated with the school and the future employee, and the Director of Operations is tasked with ensuring that there is as little lag time as possible between offer and start date.

Additionally, mid-year hires may be hired on a short-term (until end of the academic year) basis, with an opportunity to review performance and be offered a position for the following year based on this performance review. Background Check Per NMSA 22-10A-5 (2007), AFSA requires that any employee complete a successful background check prior to being hired as an employee of the school. In the applicant's offer letter, or accompanying communication, the applicant will be given directions regarding how to submit a background check, fees, and locations. Provided that the individual's background check raises no cause for concern at the school site, the offer letter commitment is held, and the Office Assistant or Director of Operations will communicate with the employee regarding logistics for the first day of employment, handbooks, and other paperwork (I-9 and W-2 forms, etc.) necessary for beginning work as a member of the AFSA team.

Data Analysis of Hiring Systems:

Each year, the Director of Operations will gather and analyze data regarding teacher hiring, including sources, competencies, and processes that supported successful hires of AFSA team members. Data will be gathered from applications submitted, as well as data kept from interviews and teacher recruitment events.

The data collection process will support analysis of the following questions:

- Where did successful applicants hear about AFSA?
- What convinced successful applicants to apply?
- Where were successful applicants trained?
- What was the source of the applicant?

- What costs were associated with the source for the applicant?
- Which sources and strategies provided applicants that fit the school's model of the ideal applicant?

The Director of Operations will use this data in September-November to create a strategic plan for teacher and staff recruitment and hiring for the upcoming cycle.

How the staffing process is reasonable to support timely implementation of the program:

The Year 0 staffing process is timed to fill all school roles before July 1, 2020.

Each subsequent year of operation, the school will also seek to fill vacant and new positions before July 1 of start of the academic year. We believe that successful schools start planning early, and that the more time that the School Director of Operations(s) have to implement the plans contained in this charter application, the more successful AFSA will be in its initial years.

To this end, the Governing Board will hire the Director of Operations and the Director of Education in as soon fiscally possible.

By hiring two highly qualified and mission-driven Directors early in the planning year, AFSA will have the entire planning year to build key systems, build on partnerships, and implement critical plans, including early hiring of other key staff.

The Instructional Leader is the right hand to the Director of Education for helping to prepare for professional development, curriculum and instructional strategies, and other critical instructional areas. We intend to hire new staff members prior to July 1 so that the Director of Operations(s) have sufficient time to prepare Professional Development sessions that support the needs of the staff as a whole.

AFSA new year kickoff for staff begins during the end of July and early August, and hiring staff members prior to July 1 allows all parties to plan ahead and make arrangements to ensure that the time spent on adult training and development is effective and well utilized. Alignment to budget and enrollment:

The AFSA staffing plan outlined above in this section is aligned to the budget proposed in Appendix G that is based on the SEG funds calculated in the Form 1095 attached as Appendix F, which is based on projected enrollment of 50 students per grade level.

To support 50 students in each grade level, AFSA will employ two classroom teachers per grade; with an increasing number of enrichment teachers each year as the number of classes grows.

The number of special education teachers increases over the first four years to accommodate providing services to the population of student with special needs as the school grows. The

Director of Education directly supports these teachers with case management and coaching to ensure that students with special needs are served meaningfully.

It is important to note that AFSA strives to create a diverse learning environment so that all students can thrive in a community that mirrors the global one in which they will participate as young adults and adults. Thus, it is important that AFSA's teacher and staff recruitment and hiring plan includes priorities to recruit a diverse, highly qualified team of adults. We believe that it is important for the school to be diverse, inclusive, and equitable at all levels, and will work strategically and in a data-driven way to ensure that our adult team is diverse.

Adjustments to Staffing Plan in the event of enrollment differences:

In the event of enrollment differences, we intend to follow our core beliefs while maintaining an operationally and fiscally healthy organization. In the event that we enroll significantly fewer students than we anticipate:

- Condense student classes to two for the applicable grade level (example: we can reduce the requirement of staff by half by making combo 5th-6th and 7th-8th classes)

- Decrease number of lunch staff as well as the number of periods in which lunch is served.

The Director of Operations will also support lunch supervision in this event. In the event that we enroll higher numbers of students with documented special needs than we anticipate:

- Hire additional Special Education teachers

- Adjust scope of work of Director of Education to more directly support case management for a greater number of students and adjust Director of Operations role to support more teachers through coaching and professional development activities so that the shift in the role of the Director of Education does not impact other classroom – based activities

| Total Points Available | Expectations |
|------------------------|--|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties; • Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly-qualified licensed staff; • Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years; • Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and • Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment. |

INDEPENDENT REVIEWER EVALUATION: The staffing plan scales reasonably over the five years of the school's first charter. However, recruitment will be of critical importance given the school's mission and desire to hire Dual Certified teachers and administrators and this was not fully addressed. ASFA has given a timeline of when they will hire positions and how it aligns to the mission statement. This response was rated **"Meets the Criteria"** by the Review Team.

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements and supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

APPLICANT RESPONSE:

AFSA will consider the following information when developing a professional development plan for staff members:

Teacher Choice- AFSA leadership team recognizes that when a staff member has a desire to learn, they will buy into the information and will willingly share it with other staff members. Teachers may propose professional development opportunities which they would like to access. If the training fits within the framework of the schools' mission, it will be considered for approval.

What instructional goal have you identified within your professional learning plan?

Is the proposed training designed to meet the school mission, increase student achievement, have clearly defined learning outcomes for the teacher?

Is the professional development available internally?

Is there another teacher on staff with expertise in the subject matter? If so, the Leadership team will provide the opportunity for mentoring and observation to share information available on site.

Individual Teacher Professional Development Plan (PDP) SAMPLE

Teacher Signature: _____ Date: _____

Supervisor Signature: _____ Title: _____ Date: _____

| | | | | |
|---|-------------------------------|---------------------------------|--------------------|----------------------|
| Teacher Name | Plan Begin Date 8/2020 | Plan End Date 12/2020 | | |
| Areas Identified for Development of Professional Practice | Rationale/Sources of Evidence | Professional Learning Goal | Initial Activities | Follow-up Activities |

| | | | | |
|---|--|---|-----------------------------|--|
| Understanding how to read data on the NWEA | I have never used NWEA before and do not know how to use the data | Data is central to the success of my students and without this training I am unable to make informed decisions | Attend NWEA training | Meet with Mrs. Smith following first assessment have her help me use the information I gained at training to establish learning goals for students. |
| | | | | |
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| | | | | |
| | | | | |

Upon approval, AFSA founder will identify potential opportunities for professional development. Our initial outline will focus upon the required trainings for staff members.

The fifth element is staff preparation and professional development. All staff members will take necessary coursework for TESOL certification. Each teacher will also be provided necessary support, to become Nationally Board Certified in the chosen field within 5 years of joining the AFSA team, if they so desire. Staff members will seek opportunities to expand their knowledge base by attending conferences in their field of expertise, character education, inclusion of diverse learners in the classroom, and research-based practices which increase student achievement and provide unique opportunities for students to gain new skills and demonstrate mastery of concepts.

Internal professional development will include training designed to ensure staff members employ strategies which will include all students, compliance with all state, federal and site based best practices such as blood- borne pathogens, cyber security, FERPA, HIPPA, recognizing signs of potential child abuse and reporting procedures, inclusion of diverse learning population, identification of at risk behaviors in students, inclusion of intersectional populations and sexual harassment in the workplace. Additional professional development opportunities will focus upon needs identified by staff members.

AFSA will establish a community learning center that helps students of diverse abilities, cultures and interests, meet academic achievement standards; to offer a broad array of additional services designed to complement the regular academic program; and to offer families of participating students' opportunities for education development as outlined in the US Department of Education guidelines. To this end, we will ensure all students have access

to a positive learning environment which encourages student achievement and staff professional development.

A quality assessment plan will include summative (end-of-year) assessments as well as formative (more frequent) assessments to track student skill and knowledge development and to inform instruction. The plan will include how this data will be used to guide professional development of teachers, as well as how this data will be used to guide refinement of the curriculum and instruction.

Short cycle assessments and summative assessments will be strategically designed to provide frequent and accurate data to guide instruction as well as professional development for staff members. AFSA anticipates our data driven instructional practices will provide the supports necessary for each student to make progress as is possible based upon their particular circumstances. Should we find the school is not making the progress we desire, the staff and Board members will continue to explore alternative pathways to success. The necessary training and/or funding will be provided to ensure each student has the opportunity to succeed as outlined in NMSA 22-2E-4(E).

| Total Points Available | Expectations |
|---|---|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> Describe how the plan meets state requirements found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10 Describe how the school will ensure professional development time is not used for routine staff meetings; Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8; and Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur: <ul style="list-style-type: none"> are supported by the budget support the implementation of the proposed school's educational plan, mission, and performance goals not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs. |
| INDEPENDENT REVIEWER EVALUATION: Plan focuses on ensuring all teachers are TESOL certified and can obtain National Board Certification within 5 years. The PD plan presented does not give specific dates, times, or topics of school-provided PD throughout the school year. There is no mentorship model described for novice teachers. They didn't budget | |

any money for professional development in budget for teacher training – this section was rated as **“Approaches the Criteria.”**

E. Employees.

E. (1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation** of how you will address employees’ recognized representatives.

APPLICANT RESPONSE:

AFSA holds its employees as valued members of the school’s team. As stated earlier AFSA’s philosophy for employee relationships is:

if the person who works at your company is 100% proud of the job they're doing, if you give them the tools to do a good job, they're proud of the brand, if they were looked after, if they're treated well, then they're gonna be smiling, they're gonna be happy and therefore the customer will have a nice experience. If the person who's working for your company is not given the right tools, is not looked after, is not appreciated, they're not gonna do things with a smile and therefore the customer will be treated in a way where often they won't want to come back for more.

<https://www.inc.com/eric-schurenberg/sir-richard-branson-put-your-staff-first-customers-second-and-shareholders-third.html>

For this reason, AFSA believes that the terms and conditions of employment for all AFSA employees are clearly outlined, communicated, and exist in alignment with state and federal laws governing employment in New Mexico.

Classes of Employees:

AFSA will hire a range of classes of employees in order to best meet the needs of the school and the community.

Administrative:

The Governing Board hires the head administrators. Administrative positions are exempt salaried employees hired for a work year of 245 days.

Professional:

The School Director(s) hire the following types of professional employees: teachers, office coordinator, Support Staff.

Professional employees are salaried, and exempt from overtime per the Fair Labor Standards Act (FLSA)

Term:

AFSA may employ a term employee for duration shorter than 9 months in the event that there is a vacant position in the school that must be filled in order to deliver high quality educational opportunities to all students. This may include a teacher vacancy that we hire a short-term

teacher for the remainder of the school year, and subsequently make a determination of that individual's employment status for the next academic year. If a position is to exist for a predetermined amount of time, the employee will receive a short-term assignment. The short-term employee does not become a full-time employee unless the School Director and the short-term employee create a written agreement to extend or change the employment terms, offer, and (possibly) scope of work.

Certificated:

Certificated employees are those with specific licenses necessary to execute their job function. These employees include: teachers, administrators, speech therapists, nurses, and other similar functions. (Note: AFSA may contract for ancillary certificated staff to serve students with Special Needs.)

Non-certificated/classified:

Non-certificated employees have high school diplomas or an equivalency, but do not need a specific credential or license to execute their job function, with the exception of Educational Assistants, who are classified as "instructional non-certificated staff". Non-certificated staff can be classified as non-instructional or instructional staff, with various accompanying required qualifications depending on their job description.

Educational Assistants must have a High School Diploma and an Associate Degree, or have completed 48 hours of specific academic credits, or have passed the Educational Assistant Assessment.

Contract Providers:

Special Education Service Providers, Substitute teachers, and School Business Manager. A contracted employee works according to specific provisions of a contract between the school and their companies/entities or between the school and the individual him or herself. Hourly: Office clerks, Lunch Staff, and Custodial Staff are considered hourly employees, paid in alignment with the agreed upon hourly rate and documented hours.

Hiring Processes

- AFSA is responsible for ensuring that all staff members submit the following forms required either by our charter, insurance carriers, or state law:
- A valid teaching certificate and transcripts for teachers
- Appropriate Immunizations
- Department of Justice fingerprint clearance
- Employee benefit forms, if applicable
- A W-4 form
- An I-9 form

Other required forms will be listed as part of a new hire checklist that will be provided to all new employees.

Additionally, all employees must consent to a background check as a condition of employment, and will be required to disclose any criminal convictions as a part of this process. This background check is a formalized part of the AFSA hiring process.

Daily work schedules

AFSA's faculty and staff is expected to be at school every workday at least 25 minutes before school begins in order to be ready for classes or work, or at the time directed for other school events/responsibilities.

AFSA reserves the right to require up to 3 additional hours per month, per staff member, if needed for parent meetings, staff meetings or other activities.

Other school staff (administrators, business office managers, and other support staff) may be required to be on campus earlier because of their specific job responsibilities.

These responsibilities may include morning supervision, breakfast duty, and office hours. Unless otherwise indicated or required, teachers are expected to be at school until 3:15 p.m. daily. We expect teachers will do significant instructional preparation and coursework correction at other times and locations. Meetings, committees, tutoring and other responsibilities may require additional time at school.

All other management staff and administrators are expected to be at the school until 3:30 p.m., although later hours may be needed to fulfill specific responsibilities.

Supervisors will determine individual schedules, which will be clear and transparent in offer letters and work agreements. Overtime pay for non-exempt employees will be paid in accordance with state and federal laws and the Fair Labor Standards Act (FLSA).

Exempt employees include administrators, teachers, business managers, and other employees whose responsibilities allow them to be exempt from overtime pay. Each individual's contract of employment will state the employee's exempt or non-exempt status.

ALL for Success Academy's annual work calendar for teachers is detailed in F. (2) of this application. It is based upon current regulations but will be adjusted as Legislation Guidelines require.

Administrative positions (e.g. Director of Educations and Director of Operations) are exempt salaried employees hired for a work year of 245 days.

Compensation and Pay Terms

ALL for Success Academy believes that compensation levels should reflect the capabilities of our employees. It is our objective to attract and retain talented and dedicated team members. We want to be able to offer compensation that assures the successful recruitment of employees that enable the school to fulfill its mission and goals.

AFSA hopes to pay all regular employees' wages and salaries that are competitive with surrounding local school districts.

The school will also set aside stipends for TESOL endorsements, National Board Certification and possibly bilingual endorsements as well. AFSA's Director(s) will work toward

implementing a schoolwide bonus for student achievement as the school becomes more established.

Classified employees' annual salaries will be based on work experience and qualifications, as well as an above-market rate for similar positions.

Classified employees will be paid on a semi-monthly basis.

Certificated employees (teachers) annual salary will be based on AFSA's Teacher Salary Schedule (attachments). Employees' annual salary will be based on verification of education and work experience.

Certificated employees will be paid on a semi-monthly basis over 12 months, less statutory and other authorized deductions. Employees must understand that his/her position is exempt from overtime under State and Federal law and other applicable wage and hour laws.

All new certificated (teachers) employees will be paid at the equivalent of Step 1, Column 1 until appropriate verification forms and transcripts are submitted.

Certificated teachers have the ability to move across the Salary Schedule once a year. All official transcripts must be submitted by October 1st for movement. AFSA will not retroactively adjust salaries due to incomplete transcripts or receiving late documents. Salary agreements are generally made on an annual basis and are renewed in approximately April or May preceding the upcoming academic year in alignment with the process for contract renewal described below.

Staff members who do not intend to return to the school the following year, as a professional courtesy, should inform the School Directors of that decision by April 1st, and as a part of the process for terminating contracts also described below.

Mandatory Benefits

AFSA will provide benefits such as workers compensation, unemployment insurance, Medicare and social security. The school will also provide life, health, dental, vision, and related benefits as part of the total compensation package for each employee determined as part of the individual work agreement. plans to offer employee participation in the NMPSIA Employee Benefits Group Plan.

The School Director of Operations will provide all enrollment applications and paperwork to new and eligible employees as a part of the staff hiring process.

Employees are eligible for health, dental and vision benefits if: they are active at work and work a minimum of 25 hours per week, as outlined by the New Mexico Public Schools Insurance Authority (NMPSIA) Employee Benefits Program.

AFSA's contribution and the employee contribution will vary depending on the employee yearly salary and the plan that the employee selects.

For an employee earning less than \$15,000, he/she may pay depending on the selected plan and number of dependents covered. Accordingly, the school would pay between and for the selected plan.

Employees will opt in to benefits as a part of their hiring paperwork. Benefit coverage will take effect the start of the month after their date of hire. (For example, for an employee hired on July 12, the first day of coverage will be August 1.)

Employees are eligible for life insurance benefits if they work the minimum hours per week (15 hours), regardless of whether or not the employee is eligible for other benefits through NMPSIA. Retirement AFSA will make required contributions for employee retirement benefits, including the New Mexico Educational Retirement Board and federal social security. According to the 2015-17 New Mexico Educational Retirement Board Schedule of Contribution rates, for employees who make over \$20,000 per year, AFSA will have an employer rate contribution of 13.90% and a member rate contribution of 10.70%. Eligible certificated and classified employees participate in the New Mexico Educational Retirement Board, in which the employer and the employee each contribute the statutory amount. AFSA will also provide an option to participate in a 403b retirement plan with no employer match.

AFSA is aware that charter schools have the choice to opt-out of Social Security, under section 218 Social Security Agreement, which we have no intention to do.

All employees will participate in the Federal Social Security Program. Leave Request for Leave forms must be completed and submitted to the Director of Operations. The School Director may approve leaves with or without pay.

Sick Leave:

Regular full-time employees are entitled to 6 sick days per school year; other contract employees are entitled to the number of sick days stated in the contract. Personal Leave: Personal leave up to 2 days per year may be granted to all eligible employees. Family and Medical Leave Policy: In alignment with the Family and Medical Leave Act of 1993 (Amended 2008), AFSA will provide eligible employees with unpaid, job-protected leaves of absence to attend to medical and family needs.

Family and Medical Leave Act (FMLA) will be granted to employees who have worked for AFSA for at least twelve (12) months and who have worked at least the equivalent of a full work year in the previous 12 months. FMLA is limited to 12 weeks of unpaid leave per rolling calendar year. Intermittent leave will be addressed according to FMLA Law.

Maternity/Paternity Leave:

AFSA will offer paid leave for expectant mothers and/or fathers in conjunction with FMLA. To be eligible for parental leave, an employee must have worked for AFSA for a minimum of 1 year, per FMLA requirements. AFSA employees may take the first 6 weeks of maternity/paternity related FMLA leave as paid maternity/paternity leave of up to 30 days

with appropriate medical documentation, and then employees may take the remainder of their FMLA leave as unpaid FMLA leave.

Jury Duty:

AFSA will allow teachers and staff to participate in civic responsibilities without using sick or personal days (e.g. Jury Duty, provided that the teacher attach documentation of summons or subpoena to the leave request).

Other types of leave:

AFSA is aware that there are other types of leave that may be necessary to grant to employees in the event of extenuating circumstances such as family illness, military leave, etc. In this event, employees will submit a request to the School Director(s), which will be reviewed for approval using similar schools and local district policies as a guideline.

Major Conditions of Employment

AFSA expects that each staff member should be held accountable for his/her actions so that the organization can function at its best. It is expected that school staff remain professional at all times. The following are AFSA's professional expectations: All staff must –

- Practice professional and respectful discourse in all communications with one his/her colleagues, students, parents, community members and school partners.
- Wear appropriate professional attire.
- Model punctuality and appropriate attendance for students. Be on time to school, class, meetings, etc.
- Follow meeting norms, office norms and other agreed---upon norms.
- Model appropriate leadership and respectful behavior at school and all school related events.
- Work together as a team and handle situations and/or conflicts professionally with one another.
- Maintain confidentiality for sensitive and/or confidential issues involving students and other staff.
- Collaborate to create a positive learning environment for all that is focused on teaching and learning. • Help maintain a safe work environment and one that is free of workplace injuries.

Employee Discipline AFSA will take professional expectations seriously. The following will be causes for discipline:

- Discourteous or disrespectful treatment of others, including parents or staff.
- Conduct that is vulgar, obscene, threatening, intimidating, or harassing.
- Dishonesty, including any falsifying of employment records, employment information, or other AFSA information.
- Theft or deliberate or careless damage or destruction of any AFSA property, or the property of any employee or student.
- Unauthorized use of AFSA equipment, time, materials, or facilities

- Possession of any firearms or any other dangerous weapons on the premises of ALL for Success Academy at any time
 - Possession of any intoxicant on AFSA school grounds, including alcohol or controlled substances
 - Conviction of any felony or crime
 - Insubordination, including but not limited to failure or refusal to obey the orders or instructions of School Director(s)
 - Absence without leave, repeated tardiness, or abuse of leave privileges
 - Unprofessional conduct; violation of the expectation of treating all of our student clientele, their parents and/or guardians, school visitors, and fellow employees in a respectful manner
 - Violating any safety, health, security or AFSA School policy, rule, or procedure or engaging in any conduct which risks injury to the employee or others
 - Engaging in conduct which constitutes a material conflict of interest
 - Committing of or involvement in any act of unlawful harassment of another individual
 - Failure to maintain appropriate credentials required for the position
 - Failure of good conduct either during or outside duty hours tending to injure the public service
 - Abandonment of position
- Process for Employee Discipline Should an employee's work habits, performance, or overall attitude, conduct, or demeanor become unsatisfactory based on violations of the above, the employee will be subject to disciplinary action, up to and including termination in alignment with the School Personnel Act, 22-10A.

Over the course of any disciplinary action, the employee will be allowed to relate his/her version of events and provide any justification or rationale he/she sees as relevant. A policy of progressive discipline may be implemented if the AFSA Director(s) decide it is appropriate given the surrounding circumstances. AFSA School Director(s) have the authority to take disciplinary action he/she decides befits the situation.

Progressive discipline may include:

Verbal Reprimand:

In general, a verbal reprimand will serve as the first step in the discipline process. A verbal reprimand is a warning to an employee that his or her conduct is unacceptable given the requirements and expectations of employment at AFSA. A record of the verbal reprimand may be made and placed in an employee's file.

Written Reprimand:

Should an employee's behavior and/or performance continue far below the AFSA School's standard, or if a verbal reprimand does not result in changed employee behavior, the School Director(s) may issue a written reprimand to an employee. The written reprimand will describe the unsatisfactory behavior/performance and specify key changes and improvements. A copy of the written reprimand will be given to the employee, and a copy of the written reprimand will be placed in the employee's file.

Suspension (without Pay):

If an employee's conduct is severe enough to warrant a stricter penalty short of discharge or termination, he/she may be suspended without pay for a period of time (at the discretion of the School Director(s)) If the period of time exceeds 10 days, the employee will be entitled to due process.

Termination/Discharge from Employment:

The final step in the AFSA progressive discipline procedure is termination (in the case of a non-certificated employee) or discharge (in the case of a certificated employee).

If an employee does not meet the standards and requirements of behavior and performance expected at AFSA despite prior attempts through the progressive discipline process described above, AFSA may proceed with terminating or discharging the employee in accordance with the School Personnel Act in NMSA 22.10A.24.

If the employee is a certified employee with less than three years of experience at the school, AFSA may terminate the employee's contract at the end of the contract as described in NMSA 22.10A.24. This process includes:

1. The employee will receive a written notice of termination.
2. The employee may request the reasons for the discharge, which will be provided within 10 days, but will not be publicly disclosed by anyone from the AFSA organization.
3. The reasons will not constitute grounds for an appeal. If the employee is a non-certified employee with less than three years of experience, AFSA may terminate the individual's employment pursuant to NMSA 22.10A.24, with written notice.

If the employee is a noncertified employee with more than three years' experience at AFSA he/she will be entitled to due process in alignment with NMSA 22.10A.24 as a part of the termination process, which includes the steps described below:

If a certificated employee with three consecutive years' experience is terminated (i.e. contract is not renewed for the upcoming year) as a result of misconduct, the school will follow termination procedures as described in NMSA 22.10A.24 in order to ensure just cause. This includes:

1. Due process, including documentation of unsatisfactory performance, attempts at remediation, and other procedures undertaken in order to support the employee to perform his/her role satisfactorily.
2. Written intent to terminate the contract
3. The opportunity to request a hearing, and request the reasons for termination, within 5 days of receiving the notice of termination.
4. Within 5 days of the written request for reasons of termination, the head administrator or Governing Board will supply the reasons for terminations in written format.
5. If the employee submits a request to make a statement to the Governing Board, the employee may write a statement to contend that the termination decision was made without just cause. This statement must be submitted within 10 working days from the day he/she receives the written reasons for termination. (This is not more than 20 days after receiving the first notice of termination, according to the above timeline.)

6. The Governing Board will meet to hear the statement submitted in the step above no less than 5 days and no more than 15 days after receiving the statement. This hearing will follow the requirements as laid out in Section E of NMSA 22-10A-24.
7. Within 5 working days of the meeting, the Governing Board will notify the employee of their decision. Contracts Employment contracts will be written according to the guidelines specified in NMSA 22.10A.21, and all contracts for certificated personnel will be for one school year.

Exceptions include contracts intended to fill vacant positions during the school year and programs funded federally when the status of funding is unknown upon the start of the year. Process for Renewing Contracts AFSA staff members will receive a written notice of reemployment or termination prior to the last day of the school year, in accordance with NMSA 22.10A.22. The processes for renewing teacher and other employee contracts at AFSA follow similar steps that are designed to ensure that employees and supervisors alike are clear regarding expectations and New Mexico Public Education Commission, conditions of employment and the offer.

The process for renewing teacher and other employee contracts and placements begins in March preceding the upcoming academic year.

Step 1: Desire to return form (March) In March, the School Directors will ask all current employees to complete a non-binding survey that articulates their intent/desire to return to the school, and what their preferred placement is.

Step 2: School Director-Employee Conference (April) After The School Directors have reviewed the staff desire to return surveys, employees schedule a time to meet with one or both of the school directors. This conversation covers the employee's desire to return and the School Director's assessment about potential fit and placement for the upcoming academic year. The conversation may also discuss the employee's strengths, areas for growth, and potential opportunities for leadership development as the school grows, depending on the teacher's capacity and interest.

Step 3: Offer Letter for Renewed Employment (April/May) The School Directors renew the contracts of staff members returning for the following year, including adjustments to salaries, hours, and any other specific terms of employment for the upcoming year.

Complaints, Employee Conflict and Grievance Procedures AFSA School Director(s) are committed to addressing concerns and complaints in a timely manner. Complaints and suggestions including, but not limited to, job-related issues, working conditions, or the treatment that one may be receiving by an AFSA School employee should be addressed with the School Director(s).

When an issue or complaint arises, the following steps should be followed to facilitate an efficient solution resolved as close to the problem as possible:

- Bring the situation to the attention to the School Directors, who will then investigate and provide a response or explanation.

- If the issue persists, describe the issue in writing and present it to the School's Directors, who will investigate the matter further and provide a written response or explanation.
- If the issue is not resolved, it may be presented in writing to the Chairperson of the Governing Board, who will attempt to reach a final resolution.

This procedure cannot guarantee that every problem will be resolved in the manner in which the complainant would like, however, AFSA will support the notion that all members of the AFSA community should feel free to raise issues of concern, in good faith, without the fear of retaliation.

For all complaints, the following will be adhered to by the School's Directors and the Governing Board: Confidentiality:

All complainants will be notified that information obtained from the complainants and thereafter gathered will be maintained in a manner as confidential as possible, but in some circumstances absolute confidentiality cannot be assured.

Non---Retaliation:

All complainants will be advised that they will be protected against retaliation as a result of the filing of any complaints or participation in any complaint process.

Resolution:

The Board (if a complaint is about the School's Directors) or designee will investigate complaints appropriately under the circumstances and pursuant to the applicable procedures, and if necessary, take appropriate remedial measures to ensure effective resolution of any complaint.

Complaints against Employees by a third-party

If complaints cannot be resolved informally, complainants may file a written complaint with the office of the Governing Board as soon as possible after the events that give rise to the employee's work---related concerns. The written complaint should state the factual basis for the employee's complaint. The complainant will bring the matter to the attention of the Chairperson of the Governing Board as soon as possible after attempts to resolve the complaint with the Director of Schools have failed or if not appropriate; and in processing the complaint, Chairperson of the Governing Board (or designee) shall abide by the following process:

- The Chairperson of the Board or designee shall use his or her best efforts to talk with the parties identified in the complaint and to ascertain the facts relating to the complaint.
- In the event that the Chairperson of the Governing Board (or designee) finds that a complaint against an employee is valid, the Chairperson of the Board (or designee) may take appropriate disciplinary action against the employee. As appropriate, the Chairperson of the Board (or designee) may also simply counsel/reprimand employees as to their conduct without initiating formal disciplinary measures.

- The Chairperson of the Governing Board (or designee's) decision relating to the complaint shall be final.

Employee Unions or Other Representatives AFSA employees are not covered under any collective bargaining agreement and are not employees of a school district. AFSA does not intend to have an employee bargaining unit.

The AFSA Governing Board will approve a current Employee Handbook that will be distributed to all staff at AFSA. Work terms, conditions, and policies will be clearly outlined, and the handbook updated annually prior to board approval to ensure that all AFSA employees benefit from clearly communicated, fair, inclusive, and equitable policies of employment.

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract); • Identify the primary conditions of employment for each class of employees, including: <ul style="list-style-type: none"> ○ Benefits and pay terms ○ Daily work schedules and annual work calendars ○ Major conditions of employment ○ Employee conflict and grievance resolution processes ○ Employee discipline, re-contracting, and contract termination processes; and • Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was rated as “Approaches the Criteria” by the Review Team. Application states daily work schedules will be set by supervisors for each job category but provides start and end times for the general duty day; teacher Level II and Level III make same amount on the salary schedule.</p> | |

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

APPLICANT RESPONSE:

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

AFSA seeks to create a safe learning environment that is inclusive of all students. We recognize the value of each individual and desire to honor their beliefs and their role in establishing the climate and culture in our school as well as their community, collaboration between parents, students, faculty, staff and community members is a necessary element to ensure all students will be provided a safe, positive, diverse and supportive learning environment. Individual learning will be supported by diverse research-based educational opportunities to meet the needs of our student population.

It is our intent to provide learning opportunities which will include, Science, Technology, Engineering, Arts and Math incorporated into our daily instruction. AFSA will utilize research-based techniques that afford all students the opportunity to meet or exceed grade level expectations. Students with skills requiring increased support will receive individualized support as needed, whether they are not yet approaching grade level skills or they currently exceed grade level expectations and require greater challenges to allow them to advance their skills.

As is the vision for the NMPED, it is the desire of AFSA to enable New Mexico and its residents to thrive by developing a well-educated and highly skilled workforce in a learning environment that will enrich the lives of all students, regardless of academic, economic, gender, ethnic, or cultural backgrounds. (NMPED Strategic Plan 2018).

Community Use

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

Family Involvement and Conferences

Parental involvement is central to success for all students. To encourage parental involvement, AFSA calendar provides the opportunity for two Back to School Nights and four days of

Parent Teacher Conferences. AFSA anticipates staff members will conduct multiple opportunities for parental involvement activities. These activities may include:

- Family Gardening Day
- Family Recycling Day
- Music and Art Appreciation Day
- Cultural Awareness Day - each family brings items to share about their culture to share with the school community
- Class Parties
- Family Movie Night
- Family Game Night

Formal councils

The school will also offer opportunities for parent training such as ESL classes, nutritious cooking lessons, how to help your child with homework sessions and Environmental Education Nights.

Specific opportunities which will be offered may include- understanding the Special Education Process, Gifted Advisory Council, Special Education Advisory Council, Parent Teacher Advisory Council and Sunshine Committee (a group that will measure the pulse of the school community and seek ways to build community spirit and assist families in need, such as a death in the family). Participation will be voluntary and based upon areas of interest.

Communication in Native Language – Translation

Communicating with Families and Parent Notifications Communicating with parents in a language that they can understand is of utmost importance. Dialogue not only creates a welcoming school community that fosters collaboration and partnership, it is required. All parents benefit from access to the essential information regarding their child's school and education English Learner Toolkit, 2015).

Strong parental involvement in education supports common understanding and investment in academic and behavioral expectations and in student growth. Research also shows that strong family school relationships are an indicator of student success Weiss, Lopez, & Rosenberg, 2010). Districts and schools must have a process to determine the primary and preferred language of the parents as well as their language needs. Districts and schools must “provide them [parents] with free and effective language assistance, such as translated materials or an appropriate and competent interpreter” English Learner Toolkit, 2015).

Such interpreters or translators should have oral and written proficiency in the target language. They should have knowledge of specialized terms or concepts, be trained in their role and in the ethics of interpreting and translating, and understand the need for confidentiality.

Successful communication is part of building strong relationships between schools and families. Districts and schools have an obligation to meaningfully communicate with parents

who are not proficient in English and inform them adequately of any program, service, or activity that is called to the attention of English proficient parents. This ensures that all families can make informed decisions about their child's education.

Documentation and Reporting of Data

AFSA will protect student informational records as required by the Family Educational Rights and Privacy Act (FERPA, 20 USC 1232g) as official, confidential documents. However, under FERPA Sec. 99.31 and 99.35, AFSA will be allowed to release personally identifiable information to the NMPED for the purposes of auditing and evaluating education programs and complying with federal and state regulations.

Appropriate data will be reported to students and parents via quarterly report cards, as well as through achievement graphs generated by short cycle assessment instruments such as MAPS, 3 times per year and DIBELS, for grades K-2 3 times per year.

Every year in the fall, AFSA will publish school Annual Yearly Progress data in the local newspaper, as well as disseminate the information directly to parents via the newsletter.

- The team, which will include staff, students, and family members, will meet to determine areas of need and set reasonable, personalized goals to ensure that each student is afforded the opportunity to develop academically, socially, and physically.
- The team will review these goals together each quarter to determine if sufficient progress has been made and if any adjustments are necessary.
- All decisions will be based upon data obtained from multiple sources, including objective computerized assessment tools, to ensure a complete picture of the whole child is reflected in their portfolio of assessments and student work.

AFSA's Environmental Educational partnership is a truly unique aspect of AFSA. Research supports the benefits of environmental education and student learning. Environmental education is learner-centered and provides participants with opportunities to construct their own understanding through hands-on, minds-on investigations. Engaged in direct experiences, learners are challenged to use higher order thinking skills. Environmental education provides real-world contexts and issues from which concepts and skills can be learned.

It is the intention of AFSA to partner with EE (Environmental Educators) leaders in Albuquerque to utilize open spaces in Albuquerque to assist students and their caregivers in accessing high quality, engaging, and meaningful environmental education opportunities and are exploring the bigger picture to find ways to make this vision a reality (cdn.naaee.org, eeanm.org).

AFSA will also provide opportunities for blended learning to come along side parents as they seek student success. AFSA will utilize research-based learning practices that provide the opportunity for students and families to tailor their learning to meet their unique learning needs as outlined in the 2018 Strategic Plan for NMPED. These opportunities may include

technology, community learning opportunities, and face-to-face interaction with staff members trained in blended learning practices.

AFSA will utilize research-based learning practices that provide the opportunity for students and families to tailor their learning to meet their unique learning needs as outlined in the 2018 Strategic Plan for NMPED. These opportunities may include technology, community learning opportunities, and face-to-face interaction with staff members trained in blended learning practices.

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

| Total Points Available | Expectations |
|---|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> Identify school operation and governance structures that will provide the following: <ul style="list-style-type: none"> A meaningful opportunity for parental input and participation A meaningful opportunity for professional educator input and participation A meaningful opportunity for community input and participation; Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission; Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and If the school plans to have a suggested amount of parent service or contribution, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's suggested service or support commitment. |
| <p>INDEPENDENT REVIEWER EVALUATION: The school outlines various ways that student and school data will be presented to various stakeholders. AFSA will have opportunities for families to come to the school and participate in activities and trainings It was not made clear that the school understands that family participation or service to the school may not be required at any time. Having translation available for families is included. This section was rated as "Meets the Criteria."</p> | |

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the governing body.

APPLICANT RESPONSE:

If a grievance or complaint arises, please follow the process below:

Seek first to resolve the problem with the teacher, if applicable and possible. All participants are encouraged to interact with each other through cooperative and increasingly effective communication. This is reflected throughout every step in this process. When an informal resolution through cooperative communication is unsuccessful or would place the student, parent, or lottery applicant in an uncomfortable position, the formal complaint process is available. The informal resolution process is voluntary and is not a precondition to making a formal complaint.

Complaint forms are available from the AFSA reception desk, and should be completed in all material respects. Written complaints may be filed within 2 days from the date of the event causing the complaint or within 2 days of the date the parent/student first learned of the event. Within 2 days of the receipt of the complaint, the Principal shall meet with the complainant, who may at that time present their concerns, including any evidence or witnesses. The Director of Education may consult other AFSA employees to find out more information, if necessary. A decision will not be made at the meeting but will be issued in writing within 2 days of receipt of the written complaint. If the complainant is unable to meet within the 2-day timeframe, a meeting will be set up as soon as possible, but no later than 5 days after the complaint was filed, and the written decision shall be issued within 2 days of the meeting.

Alternative designee:

Complaints regarding the principal may be made at the next level directly to the Education Faculty member designated by Dean of Education, as listed in the AFSA Notice of Non-Discrimination.

If at any time in the process, a resolution can be made, the complaint will be deemed resolved with the Director of Education being fully advised of the complaint, a paper trail of the complaint and the resolutions. If AFSA can learn from the process and reconstruct an area that may have been overlooked, the Director of Operations will develop a rationale for the Governing Board to review and deliberate the findings and determine if a change should be made.

If problem is not resolved, a meeting with the Director of Operations will be made so that he/she has an opportunity to analyze the complaint, research the issue and be well informed of all issues from the parties involved. Parents can contact the front office and request a meeting with the Director of Operations, with a wait time of no longer than two working days unless there is any danger involved.

If still unresolved, a meeting with the Director of Education will be made so that he/she has an opportunity to analyze the complaint, research the issue and be well informed of all issues from the parties involved. Parents can contact the front office at and request a meeting with the Director of Education, with a wait time of no longer than two working days unless there is any

danger involved. All communication at every stop will be processed and moved forward with everyone retaining their information from the process. It is the hope that understanding the problem will be achieved if many people understand the process and seek to resolve the issue to benefit the individual and AFSA.

If still unresolved, a meeting with one member of the Governing Board will be made so that he/she has an opportunity to analyze the complaint, research the issue and be well informed of all issues from the parties involved. Parents can contact the front office and request a meeting with the Governing Board designee with a wait time of no longer than two working days unless there is any danger involved. All communication at every stop will be processed and moved forward with everyone retaining their information from the process. It is the hope that understanding the problem will be achieved if many people understand the process and seek to resolve the issue to benefit the individual and AFSA.

If still unresolved, a time will schedule at the next Governing Board meeting will be made so that they have an opportunity to analyze the complaint, research the issue and be well informed of all issues from the parties involved. Parents can contact the front office and request a time at the next Governing Board meeting. All communication at every stop will be processed and moved forward with everyone retaining their information from the process. It is the hope that understanding the problem will be achieved if many people understand the process and seek to resolve the issue to benefit the individual and AFSA

Information Resolution –

AFSA encourages all complaints and concerns to be resolved at the lowest level possible. For example, concerns in the classroom may be most effectively addressed by first communicating with the classroom teacher. If concerns still exist, the Principal may assist in attaining resolution. All participants are encouraged to interact with each other through cooperative and increasingly effective communication. When an informal resolution through cooperative communication is unsuccessful or would place the student, parent, or lottery applicant in an uncomfortable position, the formal complaint process is available. The informal resolution process is voluntary and is not a precondition to making a formal complaint.

Findings –

If there is a finding of wrong doing of any type, AFSA shall take steps to prevent recurrence and to correct any discriminatory effects on the person who filed the complaint and others, if necessary. In any case, the AFSA shall not retaliate in any manner against a person who in good faith, files or in any manner participates in a grievance or complaint of discrimination.

Addressing Parent Concerns Flyer will be distributed and posted on the website:

Collaboration between parents, schools and students is central to the success of a school. To accomplish this relationship and move forward in establishing a respectful, effective learning environment for our students.

Respectful Communication

AFSA staff and Governing Board have a desire to respect the rights of all members of our school community including students, parents and staff members.

All members of our school community are asked to follow the following steps when an area of concern has arisen. The primary focus at all times is providing a positive learning environment for all.

Communicate Respectfully

- When expressing areas of concern, the use of language which is positive is encouraged. Active listening will provide an atmosphere of resolution. Active listening is practiced when:
- One person speaks at a time
- Everyone is provided the opportunity to speak
- Language which is derogatory is avoided at all times

Start at the source

- The first step to resolution is to go to the source. Express your concern and ask clarifying questions. Providing possible solutions is a positive way to resolve the solution. Disputes are often able to be resolved in person with the perceived offender.

If the issue isn't resolved, talk to a school administrator.

- The administrator will listen to both sides and assist all parties in seeking a resolution.

Finally, speak to the Governing Board

- If after discussing the situation with the principal you still feel there has not been a satisfactory resolution, you may refer the complaint to the district level.

You will be asked to fill out a Parent Concern Form outlining your concerns, and a district staff member will review the information and contact you to schedule an appointment to discuss your concerns. This form will be available on the school website and in the office. You must provide your name and contact information

| Total Points Available | Expectations |
|------------------------|---|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties; • Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator; • Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and • Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes. |

INDEPENDENT REVIEWER EVALUATION: The school's grievance procedure includes some misalignment with earlier sections as it references positions we have not heard of yet in the staffing model, "Complaints regarding the principal may be made at the next level directly to the Education Faculty member designated by Dean of Education." In addition, it is not made clear how the process will remain fair and transparent. McKinney-Vento concerns are not addressed. This section was rated as **"Approaches the Criteria."**

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment/enrollment timelines presented are **reasonable**.

APPLICANT RESPONSE:

APPLICANT RESPONSE:

Post authorization, AFSA will amplify our community outreach efforts with the specific goal of ensuring that our recruitment strategy reaches students and families in our targeted community of 87109 and adjoining zip codes, ensuring we reach full enrollment for Year 1 during our enrollment window referenced in Section II.G.2.

During the first year of operation, AFSA aims to fill 52 seats in the 5th grade and 104 seats in the 6th grade. In subsequent years, recruitment strategies will be focused upon filling 104 seats in the 5th grade, as well as any vacant seats in the upper grades. AFSA will comply with all statute and administrative code specific to the requirements of enrollment, the lottery process, advertising and recruitment, tuition and admission requirements, sibling preference for enrollment, and information asked for on enrollment paperwork (see NMAC 6.80.4.12-D "Initial Requirements and Review Process for Start-Up Schools" for specific language). AFSA will be an institution which welcomes all students and will not discriminate against students or families based on race, gender, sex, nation of origin, race, disability, or age.

Upon authorization through December 31, 2019, AFSA will have a strong focus on community outreach and student recruitment, with enrollment for the lottery spanning January 1 through March 31. Our public lottery will occur during the first week of April. If we do not have enrollment applications in excess of the numbers of seats available, then all students will be offered a seat at AFSA, otherwise the public lottery will determine the students receiving seats, as well as ordering the waitlist.

Students completing enrollment applications after the public lottery will be placed on our waitlist in the order in which the applications are received, in the event that all seats were filled, or if the school is under enrolled, the student will be offered a seat at AFSA immediately. Section II.G.2 outlines this process more thoroughly.

Upon authorization, AFSA will be a state-authorized charter, meaning that any student in the State of New Mexico may enroll at AFSA. However, our targeted community outreach and student recruitment strategy will focus on the 87109 and adjoining zip code areas

Since September 2018, the founding team of AFSA has developed social media connections with multiple organizations and stakeholders, as well as engaged with parents in our targeted community.

We will continue our focused outreach and recruitment in the 87109 and adjoining zip code areas.

Our outreach and recruitment efforts will include the following:

- Outreach Events.

AFSA will continue to hold outreach events throughout the 87109 and adjoining zip code areas and in the surrounding communities, including events at local community centers, libraries, and popular eateries.

Our outreach events will occur twice a month during our outreach and recruitment phase, as well as during our active enrollment period, spanning from authorization through the end of March 2019. These events are intended to be an informal opportunity for the AFSA Founding Team to introduce the school to families in our target community.

Families will be able to learn about the AFSA mission and vision, as well as specifics about the academic programming. In addition, the AFSA team will be prepared to explain to families what a charter school is and what it is not, the enrollment process, and the fact that AFSA is an open enrollment, non-selective, public school for any child in New Mexico. All material related to the outreach events will be available in English and Spanish, and we will have AFSA team members fluent in English and Spanish at the outreach events. Costs associated with these events, including promotional materials and light refreshments are included in Object:2300, Function: 55400 in the implementation year budget.

- Community Events.

AFSA will continue to participate in community events in the 87109 and adjoining zip code areas and the surrounding communities, as a method for sharing AFSA with our targeted community. AFSA will set up a booth at these community events, where our founding team can interact with families, informing them of the mission and vision of AFSA, as well as giving families specific information about our academic programming, as well as supporting families on the process by which students enroll at our school. Costs associated with these events, including promotional materials and light refreshments are included in Object: 2300, Function: 55400 in the implementation year budget.

- Social Media. Project Learning Tree listserve

AFSA will continue to use our active social media accounts (Facebook, Instagram, and Twitter) to reach out to families and community members. The AFSA team will post to social media accounts a minimum of three days per week, seeking to engage families with probing questions regarding education, information about charter schools, and guidance for submitting enrollment forms. There is no cost associated with the use of our social media platforms.

- Advertisements.

AFSA will use advertisement methods, including newspaper advertisements, as well as advertisement near public transportation and high trafficked locations in our targeted community. We will focus on print advertisements during the active enrollment period (January 1 through March 31). Advertisements will focus on demonstrating AFSA's college preparatory focus, as well as the process by which students can enroll at the school. Costs associated with advertisements are included in Object: 2300, Function: 55400 in the implementation year budget.

AFSA is dedicated to maintaining the deep community bonds we developed during the application process and will continue to build those relationships post-authorization. After authorization, our focus will shift to more strongly reaching out to families in our targeted community, with the goal of communicating the mission, vision, and academic programming of AFSA.

As illustrated above, our family outreach and recruitment will increase in depth and frequency following authorization, through our proposed opening in August 2020. Our social media accounts and our website (www.goallforsuccess@gmail.com) includes information regarding our academic programming and an enrollment interest form. Beginning in January 2020, an enrollment form will be available in hard copy and on our website, with links shared on our social media platforms.

As a state charter school, AFSA will be open to any child in the State of New Mexico, however inherent to our school mission is providing a high quality, college preparatory education to middle school students who may not currently have a local opportunity for accessing a college preparatory education. We believe seeking out a physical location in the 87109 and adjoining zip code areas, an area that does not currently have a high performing middle school option, will set us up for success in recruiting our targeted student demographic. Additionally, our transportation plan outlines our focus on providing transportation to students who may not be able to access our school otherwise. Our transportation route will prioritize communities in the northeastern part of Albuquerque, where there is a higher percentage of economically disadvantaged students, students with special needs, and English Learners.

AFSA will ensure that all families have access to AFSA through our recruitment efforts and throughout the lottery process. Specifically, we will ensure that our materials are available in the languages in which the families are most comfortable, as well as in the format (digital or hard copy) in which is most accessible. Additionally, we will make a pointed effort to ensure the inclusion of homeless or transient families, in accordance with the McKinney-Vento Act.

Following the annual student enrollment period, the Leadership Team will disseminate a survey to collect information on the ease of the enrollment process for families. Additionally, the Leadership Team will seek out guidance from the AFSA Advisory Council, to glean ideas for more effective enrollment strategies, as well as to identify any limitations our enrollment process may present for families in our target demographic.

After each enrollment period, the AFSA Leadership team will disaggregate data on students who enrolled or expressed interest in enrolling at AFSA. We will review the demographics of our current and incoming student populations, ensuring that it is reflective of the student demographics in the 87109 and adjoining zip code areas. If our student demographics are significantly different than that of our targeted community, including a significantly lower population of Economically Disadvantaged students, students with special needs, or English Learners, we will use that data to inform our recruitment strategies for the following school year.

Specific actions may include reaching out to families of current students who fall into one of the subgroups and identifying elements of our school programming that drew them to AFSA, to inform future recruitment strategies. In addition, the AFSA Leadership team and Governing Board will regularly review student disenrollment data, to identify any patterns in student disenrollment. If student subgroups are disenrolling at a higher rate than our general population, the Leadership Team will examine our classroom specific and whole school practices, to ensure we are adequately supporting our students with the highest needs.

The AFSA Founding Team, including our proposed Head of School and proposed Governing Board, will take responsibility for the outreach and recruitment prior to our opening in August 2019. After our inaugural year, the Leadership Team will take responsibility for the outreach and recruitment

In Year 1, our Office Manager will also take responsibility for being our Community Outreach Manager and will play a significant role in our recruitment efforts. Oversight for student recruitment efforts is the responsibility of the Governing Board. Informed by other start-up, high performing charter schools, AFSA has budgeted \$20 per new student each year for recruitment costs (see Function: 2300, Object: 53711 in Appendix G, 5 Year Budget Plan).

| Total Points Available | Expectations |
|------------------------|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs; • Describe: <ul style="list-style-type: none"> ○ how the plan is tailored to ensure equal access to the school |

| | |
|--|---|
| | <ul style="list-style-type: none"> ○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district; • Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan; and • Explain why the recruitment and enrollment timelines are reasonable. |
| <p>INDEPENDENT REVIEWER EVALUATION: The school's planned recruitment activities are aligned with their mission and proposed population and are reasonable in terms of timeline and enrollment expectations. Recruitment will focus on 87109 zip code and surrounding areas as there is not currently a high performing middle school option in this area and the demographics of the zip code indicate high areas of need. Outreach will take place at a variety of venues and through print advertising. Materials will be available in multiple languages both in print and digital formats. The Review Team rated this section as "Meets the Criteria."</p> | |

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes and **support equal access** to the proposed school; include how a wait list will be maintained. Please provide tentative timeframes or dates.

APPLICANT RESPONSE:

AFSA has created an enrollment system in alignment with New Mexico State Statute and requirements regarding an annual school lottery process. AFSA will not discriminate based on race, gender, nationality, color, age, disability, or any other determining factor, and will use the lottery process to ensure equitable access to enrollment at AFSA.

Specifically, the school lottery process will comply with all applicable state statute, including NMSA 22-1-4(C), which states that any individual has a right to free public- school education and may enroll or reenroll at a public school at any time. AFSA will accept any student and provide them with a quality education, enrolling them at any time within the school year. As a public charter school, AFSA will not charge tuition or have any requirements for admission, as outlined in NMSA 22-8B-4(K).

NMSA 22-8B-4.1(B) states that charter schools may enroll students on a first-come, first-serve basis or via a lottery system, if enrollment exceeds the number of seats available. In addition, this statute also states that students who were previously enrolled into the charter school through the traditional enrollment process and remain enrolled in the charter school are given preference, along with siblings of students who are already admitted or attending a specific charter school. AFSA will give students who were previously enrolled at AFSA enrollment preference for the following year, as well as give siblings of students already enrolled at AFSA enrollment preference during our lottery process.

Lottery Process –

AFSA will actively pursue applications for enrollment from January 1 through March 31 each year, as outlined in Section II.G.1. The application for enrollment includes basic contact information, including name of the prospective student, parent or guardian's name, phone number, address, email address, and the grade in which the student wishes to enroll at AFSA. After authorization and prior to the enrollment period beginning on January 1,

AFSA will actively recruit students and continue to conduct community outreach, through in-person events and via our social media platforms. Enrollment forms will be available in hard copies at our community events, as well as in web-based form on our school website. Families can also request hard copies of the application to be sent to them via mail. Enrollment applications will be accepted in either hard copy or web-based form.

During the inaugural year, enrollment applications will be managed by the Head of School; in subsequent years the enrollment applications will be managed by the Manager of Operations, with Head of School supervision.

AFSA aims to solicit 1.5 times the number of enrollment forms the number of seats available in each grade.

We aim for this excess of applications because we do not expect each family who expresses interest in attending AFSA to complete the registration process and formally enroll the student. By aiming for an excess number of applications, we expect that we will be able to fill all available seats at AFSA.

If the number of applications received by March 31 is less than the number of seats available, then all students who submitted enrollment forms will be invited to complete the registration packet and be formally admitted to AFSA. Any applications received after March 31 will be admitted in the order in which they are received, until all the seats are filled. Once the seats are filled, a waitlist will be created, based on the order in which the excess applications are received.

Our annual enrollment lottery will be held during the first week of April, if the number of applications for each grade level exceeds the number of seats available. The lottery will be public, with applicants invited to attend, though attendance is not required to receive a seat in the lottery. During our inaugural year, the lottery will be managed by the Head of School and managed by the Manager of Operations in preceding years. An impartial third party will draw the names for the lottery.

Each student will be divided by grade and numbered in the order in which their applications were received. Beginning with the lowest grade level, numbers will be drawn until the seats in the grade level are filled - during our inaugural year we have projected a total of 66 students for the whole school. For Year 1, we have projected 21 seats will be available in the 5th grade and in the 6th grade, 14 seats will be available in the 7th grade and 10 seats in the 8th grade.

However, should there be greater interest than our projected numbers, we will be flexible enough to expand available seating to meet the realized demand. After year 1, all grade levels will be open to the projected cap of 66 students per grade level for a total of 264 students. If a student selected has a sibling also in the admission lottery, it will be noted, and that student will automatically receive a seat in their grade level, as outlined in NMSA 22-8B-4.1(B). After the seats are filled for an individual grade level, the rest of the names will be drawn, creating a waitlist for the grade level.

Families who attend the public lottery, and receive a seat at AFSA, will receive the necessary information for completing the registration process. If a student who received a seat was not in attendance at the public lottery, AFSA will reach out to the family first by telephone, and if not able to be reached by phone the school will attempt to contact the family by mail.

AFSA will provide the family with directions for completing the registration packet. Students who receive a seat at AFSA will have two weeks to complete their registration paperwork, and the paperwork can be completed in hard copy or web-based form. AFSA will attempt to contact a family three times during the two-week enrollment period to solicit registration paperwork or to inquire about the enrollment plans for the selected student. If the family declines to enroll their student or fails to complete the enrollment packet during the two-week window, the seat will be offered to the person at the top of the waitlist.

Students who attend the public lottery, but do not receive a seat during the lottery will be informed of their ranking on the waitlist, as well as be given information about the registration process if a seat opens up and is offered to the student. For families who did not attend the lottery and did not receive a seat, the AFSA team will contact the family by phone or by mail to let them know their rank on the waitlist, as well as the next steps if a seat opens up and their number is next on the list. Students on the waitlist who are offered an open seat will follow the same registration process as outlined above, including the two weeks to complete the registration paperwork. The process for enrolling students will follow this process until all the seats at AFSA are filled and students have completed the registration process.

If a student does not attend the first three days of school, the AFSA team will make three attempts to reach out to the family to determine if the student intends on attending AFSA. If there is no response after three attempts, or the student declines to attend the school, the seat will be offered to the next student on the waitlist. If a student leaves at any time during the school year, their seat will be offered to the student at the top of the waitlist.

AFSA will continue its enrollment process throughout the school year. Students who are interested in attending AFSA may submit an enrollment form, and their name will be added to the waitlist. If there is not a waitlist, the student will be invited to complete the registration immediately.

During the third trimester, families will be asked to indicate whether their students are re-enrolling for the following school year. Families that indicate their students are enrolling for the following school year, will complete the required re-enrollment paperwork, including

indication if a younger sibling is applying for the following school year. As stated previously, NMSA 22-8B-4(K) gives a sibling preference during the public lottery. For students who indicate that they do not plan on re-enrolling at AFSA, their seat will be up for consideration for the following school year.

The public lottery process will be repeated in April of each year, with the enrollment period from January 1 through March 31. Waitlist seats do not “roll over” from academic year to academic year. Students must reapply for the lottery each year.

AFSA will make sure that all families have access to AFSA through our recruitment efforts and throughout the lottery process.

Specifically, we will ensure that our materials are available in the languages in which the families are most comfortable, as well as in the format (digital or hard copy) in which is most accessible.

Additionally, we will make a pointed effort to ensure the inclusion of homeless or transient families, in accordance with the McKinney-Vento Act.

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties; • Describe each of the steps of the process to include the following: <ul style="list-style-type: none"> ○ Pre-lottery entry ○ Lottery ○ Post-lottery registration ○ Waitlist maintenance and entry; and • Describe how the lottery process supports equal access to the school. |
| <p>INDEPENDENT REVIEWER EVALUATION: There is a detailed description of the lottery process is provided including action steps, timelines and responsible parties. Steps of the process are outlined including waitlist maintenance. Basic contact info will be gathered on interest forms and school vows to follow non-discrimination policies during the process. School will seek out opportunities for inclusion of homeless youth. This section was rated as “Meets the Criteria.”</p> | |

H. Legal Compliance.

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

APPLICANT RESPONSE:

A person shall **not serve as a member of a governing body of a charter school** if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly, for professional services, goods or facilities. A violation of this subsection renders the contract between the person or the person's immediate family member and the charter school voidable at the option of the chartering authority, the department or the governing body. A person who knowingly violates this subsection may be individually liable to the charter school for any financial damage caused by the violation.

B. No member of a governing body or employee, officer or agent of a charter school **shall participate in selecting, awarding or administering a contract with the charter school if a conflict of interest exists.** A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the charter school is contracting. A violation of this subsection renders the contract voidable.

C. Any employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of a charter school is **ineligible to serve on the governing body of the charter school chartered by the chartering authority.**

D. As used in this section, "immediate family member" means spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported.

Part A is addressed in the Bylaws of AFSA which states no governing board member nor shall have an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly, for professional services, goods or facilities.

If such as conflict exists with immediate family members, the governing board member shall identify this conflict as outlined in Part B below and not participate in any votes.

Part B is addressed in Attachment C and in the Bylaws of AFSA which states AFSA shall limit contracting with immediate family members of any Governing Board Members. This shall include their spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, daughter-in-law, brother, brother-in-law, sister, sister-in-law or any other relative who is financially supported by the governing board member.

If such a conflict exists, the board member shall immediately disclose such information and will not vote or participate in the discussion. This disclosure shall be in writing and kept on file in the board minutes along with documentation of participants in voting and discussion. Every effort shall be made to refrain from entering into these contracts however, AFSA seeks to contract with individuals who truly understand and desire to support the mission of the school.

Part C clearly states No employee, agent or board member of the chartering authority who participates in the initial review, approval, ongoing oversight, evaluation or charter renewal process of a charter school is ineligible to serve on the governing body of the charter school chartered by the chartering authority.

AFSA shall follow this requirement without exception. Should it come to the attention of any person on the board or within the school community that such a conflict exists, they will make this information known to the Board President. The chartering authority member shall be asked to be replaced with another participant who does not have this conflict.

Part D clearly defines individuals who may be regarded as having a conflict of interest. AFSA shall follow these guidelines completely. A conflict of interest form is found in Attachment C, this form will be completed by any individual identified as having a conflict of interest and will be kept on file with all Board documents.

The Board Chairman shall oversee the Conflict of Interest Disclosure Form completion as outlined in Attachment C.

The process for disclosure of such conflicts shall be:

1. The individual with the perceived conflict of interest may present their proposal to the board. Upon completion of such presentation, the individual will leave the meeting and will not participate in the discussion or vote.
2. The chairman shall identify a disinterested individual to investigate alternatives to contracting with the individual with the conflict of interest, if appropriate.
3. After exercising due diligence to select an alternative transaction, if such an option is not reasonably available, the board shall determine if such transaction is in the best interest of AFSA and its students.
4. If the board members deem such a transaction is in the best interest of AFSA and its students, a contract shall be offered.
5. This conflict of interest shall be clearly disclosed to all stakeholders.
6. Failure to disclose such conflict shall result in disciplinary action up to and including possible dismissal from the board.

It is the intention of AFSA to avoid any potential conflicts of interest. It is our desire to be cognizant of the importance of public trust.

All forms are located in Attachment C

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none">• Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties;• Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011); and• Include all forms the governing body will or may be required to submit pursuant to the policy. |
| INDEPENDENT REVIEWER EVALUATION: The Review Team rated this section as “Meets the Criteria.” Narrative and policies are clear and complete. Conflict of interest policy is included along with required signature form. Policy does comply with NMSA. | |

I. Evidence of Partnership/Contractor relationship. (If Applicable.)

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, etc.) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

APPLICANT RESPONSE: **None at this time**

| Total Points Available | Expectations |
|---|---|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application; • Describe, in detail, the relationships; • Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school; • If any such relationships exist identify the following: <ul style="list-style-type: none"> ○ The specific, identified organizations ○ Contact information for that organization ○ Specific individuals in the organization that will be associated with the proposed school; and • Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party. |
| INDEPENDENT REVIEWER EVALUATION: N/A | |

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

APPLICANT RESPONSE: **None in place at this time**

| Total Points Available | Expectations |
|---|--|
| 4 | <p>A response is only required if relationships were identified in questions I.(1)</p> <p>A complete response must</p> <ul style="list-style-type: none"> • Identify all MOUs or formal agreements that are attached in Appendix D; • Include proposed formal agreements or MOUs that are signed in Appendix D; and • Identify the responsibilities, activities, and costs of both sides. |
| INDEPENDENT REVIEWER EVALUATION: N/A | |

J. Waivers.

J. (1) Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers, specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission and the educational program and curriculum**. For further information please see the following link: <https://webnew.ped.state.nm.us/information/waivers/>

| NMSA 1978 § 22-8B-5(C) Waiver | Utilized | Description of how waiver will support school's plan. |
|--|--|---|
| Individual class load | <input type="checkbox"/> | Click here to enter text. |
| Teaching load | <input type="checkbox"/> | Click here to enter text. |
| Length of school day | <input type="checkbox"/> | Click here to enter text. |
| Staffing pattern | <input type="checkbox"/> | Click here to enter text. |
| Subject areas | <input type="checkbox"/> | Click here to enter text. |
| Purchase of instructional materials | <input type="checkbox"/> | Click here to enter text. |
| Evaluation standards for school personnel | <input type="checkbox"/> | Click here to enter text. |
| School principal duties | <input type="checkbox"/> | Click here to enter text. |
| Drivers education | <input type="checkbox"/> | Click here to enter text. |
| Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1 | Description of how waiver will support school's plan. | |
| Click here to enter text. | Click here to enter text. | |
| Click here to enter text. | Click here to enter text. | |

NONE at this time

| Total Points Available | Expectations |
|------------------------|--|
| 3 | <p>A complete response must</p> <ul style="list-style-type: none"> Identify all non-discretionary waivers that will be utilized; Describe how the non-discretionary waiver will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum; Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and |

| | |
|--|---|
| | <ul style="list-style-type: none"> Describe how the discretionary waivers will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum how the school will meet the requirements for being granted a discretionary waiver. |
| INDEPENDENT REVIEWER EVALUATION: N/A - No waivers are being applied for by All for Success Academy. | |

K. Transportation and Food.

K. (1) *If applicable*, state how the proposed school plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that are supported by the proposed budget.

For further information, please see the following link:
<https://webnew.ped.state.nm.us/bureaus/transportation/>.

APPLICANT RESPONSE:

AFSA seeks to serve students in the northeast Albuquerque community, with a focus on students in our targeted community of the 87109-zip code and surrounding areas. As outlined previously, the 87109 community is growing at a significant rate, with few school options for families. As 100% of the schools in our target community are Title I schools, we anticipate that the majority of our students will come from economically disadvantaged homes. To better support our future families, and to have greater opportunity to recruit families of the most significant need, it is our desire to offer bus transportation in the 87109-zip code. Mission: Achievement and Success, a school with similar student demographics has 25% of their students utilizing school transportation services. Based on this information, we are assuming that between 25%-30% of our students will need transportation services.

Below is our plan for offering transportation. Offering transportation in Year 1 is contingent on receiving CSP funding, as we would be able to use CSP funding for the one-time startup costs for transportation, prior to qualifying to receive transportation reimbursements in Year 2. Students with special needs, who require transportation as part of their IEP, will receive transportation services regardless of whether we receive CSP funding.

Per NMSA 22-8B-4(I), charter schools shall negotiate with the local school districts to secure transportation. We will first reach out to Albuquerque Public Schools, to attempt to negotiate transportation services. In the case that a relationship cannot be built, AFSA will seek out the services of a private transportation service. Preemptively we have reached out to Herrera School Buses and Coaches, Inc., which quoted \$50,000 a year per bus.

Following authorization, we will reach out to Albuquerque Public Schools to determine if it is possible to negotiate transportation with the district. We anticipate we will contract services

with Herrera School Buses and Coaches, Inc., but will reevaluate this decision during Year 1, once we have more concrete information about the number of students utilizing the school transportation services. If it is most advantageous to purchase our own bus and hire our own drivers, our cash reserves, beginning in Year 2, will make that possible.

After the admissions lottery, families will indicate whether they are interested in transportation to and from school in their enrollment packet. Based on the interest indicated, the Director of Operations will create a map of potential students and deliver it to potential contractors to determine the costs of transporting students to and from school. Our bus services will be targeted in the 87109-zip code and the surrounding zip codes in northeast Albuquerque. Our goal is to ensure that AFSA is accessible for any student who chooses to attend our school in our projected areas. The Director of Operations will be responsible for hiring and/or contracting transportation services, with oversight from the governing board. The Director of Operations will be responsible for the management of transportation services, including communication with the contracted services and with families, the management of the bus route and schedule, and all other matters related to transportation, and will provide updated information to the governing board.

The timeline for contracting and implementing transportation services is outlined in Figure 47.

Transportation Timeline

Timeline Action Step Responsible Party Associated Cost

September - November

The Director of Operations will negotiate transportation services with APS, Herrera, or other existing bus

September - March

During the recruitment phase, AFSA will analyze enrollment questions to determine how many students are in need of transportation and where they are located to help local busing entities to place a bid on transportation to and from school.

April - May

Finalize transportation needs and determine which busing entity is interested in a contract for busing students.

The Director of Operations will notify parents who addressed interest in transportation of potential bus pickups, drop offs along with times for the activities.

July

The Director of Operations will distribute finalized bus routes to all families, including bus pickups, drop offs along with times for the activities.

August

Daily for the first three week, the Director of Operations will review bus protocol and procedures and record interactions for transportation improvements so substantive talks can take place with the busing entity who holds the contract.

At this time, AFSA has no interest in purchasing buses and hiring drivers. Our only desire is to transport students to and from AFSA's school building with student safety as the only concern. In the future, AFSA would investigate the financial implications of having adequate transportation for field trips, activities and transportation to and from school.

Specific policies and procedures for student transportation will be developed, in close cooperation with the busing entities, to develop rules and procedures to be place in the Student Handbook. The Director of Operations will review the policies and procedures from other charter schools in the Albuquerque area to continually improve this crucial area of student education.

Application 2020

AFSA Governing Board for review and a vote for approval.

Transportation in Year 1 is contingent on receiving CPS funds. Should there be inadequate CSP funds, transportation will begin in Year 2, when operating income is greater. The transportation costs are reflected in Year 1 of the budget, under Function 2700; Object 55112, with the assumption that we will receive CSP funds.

A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.

These are awarded as "preference points" if the school plans to provide to and from school transportation to all students.

Transportation will occur to fulfill IEP requirements.

Fares & Bus Passes

Information about bus fares and transit pass prices.

Base Fares

| Fare Type | Description | Price |
|-------------------|---|---|
| Adult | Standard fare for customers who are not Students, Honored Citizens, or Children. | |
| Student | Age 10 through High School. Middle and High School students must show a valid school or RIDE ID. | 35 cents |
| Class Pass | The Class Pass allows a teacher to take up to 15 students, from 3rd grade through 12th grade, on a bus ride to field trips in the City of Albuquerque. Please request your class pass at least two weeks in advance of your trip. To request information about the Class Pass, call (505) 243-7433 or e-mail: transitclasspass@cabq.gov | Rates vary. First-Class Pass: Free |

| Total Points Available | Expectations |
|------------------------|---|
| 4 | <p>A response is only required if the school plans to offer regular transportation either for daily transportation to/from school OR for transportation to/from school specific activities and events that are a necessary part of the mission.</p> <p>These are awarded as “preference points” if the school plans to provide to and from school transportation to all students.</p> |

| | |
|---|--|
| | <p>All schools must be prepared to meet IEP transportation requirements.</p> <p>A complete response must</p> <ul style="list-style-type: none">• Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following:<ul style="list-style-type: none">○ Identifying equipment purchase or contracting needs○ Identifying hiring and or contracting needs○ Hiring or contracting○ Establishing training needs and inspection process needs○ Establishing travel routes and pickup/drop off points○ Establishing transportation policies and practices○ Identifying student transportation needs;• Identify how the school will fund the transportation plan costs; and• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services. |
| <p>INDEPENDENT REVIEWER EVALUATION: The school has a plan for paying for transportation starting in year 2, but has included transportation in Year 1 relying on CSP funding. Director of Operations will be responsible for all aspects of transportation including contracts, routes, policies and practices. The school anticipates bus ridership of approximately 30% based on school data in the targeted area. Procurement for transportation services is not addressed. This section was rated as “Approaches the Criteria.”</p> | |

K.(2) *If applicable*, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

APPLICANT RESPONSE:

AFSA's mission is to prepare our students to excel in the high schools and colleges of their choice. Research indicates that student nutrition is important to proper development both educationally and physically. Additionally, students are quick to throw away good food which does not help their development in any way. AFSA will offer breakfast and lunch to all students, ensuring daily access to hot, healthy meals. This decision aligns to our legal and moral obligation to our proposed community and supports our mission, as research supports that the USDA School Breakfast Program and the National School Lunch Program are linked to an increase in standardized test scores, fewer school absences, and overall cognitive performance by students.

Preparation for Food Services Plan Preparation for organizing our school breakfast and lunch program falls in alignment with state and federal guidelines regarding the establishment and administration of our food service program. The Director of Operations, working with the Governing Board, in creating the Request for Proposals (RFPs) with proposed food service vendors, will pursue a contract with various vendors in an effort to find the most attractive meal plan to students that meet all state and federal guidelines. Our RFP will go out no later than March 1, 2020, with proposals due by April 1, 2020. AFSA will select the food service vendor by May 1, 2020, in preparation for our August 2020 opening. Within the body of the proposals, vendors must include the costs associated with transportation of the food to and from the school, materials needed for the serving of the meals, and any packaging or items needed for transporting or storing the food. The Governing Board and Director of Operations will review the proposals and make a decision factoring in the costs, quality of the meals, compliance with state and federal regulations, and alignment to our needs. While the Governing Board will make the final decision regarding which food service vendor to enter into contract with, their decision will be strongly informed by input by the Director of Operations. AFSA will also take all the steps necessary to earn the distinction of Local School Food Authority, which would enable us to manage the meal counting and administrative duties of the school breakfast and lunch program.

Additionally, should funds be available for the purchase of adequate kitchen facilities, there is discussion that purchasing food locally and cooking from scratch would save AFSA money over purchasing pre-packaged food that is warmed at the school and could potentially be more attractive to students.

AFSA will ensure that our students with specific dietary restrictions (including cultural, value-based decisions and allergy-based dietary restrictions) receive meals equivalent in quality to our general breakfast and lunch options. We will begin collecting this data during our registration of students, after our public lottery process. The Director of Operations will keep a detailed list of running dietary restrictions, of both religious and allergy type, and communicate the needs of these students to all teachers and staff. Dietary restrictions as well

as medical needs, will be recorded in PowerSchool, which will provide necessary information to teachers and ancillary staff who have access to PowerSchool. In addition, a best practices plan will be put into place to ensure that foods are not cross-contaminated with any restricted foods.

AFSA has already begun the process of identifying possible food vendors for our breakfast and lunch program. We will continue discussions with agencies such as Jessica Swan of Swan Foods, a food service vendor that provides hot meals to over 900 students in the greater Albuquerque area, and John McCarthy at Canteen of Central New Mexico.

Both Swan Foods and Canteen of Central New Mexico are on the Student Success and Wellness Bureau-approved vendor list for 2018-2019.

These vendors will provide information about the food menus, services provided, and alignment to the AFSA mission. Between authorization and the Board's release of the RFP, the AFSA and the Governing Board will continue to seek out other food vendor options, prioritizing those that are local or at least from New Mexico.

AFSA recognizes that we also need to plan for any needed food service equipment, and that these needs are dependent on our facility, as well as the food vendor we choose. If the Governing Board chooses to contract with some food providers, we will need a food warmer, double-door refrigerator and milk cooler, a steam well, and a salad bar.

If the Governing Board chooses to contract with Canteen of Central New Mexico, we will need a food warmer and a double-door refrigerator and milk cooler. The costs associated with these needs are included in our Appendix G 5-Year Budget Plan (Function: 3100, Object: 55914 and Function: 3100, Object: 55916).

We expect to contract with a food vendor service that provides pre-packaged meals, enabling us to efficiently distribute meals to students. If that is not an option, we research serving options available by our chosen vendor. If the vendor service is not financially feasible, our Leadership Team and Operations team will serve meals.

Any individuals who take the responsibility of serving food will be required to complete Hazard Analysis and Critical Control Points (HACCP) and annual Civil Rights training, as outlined by the New Mexico Student Success and Wellness Bureau. Pertinent staff will attend additional trainings provided or required by the Public Education Department, as necessary. All documentation related to trainings for those serving food will be organized and filed into personnel files. Our Operations team will facilitate two health inspections each year, to be coordinated with the Environmental Health Department.

Food Services Plan –

AFSA anticipates at least a majority of students will qualify for the National School Lunch and School Breakfast Program, and we will apply to be participants. To be a participant in the National School Lunch and School Breakfast programs, the Director of Operations, with the

supervision of the Head of School, will use the New Mexico Public Education Department's Checklist for New NSLP Applicants document to guide the process for applying for the breakfast and lunch programs. All students at AFSA will have access to our breakfast and lunch program, and we will encourage all families to complete the paperwork to qualify for Free and Reduced Lunch programming to collect data on family incomes and the participation in our meal programs.

The Director of Operations will oversee this process, including distribution, collection, and communication about the School Breakfast and School Lunch program and the accompanying paperwork. Additionally, after Year 1 of operation, we will apply for the Community Eligibility Provision program, which will cut down the administrative burden on families and enable all students to receive school meals at no cost.

AFSA will maintain all records in compliance with the standards set by state and federal regulations. We will keep records on the numbers of breakfasts and lunches distributed each day, the number of meals that fall into the free, reduced, or paid categories, types of meals served, records of Free and Reduced Lunch applications received, description of attempts to determine eligibility, records of revenue, expenditures, and contributions contributing to the sustainability of the meal programs, and documentation required in preparation for the New Mexico Public Education Department's Student Success and Wellness Bureau's five year review.

Food Service Costs Prior to Reimbursement –

Each student at AFSA will have access to a school breakfast and lunch every day. Within the annual budget, we have planned for the costs to cover every student's breakfast and lunch, regardless of their Free and Reduced-Price Lunch eligibility. Based on research of our targeted community, we expect the majority of our students will qualify for Free or Reduced Lunch, and we will ensure that every student has access to breakfast and lunch each day. Access to healthy meals supports our mission of preparing our students to excel in the high schools and colleges of their choice, and the meals are especially important with our extended school day model. AFSA will take responsibility for any costs not covered through the reimbursement from the federal government.

AFSA will provide meals for our students beginning day one of year 2020-21. In anticipation of this, we have created a budget for the first 48 days of school while we wait to be reimbursed from the state. After taking into account the number of days of school and the time to submit the expenses and reimbursement of the expenses, the following figures represents the budget for food projected enrollment of each academic year, responsible for shouldering the costs of the breakfast and lunch program during the first 48 days of the school year.

This assumption is based on information provided on the New Mexico Public Education Department's Student Success and Wellness Bureau webpage, which states that reimbursements typically take four to six weeks to after submission of the required paperwork to be received.

Based on our Year 1 calendar, with the student start day, and requesting reimbursement at the end of each month, we would anticipate receiving our first reimbursement in mid-October of 2021. AFSA assumes the cost of \$5.22 per student, per day for breakfast and lunch, based on the current reimbursement rates. The costs we will assume upfront are outlined in Figure 48 for the first five years of operation.

Figure 48 - Yearly Start-Up Costs for Food Service Prior to Reimbursement

School Year Student Enrollment Total Costs

Y1- 2020-2021 - 48 days x \$5.22 x 66 students = \$16,536.96

Y2- 2021-2022 - 48 days x \$5.22 x 90 students = \$22,550.40

Y3- 2022-2023 - 48 days x \$5.22 x 150 students = \$37,584.00

Y4- 2023-2024 - 48 days x \$5.22 x 264 students = \$66,147.84

Y5- 2019-2020 - 48 days x \$5.22 x 264 students = \$66,147.84

Per the New Mexico State Statute 22-13-13 ("School lunch program"), gifts or grants may be used to cover the costs of food service, prior to federal reimbursement. AFSA intends to use contributions and donations from private sources (Code 41920) to cover the initial food service costs for our breakfast and lunch program.

Totals y1 to y5 personnel

| | | | | | | | | |
|------------|--|------------|--|------------|--|------------|--|------------|
| \$22,560.0 | | \$33,840.0 | | \$45,120.0 | | \$56,400.0 | | \$56,400.0 |
| 0 | | 0 | | 0 | | 0 | | 0 |

Totals y1 to y5 food

| | | | | | | | | |
|------------|------|------------|------|------------|------|------------|------|------------|
| \$64,769.7 | | \$88,322.4 | | \$147,204. | | \$259,079. | | \$259,079. |
| 6 | 2.00 | 0 | 2.00 | 00 | 2.00 | 90 | 2.00 | 90 |

| Total Points Available | Expectations |
|------------------------|---|
| 4 | <p>A response is only required if the school plans to offer food services at the school. These are awarded as "preference points" if the school plans to participate in free and reduced lunch programs.</p> <p>A complete response must</p> <ul style="list-style-type: none"> Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> Identifying equipment purchase or contracting needs Identifying hiring and/or contracting needs Hiring or contracting Establishing training and inspection process needs Identifying and completing relevant program application and reporting requirements; |

- | | |
|--|---|
| | <ul style="list-style-type: none">• Identify all federal and state food service programs the school plans to participate in;• Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and• Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services. |
|--|---|

INDEPENDENT REVIEWER EVALUATION: This response by the school provides evidence of population research and planning for the proper food service certifications and equipment. The school plans to provide breakfast and lunch to every student every day through a food vendor. AFSA has connected with two vendors. This aligns with the school's stated mission. This section was scored at **"Meets the Criteria."**

L. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

http://www.nmpsfa.org/legacy/pdf/planning/Con2_PSFA_Ed_Specs-FMP_Contract%20_Rev_03-05-15.pdf

L.(1) Complete, submit, and attach as Appendix E, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

APPLICANT RESPONSE:

The form was completed and accepted.

| Total Points Available | Expectations |
|--|--|
| 4 | A complete response must <ul style="list-style-type: none"> • Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; and • Demonstrate the PSFA has approved the applicant's Facilities Master Plan. |
| INDEPENDENT REVIEWER EVALUATION: This section was rated as "Approaches the Criteria." Application states form was completed and accepted. Appendix contains the form submitted but no documentation of approval is provided. | |

L. (2) Provide evidence that you have researched potential facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|---|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Demonstrate the applicant has done the following: <ul style="list-style-type: none"> ○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable ○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable ○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership; • Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location; • Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs; and • Identify how the project to prepare the facility will be funded. |
| <p>INDEPENDENT REVIEWER EVALUATION: The section itself was left blank. Other information submitted was missing detail regarding a plan for getting a property school-ready. No actions steps, timelines, or costs were given. The section was rated "Falls Far Below the Criteria."</p> | |

III. Financial Framework

A. School size.

State the requested enrollment, grade levels to be served, and student/teacher ratio.

| A.(1) Academic Year | Number of Students | Grade Levels | Student/Teacher Ratio |
|---------------------------------|--------------------|--------------|--------------------------|
| Year 1 | 66 | 5-8 | 11:01 |
| Year 2 | 90 | 5-8 | 15:01 |
| Year 3 | 150 | 5-8 | 17:01 |
| Year 4 | 264 | 5-8 | 19:01 |
| Year 5 | 264 | 5-8 | 19:01 |
| At Capacity (Enrollment Cap) | 264 | 5-8 | 19:01 |

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan; Identify the grade levels requested to be served in each of the first five years (phase in plan) and “at capacity”, based on the long term strategic plan; and Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity”, based on the long term strategic plan. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was rated as “Approaches the Criteria.” All requirements met for this section. AFSA has a graph of how many kids and grade levels each year and the student to teacher ratio for each year; however, it is not possible to determine the school's growth model from the chart included.</p> | |

B. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B.(1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement, New Mexico public school funding.**

APPLICANT RESPONSE:**Proposed Financial Policies and Procedures**

The Governing Board of AFSA will review and adopt the following financial policies and procedures to ensure the most effective use of the public and private funds to support its mission and to ensure that the funds are budgeted, accounted for, expensed, and maintained appropriately.

It is the intent of these policies and procedures to implement both the letter and spirit of all applicable local, state, and federal rules and regulations regarding the expenditure of and accounting for public funds.

Collectively, these policies and procedures comprise a set of internal controls to ensure effective, efficient operations, a segregation of duties and responsibilities, reliability of financial reporting, legal and regulatory compliance, and risk mitigation.

As AFSA grows and guidance changes, these policies and procedures will be reviewed and updated on at least an annual basis.

a. Budget Approval

- i. An annual budget shall be approved by the Governing Board no later than June 30 prior to the start of each new fiscal year.
- ii. The approved budget will include a summary of assumptions and include both restricted and unrestricted revenues and expenses.
- iii. During the year, the Governing Board may adopt an amended budget as expenses and revenue projections change, or as student counts are updated.

- iv. The annual budget and budget modifications will be reported to the authorizer and state by the required deadlines.

Board Duties

1. Chair of the Finance Committee.
2. Provides direction for the oversight of the school's record keeping and accounting policies.
3. Ensures the presentation of timely and meaningful financial reports to the board to ensure that full board completely understands the financial picture.
4. Ensures the development of annual budget and its submission to the Board for its approval. Leads the monitoring of budget implementation.
5. Oversees development and board review of financial policies and procedures. With the Finance Committee, monitors the adherence to financial policies and procedures adopted by the Board.
6. Develops and monitors any investment policies adopted by the Board.
7. Ensures that assets are protected and invested according to board policy.
8. Leads the board in assuring compliance with federal, state and other financial reporting requirements.
9. Presents the recommendation of the auditor to the Board for their approval. With the Finance Committee reviews the results of the audit including the management letter, develops a plan for remediation, if necessary, and presents the results to the Board.
10. Takes responsibility for the design of an annual board education program so that all board members can effectively conduct oversight of the financial health of the organization.

The Director of Operations for AFSA, along with EdTec, will prepare a budget versus. actuals report, balance sheet, statement of cash flow, checking account register, credit card register if applicable, as well as a financial synopsis each month. The Finance Committee and the Governing Board shall review these materials on a regular basis.

| Total Points Available | Expectations |
|---|---|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Include a complete 910B5 Worksheet in Appendix F; • Use appropriate values and computations in each year; • Use projected unit value; and • Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable). |
| INDEPENDENT REVIEWER EVALUATION: Numbers are in alignment with narrative and SEG is calculated correctly, with the exception of Year 4 where the check box for Charter | |

School needs to be marked. Note: In Yr 1, 22 of 66 students are projected to be C and D level Special Education students. Is this realistic? This section was rated at **“Meets the Criteria.”**

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, based on the 910B5 SEG Revenue Worksheet that clearly supports the proposed school’s mission and aligns with the proposed school’s five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

APPLICANT RESPONSE:

A school that is sustainable is well conceived in current research, agreed upon by a wide body of stakeholders including the Governing Board, staff and parents. Having a plan and a building that is fully compliant with research, state and federal law and the direction of school leaders will contribute the longevity and sustainability of AFSA.

Responsibilities

Whole School & Governing Body

- Embody and advocate for the mission, goals, and educational philosophy of the school
- Create, monitor, and sustain the high standards of a rigorous school climate and school culture
- Ensure compliance with the school’s charter and all relevant state and federal law
- Ensure compliance with accountability requirements set by the New Mexico Public Education Commission and Public Education Department

To the greatest extent possible, we hope to be able to identify a facility that is environmentally friendly and sustainable, while also meeting the academic needs of our students and staff. As illustrated in the concept layout, we anticipate that much of our facility space will need to be flexible to serve a variety of our school needs. Both classroom and common spaces will be utilized for daily instruction, special education pull-out services, small group intervention tutoring, and enrichment classes that include art, music and physical education.

As a school, we look forward to collaborating with our students and their families to host school community family nights that focus on the academics and culture of AFSA. In addition, we are eager to engage with the local community to understand what the community’s needs may be

ARTICLE 3 COMMITTEES

Section 3.1 THE GOVERNANCE COMMITTEE

There shall be a standing nominating committee, known as the Governance Committee. This committee shall be composed of 2-4 persons recommended by the Chair and elected by the Governing Board at its annual meeting. Each committee member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of committee membership. The committee shall elect its own chair. The duties of the Governance Committee shall consist of: (a) to study the qualifications of candidates and present a list of the best qualified as nominees for the vacant Trustee positions on the Board; (b) to present a list of nominees for Officers to the Board for election at the annual meeting; (c) to recommend candidates to the Board to fill vacancies that arise outside the regular nominating process; (d) to provide ongoing orientation to Trustees; (e) to oversee a Trustee assessment process to ensure optimum performance; and to recommend the appointment of a past Chair to the Board, if necessary, in the interests of continuity.

Section 3.2 FINANCE/AUDIT and RISK MANAGEMENT COMMITTEE

There shall be at least two members of the Governing Board appointed to assist in the Board in carrying out its budget and finance duties, known as the Finance Committee. The duties of the Finance Committee shall consist of making recommendations to the

Governing Board in the following areas: (a) financial planning, including reviews of AFSA Academy's revenue and expenditure projections; (b) review of financial statements and periodic monitoring of revenues and expenses; (c) annual budget preparation and oversight; and (d) procurement; and serve as an external monitoring committee on budget and all other financial matters. (New Mexico Statutes 22-8-12.3)

The Governing Board will appoint an audit committee. This committee will consist of two Governing Board member who has experience in accounting or financial matters, one volunteer member who has experience in accounting or financial matters, and one volunteer member who is a parent of a student attending AFSA Academy. Director(s) of AFSA and the AFSA Academy's business manager will also serve as ex-officio members of this committee. The audit committee shall (a) evaluate the request for proposal for annual financial services; (b) recommend the selection of a financial auditor; (c) attend the entrance and exit conferences for annual and special audits; (d) meet with external financial auditors as requested to facilitate communication with the Board and the Director(s) of AFSA Academy; (e) be accessible to the external financial auditors at least monthly after audit field work begins until the conclusion of the audit; (f) track and report progress on the status of the most recent audit findings and advise the AFSA Governing Board on policy changes needed

to address audit findings; (g) provide other advice and assistance as requested by the Governing Board; and (h) be subject to the same requirements regarding the confidentiality of audit information as those imposed by the Audit Act (12-6-1 through 12-6-14 NMSA 1978) and rules of the state auditor.

| Total Points Available | Expectations |
|--|--|
| 12 | <p>A complete response must</p> <ul style="list-style-type: none"> • Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F; • Support the proposed school's mission and all elements of the proposed program laid out in the application; and • Align with the proposed school's five-year growth plan. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was rated as "Falls Far Below the Criteria." All elements present, but clarification needed. The SEG amounts and the budget amounts do not match in any year (comparing total SEG from worksheets to line 17, 11000 0000 43101 State Equalization Guarantee). AFSA has stated that the Director of Operations will work with a contracted Business Manager company (EdTec). Expenditures are over the budgeted amount that was calculated in the 910B forms in year 1, year 3, year 4 and year 5. In year 2 the revenue does not match from the 910B but the expenditures are less than what the 910B form calculated.</p> | |

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none">• Explain basic assumptions;• Identify reliable sources for each assumption;• Include priorities consistent with the proposed school's mission;• Include priorities consistent with the proposed school's educational program;• Include priorities consistent with the proposed school's staffing; and• Include priorities consistent with the proposed school's facility. |
| INDEPENDENT REVIEWER EVALUATION: "Falls Far Below the Criteria" - no response was given for section B(3). | |

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula, the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe budget control strategies <u>as well as</u> budget adjustments that will be made to meet financial budget and cash-flow challenges; • Describe budget control strategies <u>as well as</u> budget adjustments that will be made to address the failure to receive any anticipated funding sources; • Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials; • Address how special education students will receive services <u>before</u> special education funding is provided, based on accurate 40-day counts; and • Address how gaps between budgeted students and actual enrollment will be addressed. |
| INDEPENDENT REVIEWER EVALUATION: “Falls Far Below the Criteria” - no response was given for section B(4). | |

C. Financial Policies, Oversight, Compliance, and Sustainability

C.(1) Provide a description of the internal control procedures the proposed school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.

APPLICANT RESPONSE:

| Total Points Available | Expectations |
|--|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify all the internal control procedures that have been attached in Appendix H; • Attach in Appendix H internal control procedures the proposed school will utilize to assure the following: <ul style="list-style-type: none"> ○ safeguard assets ○ segregate its payroll ○ segregate cash and check disbursement duties ○ provide reliable financial information and promote operational efficiency ○ ensure compliance with all applicable federal and state statutes, regulations, and rules; • Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and • Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school. |
| <p>INDEPENDENT REVIEWER EVALUATION: This section was rated at "Falls Far Below the Criteria." Appendix H is in evidence and covers most of these points. It does not give a process that the school will use to ensure its compliance beyond the annual PED-required audit. Internal controls are addressed within the policies and procedures document. This includes safeguarding assets, segregating cash and check disbursement duties, payroll, etc. A complete response will also address the 24 hour deposit rule and the Anti-Donation clause.</p> | |

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (e.g., job search process, timelines) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

APPLICANT RESPONSE:

Business Manager –

Presently, we anticipate utilizing EdTec for our financial services. If the board determines this is not fiscally possible, the Director of Operations will assume these duties and receive appropriate licensing.

Governing Council –

An audit and finance committee will provide information to the Governing Board each month.

The chairman of the finance committee will be selected and we will ensure that our audit and finance committees have board members with financial experience on them.

Director of Operations –

The current candidate has a MA over 200 Doctoral Hours in Educational Administration, and as such has the skills necessary to assume this role. The Proposed Director of Operation has experience with school budgets, as a previous administrator

Recruitment of board members –

As previously stated in the application we will always have a bench of board members and ensure that at least one of them has financial experience.

Recruitment of staff for financial management –

Starting year 1 we will have an office manager with financial experience. The Director of Operations job description will also include a finance requirement. A collaborative partnership with EdTec, we will allow AFSA to have financial expertise working with our staff.

| Total Points Available | Expectations |
|------------------------|--|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks; • Align completely with the organizational chart from response to D(1) in the Organizational Framework; • Align completely with the budget in A(1) and A(2) responses in Financial Framework; • Describe appropriate qualifications and responsibilities for each of the identified positions; and |

- Include a plan that will result in the **recruitment, identification, the evaluation of candidates**, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.

INDEPENDENT REVIEWER EVALUATION: This section was scored as **“Falls Far Below the Criteria.”** Recruitment and evaluation of candidates are not addressed here, making the response incomplete. Of concern are the uncertainty of roles to support financial oversight - if there is no Office Manager until Year 1 and the school is unsure they will hire EdTec for support, where is the capacity for this work coming from? There is also a misalignment to the earlier organizational chart which does not show these lines of responsibility.

C.(3) Provide a **clear, comprehensive, and cohesive plan for** how the Governing Body will provide proper legal and fiscal oversight, include the responsibilities of the state-required audit and finance committees, and explain how these committees will operate in the proposed school’s overall governance and management.

APPLICANT RESPONSE:

AFSA will have a standing Finance Committee, which will include Board Members with significant experience in finance, including accounting, small business finance, and public school finance, with the Treasurer serving as the Chair of Finance Committee. The Finance Committee will meet, at minimum, monthly to review the finances of the school and to assess the overall financial health of the school.

The Finance Committee will be guided by a financial dashboard, as well as financial statements and other analytical tools provided by our back-office provider, EdTec. The Director of Operations and EdTec will provide additional information, as requested by the Finance Committee. Each year, the Finance Committee will lead a review of the Board’s financial policies and procedures, sharing recommendations to the Board as needed. The Finance Committee will work collaboratively with the Director of Operations and back-office provider to develop the annual budget and recommend it to the full Governing Board. The Governing Board will be responsible for approving the annual budget within a public meeting. Additionally, the Governing Board will be responsible for approving contracts that are \$10,000 or more annually.

The Finance Committee will ensure that the school is in compliance with financial rules and regulations, with the support of the Director of Operations and back-office provider. Finally, the Finance Committee may be called to support the Governance Committee in determining if there is an actual or perceived conflict of interest related to finances.

In addition to the Finance Committee, the AFSA Governing Board will also have an Audit Committee, for the purposes of overseeing the annual audit process and developing a final report to issue out to the full Governing Board. The Audit Committee will include Board

Members with experience related to auditing, with most of the members not also members of the Finance Committee, to prevent any potential conflict of interests. If the Audit Committee needs additional experience and expertise, the Committee may recruit non-Board Members to provide the skills needed to function as a strong committee.

Within our annual budget, we have budgeted \$13,000 for an audit with a state-selected audit firm. The Audit Committee will meet with the audit firm before the start of the audit process to get an overview of the process as a whole, as well as to ascertain what roles and responsibilities the board can expect to prepare for. The Audit Committee will report out their finding from the initial meeting to the Governing Board.

The AFSA Leadership Team, led by the Director of Operations, will make sure that the audit firm has access to all financial and non-financial records and documents, as well as ensuring that the documents are maintained throughout the school year, in preparation for the annual audit. The Leadership Team will ensure that any documentation needed by the auditing firm will be provided in a timely manner. Overall, the Audit Committee will provide oversight during the audit process, as well as ensure that the audit firm has access to anything they need to complete the audit.

After the conclusion of the audit, the Audit Committee will work with the Leadership Team and back-office provider to review the audit report and management letter generated from the audit. If the audit report or management letters demonstrate any findings, the Audit Committee will respond to the issue, through the development and implementation of a strategic plan. If necessary, the Audit Committee will call upon the Finance Committee to review and change policies or procedures to prevent audit findings in the future. After the review of the audit report and management letter, the audit firm will present the findings to the Board and the Audit Committee will share its recommendations.

The final audit report will be shared with the charter school authorizers, the State Public Education Department, and any other agencies with which we are required to share this information. Our annual audit will be aligned with the requirements of all federal, state, and local audit requirements and standards, including those that are specific to charter schools in New Mexico and required by the Public Education Commission. AFSA will also utilize the audit firm for any of the required reporting, such as the annual 990 return with the IRS and other pertinent tax matters.

Both the Audit Committee and Finance Committee will communicate directly with the Head of Director of Operations, to keep the lines of communication open. The two Committees will work together to best support the mission of AFSA, through ensuring strong financial oversight and health. Additionally, the Audit and Finance Committees will work collaboratively to further support the full Governing Board's capacity as a Board responsible for the financial oversight and health of the charter school and its adherence to all regulatory requirements.

| Total | Expectations |
|-------|--------------|
|-------|--------------|

| Points Available | |
|---|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> Function generally Ensure proper legal oversight Ensure proper financial oversight; Describe how the proposed school's audit and finance committees will interact with the school's management; and Describe how the audit and finance committees will interact with the full Governing Body. |
| <p>INDEPENDENT REVIEWER EVALUATION: Finance committee and audit committee will be formed from full Governing Board. Both committees will have members with sufficient financial expertise. Both committees report back to the full board. The Audit Committee can't discuss with Finance Committee on the findings until the audit is made public. They can add new policies and procedures but can't discuss what the findings are unless the people are also on the audit committee. The section was rated as "Meets the Criteria."</p> | |

IV. Evidence of Support

A. Outreach Activities.

A.(1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities, demonstrating that the applicant is attempting to reach a broad audience and understand the community's needs.

APPLICANT RESPONSE:

The mission of AFSA is to reach a wide variety of students. It is our desire to provide a unique learning opportunity to meet the needs of middle school students. We will provide a rigorous academic environment that is data driven, engaging and inclusive. Our interactions with individuals within the Albuquerque community have indicated most community members are excited about inclusion of this unique opportunity in Albuquerque. We have set a goal of locating in an area which will be easily accessible to parents.

We also have established a schedule which will support early drop off and late pick-up to assist parents in meeting their needs to transport children and meet work responsibilities. AFSA founder has discussed the concept with individuals for three years. The professional community connections that were established assisted him in reaching a wide variety of

individuals and agencies. These one on one meetings assisted him in the development of a potential region and age group to target for the charter school.

Based upon these communications, it was determined there is a greater need for a charter school which addresses the needs of middle school students and the inclusion of 5th grade students would assist the team in meeting their goal of closing achievement gaps by the end of 8th grade.

It was also determined that there are many charter schools in the south valley but very few in the northeast area. The discussions indicated the schools which feed into La Cueva are excellent schools and make significant progress and many parents who do not wish to attend a public school attend a private school. Those which feed into Valley and Del Norte are not as strong.

The following schools are ones requiring

Targeted Support and Improvement which would potentially feed into AFSA.

| School Name | School Grades | | | |
|------------------------------|---------------|------|------|------|
| | 2015 | 2016 | 2018 | 2018 |
| Chelwood Elementary | | D | F | D |
| Dolores Gonzales Elementary | | D | B | D |
| Douglas MacArthur Elementary | | D | C | D |
| Duran Elementary | | D | C | F |
| Hodgin Elementary | | C | D | F |
| Matheson Park Elementary | | C | C | D |
| Mission Avenue Elementary | | B | D | F |

The following schools are identified as in need of Comprehensive School Improvement. They may also be potential schools which would feed into AFSA.

| School Name | 2015 | 2016 | 2018 | 2018 |
|------------------------|------|------|------|------|
| Janet Kahan Elementary | F | F | F | F |
| La Luz Elementary | D | F | F | F |

However, it was also noted that many parents are unable to afford a private school. There also is a distinct discrepancy between the progress of the “typically developing” student and those with unique learning needs. The growth of those students is below expected levels and many of those families are unable to pay the tuition for private schools. These meetings were informative and used to help develop a framework for a charter school.

The one-on-one meetings were conducted with teachers from Albuquerque and Bernalillo Public Schools as well as Pueblos.

AFSA also contacted local agencies who have a direct impact upon teachers and students in our community.

These organizations include:

Environmental Education of New Mexico

Del Norte Baptist Church

Eagle Rock Worship Center

Risen Savior Catholic Community

National Hispanic Cultural Center

The founder of AFSA has also contacted local educational agencies.

One group of students which will be included in our school are those interested in Blended Educational opportunities.

These include:

Homeschool Education Resource

Aztec Home Schooling

Christian Homeschool Co-op

Organizations which have been contacted to provide direct support include:

Central Regional Educational Coop

LSG and Associates, Inc

Community Meetings and Events

AFSA met with community members interested in increasing student achievement. One example is the NMPED Assessment Community Conversations following the conversations, AFSA founder met with staff and parents attending the meet to discuss the needs of the community and potential charter schools.

We also gathered information from the Environmental Educations Strategic Thinking with the Community.

Finally, AFSA's online presence included multiple listings on "NextDoor" community website, Facebook, Survey Monkey and contacting individuals and groups via email requesting they forward our information to their list serves and friends.

One significant obstacle which created a barrier to commitment from interested parties was the legislative discussions. This increased when HB 434 passed the House and was supported by the Governor. At that time, most individuals and agencies expressing interest in the proposed charter school stated they were really excited about it and hoped it would be able to be opened. They stated they would wait to meet with us again until after we have completed the approval process and have been authorized to open a new school.

| Total Points Available | Expectations |
|--|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe an outreach program to develop community support for the proposed school that has been implemented during the application process; • Describe specific activities that have been implemented, include evidence of implementation; • Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community; and • Describe how this outreach has enabled the applicant team to understand community needs. |
| <p>INDEPENDENT REVIEWER EVALUATION: While preliminary outreach efforts have been made, the team should plan on a more consistent, planned, broad-reaching approach that involves their presence at existing community events to build relationships and awareness of AFSA. A successful response would include proposed community events that the school plans to be a part of in the target area, for example. No evidence is provided to suggest a broad audience of the whole community was engaged in specific activities. Additionally, there is no discussion of how these meetings aided in the founding team's understanding of the community needs. The Review Team rated this section as “Falls Far Below the Criteria” for these reasons.</p> | |

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate, to support earlier descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data.

APPLICANT RESPONSE:

There is a need and want for high-quality unique educational options in the Albuquerque area.

This is based on the school data that is reported in this document along with the conversations we have had with community members.

AFSA's Community Outreach plan began 2017. At that time, the founder began conversations with fellow staff members and parents. When the topic was broached, he received high levels of excitement and encouragement.

In 2018 he formally began the process of seeking information on the steps to Authorization. As he continued to seek guidance, he made community connections such as those mentioned throughout this application. Many parents were excited to hear of his interest due to his level of success with their students in his classroom. They felt he would be able to provide strong leadership with high expectations for his students and staff members.

Due to legislative changes and the overwhelming passage of the Moratorium on Charter Schools, many of his potential partners expressed concern that this would block potential Charter Schools. They requested that upon Authorization, he should contact them to develop formal partnerships. Despite this setback, Mr. Hannagan recognized that the building key relationships with core individuals living and working in, near Albuquerque and surrounding areas.

AFSA will continue to develop these relationships upon Authorization. This will also continue not only in the initial stages of the school but continue throughout AFSA's existence.

Throughout the application process, AFSA has participated in community meetings, one on one discussions, social media such as Facebook, Next-Door and Surveys and polls to determine if a need for a Charter School is present in the community. AFSA founders have created a Facebook page to share upcoming events and to post ideas for family activities which will attract attention of potential students.

Support from a Broad Audience

Throughout the planning year the AFSA team will continue to gather data to seek additional community partners and supporters.

We will continue to participate in community meetings and focus groups.

As part of the outreach and conversations with families and neighbors in the community, team members will give individuals a survey to document their feedback and extent of support when attending ball games, Vacation Bible Schools, Summer Camps and community activities.

In addition to community events, that will reveal the level community support, the AFSA team will hold focus groups that included families and community members. We believe that not only will AFSA become part of the local community and the community in the Albuquerque area, but we will also become a part of the broader, national charter school community.

AFSA team members will continue to distribute the Community Input Survey social media, listserves, hard copies and our email newsletter.

Over 50 people have completed our survey. We will strive to have at least 100 surveys completed prior to February of Year 0

Evidence Which Demonstrates AFSA will be Embraced and Supported in the Community

In addition to the abovementioned community partnerships, the surveys which have been completed to date overwhelmingly indicate strong support for our unique learning option. We recognize the importance of trust and relationships in our state, city, and community, and have prioritized ensuring that we have key individuals and groups who are supportive of and invested in our vision for AFSA and committed to helping families have access to great school options.

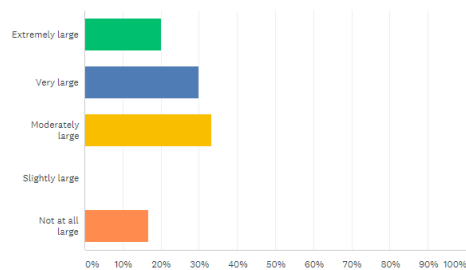
In making decisions about the best way to gather and demonstrate support, the AFSA team members will continue to follow and cultivate the belief that sustained partnerships with families and community organizations are critical to ensuring that the school is able to execute the outreach and recruitment strategy planned for the beginning of summer of 2020 year, prior to opening the school.

Our qualitative data supports the need for unique learning opportunities 97% of those surveyed indicated a combination of hands on learning, opportunities for service learning and traditional setting is best for students. Additionally, 99% stated individualized learning paths is really important. Most felt their child would benefit for the opportunity to close achievement gaps in some areas yet they need to be challenged more in other areas. 100% of those surveyed felt Science was a very weak area of instruction in our schools.

Our Survey Monkey results thus far indicate

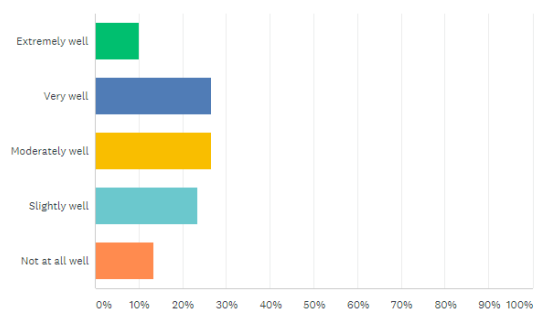
How large a role does your school play in the community?

Answered: 30 Skipped: 0



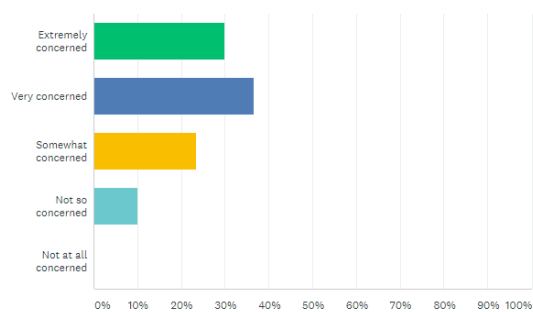
How well does your school consider the individual needs of students?

Answered: 30 Skipped: 0



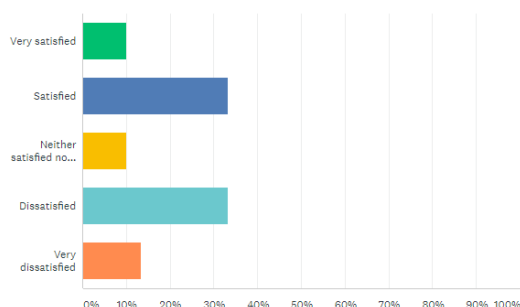
How concerned are you about bullying at school?

Answered: 30 Skipped: 0



Are you satisfied or dissatisfied with the overall quality of instruction at school?

Answered: 30 Skipped: 0



| ANSWER CHOICES | RESPONSES |
|----------------|-----------|
| Very satisfied | 10.00% 3 |
| Satisfied | 33.33% 10 |

What suggestions do you have for improving schools?

Project based learning, inquiry, critical thinking rather than memorization, igniting the fire rather than filling the empty vessel

5/8/2019 3:21 PM [Add tags](#) –



More emphasis on inquiry and project-based learning.

5/8/2019 7:30 AM [Add tags](#) –



More qualified teachers

5/6/2019 7:48 AM [Add tags](#) –



Bring back Home Ec and Shop classes. More recess.

5/6/2019 4:44 AM [Add tags](#) –



I would need more than this tiny little box to explain what needs to be improved .

5/6/2019 12:30 AM [Add tags](#) –



More support for individual student's creativity, less homework and less tests (in general). Also, get better counselors for grades/classes and for personal issues.

5/5/2019 11:41 PM [Add tags](#) –



Focus on more individual needs help kids find areas of interest

5/5/2019 10:24 PM [Add tags](#) –



Stop raising tuition for private schools

5/5/2019 9:52 PM [Add tags](#) –



To not punish all students for what some do. Not to have aides sub.

5/5/2019 9:21 PM [Add tags](#) –



Better policies for bullying. And also improvement could be made when the student gets hurt call the parents right away not after going to the office 3 times

5/5/2019 9:15 PM [Add tags](#) –



Regular teachers, no long-term subs, qualified teachers that have experience and training both in their subject matter, as well as diversified instruction in the classroom. Smaller class sizes, better technology, every child should have a Chromebook and/or laptop available to help them with the educational apps they are provided. Stipends for families that cannot afford Internet in their home and their children are not able to access the Internet to help with their homework. Counseling / social work services available in the schools.

5/5/2019 9:13 PM [Add tags](#) –



Hire teachers and principals they aren't trying to be 16 and gross again..... Js

5/5/2019 8:54 PM [Add tags](#) –



Teachers that actually care. Parents who actually parent. Less testing. A move towards constructivism.

5/5/2019 8:51 PM [Add tags](#) –



Using effective teaching pedagogies: Direct Instruction, Precision Teaching, Orton-Gillingham, etc. ABANDON constructivism and "discovery"-based learning. Spend money on quality teacher training. Obtain specialized training for sped teachers

5/5/2019 8:51 PM [Add tags](#) –



Enforcing the school rules across the school.

5/5/2019 8:20 PM [Add tags](#) –



School is for academics, positive socialization and dreaming of a future.

5/5/2019 8:18 PM [Add tags](#) –



Smaller classroom sizes

5/5/2019 7:32 PM [Add tags](#) –



Provide activities that interest students Involve parents

5/5/2019 7:19 PM [Add tags](#) –

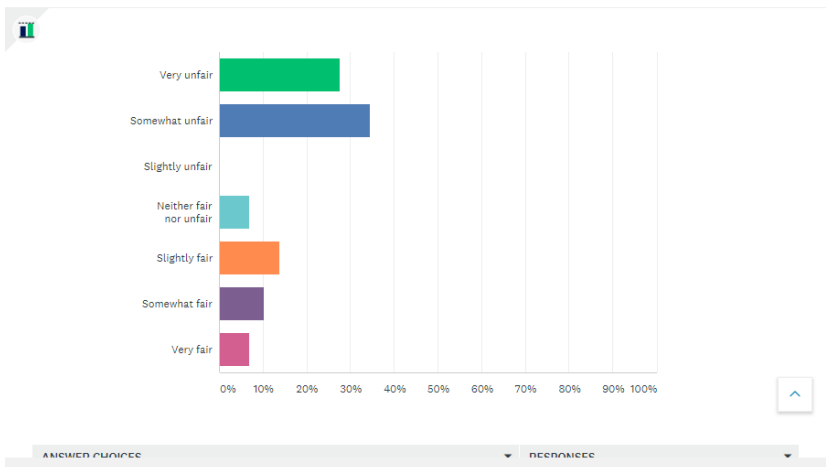


Spend more time helping kids

5/5/2019 6:01 PM

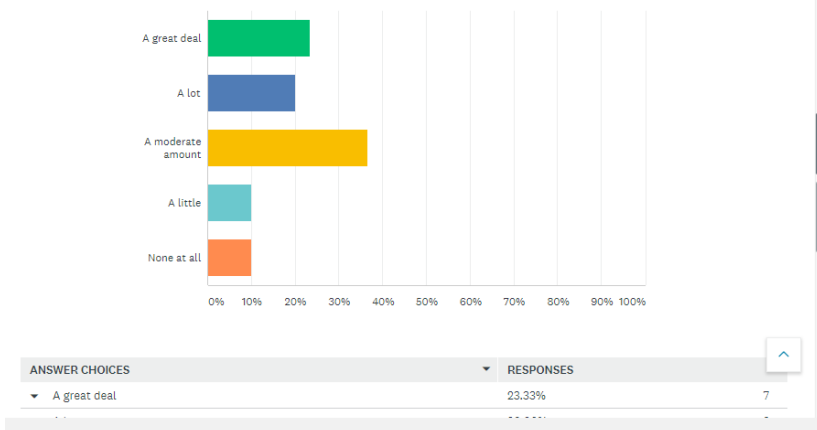
How fair or unfair is the school's system of evaluating children?

Answered: 29 Skipped: 1



How much respect do administrators (principal, counselors, etc) at your school have for students?

Answered: 30 Skipped: 0



What do you remember most about school?

Recess, friends

5/8/2019 3:21 PM [Add tags](#) –



WORKSHEETSSSSSS!

5/6/2019 7:48 AM [Add tags](#) –



I was safe, valued, well educated, and I had a blast!

5/6/2019 7:37 AM [Add tags](#) –



I hated it.

5/6/2019 3:41 AM [Add tags](#) –



Looking forward to when I would not be there

5/6/2019 12:30 AM [Add tags](#) –



Art class and band class. I also remember being treated kindly by one particular teacher who helped me achieve my goals.

5/5/2019 11:41 PM [Add tags](#) –



My friends and the school Programs

5/5/2019 10:24 PM [Add tags](#) –



The class and friends

5/5/2019 9:52 PM [Add tags](#) –



The fun times with friends.

5/5/2019 9:21 PM [Add tags](#) –



Teachers took an interest, administrators and principles to good interest, parents involved, Staff members remembered my name and called me by name and said hello, and asked me how I was doing. When I had a problem I felt as though I had a safe place to go when I needed to talk to a teacher or staff member.

5/5/2019 9:13 PM [Add tags](#) –



No comment

5/5/2019 8:54 PM



I loved elementary and middle school. High school was a love hate relationship with more emphasis on hate. It was biased and the administration played favorites among students. It felt as if you didn't matter if you were not a favorite.

5/5/2019 8:51 PM [Add tags](#) –



I was in school from the early 70s to mid 1980s. Teachers had better control of disciplining students, and parents weren't as out of control with rescuing their child if their child misbehaved. But student behavior isn't the problem, it is an outgrowth of improper classroom management and administrative kowtowing to political correctness. Students display better behavior when they are successful. All behavior is communication, even bad behavior. We have to improve the way teachers teach, and unfortunately colleges of education are not preparing teachers adequately. Therefore, it must be up to school leadership to take these

teachers and develop their skills -- starting with throwing away most of the useless "theory" they've learned in Ed school.

5/5/2019 8:51 PM [Add tags](#) –



The activities that made learning fun. Example: planning a trip using a map and figuring out how many miles the trip was. Great way to teach map skills and math

5/5/2019 8:20 PM [Add tags](#) –



A few awesome coaches and teachers and survive the idiots.

5/5/2019 8:18 PM [Add tags](#) –



Stressful due to being bullied.

5/5/2019 7:42 PM [Add tags](#) –



Teachers who made sure we behaved in class

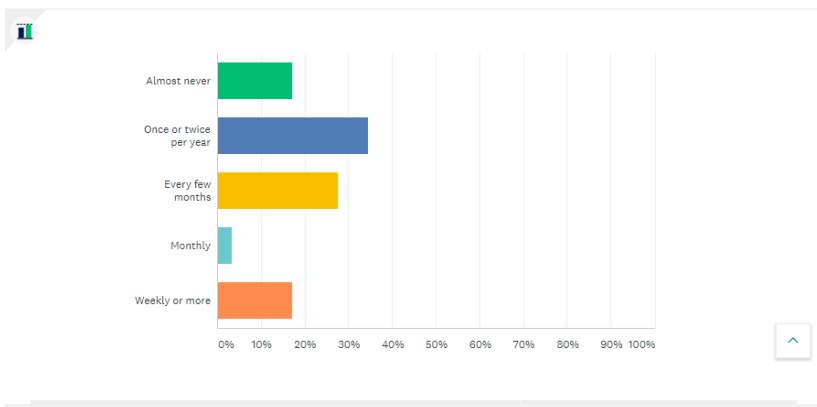


Teachers who knew your parents. Teachers who were willing to work hard to make sure all the kids learned.

5/5/2019 6:01 PM

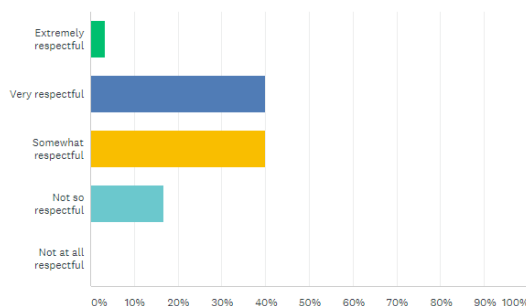
How often do you meet in person with teachers at your child's school?

Answered: 29 Skipped: 1



How respectful are teachers to students at your school?

Answered: 30 Skipped: 0



Based upon the surveys completed, the one on one conversations and informal conversations, the founders believe that upon Authorization, AFSA will be embraced by the community. We also believe that in the following years, as word spreads, the school will continually grow and students will not only succeed academically but also socially.

| Total Points Available | Expectations |
|---|--|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Include quantitative data that demonstrates community support from a broad audience for this proposed school; • Include qualitative data that demonstrates community support from a broad audience for this proposed school; • Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and • Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community. |
| <p>INDEPENDENT REVIEWER EVALUATION: AFSA has a survey monkey poll with 50 responses included. The survey data is revealing of deep problems in area schools and it is commendable that the founding team took this step. However, what this data does not do is demonstrate support for the new proposed model - the data presented demonstrates how respondents feel overall about their current school and is not related to AFSA opening in the neighborhood. Founder has held informal discussions with stakeholders about the possibility of opening a school based on his educational philosophy and instructional practices. This section received a rating of "Falls Far Below the Criteria."</p> | |

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

APPLICANT RESPONSE:

Networking Relationship documentation

As indicated previously, AFSA has contacted multiple community partners. The following agencies and individuals are just a few of the many positive responses we have received. Many individuals and agencies have indicated they are willing to partner with AFSA to find resources.

Jim Byrd Edward Jones financial advisor.

Mr. Byrd is a community resource not only for his expertise in finances but also as a resident of Albuquerque. Mr. Byrd is able to make connections with community partners which will assist us in our development of Governing Board members and resources.

Eileen Everett

Executive Director Environmental Education Association of New Mexico

Eileen will be instrumental in providing resources and training to support our curriculum.

Steve Etkind

EXP Realty

Steve has a vast amount of experience with Charter Schools and Funding.

Tara Henderson | Director of School and Community Programs

505.224.8394 | www.explora.us

Cass Landguag – Active in Environmental education

Jan Keenly- Certified in English Language Acquisition

Agencies such as Nusenda have also stated they will work with us, upon approval.

Nusenda Credit Union – upon approval they will meet with us to discuss collaboration

These are just a few of the supportive replies received. Upon Authorization, we believe the support will continue to grow and the school will be able to reach many youth in our community.

| Total Points Available | Expectations |
|---|---|
| 4 | <p>A complete response must</p> <ul style="list-style-type: none">• Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships;• Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and• Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community. |
| INDEPENDENT REVIEWER EVALUATION: The school's description of outreach, support and partnerships to date falls short of a full, robust response. There is no evidence submitted and these conversations have not yet solidified into substantial, strategic connections that move the school forward. The section received a rating of "Falls Far Below the Criteria." | |

D. Uniqueness and Innovation.

D.(1) Provide **clear evidence** demonstrating the **uniqueness, innovation,** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school's educational program and that it is based on reliable research, effective practices, or replicated successfully in schools with diverse characteristics.

APPLICANT RESPONSE:**Uniqueness, Innovation, and Significant Contribution of AFSA**

Environmental Education (EE), is one of the most unique aspects of AFSA. EE provides the opportunity for students to connect with nature, learn about sustainability, increase student imagination and enthusiasm. The interactive, hands-on standard based curriculum provides the opportunity for students to increase their capacity in core academic areas.

AFSA will incorporate Character Education into the curriculum which will also provide students with the opportunity to generalize skills across all settings in the school as well as in the community as they become good stewards of their world. The students will recognize their interconnectedness with social, cultural, academic, and political issues. AFSA will not teach students what to think but will help students learn how to critically evaluate information they gather each day.

As students are provided the opportunity to research areas of interest, develop grade level skills, develop critical thinking skills, enhance their ability to think creatively and seek new solutions and to be able to make decisions based upon data.

As students develop their academic and critical thinking skills, they will also begin to increase their ability to not just tolerate differences but to celebrate them. They will learn about the many aspects of different cultures and truly understand different world views. Again, AFSA will not encourage students to abandon the beliefs of their family group, but rather to develop an opportunity to understand how each fiber of our community plays an important role in what make us unique and robust.

Of course, standards-based learning is central to education. All of the curriculum is based upon Common Core Standards. By utilizing Project Learning Tree (PLT), research-based Math and Language Arts curricula and focusing upon the unique needs of each student, AFSA will provide the opportunity for each student to excel as they are able. For some this will be a focus on closing achievement gaps, some will accelerate learning beyond grade level and some will progress as they are able in light of their circumstances.

AFSA seeks to empower students, staff and community members to develop healthy life-styles, increase community involvement, understand the impact of their decisions upon the community, and have fun learning. Service-learning projects offered by PLT and other EE

organizations provide students and teachers with support through grants and other resources for action projects within the community.

<http://www.businessinsider.com/scientific-benefits-of-nature-outdoors-2016-4/#6-improved-concentration-6>

<https://ecoelsa.wordpress.com/2018/01/18/10-surprising-physical-and-mental-health-benefits-of-going-outdoors/>

<http://journals.sagepub.com/doi/abs/10.1177/1087054708323000>

<http://journals.sagepub.com/doi/abs/10.1177/0013916591231001>

<https://www.sciencedirect.com/science/article/pii/0272494495900160>

Despite the importance of character education and environmental awareness, there are very few opportunities for students to fully embrace environmental education in our area. Teachers often are unable to “add” one more thing to their day. The mission of AFSA is to provide the opportunity for each student to reach their fullest potential. By embedding Character Education and EE we provide the entire school community with the opportunity to dig deeper into the “why” behind our cultures. Dr Marvin Berkowitz (1997) claims that: “Effective character education is not adding a program or set of programs to a school. Rather it is a transformation of the culture and life of the school.” AFSA believes that students must have a good base of academic, social and critical thinking skills to be leaders in their community. The infusion of core academics with character education and EE provides a truly unique learning experience for all students.

AFSA also believes a strong partnership with the families and community are central to success. When student skill acquisition is limited to the classroom, they are unable to find the opportunity to generalize their skills. When the school includes family members and community stakeholders, the students are able to develop the skills and become life-long critical thinkers to become leaders.

Inventory of K-12 environmental education programs in Albuquerque Area Schools

| School/Organization | Program | Website | Population Served | Program Focus |
|--|------------------------------|---|-------------------|----------------------------------|
| Albuquerque Academy | Desert Oasis Teaching Garden | http://www.thedotgarden.org/ | Grades 6-12 | food, agriculture sustainability |
| Albuquerque Public School District | APS School Gardens | http://www.aps.edu/coordinated-school-health/wellness/aps-school-gardens | Grades K-12 | food, agriculture gardens |
| Albuquerque Public Schools – Mountain View Elementary School | School-wide field day | https://mountainview.aps.edu/ | Grades K-5 | river ecology, wa |

| | | | | |
|---|----------------|---|------------|--------------------------------------|
| & Valle de Oro National Wildlife Refuge | | | | |
| Albuquerque Public Schools - Wilson Middle School | Wildcat Blooms | https://wilson-aps-nm.schoolloop.com/ | Grades 6-8 | food, agriculture sustainability, ec |

While the above programs are exciting and engaging for students, they do not embrace the multiple opportunities available when the curriculum is utilized at its full capacity. Currently, there are no schools within the state registered with the State EE Director that fully embrace EE across all settings. AFSA will work closely with EE and community partners to provide rich opportunities for growth.

Comparisons and Contrasts with the Educational Programs in the Region AFSA Intends to Locate:

The Middle Schools in Albuquerque are not currently providing these opportunities and the student academic progress as indicated by the NMPPED, indicate new strategies are needed to reach all students.

Middle Schools within the currently targeted area are:

| School | Grade |
|------------------------------|-------|
| James Monroe | D |
| Taft Middle School | D |
| Taylor Middle School | C |
| Garfield Middle School | F |
| L B Johnson Middle School | C |
| Tony Hillerman Middle School | B |
| Cleveland Middle School | B |
| McKinley Middle School | D |
| Eisenhower Middle School | A |
| Hoover Middle School | B |
| Grant Middle School | C |
| Madison Middle School | B |

Upon first reflection, these school grades indicate the majority of the schools are meeting the needs of all the students under their care. However, when the school's data is examined carefully, it is evident that not all students are progressing at the expected rate. For instance, at James Monroe, based upon the data available from the NMPED 25 % of the students are proficient, while only 5 % of those with a disability are proficient and less than $\leq 10\%$ of the EL students were proficient in Reading. In Math 22 % of the students are proficient, while only 3 % of those with a disability are proficient and less than $\leq 10\%$ of the EL students were proficient.

At Eisenhower Middle School 56 % of the students are proficient, while only 15 % of those with a disability are proficient and 15% of the EL students were proficient in Reading. In Math, 50 % of the students are proficient, while only 14 % of those with a disability are proficient and 13% of the EL students were proficient.

Similar scores are found at each school. AFSA has data to support our learning strategies as highly effective for all students. The disparity between each sub group is concerning. All students have the right to reach their potential as learners and leaders at their fullest capacity.

AFSA leadership and staff will continually collaborate and assess data to continually evaluate the effectiveness of the curricula and teaching methodologies. The smaller classroom, staff members who are certified in subject area, special education and ESL, collaboration with the community and parents will allow the student to be surrounded by the support necessary to reach their fullest potential.

Community research was conducted by AFSA founder and Environmental Education which indicated the community recognizes the need for unique learning opportunities for the students in this geographical area. AFSA founder has recognized that are many opportunities for students and families to select a charter school in other regions but there are not many opportunities in this area.

AFSA will also off the opportunity for the students to participate in financial literacy projects. In collaboration with community partners such as Nusenda Credit Union, TeachingKidBusiness.com and local business owners, our students will explore career preparation, business preparation, development of skills required for business, job training and have fun learning about Math and Social Interactions required in the community. Upon approval, AFSA will help students discover their areas of interest and match them with community leaders who are able to help them develop their skills.

This is a very unique opportunity which is not prevalent in schools in Albuquerque. Although other schools may teach financial literacy, AFSA intends to embed it within the school day. It is crucial that students understand the impact of financial decisions. It is also a valuable way to help them use the skills they learn in Math each day. As is evidenced in assessment scores and basic money management skills, students have not acquired the basic skills they require to be successful adults.

Data to support Demand for the Proposed School's Educational Program in the Proposed Area

AFSA conducted quantitative and qualitative surveys to determine if there would be community support for a Charter School in this area. The results indicated there is an interest in a charter school in this area which would target inclusion of all students in the community, creating a level playing field for student assessment and providing a safe learning environment for all students.

Qualitative Data:

Twenty-five individuals completed a qualitative survey about charter schools. The individuals were provided with a brief overview of the proposed schools mission.:

- 1, Do you feel a Charter School is needed in North East Albuquerque?
2. What do you know about Charter Schools?
3. Would you send your child to a Charter School in this area?

Twenty of the twenty-five individuals answering the survey felt NE Albuquerque would meet the needs of the families in the area. Ten of the respondents stated they did not know if there were any charter schools in this area. Seventeen stated they felt private schools in the area were too expensive so they wanted to have an option.

Twenty individuals stated they felt the schools in this area were very good but the focus on Environmental Education, Character Education and Financial literacy were very important and they would consider enrolling their child if the school is approved.

Four individuals felt it was concerning to have charter schools take money away from public schools but they also understood that many schools are not safe and students are not learning what they need to learn.

Five individuals who worked at local charter schools in the past stated they did not like the philosophy of “just dumping special ed kids in the class”. One stated there was one teacher for the entire school who wrote all the IEPs but did not teach the students. The teachers felt the students were not being provided with the supports necessary so they quit.

Another former teacher stated she was concerned because she did not feel the staff really understood what they should do for special needs students.

All of the respondents stated that charter schools were part of the public schools but they were not controlled by the district. One respondent stated they were “free private schools”.

Seventeen of the individuals stated they thought charter schools had smaller classes and students were learning more.

One respondent stated “they are public schools that can kick out kids which the real schools have to keep”. He stated he didn’t think that was fair.

Of the twenty-five individuals surveyed, 12 stated they would consider sending their child to the school if it was approved.

During 2018, the Environmental Education Association of New Mexico has embarked upon strategic systems thinking through community dialoguing. Thus far, EEANM has hosted two community dialogues for over 70 educators, teachers, and community members.

June 26, 2018 Convening Notes:

Community Dialogue on the “Economics of Environmental Education” in New Mexico.

Leader Notes:

Group 1

Private vs Public Schools

School standards- steam

-Limited resources

Rural vs Urban

-Funding of teachers

- Integrated vs split up type curriculum - more theme, place based that lend well to EE
- Student led learning is also great
- Professional development
- Integrating culture and technology into new curriculum
- Asset qualified env scientists/experts represented in pueblos.

Economics vs education

Project based learning

How do we create access

Group 2

Rural - sometimes have more access to nature- asset because closer to nature despite lack of resources

- Making local resources more intentional and valued.
- One size doesn't fit all. Rural and urban should be different in different communities
- Make education place based and relevant build on local knowledge. How to empower.
- Teacher come from local communities should be cultivated.
- Build an existing asset and resources ora community and design programs that reflect the values/issues of the community.
- Don't create programs to bring to places, support communities to create their own programs.
- Engaging communities in what their values are common ground questions
- bilingual/multilingual curriculum. Water authority has spanish field guide online.
- Multidisciplinary - train folks in rural communities in schools- cultivate environmental educators
- Teach for america
- Create a school district person

Group 3

Imparting scientific knowledge paired with cultural values

- Cultivate an appreciation for the environment
- Ecological literacy needs to be incorporated
- How do you know what you don't know
- Breakdown seems to be with the school district in having teachers provide EE. Same teachers cannot bring class outside.

- Traveling EE organized.
- Reading in the content area
- Integrate EE in all subject matters, daily life. Take it out if the classroom too.
- EE should be a community effort.
- Needs to be directed for integrating EE in the classroom to the whole community of environmental educators.
- Place based bringing more awareness of native traditions, lands to general public.
- Mindful actions emphasize in daily life.

Group 4

Equity - special ed students are left out of the picture.

- Mobility issues should be considered but need more support.
- Big challenges for schools- 1 field trip a year. Teachers are overwhelmed, class size too big.
- Homeless population
 - Public showers
 - Human decency
 - Basic needs being met
- Urban and rural exchange
- Sharing Stories
- Partnerships between urban and rural
- Professional development
 - Tour facilities
 - Class observations
 - Share lessons
- Sandia labs and other site visits
- Database for EE
- Exchange of knowledge
- Cultural respect
- Cannot just be 1 person doing EE

Group 5

Feeling of belonging very important. Seeing people in your community who look like you. Modeling EE.

- Foundational route in EE common way of life.
- Ask- what do communities want? Understanding local challenges /ideas.
- Remove stereotypes of who is an environmentalist- we all belong to the earth.
- EE should be a requirement for pre-service teachers.
- Access for teachers to get EE.
- Travel trailer
- Company can promote EE ideas too.
- Native landscape in school grounds native natural playground

https://docs.google.com/document/d/10FTmppCLcIWfPL8jA0VEcQDe1rkDBFd9giEpg_mxaLo/edit

August 3, 2018 Using EE to Support the Whole Student Convening Notes:

Report from Tables:

Table 1

What student needs are not being met by our current education system and how can EE help to address these needs?

Vicki Notes:

- Ability and space to play
- Create the space, be curious and explore
- Project based learning, honor diverse learning styles
- Curriculum is student driven
- Self-regulation/emotional intelligence soft skills development

| Needs | Solutions |
|---|--|
| Self regulation Emotional Awareness Independent thinking Play Community connectedness Action teach students how to accomplish things in “real world” Celebrating diversity and “whole student” Understanding the big picture Skills for navigating life in today’s society Autonomy in defining success district by district | What if social emotional needs/behavioral issues can be addressed in part with an outdoor, nature component Element of “structured risk” space to take risks Resources for families intergenerational learnings Community celebrations (how to bring community together?) ► tying in food and culture Programming with focus on social skills <ul style="list-style-type: none"> • Teamwork • Leadership • Confidence (Maybe before/after school) More outreach/scholarships to underserved communities Project based, experiential Different modalities/interdiscipline Involve teachers in decision making |

- Support for teachers/educators
- How can EE tie in to other student needs?
- Zero EE in schools now
- Children need to be more environmental aware, immersed in nature. Go outdoors!
- Need EE curriculum in NM
- Connections to agencies and experts
- Schoolyard habitats with wildlife federation's
- Need: K-12 vertical alignment developmental approach
- Liaison to assist with funding
- Experiences in nature can foster/grow
- Field trips vs staying on site
- Student Centered projects come out of outdoor experiences
- Save recess! Evidence for positive effects of nature, play time outside

Real world experiences

- Seeing professionals in the field

Funding for science

- Intuition
- Self confidence
- Social skills
- Mindfulness
- Emotional intelligence
- Leadership

Decision maker and teacher dialogue

- Building communities at all levels

EE fosters curiosity

EE is the secret agent in blowing up the testing system

Play!

Help with evidence that play is important and maximizes quality education

Who are they? PED

Is there a teacher advisory council for these guys?

Feeling safe in a new environment

- District buy-in of environmental education
- Teachers know what EE resources are available
- Think NM studies effectiveness of EE ► pitch them the topic of EE in schools
- Direct experiences

- Field trip to places that you are studying
- Not meeting students where they are (catch all area)
 - Cultural sensitivities/awareness toward student

Table 2

How does EE in its current form incorporate multiple academic disciplines?

What are the opportunities for EE to transform into a truly multidisciplinary field?

Vicki Notes:

- Wholistic education
- opportunities./obstacles- why and how to make it happen
- Practical uses- students and communities

Post it note: EE is the perfect way to introduce kids to the world of interdisciplinary problems to solve.

Themes table 2

1. Multidisciplinary
2. Holistic education
3. Real practical use in life
4. Creativity and innovation
5. Hands on learning

K-12 vision? (developmentally appropriate)

Core value of reflection

Who are our teachers?

Specialists or individuals who embody many knowledges?

Student demos of learning ► chance to tie together a year's worth of learning

Real-world relevance

Asset maps for schools

2 Prong

EE Own discipline with curriculum

Plus

Embed into tested subjects as filters and perspectives while teaching the mandated stuff

example CCSS- multiple perspectives, multi disciplines

Media Awareness

Movers and shakers, new news!

Eco Maths application

- Agriculture
- Geology
- Hydro

Systems Thinking

Who are the stakeholders in each domain?

Cultural Values

In some NM communities its inherent

EE in city systems

We are the land

Ecological Literacy ► Charter Schools (could have flexibility to pilot things)

- Nature journaling
- Poetry
- Essays
- Conservation literature

(News ELA website)

- Family
- Schools
- Neighborhood
- City
- State
- Nation

How do they navigate in each?

What matters to us in each?

Who says what matters?

Outdoor learning spaces at school important.

Schools should allow more flexibility for teachers to invite guest speakers/community experts so teacher doesn't need to be an expert in everything and they can serve as the connections making role.

!Teach teachers to to think/teach in a multidisciplinary way!

Multidisciplinary approach to EE allows for hopeful approach.

Bring in psychology aspect more

Even further focus on connections and relationships between EE and other disciplines

Provide guidelines for an EE approach to every subject.
Example- How to bring science into a language arts class?

People and nature are not separate! This made clear through EE
Read, write, math all key components.
Science can provide freedom to think critically outside of the box.
NGSS- practices process not just content.
Land and water and air- the ultimate connection.
Teacher as facilitator. Nature is teacher.
Analogy and metaphor-across disciplines.
What are the goals of education? Wide- new, not just career. Holistic.

Currently there are very few opportunities for EE to be multidisciplinary because it is not a science course at APS high schools ► work to bring to APS high schools.

Must have buy in from administration

- How to expand EE network to include administration?
 - What is the barrier?
- How can we facilitate a convo between admin and teachers and EE and parents?

EE and social skills ► development
(confidence/ interaction with each other and nature)
EE and social/civic engagement (give students more opportunities)

Table 3

How can EE be used to create inclusive, socially and emotionally safe spaces for students and teachers?

Vicki Notes:

- EE is real and relevant
- Opportunities to connect issues to communities
- Story sharing is important ► students become teachers vice versa
- Build trust and teams for success
 - Shared experience
 - Have fun
 - Be respectful
- Inclusive as subject but not as practice

EE is the perfect way to introduce kids to the world of interdisciplinary problems to solve.

Local & Community
Land & Issues

What is relevance to the students & the students community? They then learn their community and environment is inherently linked somehow.

Analogy of physical scrapes to unseen scrapes (emotional and mental) and skill of care, prevention.

EE in form of mandatory experiential education group outing in the wilderness in the rain, hunger, exertion of backpacking.

Have children interview family member or neighbor

- Will learn a lot about the land, how its changed and how its impacted

Their family and community help kids feel safe and included

Lives and memories validated

-intergenerational learning

Table 3 Summary (from post it notes):

EE is is real and relevant

-opportunity to connect issues

- can make a potentially scary subject like math seem safer, more natural

- allows people to share their expertise and for students to be the teacher and teachers to be the students, many kinds of stewards

-EE is rigorous, not just a field trip opportunity

Importance of building trust and teams

-should be fun with smiles

-create shared experiences

-be respectful

-have a dialogue

-opportunity to grow by having a role/purpose

EE inherently inclusive as a subject, not yet a practice.

-have an awareness of history of the land because culture comes from place

-Acknowledge safety concerns because real ones exist- getting outdoors is solution

partnership/alliance between groups

-Make people build a team, flexible, intentional space, smile, have fun, break down barriers

-customize to community, create a feeling of belonging.

_ask questions and respond to their curiosity, group direct interest

-Ability to adapt

-Awareness of history of land- culture comes from place

- different kinds of stewards with different stories of what they learned- being in the moment

-Special being outside

-Challenge - build trust and team is tough to do rapidly

Manage expectations

- Bring in nature/EE into class before hand
- Time - "open subject"
- -enviro/nature - common thread- subject inherently inclusive. Practice not yet
- -ex."home" customized to community
- Increases buy-in to have it local
- People and environment =interconnectedness
- Belonging
- Emotionally safer outside than online
- Liaison between teachers and kids

- EE real world application makes a scary topic safer, more natural, feel competent

Example of interdisciplinary project

- Group all working on same environment issue
- Students invited to deliver a project in creative diverse ways
- Ex-Visual art project, economic angle, research paper or personal narrative
- Students not pigeonholed into one discipline, one end result
- Allow student to approach issue in their own way & allows class to see same issue through different lense, further understand mosaic of perspectives.

How to still teach in well rounded way? - Kid who loves art and still learns math

Shared experiences- all have access to experience at hand lower affective filter.

Singing together.

Using play to bring people together.

Breaking down barriers. Finding similarities and connections.

Team building . Ice breakers. Identifying/Creste roles/expectations

Together- all contribute ideas and agree on them together. To create a safe space.

To create intentional space with group before jumping into EE activities.

EE is academically rigorous like other sciences currently taught. Not just a field trip opportunities.

Engage in a shared experience that levels the field.

Flexible/adaptive teaching tools. recognizing/discussing different perspectives. Rural/Urban

When EE is required sends a message that it is important.

Connect issues to community.

Safety concerns- lack of control, nature itself, student/teacher ratio, lack of familiarity.

Don't have to be experts bring expertise

Build partnerships/alliances

hunters/farmers can provide background for others.

Make relevant to students- connect to their lives interdisciplinary.

Interdisciplinary nature of EE

Students interested in all sorts of different disciplines can be connected to each other under common purpose or system through EE.

- Respect everyone's experience
- Make space for dialogue about messy emotional and social reactions to environmental issues.

Buy-in with local issues/places

Belonging

EE



EE liaison



Teachers

Logical constraints:

-short program time

-Don't know students

- Opportunities for multiple experiences or longer term programs
- Bring bits of EE into classroom culture beforehand
- Teacher helps set expectations (in partnership with program stuff)

People + environment - interconnected

Breakdown barriers so all have access & feel safe outside privilege ► right and welcome in open spaces and public land.

The topic- subject has inherent alignment to inclusivity.

Micro ► macro

Needs dialogue and continuity. Not a 1 hit wonder

How can the subject of EE be developed to give all kids access and retain cultural values and sensitivity?

Once schools or districts adopt it- it gets standardized which is the double edge.

Table 4

How can EE support and strengthen connections between students and their communities?

What does it look like for these connections to lead to greater civic engagement?

Vicki Notes

- Knowing your community ► identify stakeholders for partners/trust relations
- Youth voice & empowerment ► student-lead projects
- Intergenerational educational
- Empathy & trust
- No silos
- Teachers need this process

-Americorps support and opportunities for youth

-Most EE programs don't have a civic engagement aspect- they should!

-Civic Action and EE should be explicitly linked

-How can orgs that don't do it bring civic action into their program?

-When talking about an issue in class, encourage teachers to bring in mentor groups in the community who are experts doing this work. Students know their community.

- New knowledge and info is being passed b/w youth students and their families ex.

Composting

- It is almost most important to instill the importance of civic engagement from a young age to have that idea as an intrinsic emotion within them.
- No silos
- Partnerships
- Relationships
- Stakeholders
- Knowing your community
- Project based
- intergenerational education
- youth voice and empowerment
- Teach/discussion
- Compassionate empathetic conversations with students
- Young age to to older throughout about the meaningful and powerful importance of voting.
- Required activity ► have students research problems important to them
- Have students write letters to the state senator/ NM House rep, city newspaper and send them out. So students leave the classroom knowing and already have experienced submitting a letter addressing the issue.
- Higher chance of then doing it again.

Knowing your community

- Public Lands- your public lands
- Experiential learning field outings
- Community centers
- Traditional cultural education (medicinal plants- womens health)
- Relationships between the land and the people - develop new skills and appreciation
- Responsibility
- Communities aren't necessarily boundaries
- Teaching all students about issues, keeping it local
- Communication

Trust

- Community Investment
- Community outreach
- Partnership collaboration
- Systemic change
- Knowing the actual issues that are impacting the community

- Cultivate community leaders" train the trainers"
- Engaging with people of power
- Phenomena, inquiry, experimental
- Celebrating failures and successes!
- Mindfulness
- **Project based learning**- opportunities in NGSS

- Finding partners who are invested in youth empowerment
- Building awareness around issues- outreach
- Empowerment
- Historic narratives
- Intergenerational education- getting families involved
- Land Based education
- Knowing your community and heritage
- Knowing the strengths and issues
- Knowing stakeholders in the community
- Policy camp SFIS engaging with their local governments
- Being outdoors can build the relationship with the land and the people
- More pD for teachers/student levels
- Principal ► school board ► legislators
- Changes in the system
- Safety and protection- how can we keep ourselves safe?

<https://docs.google.com/document/d/1K1SOHvetWQQg0nk9Xt0qbHBme6bcuYkhwm9Vq7AJJ9w/edit>

Mixed Method Survey (Qualitative and Quantitative)

AFSA founder also conducted a survey of families in the targeted area online. The results of the survey indicated 63% of the families felt their school had an impact upon their community. However, nearly 70 % of the families surveyed are concerned about bullying at school which seems to indicate schools are not making a positive impact upon the lives of the students. Of those surveyed 62 % of the families felt their school cared about the individual needs of the students and 43% were satisfied with their child's education.

When asked what schools could do to improve

- Project based learning, inquiry, critical thinking rather than memorization, igniting the fire rather than filling the empty vessel
- More emphasis on inquiry and project-based learning.
- More qualified teachers
- Bring back Home Ec and Shop classes. More recess.
- I would need more than this tiny little box to explain what needs to be improved.
- More support for individual student's creativity, less homework and less tests (in general). Also, get better counselors for grades/classes and for personal issues.
- Focus on more individual needs help kids find areas of interest
- Stop raising tuition
- To not punish all students for what some do. Not to have aides sub.
- Better policies for bullying. And also improvement could be made when the student gets hurt call the parents right away not after going to the office 3 times
- Regular teachers, no long-term subs, qualified teachers that have experience and training both in their subject matter, as well as diversified instruction in the classroom. Smaller class sizes, better technology, every child should have a Chromebook and/or laptop available to help them with the educational apps they are provided. Stipends for

families that cannot afford Internet in their home and their children are not able to access the Internet to help with their homework. Counseling / social work services available in the schools

- Hire teachers and principals they aren't trying to be 16 and gross again..... Js
- Teachers that actually care. Parents who actually parent. Less testing. A move towards constructivism.
- Using effective teaching pedagogies: Direct Instruction, Precision Teaching, Orton-Gillingham, etc. ABANDON constructivism and "discovery"-based learning. Spend money on quality teacher training. Obtain specialized training for sped teachers
- Enforcing the school rules across the school.
- School is for academics, positive socialization and dreaming of a future.
- Smaller classroom sizes
- Provide activities that interest students Involve parents
- Spend more time helping kids

Sixty-two percent of those completing the survey felt the current system unfairly evaluates students.

Based upon the information gathered by the Founder, and Community partners we determined there is a need for a charter school in this area and having a focus on positive learning culture and a rigorous curriculum as outlined above, will meet the needs of the community

| Total Points Available | Expectations |
|---|---|
| 8 | <p>A complete response must</p> <ul style="list-style-type: none"> • Describe the uniqueness, innovation, and significant contribution of your educational program to the broader or the local NM public education environment; • Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate; and • Describe how the applicant team knows there is a compelling demand for the proposed school's educational program in the geographic area in which the school plans to locate. |
| <p>INDEPENDENT REVIEWER EVALUATION: AFSA will focus on character and environmental education through interactive, hands-on learning emphasizing interconnectedness. Founder feels character and environmental education is not sufficiently addressed in area programs and that these concepts are vital to students understanding the world around them and their place in that world. More data and concrete evidence of</p> | |

support and outreach- such as letters from community leaders and/or online inquiries from prospective families - would have made this section stronger. "We do not teach children how to think but help them learn how to critically evaluate information." This section was rated at **"Meets the Criteria."**

Appendices and Attachments

| Appendix Number | Appendix Description | Attached (Check if Yes) |
|-----------------|---|--------------------------|
| A | Governing Body Bylaws | <input type="checkbox"/> |
| B | Head Administrator Job Description | <input type="checkbox"/> |
| C | Job Descriptions for Certified, Licensed, and Other Key Staff | <input type="checkbox"/> |
| D | Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*) | <input type="checkbox"/> |
| E | PSFA-Approved Projected Facility Plan Documentation | <input type="checkbox"/> |
| F | Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets | <input type="checkbox"/> |
| G | Five-year Budget Plan | <input type="checkbox"/> |
| H | Internal Control Procedures | <input type="checkbox"/> |