

C. Bilingual-Multicultural Education, 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 will ensure alignment with CCSS, NM Content Standards, and the proposed school’s mission- the Bilingual Multicultural Education, Indian Education, and Hispanic Education Acts.

APPLICANT RESPONSE:

Total Points Available	Expectations
12	<p>A complete response must</p> <ul style="list-style-type: none"> • <u>Address the goals of the Bilingual Multicultural Education Act (NMSA§22-23-1), including:</u> <ul style="list-style-type: none"> ○ <u>becoming bilingual and bi-literate 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; and</u> ○ <u>meeting state academic content standards and benchmarks in all subject areas.</u> • <u>Address the purpose of the Indian Education Act (NMSA§22-23A-1), including:</u> <ul style="list-style-type: none"> ○ <u>ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students enrolled in public schools;</u> ○ <u>ensuring maintenance of native languages; and</u> ○ <u>encouraging and fostering parental involvement in the education of Indian students.</u> • <u>Address the purpose of the Hispanic Education Act (NMSA §22-23B-2), including:</u> <ul style="list-style-type: none"> ○ <u>providing for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap, increase graduation rates;</u> ○ <u>encouraging and fostering parental involvement in the education of their children; and</u> ○ <u>providing mechanisms to work together to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.</u>
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

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:

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.
INDEPENDENT REVIEWER EVALUATION: Click here to enter text.	

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

APPLICANT RESPONSE:

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 <u>multicultural</u> studies within a <u>multicultural-culturally and linguistically responsive</u> 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.
<p>INDEPENDENT REVIEWER EVALUATION: Click here to enter text.</p>	