



**New Mexico Public Education Commission**

**2020 New Charter School Application Kit  
Part C. Application & Rubric**

Aspire Integrated Arts Institute (AIAI)



**Part C. Application  
Application Cover Sheet**

**School Information:**

Name of Proposed Charter School: Aspire Integrated Arts Institute (AIAI)

School Address (if known): 4311 Sara Rd. SE., Rio Rancho, NM 87124

School Location (City/Town): Rio Rancho, NM

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

Grades to be served: Grades 6-12

Requested Enrollment Cap: 250

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Founder (if different from above): Michelle Boutros

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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.

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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.*

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



## I. Academic Framework

### A. Mission and Vision.

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

#### A. (1) MISSION

State the mission that the proposed school intends to achieve. The mission should answer what is innovative and unique about the proposed school. The best mission statements are clear, concise, innovative, and measurable.

### **APPLICANT RESPONSE:**

#### **Mission Statement**

The Aspire Integrated Arts Institute (AIAI) will contribute to each student an individual education pathway illuminating a thoughtful integration of their passion, skill, and knowledge into the evolving network and tapestry of our modern society.

As AIAI's applicant team considered the current global situation brought about by COVID-19, the applicant team felt reinforced and resolute that our education model is more than ever fitting for today. The advantages of an art-skill-set-inspired educational platform to serve the students of today and those who must be prepared to lead and serve our culture in the future is exactly our mission and the high-end arts in education is definitely the innovative way forward. The applicant team, in consideration of the research that has been investigated, presents solid and logical evidence that students should follow their passion in order to serve the yet undefined needs of the future of our culture. To this end, Aspire Integrated Arts Institute (AIAI) is gearing our platform to motivate and develop the tendencies and abilities of students. In particular, AIAI is looking to serve those students who are curious about the arts. AIAI has developed a platform to train students in a specific art form, make connections to their current academic studies and present to them how this art serves the structure of the economy. By doing so, AIAI gives students the opportunity to intelligently and holistically explore their curiosity. AIAI also wants to share, based on national and international trends, how this art skill will be implemented 10 to 15 years from now. AIAI is keen to not only prepare students for today's marketplace but also for the future of the global economy. In particular, AIAI looked at the useful content from NM's Public Education Department (PED) as seen in the 16 Career Clusters as established by the second edition of The College and Career Readiness Bureau of the New Mexico Career Clusters Guide. Our mission and education model fall under the College and Career Readiness Cluster: Arts, Audio/Video Technology & Communications. (<https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/Career-Cluster-Guide-Book-9.19.pdf>)

#### **Applied Mission**

Using an online, blended, and time flexible core curriculum combined with a live and robust integrated arts education, Aspire Integrated Arts Institute (AIAI) will prepare any middle and high school student who expresses a declared interest in the Classical, Hispanic, Indigenous, or Visual art forms, or any combination or exploration of these, to chart a pathway to develop and incorporate that interest or passion so that they might successfully transition into post-secondary education, professional training opportunities, and chosen career pathways.

#### **Education Vital for New Mexican Students**

Over the last 100 years, we as a culture have observed the unique and useful products that have been developed by corporations. These products have then been marketed to the general public as esteemed and essential to modern life. We believe that in order to stay on top of, and in front of, global innovation one must identify the next trend and create the next infrastructure to accommodate the assumed direction.

#### **Qualifying Students for New Marketplaces**

We believe art combined with technology will become a significant market trend. In order to prepare for this demand, the Intellectual infrastructure must prepare the next generation's thought process. This begins with education. We as an applicant team would like to see New Mexico at the frontline of this innovation. As mentioned, our first step is the education platform. There is nothing that drives our world's leading economy like creativity. There is nothing that drives creativity like the arts; it is

vital that we foster them and invest in nurturing them at the capacity and level of the next generation. Aspire Integrated Arts Institute is set to do exactly this.

**The AIAI Applicant Team sees 5 defining element in application of its mission**

1. Time Flexibility for Curriculum: To offer students flexible learning times so they can take hold of inspirational moments and special learning and collaborative opportunities within their fine art forms. This is innovative and unique.
2. Integrated Arts Curriculum: To offer students the opportunity to study their art form from career artists. Career artists are those who have proven to financially sustain themselves over a decade of professional engagements only working within their art form. This is innovative and unique for public education.
3. Preparation for Career Pathways, Which Include the Arts: To counsel each student in seeking out level-appropriate & skill-specific learning and career opportunities in their art form, which includes the skill set of becoming a successful marketplace artist. This is measurable.
4. Blended Learning Environment: To offer students a research based online curriculum with extended time support from licensed teachers who are experienced and proficient in our online curriculum platform, [allowing students to learn with a variety of modalities, receiving the answers and assistance they need exactly when they need it, in a well-documented](#), user-friendly system, time-flexible platform. This is measurable.
5. Enrichment Life Coach Teacher (ELCT): To offer each “student artist” the emotional, social support and encouragement throughout the day from the coach relationships they cultivate through the daily presence of their Enrichment Life Coach Teacher (ELCT), offering students personalized time management support, guided encouragement, and a personalized daily schedule so that each student can grow in confidence, knowledge, awareness and skill. This is innovative and unique.

RATING	Expectations
APPROACHES	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify how the proposed school will achieve its mission.</li> <li>• Be clear, concise, innovative, and measurable</li> </ul>
<p><b><u>INDEPENDENT REVIEWER EVALUATION:</u></b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Identify how the proposed school will achieve its mission.</li> <li>• Be clear, concise, innovative, and measurable</li> </ul> <p><b>Review Team Feedback:</b></p> <p>While the emphasis on individualization and evolving learning styles/pathways is unique and the 5 design elements are innovative (especially when taken together as a whole), the mission statement as written is not yet clear or concise. How will the mission success be measured?</p>	

**A. (2) VISION STATEMENT**

State the vision, or the driving force, that guides this school proposal. The vision should answer questions such as: 1) why your team is committed to providing a public education platform for your proposed community; 2) how your team intends to interact with your proposed community in order to provide their children with better academic outcomes; and 3) what about your proposed program serves the proposed community in unique and innovative ways?

**Vision Statement**

Challenging and nurturing the human spirit one student at a time, presenting a balance of knowledge, skill, and opportunity in order to generate innovative connections between a student's passion and the world of art, enterprise, and ideas.

**Implementing our Vision**

AIAI's vision is to nurture the minds and hearts of young people that they might find an inner strength which will empower them beyond any real or perceived inconsistencies, injustices, and challenges that they face within their outer or inner environments so they can realize their full potential. AIAI has researched and many applicant team members have personally experienced that studying art can help young people find ownership, pride, strength and positivity in their lives. AIAI strongly desires to offer an equitable opportunity for all New Mexico students and therefore our model will offer the Classical, Hispanic, Indigenous, and Visual art skill sets learning opportunities. This instruction will be a significant part of each day. To offer students more flexibility in how and when they learn their core content curriculum we have selected a flexible online and customizable curriculum so students may study and learn at their own pace while getting individual and extended attention from online licensed teachers and our on location support staff. Furthermore, our Community Artist Contributors will teach art courses and use these opportunities to unpack and present our students with content connections between the mechanics of an artistic skill set and their academics, offering students yet another approach to actively promote and inspire a student's curiosity for learning. We realize that our model is innovative and hence foreign to many families and that many parents may have a bias toward online learning. We believe that when there is resistance more information is needed. And to this end we are committed to offering regular town hall meetings to share with the community the benefits associated with AIAI's educational approach.

By doing this, our community is given a platform to identify if their child would flourish academically, artistically, and socially by enrolling their child in AIAI. Lastly, through the work of our enrichment life coach teachers (ELCTs) who will work alongside our students daily acknowledging, encouraging and "being there" for them, AIAI will cultivate a student's grit to fight for their success one day at a time, hence and in consideration of these model components, we become a trusted voice for education in the community.

**Three Components of Our Vision Statement**

**1) Why our team is committed to providing a public education platform for our proposed community:**

Our community is not so much a geographic community, but one that is identified by common interests and learning styles. However, we did select the Rio Rancho area because of this area's history of interest in the arts, its accessibility to other art rich areas like Bernalillo and Corrales and the north area of Albuquerque. AIAI is committed to serve these students with our art-based and online model because otherwise they may not be in a position to benefit from a multicultural art-based approach to education. AIAI is committed to our platform of combining multicultural art-based and flexible online curricula because we have experienced that it develops and cultivates students to realize their full potential regardless of whether they seek a career in the arts or not. Since it is also our desire to serve the at-risk student populations, we are partnering with an education management organization that has years of experience in serving the at-risk population.

**2) How our team intends to interact with our proposed community in order to provide their children with better academic outcomes:**

By offering regular town hall meetings to share with the community the benefits associated with AIAI's educational approach, the community will be given an information platform to identify if their child would flourish academically, artistically and socially by learning in AIAI's model. Furthermore, AIAI plans to interact with our community through in-house public performances, concerts, and exhibits from both our future students and art faculty.

**3) What about your proposed program serves the proposed community in unique and innovative ways?**

Through the work of our ELCTs who will work daily alongside our students acknowledging, encouraging and "being there" for them, AIAI will cultivate a student's grit to succeed one day at a time. We will not allow them the opportunity to go unnoticed or fall into a state of discouragement without recommending further steps. Furthermore, our unique learning model unpacks and presents content connections between the mechanics of an art skill set and a student's academic learning to actively promote a student's curiosity for learning, clarifying questions, and conversation.

**Review Team Feedback: Vision statement is complete. NOT RATED**

**A. (3) UNIQUENESS AND INNOVATION**

Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution of your educational program to public education in the geographic area in which you plan to serve. 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 demonstrated success in schools with diverse characteristics.

**APPLICANT RESPONSE:**

**Uniqueness, Innovation, and Significant Contribution to the Greater Albuquerque Area**

Aspire Integrated Arts Institute (AIAI) intends to make a significant contribution to the public education offerings within Rio Rancho, Corrales, Bernalillo, and Northwest Albuquerque areas. AIAI is committed to offering high quality, professional, authentic, relevant, and applicable arts education. The school will focus on Classical, Hispanic, Indigenous, and Visual arts in a

blended learning model. AIAI will be partnering with an Education Management Organization (EMO), GlobalEd Solutions (GES), who is providing the online core academic offerings through Edmentum. Edmentum is a tried-and-true online curriculum that supports the at-risk youth, gifted and talented, students with special needs, special populations, and English language learners in such a manner to prepare them for college and/or career pathways. The school and the programming are unique and innovative in themselves, however, AIAI would like to focus on these five offerings listed below to equitably engage each one of these types of students:

1. Enrichment Life Coach Teacher (ELCT)

The students at AIAI will be faced with several obstacles and distractions that happen within their lives and that compete for their time like multiple courses, assignments, activities, jobs, and life commitments. The Enrichment Life Coach Teacher (ELCT) works to advocate and ensure each student has the skill sets necessary for success in life, academic growth, and career preparation. They teach life skills, self-advocacy and efficacy skills, problem-solving, conflict resolution, time management, study skills, career skills, and more. This is definitely one offering that AIAI provides to ensure equity in the school. One of AIAI's goals is to provide every student, regardless of need with, every opportunity to reach their full potential.

The ELCT serves as the primary support who proactively advocates and assists the student in navigating their educational pathways and life processes. They instruct and motivate one-on-one and in small-group settings. ELCTs will teach in a flexible environment, which may include working with students both inside and outside regular school hours, and may also include evenings and weekends. They serve the students by providing opportunities for life success utilizing both academic and non-academic tools.

ELCTs goals and objectives are to:

- Build a positive relationship with each student and the student's support system.
- Serve as the primary instructor for the student's Social-Emotional and Life Skills courses.
- Serve as the liaison between the student's educational, community, and family goals.
- Measure and record baseline academic and non-academic strengths and weaknesses of each student.
- Work with the student in building and reviewing for continuous progress as an active participant in their life plan. The student's "Life Plan" is an individualized plan that outlines both short-term and long-term goals. A life plan typically includes items such as Career Goals, Academic Goals, Self-Determination Goals, Soft-Skills Goals, Personal Goals, Social and Emotional Goals.
- Maintain daily communications which may include online and face-to-face meetings with each student and their support and academic team systems.
  - Maintain Electronic documents and records required in daily reporting.
  - Develop the student's support systems and teams.
- Understand community agencies and the services they offer to assist students and families. Assist in navigating community resources for students and families, if barriers exist.
  - Understand and collaborate with local truancy courts and community agencies as needed.
- Advocate for the student ensuring they have access to equipment and skills required for full participation in their academic and non-academic programs.

- Actively participate in ongoing personal growth and professional development opportunities.
- Actively participate in the recruitment and retention of students.

AIAI will offer an accountability culture with every student assigned an Enrichment Life Coach Teacher to stand side-by-side with them as the student works through both school and life challenges. Each “student artist” will have the opportunity to receive emotional, social support and encouragement throughout the day from the coach relationships they cultivate through the daily presence of their ELCT, offering students time management support, guided encouragement, and a personalized daily schedule so that each student can grow in confidence, knowledge, awareness and skill. Through the work of our ELCTs, AIAI will cultivate a student’s grit to succeed one day at a time. AIAI will not allow them the opportunity to go unnoticed or fall into a state of discouragement. Equity is at the forefront of AIAI’s plan and purpose, so the ELCTs won’t allow anyone to slip through the cracks. The ELCTs will identify problems and have them professionally addressed immediately.

## 2. Integrated Arts Curriculum

AIAI’s Integrated Arts Curriculum will nurture the minds of the students to recognize the academic, professional and practical connections between science, history, languages, literature, math, social and marketplace skills and their study of the fine arts. AIAI’s integrated study pathways of the fine arts will cultivate a student’s connections to the universal human experience and a holistic understanding of multiculturalism. Instructing the Classical, Hispanic, Indigenous, and Visual arts from an integrated perspective and methodology fosters a student’s curiosity to generate academic and social connection points by bridging these fine arts to the world of art, ideas, and enterprise.

The Chief Creative Officer will meet with, guide, and encourage the professional educator and teaching artist to discover and implement academic ideas and connection points into the skill set classes. These professional educators and teaching artists are responsible for creating the integrated pathways for their students. These learning connections will happen in a student’s mind as they grapple with their artistic skill set during their specific live, in-person skill set training classes every day and as they explore their art form intellectually during their arts integrated studies, which happen twice a week. Arts Integrated studies include Media & Internet, Contemporary Studies, Cultural Impact, Theater Production, Composition, College and Career, Art History, Improvisation, Performance Techniques, Mindfulness Training, and Stagecraft to mention a few.

## 3. Preparation for Career Pathways, Which Include the Arts

Using the knowledge and experience of the Professional Artists and Teaching Artists, along with the New Mexico Career Clusters Guide, the AIAI Chief Creative Officer and the arts faculty will provide guidance for the Career Pathways of each student. The New Mexico Career Cluster Guide explains that each student should (1) Know Yourself, (2) Explore the Career Clusters, (3) Know Your Options, and (4) Experience Real Jobs. AIAI Professional Artists and Community Artist Contributors will use the Interest Profiler to assist them in advising the students on the career path to success. The Interest Profiler is a self-assessment tool designed to help the student identify what their interests are and translate those interests into occupations that best fit them. Once the student discovers their primary and secondary interest areas, the arts faculty and the college and career counselors can give sound and educated advice on the proper pathways to follow in order to realize their college and career goals.

AIAI Chief Creative Officer and Professional Artists will work together with New Mexico organizations to provide ample opportunities for master classes, workshops, internships, and apprenticeships so our students can gain practical, real-life experience working within their field of choice. The Chief Creative Officer will be seeking guest speakers and artists with the intention of inspiring students to grapple with a professional understanding of their artform. Furthermore, the Chief Creative Officer will offer recommended courses of study for each student over the four years of high school they spend with AIAI to pursue and be ready for their next step of college and career.

## 4. Time Flexibility for Curriculum

AIAI’s unique approach to education allows students of all abilities, interests and circumstances to grow through virtual and hands-on learning. This flexible arrangement helps make education more accessible to all. AIAI’s students will have the ability to learn from home, allowing for more time freedom. Many of AIAI’s students will be coming from at-risk situations, so this online flexible learning environment allows each student to learn at their own pace within their

personal circumstances. The gifted and talented students will also be able to learn at their own pace and create more time freedom for themselves by completing their online academics at a faster rate. The students are afforded more autonomy and move through their courses quicker, calling on teachers when needed. Furthermore, the core curriculum teachers have extended working hours in order to accommodate each student's schedule. This all leads to an equitable experience for each of our students as AIAI tries to accommodate each type of learner. Lastly, the students work with their ELCT to create a schedule that accommodates their time needs, among others.

#### 5. Blended Learning Environment

The AIAI Blended Learning Environment is the combination of the professional educator and teaching artist's live art integrated instruction, the skill sets classes, and the Edmentum online technology that enables student-centered learning. The AIAI teachers know that using a blended learning environment can help students learn any time, any place, on any path, and at any pace using adaptive digital content. Additionally, the use of technology frees up teachers to restructure their classroom and teach in new ways. Together, this provides the opportunity for more individualized instruction, meeting each student at their current level and challenging them at their appropriate pace. Furthermore, our unique learning model unpacks and presents content connections between the mechanics of an art skill set and a student's academic learning to actively promote a student's curiosity for learning, clarifying questions, and conversation.

The online core academics are offered in several languages, which will accommodate our English Language Learners. The gifted and talented students will be able to move at their own pace allowing them to participate in workshops and internships off campus while still completing their core academics and integrated arts courses online. Furthermore, our students who will need an IEP will be more easily accommodated with the help of AIAI's SPED Director creating an individualized education plan specifically designed for each student with special needs. The SPED Teacher will be responsible for carrying out the IEP designed by the SPED Director, while ensuring that each student needing an IEP will have the accessibility to online and live instruction.

The Live Skill Set classes will be offered on campus by the Professional Educator and the Community Artist Contributor and augmented by special workshops and master classes taught by the Professional Artists. Each student will have the opportunity to study within their college and career pathway and be guided by working professionals, who have succeeded in their field. These classes will provide a real-life and practical experience tying into their career and technical training, while building connections to their academics and arts integrated courses.

The Live/Online Arts Integrated Courses are specifically designed to give students an academic and practical understanding of their skill set and to build the connections between those aspects of their career and artform. Students will take classes in different arts histories, college and career readiness, contemporary studies, and media and internet, as mentioned in the Integrated Arts Curriculum section.

#### **Community Need and Compelling Demand for Aspire Integrated Arts Institute in Greater Albuquerque Area**

Through the town hall meeting, surveys, and letters that we used to engage our community, AIAI discovered that there is a need within these communities for a unique and innovative performing and visual arts program that will provide an alternative to the current public school offerings within the Rio Rancho, Corrales, Bernalillo, and Northwest Albuquerque areas. Each one of these communities has a rich arts culture, be it Classical, Hispanic, Indigenous, or Visual arts. They are looking for more opportunities for their students to not only study, but gain the appropriate knowledge and skills to find self-motivation and confidence in pursuing their passions and dreams while gaining a college education and a career pathway. Furthermore, these students will have the opportunity to gain practical and real-life experiences through master classes, workshops, internships, and apprenticeships with several partner organizations in the community that are looking to support our charter school and the future of the Greater Albuquerque Area.

The New Mexico Career Clusters Guide. (2020, May 21). Retrieved from:  
<https://webnew.ped.state.nm.us/wp-content/uploads/2019/09/Career-Cluster-Guide-Book-9.19.pdf>



RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe the uniqueness, innovation, and significant contribution of your educational program to the local NM public education environment;</li> <li>Describe the needs of the community you intend to serve; and</li> <li>Demonstrate 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.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>Describe the needs of the community you intend to serve; and</li> <li>Demonstrate 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.</li> </ul> <p>Review Team Feedback:</p> <p>The unique and innovative aspects of the proposed school are made clear, but they are not correlated with community need and the application shows no knowledge of the demographic, socio-economic or academic needs of students they propose to serve. The school mentions "at -risk" but did not define what this means exactly. There is no data to indicate who they would be serving, who would be attending, etc. The school did not include the compelling evidence that an art school with this mission is needed in this area.</p>	

### **B. Goals 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 goals; and
- (2) ensure elements of a SMART goal format are addressed in describing the goals that illustrate your proposed school's uniqueness and innovation.

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 two mission-specific goals in the following section. Include the following key elements:	
<ul style="list-style-type: none"> <li>● First, ensure that the annual goals provided shows the implementation of the proposed school's mission.</li> <li>● Second, your goals should be clear, comprehensive, and cohesive and guided by the SMART format.</li> </ul>	
<b>APPLICANT RESPONSE:</b>	<p><b>Mission Goals One:</b></p> <p>To increase student participation and learning in the rich indigenous, classical, and western performing and visual arts that are prevalent in NM and American culture by incorporating those arts throughout the curriculum, and thereby raise academic achievement in the core academic subjects as well.</p> <p><b>Specific.</b> To increase student participation and learning in the rich indigenous, classical, and western performing and visual arts that are prevalent in NM and American culture by incorporating those arts throughout the curriculum, and thereby raise academic achievement in the core academic subjects as well.</p> <p><b>Attainable.</b> In order to increase participation in indigenous arts, will be bringing in a variety of guest speakers, teaching artists, and other members of the community to share their art forms. Guest speakers are a great way to bring the community into the classroom and give children a chance to connect their studies to the world around them.</p> <p><b>Measurable.</b> AIAI's Integrated Arts Curriculum offers students practical associations and connections to science, history, language, literature, math, social skills, other art forms, and marketplace skills while studying a skill-specific fine art. In other words, instructing arts from an integrated method nurtures a student's curiosity to generate academic and social connections by bridging and illuminating the network of ideas and skills to the world around them.</p> <p>Being able to track each student's progress will be a key method by which AIAI measures how well our integrated arts curriculum is serving our students. Our online curriculum provided by <i>Edmentum</i> offers <a href="#">a student-progress-dashboard</a> on which a student's overall progress is recorded and displayed. This information is available to the ELCT, parent, and the student.</p> <p><b>Timebound.</b> We also measure progress towards goals with a variety of assessments. Besides state assessment tests, AIAI will also use "Exact Path" by <i>Edmentum</i>. <a href="#">"Exact Path"</a> measures progress 4 times a year in math, reading comprehension, and language arts. AIAI will also be using <a href="#">Reading Plus</a> to measure students' progress in reading efficiency and comprehension.</p>

**Rigor.** AIAI will offer students the opportunity to study their art form from Professional Artists. Professional Artists are those who have proven to financially sustain themselves over a decade of professional engagement only working within their art form. A Professional Artist will provide a direct link to the type of work and life students can expect to achieve. Seeing how a Professional Artist works is essential in building a student's passion and grit for their art.

Professional Artists are unique in that they have survived all the ups and downs of a career as a professional artist. There is no need for them to sugarcoat or make light of the kind of dedication that is necessary to make it as an artist. You would be hard pressed to find an artist who doesn't have a long list of things they wish someone had taught them while they were in school. Professional Artists will be able to present our students with unique and rigorous challenges that will test their resolve and prepare them as they transition into post-secondary education and their chosen career pathways.

#### Mission Goals Two:

To offer each "student artist" the social emotional support and encouragement throughout the day from the relationships they cultivate through the daily presence of their Enrichment Life Coach Teacher (ELCT), offering students personalized time management support, guided encouragement, and a personalized daily schedule so that each student can grow in confidence, knowledge, awareness and skill. This is innovative and unique.

**Specific.** By giving our AIAI students the opportunity to really explore and develop artistic talents daily, in addition to working with their ELCT, they will get to spend more time doing what they love. Through one-on-one coaching AIAI aims to promote student learning independence, develop critical thinking skills, and personal integrity. Within this model, as the arts inspire emotional and social enrichment, we will explore programs (such as listed below from the NM PED School Health Resources) and incorporate best practices into our school.

- **CASEL Collaborative for Academic, Social and Emotional Learning** Through research, practice, and policy, we collaborate with thought leaders to equip educators and policymakers with the knowledge and resources to advance social and emotional learning in equitable learning environments so all students can thrive.
- **Wallace Foundation** Find Out How to Build Social and Emotional Learning Skills; Compare Leading SEL Programs
- **Second Step** Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.
- **Why Try** Imagine if resilience was a learned trait – one that could be developed and increased by both teachers and students alike, allowing everyone in a school environment to access inner motivation in and beyond the classroom. Research has shown that resilience can be fostered and increased in adolescents – that they can learn skills to help them adapt and even thrive amidst tremendous challenges. Why Try programs help you deliver these skills using an engaging, multisensory approach, which will transform your classroom or school climate and completely change the way your students view adversity. Multiple third-party studies have proven that our approach to resilience education works.
- **The Choose Love Enrichment Program™** is a no cost Pre-K through 12th grade social and emotional learning program that teaches educators and their students how to choose love in any circumstance and helps them become connected, resilient and empowered individuals.

**Measurable.** In researching SEL methods and outcomes, it is important to keep three (3) factors in mind (from [Panorama](#)):

	<ol style="list-style-type: none"> <li>1. Select high-quality measures of social emotional learning. Include student competencies, student supports and environment, and teacher skills and perspectives.</li> <li>2. Make SEL reports available to all stakeholders. Reports should consider different student groups like ELL, grade level, ethnicity, etc. These results can be shared via community meeting and/or school newsletter. As such, it should be a part of staff meetings and professional development. Transparency is vital.</li> <li>3. Provide strategies for next steps. It is important to look at curriculum that promotes growth and equips all to take appropriate action.</li> </ol> <p><b>Attainable.</b> By incorporating SEL programs, ELCT personnel, and equipping the AIAI community to act, we're confident that healthy SEL outcomes are indeed attainable. This is demonstrated in the well-being of our student body and staff, and could include strategies such as developing mindfulness through <a href="#">AIM (Accept-Identify-Move)</a> and the <a href="#">New Mexico Youth Risk &amp; Resiliency Survey</a>.</p> <p><b>Rigorous.</b> We live in a culture that is often reluctant to talk about our social and emotional health. This can be represented in unacceptable behavior, acting out, truancy, etc. Success in artful life requires that we look at and understand the importance of health in mind, body, and soul. It takes great fortitude and rigor to not let SEL fall to the wayside, but to deal with issues in a professional and compassionate manner.</p> <p><b>Time-Bound with Target Dates.</b> Healthy SEL outcomes, with the growth of the "student artist," is ongoing. There are natural benchmarks to use within the school calendar, such as testing dates and performances, that will incorporate the various stages of development.</p>
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RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include two mission-specific goals;</li> <li>• Align to the student outcomes identified in the mission response (A.1.);</li> <li>• Be guided by the elements of the SMART format: <ul style="list-style-type: none"> <li>• Include measures and metrics.</li> </ul> </li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>• Include measures and metrics.</li> </ul> <p><b>REVIEW TEAM FEEDBACK:</b></p> <p>The application only gives a rough outline of what the school's mission specific goals might be, and therefore it is difficult to tell how they themselves will judge their success in the areas of student support and SEL. No measures or metrics are given, although there are many ways to gauge student growth in SEL and student engagement (maintaining a specific threshold of current grades in Edmentum, for example). One reviewer noted that this issue ties back to the lack of student outcomes listed in A(1).</p>	

### C. Curriculum, Educational Program, Student Performance Standards.

C. (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 New Mexico Content 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:

Aspire Integrated Arts Institute (AIAI) will offer a comprehensive curriculum, with a full complement of core academic courses and an extensive variety of electives. The core academic courses and most electives will be offered as online courses from the Edmentum course catalogue, taught asynchronously by teachers licensed in NM and trained in online instruction and the Edmentum courseware.

Edmentum has been a leader in developing and providing quality online curriculum for 50 years, and they are constantly updating their curriculum to incorporate the latest research in learning science, brain development, and how students learn and interact with online courses. All of that has changed over the last 50 years, and students in particular have changed in the recent decade. The current generation, what is referred to as Generation Z, is very different from their predecessors. The Edmentum White Paper *Research Base and Instructional Design of the Edmentum Curriculum* ([https://www.edmentum.com/sites/edmentum.com/files/resource/media/Instructional%20Design%20White%20Paper%20FINAL\\_1.pdf](https://www.edmentum.com/sites/edmentum.com/files/resource/media/Instructional%20Design%20White%20Paper%20FINAL_1.pdf)) identifies five things researchers have discovered about how online courseware might uniquely meet the needs of Generation Z:

1. **Hands-on learning.** This generation's work style tends to be hands-on. Courseware needs to be interactive, where students use tools—interactive historical timelines, mathematical function explorers, maps, and more—to explore concepts in concrete ways that are difficult to create in traditional classrooms.
2. **Working independently.** Generation Z prefers independent work. Edmentum courseware allows students to work irrespective of platform and physical location. The modality of online learning is uniquely suited to independent work not bound by location, space, and time.
3. **Working at their own pace.** This generation prefers self-directed work. Edmentum courseware may be more individualized than other instruction modes because there is more leeway for self-pacing. Courses are customizable to fit the learner's individual needs.
4. **Working solo.** Generation Z prefers working solo. Edmentum courseware is an intimate, one-to-one encounter of the student with the course material. One of the factors that Duckworth (2016) identified as an essential aspect of deliberate practice in the behaviorist learning model was practicing alone, as opposed to in groups.
5. **Practical interactive learning exercises.** Generation Z tends to view teachers as facilitators of learning and prefers not to be "lectured at."

The educational model at AIAI is designed to make each of these factors a strength in the academic program. Students will engage in small group, hands on classes in the arts, and access the bulk of their courses online. Students can access the online curriculum any time they are not in a hands-on class, but literally 24/7 from any location that has an internet connection – home, coffee shop, library, even in a car or bus with a mobile hotspot.

While the online curriculum is fully aligned to the Common Core Standards, Edmentum has committed to reviewing every course offered to an AIAI student to align it with the New Mexico Common Core State Standards and New Mexico Content Standards as well.

In addition, the arts will be integrated throughout the curriculum, in English, History, Science, and Math courses, allowing students to discover the inherent connections between the arts and those core subjects. This will be done several

ways. In some courses, supplemental material may be added to courses such as history to show students how developments in the arts were influenced by and in turn influenced other developments in society, culture, politics, and economics. Musical rhythm, dance patterns, and perspective in art will be brought into math classes at appropriate times. Students may be asked to write about their arts experiences, rehearsals, performances, and how the pieces they are performing or viewing impact them, as part of the English curriculum (a practice which at one school that implemented “writing through the curriculum” made better musicians of those in the band and orchestra). Finally, some specific arts courses will be developed such as Kinesiology, Art History, and Physiology (around strengthening and stretching various muscle groups) that will meet enough science, history, and Physical Education standards to earn a science, history, or Physical Education credit for the student. Some of these courses have already been developed and used at an arts-focused school in Colorado and need only be updated to align with the New Mexico standards.

The question of whether a curriculum is “reasonable” is centuries old, dating back before Socrates. In today’s world, curriculum needs to be flexible to accommodate all student needs. There has been a swing in curriculum philosophy to accommodate the workforce and college readiness. Standards based education and Common Core have tipped the balance toward the quality of the curriculum as defined by rigor in the form of depth of knowledge. Reasonable curriculum will give a student a depth of knowledge, but not be a roadblock to student learning. In other words, a student who is college bound, depth of knowledge is important; whereas, a student who is focusing on workforce readiness will be more focused on how to apply the knowledge to their life. At the core of this discussion is identifying applied versus theoretical learning. The Edmentum curriculum together with the hands-on arts classes incorporate both applied and theoretical learning, preparing AIAI students to face their future well prepared for the challenges they will encounter. But for students planning on going to college after high school, one of the most effective practices is getting them into college level classes while they are in high school.

AIAI will strongly encourage and work with all of its high school students to enroll in concurrent enrollment and/or dual credit classes. New Mexico makes these available to high school students at little to no cost to the student. AIAI will administer the Accuplacer to every high school student at the beginning of the year to identify those students who are academically prepared for college level courses, and identify what skills need strengthening in those students who are not yet ready. If a student is ready, the ELCT and counselor will work with them and their parents to get them enrolled in college classes that match their interest and life goals, and work to ensure they are successful in those classes. It is not uncommon for students in schools emphasizing this option to graduate with both a High School Diploma and an Associate’s Degree or Industry Credential.

Since the entire Edmentum curriculum is already aligned to the Common Core standards, and Edmentum has committed to making any necessary updates to align to the New Mexico standards as soon as the school is approved, we are confident that the online curriculum will be ready to go well before the first day of school. The founding committee members, with extensive teaching experience in dance, music, film, and theater will outline the arts classes as to content and academic standards to be met by within three months after the school is approved. Community Artist Contributors will be recruited beginning in early 2021, and once identified and offered a contract, will be responsible for fleshing out the outline into an actual course, including lesson plans, prior to the start of school.

RATING	Expectations
Does Not Meet	<p data-bbox="760 1304 1019 1331">A complete response must</p> <ul style="list-style-type: none"> <li data-bbox="683 1346 1146 1373">• Describe the proposed school’s curriculum;</li> <li data-bbox="537 1381 1292 1409">• Identify information that demonstrates the curriculum is research-based;</li> <li data-bbox="440 1417 1390 1478">• Describe a curriculum that is reasonable, based on the professional judgment of experienced educators;</li> <li data-bbox="407 1486 1422 1547">• Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards;</li> <li data-bbox="423 1556 1406 1617">• Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and</li> <li data-bbox="407 1625 1422 1728">• 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"> <li data-bbox="740 1736 1182 1764">○ The timeline must identify the following: <ul style="list-style-type: none"> <li data-bbox="902 1772 1114 1799">▪ responsible staff</li> <li data-bbox="927 1808 1089 1835">▪ action steps</li> <li data-bbox="943 1843 1073 1871">▪ deadlines</li> </ul> </li> </ul> </li> </ul>

- 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 1<sup>st</sup> 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:

Addresses some criteria, but does not sufficiently:

- Describe the proposed school's curriculum;
- Identify information that demonstrates the curriculum is research-based;
- 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.

○ The timeline must identify the following:

responsible staff

action steps

deadlines

○ The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1<sup>st</sup> of the planning year—the deadline for having the commencement of operations approved.

#### Review Team Feedback:

This was a missed opportunity to provide clarity of vision and specific steps towards execution. The Integrated Arts curriculum is not clearly spelled out; there is no course list of the Edmentum classes to be used, nor is it clear how these will combine with the face-to-face opportunities provided to create a coherent student experience. No evidence is presented on the efficacy of the Edmentum curriculum and there is no timeline or example of unit plans, project plans, etc. No timeline is provided for creating these. If this is truly a blended learning school model that is being proposed, much more curriculum work needs to be done. This section was not well developed.

### D. Bilingual Multicultural Education, Indian Education and Hispanic Education

#### D. (1) Bilingual Multicultural Indian Education and Hispanic Education

Provide a description of how 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;
- (c) teaching students to appreciate the value and beauty of different languages and cultures; and
- (d) discussing how the Equity Council will assist in the development and support of a culturally and linguistically relevant curriculum.

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 the Bilingual Multicultural Education, Indian Education, and Hispanic Education Acts.

**APPLICANT RESPONSE:**

Aspire Integrated Arts Institute (AIAI) understands the cognitive, emotional, social, and interpersonal benefits of bilingual and multicultural learning. It is AIAI's mission to serve students who are at risk. The evidence shows overwhelmingly that students of low socio-economic families and students of color struggle the most. AIAI will provide excellent and engaging performance and visual arts education with a focus on Indigenous and Hispanic art forms as well as other cultures of the world. AIAI will prepare all students for higher learning and career paths by giving them the tools necessary to become inter-culturally adept citizens of the world. This will be achieved through a flexible education model taught by a diverse staff of licensed instructors, Professional artists and Enrichment Teacher Life Coaches (ELCTs).

The AIAI team will use an integrated arts curriculum in a flexible blended learning model to prepare any student, regardless of race, ethnicity, or economic background, who has an interest in the arts to develop and incorporate that interest as they successfully transition into post-secondary education and their chosen career pathways.

**Ensuring the Equal Education Opportunities for Students in New Mexico**

It is the AIAI team's goal to enroll a student body that is racially and culturally diverse. Our students will carry with them the rich history of their people. AIAI will provide a safe place learning environment where students are able to celebrate and exercise their linguistic differences while at the same time teaching them to appreciate the uniqueness of other cultures.

- World languages: It is important to the AIAI team that every student makes a linguistic connection during their studies. Whether a student is learning French in a ballet class, or choosing to take a Social Studies class in Spanish, students will become more linguistically literate through in person demonstration and a tried-and-true online curriculum which offers classes in 14 world languages. In the event that a student wishes to learn in a language not offered by the school, AIAI will consider and research additional resources such as tutors and online courseware.
- Arts Integrated Courses: It is the AIAI team's goal to present the fine arts in a way which helps students make a holistic connection to different languages and cultures. An integrated arts curriculum creates practical associations and connections from art and performance to history, language, and culture. Students will learn to value and appreciate other cultures by bridging and illuminating the network of ideas and skills associated with their art and the world around them. AIAI's integrated arts curriculum also offers students practical associations and connections to all core subjects including math, science, and reading.

**Closing the Achievement Gap**

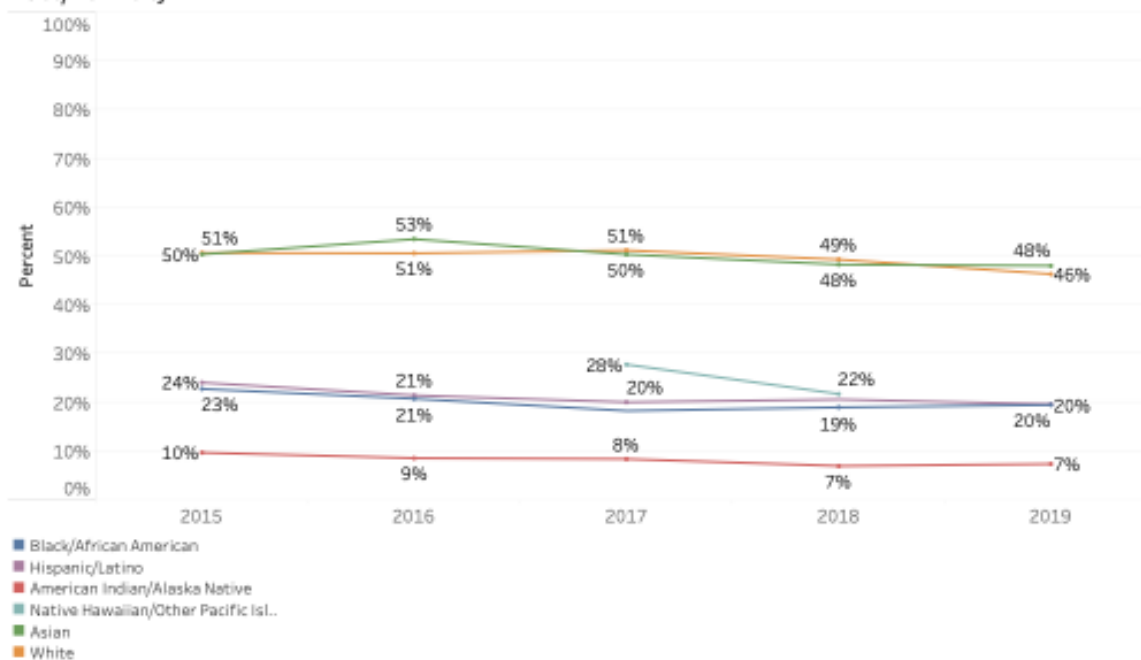
The AIAI team has reviewed 2019 college data for New Mexico Schools. The ACT is designed to measure skills that are most important for success in postsecondary education and that are acquired in high school. The ACT has a set of benchmarks that represent the minimum score that a student must receive to indicate that they have a 50% chance of earning a B or higher or about a 75% chance of earning a C or higher in a correlating college level course.

In the 2019 New Mexico graduating class, there were 1,310 Native American (American Indian, as used in the graph below) Graduates who took the ACT. That is 10% of total Native American graduates in New Mexico. Of those tested, only 7% achieved 3 or more benchmarks. Likewise, 20% of Hispanic students who tested met 3 or more benchmarks. Compared to Caucasian (White, as used in the graph below) graduates of which 46% tested met 3 or more benchmarks.

It is clear that academic achievement and college readiness falls along the socio-economic and racial lines. It is the AIAI team's goal to create a learning environment reflective of the community it serves. AIAI anticipates a high number of Native American and Hispanic students to enroll in our program. In order to affect the educational success of our students, AIAI will build an equitable and culturally relevant learning environment through family and community involvement as well as providing the curriculum, instruction, resources, and life coaching necessary for our students to excel.



**Percent of 2015-2019 ACT-Tested High School Graduates Meeting Three or More Benchmarks by Race/Ethnicity**



ACT.org

#### Valuing Different Languages and Cultures

AIAI will implement the following strategies in order to expose students to a diverse range of cultures and languages while providing an engaging and equitable learning environment.

- Family Involvement:** The AIAI team understands that learning begins at the home. Having family involvement is imperative to keep students continuously immersed in their language so that they remain bilingual and tied to their culture. We strive to create a safe space for family members to come visit. Parental involvement can help increase student attendance and improve student behavior. It is also important to educate parents in the business of the arts and expand their knowledge of art forms outside of their own traditions. AIAI will hold monthly “Connections” meetings where parents are invited to explore a particular topic at the school with their students and the staff. Topics may include College Readiness and Concurrent Enrollment, upcoming assessments, arts related topics – really anything that parents may want to learn more about and that will draw them into the school.
- Community Support:** In an effort to keep our students steeped in their roots AIAI will be bringing in a variety of guest speakers, Community Artist Contributors, and other members of the community to share their art forms. Guest speakers are a great way to bring the community into the classroom and give children a chance to connect their studies to the world around them. Guest speakers are also an important part of the Connections events.
- Professional Artists:** AIAI will offer students the opportunity to study their art form from professional artists. Professional artists are those who have proven to financially sustain themselves over a decade of professional engagement only working within their art form. Children learn by osmosis. A Professional artist will provide a direct link to the type of work and life students can expect to achieve. Seeing how a professional artist works is essential in building a student’s passion and grit for their art.
- Multimedia Learning:** AIAI is an integrated and experiential learning environment. We believe it is important that artists seize the moment and follow inspiration when it calls. Therefore, AIAI will offer students flexible learning times so they can take hold of inspirational moments and special learning opportunities within their art forms. Arts integrated courses will be available online, while skillset courses will be in person. This combination of high tech and kinesthetic learning will allow students to develop their interest in the arts as they successfully transition into postsecondary education.



- Equitable vs Equal: AIAI understands that being equal is not the same as being equitable. AIAI will offer each student artist the social emotional support and encouragement throughout the day from the professional relationships they cultivate through the daily presence of their Enrichment Life Coach Teacher (ELCT), offering students personalized learning support and access to learning plans so that each student can grow in confidence, knowledge and skill. AIAI will search for life coaches and certified teachers from First Nation communities to specifically make a more equitable environment for our Native American students.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Address the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1) including: <ul style="list-style-type: none"> <li>○ Ensure equal education opportunities for students in New Mexico by: <ul style="list-style-type: none"> <li>▪ providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner;</li> <li>▪ teaching students to appreciate the value and beauty of different languages and cultures; and</li> <li>▪ meeting state academic content standards and benchmarks in all subject areas.</li> </ul> </li> </ul> </li> <li>• Address the goals of the Indian Education Act (NMSA §22-23A-1) including: <ul style="list-style-type: none"> <li>○ Ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students</li> <li>○ Providing for the study, development and implementation of educational systems that affect the educational success of American Indian students to close the achievement gap, increase graduation rates;</li> <li>○ Encouraging and fostering parental involvement in the education of their children; and</li> <li>○ Providing mechanisms to improve educational opportunities for native American students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.</li> </ul> </li> <li>• Address the purpose of the Hispanic Education Act (NMSA §22-23B-2), including: <ul style="list-style-type: none"> <li>○ 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;</li> <li>○ Encouraging and fostering parental involvement in the education of their children; and</li> <li>○ Providing mechanisms 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.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Address the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1) including: <ul style="list-style-type: none"> <li>○ Ensure equal education opportunities for students in New Mexico by: <ul style="list-style-type: none"> <li>meeting state academic content standards and benchmarks in all subject areas.</li> </ul> </li> </ul> </li> <li>• Address the goals of the Indian Education Act (NMSA §22-23A-1) including: <ul style="list-style-type: none"> <li>○ Ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students</li> <li>○ Providing for the study, development and implementation of educational systems that affect the educational success of American Indian students to close the achievement gap, increase graduation rates;</li> </ul> </li> <li>• Address the purpose of the Hispanic Education Act (NMSA §22-23B-2), including: <ul style="list-style-type: none"> <li>○ 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;</li> </ul> </li> </ul>	

o Providing mechanisms 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.

The focus on family involvement and student support is admirable, and some data is presented is describing the achievement gap in our state. However, there is no mention of how the school will provide culturally relevant instruction to Native American students or how the arts opportunities the school provides will help close the identified achievement gap, graduation rates or retention for underserved populations. Academic supports are not described here. The review team was unclear as to HOW of this section and the structure of the educational opportunities students were going to be able to participate in.

### **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:**

The State of New Mexico has established pathways for demonstrating competency in mathematics, reading, writing, science and social studies for high school graduation (6.19.7 NMAC). AIAI will abide by the NM PED high school graduation requirements without any additional credit requirements.

#### **Prior to Graduation**

Students completing 8<sup>th</sup> through 11<sup>th</sup> grade will be required to prepare an interim next-step plan that outlines the coursework requirements remaining until high school graduation. This plan will be reviewed and compared against the previous year's plan and will be signed by the student, the student's parent, the student's ELCT, and a counselor charged with coursework planning for the student, and a file will be kept on record with AIAI. During the senior year and prior to graduation, each student must complete a final next-step plan which will be signed by the student, the student's parent, the student's ELCT and a counselor charged with coursework planning for the student and a file will be kept on record with AIAI (22-13-1.1 NMSA 1978)

#### **Readiness Assessment**

Students in 11th grade will be required to participate in a college placement assessment, a workforce readiness assessment such as Work Keys, or show an alternative demonstration of competency.

<b>Core Content Area</b>	<b>AIAI Requirements NM Diploma of Excellence</b>
English	4 units, major emphasis on grammar, nonfiction writing and literature
Math	4 units, at least 1 equivalent to Algebra II or higher, unless parent written permission to accept a lesser math unit. Financial literacy course shall qualify as a math unit

Science	3 units, 2 require lab component
Social Studies	3.5 units, including US history and geography, world history and geography, government and economics, and .5 units NM history
Physical Education	1 unit, including age appropriate sexual abuse and assault awareness and prevention training and lifesaving skills training
Communication Skills or Business Education	1 unit, career cluster course, workplace readiness or language other than English
Electives	7.5 units, must meet department content and performance standards and include career and technical education, student service learning, financial literacy, pre-apprenticeship programs, and media literacy.
Total Requirements:	24 units

All AIAI students will be administered final examinations for classes offered for credit. Students must complete a minimum of 24 units with at least one of the units being an advanced placement (AP) or honors course, a dual-credit course, or a distance learning course.

AIAI's blended learning model will combine online learning for core content academics through Edmentum curriculum, with in-person electives focusing on student skill and interest and taught by qualified art instructors.

**New Mexico Diploma of Excellence**  
**Coursework Requirements: Core Content Areas**

Content Area	Required Coursework	Coursework Options (STARS course code)
<b>Mathematics</b>	4 credits of math in high school, one of which shall be the equivalent to or higher than the level of Algebra II	<ul style="list-style-type: none"> <li>Computer Science A (0327 or 0346)*</li> <li>Computer Science Principles (0345 or 0336)*</li> <li>Algebra I (2031)</li> <li>Algebra II (2041)</li> <li>Algebra II/Trig (2044)</li> <li>Applied Math (2024)</li> <li>Financial Literacy (2097)</li> <li>Fractal Mathematics (2039)*</li> <li>Geometry (2034)</li> <li>Integrated Pathway: Math I (2080)</li> <li>Integrated Pathway: Math II (2081)</li> <li>Integrated Pathway: Math III (2083)</li> <li>Mathematical Modeling (2078)*</li> <li>Probability and Statistics (2029)</li> <li>Scientific Technologies (1783)*</li> <li>AP and IB courses in Mathematics</li> <li>Courses at a higher level than Algebra II</li> </ul>
<b>Reading and Writing</b>	4 credits of English with major emphasis on grammar, nonfiction writing, and literature	<ul style="list-style-type: none"> <li>ELA 1 (1001)/ELA-ELD I (1064)**</li> <li>ELA 2 (1002)/ELA-ELD II (1065)**</li> <li>ELA 3 (1003)/ELA-ELD III (1066)**</li> <li>ELA 4 (1004)/ELA-ELD IV (1067)**</li> <li>SREB Literacy Ready (1037)</li> <li>AP and IB courses in English Language Arts</li> </ul>
<b>Science</b>	3 credits of science	<ul style="list-style-type: none"> <li>Secondary courses under STARS codes in the 1700s (includes AP and IB courses in science)</li> <li>Computer Science A (0327 or 0346)*</li> <li>Computer Science Principles (0345 or 0336)*</li> <li>Fractal Mathematics (2039)*</li> <li>Mathematical Modeling (2078)*</li> <li>Scientific Technologies (1783)*</li> </ul> <p>(2 credits must include a laboratory component)</p>
<b>Social Studies</b>	3.5 credits to include U.S. history and geography, world history and geography, government and economics, and 0.5 credit of N.M. history	<ul style="list-style-type: none"> <li>US History and Geography (2729)</li> <li>World History and Geography (2706)</li> <li>0.5 U.S. Government (2730)</li> <li>0.5 Economics (2741)</li> <li>0.5 N.M. History (2717)</li> <li>AP and IB courses in Social Studies</li> </ul>

\*Students who demonstrate proficiency in the PARCC Geometry or Algebra II and meet the Algebra II graduation requirement may utilize a qualifying computer science course and earn a mathematics graduation credit. Students who demonstrate proficiency in the science assessment may utilize a qualifying computer science course and earn a science credit.

\*\*ELD courses are intended for English learners (ELs) whose English language proficiency level is nearing proficiency, as measured by the PED-approved annual English language proficiency assessment.

### New Mexico Diploma of Excellence Coursework Requirements: Additional Content Areas

Content Area	Required Coursework	Coursework Options (STARS course code)
Physical Education	1 unit in physical education	Options vary by school. Examples include: <ul style="list-style-type: none"> <li>• Marching band</li> <li>• JROTC</li> <li>• Interscholastic sports</li> </ul>
Career Cluster, Workplace Readiness, Language	1 unit in a career cluster course, workplace readiness, or a language other than English	Options vary by school.
Electives	7.5 elective units that meet department content and performance standards	Options vary by school. Examples include: <ul style="list-style-type: none"> <li>• Student service learning</li> <li>• Pre-apprenticeship programs</li> <li>• Media literacy</li> <li>• Additional courses in core subjects</li> </ul>
Health	1 course (0.5 or 1 credit) in health	<ul style="list-style-type: none"> <li>• Health (1401) as an elective unit above (E) or as completed in middle school (MS)</li> </ul>
At least one course must be honors, advanced placement (AP), dual credit, or distance learning. Districts and charter schools may add additional courses to reflect local credit requirements for graduation.		

#### Requirements for Demonstration of Competency

In accordance with 6.19.7 NMAC, AIAI will follow the requirements for demonstration of competency outlined for students in the most recent PED graduation manual (updated annually and available on the PED website). All NM high school students take the primary assessment, with the exception of students taking the NM Alternative Performance Assessments (students who are on Individualized Education Plans and meet qualifying criteria).

Content Area	Primary Assessment
English Language Arts (Reading & Writing)	SAT Grade 11
Mathematics	SAT Grade 11
Social Studies	End-of-Course Exam
Science	Grade 11 NM ASR

#### Alternative Demonstration of Competency

Students may demonstrate competency in each of the core content areas through the primary demonstration of competency, alternative assessments, or competency-based alternatives as outlined in Sections 10 through 14 of 6.19.7 NMAC.

- Primary Assessments - Students demonstrate competency by earning a passing score on the PED-approved primary assessments.
- Alternative Assessments - Students demonstrate competency by earning a passing score on a PED-approved alternative assessment.
- Competency-Based Alternatives - Students demonstrate competency by meeting one qualifying criterion: the requirements for an industry-recognized credential or certificate, a program of study, dual credit coursework, or a standards-based portfolio.

Students must take the primary assessments at least 2 times without passing in mathematics, English language arts and science, and at least 1 time in social studies, to qualify for an alternative assessment in the specific content area. Students who have an individualized education plan (IEP) will have graduation requirements outlined in their IEP if it is determined that the alternative assessments are not an accurate reflection of their academic ability due to their disability.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify all of the proposed school's graduation requirements;</li> <li>Provide proposed Alternative Demonstration of Competency policies, if any</li> <li>Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and</li> <li>If there are variances from state minimum requirements explain the following:             <ul style="list-style-type: none"> <li>why the proposed school believes the change is important</li> <li>how the change supports the mission</li> <li>how the change ensures student readiness for college, career, or other post-secondary opportunities.</li> </ul> </li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements</li> </ul> <p>There is nothing here specific to the school itself, all guidance is from NMPED and follows state minimum requirements for graduation. It is important to note that beginning in SY2021, the graduation requirement will be 25 credits. The student progression does not seem to include a Health credit.</p>	

## F. Instruction.

<p>F. (1) Provide a <b>clear, comprehensive, and cohesive</b> overview of the educational philosophy and instructional methods to be implemented that <b>clearly</b> supports and aligns with the proposed school's mission, and curriculum.</p>
<p><b>APPLICANT RESPONSE:</b></p> <p><b>Educational Philosophy</b></p> <p>AIAI is partnered with GlobalEd Solutions, an educational leader providing blended online educational programs. GlobalEd Solutions provides top quality education in an online format with a focus on blended learning, career certification pathways, and training to ensure students graduate with academic, technological, and life skills necessary to be successful in postsecondary institutions as well as in the competitive workforce of our current and future world. GlobalEd Solutions is accredited through AdvanceEd and educational requirements are aligned to New Mexico's education state standards.</p> <p>AIAI's educational philosophy centers on the student and their individualistic learning motivations. Grounded in educational and cognitive psychology, AIAI curriculum provides core content in an online learning platform that students access with a real educator online. Students are also supported on-the-ground by Enrichment Life Coach Teachers (ELCT) who instruct and motivate in one-on-one and small-group settings. ELCTs teach life skills, self-advocacy and executive functioning including problem-solving, conflict resolution, time management, study skills, and career skills. The ELCT serves as the primary support and proactively advocates and assists the student in navigating their educational pathways and life processes.</p> <p>In addition to top quality online learning, students will complete electives that allow them to hone their craft and learn from tested professionals who have real-world experience and success within the art form they teach. Some of these electives, including courses in Kinesiology, Dance History, Physiology that also earn credit as science, social studies, and physical education courses. In addition, for students who want to focus on arts in high school but also prepare for careers in other fields while keeping arts an important part of their lives, GlobalEd Solutions and Edmentum have developed numerous career pathways that</p>

will expose students to content such as information technology, cybersecurity, computer programming, mobile app development, culinary arts, and hospitality. These pathways prepare a student for certifications such as CompTI A+ and SafeServe Food Handler and Manager. All the courses are taught by CTE licensed instructors. Other career pathways in health sciences, entrepreneurship, personal and family finance, and graphic design are under development.

#### **Roles of Online Learning**

Blended courseware builds confidence in learners resulting in increased student self-efficacy and personal grit. AIAI's blended learning experience encourages students to be confident in their ability to learn, helps them to be comfortable with technology, and encourages their curiosity and aptitude for exploration.

#### **Credit Recovery.**

Online courseware plays a critical role in credit recovery and AIAI online curriculum can be adapted to meet the student where they are at and identify the areas the student needs to make up. Teachers can customize the course structure to individualize content for the individual learner to assist the student in earning a high school diploma.

#### **Course Expansion.**

Another benefit to online courseware includes options to enrich the student's learning experience, including career and technical education, STEM, and Advanced Placement courses.

- Career and Technical Education (CTE) courses allow students to explore their passions within the world of work and outside of academic disciplines. Students can learn about a wide range of technical careers such as computer programming, health care, and manufacturing.
- Science, technology, engineering and mathematics (STEM) courses are available and allow students to build a transcript of courses to help them be competitive on college applications.
- Advanced Placement (AP) and concurrent enrollment courses will allow AIAI students to receive college credit prior to graduating high school.

#### **AIAI's Instructional Design Methodology**

AIAI will not be developing curriculum except for the art classes, which will be developed by the Chief Creative Officer and Community Artist Contributors. Art classes will be taught by the Community Artist Contributors and supervised by the Chief Creative Officer. After researching other online curriculums, we selected Edmentum and subsequently GES as our best choice; hence we will cite Edmentum to explain instructional design. Edmentum has decades of experience in designing effective online curriculum and is consistently updating their products to incorporate the latest research on how students learn and what makes online learning effective. The following description of the instructional design, including the figures, draws heavily and often directly from the Edmentum White Paper *Research Base and Instructional Design of Edmentum Digital Curriculum (2017)*. The other citations mentioned are all from that document and referenced therein.

#### **Today's Learners**

While the Millennial generation is moving through colleges and early careers, the current generation currently in kindergarten through 12th grade is a new generation of learners, Generation Z. Educational researchers Seemiller and Grace (2016) completed a study based on a national survey of more than 1,100 participants born after 1995 and included measures of relationship styles, learning styles, communication methods, social media use, social concerns, politics, optimism, and spirituality. Results from the study conclude that while Millennials are tech savvy, Gen Z are tech integrated. Technology is not just a game or a distraction, rather this generation of learners expect technology to function as an extension of themselves to make their lives work. Seemiller and Grace (2016) concluded that Gen Z and generations that follow tend to enjoy work that is hands-on, they prefer working independently and at their own pace, and they thrive with experiential, interactive learning. Learners of Gen Z view teachers as facilitators of learning.

#### **A Formal Method to Develop Instruction.**

The field of research and theory for education continues to expand. Through Edmentum, AIAI instructors teach core content online courses that follow a formal process to produce and release to students. The development of each course includes an instructional designer, subject matter expert, writer, and media specialist. These teams exclusively focus on developing content that is evidence-based curriculum, instruction, and assessment. AIAI students will receive instruction that is backed by validated research and performance metrics to ensure they are prepared for their future endeavors.



When designing both our online curriculum and art focused electives, Edmentum (online) and AIAI instructional designers consider seven principles of effective instruction based in theory and research:

1. Constructivist Learning
2. Skills Mastery Focus
3. Practice
4. Real-World Applications
5. Rigor, Relevance and Complexity
6. Multimodal Learning
7. Passion, Perseverance and Grit



**Figure 1. Seven Principles of Effective Instruction**

#### **Constructivist Learning.**

A principle of AIAI courseware is constructivist learning, or the interplay between the learner and the material. Both the core content online curriculum and specialized electives focused within the scope of art and culture will allow AIAI students to be active participants in the process of constructing their own knowledge. In the constructivist model, students conceptualize things using what Piaget and other cognitive psychologists call schemas. Humans naturally employ a basic experiential learning process throughout their lifespans by observing the world, forming informal rules (schemas) about how things work, and adapting those schemas as life presents new opportunities to learn. Therefore, education is most effective if it combines the experience with experimenting in a positive, safe and professionally motivating environment.

AIAI instructors will begin class by answering one or more warm-up questions in which they think about and record their perception of how something works. Later in the lesson, students might review their initial response to the warm-up question and comment on it with new information from the topic they've been studying. Getting feedback, detecting patterns and refining their schemas provides AIAI students to feel the benefit of self-reflection and metacognition. Practice and feedback are systematically built into AIAI instruction and is a cornerstone of constructivist learning.

Learning depends on the student deciding to do something intentionally to control and influence the learning environment.

Researchers Lindgren and McDaniel (2012) describe the important role student agency plays in student learning. "The most transformative learning experiences will be those that are directed by the learner's own endeavors and curiosities (Lindgren & McDaniel, 2012)." AIAI's learning environment will enhance student outcomes by providing a strong motivational component to incorporate new knowledge. By being agents of their own learning, AIAI students will increase their self-efficacy -- their confidence and motivation to build their passions and achieve their goals.

#### **Skills Mastery Focus.**

AIAI's skills mastery focus breaks units into well-defined skills by decomposing large concepts into bite-sized components. AIAI will use this strategy when constructing assessments to decompose outcomes into groups of items defined by a skill blueprint to show how well learners mastered the skill that compose the unit.

AIAI instructors will then follow a learning path, or an informed ordering of educational content that ensures skills are encountered in a natural order, both cognitively and logically by considering the student's level of cognitive ability as well as the demonstration of prerequisite skills necessary for successfully passing the courses.



In following with behaviorist learning theory, AIAI will set mastery learning criterion for all students to demonstrate mastery of course content. We believe that every student, if given enough time, can learn well-defined skills to reach levels of mastery, and our curriculum will have multiple opportunities for data analysis and modifications to ensure continued learning trajectories.

### Practice.

Students demonstrate well-defined skills to master to ensure generalization of skills across time and location. AIAI will incorporate the principles of Universal Design for Learning (UDL) to connect practice, reinforcement, and performance. UDL is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. AIAI will utilize UDL principles by providing multiple means of engagement, representation, action and expression.



Figure 2. Universal Design for Leadership

### Real-World Applications.

AIAI's educational philosophy and methodology will impel students to apply what they know to the real world. Our team of administrators, instructors, Enrichment Life Coach Teachers (ELCTs), Board members, parents and the community will be a resource for students to connect with hands-on resources to practice their craft in meaningful and empowering ways.

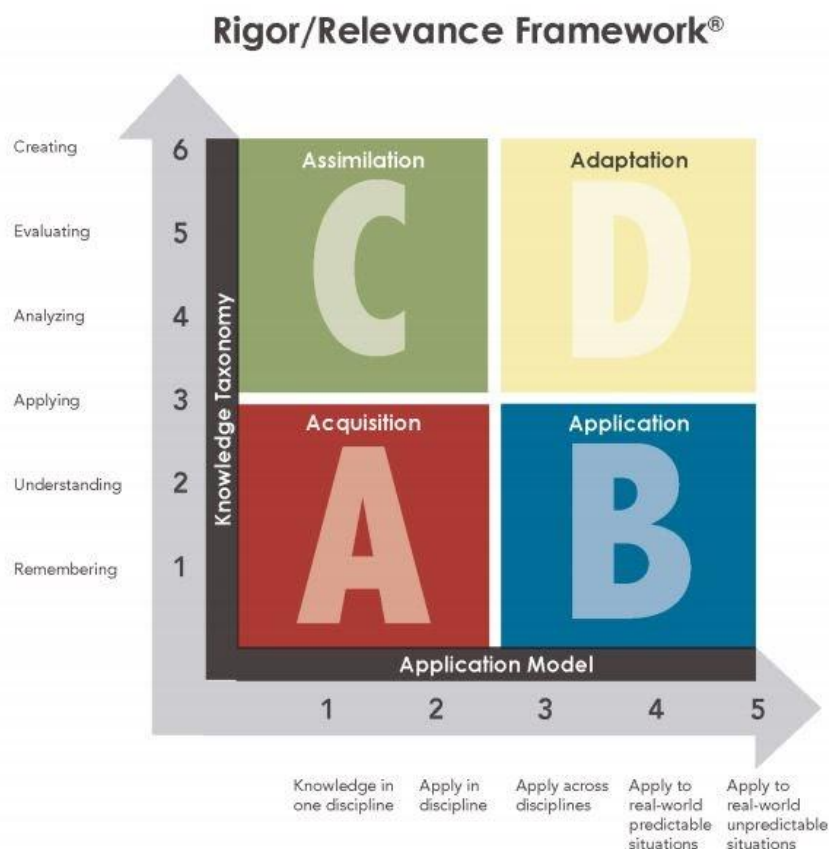
### Rigor, Relevance, and Complexity.

Not only will AIAI focus on the outward demonstration of skills, but also on the cognitive development of students. The cognitive model emphasizes the role of memory and cognitive depth. This includes the importance of working memory to assist the learning process and how cognitive load might be an impediment to learning for some students. The cognitive model also demonstrates how children acquire and modify conceptual representations, and how cognitive schema account for developmental differences in child development.

Cognition is an integrated process with independent modular systems. For this reason, a student can have strengths in some areas but challenges in others. Distinct systems of reason and memory are important to distinguish and AIAI instruction will ensure

coursework provides rigor, relevance and complexity to support such systems as declarative memory, nondeclarative memory and autobiographical, and memory systems such as language processing and syllogistic logic.

The Rigor/Relevance Framework is a system to evaluate curriculum and assessment. By looking at learning from two dimensions -- higher standards and student achievement -- the framework describes the continuum of student learning from knowledge acquisition to assimilation and on to practical application. The first dimension is the knowledge taxonomy and is based on the six levels of the Revised Bloom's Taxonomy. It starts with students acquiring knowledge and being able to recall or locate that knowledge with fluency. As students grow within the Knowledge Taxonomy, they use knowledge in more complex ways including taking several pieces of knowledge and combining them in logical and creative ways. This assimilation of knowledge describes the high level of the thinking continuum. The second dimension is based on work by Dr. Bill Daggett and is known as the Action Model, where students utilize a high degree of application. Within the Action Model, students demonstrate the ability to access information in wide-area network systems and gather knowledge from a variety of sources to solve complex problems.



**Figure 3. Rigor/Relevance Framework**

Levels of content complexity are described by Dr. Norman Webb from the Wisconsin Center for Education Research at the University of Wisconsin-Madison. Depth of Knowledge (DOK) is a framework for a cognitivist emphasis in education and AIAI online course developers have an ongoing partnership with Dr. Webb and are trained in this model.

#### **Multimodal Learning.**

Digital learning environments have empirically supported research demonstrating effectiveness of delivering academic content to students. Researchers Moreno and Mayer (2007) outline aspects of digital learning environments that meet current learner's needs, including increasing parallel processing in multimodal learning environments. AIAI's online learning allows for click-to-see hotspots in images to access detailed information; step-by-step interactions where students can explore a process, procedure or set of milestones; interactive maps and timelines giving students the ability to sequence linear knowledge with augmented ability to travel and explore time itself; and other tools including text-to-speech, translation, video clips, and content highlighters available to students throughout the online learning platform. Moreno and Mayer's (2007) work demonstrates strong empirical evidence for the benefits of multimodal learning, and their work has been comprehensively reviewed by Semerci and Batdi (2015), Li and Ma (2010) and Rosen and Solomon (2007). Research shows there is a quantifiable positive effect of constructivist, multimodal, online instruction for all ages and levels.

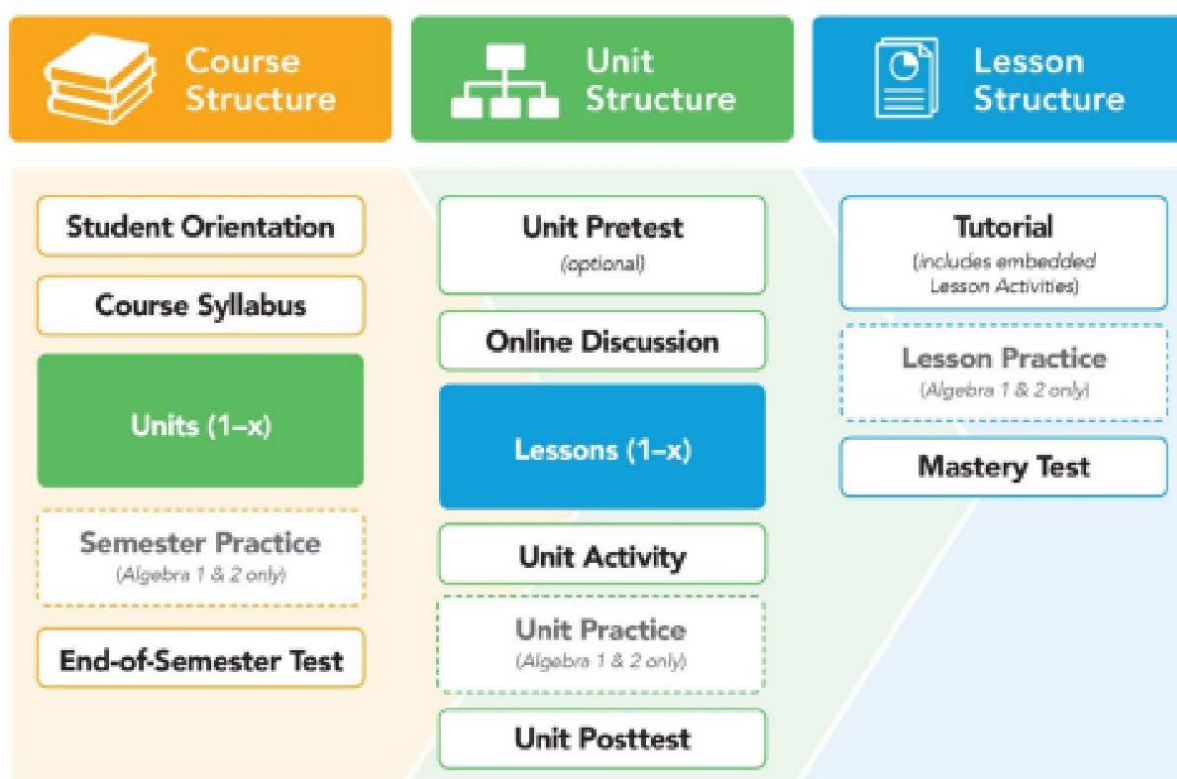
### Passion, Perseverance and Grit.

AIAI believes that human capacity is not just an inherited aptitude, or even mostly that. Achievement is much more dependent on perseverance in practicing the lessons they are given. In *Grit: The Power of Passion and Perseverance (2016)*, by cognitive scientist Angela Duckworth, the author notes that all children want to learn, and all have the cognitive capacity to master the primary and secondary school curriculum.

AIAI is designing a learning environment that allows opportunities to strengthen the student's personal engagement, since an engaged, focused student who desires a positive outcome has one of the necessary conditions for success.

### Implemented Primary Instructional Methods to Align with The Educational Philosophy

Edmentum's Instructional Architecture is built around course structure, unit structure, learning module structure and assessments. Figure XX illustrates this:



From Edmentum White Paper: *Research Base and Instructional Design of Edmentum Digital Curriculum*

**Figure 4. Edmentum Instructional Architecture**

Multimodal learning methods are used everywhere in Edmentum courseware. First, there are the interactive instructional objects themselves, embedded in learning modules. Examples include the following:

- **Click-to-See.** Students click hotspots in images to access detailed information about a topic. Instructional uses are as varied as identifying the stages in a cell cycle and analyzing a poem.
- **Step-by-Step.** In step-by-step interactions, students click thumbnail images to display detailed information. Students can explore a process or procedure or examine a set of people or milestones. In an Algebra 1 lesson, for example, a step-by-step allows students to compare the

procedures for calculating average rate of change for a function presented as an equation, a table, and a graph.

- **Maps.** Interactive maps allow students to explore locations, present-day or historical.
- **Timelines.** In some Edmentum lessons, a powerful and natural implementation of real-time interactivity occurs in the use of timelines. Figures 7 and 8 come from a learning module on the history of US foreign policy. The student can click anywhere in the timeline to scroll forward or backward. Clicking the specific dates indicated displays additional material in a multimedia format. The sequence of linear knowledge acquisition is augmented by the ability to travel and explore time itself.

### Resources

Edmentum White Paper: *Research Base and Instructional Design of Edmentum Digital Curriculum*, [https://www.edmentum.com/sites/edmentum.com/files/resource/media/Instructional%20Design%20White%20Paper%20FINAL\\_1.pdf](https://www.edmentum.com/sites/edmentum.com/files/resource/media/Instructional%20Design%20White%20Paper%20FINAL_1.pdf)

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Describe the educational philosophy of the proposed school;</li> <li>● Identify primary instructional methods to be implemented that align to the educational philosophy;</li> <li>● Identify information that demonstrates the instructional methods are research-based; and</li> <li>● Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>● Identify primary instructional methods to be implemented that align to the educational philosophy;</li> <li>● Identify information that demonstrates the instructional methods are research-based; and</li> <li>● Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.</li> </ul> <p>The school misses a chance to explain their live-teaching instructional methods, who will be developing the arts/skill-based classes that will be offered, and how the instructional design of these classes supplements and supports the instructional design of the Edmentum curriculum. It is unclear how students are receiving support and academic instruction to ensure they are successful in their Edmentum coursework except from their ELCT (but where would they get help with Chemistry, for example?). Excellent examples of how Edmentum is research-based, but much of this information would have been helpful in the curriculum description. It is less clear how the arts-integrated classes fit in.</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.

If anticipating serving K-5 Students and/or an extended day program, please describe and include in a Year 2 calendar.

#### APPLICANT RESPONSE:

AIAI has outlined a draft academic calendar that aligns with NM PED rules for school calendar requirements (NMAC6.10.5 and NMSA 22-2-8.1). AIAI school year (SY) 2021-22 will tentatively begin August 9, 2021 and finish May 25, 2022. See Figure 6 for draft academic calendar for SY 2021-22. School holidays, teacher in-service days, parent conferences and weather make up days are indicated on the schedule.

#### Professional Development (PD)

AIAI will be partnered with GlobalEd Solutions to provide high-quality online core content curriculum. AIAI online teachers will be employed and managed by GlobalEd Solutions, who maintains high standards of professional development for their teaching staff. Online teachers will be invited and encouraged to participate in additional professional development with other AIAI staff as appropriate.

Community Artist Contributors who will teach art elective courses at AIAI will receive professional development opportunities not only in educating New Mexican middle and high school students, but will also have opportunities to expand their own craft with individualized professional development as driven by staff initiation and administrative oversight.

All AIAI instructors and school administrative teams will work collaboratively with each other in professional learning communities (PLCs) to support student growth, creative expression, and evidence-based practices that increase student and staff outcomes. Allowing for responsive and teacher-driven professional development will increase teacher retention and job satisfaction within AIAI's mission and educational delivery model.

#### School-Wide Assessments

AIAI will follow the NM PED assessment calendar for all state and federally mandated testing for students grades 6-12. These include senior retesting for math, ELA and science in the fall semester, and ACCESS and alt-ACCESS testing for ELL students grades 6-12 in the winter semester. In the spring semester, AIAI students will take state math and ELA assessments, college entrance exams for math and ELA for 11th grade, SBA Spanish reading assessments for grades 6-8, 11 and 12, the NM Assessment of Science Readiness (NMSAR) for grades 8 and 11, and the Dynamic Learning Maps (DLM) assessment for 6-8th and 11th grade.

In addition to state mandated assessments, AIAI students will continually be assessed and monitored with core online curriculum content through regular meetings with teachers, regular communication with parents on student progress and performance, and support from Enrichment Life Coach Teachers (ELCT) who instruct and motivate students in one-on-one and small-group settings. AIAI's Assessment Plan is discussed in more detail in Section H below.

AIAI will provide students with a blended curriculum of online and specialized electives focusing on art and expression. Both online and in-person classes will be hosted on site at AIAI and students will be grouped in courses according to skill and grade level. The following schedule in Figure 5 outlines AIAI's daily schedule. Classes will be held from 8:30 AM to 3:30 PM Monday through Friday.

Start & End Times	Class Periods	Instructional Minutes
8:30-9:00	1	30
9:00-10:00	2	60
10:00-11:00	3	60
11:00-12:00	4	60
12:00-12:30	Lunch	30
12:30-1:00	5	30
1:00-2:00	6	60

2:00-3:00	7	60
3:00-3:30	8	30

Instructional Minutes	390
Instructional Hours	6.5
Annual Instructional Days	180
Annual Instructional Hours	1,170

**Figure 5: AIAI Daily Schedule**

## Aspire Integrated Arts Institute Academic Calendar

2021 to 2022

<div>Aug 2021</div>								<div>Sep 2021</div>								<div>Oct 2021</div>							
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
1	2	3	4	5	6	7						1	2	3		4						1	2
8	9	10	11	12	13	14		5	6	7	8	9	10	11			3	4	5	6	7	8	9
15	16	17	18	19	20	21		12	13	14	15	16	17	18		10	11	12	13	14	15	16	17
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23	24		
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30			
April Instructional Days: 17							September Instructional Days: 21							31Oct. Instructional Days: 18									
<div>Nov 2021</div>								<div>Dec 2021</div>								<div>Jan 2022</div>							
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
	1	2	3	4	5	6						1	2	3		4							1
7	8	9	10	11	12	13		5	6	7	8	9	10	11			2	3	4	5	6	7	8
14	15	16	17	18	19	20		12	13	14	15	16	17	18		9	10	11	12	13	14	15	16
21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22	23		
28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29			
November Instructional Days: 18							December Instructional Days: 13							3031January Inst. Days: 19									
<div>Feb 2022</div>								<div>Mar 2022</div>								<div>Apr 2022</div>							
S	M	T	W	T	F	S		S	M	T	W	T	F	S		S	M	T	W	T	F	S	
		1	2	3	4	5				1	2	3	4	5							1	2	
6	7	8	9	10	11	12		6	7	8	9	10	11	12		3	4	5	6	7	8	9	
13	14	15	16	17	18	19		13	14	15	16	17	18	19		10	11	12	13	14	15	16	17
20	21	22	23	24	25	26	20	21	22	23	24	25	26	17	18	19	20	21	22	23	24		
27	28						27	28	29	30	31			24	25	26	27	28	29	30			
February Instructional Days: 19							March Instructional Days: 18							April Instructional Days: 19									

May 2022							Jun 2022							Jul 2022						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7				1	2	3	4						1	2
8	9	10	11	12	13	14	5	6	7	8	9	10	11	3	4	5	6	7	8	9
15	16	17	18	19	20	21	12	13	14	15	16	17	18	10	11	12	13	14	15	16
22	23	24	25	26	27	28	19	20	21	22	23	24	25	17	18	19	20	21	22	23
29	30	31					26	27	28	29	30			24	25	26	27	28	29	30
May Instructional Days: 18														31						

Holiday (No School)	In-Service Days (No School)	Conferences (No School)
Testing	School First/Last Day	Weather Make Up

Instructional Days 1<sup>st</sup> Semester: 87

Instructional Days 2<sup>nd</sup> Semester: 93

Total Instructional Days: 180

Total In-Service Days: 6

### August 2021

August 4-6 – In-Service

August 9 – 1<sup>st</sup> Day of School Year

### September 2021

September 6 – Labor Day

### October 2021

October 6-7 – In-Service

October 8 – Fall Break

October 12 – End of First Quarter

### November 2021

November 1 – School Conferences

November 11 – Veterans Day

November 24-26 – Thanksgiving Break

### December 2021

December 17 – Last Day of 1<sup>st</sup> Semester

December 20-31 – Winter Break

### January 2022

January 3 – In-Service

January 4 – 1<sup>st</sup> Day of Second Semester

January 17 – MLK Jr. Day

### February 2022

February 21 – President's Day

### March 2022

March 4 – School Conferences

March 11 – End of Third Quarter

March 28-31 – Spring Break

### April 2022

April 1 – Spring Break

April 4 – Vernal Holiday

### May 2022

May 21 – HS Graduation

May 25 – Final Day of School 2021-2022

May 26, 27 & 31 Weather Make Up Days

May 30 – Memorial Day

**Figure 6. 2021-2022 Annual Calendar**



**Resources**

NM Legislative Finance Committee Program Evaluation: Instructional Time and Extended Learning Opportunities in Public Schools (2018)

NM State Assessment System, Recommendations from the NM Task Force for Student Success (2019)

NMAC 6.10.5 Primary and Secondary Education; Public School Administration - Procedural Requirements; School Calendar Requirements

NMSA 22-2-8.1 School year; length of school day; minimum

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include a yearly calendar that identifies the following:               <ul style="list-style-type: none"> <li>○ Annual start date and end date</li> <li>○ Teacher professional development days and times</li> <li>○ School-wide assessment periods</li> <li>○ School days, holidays, and partial days</li> <li>○ Teacher parent conferences;</li> </ul> </li> <li>• Include a daily schedule that identifies the following:               <ul style="list-style-type: none"> <li>○ Instructional times</li> <li>○ Break times</li> <li>○ Start and end times</li> </ul> </li> <li>○ Differences in the daily schedule for full and partial days;</li> <li>• Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1;</li> <li>• Describe how the calendar and schedule support the proposed school's educational program;</li> <li>• Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population;</li> <li>• Describe the extended learning time programs to improve academic success of students and professional learning of teachers;</li> <li>• If this is an elementary school, and you are participating in k-5 plus or extended learning program, describe the k-5 plus program and extended learning program and provide your calendar for year 2; and</li> <li>• Be supported by the proposed budget found in the Financial Framework section of the application.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• <b>Include a daily schedule that identifies:</b> <ul style="list-style-type: none"> <li>○ Instructional times</li> <li>○ Break times</li> <li>○ Start and End Times</li> <li>○ Differences in the daily schedule for full and partial days</li> </ul> </li> <li>• <b>Meet all minimum hour (total instructional time) requirements laid out in NMSA 22-2-8.1;</b></li> <li>• <b>Describe how the calendar and schedule support the proposed school's educational program;</b></li> </ul>	

- Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population

The daily schedule included no break times or an explanation of why this particular calendar (which does not include a lot of professional learning time for a new school or any teacher days at the end of the year) is optimal for supporting the vision of the school or high achievement of students. It is also unclear how attendance is calculated in this "blended" or "flexible learning time" model and when students are actually on campus. What is the schedule for early dismissal days? Or early release days?

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:**

AIAI anticipates a diverse student body composed of students from a variety of cultural, linguistic, and socioeconomic backgrounds. According to US census data and projections, the city of Rio Rancho (zip code 87124) has a population of 99,178 and is broken down by demographic category below.

<b>Rio Rancho, NM Race Demographics</b>	<b>Percent of the City Population</b>
Black or African American alone	3.0%
American Indian and Alaska Native alone	2.3%
Asian alone	1.6%
Native Hawaiian and Other Pacific Islander alone	0.2%
Two or More Races	4.6%
Hispanic or Latino	40.8%
White alone, not Hispanic or Latino	49.9%

<b>Rio Rancho, NM Income, Poverty, and Disability Demographics</b>	<b>Percent of the City Population</b>
Median household income (2014-2018)	\$63,014
Per capita income past 12 months (2014-2018)	\$27,989
Persons in poverty	10.8%
Persons with a disability under age 65	8.9%

Figure 7. Rio Rancho Demographics

Because AIAI will also have students from surrounding areas outside of the City of Rio Rancho attending the school, the following demographic information is included for 5 surrounding zip codes within Albuquerque.

Race Demographics Local Zip Codes	Percent of Albuquerque Population within Zip Codes		
	87114 and 87107	87113	87120 and 87109
Black or African American alone	0.0%	0.5%	3.2%
American Indian and Alaska Native alone	0.3%	2.5%	4.6%
Asian alone	1.0%	1.2%	2.8%
Native Hawaiian and Other Pacific Islander alone	0.0%	0.0%	0.1%
Two or More Races	3.9%	0.6%	4.5%
Hispanic or Latino	43.7%	62.2%	49.0%
White alone, not Hispanic or Latino	52.9%	34.9%	39.4%

Income, Poverty, and Disability Demographics Local Zip Codes	Percent of Albuquerque Population within Zip Codes		
	87114 and 87107	87113	87120 and 87109
Median household income (2014-2018)	\$60,214	\$51,128	\$51,771
Per capita income past 12 months (2014-2018)	\$53,744	\$29,210	\$31,224
Persons in poverty	14.1%	17.6%	9.2%
Persons with a disability under age 65	6.8%	9.3%	8.8%

Figure 8. Demographics of Surrounding Zip Codes

The above demographics indicate that the student body of AIAI will be richly diverse in cultural and linguistic backgrounds. With up to 70% of the student population coming from non-white backgrounds, it will be a focus of AIAI to incorporate culturally and linguistically diverse academic material from local and national artistic, academic and business communities. AIAI instructors and school team will strive to provide students with learning opportunities and community connections within their field of interest and

AIAI will be especially positioned to provide connections within the dance and visual arts world of business. Students requiring credit recovery will be identified and assessed to place them in the appropriate courses and provide appropriate evidence-based strategies for instruction and intervention according to AIAI's 3-tier Response to Intervention (RtI) model.

The anticipated student population will also have approximately 10% of students who have a disability, and 15% of students living in poverty. AIAI will follow all state and federal guidelines for supporting students who are at risk through continuous monitoring of academic performance and social/emotional skills with a supportive and collaborative school team. Weekly meetings with the student, family and Enrichment Life Coach Teacher (ELCT) will keep the student and their support team informed on progress made with online course material and elective course performance. Referrals will be made to the Student Assistance Team (SAT) when a teacher, ELCT, parent or student have concerns for the student's academic performance or behavior that interferes with learning. At all levels of the RtI model, students will receive evidence-based instructional strategies to target student learning and progress.

### Closing the Achievement Gap

As outlined in Section D: Bilingual Multicultural Indian Education and Hispanic Education of this application, the AIAI will use an integrated arts curriculum in a flexible blended learning model to prepare any student, regardless of race, ethnicity, or economic background, who has an interest in the arts to develop and incorporate that interest as they successfully transition into post-secondary education and their chosen career pathways.

The NMPED Hispanic Education Status Report 2017-2018 collected and analyzed data from the Partnership for Assessment of Readiness for College and Careers (PARCC) for grades 3-11 in math and reading, and data from the New Mexico Standards-Based Assessment (SBA) for grades 3, 7 and 11 for science. The AIAI school team has access to achievement information comparing Hispanic students to non-Hispanic students and other subgroups including African American, Native American, Free and Reduced Lunch, Students with Disabilities, and current English Learners. The following graphs display the achievement data for New Mexico students in reading, math and science.

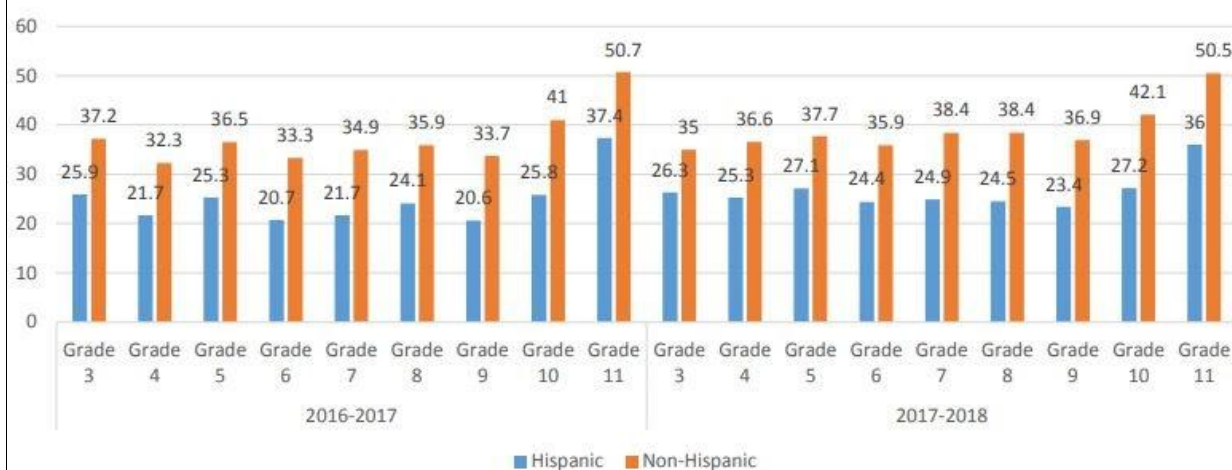
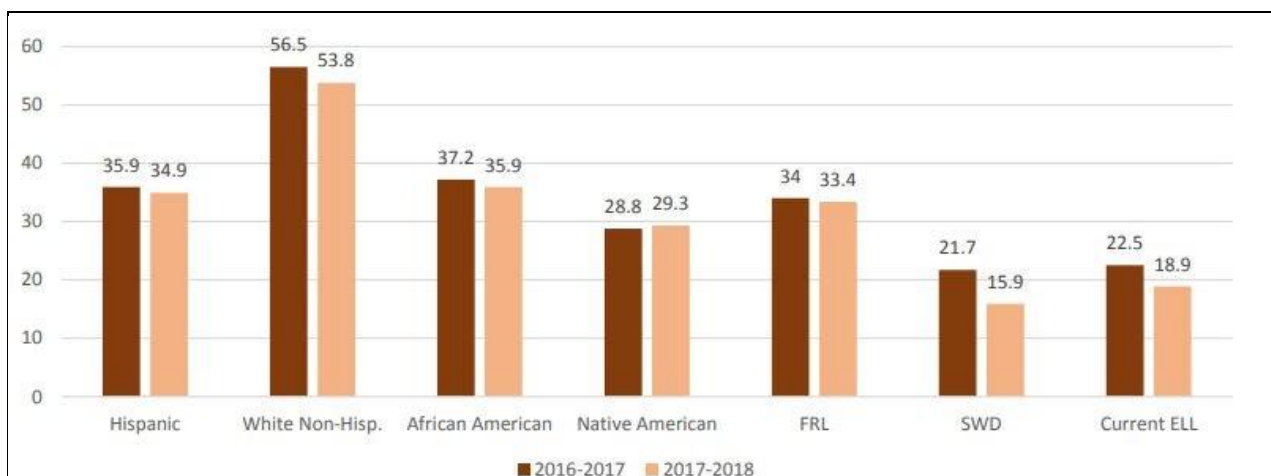


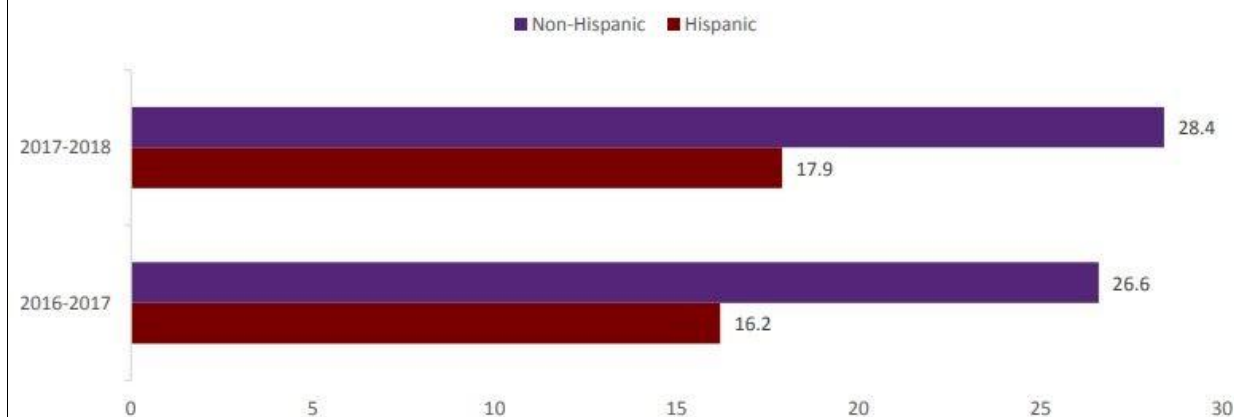
Figure 9. Statewide Achievement in Reading Grades 3-11

Figure 9 compares the results of the PARCC assessment in reading proficiency for grades 3-11 for the 2016-17 and 2017-18 school years. Overall, there is an average increase of 1.8% from the 2016-17 and 2017-18 school years but Hispanic students in grades 6-11 had an average of 13.6% lower achievement in reading than non-Hispanic students.



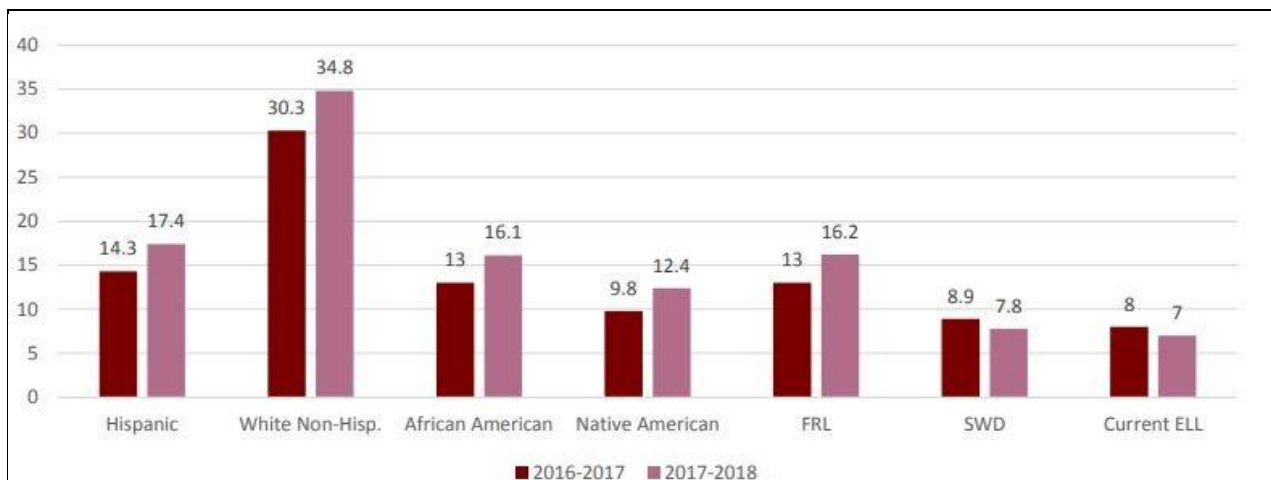
**Figure 10. Statewide Achievement in Reading by Subgroup Grades K-11**

Figure 10 above compares the 2016-17 and 2017-18 school years for student reading proficiency broken down by subgroups. These subgroups include Hispanic, white non-Hispanic, African American, Native American, students receiving free and reduced lunch (FRL), students with disabilities (SWD), and current English language learners (ELL). Reading proficiency for all subgroups decreased year over year except for Native American students.



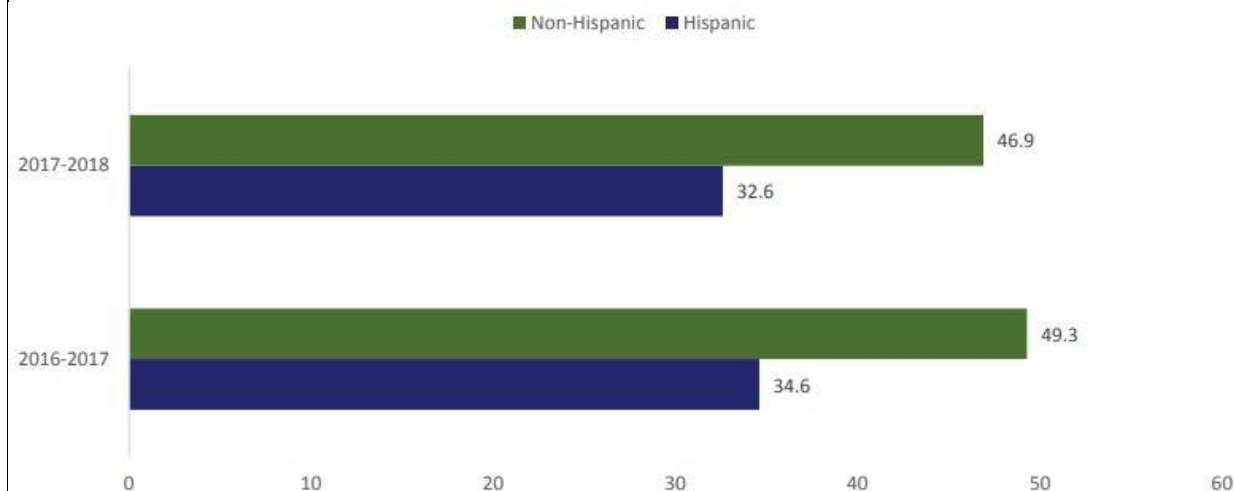
**Figure 11. Statewide Proficiency in Math Grades 3-11**

Figure 11 above compares the PARCC assessment for math for grades 3-11. There continues to be a 10% gap between Hispanic and non-Hispanic students between the 2016-17 and 2017-18 school years. In Figure 12 below, math proficiency is broken down further by subgroups and shows that Hispanic, white non-Hispanic, African American, Native American students and students receiving free and reduced lunch increased math proficiency an average of 3.3% between the 2016-17 and 2017-18 school years. Students with disabilities and current English language learners exhibited an average of 1% decrease in math proficiency between the 2016-17 and 2017-18 school years.

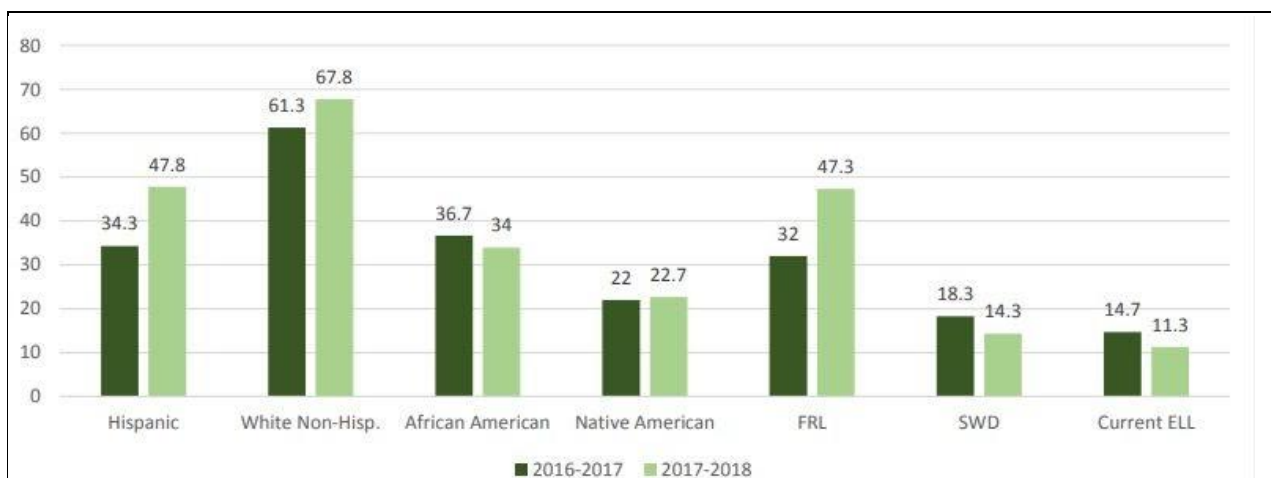


**Figure 12. Statewide Proficiency in Math by Subgroup Grades 3-11**

Data for New Mexico student proficiency in science is collected in grades 4, 7, and 11 through the Standards-Based Assessment (SBA) and measures how well students are learning the NM Content Standards, Benchmarks, and Performance Standards. Figure 13 below compares the achievement gaps between Hispanic and non-Hispanic students for the 2016-17 and 2017-18 school years. Hispanic students continue to fall significantly behind non-Hispanic students by 14%.



**Figure 13. Statewide Proficiency in Science Grades 4, 7, and 11**



**Figure 14. Statewide Proficiency in Science by Subgroup Grades 4, 7, and 11**

In figure 14 above, results from the SBA science assessment shows an increase of an average of 9% in science proficiency for Hispanic, white non-Hispanic, Native American, and students receiving free and reduced lunch (FRL). The data shows a decrease in science proficiency by an average of 3.7% for African American students, students with disabilities, and current English language learners (ELL).

#### **AIAI Instructional Methods to Meet Student Needs**

The above information from the NMPED Hispanic Education Status Report 2017-2018 clearly outlines a gap in student achievement between white non-Hispanic students and students who are Hispanic, African American, Native American and Asian as well as students who have disabilities and who are English language learners. AIAI strives to bridge this gap for learners by integrating meaningful family connections and culturally sensitive course material to ensure students are engaged and motivated.

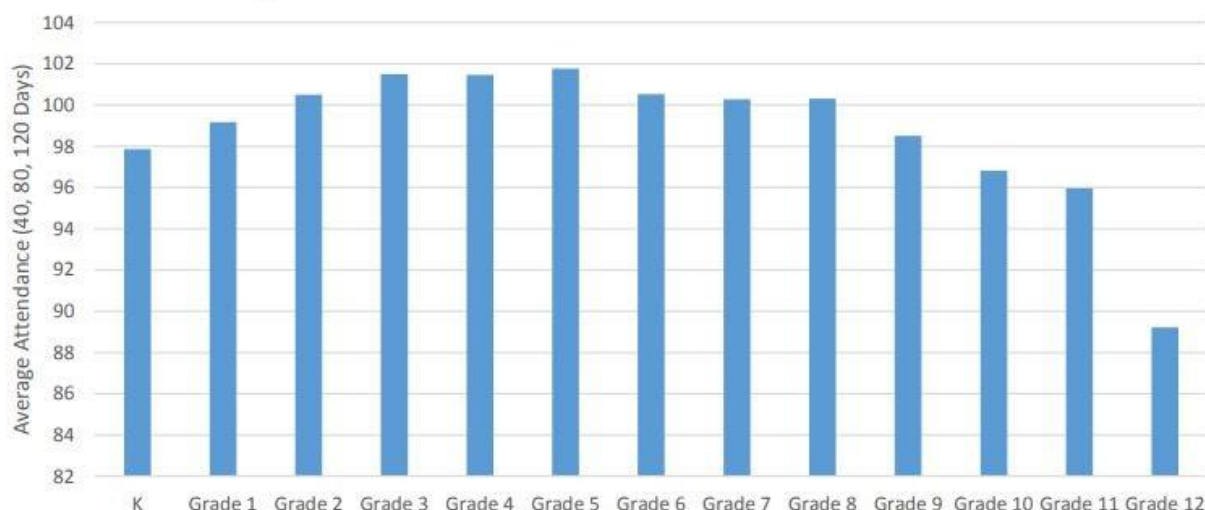
The AIAI team will provide students with core course content through Edmentum's EdOptions Academy, a fully accredited virtual school with more than 12,000 annual student enrollments in 37 states and 297 brick-and-mortar schools but delivered in a virtual or blended environment. AIAI online instructors will be highly qualified, licensed, and certified teachers with over 75% of EdOptions Academy teachers holding a master's degree, about 30% of the teachers are certified to teach Advanced Placement courses, and 10% are National Board Certified. In person AIAI instructors will provide standardized methods for assessing student progress with the arts and bring a wealth of background knowledge to their courses. Students will make meaningful connections with their academic and elective work within a blended model with formative, ongoing, and cumulative assessments conducted and assessed regularly.

AIAI will integrate the three tier Response to Intervention (RtI) model and continually track student performance with regular, up-to-date access on course progress. If a student is identified as at risk by any of AIAI's academic or social/emotional assessment standards, they will be referred to the Student Assistance Team (SAT) for a collaborative evaluation of data and student needs, and develop and implement individualized targeted skills to enhance growth.

#### **At Risk Learners**

Students who are at high risk for dropping out and not completing high school are in danger of losing opportunities to gain meaningful employment and contribute to society in a healthy and productive manner. Children in New Mexico are required by state statute to attend school, and AIAI will use attendance data to identify at risk students who are not attending the required instructional time. Overall attendance for Hispanic students in all grades during the 2017-2018 school year are shown in Figure 15 below. Average attendance was calculated from the 40, 80, and 120 day counts for Hispanic students in grades K-12.





**Figure 15. Overall Attendance for Hispanic Students All Grades 2017-2018**

Drop out and truancy prevention at AIAI will include the following strategies outlined by the National Dropout Prevention Center/Network (NDPC/N) and supported by research and analysis over the past 40 years.

#### **School and Community Perspective.**

These critical strategies from the school and community perspective serve as a foundation for the other strategies:

- Systematic renewal - continual process of evaluating goals and objectives related to school policies, practices and organizational structures and their impact on diverse learners. Research shows that a student's attitude toward school is the single most important factor in reducing truancy.
- School and community collaboration - AIAI will work closely with the community to develop a creative infrastructure where students can learn and demonstrate their artistic and academic skills. It is in the community's best interest to be involved with AIAI as our school will be contributing to the supply of the educated workforce, overall reducing taxpayer cost for law enforcement and welfare support for citizens who are unemployed or underemployed.
- Safe learning environments - AIAI will utilize school-wide positive behavior and instruction support (PBIS) and other initiatives to address violence prevention, bullying prevention, and conflict resolution to promote a safe learning environment.
- Family engagement - research demonstrates that families who are engaged in a student's education result in positive effects on student achievement and is an accurate predictor of a student's success in school. AIAI will have systematic communication with families on an at least weekly basis through the Enrichment Life Coach Teachers (ELCT) as well as additional performances and other events to help foster connection with families and the community.

#### **Basic Core Strategies.**

The following core strategies that are student-centered provide dynamic and meaningful learning opportunities in a variety of settings.

- Mentoring and tutoring - AIAI's ELCTs will serve as a mentor and guide for student social emotional learning as well as executive skills such as organization and planning necessary to be successful with course work completion. AIAI instructors will provide tutoring as needed to students to practice targeted academic skills within all RtI instructional tiers.
- Service learning - AIAI students will have the opportunity to participate in several service learning experiences through community connections and partnerships developed by the school team. Service learning promotes personal and social growth, career development, and civic responsibility, and can have a positive impact on dropout reduction for at risk students.
- Alternative schooling - The blended learning curriculum of AIAI offers at risk students a variety of options to earn course credits and graduate with a high school diploma. AIAI programs will be individualized to student's social and academic needs.
- After-school opportunities - AIAI will be housed within the same building as an after school arts program and students will have abundant opportunities to participate in a wide variety of extra-curricular performance and visual art programs both before and after school from dedicated artists and professionals from the community.

#### **Instruction for Different Learning Styles.**

Strategies that address the different learning styles of students increase the knowledge and skills for teachers and harness the power of technology while having a positive impact on student attendance and retention.

- Professional development - It is the goal of the AIAI governing Board and administration that teachers feel supported. Through self-directed and school-directed professional development opportunities, teachers will continue to develop skills and techniques to provide innovative strategies for their learners.
- Active learning - AIAI's curriculum allows students to discover new and creative ways to solve problems, achieve success, and become lifelong learners. AIAI embraces active teaching and learning strategies to engage and involve students in their own learning process which increases active engagement and student well-being.
- Educational technology - Through harnessing the latest in online education and art technology, AIAI instructors will provide cutting edge instruction utilizing the latest in educational technology.
- Individualized instruction - Following the Response to Intervention (RtI) academic model, students at AIAI will receive individualized instruction through evidence-based strategies and supports within all tiers of learning. Instruction will also be culturally and linguistically responsive to learners from diverse cultural and socioeconomic backgrounds. The smaller and more personalized learning environment of AIAI will contribute to higher attendance and lower dropout rates.
- Career and Technical Education (CTE) - AIAI is well positioned to provide CTE within the arts, audio/video technology and communications career cluster. The NM College and Career Readiness Bureau publishes the NM Career Clusters Guide providing data and resources for CTE programs, students and families.

#### **Resources**

US Census Bureau QuickFacts. Retrieved from <https://www.census.gov/quickfacts/NM>

College and Career Readiness Bureau, New Mexico Career Clusters Guide (2018). Retrieved from [https://webnew.ped.state.nm.us/wp-content/uploads/2018/10/CareerClustersBook\\_2018\\_-FINAL.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2018/10/CareerClustersBook_2018_-FINAL.pdf)

Johnson, Bill. Dropout Prevention Planning: 15 Effective Strategies of the National Dropout Prevention Center/Network as a Model for Plan Development. Retrieved from <https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Dropout-Prevention-Technical-Assistance-Guidance.pdf>

Edmentum White Paper. Online Learning and Virtual Schools.  
<https://www.edmentum.com/resources/white-papers/online-learning-virtual-schools>

What Works Clearinghouse. Procedures and standards handbook, volume 4.0. US Department of Education, Institute of Educational Sciences. Retrieved from [https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc\\_standards\\_handbook\\_v4.pdf](https://ies.ed.gov/ncee/wwc/Docs/referenceresources/wwc_standards_handbook_v4.pdf)

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify the anticipated student population, including:             <ul style="list-style-type: none"> <li>○ Demographic information based on the local community population</li> <li>○ Educational proficiency based upon enrollment at the school                 <ul style="list-style-type: none"> <li>○ Attendance and truancy trends</li> <li>○ English language proficiency                     <ul style="list-style-type: none"> <li>○ At-Risk Students</li> <li>○ Special Educational needs;</li> </ul> </li> </ul> </li> </ul> </li> <li>• Explain any special factors influencing the makeup of the anticipated student population;</li> <li>• Explain how the educational philosophy has been designed to meet students' needs;</li> <li>• 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</li> <li>• Explain how the yearly calendar and daily schedule have been designed to meet students' needs.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Identify the anticipated student population, including:             <ul style="list-style-type: none"> <li>○ Demographic information based on the local community population</li> </ul> </li> <li>• Explain any special factors influencing the makeup of the anticipated student population;</li> <li>• Explain how the yearly calendar and daily schedule have been designed to meet students' needs.</li> </ul> <p>The narrative projections for school demographics do not mirror the numbers given (in both data sets, 50% of the population is Anglo/White, but the school projects it will serve 70% minority population). There is no reference to the Rio Rancho school district's numbers for SpEd participation or for FRL rates (which are different from the 'living in poverty' rates). Applicant could have used surrounding school district data to better examine their proposed student body. Most importantly, there is no evidence given that school using Edmentum's EdOptions curriculum is efficacious for the target population. Having an exemplar school or numbers to show would make a stronger case</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. (1a) 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:**

In accordance with 6.31.2 NMAC, AIAI will ensure that all students receive a free and appropriate public education. All students are considered general education students first, and there will be some AIAI students who have special learning needs including students who are gifted. It is also a core belief of AIAI founders, Board and staff that all students have the ability to learn and grow within their passion when provided the necessary environment, enrichment and positive reinforcement. To meet the high standards we set for ourselves as a school and for each of our students, AIAI will provide a structured and systematic method to individually assess students and track progress and implement evidence-based strategies for teaching learners of all ability levels.

The New Mexico Response to Intervention Framework 2014 is a PED manual outlining the RtI framework on our state. AIAI's educational philosophy aligns with RtI essential understandings, including the understanding that high-quality instruction and differentiation is essential for all students, and AIAI works collaboratively with families to support teachers and students. AIAI will have an RtI implementation plan based on the most up-to-date NM RtI framework.

**Response to Intervention (RtI)**

The primary objective of Response to Intervention (RtI) is to help all students achieve at a proficient level. The graphic in [label graphic] outlines the three tiers of intervention found in RtI. Tier 1 refers to approximately 80% of students and includes core, high-quality instructional and behavioral supports, Tier 2 refers to approximately 15% of students who will require evidence-based interventions in a small group or individual basis, and Tier 3 refers to approximately 5% of the student population who will require more intensive evidence-based interventions delivered at a higher intensity. Rebecca Sarlo (n.d.) points out that developing and employing an early warning system such as RtI identifies at-risk students through the analysis of student academic and engagement data. Utilizing data systematically to identify at-risk students as early as possible allows for the use of effective intervention and reduces instances of students dropping out prior to graduating high school (Sarlo, n.d.).

**Tier 3**

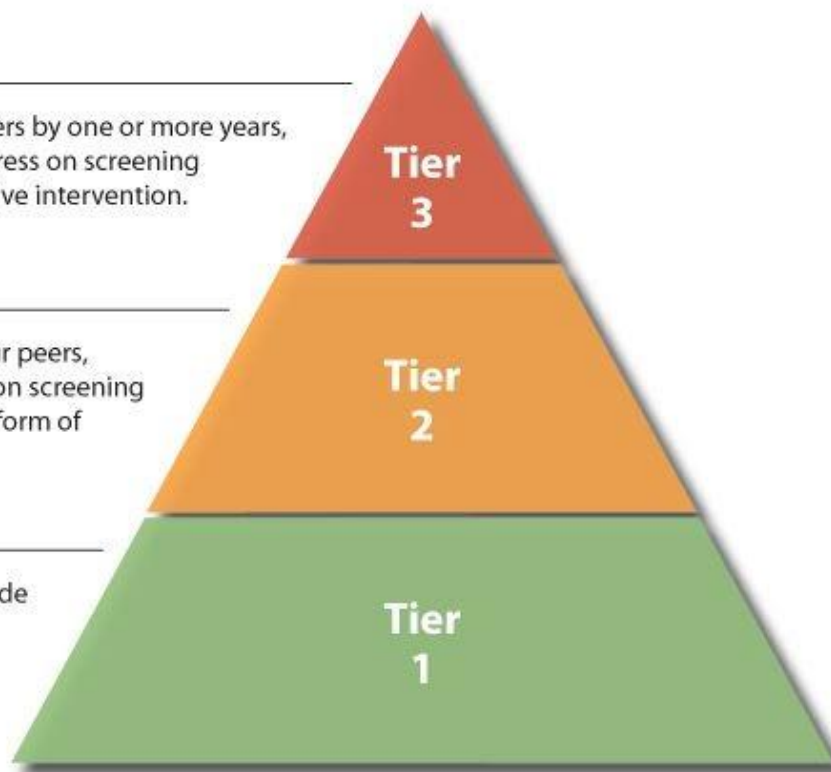
Students lag behind their peers by one or more years, demonstrate very weak progress on screening measures, and require intensive intervention.

**Tier 2**

Students lag well behind their peers, demonstrate weak progress on screening measures, and require some form of intervention.

**Tier 1**

Students learn at roughly grade level or above, and are least likely to fall behind or need intervention.



[figure XX]

**RtI Tier 1.** RtI is divided into three instructional tiers and begins with Tier 1 core instruction and differentiation for all students.

Through a blended learning curriculum, AIAI will ensure high-quality teaching using differentiation and data-based targeted interventions to ensure learning for all students and to identify those with academic or behavioral difficulties early. Core instruction will be provided to all students through high-yield instructional strategies and enrichment activities. AIAI strives to provide culturally and linguistically responsive instruction so that all students respond successfully to Tier 1 strategies and supports to the greatest extent possible. AIAI will implement a school-wide Positive Behavioral Interventions and Supports (PBIS) that clearly outline for each student the school code of conduct, classroom rules, school-wide behavioral expectations including explicit anti-bullying policies. PBIS includes strategies to teach and reinforce prosocial skills to reduce or eliminate challenging behavior. Each week students will participate in Every Opportunity to Succeed (EOTS) meetings. Universal screening for all students in Tier 1 includes general health and well-being assessments, English language proficiency screening, and multiple academic proficiency assessments (formative and summative) built into the AIAI curriculum.

Data collection and analysis is crucial in all steps of the RtI framework, and AIAI curriculum will continually assess learner skills and progress. If a student is not progressing as expected, AIAI educators will add targeted interventions based on the student's needs as identified by the data. At least two rounds of interventions and documented lack of sufficient progress are necessary prior to the student being referred to Tier 2. AIAI special education and school leadership will ensure that all interventions are implemented with fidelity, and AIAI will have an implementation plan within each tier to determine data-based decision rules for when interventions should be changed and when students should move from tier to tier within the RtI framework.

**RtI Tier 2.** AIAI students who require strategic and individualized support are those who continually did not demonstrate sufficient progress with Tier 1 level supports and who are considered at risk (students who are struggling or significantly advanced). AIAI will utilize a school-based Student Assistance Team (SAT) composed of an AIAI school administrator or their designee, the student's teacher and parents, the student, and other specialists as appropriate. Specialists can include instructional support providers such as the students Enrichment Life Coach Teacher (ELCT), reading or math specialists, bilingual/multicultural education teachers, or representatives from community agencies. The SAT team gathers all available data about the student not making sufficient progress, develops a hypothesis on possible reasons contributing to the student's challenges, and then designs an individualized SAT intervention plan and/or behavior intervention plan (BIP) as necessary. Students in SAT continue receiving Tier 1 instruction but with the benefit of more targeted, intensive interventions as outlined in the SAT intervention plan or BIP. By identifying

students who could benefit from more intensive interventions, the AIAI SAT team helps students remain and succeed in the general education program and reduce unnecessary referrals to special education.

**The SAT Process.** The following outlines steps of the AIAI SAT process.

Step 1: Referral to SAT Coordinator	For students who are experiencing challenges academically or behaviorally, the teacher completes a SAT referral packet and submits it to the AIAI SAT coordinator
Step 2: SAT referral packet review and certification	The SAT coordinator reviews the SAT referral packet, collects all relevant information about the student, and determines if the data meets certification criteria for Tier 2. Additional relevant information to consider includes student work samples, documentation of parent contacts, results of universal screenings (i.e. hearing and vision screenings), student attendance data, discipline records, student performance reports, the student's interim next-step plan (grades 8-11), direct observations of the student, and any other relevant data. The SAT coordinator certifies the referral when the data demonstrates that the student has not progressed with Tier 1 instruction, differentiation and interventions.
Step 3: The SAT meeting	<p>The SAT coordinator schedules a meeting with the parents, student, teachers, and other SAT members. All communication will be conducted in a language the parent can understand. Initial SAT meetings include the reason for the SAT referral, and a review and discussion of relevant data including interventions that have been implemented and progress monitoring data. The SAT team develops one or more hypotheses regarding the reasons the student is not making adequate progress. The SAT team then makes one of the following decisions:</p> <ul style="list-style-type: none"> <li>• No new interventions are needed at this time and the student will continue with Tier 1 strategies and supports.</li> <li>• Data indicates development of a SAT intervention and/or BIP is warranted.</li> <li>• Data is insufficient for a determination and the referring teacher must provide additional information.</li> <li>• The student is referred for a multidisciplinary evaluation for possible special education services</li> </ul>
Step 4: Implementation and progress monitoring	<p>A follow up SAT meeting will be scheduled for approximately nine weeks after the initial SAT meeting to review implementation and response to interventions according to the SAT intervention plan or BIP. The team will evaluate the effectiveness of the interventions and determine the following:</p> <ul style="list-style-type: none"> <li>• No further actions/interventions required</li> <li>• Continue current interventions until designated date and schedule follow up SAT meeting</li> <li>• Revise current plan and schedule follow up SAT meeting</li> <li>• If no improvement noted, the SAT team can refer the student for Section 504 eligibility consideration</li> </ul>

- If no improvement is noted, the SAT team can refer the student for a special education evaluation consideration.

AIAI will comply with all applicable federal and state laws outlining requirements for Section 504 and special education evaluations and services for students who have disabilities. In order to move to Tier 3 RtI interventions, a student must have been unresponsive to Tier 2 evidence-based interventions or who has a clear disability that significantly restricts a major life activity (in the long or short term) and requires a Section 504 eligibility consideration.

**RtI Tier 3.** In New Mexico, students identified with disabilities under the federal Individuals with Disabilities Education Act (IDEA) receive special education and related services in Tier 3. AIAI will obtain written parental consent and provide a prior written notice to parents prior to conducting a multidisciplinary evaluation for consideration in making an eligibility determination for special education and related services. Upon receiving a written notice from parents, SAT team, or other qualified referral source, AIAI will have 60 days to complete the multidisciplinary evaluation and convene a Eligibility Determination Team (EDT) meeting to review the results of the assessments. The EDT will utilize the Review of Existing Evaluation Data (REED) process which includes any evaluations and information provided by parents or the student, current classroom-based or state assessments, classroom-based observations, and data provided by teachers and related service providers. With information from the REED, the EDT will determine:

- If the student has a disability (for initial evaluations) or continues to have a disability (for reevaluations)
  - The educational needs of the child
  - Present levels of academic achievement, functional performance, and related developmental needs
- If the student continues to need special education or related services to access the general education curriculum
- If any additions or modifications to the special education and related services are needed to enable the student to meet measurable annual goals set out in the IEP for the student to meaningfully participate in the general education curriculum

New Mexico PED outlines the 13 categories of disabilities as defined by IDEA in the *New Mexico Technical Evaluation and Assessment Manual* (TEAM) and state criteria for gifted. AIAI students receiving or who are eligible to receive special education services and support will continue to receive appropriate support at Tier 1 and Tier 2. Students who receive Tier 3 supports and services demonstrate a need for intensive programming in the form of specially designed instruction so they can be involved in and make progress in the general education curriculum for both academic and nonacademic activities.

The 13 eligibility categories of disability in New Mexico include: autism, deaf-blindness, developmental delay, emotional disturbance, hearing impairment including deafness, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment including blindness. In New Mexico, students who are identified as gifted are also eligible to receive special education services and Tier 3 level intervention supports. After the EDT reviews of all relevant data determines that the student meets criteria under at least one of the thirteen eligibility categories for special education services, an individualized education plan (IEP) will be written and implemented according to federal and state guidelines. If parents do not agree with the evaluation results, they can request an Independent Educational Evaluation (IEE).

#### **Transfer Students with Special Education Needs**

At AIAI, all attempts will be made to obtain previous data and documentation for students who demonstrate learning differences. Intervention strategies and academic and behavioral progress from the student's previous school(s) will be collected and incorporated into the student's educational record. AIAI will provide high-quality Tier 1 support and interventions for the student until a new IEP, Section 504, or SAT intervention plan can be written. AIAI will strive to complete a new individualized academic plan within 30 days of the student starting at our school.

#### **Individualized Education Plan (IEP)**

AIAI will follow the special education processes and procedures established under the IDEA and NM PED. Students who meet the definition of one or more eligibility categories must demonstrate a need for special education and related services as a result of their disability. However, not all students who have a disability require special education services. The IEP team will consist of the student and their parents, school professionals, and other relevant stakeholders who come together to develop a



plan to enable the student to learn and achieve to the greatest extent possible. The IEP team will document specifically how the plan will be implemented and by whom, and every person involved with the student's education will be notified of the plan and fully understand their roles and responsibilities in implementation. AIAI student IEP's will define one or more measurable annual goals for the student with short-term objectives and/or benchmarks as needed. IEP goals are based on the student's strengths and needs according to their present levels of academic achievement and functional performance. Each IEP goal will clearly identify the specific skill, methods of measurement, mastery level criteria, how data will be collected, who is responsible for implementing the goal, and anticipated date of mastery. Once an IEP is implemented, the IEP team will meet to review and revise the IEP at least annually. Written progress reports on IEP goals will be provided at least two times per year with AIAI student report cards as well as during IEP meetings.

Reevaluation for students receiving special education services can be done at any time or when requested by parents, but AIAI is required to complete all student reevaluations at least every three years unless the parent and AIAI agree that it is not necessary.

### English Language Learners

Within AIAI's Response to Intervention (RtI) framework, the Tier 1 approach is applicable to all learners, including students identified as English Learners (EL). At AIAI, all students will receive culturally and linguistically appropriate programs, instruction, and assessment which is especially important for students identified as EL. AIAI will provide language support services to assist students in acquiring English language proficiency and to meet all academic standards and benchmarks. AIAI teachers will use the current English Language Development standards to plan for and address the language learning needs of all EL students.

All AIAI students who are EL learners will have access to instructional and language support services. If it is determined that a student no longer needs EL services, the exited EL student must be monitored for two years after exiting and will be eligible to receive services again if they struggle academically. All AIAI instructors and staff will be culturally and linguistically knowledgeable and be trained to effectively work with students who are ELs.

Being an EL does not automatically require the student to receive Tier 2 or Tier 3 support. Teachers must ensure that all relevant and appropriate Tier 1 instructional supports are provided for EL students before moving to Tier 2. Student data from the ACCESS for ELLs, the annual English language proficiency assessment, will be used in conjunction with other available data to make decisions about interventions and supports.

Students who are EL and struggling academically or behaviorally will be referred to the SAT for supplemental support even if they may also be receiving ELD services. A SAT referral for a student identified as an EL presumes that they have had an adequate opportunity to learn by receiving culturally and linguistically responsive quality instruction in Tier 1 but still demonstrates low literacy skills in both their first and second languages. Authors Nancy Cloud and Tabettha Bernstein (2005) discuss how it is important for the school to evaluate if there are difficulties for the student in their native language which can include observations of the student interacting in the native language and culture, assessments in the native language, and if the student has had any gaps in learning. For a student identified as EL, a teacher with an endorsement of English to speakers of other languages (TESOL) and/or bilingual multicultural educator shall serve on the SAT, and that individual will be involved in the design of interventions and interpretation of the student's responses to those interventions. Interventions will be provided in the student's native language in conjunction with English interventions as appropriate. At AIAI, interventions will simultaneously support academic learning while promoting English language development. Tier 2 interventions will be culturally and linguistically responsive and appropriate.

### Gifted Students

AIAI recognizes the importance of providing rigorous academic content for all students, which is also true for advanced students. In accordance with the Response to Intervention (RtI) model, students who are gifted or who may be gifted will follow the same path through identification and qualification for special education services as do other students who have special learning needs. AIAI will use the NM PED *Gifted Education Technical Assistance Manual* (2019) in combination with the NM PED *Developing Quality IEPs Manual* and the NM PED *Response to Intervention Manual* to identify students who are exceeding grade-level standards and for whom RtI Tier 1 supports and strategies are not sufficient. These students will be referred to the AIAI Student Assistance Team (SAT) and consideration, implementation and documentation of the effectiveness of evidence-based interventions will be assessed at RtI Tier 2. If the SAT, parents or other qualifying individual feel the student has an obvious giftedness they can submit a referral for a multidisciplinary evaluation to determine possible eligibility for special education and related services or RtI Tier 3 and the student, parents and AIAI special education team will develop an appropriate individualized education plan (IEP). At all steps of the RtI process, the student's cultural, linguistic and socioeconomic background will be taken into consideration.

When determining whether an AIAI student is gifted, the AIAI team will consider data and evidence of the student's creativity or divergent-thinking ability, their critical-thinking or problem solving ability, their intelligence, and achievement. In accordance with the 22-12-6.1 NMSA, AIAI will create a culturally diverse advisory committee of parents, community members, students and school staff to regularly review goals and priorities of the gifted program, including operational plans for student

identification, evaluation, placement and service delivery. A student may be identified as being gifted in certain academic areas but require special education or behavior support in other areas. An individualized IEP will be crucial for supporting students who are gifted to maximize their potential and support all areas of growth and development. Because giftedness is not a disability category recognized under IDEA, NM PED rules for gifted education determine what procedures and programmatic standards apply as appropriate free public school education for students who are gifted. AIAI will utilize the same 60-day initial evaluation timeline and 3-year reevaluation requirement for students who are gifted only.

AIAI's unique blended curriculum will provide opportunities for students who are gifted to explore expanded content within general education online content and will have access to advanced placement courses that include courses to earn college credit. AIAI's educational team will work collaboratively to ensure students who are gifted are supported in their giftedness as well as other areas where the student is not gifted or may be struggling to ensure well-rounded educational opportunities to grow and develop academic, social emotional and life skills necessary for successful transition from school to adult life.

#### **Addressing the Spectrum of Student's Needs**

AIAI educational philosophy centers on the student and their individualistic learning motivations. Grounded in educational and cognitive psychology, AIAI curriculum provides core content in an online learning platform that students access with a real educator online. Students are also supported on-the-ground by Enrichment Life Coach Teachers (ELCT) who instruct and motivate in one-on-one and small-group settings. ELCTs teach life skills, self-advocacy and executive functioning including problem-solving, conflict resolution, time management, study skills, and career skills. The ELCT serves as the student's primary support in the school setting and proactively advocates and assists the student in navigating their educational pathways and life processes.

For students who require related services, such as speech language therapy or occupational therapy, to support their education as determined by an IEP team, the school will contract with related service providers on an as needed basis. AIAI will also contract an educational diagnostician and any other clinical providers to support the evaluation of students for special education needs as per IDEA. AIAI's governing Board and instructors are dedicated individuals with a variety of background experience working with youth who are at risk, minorities, English language learners, and people with disabilities. The collective experience and knowledge that the AIAI team brings to the school will be a cornerstone of support for students with special learning needs to address the wide spectrum of needs a student with an IEP may present. The goal will always be to support the student in the least restrictive environment (LRE) with non-disabled peers as much as possible.

#### **Free and Appropriate Public Education (FAPE)**

To ensure AIAI students receive a free and appropriate public education (FAPE) as outlined in NMAC 6.31.2.8 and 34 CFR Secs. 300.101 and 300.120, AIAI will develop and maintain policies and procedures for identifying and determining eligibility for any student which special education services is recommended. Only students who meet the criteria for special education services will be included in calculating special education program units, however, all students through the RtI model will receive evidence-based educational and behavioral instruction within RtI tiers 1-3. AIAI administration will continuously collect and examine RtI and special education data to determine if there is a significant disproportionality of students receiving special education based on race and ethnicity.

For culturally and linguistically diverse students, AIAI will ensure that only valid and reliable tests and other evaluation materials are used in the assessment process and that these are not racially or culturally discriminatory. Assessments are provided in the student's native language or other mode of communication (such as American Sign Language) and are presented in a form most likely to yield accurate information.

Students who are identified as requiring special education services resulting from an educational determination of need will be provided with free and appropriate public education in the least restrictive environment (LRE). Placement is not a physical location but rather is the set of services and type of environment where services will be delivered. The student's IEP team will make placement decisions that are individualized for that student's unique educational and related services needs. The IEP team determines LRE based on the student's goals and instructional modifications. The LRE Mandate in the IDEA requires that to the maximum extent possible, students with disabilities must be educated in the regular classroom, and that special classes, separate schooling, or other removal from the regular classroom occurs only when the nature or the severity of the educational need is such that education in the regular class cannot be satisfactorily achieved with appropriate aids and supports. AIAI students with disabilities will be afforded the same opportunities to participate in nonacademic and extracurricular services and activities along with their non-disabled peers.

The NMPED Placement in the Least Restrictive Environment (LRE) decision making tool outlines the continuum of alternative placements for students with an IEP as well as the steps necessary for the IEP team to follow when determining LRE. First, the IEP team determines the student's educational needs and what constitutes an appropriate program for the student. Next, the team reviews the continuum of placement options from least restrictive to most restrictive found on the NMPED Placement in the Least Restrictive Environment (LRE) decision making tool. The AIAI IEP team will start the decision-making process by examining regular classroom placement first. Equal consideration will be given to the following three factors:

1. Consider whether the student can be educated satisfactorily in the regular classroom with one or more of the following – supplementary aids and supports; program/curriculum modifications; provision of itinerant special education provider; assistance from a paraeducator (or Enrichment Life Coach Teacher); special education training for the regular education teacher; use of assistive technology; development and implementation of FBAs and BIPs designed to identify and meet the daily behavioral challenges presented by the student in the regular education classroom.
2. Compare the benefits provided in the regular education classroom and those provided in a special education classroom or segregated setting
3. Consider the potentially beneficial or harmful effects that a regular class placement may have on the student with an exceptionality or the other students in the class

AIAI believes that where there is a reasonable likelihood that a student with special learning needs can be educated with general education peers, then this placement will be tried for as much of the school day as possible. Student placement will not be solely based on a student's category of exceptionality, severity of exceptionality, language or communication needs, needed modifications in the curriculum, configuration of AIAI's instructional delivery system, availability of space or educational and related services, or administrative convenience. If an IEP team determines a more restrictive setting is necessary to meet the educational needs of the student, the ultimate goal is to work towards a more fully inclusive placement when possible.

#### **Responsibilities for School Staff, Classroom Teachers, and Special Education Staff**

All AIAI teachers, Enrichment Life Coach Teachers (ELTCs), community artist contributors, and administrators will be responsible for supporting the academic and overall success of students, regardless if the student is an individual with special learning needs. All students will be included to the greatest extent possible in all academic and extracurricular activities to support students in reaching their greatest potential and graduating high school as a student who is college and career ready.

Because of our unique blended curriculum and utilization of GlobalEd Solutions (GES) as AIAI's education management organization (EMO), some AIAI staff will be on site at the school and others will work remotely. On-site staff supporting students receiving special education include the Head Administrator who will be responsible for providing leadership for the school and implementing all aspects of the academic program under their supervision, including special education. The Head Administrator will work seamlessly with GES to ensure all academic and related services are being provided, and will provide on-site supervision for all non-artistic staff. The Chief Creative Officer will be responsible for providing leadership for the arts curriculum, oversee the community artist contributors, and implement all aspects of the art program. Both the Head Administrator and the Chief Creative Officer will report to the Governing Board and work collaboratively with GES to support the Special Education staff and students with assessment, implementation and data analysis of student progress toward goals.

Special education (SE) teachers will hold current teaching licenses through NMPED and will have an understanding of all federal and state special education laws. AIAI will have one special education teacher working onsite with students who require in-person support during Year 1, as well as online teachers who can provide necessary accommodations and support. Course placement (in-person or online) will be determined by the IEP team. SE teachers will be monitored and supported by a Special Education Director within GES who will work remotely. In addition, all students will have support from Enrichment Life Coach Teachers (ELCTs) in person for social emotional and life skills instruction to support student wellbeing and success in school. All AIAI teachers will implement high-quality evidence-based instruction and monitor student data to identify at risk students through the Response to Intervention (RtI) 3-tier framework. SE teachers and the Special Education Director will manage all state mandated assessments, information regarding student progress toward goals, and the status of annual reviews of each IEP. AIAI Head Administrator and the Special Education Director will vet and contract with qualified service providers when students require multidisciplinary evaluations and if an IEP team determines that a student is eligible for other ancillary services such as from a Speech Language Pathologist.

The Head Administrator, Special Education Director, and SE teachers will maintain files in a compliant, confidential manner and will obtain and maintain original signatures on all official documentation. Individuals in these roles will collaborate and mentor ELCTs, and together the AIAI team will prepare and assist students transition from school to life based on their preferences. AIAI special education staff will provide assistance with as many transition activities as possible, will provide transition questionnaires and conduct interviews for students in grades 9-12 to develop transition plans that support their career choice, and will conduct an exit Summary of Performance staffing for each graduate.

#### **Training, PD and Support for Special Education Teachers**

Starting during the implementation year and continuing throughout our years of operation, AIAI will prepare and support staff with professional development to effectively implement evidence-based strategies with efficacy for students receiving special education. The following list includes five core principles for effective professional development that AIAI will

utilize to produce adult behavior changes in the classroom that benefit students and positively impact student behavior and outcomes.

1. Build on foundational skills, knowledge and expertise of AIAI staff by linking new knowledge and activities to their current schemas of skills and knowledge that our staff already encompass.
2. Engage participants as learners with a variety of opportunities to apply new skills and knowledge, experiment with innovative methods in a safe environment, and prepare for the new methodologies to use with students. It is best when material is delivered in a variety of modalities that invite AIAI staff to engage with the material as it suits their different learning preferences.
3. Provide practice, feedback, and follow-up through observing AIAI staff putting skills into practice then supporting reflection and feedback that reinforces the new knowledge.
4. Measuring changes in teacher knowledge and skill will allow AIAI administrators and staff to quantify the effectiveness of SE professional development and connect practice with results.
5. Measuring changes in student performance gives the AIAI team the opportunity to see the results of SE instruction and to determine what adjustments need to be made.

Specific professional development related to serving students requiring special education will come in many different forms, some of which will include professional presentations and workshops by local community organizations. AIAI will host in-person training for staff, families and the greater community as well as attend training locally, regionally and nationally. The AIAI Applicant Team is composed of a diverse group of professionals with a wide variety of connections with local organizations to utilize as resources and professional sources for professional development. such as:

- University of New Mexico Center for Development and Disability (UNM CDD)
  - University of New Mexico Partners for Employment
- NM Council of Administrators of Special Education (NMCASE)
- New Mexico Association of Behavior Analysts (NMABA)
  - Various local Chamber of Commerce
    - Local Public School Districts
- Cooperative Educational Services of NM (CES)
  - Together 4 Brothers of NM
- Elevate the Spectrum and NM Autism Society
- Court Appointed Special Advocates (CASA 4Kids, Rio Rancho, NM)

#### Resources

Sarlo, Rebecca (n.d.). Early Warning Systems: Moving from Reaction to Prevention. RTI Action Network. Retrieved from <http://www.rtinetwork.org/learn/rti-in-secondary-schools/early-warning-systems-moving-from-reaction-to-prevention>

NM PED Technical Evaluation and Assessment Manual

NM PED Response to Intervention Manual

NM PED Section 504 Manual

US Dept of Ed IDEA regulations <https://sites.ed.gov/idea/statuteregulations/#regulations>

NM PED Developing Quality IEPs Technical Assistance Manual (2011)

The English Language Development Standards K-12 (2012)

TESOL.org (2005). Difference or Disability? Retrieved from [https://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-2-issue-3-\(september-2005\)/difference-or-disability-](https://www.tesol.org/read-and-publish/journals/other-serial-publications/compleat-links/compleat-links-volume-2-issue-3-(september-2005)/difference-or-disability-)

NM PED Gifted Education in NM Technical Assistance Manual (2019). Retrieved from <https://webnew.ped.state.nm.us/bureaus/specialeducation/technical-manuals/>

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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;</li> <li>Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities;</li> <li>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;</li> <li>Describe how the school will address the spectrum of needs that students with IEPs may present;</li> <li>Describe the steps to ensure that students with disabilities have access to a free and appropriate public education;</li> <li>Identify specific responsibilities for school staff, classroom teachers, and special education staff; and</li> <li>Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>Describe how the school will address the spectrum of needs that students with IEPs may present;</li> <li>Describe the steps to ensure that students with disabilities have access to a free and appropriate public education;</li> <li>Identify specific responsibilities for school staff, classroom teachers, and special education staff;</li> </ul> <p><b>More detail was needed to understand the supports in place for Special Education students, especially with a remote SpEd Director through GES. It is not clear where and when students are on campus, when they would received both mandated services and general academic support. There is no clear vision of how these policies will be implemented in the setting proposed. There is an additional concern about meeting the IEP of Gifted students.</b></p>	

G. (1b) 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. Ensure you address both students with disabilities and students classified as gifted.

**APPLICANT RESPONSE:**

AIAI will actively monitor all student progress to ensure alignment with our mission to provide students with unique, innovative, and customizable learning through a time- and content-flexible learning platform, a career driven learning environment, an art skill set education with professional training opportunities, and daily social emotional support and personalized coaching. Progress monitoring for students with disabilities will be important for ensuring the appropriateness of the goals and the effectiveness of the services outlined in their Individualized Education Plans (IEPs).

The Individuals with Disabilities Education Improvement Act (IDEA 2004) specifies that students who meet qualifying criteria as having special learning needs will have measurable annual goals and must specify how the student's progress towards annual goals will be measured as part of their IEP. AIAI IEP teams will identify individual goals and how those goals will be measured and reported.

**Monitoring Progress of Students Receiving Special Education**

All AIAI students will be administered Exact Path assessments three times per year in the fall, winter, and end of year which will measure student progress in math, reading comprehension, and language arts. AIAI will also be using Reading Plus to measure student progress specifically in reading. Data from these assessments, NM state assessments, as well as formative course assessments (such as quizzes and tests) will help inform student IEP goals and progress measurement, as well as individualized SMART goals to target and measure progress toward a student's individualized academic and behavioral goals to increase

academic performance. Progress monitoring data from Exact Path, Reading Plus and individual IEP goals will be provided to parents four times per year. AIAI will review yearly progress and any special requirements for the next school year during end-of-year meetings conducted with students and their parents. In addition, weekly meetings with the student, family and Enrichment Life Coach Teacher (ELCT) will keep the student and their support team informed on progress made with online course material and elective course performance.

#### **Roles and Responsibilities for AIAI Staff for Students Receiving Special Education**

All AIAI teachers, Enrichment Life Coach Teachers (ELCTs), community artist contributors, and administrators will be responsible for supporting the academic and overall success of students, regardless if the student is an individual with special learning needs. All students will be included to the greatest extent possible in all academic and extracurricular activities to support students in reaching their greatest potential and graduating high school as a student who is college and career ready.

Because of our unique blended curriculum and utilization of GlobalEd Solutions (GES) as AIAI's education management organization (EMO), some AIAI staff will be on site at the school and others will work remotely. On-site staff supporting students receiving special education include the Head Administrator who will be responsible for providing leadership for the school and implementing all aspects of the academic program under their supervision, including special education. The Head Administrator will work seamlessly with GES to ensure all academic and related services are being provided, and will provide on-site supervision for all non-artistic staff. The Chief Creative Officer will be responsible for providing leadership for the arts curriculum, oversee the community artist contributors, and implement all aspects of the art program. Both the Head Administrator and the Chief Creative Officer will report to the Governing Board and work collaboratively with GES to support the Special Education staff and students with assessment, implementation and data analysis of student progress toward goals.

Special education (SE) teachers will hold current teaching licenses through NMPED and will have an understanding of all federal and state special education laws. AIAI will have one special education teacher working onsite with students who require in-person support during Year 1, as well as online teachers who can provide necessary accommodations and support. Course placement (in-person or online) will be determined by the IEP team. SE teachers will be monitored and supported by a Special Education Director within GES who will work remotely. In addition, all students will have support from Enrichment Life Coach Teachers (ELCTs) in person for social emotional and life skills instruction to support student wellbeing and success in school. All AIAI teachers will implement high-quality evidence-based instruction and monitor student data to identify at risk students through the Response to Intervention (RtI) 3-tier framework. SE teachers and the Special Education Director will manage all state mandated assessments, information regarding student progress toward goals, and the status of annual reviews of each IEP. AIAI Head Administrator and the Special Education Director will vet and contract with qualified service providers when students require multidisciplinary evaluations and if an IEP team determines that a student is eligible for other ancillary services such as from a Speech Language Pathologist.

The Head Administrator, Special Education Director, and SE teachers will maintain files in a compliant, confidential manner and will obtain and maintain original signatures on all official documentation. Individuals in these roles will collaborate and mentor ELCTs, and together the AIAI team will prepare and assist students transition from school to life based on their preferences. AIAI special education staff will provide assistance with as many transition activities as possible, will provide transition questionnaires and conduct interviews for students in grades 9-12 to develop transition plans that support their career choice, and will conduct an exit Summary of Performance staffing for each graduate.

#### **Engaging Students and Families with IEPs**

AIAI will evaluate the effectiveness of our special education programs and services through teacher evaluations, graduation data, student retention data, student academic growth data, and individual student progress data toward IEP goals.

Regular open communication between AIAI school staff including SE teachers, general education teachers, community artist contributors, ELCTs and school administrators that includes school and student progress data will ensure AIAI has developed meaningful information to provide to students and families at weekly meetings, semi-annual parent teacher conferences, and will help to inform IEP teams meeting annually. Because AIAI considers the whole person when evaluating a student and their individual needs, parent and student participation in all aspects related to the IEP will be crucial and the team will work to engage families in a variety of culturally and linguistically meaningful ways. Teachers, administrators, and ELCTs will work to provide data that is meaningful and helps to build a bridge between a student's school and home life. Parents will have continuous up-to-date access to student progress with all online curriculum content and will be instructed in how to access the information. AIAI will also encourage all families to be involved with committees, extracurricular activities, and special events to provide important input and guidance from a variety of cultural and linguistically diverse backgrounds.



RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;</li> <li>Identify specific responsibilities for school staff, classroom teachers, and special education staff;</li> <li>Identify the regular intervals at which progress will be monitored and success will be evaluated; <ul style="list-style-type: none"> <li>Identify specific actions/reporting that will engage students and or families; and</li> </ul> </li> <li>Describe how the school will evaluate the effectiveness of its special education program and services.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li><b>Describe how the school will evaluate the effectiveness of its special education program and services</b></li> </ul> <p><b>While some aspects of programming are still unclear, the school approaches state guidelines in this area. Program evaluation is not addressed.</b></p>	

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

<p>G. (2a) Provide a <b>clear, comprehensive, and cohesive</b> description of how the proposed school will provide required curriculum, and instructional services/supports to students identified as ELs.</p>
<p style="text-align: center;"><b>APPLICANT RESPONSE:</b></p> <p>According to demographic data collected from the National Center for Educational Statistics (NCES) for the 2018-2019 school year, the surrounding public school districts had the following percent of English Language Learner (ELL) students enrolled:</p> <ul style="list-style-type: none"> <li>Rio Rancho Public Schools: 3.8%</li> <li>Albuquerque Public Schools: 17%</li> <li>Bernalillo Public Schools: 28.5%</li> </ul> <p>AIAI anticipates that our student body will comprise a significant percentage of students who have not found success with traditional public schooling and may also be considered at risk, and we are dedicated to providing a robust blended curriculum to support all students in an inclusive and enriching environment. In the book <i>Teaching Adolescent English Language Learners</i> by Cloud, Lakin, Leininger, and Maxwell (2010), the authors discuss recent research on effective education for ELL and the importance of caring teachers, culturally responsive pedagogy, and effective second-language instruction to motivate ELL students and help ensure academic success.</p> <p><b>Identifying English Language Learners</b></p> <p>It will be important for AIAI teachers and administrators to understand the difference between ELL students with learning differences and ELL students who may also have a disability. Careful evaluation is required to avoid misidentification and to target appropriate supports and services in the student's least restrictive school setting. Linguistic and cultural differences do not constitute a disability, and students who have significant gaps in learning do not also automatically require special education.</p> <p>According to Celeste Rosenberry-McKibbin (2018), if a teacher suspects that an ELL has a learning disability a first step is to determine if the difficulties present in the second language as well as the student's first language. Another step is to determine if the student has had any gaps in their education</p>



which would likely put them at a disadvantage from their peers. Indicators that may characterize a genuine disability include:

- Difficulty learning at a normal rate, even with assistance (especially in the student's native language)
- Deficits in vocabulary (especially in the student's native language)
- Communication difficulties at home and with peers of similar linguistic and cultural backgrounds
- Family history of a disability
- Report by parents of slower development than siblings
- Over-reliance on gestures rather than speech (especially when also observed in the student's native language)
- Need for frequent repetition and prompts during instruction (especially when instruction is delivered in the student's native language)
- Difficulty following directions, irrespective of language being used
- Serious qualitative and quantitative differences compared with peers when the student is speaking in their native language

The NMPED Technical Evaluation and Assessment Manual describes multilingual assessment issues in New Mexico and offers guidelines for assessing students who are culturally and linguistically diverse (CLD). Bias during the assessment and evaluation process may contribute to too many students who are CLD being identified as having a disability and in need of special education services. Assessments of students who are CLD is a process exploring language, culture, and acculturation issues while also gathering data from a variety of sources in different contexts and through multiple means. AIAI will use the following best-practice considerations and strategies to reduce bias in assessment of students who are culturally and linguistically diverse.

1. AIAI will increase knowledge and awareness about the student's cultural and linguistic background and focus on how this background potentially influences assessment.
2. When possible, formal and informal assessments will be given in the ELL student's native language.
3. AIAI teachers will utilize the best available tools and evidence-based strategies with respect to the ELL student's native and second languages.
4. AIAI staff as well as support staff who are contracted to evaluate and/or support AIAI CLD students will evaluate test materials and assessment techniques including analyzing formal tests for the specific cultural content and performance styles they require of students being evaluated.
5. While nonstandard administration of an assessment may provide valuable information, AIAI will first attempt in the standardized format.
6. Direct translation is not a recommended practice and will invalidate standardized assessment findings.
7. Interpreters will be used whenever possible to assist in collecting information, but AIAI will avoid using interpreters when administering assessments as research shows score validity remains low even if interpreters are highly trained.
8. Because norming samples are typically not stratified on the basis of multilingual ability, scores from standardized assessments are likely invalid and are typically not applicable to the majority of CLD students.
9. AIAI will strive to collect and interpret data in a nondiscriminatory way using systematic methods within evidence-based strategies.

New Mexico has a history of over identification of students from diverse backgrounds as students with disabilities. To ensure AIAI CLD students are accurately identified, AIAI teachers, SAT teams and contracted diagnosticians must consider the following information listed in Table I.

**Table I. Required information for consideration of a CLD student in the Eligibility Determination Team (EDT) process.**

Area of consideration:	Information may include:
Socio-cultural information including whether socio-cultural factors are contributing significantly to the suspected learning/behavior problems.	<ul style="list-style-type: none"> <li>• Family socio-economic status</li> <li>• Level of parental education</li> <li>• Experiential background (e.g. custom, celebrations, religious background, etc)</li> <li>• Time spent attending other American schools</li> <li>• Family and student mobility</li> <li>• The student's place of birth</li> <li>• The extent of sustained involvement with society and/or family who are living outside the US</li> <li>• Family composition (e.g. single-parent household, blended family, etc.)</li> <li>• Ethnic identity from the student's perspective</li> </ul>
Parent involvement and input including educational, linguistic, and cultural background information from the parents including pertinent/critical student history information.	<ul style="list-style-type: none"> <li>• Formal and informal interviews including parent observational information</li> <li>• Rating scales (e.g. behavioral, adaptive behavior, acculturation, etc.)</li> <li>• Medical history including developmental history (prenatal, birth, milestones and developmental history)</li> <li>• Medical history regarding medical diagnosis and medications, hospitalizations, etc.</li> </ul>
Targeted interventions including what has been implemented, multilingual instructional supports used, and how effective the interventions were on the target skills/behaviors.	<ul style="list-style-type: none"> <li>• List the type and duration of research-based instruction and interventions that were implemented with fidelity</li> <li>• List length of time the student has spent in a highly qualified multilingual instructional setting</li> <li>• Substantiate continuity of appropriate educational programs and interventions</li> <li>• Ensure appropriate multilingual instruction and teaching methodologies have been implemented with fidelity</li> <li>• Ensure research-based teaching strategies have been implemented for an appropriate length of time and are designed to meet the student's needs</li> </ul>

	<ul style="list-style-type: none"> <li>Review educational records and history including school attendance records, grades, types of instructional modes, and exit from multilingual programs if appropriate</li> </ul>
Pre-referral information that is accurately documented and organized.	<ul style="list-style-type: none"> <li>Initial oral language acquisition screening</li> <li>Home Language Survey and follow-up interview with educational stakeholders concerning language proficiency</li> <li>Student proficiency data in both the primary and secondary languages for AIAI's instructional program and proficiency expectations</li> <li>Review of educational records</li> <li>Vision and hearing screens</li> <li>Medical history</li> <li>Academic/behavioral concerns related to education, social and linguistic development</li> <li>Instructional interventions implemented with fidelity</li> <li>Documentation of parent contacts/meetings including when progress monitoring data has been shared</li> </ul>

### English Language Development Standards for ELL Students

AIAI's mission is to provide students with unique, innovative, and customizable learning through a time- and content-flexible learning platform, a career driven learning environment, an art skill set education with professional training opportunities, and daily social emotional support and personalized coaching. The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum. The WIDA Standards serve as a resource for planning and implementing language instruction and assessment for multilingual learners as they grow in their academic and artistic skills. AIAI will use the WIDA Standards to promote and guide student's English language development, aid in development of curriculum, instruction and assessment, encourage and maximize the use of multiple language resources in both online and in-person classroom settings, and support and frame the collaboration among AIAI staff to ensure educational equity for all students. The five WIDA Standards are listed below in Table 2.

**Table 2. The 5 WIDA Standards connect language development with academic content. (*WIDA English Language Development Standards*).**

Standard 1 - Social and Instructional Language	ELL students communicate for social and instructional purposes within the school setting.
Standard 2 - Language of Language Arts	ELL students communicate information, ideas and concepts necessary for academic success within the specific content area.
Standard 3 - Language of Mathematics	

Standard 4 - Language of Science	
Standard 5 - Language of Social Studies	

NMPED state mandated testing for ELL students includes use of the WIDA assessment and takes place within January through early March with results reported online at the end of May.

### **Developing English Language Proficiency**

The US Department of Education Office for Civil Rights, Title III of the Every Student Succeeds Act (ESSA), and the NMPED Serving English Learners Technical Assistance Manual outline policies and requirements relating to the provision of equal education opportunity for English language learners. Public schools have a legal obligation to provide ELL students with the support they need to attain English language proficiency while meeting college and career readiness standards (English Learner Toolkit, 2015) and AIAI is fully invested in supporting all students to achieve their greatest potential including ELL students with limited English proficiency.

To support English language development, AIAI will support ELL students in attaining English language proficiency and participating meaningfully in our online core content and in-person elective courses without English language support within a reasonable amount of time.

AIAI will use English language program development, implementation and evaluation that delivers EL curriculum and supports that are research based, attainable, and with timely results. Three specific areas where AIAI will use English language development include:

- Pull-out courses and sheltered instruction in all content areas that is differentiated for the English language proficiency level of students
- Integrated English language arts course with grade level ELA and sheltered instruction for ELL students with an ACCESS overall composite score that is nearing proficiency.

### **Roles and Responsibilities for AIAI Staff for Supporting ELL Students**

All AIAI teachers, Enrichment Life Coach Teachers (ELTCs), community artist contributors, and administrators will be responsible for supporting the academic and overall success of students, regardless if the student is an English language learner with limited English proficiency. All students will be included to the greatest extent possible in all academic and extracurricular activities to support students in reaching their greatest potential and graduating high school as a student who is college and career ready.

Because of our unique blended curriculum and utilization of GlobalEd Solutions (GES) as AIAI's education management organization (EMO), some AIAI staff will be on site at the school and others will work remotely. On-site staff supporting ELL students include the Head Administrator who will be responsible for providing leadership for the school and implementing all aspects of the academic program under their supervision, including English language programs. The Head Administrator will work seamlessly with GES to ensure all academic and related services are being provided and will provide on-site supervision for all non-artistic staff. The Chief Creative Officer will be responsible for providing leadership for the arts curriculum, oversee the community artist contributors, and implement all aspects of the art program. Both the Head Administrator and the Chief Creative Officer will report to the Governing Board and work collaboratively with GES to support the staff and students with assessment, implementation and data analysis of student progress toward goals.

AIAI teachers will hold current teaching licenses through NMPED and will have an understanding of all federal and state education laws that apply to ELL students. In addition to talented and

knowledgeable teachers, all students will have support from Enrichment Life Coach Teachers (ELCTs) in person for social emotional and life skills instruction to support student well being and success in school. ELCTs working with ELL students will receive additional professional development and support for their work with students who have limited English proficiency. All AIAI teachers will implement high-quality evidence-based instruction and monitor student data to identify at risk students through the Response to Intervention (RtI) 3-tier framework. AIAI's Head Administrator will manage all state mandated assessments and information regarding student progress toward goals.

The Head Administrator, Chief Creative Officer, community artist contributors and teachers will maintain files in a compliant, confidential manner and will obtain and maintain original signatures on all official documentation. Individuals in these roles will collaborate and mentor ELCTs, and together the AIAI team will prepare and assist students transition from school to life based on their preferences. AIAI staff will provide assistance with as many transition activities as possible, will provide transition questionnaires and conduct interviews for students in grades 9-12 to develop transition plans that support their career choice, and will conduct an exit Summary of Performance staffing for each graduate.

### **Training, PD and Support for Teachers of ELL**

Starting during the implementation year and continuing throughout our years of operation, AIAI will prepare and support staff with professional development to effectively implement evidence-based English language support. The following list includes five core principles for effective professional development as outlined in Chapter 3 of the EL Toolkit that AIAI will utilize to produce adult behavior changes in the classroom that benefit students and positively impact student behavior and outcomes.

1. Build on foundational skills, knowledge and expertise of AIAI staff by linking new knowledge and activities to their current schemas of skills and knowledge that our staff already encompass.
2. Engage participants as learners with a variety of opportunities to apply new skills and knowledge, experiment with innovative methods in a safe environment, and prepare for the new methodologies to use with students. It is best when material is delivered in a variety of modalities that invite AIAI staff to engage with the material as it suits their different learning preferences.
3. Provide practice, feedback, and follow-up through observing AIAI staff putting skills into practice then supporting reflection and feedback that reinforces the new knowledge.
4. Measuring changes in teacher knowledge and skill will allow AIAI administrators and staff to quantify the effectiveness of EL professional development and connect practice with results.
5. Measuring changes in student performance gives the AIAI team the opportunity to see the results of EL instruction and to determine what adjustments need to be made.

Specific professional development related to serving students requiring special education will come in many different forms, some of which will include professional presentations and workshops by local community organizations. AIAI will host in-person training for staff, families and the greater community as well as attend training locally, regionally and nationally. The AIAI Applicant Team is composed of a diverse group of professionals with a wide variety of connections with local organizations to utilize as resources and professional sources for professional development. such as:

- University of New Mexico Center for Development and Disability (UNM CDD)
- University of New Mexico Partners for Employment
- NM Council of Administrators of Special Education (NMCASE)
- New Mexico Association of Behavior Analysts (NMABA)
- Various local Chamber of Commerce
- Local Public School Districts
- Cooperative Educational Services of NM (CES)

- Together 4 Brothers of NM
- Elevate the Spectrum and NM Autism Society
- Court Appointed Special Advocates (CASA 4Kids, Rio Rancho, NM)

### Resources

Cloud, Nancy, Lakin, Judah, Leininger, Eirn, and Maxwell, Laura (2010). Teaching adolescent English language learners: Essential strategies for middle and high school. Philadelphia, PA: Caslon Publishing

National Center for Education Statistics (NCES). District Directory Information. Retrieved from <https://nces.ed.gov/ccd/districtsearch/index.asp>

NMPED Technical Evaluation and Assessment Manual

Rosenberry-McKibbin, Celeste (2018). Multicultural students with special language needs: Practice strategies for assessment and interventions, 5nd ed. Oceanside, CA: Academic Communication Associates

NMPED Serving English Learners Technical Assistance Manual (2017). Retrieved from

[https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/LCB\\_Serving-ELs\\_TA\\_Manual\\_2017\\_Rev\\_2.1.19.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/LCB_Serving-ELs_TA_Manual_2017_Rev_2.1.19.pdf)

US Department of Education, Office of English Language Acquisition. English Learner Toolkit for State and Local Education Agencies (SEAs and LEAs). Retrieved from

<https://www2.ed.gov/about/offices/list/oela/index.html>

WIDA English Language Development Standards. Retrieved from

<https://wida.wisc.edu/teach/standards/eld>

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs;</li> <li>• Identify how the school will implement the English Language Development Standards for ELs in its school;</li> <li>• Identify how the school will provide ELs with instruction and support to develop English language proficiency;               <ul style="list-style-type: none"> <li>• Identify how the school will provide ELs with access to grade-level content;</li> <li>• Describe how the school will address the spectrum of needs that ELs may present;</li> <li>• Identify specific responsibilities for school staff and classroom teachers; and</li> </ul> </li> <li>• 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.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities</li> </ul>	

**The roles of arts teachers/skills teachers in understanding and supporting ELL students is not addressed. There is no funding for PD for the arts employees to train on working with ELL, Special Education and/or Gifted students.**

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

#### APPLICANT RESPONSE:

AIAI will actively monitor all student progress to ensure alignment with our mission to provide students with unique, innovative, and customizable learning through a time- and content-flexible learning platform, a career driven learning environment, an art skill set education with professional training opportunities, and daily social emotional support and personalized coaching. Progress monitoring will be conducted at all 3 tiers of the AIAI RtI framework for ELL students.

#### Monitoring Progress of ELL Students

All AIAI students will be administered Exact Path assessments three times per year in the fall, winter, and end of year which will measure student progress in math, reading comprehension, and language arts. AIAI will also be using Reading Plus to measure student progress specifically in reading. Data from these assessments, NM state assessments, as well as formative course assessments (such as quizzes and tests) will help inform student IEP goals and progress measurement, as well as individualized SMART goals to target and measure progress toward a student's individualized academic and behavioral goals to increase academic performance. Progress monitoring data from Exact Path, Reading Plus and individual IEP goals will be provided to parents four times per year. AIAI will review yearly progress and any special requirements for the next school year during end-of-year meetings conducted with students and their parents. In addition, weekly meetings with the student, family and Enrichment Life Coach Teacher (ELCT) will keep the student and their support team informed on progress made with online course material and elective course performance. Students who are English learners will present with a wide variety of proficiency with English as their second language and AIAI teachers and administrators will assess and develop evidence-based supports which include individualized progress monitoring frequency across multiple measures depending on the target skills of individual students.

#### Roles and Responsibilities for AIAI Staff Supporting ELL Students

All AIAI teachers, Enrichment Life Coach Teachers (ELCTs), community artist contributors, and administrators will be responsible for supporting the academic and overall success of students, including students who are English language learners. All students will be supported to the greatest extent possible in all academic and extracurricular activities to empower students to reach their greatest potential and graduating high school as a student who is college and career ready.

Because of our unique blended curriculum and utilization of GlobalEd Solutions (GES) as AIAI's education management organization (EMO), some AIAI staff will be on site at the school and others will work remotely. On-site staff supporting ELL students include the Head Administrator who will be responsible for providing leadership for the school and implementing all aspects of the academic program under their supervision, including English language programs. The Head Administrator will work seamlessly in partnership with GES to ensure all academic and related services are being provided and will provide on-site supervision for all non-artistic staff. The Chief Creative Officer will be responsible for providing leadership for the arts curriculum, oversee the community artist contributors, and implement all aspects of the art program. Both the Head Administrator and the Chief Creative Officer will report to the Governing Board and work collaboratively with GES to support the staff and students with assessment, implementation and data analysis of student progress toward goals for ELL students.

AIAI teachers will hold current teaching licenses through NMPED and will have an understanding of all federal and state education laws that apply to ELL students. AIAI will employ teachers with TESOL endorsement for those working with ELL students. In addition to talented and knowledgeable teachers, all students will have support from Enrichment Life Coach Teachers (ELCTs) in person for social emotional and life skills instruction to support student well being and success in school. ELCTs working with ELL students will receive additional professional development and support for their work with students who have limited English proficiency. All AIAI teachers will implement high-quality evidence-based instruction and monitor student data to identify at risk students through the Response to Intervention (RtI) 3-tier framework. AIAI's Head Administrator will manage all state mandated assessments and information regarding student progress toward goals.

The Head Administrator, Chief Creative Officer, community artist contributors and teachers will maintain files in a compliant, confidential manner and will obtain and maintain original signatures on all official documentation. Individuals in these roles will collaborate and mentor ELCTs, and together the AIAI team will prepare and assist students transition from school to life based on their preferences. AIAI staff will provide assistance with as many transition activities as possible, will provide transition questionnaires and conduct interviews for students in grades 9-12 to develop transition plans that support their career choice, and will conduct an exit Summary of Performance staffing for each graduate.



### Engaging ELL Students and Families

AIAI will evaluate the effectiveness of our English learning programs and services through teacher evaluations, graduation data, student retention data, student academic growth data, and individual student progress data toward goals. Regular open communication between AIAI school staff including SE teachers, general education teachers, community artist contributors, ELCTs and school administrators that includes school and student progress data will ensure AIAI has developed meaningful information to provide to students and families at weekly meetings, and semi-annual parent teacher conferences. Because AIAI considers the whole person when evaluating a student and their individual needs, parent and student participation in all aspects related to an ELL student's education will be crucial and the AIAI team will work to engage families in a variety of culturally and linguistically meaningful ways. AIAI will contract with translators from a family's native language to promote and ensure understanding across language barriers. Teachers, administrators, and ELCTs will work to provide data that is meaningful and helps to build a bridge between a student's school and home life. Parents will have continuous up-to-date access to student progress with all online curriculum content and will be instructed in how to access the information. AIAI will also encourage all families to be involved with committees, extracurricular activities, and special events to provide important input and guidance from a variety of cultural and linguistically diverse backgrounds.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year;               <ul style="list-style-type: none"> <li>Identify specific responsibilities for school staff and classroom teachers;</li> <li>Identify the regular intervals at which progress will be monitored;</li> <li>Identify specific actions/reporting that will engage students and/or families;</li> </ul> </li> <li>Describe how the school will evaluate the effectiveness of its EL program and services; and</li> <li>Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>Identify specific responsibilities for school staff and classroom teachers</li> <li>Describe how the school will evaluate the effectiveness of its EL program and services</li> <li>Describe how the school will monitor exited EL students (reclassified fluent English proficient students – RFEPs) for two years for academic progress.</li> </ul> <p>While there is a general monitoring process described here, it is not clear that it is specific to ELLs, including the assessments used to qualify and/or exit a student from EL programming, how the program as a whole will be evaluated and how students will be monitored once they have exited (other than general measures taken for all students). Throughout the application, there is a lack of definition of teacher roles and terminology. Finding translators is not enough for full family engagement.</p>	

G. (3) Provide a **clear, comprehensive, and cohesive plan** to ensure adherence to ESSA and State statutes in addressing the needs of Native American Students, Hispanic Students, and Bilingual Multicultural educational plan to improve educational outcomes. The narrative should include an explanation of the supplemental programs or services offered to insure implementation of these Acts.

### APPLICANT RESPONSE:

AIAI understands the cognitive, emotional, social, and interpersonal benefits of bilingual and multicultural learning. It is AIAI's mission to serve all students and ensure alignment with our mission to provide students with unique, innovative, and customizable learning through a time- and content-flexible learning platform, a career driven learning environment, an art skill set education with professional

training opportunities, and daily social emotional support and personalized coaching. Our unique learning model will offer all students the opportunity to access high-quality online learning with specialized artistic elective courses taught in person to blend the arts with core content curriculum and prepare any student, regardless of race, ethnicity, or economic background, who has an interest in the arts to develop and incorporate that interest as they successfully transition into post-secondary education and their chosen career pathways.

### **Culturally Responsive Education**

According to the NMPED Hispanic Education Status Report 2017-2018, students from Hispanic, African American, Native American cultural backgrounds demonstrate significantly lower proficiency outcomes than white non-Hispanic students in New Mexico. This disparity has been present for decades in our state and has recently resulted in the 2018 District Court's ruling in *Yazzie & Martinez v. State of New Mexico* case which demonstrated that the state of NM has failed to comply with laws regarding the education of Native America, ELL students, and students with disabilities. It is AIAI's goal to work collaboratively with families, community stakeholders and education experts to develop, adapt and monitor policies and systems to align with the proposed remedies of the *Yazzie & Martinez* findings to support educational transformation in New Mexico and provide rigorous and meaningful education to our students.

AIAI will work to ensure that all faculty and Governing Board members receive ongoing culturally responsive training that includes working with the unique needs of Native American, Hispanic, African American, Asian, LGBTQ, ELL and other co-cultures within our community. AIAI will strive to ensure teachers and administrators have expertise working with diverse cultural and linguistic students and families, and that our curriculum, materials, teaching strategies, and assessments are relevant and culturally responsive to the unique cultures that make up our student body. It will be vital that AIAI decision makers are composed of individuals who are culturally and linguistically diverse and who have equitable input in training, curriculum development, education delivery, and oversight to ensure active engagement and culturally responsive education within our school and the greater community.

Because AIAI continuously strives to utilize policies and strategies for teaching, student engagement, and family and community involvement that are based in research and supported by data, our school will work to bridge the gap in learning for students of color and those who are culturally and linguistically diverse. Committees, learning communities, and advisory panels will be composed of culturally and linguistically diverse teachers, administrators, ELCTs, Governing Board members, students, families and community stakeholders whenever possible because we realize the importance of and tremendous value in collaborative and culturally responsive decision making.

AIAI will utilize teacher and student surveys, community input surveys, graduation data, student retention data, student academic growth data, and individual student progress data toward goals within our Rtl framework to gauge the effectiveness of our programs and to improve outcomes for students from diverse backgrounds.

### **NM Hispanic Education Act**

The purpose of the Hispanic Education Act is to provide for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap and increase graduation rates. The Hispanic Education Act also encourages fostering parental involvement in the education of their children, and provides a mechanism for parents, community and business organizations, schools, NMPED and the state, as well as local policymakers to work together to improve educational opportunities for Hispanic students. The Act was passed in 2010 and works to ensure New Mexico schools are providing adequate educational opportunities for Hispanic students. The NMPED publishes the Hispanic Education Status Report annually in compliance with the Hispanic

Education Act that provides information on Hispanic student achievement, attendance, graduation rates, and the number and type of bilingual and multicultural programs across the state for all grade levels. AIAI will contribute data on student achievement and outcomes to NMPED in compliance with the Hispanic Education Act.

### **NM Indian Education Act**

The purpose of the Indian Education Act is to improve student opportunities and outcomes for Native American students in New Mexico. There are 11 priorities of the Indian Education Act found on the NMPED Indian Education website. AIAI will work to develop, foster, and maintain relationships with all tribes who have students enrolled at our school in alignment with the priorities of the Indian Education Act. It is important that First Nation people's voices are incorporated as part of AIAI to positively impact the educational success of First Nation students and we will welcome and encourage active engagement with tribal leaders, representatives and students in AIAI decision making throughout the school.

### **Engaging Culturally Diverse Students and Families**

Regular open communication between AIAI school staff including SE teachers, general education teachers, community artist contributors, ELCTs and school administrators that includes school and student progress data will ensure AIAI has developed meaningful information to provide to students and families at weekly meetings and semi-annual parent teacher conferences. Because AIAI considers the whole person when evaluating a student and their individual needs, parent and student participation in all aspects related to culturally and linguistically diverse student education will be crucial, and the AIAI team will work to engage families in a variety of meaningful ways. AIAI will contract with translators from a family's native language to promote and ensure understanding across language barriers. Teachers, administrators, and ELCTs will work to provide data that is meaningful and helps to build a bridge between a student's school and home life. Parents will have continuous up-to-date access to student progress with all online curriculum content and will be instructed in how to access the information. AIAI will also encourage all families to be involved with committees, extracurricular activities, and special events to provide important input and guidance from a variety of cultural and linguistically diverse backgrounds.

### **Roles and Responsibilities for AIAI Staff Supporting Diverse Students**

All AIAI teachers, Enrichment Life Coach Teachers (ELTCs), community artist contributors, and administrators will be responsible for supporting the academic and overall success of students, including students who are from diverse cultural backgrounds such as Hispanic, First Nation, African American, Asian, LGBTQ and other co-cultures within our student body and community. All students will be supported to the greatest extent possible in all academic and extracurricular activities to empower students to reach their greatest potential and graduating high school as a student who is college and career ready.

Because of our unique blended curriculum and utilization of GlobalEd Solutions (GES) as AIAI's education management organization (EMO), some AIAI staff will be on site at the school and others will work remotely. On-site staff supporting ELL students include the Head Administrator who will be responsible for providing leadership for the school and implementing all aspects of the academic program under their supervision, including culturally and linguistically diverse education programming. The Head Administrator will work seamlessly in partnership with GES to ensure all academic and related services are being provided and will provide on-site supervision for all non-artistic staff. The Chief Creative Officer will be responsible for providing leadership for the arts curriculum, oversee the community artist contributors, and implement all aspects of the art program. Both the Head Administrator and the Chief Creative Officer will report to the Governing Board and work collaboratively with GES to support the staff and students with assessment, implementation and data analysis of student progress toward goals for culturally diverse

students.

AIAI teachers will hold current teaching licenses through NMPED and will have an understanding of all federal and state education laws that apply to ELL students. AIAI will employ teachers with TESOL endorsement for those working with ELL students. In addition to talented and knowledgeable teachers, all students will have support from Enrichment Life Coach Teachers (ELCTs) in person for social emotional and life skills instruction to support student well being and success in school. ELCTs working with students from diverse backgrounds will receive additional professional development and support for their work with students who have cultural and linguistic differences from their own. All AIAI teachers will implement high-quality evidence-based instruction and monitor student data to identify at risk students through the Response to Intervention (RtI) 3-tier framework. AIAI's Head Administrator will manage all state mandated assessments and information regarding student progress toward goals.

The Head Administrator, Chief Creative Officer, community artist contributors and teachers will maintain files in a compliant, confidential manner and will obtain and maintain original signatures on all official documentation. Individuals in these roles will collaborate and mentor ELCTs, and together the AIAI team will prepare and assist students transition from school to life based on their preferences. AIAI staff will provide assistance with as many transition activities as possible, will provide transition questionnaires and conduct interviews for students in grades 9-12 to develop transition plans that support their career choice, and will conduct an exit Summary of Performance staffing for each graduate.

#### **Training, PD and Support for Staff**

Starting during the implementation year and continuing throughout our years of operation, AIAI will prepare and support staff with professional development to effectively implement evidence-based strategies for supporting student learning to a diverse student body. The following list includes five core principles for effective professional development that AIAI will utilize to produce adult behavior changes in the classroom that benefit students and positively impact student behavior and outcomes..

1. Build on foundational skills, knowledge and expertise of AIAI staff by linking new knowledge and activities to their current schemas of skills and knowledge that our staff already encompass.
2. Engage participants as learners with a variety of opportunities to apply new skills and knowledge, experiment with innovative methods in a safe environment, and prepare for the new methodologies to use with students. It is best when material is delivered in a variety of modalities that invite AIAI staff to engage with the material as it suits their different learning preferences.
3. Provide practice, feedback, and follow-up through observing AIAI staff putting skills into practice then supporting reflection and feedback that reinforces the new knowledge.
4. Measuring changes in teacher knowledge and skill will allow AIAI administrators and staff to quantify the effectiveness of culturally and linguistically specific professional development and connect practice with results.
5. Measuring changes in student performance gives the AIAI team the opportunity to see the results of our culturally and linguistically sensitive instruction and to determine what adjustments need to be made.

Specific professional development related to serving students requiring special education will come in many different forms, some of which will include professional presentations and workshops by local community organizations. AIAI will host in-person training for staff, families and the greater community as well as attend training locally, regionally and nationally. The AIAI Applicant Team is composed of a diverse group of professionals with a wide variety of connections with local organizations to utilize as resources and professional sources for professional development. such as:

- University of New Mexico Center for Development and Disability (UNM CDD)

- University of New Mexico Partners for Employment
- NM Council of Administrators of Special Education (NMCASE)
- New Mexico Association of Behavior Analysts (NMABA)
- Various local Chamber of Commerce
- Local Public School Districts
- Cooperative Educational Services of NM (CES)
- Together 4 Brothers of NM
- Elevate the Spectrum and NM Autism Society
- Court Appointed Special Advocates (CASA 4Kids, Rio Rancho, NM)

### Resources

NM Center on Law & Poverty. Yazzie/Martinez v. State of NM Decision summary. Retrieved from <http://nmpovertylaw.org/wp-content/uploads/2018/09/Graphic-Yazzie-Martinez-Decision.pdf>

NM Hispanic Education Act (2010). Retrieved from <https://www.nmlegis.gov/sessions/10%20Regular/final/HB0150.pdf>

NM Indian Education Act (2003). Retrieved from <https://webnew.ped.state.nm.us/wp-content/uploads/2019/03/NM-Indian-Education-Act-1.pdf>

NMPED Indian Education Website. Retrieved from <http://nmindianeducact.org/>  
Tribal Education Status Report 2015-2016. Retrieved from <http://nmindianeducact.org/wp-content/uploads/2017/10/Tribal-Education-Status-Report-Nov-2016.pdf>

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

### INDEPENDENT REVIEWER EVALUATION:

Addresses some criteria, but does not sufficiently:

- Describe how the proposed school will develop an educational framework to address the educational needs of Native American, Hispanic, and bilingual multicultural students within a culturally and linguistically responsive approach to learning;

- Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers;
- 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;
- Describe how the school will evaluate the effectiveness of its programs to improve educational outcomes.

While there is a general monitoring process described here, it is not clear that it is specific to ELLs, including the assessments used to qualify and/or exit a student from EL programming, how the program as a whole will be evaluated and how students will be monitored once they have exited (other than general measures taken for all students). Throughout the application, there is a lack of definition of teacher roles and terminology. Finding translators is not enough for full family engagement.

#### **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:**

Regular assessment of students, including summative, interim, formative, baseline, and diagnostic is essential to determining their academic progress, and diagnosing any difficulties they may be having academically. While the state-required yearly summative assessments are important in gathering a snapshot of where students may be academically at that point in time when they are administered, they provide little information useful to the student or the teacher to determine what might be done to improve the student's achievement in those subject areas. The educator hopes that the student will show a year's academic growth from last year's assessment to this year's, but again gains little insight from that assessment as to why the student made more or less than a year's progress.

The New Mexico Task Force for Student Success recognized that problem with the state summative assessments, and in their 2019 report on New Mexico's State Assessment System made a series of recommendations on how to improve that system. Then this year the Covid 19 pandemic put a pause to all state assessment. So it is likely that next year the assessment system will have changed at least some, and possibly quite a bit, from the previous system. Whatever that system looks like for 2021-2022, AIAI will ensure all our students participate in all the required state assessments.

While the details of the state assessment system may change, the grade levels, subject areas, and data to be collected are required by federal statute and will not change. Students will still be tested in ELA, Math in grades 6-8, and in Science in Middle School (currently in grade 8) and High School (currently in grade 11). Detailed student demographic data will still be collected, including age, race, gender, and Free and Reduced lunch status (a measure of poverty or income) to allow the results to be disaggregated by those subgroups.

The anticipated assessments, grade level, Testing Window for administering those assessment, purpose, and data analysis and use are outlined in Table 3. Table 4 contains the same information for the additional assessments that will be administered to Special Populations.

**Table 3 – Overview of Assessments**

Assessment	Grade Levels	Testing Window	Purpose	Data Analysis and Use
NM-MSSA	6-8	Spring	Summative end-of-year assessment to measure student proficiency in ELA and Mathematics	<ul style="list-style-type: none"> <li>- Individual student achievement and growth from year to year</li> <li>- School performance from year to year</li> <li>- Grade level and subgroup performance</li> <li>- Comparison to NM averages</li> <li>- ELA and math proficiency levels and areas of strength/weakness</li> <li>- Used to inform ELA and Math curriculum and lessons</li> </ul>
NM ASR	8, 11	Spring	Standards based assessment of Science proficiency	Used to inform Science curriculum and lessons
SAT	11	April	College Readiness measure	Used by some colleges as a measure of a student's readiness to succeed in college level courses. Data can be used to assign classes or tutoring to help a student improve their readiness for college during their senior year
PSAT	10	April	Pre-SAT to help prepare students for SAT. Also is used to qualify for National Merit Scholarship.	Data from PSAT can be used to help student take appropriate classes to try and improve their performance on SAT
Exact Path	Three times per year	August, Mid-year,	Used to determine ELA, Reading and Math skill level	Mid-year data is compared to August data, and End-of-year data compared to



	Grades 6-12	End-of-year	and provide remediation as needed.	August and mid-year to determine a measure of student's academic growth in ELA, Reading and Math during the year.
Accuplacer	9-12	Beginning of year	Used to determine qualifications for concurrent enrollment/dual credit courses in a community college	For students not scoring high enough in ELA and/or math, data will be analyzed and used to schedule appropriate classes to help them reach college readiness
Course Assessments	6-12	Throughout the year	Pre-test measures student's prior knowledge. Lesson assessments measure how well the student mastered the lesson. End-of-course exams measure how well the student mastered the material in the course.	Pre-test used to adapt courseware, so student doesn't repeat lessons they already learned; Lesson assessments used to gauge student progress through the course. End of course exam used to measure how well the student mastered the course material overall.

Table 4 – Overview of Assessments for Special Populations

Assessment	Grade Levels	Testing Window	Purpose	Data Analysis and Use
WIDA Screener Online	6-12	Start of School	Used to identify students who are potential English Language Learners (ELLs)	Used to identify potential ELL students
ACCESS for ELLs	6-12	Jan - Mar	Used to assess each ELL student's proficiency in listening, speaking, reading, and writing	Data is received in late Spring and early Summer. Will be analyzed to inform curriculum, instruction, and supports for ELL students
NMAPA	6-11	TBD - Spring	Alternative Assessment of ELA and Math for IEP students with significant cognitive disabilities	Used to measure student achievement in ELA and Math for students unable to take the NM-MSSA even with appropriate accommodations

In the past, the results from the state assessments have not been available until August after the assessment is administered. If that continues to be the schedule, AIAI's plan for teacher analysis and use of that data to inform instruction will involve both the student's prior year and current year teacher (who may well be the same Edmentum teacher) the student's ELCT (who will also likely be the same ELCT the student was with the previous year), and any other academic specialists meeting to discuss the student's performance as measured by the state assessment, their progress as measured by the additional formative assessments including Exact Path and Reading Plus, and course and lesson assessments from the classes the student has completed. After reviewing all of this data, the AIAI team will develop a recommended path to address the student's specific academic weaknesses and ensure that they will be prepared to succeed in their current classes.

AIAI will use several assessments in addition to the state assessments to measure student achievement and ensure the educational program is tailored to provide what each student needs to meet succeed academically. Edmentum's Exact Path is an adaptive diagnostic assessment of English Language Arts, Reading, and Math ability that provides not only an accurate measure of where the student is in those skills, but then prescribes an individualized online learning path that has been proven to address the student's current deficiencies in those skills and improve their performance. This assessment is given three to four times a year to both measure the student's progress and ensure that the prescribed learning path is the correct one. This assessment provides a more timely and accurate measure of student academic growth that a comparison of last year's state assessment score to this year's.

Reading Plus is a course we encourage all students to take. The initial assessment at the beginning of the year accurately determines at what grade level their reading skills are. The course then takes the students through a sequential set of lessons to

improve those skills. For students behind grade level, it can increase their skills by two or three grade levels in a year. For students at or above grade level, it will allow them to continue to improve their reading skills.

Accuplacer is the test most community colleges use to determine if a student is ready for college-level work in English Language Arts and Mathematics. We plan to administer the Accuplacer to every student in grades 9 through 12 at the beginning of the year. Those who score high enough are encouraged to then enroll in college classes at little or no cost to them to earn both high school and college credit.

The NM-MSSA, NM-ASR, SAT, Exact Path, Reading Plus, and Accuplacer will all play a role in AIAI's performance contract as measures of student academic achievement, academic growth, and college readiness.

Finally, there are the assessments that are part of the online courseware. Each Edmentum class includes multiple assessments designed to continually check understanding, measure mastery, ensure knowledge retention, and predict preparedness for course exams. The assessments include the tests shown in Table 5.

**Table 5 - Course level assessments**

Courseware Assessment	Purpose
Mastery test	Measure whether students have mastered lesson objectives and are prepared to move on to the next learning module in the instruction
Unit pretests	Measure students' knowledge of the unit learning objectives before beginning the lesson instruction and allow students to test out of lessons by demonstrating mastery
Unit posttests	Measure students' understanding of both the basic knowledge and the higher-level skills within each unit. These assessments help ensure that students are building and retaining knowledge from lesson to lesson throughout the unit.
Course and unit activities	These are teacher-evaluated performance and project-based assessments that the teacher can assign, allowing for more qualitative evaluation that can be customized to the student
End-of-semester tests	Measure students' mastery and retention of the instruction in every lesson and unit in the semester

The AIAI Assessment Plan is based on years of experience on the part of GlobalEd Solutions – our EMO partner – and Edmentum, who provides the online curriculum and teachers, as well as state assessment and accountability requirements. In particular, Exact Path and Reading Plus are designed to quickly identify those students who are behind grade level in ELA and/or Math and provide a remediation path to bring them up to grade level as quickly as possible. We know from state assessment data and GlobalEd Solutions experience in operating online-blended schools that a significant portion of our students will come to us below grade level – some significantly so (3 to 4 years behind). At the same time we know that many of the students who will be attracted to an Arts-focused school will come to us above grade level. We have designed our assessment plan to meet the needs of all of these students, while still allowing us to encourage and advance them in their chosen art forms.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• 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"> <li>◦ Include assessments/progress monitoring for special populations;</li> </ul> </li> <li>• Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered;</li> <li>• Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction;</li> </ul>

- 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.

#### INDEPENDENT REVIEWER EVALUATION:

Addresses some criteria, but does not sufficiently:

- Describe how the data identified will be used to inform instruction;
- 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.

Who will be monitoring student progress and performance and what criterion will the school be using? Are students monitored on a weekly basis? What teacher is tasked with intervention when a student falls behind or does not demonstrate mastery? The mission was not tied to any of the assessments, nor did we see how the results of the assessments were going to drive instruction. Language here is vague (ex: "will work towards") when concrete action steps are asked for.

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:

Assessment data, from state-level summative assessments, school-level formative and diagnostic assessments, and course-level assessments, provide an important but incomplete picture of student performance, and by itself provides limited insight into the steps necessary to improve the performance of any individual student. For example, if the school as a whole is underperforming in the state math assessment across all grades, or even in one or two specific grades, that would indicate the problem is more likely in the curriculum and instruction, and would lead to investigating new curriculum options, some supplemental instructional material, or general instructional techniques among the math teachers. Such a system problem would also be reflected in the other assessment data.

But if the assessment data as a whole shows a somewhat normal distribution of performance, even if it is skewed toward one end or the other, that calls for further analysis of the data to identify which students are not meeting expectations, whether they are showing any growth during the year, and even specific issues in math or ELA they may be having, and invites the introduction of specific interventions tailored to that student. That analysis also requires additional data besides assessment results. Attendance, engagement, personal life and health circumstances all contribute to a student's performance academically. One of the advantages of an online curriculum is the wealth of data it can provide on individual students. How long were they logged onto the curriculum each day? How much progress did they make in their classes during that time? How many times did they attempt a lesson assessment before they passed it? If their performance on a course pretest resulted in them skipping some lessons because they demonstrated they knew that material, did they miss questions on that material on the end-of-course exam?

Another strength of the AIAI school model, and one of the reasons we have chosen to partner with GlobalEd Solutions, is the role of the Enrichment Life Coach Teacher (ELCT). This key staff member is assigned 25 to 35 students, sort of like a home room. Their primary responsibility is student engagement – making sure the students have what they need to engage in their classes and make expected progress. To do that, the ELCT needs to build a personal relationship with each student. They need to know what is happening in their lives inside and especially outside of school, because those "life circumstances" are usually more influential on academic performance than traditional "school" factors.

To enable the ELCT to know how each of their students is doing on a daily and weekly basis, they are provided a dashboard of the key factors is student achievement – daily engagement in the curriculum, progress in each of their courses. That information, together with the ELCT's personal knowledge of what's going on in the student's life, help the ELCT to identify some basic interventions to help the student. It could just involve sitting down with the student and walking through a lesson with them

to help them understand and better engage with the courseware. Or it may mean coordinating an online chat session or video call with the teacher (many students are initially reluctant to reach out to their teachers, even though they are often available for extended hours in the evening and on weekends). Often something outside of school is the problem, and again the ELCT, with that personal relationship with the student, is the one who usually unearths that issue and can direct the appropriate community resources to address it.

If, after a couple of weeks the student is still not making the expected academic progress, they enter into what GES calls *Every Opportunity to Succeed* (EOTS). This is a process GES has developed based on the belief that every student can succeed academically, and it is the staff's responsibility to do everything in our power to provide that student every opportunity to succeed. EOTS is a tiered intervention system very similar to the RtI system for Special Education students. When a student is identified by their coach as not making adequate or expected progress in one or more courses, the ELCT, Academic teacher(s), Counselor begin meeting weekly to review all of the data on that student and design an intervention plan to help get them back on track.

At the school-wide level, the Head Administrator and GES's Director of Career and Academics are jointly responsible for the school's academic performance. To that end, they have access to all of the data available to the academic teachers, the ELCTs, counselors and other staff, for all of the students in the school, both individually and in the aggregate. While the ELCT and teacher focus on individual students, the Head Administrator and Director of Academics focus on the school-wide performance. As they look at the data around student engagement (are students logging on regularly and on track to complete the course on time), performance on course assessments, the amount of online interaction between students and teachers. They are asking question like: "is the curriculum engaging enough to keep the student interested?"; "are the lessons too advanced or not challenging enough?"; "is there too much reading, too much video too little interactive lessons, or other imbalance in the presentation of the material?"; "what, if any, is the correlation between student performance in their courses and their performance on state assessments?"; and finally, if there are issues that surface from asking these questions, "what do we need to do to improve?".

The Director of Academics, Head Administrator, and the online teachers meet regularly (quarterly at least) to go over the data, ask those questions, and make whatever adjustments are needed to keep students on track and progressing academically.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• 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"> <li>○ monitor academic performance and</li> <li>○ take appropriate corrective action if the school is not on track to or does not meet academic performance expectations;</li> </ul> </li> <li>• Address specific responsibilities related to               <ul style="list-style-type: none"> <li>○ meeting student academic achievement or growth expectations <u>at the school-wide level</u> and</li> <li>○ meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); and</li> </ul> </li> <li>• Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• <b>Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to:</b> <ul style="list-style-type: none"> <li>○ monitor academic performance and</li> <li>○ take appropriate corrective action if the school is not on track to or does not meet academic performance expectations</li> </ul> </li> <li>• <b>Address specific responsibilities related to:</b> <ul style="list-style-type: none"> <li>○ meeting student academic achievement or growth expectations at the school-wide level</li> </ul> </li> </ul>	

- o meeting student academic achievement goals at the individual student level (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.

There is no mention of any specific types of corrective actions/interventions that might be taken to support a student beyond a meeting and life coaching. While the applicant noted triggers and actions that would take place, there was not a clear timeline of events or identification of responsible parties that would be involved.

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:

The Enrichment Life Coach Teacher (ELCT) is the primary connection to the student and the parents or guardians. The ELCT's goal is daily communication with the student, with the minimum expectation of two times a week. Again, the advantage of an online curriculum is that the data is already online, and both student and parents have immediate access to that data. As part of the orientation process we show students and parents what data is available, how to access it, what it means, and how to get answers if they don't understand it or it looks like their student is having a problem.

Communication of achievement and progress to the governing body is from the head administrator at the Board meetings. The Head Administrator will provide at least monthly updates on student progress, engagement, and achievement, using many of the same dashboards the ELCTs use.

The PEC, the school's authorizer, will receive an annual report including, among many other topics, the student performance and achievement data. All of the data communicated to the Board is of course available to the PEC at their request, and PEC members are welcome at any time to visit the school and meet with staff and students.

Communication to the community will be through public reports, social media postings, town halls held at the school, community performances hosted or participated in by the school, and any other means available. We believe we will have much to advertise to the community about our school and the achievement of our students, and we intend to take every opportunity to do that.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify how student achievement and progress will be communicated to               <ul style="list-style-type: none"> <li>o Students</li> <li>o Parents</li> <li>o The governing body</li> <li>o The authorize</li> <li>o The broader community;</li> </ul> </li> <li>• 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; and</li> <li>• Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	

- Provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate

The applicant does not appear to have fully met the criteria to provide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate. The applicant did not reference the demographics of their intended community and tie these to planning.

## 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:

#### Roles and Responsibilities of the Governing Body Members

The Aspire Integrated Arts Institute (AIAI) Governing Board is responsible for the oversight and guidance of the school. The Governing Body Members each have a personal fiduciary duty to safeguard the long-term well-being of the school. The Board will be composed of a broad cross-section of the community-at large as well as professionals and community leaders. The Board generally meets as a whole on a monthly basis. It operates through various committees, including a governing and equity committee consisting of officers elected to manage the Board and help monitor school policies. The Board is not involved in handling the day-to-day details of running the school, dealing with specific personnel issues, or addressing individual student needs. Consistent with the best practices of nonprofit corporation management, the Board delegates the responsibility for running the charter school and implementing the Board's policies to the Head Administrator. Where appropriate, the charter school administrator will delegate some responsibility to other administrators, teachers, and students.

Upon approval by the Public Education Committee (PEC) and the Public Education Department (PED), AIAI's prospective governing Board will transition into the initial governing Board. During AIAI's first official Governing Board meeting, the Board will elect officers, endorse bylaws, and form Board committees. All governing Board meetings will be announced to the public, in compliance with the New Mexico Open Meetings Act.

The Governing Board, to safeguard the achievement and advancement of our school, will have several crucial and fundamental responsibilities. The Board governs through its strategy, planning, policies, procedures and evaluation. The following are some of the primary responsibilities of the Governing Board:

1. Determine the charter school's mission and purpose. The mission statement and purpose should express the charter school's goals, objectives, and primary groups served. It is the Governing Board's responsibility to form the mission statement and review it periodically for accuracy and validity. Each Board member should completely understand and support it.
2. Hire, Support, and Evaluate the Head Administrator. The Governing Board must collectively develop the charter school's Head Administrators' job description and initiate a careful search process to find the most qualified individual for the position. The Board must ensure that the Head Administrator has the proper and professional support he or she needs to further the goals of the charter school. The Head Administrator, in partnership with the entire Board, should decide upon an annual evaluation of the Head Administrator's performance.
3. Operational Oversight. As representatives of the charter school, the Board must actively participate with the staff in strategic planning and facilitate the implementation of the resulting plan, making sure to comply with the approved charter school contract.

4. Fundraising. One of the Board's most important responsibilities is to supply sufficient resources for the charter school to fulfill its mission. The Board should work collaboratively with the Head Administrator and development staff, if any, to raise funds from the community.
5. Financial Oversight. The Board, in order to remain accountable to the PED and PEC, parents and students, its donors, the public, and, its foundation, to protect its tax-exempt status, must approve the annual budget and ensuring that proper financial controls are in place in order to make sure the charter school is financially solvent.
6. Academic Oversight. The Board is to determine which academic programming, curriculum, and services are the most consistent with the charter school's mission and to monitor how the programming is positively impacting student achievement.
7. Public Relations. A charter school's primary link to the community, the public, and the media, is the Board. Clearly expressing the organization's mission, goals, objectives, and achievements to the public, as well as accumulating interest and support from important members of the community.
8. Self-Evaluation. It is the Board's responsibility to implement an evaluation process to ensure that the total organization is effective in achieving its mission and efficient in using its resources. By evaluating its performance in fulfilling its responsibilities, the Board can recognize its achievements and reach an agreement on improvement.

#### **AIAI Governing Board Membership Structure**

The AIAI Governing Board structure is defined in the prospective bylaws (Appendix A) and summarized here.

#### **Number of Members**

The number of Members of the governing body will not be less than 7 initially, nor more than 15. The exact number of Members will be decided by Board resolution or amendment of the Bylaws.

#### **Roles**

Generally, all Governing Board Members have identical roles and responsibilities, however, they are ultimately responsible for ensuring that the school accomplishes its mission by adopting sound, ethical, financially responsible policies. Specific additional roles will be taken on by Board members selected to be officers and these responsibilities are outlined below.

Governing Board Members have the responsibility of leading, governing, and overseeing the school and the Head Administrator. This includes the creation of policies which support improved student achievement and efficient operations. Members hire the Head Administrator, and each contributes to the Head Administrator's annual evaluation. They are involved in creating and approving the annual budget, as well as reviewing the annual audit reports. Members serve on committees, including the required equity, finance and audit committees. They also represent the school in the community, as ambassadors and, sometimes, fundraisers. These are a few of the many responsibilities that fall upon our Governing Board Members.

#### **Length of Terms**

All Governing Board Members will serve a term of three years and not to exceed (2) three year terms. All members of the initial Governing Body shall serve staggered terms, by designating approximately one-third of the Members to one-, two- and three-year terms. Additionally, no Member, other than a Member serving as a corporate officer may serve for more than six (6) consecutive years.

#### **Legal Duties**

All Governing Board Members have three primary legal duties known as the duty of care, duty of loyalty, and duty of obedience. Each will be described below:

1. DUTY OF CARE. The duty of care describes the level of competence that is expected of a Board Member and is commonly expressed as the duty of "care that an ordinarily prudent person would exercise in a like position and under similar circumstances." This means that a Board Member owes the duty to exercise reasonable care when he or she makes a decision as a steward of the charter school. To Exercise the Proper Duty of Care:



- a. **Active Participation.** A governing Board Member must actively participate in the management of the organization including attending meetings of the Board, evaluating reports, reading minutes, reviewing the performance of the charter school administrator and so on. Persons who do not have the time to participate as required should not agree to be on the Board.
  - b. **Committees.** The Board may establish committees having the authority of the Board and may rely on information, opinions or reports of these committees. However, the committees are subject to the direction and control of the Board. As a result, Board Members are still responsible for the committees and should periodically scrutinize their work.
  - c. **Board Actions.** A governing Board Member who is present at a meeting when an action is approved by the entire Board is presumed to have agreed to the action unless the Board Member objects to the meeting because it was not lawfully called or convened and doesn't participate in the meeting, or unless the Member votes against the action or the Member is prohibited from voting on the action because of a conflict of interest.
  - d. **Minutes of Meetings.** Written minutes should be taken at every governing Board meeting. The minutes should accurately reflect the actions taken at the meeting.
  - e. **Books and Records.** A governing Board Member should have general knowledge of the books and records of the charter school as well as its general operation. The charter school's articles, bylaws, accounting records, voting agreements and minutes must be made available to interested parties (for example, parents, charter authorizing body) and Board Members who wish to inspect them for a proper purpose.
  - f. **Accurate Record Keeping.** A governing Board Member should not only be familiar with the content of the books and records, but should also assure that the charter school's records and accounts are accurate. This may mean the Board Member must take steps to require regular audits by an independent certified public accountant if the Board has not already decided to do so. At the very least, the Board Member should be aware of what the financial records disclose and take appropriate action to make sure there are proper internal controls.
  - g. **Trust Property.** A governing Board Member has the duty to protect, preserve, invest and manage the charter school's corporate property and to do so consistent with any donor restrictions and legal requirements. Instituting proper internal controls will aid in the protection of the assets.
  - h. **Resources.** A governing Board Member must assist the organization in obtaining adequate resources.
  - i. **Investigations.** A governing Board Member has a duty to investigate warnings or reports of officer or employee theft or mismanagement. In some situations a Board Member may have to report misconduct to the appropriate authorities. Where appropriate, a Board Member should consult an attorney or other professional for assistance.
2. **DUTY OF LOYALTY.** Traditionally, governing Board Members have an absolute duty of complete, undivided loyalty to the organization. The duty of loyalty is a standard of faithfulness; a Board Member must give undivided allegiance when making decisions affecting the charter school. This means that Board Members can never use their position, or the charter school's assets, or information obtained as a Member for personal gain for themselves or for any Member of their family, but must act in the best interests of the charter school. A Board Member should put the good of the charter school first and avoid engaging in transactions with the school from which the Member will benefit. To Exercise the Duty of Loyalty:
  - a. **Conflicts of Interest.** Under certain circumstances, a contract or transaction between a charter school that is a nonprofit corporation and its Board Members or an organization in which the Board Member has a material financial interest is acceptable. However, if the transaction is challenged, the Board Member will have the burden of establishing that the contract or transaction was fair and reasonable, that there was full disclosure

of the conflict and that the contract or transaction was approved by other Board Members in good faith. Conflicts of interest are further discussed in a later section of this chapter.

- b. **Written Policy.** The governing Board will establish a written policy on avoiding conflicts of interest.
  - c. **Loans.** A charter school that is a nonprofit corporation may not lend money to a Board Member or the Board Member's family Members unless the loan or guarantee may reasonably be expected, in the judgment of the entire Board, to benefit the charter school.
  - d. **Corporate Opportunity.** Governing Board Members of business organizations are under a fiduciary obligation not to divert a corporate business opportunity for their personal gain. A Board Member of a charter school that is a nonprofit corporation is also subject to this duty. This duty means that a Board Member may not engage in or benefit from a business opportunity that is available to and suitable for the charter school unless the charter school decides not to engage in the business opportunity and conflicts of interest procedures are followed.
  - e. **Compliance with Governing Documents.** Board Members have a duty to follow the charter school's governing documents (articles of incorporation and bylaws), to carry out the charter school's mission and to assure that funds are used for lawful purposes. Also, Board Members must comply with other state and federal laws that relate to the charter school and the way in which it conducts its operations.
3. **DUTY OF OBEDIENCE.** The duty of obedience requires Board Members to be faithful to the charter school's mission. They are not permitted to act in a way that is inconsistent with the central goals of the charter school. A basis for this rule lies in the public's trust that the charter school will manage public financing and donated funds to fulfill the charter school's mission. To Exercise The Duty of Obedience:
- a. **State and Federal Statutes.** Governing Board Members should be familiar with a number of state and federal statutes and laws relating to charter schools. Refer to the list earlier in this chapter. Board Members should see to it that their charter school's status with state and federal agencies is protected and that no actions are being taken that would put this status in jeopardy.
  - b. **Filing Requirements.** Governing Board Members must comply with deadlines for taxation, for registering with the Secretary of State's Office, for making social security payments, for income tax withholding, and so on.
  - c. **Governing Documents.** Governing Board Members should be familiar with their charter school's governing documents and should follow the provisions of those documents. Board Members should be sure proper notice is given for meetings, that regular meetings are held, that Board Members are properly appointed and that the charter school's mission is being accomplished.
  - d. **Outside Help.** Where appropriate, governing Board Members should obtain opinions of legal counsel or accountants.

#### **Officer Structure**

AIAI's Governing Board will designate officers as included in the bylaws (Appendix A). The officers will assume responsibility for additional key tasks and functions and help ensure that the school is not too heavily dependent upon the Head Administrator. The officer elections will be held each July with the Board taking nominations for each role. The elect will assume the responsibilities immediately. Any Board Member may serve in the same officer capacity more than once, with a maximum of three (3) consecutive terms. The officers of the school consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The school also may have such other officers as the Board deems advisable.

#### Roles and Responsibilities

1. *President (Chair)*

The Governing Board Chair is responsible for presiding at each meeting of the Board. The Chair is also an ex officio Member of each Board committee. The Chair appoints Chairs to head the Board committees and also develops leadership progression for all Board positions. The Chair has general supervision, direction and control of the affairs of the school, and such other powers and duties as the Board may dictate. In addition to objective responsibilities, the Board Chair must drive the culture of inclusion and positive collaboration that is essential for achieving the mission of the school. This includes respecting and collaborating with other Board Members, the Head Administrator, our community partners, and the general public.

#### *2. Vice - President (Vice Chair)*

If the Chair is absent or incapacitated in any way, the Vice Chair will perform all the Chair's duties and will have all the Chair's powers and be subject to the same regulations. The Vice Chair will also serve as an ex officio Member of all Board committees. The Vice Chair shall have other such powers and perform such other duties as the Board may dictate.

#### *3. Secretary*

The Governing Board Secretary will keep and manage all Governing Board legal documents at the school's principal office. The Secretary will keep the articles of incorporation, bylaws with amendments, meeting agendas, meeting minutes, and voting results. The Secretary will also keep the Board policies and procedures for both the governing Board and its committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings. The Secretary will have such other powers and perform such other duties as the Board may dictate. The Secretary serves to ensure that Board protocols are appropriately put into action in accordance with the New Mexico Open Meetings Act. An effective Board Secretary will ensure that all required Board document recording is accurate and completed in a timely fashion.

#### *4. Treasurer*

The Governing Board Treasurer will lead the financial oversight duties by keeping accurate and factual records and accounts of the school's financial dealings as well as ensuring that the school meets all federal and state financial reporting requirements. The Treasurer will support the Head Administrator in developing an annual budget and will lead the monitoring and reporting on budget implementation. They will make the book of accounts available at all times for inspection by any Member. The Board Treasurer will review the annual financial audit and collaborate with the Board Finance Committee to resolve any audit findings. The Treasurer will deposit the school's monies and other valuables in the school's name and to its credit, with the bank the Board designates. They will disburse the school's funds as the Board directs. The Treasurer will deliver a yearly report of the school's financial transactions and financial conditions to the Chair and the Board or upon request. The Treasurer will have such other powers and perform such other duties as the Board may dictate. An effective Board Treasurer will demonstrate consistent character and integrity along with transparency regarding the financial status and strategies for the school.

#### Election Process

The Governing Board will elect the officers annually at the Annual Meeting in July or a Regular Meeting designated for that purpose. Additionally, they may elect at a Special Meeting called for that purpose, however, officers elected to fill vacancies will be elected as vacancies occur. A Governing Board Member may hold any number of offices, except that neither the Secretary or Treasurer may serve concurrently as the Chair.

#### Length of Terms

Each Governing Board officer will serve at the pleasure of the Governing Board. They will hold office until resignation, removal, or disqualification from service, or until his or her successor is elected.

#### **Committee Structure**

The AIAI Governing Board will institute a number of committees in order to complete work for the Board between regular meetings. Committees may be composed of Board Members or community Members, or both. Each standing committee shall consist of at least two people. The Chair of each standing committee shall be a Governing Board Member. The committee Members will be charged with having detailed meetings about committee topics and bringing their findings back to the Board. The bylaws will define the planned committees and their functions. The Chair of each committee will be appointed by the Governing Board Chair, except the Governance Committee. Each Committee Chair will serve a term of two (2) years, with new chairs being appointed at every bi-annual Board election. Standing Committees shall include the following:

**Legally Required Committees:**

**Governance Committee**

*Responsibilities*

The Governance Committee will be responsible to the Governing Board and has the responsibility of studying the qualifications of potential candidates and presenting the best qualified nominees at the annual meeting. The Governance Committee will need to recommend candidates to fill vacancies and present a slate of the best qualified as nominees for the vacant Member positions on the Governing Board. They will need to provide ongoing orientation to the governing Board Members as well. The Governance Committee will oversee a Member assessment process to ensure optimum performance and help provide the best training to secure favorable outcomes. They will recommend the appointment of a past Board Chair to the Governing Board, if necessary, to ensure continuity. The Governance Committee will also conduct evaluations in accordance with the bylaws of the school. The Governance Committee will help with the planning of an annual Board retreat and will lead the development and review of a Board Member manual.

*Membership*

The Governance Committee shall be composed of at least two (2) persons recommended by the Board Chair and elected by the Governing Board at its annual meeting in July. The Governance Committee, including the Chair, will consist of current Members of the Governing Board.

*Length of Service Terms*

Each committee Member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee.

*Selection Process*

The committee shall elect its own chair. Desirable skills and experience for Governance Committee Members include prior Board experience, leadership and management experience, legal and/or human resources experience. There will be an application, screening and selection process based on the best candidates that fit the description.

**Equity Committee (Equity Council)**

The Equity Committee will be responsible to the Governing Board and has the responsibility of working with the Governing Board Chair, Head Administrator, Chief Operations Officer, and Chief Academic Officer in order to provide leadership to create an equity plan based on a Martinez and Yazzie readiness assessment specific to the needs of economically disadvantaged students, Hispanic students, Native American students, English learners, and students with disabilities. All Equity Committee meetings will be announced to the public, in compliance with the New Mexico Open Meetings Act.

*Membership*

The Equity Committee shall be composed of community Members or advocates that work in an organization that advocates for one of the four student groups named in the Martinez and Yazzie consolidated lawsuit as well as having student representatives. In terms of representing a Nation, Tribe, or Pueblo, they would need to be a Member of the Nation, Tribe, or Pueblo with a significant population of students in the charter school. At least one person representing each demographic within the school and recommended by the Board Chair and elected by the Governing Board at its annual meeting in July. The Equity Committee will consist of at least one current Member of the Governing Board as well. Additionally, to help ensure the school remains true to its mission in the future, original applicant team Members who remain active in the school's mission shall have a lifetime Membership on the equity committee.

*Length of Service Terms*

Each committee Member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee.

*Selection Process*

The Governing Board Chair shall elect the Equity Committee Chair. The Equity Committee will establish a fair and transparent process for selection of the Governing Chair's Equity Committee. Each people group that is represented in the charter school must be represented in the Equity Committee. The Governing Board will obtain parental permission for students to participate on the Equity Committee and have their names be listed on the school's website as participating on the committee.

**Finance Committee**

*Responsibilities*

The Finance Committee will be responsible to the Governing Board and has the responsibility of working with the Head Administrator and Chief Operations Office to develop the annual budget, present budget recommendations to the Board, monitoring the implementation of the budget, and recommending appropriate policies for the management of school property and assets.

*Membership*

The Finance Committee, including the Chair, will consist of current Members of the Governing Board. The Board Treasurer will act as the Finance Committee Chair. Additional Members can be appointed by the Governing Board Chair and need not be Members of the Governing Board.

*Length of Service Terms*

Each committee Member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee.

*Selection Process*

Desirable skills and experience for Finance Committee Members include finance and accounting knowledge, leadership and management experience, business office, and/or entrepreneurship experience. There will be an application, screening and selection process based on the best candidates that fit the description.

Membership of the Finance committee shall comply with NMSA Section 22-8-12.3(B).

**Audit Committee**

*Responsibilities*

The Audit Committee will be responsible to the Governing Board and has the responsibility of working with the Head Administrator and the Finance Director, to prepare AIAI for its annual financial audit and supporting the audit process. The Audit Committee will have the role of selecting an outside auditor via the request for proposal (RFP) process. The Audit Committee will help manage the audit process, will review the audit report and any findings, and will report the audit outcome to the Board as a whole. When the Audit Committee is not engaged in preparing and monitoring the audit process, the Members will focus their efforts on auditing the internal finances and processes of the school. This will include monitoring the spend-down of general fund and special fund dollars to ensure that resources are being spent in a timely fashion in support of student success.

*Membership*

In accordance with New Mexico law, the Audit Committee will consist of two current Members of the Governing Board, the Head Administrator, and a Member of our business office partner. Additional Members can be appointed by the Governing Board Chair and need not be Members of the Governing Board.

*Length of Service Terms*

Each committee Member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee.

#### *Selection Process*

Desirable skills and experience for Audit Committee Members include finance, accounting, audit, and audit finding resolution experience. There will be an application, screening and selection process based on the best candidates that fit the description.

Membership of the Audit committee shall comply with NMSA Section 22-8-12.3(B).

#### School-Specific Committees

##### Academic Excellence Committee

#### *Responsibilities*

The Academic Excellence Committee will be responsible to the Governing Board and has the responsibility of working with the Head Administrator, and the Chief Academic Officer, to develop annual student achievement targets, present academic progress data to the Board, monitor the implementation of instruction and supports to students, and recommend appropriate policies regarding the improvement of implementation of the AIAI academic program.

#### *Membership*

The Academic Excellence Committee, including the Chair, will consist of current Members of the Governing Board. Additional Members can be appointed by the Governing Board Chair and need not be Members of the Governing Board.

#### *Length of Service Terms*

Each committee Member shall serve a term of two (2) years, and these terms shall be staggered to ensure continuity of the committee.

#### *Selection Process*

Desirable skills and experience for Academic Excellence Committee Members include teaching and learning, data analysis, strategic planning, and effective process implementation knowledge.

#### **Member Selection, Discipline, and Removal Process**

The AIAI Governing Board will be comprised of Members who are passionate about the mission of the school and have the combination of past experiences and the skill set necessary to navigate the school towards successfully achieving that mission. The initial proposed Governing Board Members have been selected by the founder and co-founder. They represent a strong group of the Greater Albuquerque Area professionals who are committed to bringing a new, student centered, integrated arts focused school to our city of Rio Rancho. Going forward, any new Board Members will be selected via the process outlined in the bylaws. Every new Board Member search will be implemented consistently to ensure fairness, and emphasis will be placed on maintaining diversity in terms of gender, racial/ethnic, and skill set composition on the Board.

There may be occasions where a Governing Board Member may need to be removed/dismissed. This occurs if the Board Member does not uphold the roles and responsibilities they have agreed to uphold within their duty of care, obedience, and loyalty. These actions will be addressed by the Board Chair. If an agreement cannot be met between the Board Chair and the offending Board Member, they will be sent a resignation letter by certified mail 30 days prior to the meeting at which their offense will be voted upon. If the Board Member fails, or refuses, to submit the requested letter, then the Board as a Whole may move to remove the Board Member from the Governing Board. The Board Member will have the opportunity to address the Board at said meeting, and the Governing Board's decision will be determined through a majority vote. In the instance where the Board Chair is the Member who made the offense, the Vice Chair will conduct the process in lieu of the Chair.

#### **Resources**

Board Roles and Responsibilities. (2020, April 6). Retrieved from:

<https://www.councilofnonprofits.org/tools-resources/Board-roles-and-responsibilities>

[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/Creating%20Effective%20Governing%20Boards\\_0.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Governing%20Boards_0.pdf)

Governing Board Best Practices. (2020, April 6). Retrieved from:

<http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Governance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf>

Board Recruitment Process. (2020, April 6). Retrieved from:

<https://www.wildapricot.com/articles/developing-a-board-recruitment-process#4-steps>

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include governing body bylaws in <b>Appendix A</b>; and</li> <li>• Summarize <u>key</u> governance components in the application response as follows: <ul style="list-style-type: none"> <li>○ Membership structure (number, roles, length of terms)</li> <li>○ Officer structure (roles, election process, responsibilities, length of terms)</li> <li>○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, Membership, length of service terms)</li> <li>○ Member selection, discipline, and removal processes.</li> </ul> </li> </ul>
<p><b>Meets the Criteria</b></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: Desired Qualifications and Skill Set of the Governing Body

##### Desired Qualifications and Skill Set of the Governing Body

The Governing Body of a charter school has an immense responsibility and requires the commitment of a strong group of people who have a sense of duty, passion, and a diverse set of qualifications and skill sets in order to ensure the success of the charter school. This strong group of people need to have qualities that bring open-mindedness and differing perspectives to make sure equity is top of mind and the policies and procedures of the charter school serves its diverse student body, families, and communities well. The founders, Stephen Wynne and Michelle Boutros, have taken into consideration the selection of individuals for the initial Board and have looked for the following characteristics:

- **Passion for The Cause**

- Community individuals who are passionate about and committed to the Aspire Integrated Arts Institute's mission will be imperative for the success of the school. This passion will bring a certain mindset of positivity, energy, enthusiasm, active participation, commitment and creativity. Those community members who are passionate about AIAI's mission will not relent in their effort to provide the best environment possible for the students and their families to ensure the successful preparation of pre-professional artists ready to move on to their college experience and their careers.



- With passion, comes enthusiasm and confidence. The community individuals will be confident and will be able to hold each other accountable in a supportive way. They will be positive and have a good attitude, while being willing to take on a challenge and learn on the job.
- With enthusiasm and confidence, comes a willingness to learn. A willingness to learn will encourage others on the Board to express their viewpoints and share their experience, knowing that another Board Member is open to learning from others.
  - Open-Minded and Forward Thinking
- Community members who are open-minded are able to support the many different viewpoints, thus allowing for healthy communication. Board Members that come in with an open mind are far more likely to empower other Board Members to express their point of view and work toward solutions.
- Forward-thinking individuals, using their creativity, constantly think outside-the-box and are searching for the best, most relevant solutions. They want to grow the cause and will help push the rest of the Board on vision changes and innovations when necessary.
  - Clear Communication
- Clear communication is essential for a governing Board. Board Members are not only the governing body of the charter school, they are also partly the face of the organization. They communicate with large donors, they make speeches on behalf of the school, they make statements to the media, and the need to communicate these ideas in a simple and clear manner. Effective communication skills are definitely desired for any prospective Board Member.
- These potential Board Members also need to have the ability to listen and take in what is going on around them in order to ensure they empathise with other Board Members, faculty and staff, parents and students, and the community at large.
  - Diversity
- Recruiting people from a range of backgrounds, in all its forms is really important in order to ensure equity on the Board and in the school. No longer can there be people around the table who all think alike, come from the same background, or who have been appointed through a non-competitive process, equity would not be served.
- Community individuals who can relate to and connect with the greater Albuquerque community and the diverse population of students that we anticipate enrolling into our school is definitely important in order to comply with the Martinez and Yazzie consolidated lawsuit and fulfill the requirements for our Equity Council.
- The Governing Board Membership should ideally reflect the diversity of the AIAI student body and the target area of the school. Diversity in gender, racial/ethnic background, educational and professional makeup will lead to an opportunity to be a stronger team for handling the many aspects of leading the school in an equitable manner. This should lead to greater creative problem solving capacity and greater understanding and empathy regarding the particular needs of our students, staff, and community.
  - Teamwork and Team Management
- Teamwork is essential to the success of the organization. This will ensure that they can come to collective decisions that are best for the Board and the organization as a whole.
- With teamwork comes respect for others, which is absolutely imperative for a successful Board. It's impossible to act in a team setting if Members of the team don't respect one another. Some are better at disguising their

lack of respect than others, so we need to watch for interrupting or consistent tardiness, so we can weed out those who won't mesh with the team when it matters most.

- Taking responsibility for one's actions is crucial to a successful governing body. A position that gives major decision-making powers to any individual comes with a great deal of responsibility. Community individuals who have a record of taking responsibility in decision-making environments, especially in team settings, when things have gone well and when they've gone wrong would be ideal.

- Business Savvy

- Community members with a business background are important because running a charter school is essentially running a business. The people on the governing Board need to understand what a business plan looks like and how it might translate into a properly functioning school. Additionally, at least one person on the Board should have the experience of looking at budgets, financial plans, marketing plans, and the like in their day job.

- Fundraising Experience

- Community members with experience in fundraising and the ability to work their networks will help bring in additional support, which is invaluable.

- Financial and Legal Understanding

- Financial management experience, such as accountants and auditors, bring viewpoints that can secure the sound fiscal policies and practices of the school. This experience will help them judge the viability of initiatives and the kind of returns these efforts will bring the organization along with advising the annual budgeting and audit processes, and also help ensure that the school is responsibly utilizing the financial resources in support of the mission and student academic achievement.
- Governing Board Members, who are attorneys, bring a solid legal perspective to the Board and the school. They can advise the Board regarding the compliance and when to seek outside legal counsel for Board matters. It should be noted that the Board Member(s) with legal experience will not act as AIAI's official legal counsel.

- Professional Artists/Community Artist Contributor

- Board Members, who are professional artists, will bring knowledge regarding the proper steps to take to prepare students to achieve a career in the arts. Perspectives from the community artist contributor, whether K-12 level or collegiate level; one can speak to the efforts of preparing students for college while the other can speak to what college preparedness actually looks like. Getting the viewpoints from any of these angles will be invaluable for curriculum development and student success.

- Psychology/Counseling

- AIAI will target our student recruitment in the at-risk youth and special populations of the greater Albuquerque area, which may have lower academic achievement and higher rates of poverty than other populations. A Board Member with a psychology and counseling background brings a level of expertise in understanding the non-academic and/or psycho/social needs of students. AIAI will offer services which promote the positive overall health and well-being of our students and families and having a professional perspective on the Board can ensure that we implement those services in thoughtful, equitable, and effective ways.

- Special Education

- Having a Board Member with experience and understanding of students with special needs will ensure that this population will be served in an equitable manner as well as receiving the proper education. A Board Member with this experience will help design and implement programming for this population while aiding in providing insight on how to integrate the arts into the curriculum.

- Public Education Awareness

- Community individuals who are concerned about the current state of education in New Mexico and wish to provide a positive alternative, thus improving educational opportunities and experiences for our youth.

The qualities, characteristics, and skills mentioned above will be crucial in helping AIAI achieve its mission. When these community Members and professionals have been discovered and vetted for these particular qualities, AIAI will be able to serve its students, families and communities well by ensuring that each meeting will make for strategic planning and decision making.

#### **List of Proposed Governing Body Members**

During the pre-authorization phase, the lead founders of AIAI, Stephen Wynne and Michelle Boutros, successfully recruited four (4) proposed Governing Board Members. The bylaws stipulate that there will be at least seven (7) Board Members, thus there are two outstanding Memberships, since Stephen Wynne will be a part of the proposed governing Board Members. Michelle Boutros owns the building of which AIAI will lease, thus creating a conflict of interest and therefore, cannot participate on the Governing Board. This particular group of individuals were approached due to their strong professional and educational backgrounds and their service to the community. Once the founders shared the mission and vision for AIAI, these individuals resonated with the passion the founders have provided and gladly accepted a seat on the Board. For some, it represents an opportunity to become further engaged in the community as a whole, and for others it represents an opportunity to specifically improve the academic outcomes of students of color, as we are very passionate about diversity. Below is pertinent information about the initial Board Members.

#### **Megan Garrigan**

Megan Garrigan is a Board-Certified Behavior Analyst and small business owner who lives in Rio Rancho, NM. Megan is a dedicated leader who serves on the executive Board of the NM Association of Behavior Analysts and works as a private BCBA providing ABA therapy, support and consultation to individuals who have disabilities and their families, schools, and communities. She also helped found the non-profit organization Elevate the Spectrum and works with a team of self-advocates, families, and communities to empower and elevate individuals on the autism spectrum across the state. Megan holds a NM Special Education Teacher license and worked as a classroom teacher and behavior specialist in Rio Rancho Public Schools for several years. She is a mother of two middle schoolers currently attending a NM public charter school, and helps her husband run their new restaurant in Rio Rancho. Megan is a tireless advocate for education, special populations and building community, as well as a former professionally trained ballerina and she recognizes the tremendous potential that AIAI will bring to our state.

#### **Curt Rivadeneira**

Curt Rivadeneira received their BFA in media arts and animation from the Art Institute of Portland in 2012. Since then, Curt has been able to remain employed in the design field by becoming a multidisciplinary artist. The education they gained in an art-based college gave them the tools necessary to continue to teach themselves the skills needed to remain relevant in the field. Those same tools helped them in many facets of life.

Recognizing that there is a lack of teachers in the greater Albuquerque Metro Area, Curt became a substitute teacher and plans to become a certified teacher as well. They understand how much education in the arts can help a young person find their way in life as it helped them find their way. Curt wants to help as many students as they can find their passion by sharing their experience and knowledge.

#### **Deborah Schoenbaum**

Deborah Schoenbaum is a social justice and racial equity advocate who moved from the San Francisco Bay Area to Rio Rancho, New Mexico in 2017. She has held executive positions at the Nature Conservancy, Trust for Public Land, Social Venture Network, Conservation Corps North Bay and Youth Leadership Institute. For 15 years, she served on the faculty at the Center for Whole Communities.

Deborah was extensively engaged in musical theatre throughout high school and college and sang lead vocals for a folk/rock band in San Francisco, CA. She carries on her love for music by hosting large community music jam gatherings in her home. Her love for the arts has been handed down to her two daughters. Her eldest is a graduate of the Marin School of the Arts

and her youngest daughter just graduated Rio Rancho High School, where she participated extensively in the advanced acting program, ranked first in New Mexico in 2019.

Deborah can best be described as a “bridge-builder” and community organizer. She believes that young people can, should, and need to be involved in the development and implementation of sustainable solutions to societal challenges. Moreover, she believes that every challenge requires the involvement of “non-traditional” youth leaders – those from historically marginalized backgrounds - to improve civic engagement across diverse communities and demographics. As an African American advocate, Deborah is adept at engaging in difficult conversations, believing that tension can be a good thing when one faces it, explores its origins, and moves through it rather than around it.

#### **Donna Michelle Warren**

Donna Warren is a local small business owner. Caliber Construction Services, LLC brings commercial construction practices to the federal and state marketplace. She is a retired Air Force officer and separated federal employee where she worked at National Oceanic and Atmospheric Administration and General Services Agency. Donna is a decorated war veteran with three deployments before she retired as a squadron commander. Moving to the Albuquerque area in 2019 after 30 years in Federal Acquisition, Donna brings a wealth of knowledge regarding business practices and policies. She has become an integral part of the application team in developing long term budgets and internal controls. She is a life-long art consumer supporting live music, local artists, and youth performing arts programs.

#### **Tim Wells**

Tim Wells recently relocated to Albuquerque and began looking for opportunities in an arts-education environment where he can utilize his love of motivating students to grow and succeed in music. Throughout his career, Tim has worked with aspiring musicians from preschool through college and adult, advancing them to the next stage. While in Minnesota, his career at St. Olaf College introduced him to the POSSE™ program and is the main inspiration for his getting at-risk and underserved youth into higher education via arts education. Currently, he is a certified AVID® Tutor with Albuquerque Public Schools.

As a professional bassoonist/contrabassoonist, Tim has performed throughout the United States and with groups touring Russia, Denmark, Israel, Germany, Austria, Switzerland, and Luxembourg. His freelance career spans such ensembles as New Mexico Philharmonic, Santa Fe Symphony, High Desert Winds, 20 seasons with the Rochester Symphony Orchestra & Chorale (under Jere Lantz, Music Director), Northern Lights Opera Festival, The Minnesota Orchestra, Saint Paul Chamber Orchestra, Oratorio Society of Minnesota, Choral Arts Ensemble (appearing on their This Shining Night CD), The Metropolitan Symphony (2003 Concerto Competition winner), Flagstaff Symphony Orchestra, The North Wind Trio (founding Member), South Dakota Symphony Orchestra, and Duluth-Superior Symphony Orchestra. He also enjoys doubling on bass clarinet and baritone sax and was down in the pit for 40+ professional productions with Artistry in Bloomington, MN (under Anita Ruth, Music Director).

He taught Applied Bassoon and Music Theory at Saint Cloud State University from 1997-2003. Instructors include Charles Ullery, Dr. Steven Konechne, Dr. Timothy Perry, Dr. Patricia Hoy, and Norbert Nielubowski (contrabassoon), Gus Sandberg (saxophone), and Dana Donnay (instrument repair). He completed his BA in Instrumental Music at Bemidji State University, and graduate studies in Musicology at Northern Arizona University.

#### **Stephen Wynne**

Stephen Wynne received a full scholarship to the School of American Ballet Theatre in New York City. Because of this opportunity, Stephen understands the value of receiving the very best education in the arts. After two years of studying at the ABT, Stephen was offered a position with the Joffrey Ballet. Because of this, Stephen understands how to prepare students for a career in their art form.

Because of his excellent education in the arts, Stephen was offered many international opportunities, which subsequently had a huge impact on his life. Stephen lived abroad for 16 years and was engaged as a ballet dancer at some of Europe’s finest opera houses and theaters; these professional work experiences were life changing. Because of his years of work in theaters, Stephen is fully qualified to guide students to take advantage of opportunities that can only begin with an excellent education.

Studying at Codarts University in Rotterdam, Netherlands, Stephen continued to learn and broaden his skill and expand his opportunity base. Because of this experience, Stephen is fully qualified prepare and counsel students surrounding the value of higher education and how it intersects and serves to cultivate opportunities within the fine arts.

Stephen was employed as Associate Professor of Dance for 8 years. During this time, he learned the value of research, which he used together with his professional experience to write art curriculum. This experience will be very valuable in establishing the school’s mission.

Stephen was employed as Regional Service Manager and Creative Arts Director at a charter school for the arts in Denver, CO. Because of this leadership work experience in education, Stephen is very familiar with public education, academic standards, and education provider requirements.

Table 6 displays the current and prospective Governing Board Members, their occupations and skill set areas.

**Table 6: Proposed Governing Board Membership and Skill Sets**

Name	Occupation	Skill Areas
<b>Megan Garrigan</b>	Board Certified Behavior Analyst Small Business Owner (Restaurant)	Special Education Advocate Equity Board Experience Entrepreneur Arts Advocate
<b>Curt Rivadeneira</b>	Media Arts and Animation APS Substitute Teacher	Career Artist Diversity Advocate Arts Advocate Public Education Awareness
<b>Deborah Schoenbaum</b>	Retired from Executive Leadership	Social Justice and Racial Equity Advocate Board Experience Arts Advocate At-Risk Youth Advocate
<b>Donna Michelle Warren</b>	Small Business Owner (Construction Services)	Entrepreneur Arts Advocate Financial
<b>Tim Wells</b>	Professional Musician (bassoonist/contrabassoonist) Music Instructor APS AVID Tutor	Career Artist Teaching Artist Higher Education Public Education Awareness At-Risk Youth Advocate Diversity Advocate
<b>Stephen Wynne</b>	Fulbright Specialist- US State Department, Bureau of Education and Cultural Affairs	Career Artist Teaching Artist Higher Education Public Education Awareness Board Experience
<b>TBD</b>	Accountant/Bookkeeper	Financial
<b>TBD</b>	Lawyer	Legal

**Why the Proposed Team will Succeed**

### Ensure Student Success and Academic Achievement

This proposed Governing Board has 4 Members that currently work with students directly. Megan Garrigan, at the K-12 level, is a special education teacher and a BSBA providing ABA therapy. Currently, Curt Rivadeneira is an APS substitute teacher, Tim Wells is an APS AVID Tutor along with being a music instructor, and Stephen Wynne is a classical and contemporary dance instructor. Mr. Wells and Mr. Wynne also has a long history of teaching in higher education on top of their professional performing careers. Mrs. Garrigan, Mr. Wells, and Mr. Wynne all have extensive experience in counseling or mentoring students and providing the services and resources that they need to succeed.

### Oversee the Stewardship and Management of Public Funds and Responsible Government Accounting

There is an AIAI Governing Board seat currently being reserved for an individual with finance and accounting experience, however, Donna Michelle Warren has much experience with financial documents and budgets. Ensuring financial health in all aspects of the school will be the responsibility of all Board Members and we will enlist the services of an accounting firm. In addition, we will obtain an annual independent financial audit to verify our fiscal soundness. The Head Administrator will be responsible for ensuring that all financial resources are expended in a proper and ethical manner, keeping compliance and equity in mind.

### Ensure Compliance With Legal Obligations Related to Government Organizations and Public Schools

There is an AIAI Governing Board seat currently being reserved for an individual with legal experience, who will assist with helping the Board to understand the legal obligations of the school. We will also obtain outside legal counsel that is well versed in providing legal advice and support in all mandatory reporting and operational areas of the formal public education process. The Head Administrator will also be responsible for learning and meeting any state legal requirements.

### Select and Oversee a Qualified and Highly Effective Head Administrator

Most of the initial Governing Board Members have experience serving in leadership positions and hiring and managing staff. This experience will help them in selecting and overseeing a highly qualified Head Administrator and holding that individual accountable for achieving results.

### Support the Applicant Team in Moving from an Application to a Fully Operational School

All of the Board Members are committed to supporting the launch of AIAI once it is approved. Board meetings will begin as soon as the approval is received, and Board Members will begin actively participating and overseeing major actions such as ensuring the building at 4311 Sara Rd is ready for AIAI's students, recruiting students, securing a head administrator, being to recruit community members to fulfill the Board and initial committee need, and completing the school curriculum for our incoming class of students.

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular Membership;</li> <li>• 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;</li> <li>• 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               <ul style="list-style-type: none"> <li>• Specifically address how the governing body will have the skills to                   <ul style="list-style-type: none"> <li>○ Ensure student success and academic achievement;</li> <li>○ Oversee the stewardship and management of public funds and responsible government accounting;</li> </ul> </li> </ul> </li> </ul>

- 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.

#### INDEPENDENT REVIEWER EVALUATION:

##### Meets the Criteria

**The application makes clear that the founding members have deep background in arts and in different areas of public education and board experience which will serve the founding team well. As noted, strong financial and legal expertise is currently missing.**

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:

##### Governing Body Recruitment Process

Development of an effective governing Board is an essential for the success of AIAI's charter school. Therefore, among the committees of AIAI's governing Board will be a Board Recruitment and Development Committee whose sole purpose is to take the responsibility of developing a recruitment process and later developing Board Members in order to focus on student success and fulfilling the mission of the school. Since the recruitment and development of Board Members is crucial to the success of the governing Board and subsequently, the school, this committee will not be ad hoc, but year-round. The goal with this committee is to not only prospect, contact, and recruit, but to provide orientation, support, and ongoing training, while evaluating proposed and current Board Members.

The committee will follow the Board recruitment and development process:

##### Step 1: Determine Current Board Composition

The AIAI Governing Board will need to determine what qualities, skills, and experience already exist and what is needed, therefore, the Board Recruitment and Development Committee will make an assessment of who is currently on the Board, evaluating their strengths and weaknesses as well as their areas of expertise, demographics they represent, and how they play into the strategic plan for the school. They will then create a matrix to document the assessment of the current Board composition.

##### Step 2: Connect the Matrix to the Strategic Plan

It is important to match Board recruitment and development activities with the strategic plan. The governing Board, along with the Board Recruitment and Development Committee, reviews the mission, vision, goals and strategies, and then determines any new skills, knowledge, personal contacts and other attributes future Board Members will need to possess in order for the Board to do its part in advancing the strategic plan. This will be documented in a matrix as well.

##### Step 3: Identify the Need

By reviewing AIAI's strategic plan, the performance requirements of the AIAI charter school contract, as well as the profile of current Board strengths and weaknesses, the Board development committee identifies the gap between the skills and knowledge needed on the Board, and what Board Members currently possess. Based on this analysis, the Board development committee can now set clear recruiting priorities for future Board recruitment ensuring that all professions, demographics, skills, qualities, and characteristics are met.

##### Step 4: Write a Governing Board Member Job Description.



For AIAI's governing Board to operate successfully each Member must understand and accept the specific duties and responsibilities that come with Board Membership. To that end, the Board Recruitment and Development Committee will create a governing Board Member job description, which will clarify Board responsibilities and expectations. Key responsibilities will include the following:

- Consistent attendance at regular Board meetings;
- Participation as an active Member on at least one committee;
- Participation in the fund-raising activities of the school in a manner appropriate for that Board Member; and
- Preparation in advance before regular Board meetings by reading and studying materials sent in advance regarding key actions the Board is expected to take at the next meeting.

#### Step 5: Find Candidates

With paying close attention to keeping all things equitable, the AIAI Board Recruitment and Development Committee will make sure that there is an accurate representation of all people groups that represent the school and the community it serves. AIAI's Board Recruitment and Development Committee will begin finding candidates for the governing Board and its committees through these avenues:

- Current Governing Board Members personal contacts
  - Social Media (LinkedIn, Facebook)
- Connecting with local professional organizations and associations such as the chamber of commerce and networking groups within the zip codes AIAI serves.

Once a list of the candidates is created, they will be contacted by the Board Recruitment and Development Committee Chair or the Governing Board Chair to introduce him/herself, thank the candidate for his/her interest in the Board, explain the interview and selection process while establish a timeframe, including:

- How many weeks the interview process is expected to take
- When the Board anticipates deciding whether or not to elect the candidate
- When the new Board Member's service would begin

During this initial conversation or email exchange, the school tour, Board meeting observance, and the interviews will be scheduled.

#### Step 6: Screening and Selection

This is the most important step in the process, so the Board Recruitment and Development Committee will need to be thoughtful and methodic. They will need to make sure everyone understands his/her role and responsibilities. The committee will share information about the school and the Board with the candidates prior to the interviews. This information includes: Board Member Job Description, Board Member Agreement, and Board and Committee meeting schedule for the year.

The potential candidates will be scheduled for a tour of AIAI and a meeting with the Head Administrator. Board Recruitment and Development Committee would like every candidate to feel a connection to the head administrator and have the chance to ask him/her questions about the school, its mission, and his/her goals and vision. Likewise, the head administrator will have an opportunity to share feedback and insights about each candidate with the Board Recruitment and Development Committee and the Governing Board. The tour will include: Reviewing the school's history (including recent successes and

hurdles), mission, programs, seeing the facilities and walking the halls, observing teaching and visiting classrooms, and getting a sense of the student population and school culture.

A Board meeting observation will also be scheduled for the potential candidates. Observing a Board meeting in person gives the candidate a clear picture of Board service and will offer additional insight to the Board Recruitment and Development Committee by seeking feedback and reflections from the candidate following the meeting.

Interviews will be scheduled with the potential candidates. The Board Recruitment and Development Committee will create a rubric or interview questions that will allow the committee to easily collect and consolidate the feedback from all the interviewers, ultimately facilitating an informed discussion and comparison of impressions of the candidates. This is a great time where both parties gain critical insight into whether the fit between the candidate and the Board is a good one. During the interview process, all expectations will be reiterated, and details solidified. Each candidate must have an opportunity to meet:

- The Head Administrator
- The Governing Board Chair
- The Board Recruitment and Development Committee chair
  - At least two other Board Members
- Chair of the committee the candidate would likely serve on.

Finally, every Board Member will have the candidate's resume and biography and any other available background information before the interviews.

Once a candidate completes all these steps, the Board Recruitment and Development Committee will prepare a recommendation for the full governing Board about whether to elect him or her to the Board. The following steps will be taken:

- Discuss: The Board Recruitment and Development Committee meets as soon as possible after all interviews are complete to discuss each candidate in depth, including the Head Administrator in the discussions.
- Decide: The Board Recruitment and Development Committee will present to the full Board its recommendation or not for each candidate. The committee will release its recommendation at least one week prior to a Board meeting to allow Board Members time to review and ask questions.
- Vote: The Governing Board will discuss each candidate the Board Recruitment and Development Committee recommends and take a formal vote on each one. The Governing Board will vote on each candidate separately and record the votes by candidate making sure to comply with AIAI's governing Board bylaws.
- Notify: Immediately after the vote, the Board Recruitment and Development Committee Chair or the Governing Board Chair will notify each candidate as follows:
  - Candidates elected to the Board:
    - The Board Recruitment and Development Committee Chair or the Governing Board Chair contacts the elected candidate to officially ask him/her to join the Board, offering congratulations and welcome.
    - Provide key dates including upcoming Board meetings, retreats, significant school events, etc.
    - Explain the onboarding process.
  - Candidates not elected to the Board:
    - Consider the candidate for other opportunities at the school or with the Board.
    - The Board Recruitment and Development Committee Chair or the Governing Board Chair thanks him/her for their interest in the Board, indicates that there were a number of compelling candidates,

and, if appropriate, ask if AIAI can stay in touch in the event of future Board openings (keeping a list for future vacancies).

- Ensure Board Compliance: Once the candidate accepts, the Board Recruitment and Development Committee will update the Board roster and the authorizer. The new Board Members will complete a governing Board Member agreement, conflict of interest, and any disclosure documents to stay in compliance with the governing Board bylaws and the authorizer.

#### Step 7: Onboarding and Orientation

AIAI's Board Recruitment and Development Committee and the Head Administrator will onboard the newly selected Members to the Board with the end goal that every new Board Member feels engaged, ready to effectively contribute his/her skills, and rewarded by the Board experience. AIAI Board Recruitment and Development Committee's goal with the onboarding process is to educate new Board Members on the mission, history, results, successes, and challenges of the school and its governing Board. The onboarding process will motivate and inspire new Members to fully commit to being active and productive. Additionally, the onboarding process will identify specific ways each Board Member can have a positive impact on the Board and school as well as share the norms, policies, and practices of the Board. The onboarding process will have an Orientation Training and each new Member will receive a Governing Board Members Manual.

The Board Recruitment and Development Committee will conduct an orientation that gives new (and old) Board Members information they need to be successful and provides the opportunity to begin relationships with other Board Members.

The orientation training session will include:

- Introductions and Time for Socializing: Introduce those around the table and allow the current Board Members to share his/her own length of Board service and personal story, including how he/she came to serve on the Board.
- Overview of the Mission, Vision, and Educational Goals of AIAI: The Head Administrator will talk about the school's founding, programs, and success; students and families; and key stakeholders.
- Responsibilities of Board Members and Committees: The Board Recruitment and Development Committee will state the governing Board's policy on attendance at meetings and requirements for Board Member committee participation.
- Strategic Plans and Long-Term Goals: The Board Recruitment and Development Committee will include background information on recent key Board decisions and those on the horizon.
- Finances and Fundraising: The new Board Members will learn about the overall financial situation of the school and fundraising expectations.
- Cultural Aspects of the Board: Logistics for meetings, behavioral norms, and expected responsiveness to email communication.
- Data Collection: At Orientation the Board Recruitment and Development Committee can make sure they have all contact information for new and current Members and availability for meetings.
- Compliance: All forms and documents that need to be completed and submitted to the authorizer will be collected.

#### Step 8: Assign Board Mentor

The Board Recruitment and Development Committee will assign each new Board Member a mentor or "buddy" who has served on the Board long enough to offer support. This person will be the first point of contact to answer questions after orientation and will help the new Member navigate any issues that may arise. This role will be assigned to a current Board Member for each new Board Member in order to reduce the burden on the Governing Board and Board Recruitment and Development Committee Chairs. This will help to build relationships across the Board and highlights the importance of onboarding new Members.

#### All Governing Body Vacancies to be Filled Within 45 Days

AIAl's applicant team is aware that any vacant Board seats will need to be filled within 45 days. Maintaining a list of potential Board candidates will allow the Board Recruitment and Development Committee to begin contacting individuals immediately following a vacancy. This will allow the candidates time to appear at the following Board meeting, the Board to provide feedback to the Committee, the Committee recommending a candidate, and a final vote to occur, all within the 45 day limit. The Governing Board may need to schedule a special meeting as necessary in order to meet this required timing.

**Governing Body Membership Vetting Process to Ensure Members Meet the Obligations and Responsibilities of Service and Have All of the Required Qualifications and Skill Sets**

As previously mentioned in the process above, confirming each candidate's fit for AIAl's Governing Board is very important. During the Board Recruitment and Development Committee's vetting process, each candidate will be provided with specific information regarding the responsibilities and level of commitment required of Board Members. Upon attending a Board meeting, candidates and Board Members will have the opportunity to ask direct questions in an effort to determine the level of interest and commitment on both sides. Board Members, specifically, will have the opportunity to vet to the extent of which the candidate will fulfill the skill sets needed by the Board.

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<https://www.wildapricot.com/articles/developing-a-board-recruitment-process>

Charter School Governing Board Recruitment Tools. (2020, May 1). Retrieved from:  
[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Recruitment.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/NCSRC%20Board%20Governance%20Toolkit%20-%20Recruitment.pdf)

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[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/Creating%20Effective%20Governing%20Boards\\_0.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Governing%20Boards_0.pdf)

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties;</li> <li>Identify a formalized governing body potential Member evaluation and selection process, including identification of action steps, timelines, and responsible parties;</li> <li>Describe how the processes will ensure that all governing body vacancies are filled within 45 days;</li> <li>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</li> <li>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.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties</li> <li>Describe how the processes will ensure that all governing body vacancies are filled within 45 days</li> </ul>	

The applicant appears to have approached the criteria in describing how the processes will ensure that all governing body vacancies are filled within 45 days. While they state that they will maintain a list of potential candidates, more should have been done to detail the actions that would ensure the 45 day limit is not exceeded.

## **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:**

#### **Governing Body Member Onboarding**

AIAI Governing Board Members will complete the required training pursuant to 6.80.5.9(A)(5) NMAC. Every Governing Board Member, whether new or continuing, will receive a detailed governing Board handbook, which will include the governing Board bylaws, articles of incorporation, the charter school contract, information regarding New Mexico Charter School Law (including the Governing Body Open Meetings Act), a thorough description of the educational program (including educational philosophy, curriculum, instructional methods, and assessments), the current budget, last audited financial statements, a list of Board Members and their addresses, lists of committees and any staff assignments, copies of minutes for the previous year and a copy of the charter school strategic plan. The following plan outlines the process by which we will meet the Governing Board training requirements.

#### **Governing Body Onboarding**

Upon approval by the PED and the PEC, Aspire Integrated Arts Institute's proposed governing Board will transition into the official AIAI Governing Board. Immediately, these Board Members will focus on completing their training sessions provided by the PED. Per NMAC 6.50.5.8, all new Governing Board Members must complete ten (10) hours of governing body training within the first fiscal year of service, however, AIAI Governing Board will have the expectation to complete the training within the first quarter of the fiscal year in order to reap the benefits of the training for the remainder of the year. Furthermore, new Governing Board Members may attend, but may not vote at governing body meetings until they complete the required seven (7) hours of in-person PED provided training. The required initial training session topics include the following:

- Two (2) hours of training on charter school Ethics and Responsibilities
  - Two (2) hours of training on charter school Fiscal Requirements
- One (1) hour of training on Understanding and Evaluation of Academic Data
  - One (1) hour of training on Open Government Requirements
- One (1) hour of training on Legal and Organizational Performance Requirements

There are an additional three (3) hours of mandatory training required. AIAI's Board Recruitment and Development Committee will use the regular training sessions scheduled by the PED or an approved provider. Additionally, these three (3) hours can be completed in the onboarding process or must fall in one of the following categories listed above. The PED does offer a virtual course option for any Board Members who apply and are granted an extraordinary circumstance waiver. If this is the case, the Board Member must complete the virtual course within 30 days of being granted the waiver and must pass the post course assessment with an 80% or more on the first attempt.

The Board Recruitment and Development Committee Chair will work to schedule the training sessions for all Board Members. With the expectation of all Governing Board Members completing their training within the first quarter of the charter school fiscal year, there will be a voting majority, if not all, of Board Members trained as soon as possible after approval. Training sessions completed by Board Members will be reported to the Board Secretary, who will keep an ongoing record including the date, time, topic, instructor, and other relevant course data.

The AIAI Board Recruitment and Development Committee and the Head Administrator will work together to produce an AIAI Governing Board handbook. The handbook will contain which will include the governing Board bylaws, articles of incorporation, the charter school contract, information regarding New Mexico Charter School Law (including the Governing Body Open Meetings Act), a thorough description of the educational program (including educational philosophy, curriculum, instructional methods, and assessments), the current budget, last audited financial statements, a list of Board Members and their addresses, lists of

committees and any staff assignments, copies of minutes for the previous year and a copy of the charter school strategic plan. The Board Recruitment and Development Committee Chair, or designated committee Member, will review the handbook with new Board Members upon being voted onto the Board.

#### **Governing Body Ongoing Training**

All AIAI Board Members are required to complete eight (8) hours of governing body training, during the next consecutive years, provided by the PED or approved providers. The AIAI Board Recruitment and Development Committee will ensure that its annual ongoing training meets the guidance and standards provided by the PED. They will also consider internal needs which may be outside of the PED's recommendations. Training is provided by the PED according to the online published schedule, takes place in the Albuquerque area, and is free of charge to Board Members. All training completed by Board Members will be reported to the Board Secretary, who will keep an ongoing record including the date, time, topic, instructor, and other relevant course data.

The training session areas required annually include the following:

- One (1) hour of training on charter school Ethics and Responsibilities
- Three (3) hours of training on charter school Fiscal Requirements
- Two (2) hours of training on Understanding and Evaluation Academic Data, including Formative and Summative Assessment Data
  - One (1) hour of training on Open Government Requirements
- One (1) hour of training on Understanding and Overseeing the Organizational Performance of a charter school

#### **Governing Body Training Compliance and Budget**

Each quarter, the Board Secretary will supply a report to the Governing Board which denotes the progress of each Board Member toward completing the required annual training. The Board Secretary will produce the report that will be submitted to the NMPED by the August 1 deadline, per NMAC 6.80.5.10. All Governing Board Members will be encouraged to complete their training in the first quarter of the fiscal year.

The AIAI budget allocates \$2,000 each year for Board training and expenses. This funding can be used for paying trainers, providing materials for training, or for mileage reimbursement when necessary.

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify a process for governing body Member onboarding to ensure new Members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties;</li> <li>• Identify a plan for annual governing body training, including action steps, timelines, and responsible parties, include how it will be tracked and monitored.</li> <li>• 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;</li> <li>• Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and</li> <li>• Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Meets the Criteria.</b></p>	

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:**

**Annual Governing Body Self Evaluation Plan**

AIAI's Governing Board will build a self-evaluation plan similar to a school assessment. The Governing Board Evaluation and Bylaws Review Committee will create an annual governing body self-evaluation plan that will examine Board performance against the standards of Governing Board best practices. AIAI's Governing Board is committed to continuous improvements of the Board's performance in order to ensure a successful charter school with a governing Board who is focused on the vision, mission, fiscal responsibility, equity, and student academic achievement. In the development of the Board self-evaluation, the Governing Board Evaluation and Bylaws Review Committee will design an assessment that is based on a set of standards or best practices that characterize effective Board performance and that keeps these questions in mind:

1. Who will be responsible for initiating and conducting the Board assessment activities?
2. Are there written policies defining the scope of Board performance assessment and how it will be conducted?
3. How often will assessment be conducted?
4. Will an outside facilitator be used to help conduct the assessment?
5. What key issues will the process focus on, and how will information be gathered?
6. Will the assessment be based on standards of Board effectiveness?
7. Will the performance of the Board and administrator be assessed simultaneously?
8. Will the Board assessment give special attention to the performance of the Board chair in addition to individual Board directors?
9. What are the criteria for individual trustee assessment?
10. How will the results of the Board self-assessment be used?
11. Based on past experience, should the Board self-assessment process be changed in any way?

AIAI's Governing Board Evaluation and Bylaws Review Committee will conduct this self-evaluation annually with the plan in mind to use the results to improve Board performance. These self-evaluations will be given, results received, and reports generated, in order to plan for the Board Retreat. The Board Retreat will be utilized to bring awareness to weakness, celebrate strengths, provide a strategic plan for the future, and bring rejuvenation to the governing Board as a whole. The work of implementing the plans that result from Board retreat will be ongoing and monitored for success.

The Annual Board Self-Evaluation will be taken in questionnaire form by each individual Board Member. As stated above, the self-evaluation questionnaire will be given in April, results received and reports generated in May in order to inform the planning of the Board retreat in June, with a follow up discussion (In July). Areas to be evaluated include:

- Board Operations, Selection, Election, Structure, Management, and Training Compliance
- Board and Head Administrator Relationship
- Vision, Mission, Roles and Understanding Responsibilities including School Staffing
- Human Resource and Performance Responsibilities



- Fiscal Matters - Budget and Finance
- Student Achievement
- Legal Compliance
- Any other areas the Board Members wish to address

Governing Board Self-Evaluation provides more than just accountability and communication. It provides an opportunity for building the best possible leadership for AIAI and the community they serve. Commitment to quality, excellence, and continuous learning is demonstrated when the governing Board leads by example. The culture of an organization is set at the top, and it is no different for charter schools and their Boards. AIAI's governing Board must be strong, effective leaders to meet the challenges faced by public education today. Governing Board Members direct the affairs of the charter school by setting goals, developing policy and procedures, communicating and evaluating, all with a focus on the achievement and best interests of the students. Self-evaluation by the governing Board provides valuable information, discussion and communication such as:

- Holds the Board accountable to themselves, the staff and the community.
- Allows for reflection by Board Members on the Board's behavior and performance.
- Fosters open communication.
- Improves decision making by enhancing a common understanding of philosophies and goals.
- Resolves differences of opinion and challenges assumptions.
- Provides insight into how and why decisions are reached.
- Allows new Board Members an opportunity to understand Board processes.
- Identifies strengths and weaknesses of the Board as a whole.
- Holds the Board accountable in its role as representative of the public.
- Provides a starting point for effective goal setting and long-range planning.

#### Board Evaluation Input from Willing Staff

AIAI's Governing Board Evaluation and Bylaws Review Committee will be developing a process for school staff to have the opportunity to provide comments and critique for the annual Governing Board self-evaluation. The Governing Board Evaluation and Bylaws Review Committee will create and supply a survey or questionnaire to the school staff to provide governing Board feedback. The school staff will be given the opportunity to complete the form during the 2nd week of April, which will give the Governing Board Evaluation and Bylaws Review Committee time to review and add to the report given to the Governing Board in May in order to assist for the plan of the Board Retreat in June. The school survey or questionnaire will ask the school staff for objective input regarding several operational areas of the school, and it will also request subjective input and thoughts regarding improvement.

#### Board Evaluation Input from Parents, Families, and the Community

AIAI's Governing Board Evaluation and Bylaws Review Committee will be developing a process for parents, families, and the community to have the opportunity to provide comments and critique for the annual Governing Board self-evaluation. The Governing Board Evaluation and Bylaws Review Committee will create and supply a survey or questionnaire to parents, families,

and the community to provide governing Board feedback. Parents, families, and the community will be given the opportunity to complete the form during the 2nd week of April, which will give the Governing Board Evaluation and Bylaws Review Committee time to review and add to the report given to the Governing Board in May in order to assist for the plan of the Board Retreat in June. The parents, families, and the community input survey or questionnaire will ask for objective input regarding several operational areas of the school, and it will request subjective input and thoughts regarding improvement as well. This form will also include questions related to the customer service experience the parents, families, and the community have when interacting with the school staff and/or Board Members. This inquiry will be an opportunity for the parents, families, and the community to directly address their satisfaction with the handling of any grievances brought to the attention of any school or Board personnel and will be cross-referenced with the documentation provided by the Governing Board Conflict Resolution Committee.

#### Continuous Improvement

The Governing Board Evaluation and Bylaws Review Committee will gather data from the Governance Committee, Equity Committee (Equity Council), Finance Committee, Audit Committee, Academic Achievement Committee, Conflict Resolution Committee, and the Board Recruitment and Development Committee along with the surveys and questionnaires given to the fellow governing Board Members, willing staff, parents, families, and the community in order to gather data and generate reports to supply feedback for the continuous improvement of AIAI's Governing Board. The data will be reviewed each year in May to inform the planning for the Board Retreat in June. At the Board Retreat, the data will be taken into consideration when developing the strategic plan for the following year and will be reviewed and reiterated in the annual meeting in July and implemented throughout the year. AIAI's Governing Board will be committed to the continuous improvement of the Governing Board and the charter school.

#### Resources

Creating Effective Governing Boards. (2020, April 6). Retrieved from:  
[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/Creating%20Effective%20Governing%20Boards\\_0.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Governing%20Boards_0.pdf)

Governing Board Best Practices. (2020, April 6). Retrieved from:  
<http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2014/09/Paper-Goverance-Best-Practices-for-Highly-Effective-Charter-School-Boards.pdf>

Goal Academy 2014 Governing Board Self-Evaluation. (2020, May 6). Retrieved from:  
<https://apps.goalac.org/documentviewer?FileId=1779&AspxAutoDetectCookieSupport=1>

Oregon School Boards Association's Board Self-Evaluation. (2020, May 6). Retrieved from:  
[http://www.osba.org/Resources/Article/Board\\_Operations/Board\\_Self\\_Evaluation.aspx](http://www.osba.org/Resources/Article/Board_Operations/Board_Self_Evaluation.aspx)

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards;</li> <li>• include action steps to obtain feedback from, at a minimum, parents and families and all willing staff;</li> <li>• The plan must include action steps to evaluate the effectiveness of the governing body in the following:               <ul style="list-style-type: none"> <li>○ maintaining regular Membership that has all of the required qualifications and skill sets identified in question A.(2)</li> <li>○ meeting all training requirements</li> <li>○ ensuring student success and academic achievement</li> <li>○ ensuring fulfillment to the school's mission</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ overseeing the stewardship and management of public funds and responsible government accounting</li> <li>○ ensuring compliance with legal obligations related to government organizations and public schools <ul style="list-style-type: none"> <li>○ selecting and overseeing a qualified and highly effective school leader</li> <li>○ addressing grievances received from staff and parents and families; and</li> </ul> </li> <li>● Describe how the identified plan will focus on and support continuous improvement.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>● Describe how the identified plan will focus on and support continuous improvement</li> <li>● Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards</li> <li>● The plan must include action steps to evaluate the effectiveness of the governing body in: <ul style="list-style-type: none"> <li>○ overseeing the stewardship and management of public funds and responsible government accounting</li> <li>○ ensuring compliance with legal obligations related to government organizations and public schools</li> <li>○ selecting and overseeing a qualified and highly effective school leader</li> <li>○ addressing grievances received from staff and parents and families</li> </ul> </li> </ul> <p><b>This part of the application falls short in identifying the timelines, concrete action steps and roles, and measurements by which the GC will evaluate their success/progress.</b></p>	

### C. Leadership and Management.

<p>C.(1) Provide a <b>clear, comprehensive, and cohesive plan</b> 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.</p>
<p style="text-align: center;"><b>APPLICANT RESPONSE:</b></p> <p style="text-align: center;"><b>Governing Body Monitoring Plan</b></p> <p>Aspire Integrated Arts Institute's (AIAI) Governing Board will successfully meet its mission and provide quality education by actively tracking indicators within the unfolding of the strategic plan to ensure the school meets its goals and objectives. The Head Administrator will be responsible for supplying the Governing Board with the appropriate data in a timely manner throughout the year. The data will be supplied via online reports monthly, quarterly, and annually. Key Performance Indicators (KPIs) will be agreed upon by the Head Administrator and the Governing Board in order to ensure the data is comprehensive. The KPIs will be based on compliance with the §22-8B-9.1 NMSA along with specific indicators the Governing Board and Head Administrator agree upon that serves specific needs to be tracked over time. Following the KPIs developed from the data collected and reports produced by The Council of Great City Schools as a reference, the Governing Board and Head Administrator will select KPIs to use within the reports to accurately portray the performance outcomes of AIAI. This data will be used in decision-making regarding strategic planning and policy development, including the academic, organizational, and financial direction of the school.</p> <p style="text-align: center;"><u>Academic Performance</u></p> <p>The AIAI Governing Board will track each student's ranking, growth and outcomes throughout the year. The AIAI Head Administrator and Governing Board will work together to comply with §22-8B-9.1 NMSA, while determining a set of academic KPIs to be used monthly; quarterly; and annually. The Head Administrator will gather data and produce online reports that are pertinent, as determined by the Governing Board, to the Governing Board; staff; and school community. The list below displays a set of potential academic and school culture KPIs that the Governing Board will use to track student growth and academic outcomes.</p>

- Student academic performance;
    - New Mexico's Measures of Student Success and Achievement (NM-MSSA) (grades 6-8)
      - New Mexico Assessment of Science Readiness (NM-ASR) (grades 8, 11)
    - Dynamic Learning Maps (DLM) (for students whose Individualized Education Program (IEP) teams have determined that the general assessment is not appropriate, even with accommodations in place.)
- Student academic growth, using both state growth data and growth measured by the school-level assessments discussed in Section I. H. Assessment and Accountability;
  - Achievement gaps in both proficiency and growth between student subgroups;
    - Attendance;
  - Recurrent enrollment from year to year;
    - Post-secondary readiness;
  - Scholastic Aptitude Test (SAT) (grade 11)
    - Graduation rate;
    - Discipline

#### Organizational Performance

The AIAI Governing Board will track the organizational status, growth and outcomes throughout the year. The AIAI Head Administrator and Governing Board will work together to comply with §22-8B-9.1 NMSA, while determining a set of organizational health KPIs to be used monthly; quarterly; and annually. The Head Administrator will gather data and produce online reports that are pertinent, as determined by the Governing Board, to the Governing Board; staff; and school community. The list below displays a set of potential KPIs that the Governing Board will use to track organizational effectiveness and outcomes.

- Governing body performance, including compliance with all applicable laws, rules and terms of the charter contract.
  - Human Resources
    - Teacher Retention
    - Employee Relations
  - Food Services
    - Breakfast Participation
    - Lunch Participation
  - Information Services
    - Device per Employee
    - Device per Student
  - Maintenance and Operations
    - Routine Maintenance - Cost per Square Foot
      - Safety and Security
    - Incidents - Bullying/Harassment

#### Financial Performance

The AIAI Governing Board will track the financial status, growth and outcomes throughout the year. The AIAI Head Administrator and Governing Board will work together to comply with §22-8B-9.1 NMSA while determining a set of financial KPIs to be used monthly, quarterly, and annually. The Head Administrator will gather data and produce online reports that are pertinent, as determined by the Governing Board, to the Governing Board; staff; and school community. The list below displays a set of potential KPIs that the Governing Board will use to track the school's fiscal health, spending effectiveness and outcomes.

- Financial performance and sustainability
  - Accounts Payable
    - Invoices - Days to Process
  - Compensation
    - Paychecks Processed per FTE per Month

- Payroll Cost per Paycheck
- Financial Management
- Expenditure Efficiency - Adopted Budget Difference from Actual

AIAI's Governing Board will partner with the Head Administrator to put into practice the plans listed above to develop KPIs, collect data, and produce the reports to successfully meet its mission and provide quality education; while ensuring the fiscal health of AIAI. The data and reports provided will help the Governing Board strategically plan for year after year of successful outcomes by actively tracking each indicator to ensure the school meets the expectations they placed before them and deal with any short comings that may occur. The Governing Board and Committees can use the reports to discover issues and trends and inform further decision-making. Academic data will clearly demonstrate whether the school's instructional and intervention strategies are effective. Organization data will demonstrate whether the school is running its operations in an efficient and effective manner. Financial data will demonstrate the fiscal health of the school and whether the school is spending funds in the manner that best serves the students. The use of KPIs will allow the Governing Board to make well-informed decisions for strategic planning and policy making to ensure success for each student and the school community.

Council of the Great City Schools: Academic Key Performance Indicators. (2020, May 8). Retrieved from: <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Final%20Academic%20KPI%20Indicators%20December%202019.pdf>

Managing for Results in America's Great City Schools. (2020, May 8). Retrieved from: <https://www.cgcs.org/cms/lib/DC00001581/Centricity/Domain/4/Managing%20for%20Results2019.pdf>

**2019 New Mexico Statutes Chapter 22 - Public Schools Article 8B - Charter Schools Section 22-8B-9.1 - Performance framework. (2020, May 10). Retrieved from: <https://law.justia.com/codes/new-mexico/2019/chapter-22/article-8b/section-22-8b-9-1/>**

New Mexico // New Measures of Student Success. (2020, May 12). Retrieved from: [https://tb2cdn.schoolwebmasters.com/acnt\\_23643/site\\_23644/Assessment-Calendar-Artesia.pdf](https://tb2cdn.schoolwebmasters.com/acnt_23643/site_23644/Assessment-Calendar-Artesia.pdf)

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● 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;</li> <li>● 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;</li> <li>● 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</li> <li>● 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.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Meets the Criteria.</b></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:

The Aspire Integrated Arts Institute's Applicant Team, in an effort to maintain the mission and emphasis of the charter school, is compelled to share that it is paramount for the Governing Board and the EMO to first hire the Chief Creative Officer due to the uniqueness and structure of the charter school. The Chief Creative Officer (CCO) will need to establish relationships with Community Artist Contributors who will be essential to fulfilling AIAI's mission. Furthermore, because the AIAI applicant team has made the crucial decision to engage an EMO, this will significantly minimize the initial responsibilities of the Head Administrator.

The AIAI Head Administrator will have the exorbitant responsibility of leading the charter school academically, organizationally, and financially. They will be recruited, interviewed, hired, monitored, and evaluated by the Governing Board and the presumptive Education Management Organization (EMO), Global Ed Solutions (GES), which will be hired by the Governing Board. Both the Head Administrator and the Governing Board will work hand in hand to ensure AIAI's success academically, organizationally, and financially. The Head Administrator will have to accept and endorse the mission and vision of the school, while working to reach and attain AIAI's goals and objectives. The Head Administrator will need to have a robust and substantial skill set in order to successfully manage the charter school. Furthermore, the Head Administrator will need to hold equity as a core value as AIAI positions itself to serve a diverse population of students ranging from students with special needs, at-risk youth, students from communities of color, members of the LGBTQ community and English Language Learners. These students all have the promise to be or become gifted and talented in their art of choice, but they may express those talents in very diverse ways. The Head Administrator will need the cultural competency to serve such a diverse student body. He or she will need the skills and courage to make strategic decisions and to take actions which lead to positive results.

#### Process for Hiring a Head Administrator

One of the major roles and responsibilities of the AIAI Governing Board is hiring the highly qualified Head Administrator. First, the Governing Board will hire the EMO and they will partner together to hire the Head Administrator. In order to remain relevant, transparent and in touch with the school community, AIAI's Governing Board will develop and follow through with a plan involving consecutive and reproducible steps intended to vet and select the individuals that apply. These steps will include the requirements of the EMO. Next, the Governing Board and the EMO will hire and subsequently enter into an annual, renewable contract with the Head Administrator of choice. The renewal of the contract will be contingent upon performance, including an annual Head Administrator evaluation. The Head Administrator, the Governing Board, and/or the EMO will be expected to inform one another of their intention not to renew the contract by March 1 of each year. If the Head Administrator position becomes vacant unexpectedly, then the Governing Board and the EMO will appoint from within the school an individual to serve as the interim Head Administrator until a new one is selected.

#### Timeline to Identify and Hire Licensed Head Administrator No Later than July 1, 2021

Upon approval of the charter school, the AIAI proposed Governing Board will transition into the formal Governing Board and begin the process of hiring the EMO. Once the EMO is on board, collectively, the Governing Board and the EMO will post the position of Head Administrator via the appropriate online sources. The Board Members and the EMO will collect the applications and review them in the fall of 2020. The Board and the EMO will have a goal of hiring the Head Administrator by May 2021 in order to include the new Head Administrator in the planning process during the implementation year. The process for hiring future Head Administrators will involve engaging the staff and school community to obtain input during the selection phase. The processes for hiring the initial Head Administrator and subsequent Head Administrators are outlined below.



#### Head Administrator Qualifications and Leadership Characteristics

The candidates for AIAI Head Administrator must meet the following minimum qualifications required by the New Mexico School Personnel Act (NMSA Section 22-10A):

- Master's degree or higher (emphasis in Educational Leadership or Organizational Leadership preferred)
  - New Mexico Level IIIB Administration License
  - State-required fingerprints and background check

An assumption is made that a Head Administrator with a graduate level degree, particularly with a focus in education leadership, should have a sufficient skill set to complete the tasks required by the position. Earning a Level IIIB administration license proves that an individual has adequate experience in educational settings to manage the operations effectively. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (NMSA Section 22-10A-5). These qualifications do not represent a complete picture or final analysis but provide a baseline which can be built upon via the interview and selection process.

The candidates for AIAI Head Administrator must possess the following leadership characteristics:

- Strong Communication, Listening, and Writing skills



- Strategic thinker
  - Highly Adaptable
  - Tenacious
  - Humble
- Committed to the Mission and Vision
  - Focus on Quality and Excellence
- Cultural Competency and Experience of Leadership Demonstrating Equity and Fairness
  - People-Oriented
  - Strong Interpersonal Skills
  - Instructional Leadership
  - Organization and Planning Skills
  - Critical and Strategic Problem-Solver
    - Character and Integrity
    - Vision and Inspiration
  - Management and Delegation
- Belief and Urgency that all Students will Excel Academically
  - Personal Responsibility
  - Results-Oriented
  - Student-Focused
  - Self-Aware
- Inspirational Leader and Lead by Example
- Experience in Improving Student Achievement
- Experience in Eliminating the Achievement Gaps
- Experience with Families and Students from Diverse Backgrounds (including, but not limited to racial and ethnic groups, special needs, and English Language Learners)
  - Knowledgeable of College Readiness Requirements and Grade Level Benchmarks.
  - Must be responsive to all Stakeholders

These leadership qualities and characteristics should be embodied by the ideal candidate for the Head Administrator. The Governing Board and the EMO may add to and/or change this list as the needs of AIAI evolve.

#### Head Administrator's Competencies and the Mission

The Aspire Integrated Arts Institute's applicant team is committed to developing a school which serves ALL students and does so adeptly. AIAI is committed to ensuring that the school provides an environment that is equitable beyond reproach. AIAI is passionate about advocating, developing, encouraging, and furthering students from special populations, students with special needs, youth of color, and English Language Learners to pursue opportunities in the arts and entrepreneurship along with addressing the race, gender, and household income achievement gaps. With these factors in mind, AIAI anticipates that there will be challenges that the Head Administrator will need to overcome to successfully accomplish the mission. The qualifications and leadership characteristics that have been outlined above represent the levels of education, skills, and attributes that AIAI feels will empower the Head Administrator to succeed. Creating and cultivating the artistic leaders of the future demands that the students have an enriching and nurturing, yet challenging and exciting course of study. Ensuring that all students are college and career ready requires a Head Administrator that can build an effective and experienced team, strong processes, a warm and inclusive yet accountable environment. This individual must have the ability to work well with all of the AIAI's students, The Governing Board, staff, and stakeholders.

Creating Effective Governing Boards. (2020, April 6). Retrieved from: [https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/Creating%20Effective%20Governing%20Boards\\_0.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Governing%20Boards_0.pdf)

National Alliance for Public Charter Schools: Certification Requirements for Charter School Leaders across America. (2020, May 12). Retrieved from:

[https://idahocsn.org/wp-content/uploads/2019/02/Charter-Leader-Certification\\_NAPCS.pdf](https://idahocsn.org/wp-content/uploads/2019/02/Charter-Leader-Certification_NAPCS.pdf)

National Alliance for Public Charter Schools: CHARTER SCHOOL EXECUTIVES: Toward A New Generation of Leadership. (2020, May 13). Retrieved from:

[https://www.publiccharters.org/sites/default/files/documents/2017-11/2008\\_Toward\\_a\\_New\\_Generation\\_of\\_Leadership\\_20110402T222340.pdf](https://www.publiccharters.org/sites/default/files/documents/2017-11/2008_Toward_a_New_Generation_of_Leadership_20110402T222340.pdf)

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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;</li> <li>Identify all leadership characteristics and all qualifications the head administrator must possess;</li> <li>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;</li> <li>Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school;</li> <li>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</li> <li>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.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school</li> <li>Describe how the identified process will ensure the school is able to identify and hire a highly- qualified, licensed administrator no later than July 1st</li> </ul> <p>This is a confusing section because it is unclear how the EMO, the Head Administrator and the CCO will all fit together. In most schools, the COO would be hired by the Head Administrator. This part is also in contraction to the MOU stating that "The Board shall have the authority to approve the hiring of the school's Chief Administrative Officer by the ESP, which approval shall be of a candidate recommended by ESP." p.247. Here, GlobalEd is clearly in charge of hiring the Head Admin, but not the CCO.</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 Roles and Responsibilities of the Governing Body and the Head Administrator**

AIAI's Governing Board will go through an onboarding, orientation process, state mandated and additional training, and board retreats to clarify their roles and responsibilities. There will be a clear distinction of the roles and responsibilities of the Governing Board and those of the Head Administrator. Within the onboarding and orientation process, the Governing Board Members will receive the Governing Board Handbook that will include the Articles of Incorporation, Bylaws, the Charter School Contract and Plan, Board Member job description and the Head Administrator job description. Conversely, the Head Administrator will go through an onboarding process, orientation, training, and attend board retreats. He or she will receive an employee handbook including the Head Administrator's job description, the Articles of Incorporation, and Bylaws, the Charter School Contract and Plan, along with the Board Member job description. Both the Governing Board and the Head Administrator will receive a detailed description of the distinctions between each party's roles and responsibilities. Below is a table explaining the differences between the Governing Board and the Head Administrator roles and responsibilities within specific categories that was taken from *Creating Effective Governing Boards*, pages 208-209.

Responsibility	Governing Board	Head Administrator
<b>Legal</b>	<ul style="list-style-type: none"> <li>Exercises fiduciary role to ensure that the charter school is properly managed.</li> <li>The Board should have a mechanism to validate information from the administrator.</li> <li>Maintains legal status; ensures the proper paperwork is submitted to governmental agencies.</li> <li>Reviews financial and business dealings and exercises proper judgment in self-dealing transactions -- avoidance of conflicts of interest.</li> </ul>	<ul style="list-style-type: none"> <li>Must provide information to the Board to demonstrate that the charter school is well managed.</li> <li>Compiles information for annual filing requirements.</li> </ul>
<b>Finance and Accounting</b>	<ul style="list-style-type: none"> <li>Approves annual budget.</li> <li>Reviews periodic financial reports (balance sheet,</li> </ul>	<ul style="list-style-type: none"> <li>Prepares annual budget with input from staff and finance committee</li> </ul>

	<p>income statement, changes in financial position).</p> <ul style="list-style-type: none"> <li>Ensures that proper internal controls are in place.</li> </ul>	<ul style="list-style-type: none"> <li>Oversees preparation of periodic financial reports.</li> <li>Implements proper financial controls</li> </ul>	
<b>Planning</b>	<ul style="list-style-type: none"> <li>Establishes mission and program direction for the charter school and approves goals and objectives designed to achieve those ends.</li> <li>Reviews strategic plan and progress.</li> <li>Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract.</li> <li>Assesses program evaluation plan.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in establishing mission and program direction for the charter school.</li> <li>Contributes to the vision of the charter school; and assists the Board in maintaining focus and momentum for the charter school.</li> <li>Develops specific program goals and objectives based on the Board specific mission.</li> <li>Develops reports or oversees staff development of reports to demonstrate program progress.</li> </ul>	
<b>Policy</b>	<ul style="list-style-type: none"> <li>Develop and adopt written policies</li> <li>Responsible for reviewing policies periodically</li> </ul>	<ul style="list-style-type: none"> <li>Identifies need for new policies</li> <li>Responsible for assuring the implementation of policies and for assisting the Board in analyzing policy options</li> </ul>	
<b>Personnel</b>	<ul style="list-style-type: none"> <li>Sets and reviews personnel policies.</li> <li>Hires Charter School Administrator and evaluates the administrator's performance.</li> </ul>	<ul style="list-style-type: none"> <li>Implements personnel policies.</li> <li>Recommends changes in personnel policies to the Board.</li> <li>Hires all personnel and evaluates performance of</li> </ul>	

		staff members (or delegates to appropriate supervisor).	
<b>Resource Development</b>	<ul style="list-style-type: none"> <li>• Responsible for assuring long-range commitments of resources; establishes a fund development plan and participates in its implementation.</li> <li>• Reviews and approves all major grant proposals.</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct research and maintain an information database.</li> <li>• Assist in fund development efforts.</li> <li>• Develops grants, and other funding applications, plans fund-raising events, and enters business ventures to support mission.</li> </ul>	
<b>Board Accountability</b>	<ul style="list-style-type: none"> <li>• Establishes and communicates clear expectations of Board Membership</li> <li>• Assures effective participation of Board Members</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitates training and information exchange for Members in preparation for selection of Board Members</li> <li>• Facilitates effective communication among Board Members</li> </ul>	
<b>Decision-making</b>	<ul style="list-style-type: none"> <li>• Defines and communicates the role of the Board and the Head Administrator in making decisions</li> <li>• Assures appropriate involvement of Board Members in charter school decision-making</li> </ul>	<ul style="list-style-type: none"> <li>• Makes action decisions within parameters set by the Board, collaborates both with the other staff and Board in some decisions</li> </ul>	
<b>Community Relations</b>	<ul style="list-style-type: none"> <li>• Promotes the charter school to parents and the general public, including serving as an emissary of the charter school to the broader community.</li> </ul>	<ul style="list-style-type: none"> <li>• Interprets the mission of the charter school to the community through direct involvement, public relations programs, including personal contact, descriptive</li> </ul>	

	<ul style="list-style-type: none"> <li>Promotes cooperative action with other charter schools including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc..</li> </ul>	program literature, and work with the media; works closely with the Board for an effective division of labor.	
<b>Contracts</b>	<ul style="list-style-type: none"> <li>Approves contracts</li> </ul>	<ul style="list-style-type: none"> <li>Manages contracts</li> </ul>	

The proposed Governing Board, upon approval, will transition into the official Governing Board and will create a document consistent with the table above and vote on the finished product. This table will be included in the Governing Board Handbook and the Head Administrator's Employee Handbook. The applicant team and the founders understand many of the differences between the roles, and they will gain further insight through participating in Governing Board training(s). The details on roles and responsibilities for the Governing Board are provided in Section II.A. of this proposal. The Head Administrator leads the day to day management of the school, in alignment with the direction of the Governing Board. Additionally, the Head Administrator will be making operational decisions and policies, providing current information to the Governing Board, and bringing recommendations for decisions to the Board. More specific Head Administrator responsibilities are included on the Head Administrator Job Description in **Appendix B**.

**Head Administrator's Understanding of the Charter Contract and Plan**

The Governing Board and the Governing Board Chair, during the onboarding process for the Head Administrator, will provide a packet of information including: the charter school contract, the charter school plan, the Head Administrator's job description, the Governing Board job description, the Articles of Incorporation, and the Bylaws so the Head Administrator will be well informed from the onset of their hire. Furthermore, the Head Administrator will need to completely understand and agree with the mission and vision of Aspire Integrated Arts Institute. The Governing Board will make sure to schedule an initial meeting with the founding Head Administrator and subsequent Head Administrators, soon after they accept the position, in order to go over all the documents and answer any questions.

**Head Administrator Job Description**

The Head Administrator job description is attached to the proposal as **Appendix B** and includes the requested information.

Creating Effective Governing Boards. (2020, April 6). Retrieved from:  
[https://charterschoolcenter.ed.gov/sites/default/files/files/field\\_publication\\_attachment/Creating%20Effective%20Governing%20Boards\\_0.pdf](https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Governing%20Boards_0.pdf)

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator;</li> <li>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               <ul style="list-style-type: none"> <li>Attach a job description in <b>Appendix B</b> that includes the following:                   <ul style="list-style-type: none"> <li>Lists all major responsibilities of the head administrator</li> <li>Includes responsibilities that are unique to charter school leaders</li> </ul> </li> </ul> </li> </ul>

- 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.

**INDEPENDENT REVIEWER EVALUATION:****Meets the Criteria**

**There does not seem to be a full understanding of the scope of a charter school leader's job, which is more of a superintendent role than that of a principal. Budget development, STARS reporting and compliance, Title applications, preparation for annual review and site visit are all not present here and it is not clear that these are covered in the contract with GES.**

**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:****Annual Head Administrator Evaluation Plan**

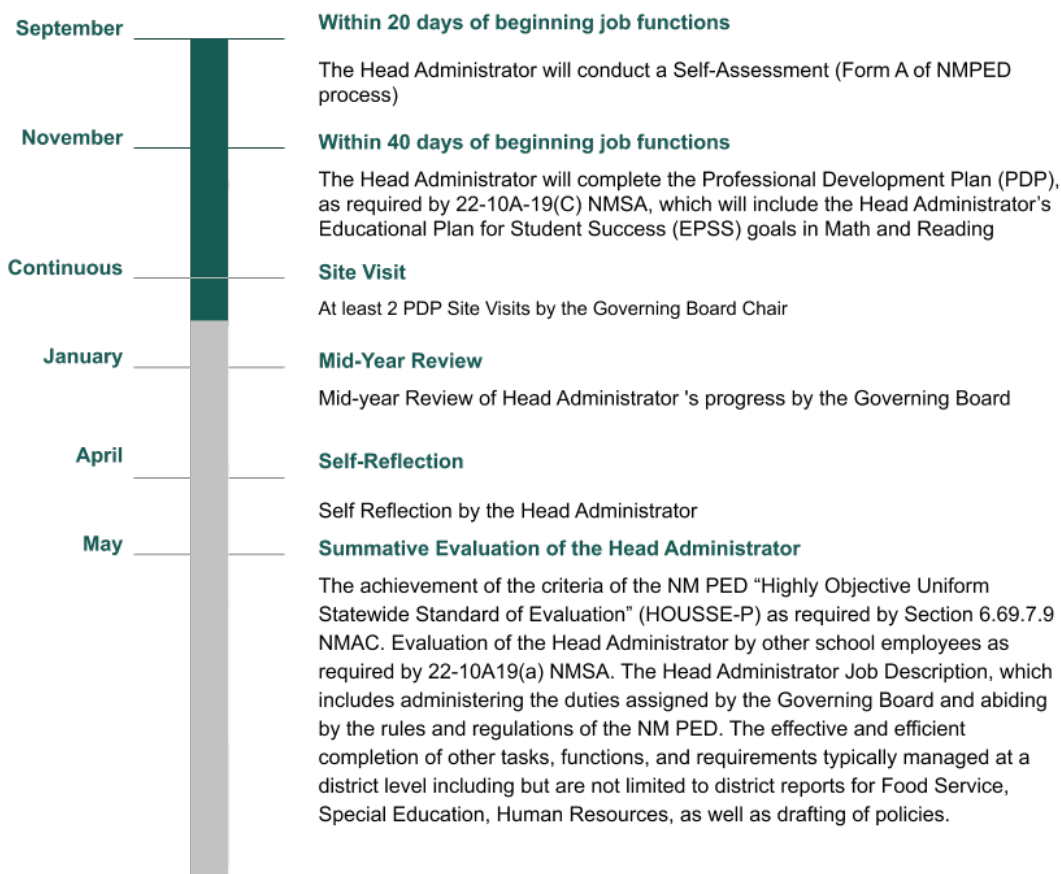
Aspire Integrated Arts Institute's (AIAI) Governing Board will organize and oversee an evaluation process of the AIAI Head Administrator throughout the school year that meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9. The required evaluation process will utilize the New Mexico Principal Leadership Competencies and Indicators (NMPLCI) as a basis for defining performance expectations for the Head Administrator. The Governing Board meeting in May of each year will include a summative evaluation of the Head Administrator. In addition to the evaluation in the May meeting, the Governing Board will also determine the Head Administrator's continued employment at AIAI.

In complying with 22-10A-11(G) NMSA, the New Mexico Public Education Department (PED) has adopted the HOUSSE-P, which includes data sources linked to student achievement and Educational Plan for Student Success progress, for level three-B school principals and rules for the implementation of that evaluation system linked to the level of responsibility at each school level. For the HOUSSE Annual Evaluation, the AIAI Governing Board will use the criteria set forth in Section 6.69.7.9 NMAC and forms developed by NMPED as part of its Head Administrator's Evaluation process.

The AIAI Head Administrator will complete a self-assessment to reflect upon their personal strengths and weaknesses, as well as needs, when approaching the 20th day of employment. They will use the NMPLCI to complete the self-assessment. The Head Administrator will complete a Professional Development Plan (PDP) with support from the Board Chair, when approaching their 40th day. The PDP will contain an Education Plan for Student Success (EPSS) goals for the Head Administrator to implement. The PDP will clearly display the timing and evidence criteria for objective measurement. The Governing Board Chair will conduct no fewer than two site visits per year on campus to observe the Head Administrator in their environment and how they interact with the staff, students, and community.

The Governing Board will conduct a mid-year and end of year evaluation of the Head Administrator's job performance. The mid-year evaluation will take place annually in January and will give the Head Administrator the opportunity to supply the Governing Board with evidence of progress towards the goals indicated in the PDP. The Head Administrator will be expected to reference the HOUSSE-P handbook for best practices and supply the necessary and objective data in support of their work, goals, and outcomes. The summative end of year evaluation will require the Head Administrator to complete a self-reflection to show progress towards accomplishing their mission, goals and objectives set in the PDP, as well as an evaluation conducted by the staff, the HOUSSE-P criteria used by the Governing Board, and the overall achievement of the Head Administrator to fulfill their job description. The form provided by the NMPED includes five competency domains: 1) Instructional Leadership, 2) Communication, 3) Professional Development, 4) Operations Management, and 5) Scope of Responsibility in Secondary Schools. It also includes space for providing evidence of progress towards achieving their EPSS goals. The Governing Board will provide constructive feedback and will utilize the mid-year and summative end of year evaluation to support their decision to offer the Head Administrator a new contract for the following school year. The evaluation of the Head Administrator's performance will be based on the following timeline:





#### Aspire Integrated Arts Institute's Mission and Goals

The AIAI Head Administrator will be held accountable for meeting the mission and goals of the charter school. The Head Administrator is responsible for the faculty and staff carrying out the mission of applying arts and education through an integrated and blended learning model that incorporates the students' passion, skill, and knowledge towards their college and career pathways. He or she is also responsible for ensuring each student is prepared and on track to graduate. As such, an important part of the Head Administrator's evaluation will consist of providing objective and subjective evidence to support their work and progress towards accomplishing the school's mission and goals. Table 7 displays examples of the areas that the Governing Board will hold the Head Administrator accountable for and the types of evidence that might be utilized during the evaluation.

**Table 7: Head Administrator Accountability Areas**

Accountability Area	Suggested Evidence
<b>Student Success and Academic Achievement</b>	Assessment Results Course Passing Rates Attendance Rates
<b>Fulfilling the School's Mission</b>	College Readiness Rates College Acceptance Rates
<b>Management of School Funds</b>	Number of Audit Findings

	Grant Spenddown Rates Budget Accuracy	
<b>Legal Compliance</b>	On Time State Submissions Accuracy of State Submissions Responses to IPRA Request	
<b>Customer Service to the Community</b>	Grievance Response Time Parent Testimonies at Board Meetings	
<b>School Culture</b>	Student Survey Results Staff Survey Results Attrition rates	
<b>Cultural Competency</b>	Student Disciplinary Actions Staff Diversity and Retention Staff Survey Results Student Survey Results	
<p style="text-align: center;"><b>Resources</b></p> <p>Creating Effective Governing Boards. (2020, April 6). Retrieved from:  <a href="https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Governing%20Boards_0.pdf">https://charterschoolcenter.ed.gov/sites/default/files/files/field_publication_attachment/Creating%20Effective%20Governing%20Boards_0.pdf</a></p> <p>HANDBOOK for Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for Principals and Assistant Principals in the State of New Mexico. (2020, May 18). Retrieved from:  <a href="https://docplayer.net/48649400-Handbook-for-highly-objective-uniform-statewide-standard-of-evaluation-housse-for-principals-and-assistant-principals-in-the-state-of-new-mexico.html">https://docplayer.net/48649400-Handbook-for-highly-objective-uniform-statewide-standard-of-evaluation-housse-for-principals-and-assistant-principals-in-the-state-of-new-mexico.html</a></p> <p>New Mexico Efforts to Improve Teacher and Principal Quality. (2020, May 18). Retrieved from:  <a href="http://ccpi.unm.edu/sites/default/files/publications/NewMexicoEffortsToImproveTeacherandPrincipalQuality-NM%20LegislativeEducationStudyCommittee.pdf">http://ccpi.unm.edu/sites/default/files/publications/NewMexicoEffortsToImproveTeacherandPrincipalQuality-NM%20LegislativeEducationStudyCommittee.pdf</a></p> <p>NMTEACH Summative School Leader Evaluation. (2020, May 18). Retrieved from:  <a href="https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Principal-Summative-Evaluation-Workbook.pdf">https://webnew.ped.state.nm.us/wp-content/uploads/2018/01/Principal-Summative-Evaluation-Workbook.pdf</a></p>		

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria;</li> <li>Include action steps to evaluate the effectiveness of the head administrator in the following: <ul style="list-style-type: none"> <li>ensuring student success and academic achievement</li> <li>ensuring fulfillment to the school's mission</li> <li>overseeing the stewardship and management of public funds and responsible government accounting</li> <li>ensuring compliance with legal obligations related to government organizations and public schools</li> <li>addressing grievances received from staff and parents and families;</li> </ul> </li> <li>Describe how the plan specifically takes into account the mission and goals of the proposed school; and</li> <li>Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li><b>Addressing grievances received from staff and parents and families</b></li> </ul> <p><b>The review team was unable to find this specific point. How would the school address grievances and how would it be measured?</b></p>	

#### **D. Organizational Structure of the Proposed School.**

<p>D.(1) Provide a <b>clear, comprehensive, cohesive, and reasonable</b> organizational chart and narrative that <b>aligns structures with the mission of the proposed school</b> and demonstrates a <b>clear</b> understanding of appropriate relationships between governance, administration, teaching, support staff, equity council and external agencies that are essential to the proposed school.</p>
<p style="text-align: center;"><b>APPLICANT RESPONSE:</b></p> <p>Aspire Integrated Arts Institute (AIAI) personnel will consist of qualified individuals who own the specific skill sets and professional experience necessary to accomplish AIAI's mission of preparing any student for a career in any art industry related occupation. Employees will implement our educational plan with clarity and fidelity. AIAI and the contracted Education Management Organization (EMO) will manage our operations effectively, making sure to comply with all federal and state laws and guidelines. The organizational charts and related narrative for all positions, from years 1 through 5, follow in Figures 66 to 70 of section D. In these charts the reporting hierarchy and individual job functions are outlined. Details regarding qualifications and job functions/job descriptions are within Appendix C. The number and types of staff needed for the school to be successful will be displayed in detail and broken down by year. All staff positions required to serve the student population will be required starting at year 1. However, a few of these positions will be part-time for years one and two through the services of the EMO. The chart listed below, Figure 15 covers the first 5 years and ensures that we will have the necessary staff to provide a successful educational experience for our student body.</p>

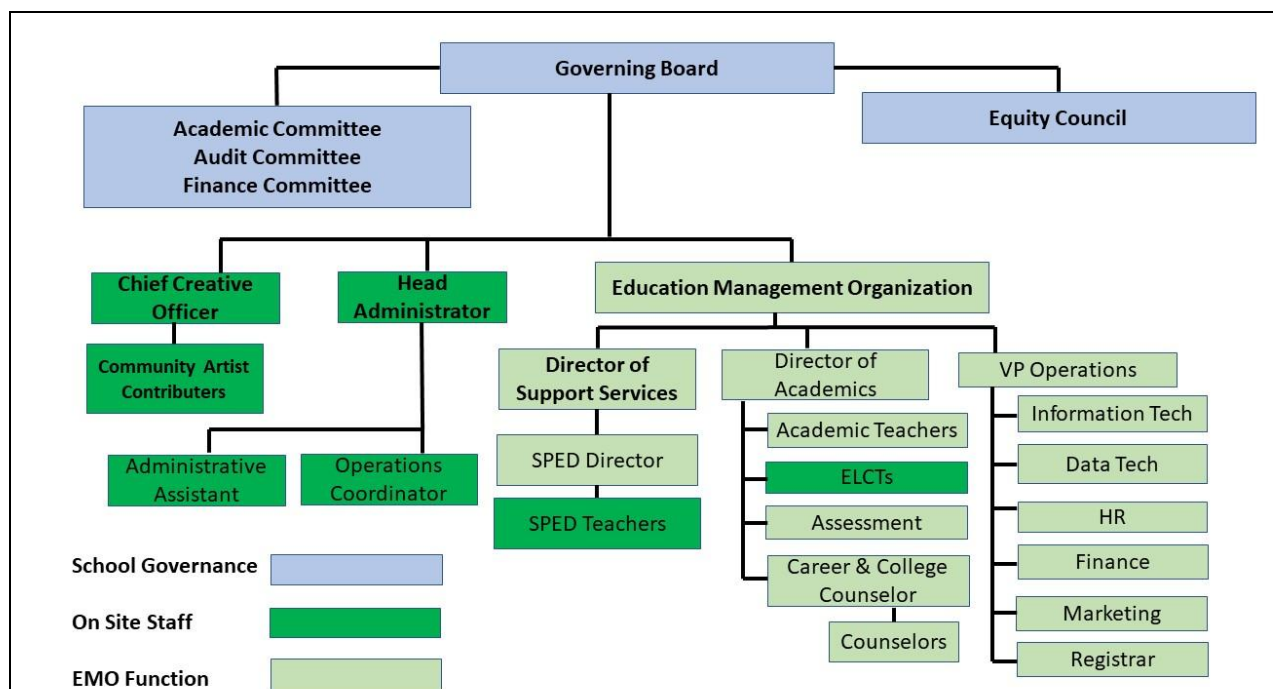


Figure 15: AIAI Organization Staff Structure First 5 Years (2021-2026)

#### AIAI Year 1

In Year 1, AIAI will begin the year with an initial cohort of 75 students. The core-content teaching staff will consist of 8 Academic Teachers with NM licenses, 1 Special Education Teacher/ Director (SPED), 1 Career & College Counselor, 1 Counselor, 1 Information Tech, 1 Operations Coordinator and 3 Enrichment Life Coach Teachers (ELCT) who all will be full time employees (FTE) of our Education Management Organization, GlobEd Solutions (GES) (see Memorandum of Understanding (MOU)). GES will report directly to the Governing Board. The Chief Creative Officer will be recruited and employed by the joint efforts of the Governing Board and GES and will report directly to the Governing Board. The Head Administrator will be recruited and employed by the joint efforts of the Governing Board and GES and The Head Administrator will report directly to the Governing Board. Although the Chief Creative Officer and the Head Administrator will report directly to the Governing Board, both will work in coordination with the GES. The Chief Creative Officer will be the first employee hired under a 6-month contract during the implementation year. The Head Administrator will be the second employee hired under a 3-month contract during the implementation year. In preparation of AIAI's first year of operation, GES and the Head Administrator will find and employ one Operations Coordinator. In preparation of year one the Chief Creative Officer will find and contract seven Community Artist Contributors. The Governing Board is the lead governance body over GES, The Chief Creative Officer, and The Head Administrator, and their role will be to uphold the mission and hold The Chief Creative Officer, The Head Administrator and GES directly accountable for all results.

#### Governing Board

The AIAI Governing Board will consist of professional and community volunteers committed to arts and education who have accepted the role of upholding the mission of AIAI. Governing Board Members are responsible for ensuring that the school is financially and academically mission targeted and operationally sound.

The Board will create and approve policy and will provide consistent oversight of major operational areas through their collective leadership and committee structures. The four initial Board committees will include: Finance, Equity, Academic, and Arts Committees. The Board has the important duty of recruiting and supporting the Head Administrator. They will hold the Head Administrator accountable for achieving the school's mission and goals via an annual and Board driven evaluation process. The Board will be transparent, and all meetings and minutes will be open and available to the public as described in the Open Meetings Act.

#### Equity Council

The Equity Council is an advisory body to the Governing Board. They are responsible for addressing key areas related to the Martinez and Yazzie Consolidated Lawsuit along with providing the four deliverables (readiness assessment, equity plan, CLR frameworks, and funding report) on the appropriate deadlines. The Council is composed of several members sufficient to meet the representation requirements, but no more than 15 members, serving staggered terms. Members to be represented are representatives of charter school leadership, school staff, students, parents and family members, community members, members of Nations, Tribes or Pueblos. This council is to ensure that the at risk youth, defined as, Native American students, students with disabilities, students who are English learners, economically disadvantaged students, and students who are highly mobile; receive equitable public education in order to prepare each student in the chart school for college and career success .

#### **Chief Creative Officer**

The AIAI Chief Creative Officer will be a staff Member that both the Governing Board and GES will recruit. The Governing Board will hold the Chief Creative Officer directly accountable for reporting on and reaching the school's artistic related mission goals. The Chief Creative Officer must attend all governing Board meetings and all committee meetings established to address artistic related goals and objectives. The Chief Creative Officer will be responsible for providing leadership for arts curriculum, Community Artist Contributors and implementing all aspects of the art program. The Chief Creative Officer will manage, offer professional development and schedule all Community Artist Contributors. The Chief Creative Officer's responsibility will also include the recruiting, hiring, training of all Community Artist Contributors. Overall, the Chief Creative Officer is responsible for all programs and processes relating to art and the management of art courses, fundraising for the art programming and community relations to enhance the art programming. Some of these duties will be delegated to Administrative Assistant in year three.

#### **Head Administrator**

The AIAI Head Administrator will also be a staff Member that both the Governing Board and GES will recruit. The Governing Board will hold the Head Administrator directly accountable for reporting on and reaching the school's academic mission related annual goals. Besides regular Board meetings, The Head Administrator will be required to attend all committee meetings that aid in reaching the school's academic and recruitment goals and all mission objectives. The Head Administrator will be responsible for providing leadership for the school and implementing all aspects of the academic program under their supervision. The Head Administrator will work seamlessly with GES to ensure all academic and student services are being provided as agreed upon. The Head Administrator will provide onsite supervision for all non-artistic staff. The Head Administrator together with GES will recruit, hire, and train individuals for all onsite positions as directed by the Governing Board. Overall, the Head Administrator is responsible for all academic and student service programs and processes, school operations, business management, and overall community relations. Some of these duties will be delegated to the Operations Coordinator by the Head Administrator, but the Head Administrator alone will be responsible to answer to the Governing Board.

#### **Academic Teachers**

Academic teachers are provided by GES's contract with Edmentum Online Curriculum. Academic Teachers through Edmentum's curriculum, guidelines, and governance are responsible for providing level-appropriate, standards-based instruction to our students. They are also responsible for managing all academic and learning plans, maintaining professional communication with their students and their student's parents. Teachers will report directly to GES's Director of Academics. Teachers will be evaluated using the GES's guidelines that are in accordance with state guidelines.

#### **Special Education Teachers (SPED)**

Special education teachers are responsible for providing level-appropriate standards-based instruction to AIAI's special population students. They are also responsible for managing all academic and disciplinary aspects. Special education teachers, under the leadership of GES's Director of Support Services and the SPED Director will assist in managing the Response to Intervention (RtI) and Individualized Education Program (IEP) writing process. Special education teachers will report directly to the GES. Special education teachers will be evaluated using the state guidelines and evaluation process.

#### **Administrative Assistant**

The Administrative Assistant is responsible for managing the school front office and providing excellent customer service to all staff, students, and the community. The Administrative Assistant will report directly to the Head Administrator and will also provide administrative assistance to both the Head Administrator and the Chief Creative Officer.

#### **VP of Operations**

The GES VP of Operations is responsible for all of the back-office and business operations of the school. This individual will also assist the AIAI's Head Administrator and the Chief Creative Officer with ensuring these school operations are conducted

properly. The VP Operations will supervise the Information Tech and Data Tech, manage AIAI's admission and enrollment process, be part of managing the financial administrative and purchasing processes of the school, and ensure that the facility is safe, clean, and orderly. The VP Operations will coordinate closely with the Head Administrator but will report directly to GES.

#### **The Director of Academics**

The GES Director of Academics in coordination with the Head Administrator will lead the development, improvement, and evaluation of the educational program and curriculum. This individual will supervise all academic instructional staff and will lead in creating the professional development plan for academic instructional staff in coordination with the Head Administrator and Edmentum. The Director of Academics will build a strong teaching culture where best practices are shared and common assessments developed. The Director of Academics will also interact with the Head Administrator and AIAI's stakeholders to relay information and work to continuously improve learning and opportunities for students. The Director of Academics will report directly to GES.

#### **Information Tech**

Information Tech is responsible for the collection, management, and reporting of all student and school data. This individual will manage and program the student information system (SIS), and will provide training to all staff, students, and parents to improve the level of data literacy for all stakeholders. Information Tech will create and update a set of data reports which provides detailed information regarding student progress to all staff and the Governing Board. They will also respond to all data requests. Information Tech will ensure that all required data reports are complete, accurate, and submitted to the State in a timely fashion. In addition, Information Tech will manage all aspects of the technology in the school. Information Tech reports to GES.

#### **Enrichment Life Coach Teacher (ELCT)**

The ELCT is the key staff position that makes GlobalEd Solutions blended learning model successful. The ELCT's primary responsibility is to build a personal relationship with each of their students through daily contact at the school and electronic means (online chat, phone calls, texts, email, etc.) at other times. ELCTs work with each student to complete an Individual Academic and Career Plan early in the enrollment process with the help of the student's family and Academic Support Team. This plan is a step-by-step process, which guides each student through the academic progression that leads to successful graduation and beyond. The ELCT is responsible for monitoring the progress of each student through their courses, and working with the student, parents or guardians, and other staff to help get them back on track if they show signs of struggling. The ELCT is a GES employee and reports to the Head Administrator and GES.

#### **Counselors**

AIAI Counselors will provide a comprehensive counseling program which addresses the academic, social/emotional, and career development aspects of college readiness. Counselors will actively promote equity for all students in the delivery of services and the exposure to opportunities. Counselors will work with each student to develop and maintain an individual college and career readiness plan and report progress to the Director of Academics and the Head Administrator. Counselors will inform and work with SPED teachers and parents regarding student related concerns, and will support the RtI student support process as well. Counselors are employees of GES and will report to the Director of Academics.

#### **Career and College Coordinator**

The College Readiness Coordinator will work to ensure that AIAI maintains a culture of excellence in all that we do. This individual will manage the school wide student behavior plan and the staff professional development plan. They will supervise all Counselors and will ensure that a professional and college preparatory climate exists throughout the school. The College Readiness Coordinator will build and maintain relationships with colleges and universities, workforce certificate programs, and community partners that support student growth. The College Readiness Coordinator is a GES employee and will report directly to GES and the Head Administrator.

#### **Data Tech**

Data Tech will support all online services and ensure that compliance requirements are met. This individual will also coordinate all special education and gifted services when services are supported by online activities, implement special population mandates, and keep the Head Administrator and Director of Academics informed to guide future professional development opportunities. Data Tech will act as a liaison between the school and GlobalEd Solutions. They will also connect families to appropriate online services and dashboards. Data Tech will report to GES and the Head Administrator.

### Community Artist Contributors

Community Artist Contributors will instruct art courses at the school location and will be responsible under the leadership of the Chief Creative Officer for creating a course syllabus and grading rubric for each class they instruct. In order for AIAI's mission to be successful the Chief Creative Officer will seek and hire Community Artist Contributors from three distinct categories as seen below:

#### Professional Educator

- Holds a current teaching license in a particular art form
- May be skilled and licensed in other academic disciplines
  - Didn't necessarily major in a art form at college
- Is educated in Teaching Methods, Classroom Management, and Pedagogy
  - Does not work professionally in an art form

#### Teaching Artist

- Has earned a BFA or MFA in their particular art form
- Is educated in Teaching Methods, Classroom Management, and Pedagogy
  - Has extensive professional work experience in an art form
  - Has significant professional teaching experience
- Works professionally in a art form but is not a salaried employee of an arts organization

#### Professional Artist

- Works full time professionally in an art form and is normally a salaried employee at an arts organization
  - May or may not have earned a BFA or MFA in their art form
  - May have gathered teaching experience in off seasons
- May have started teaching after retiring from working professionally in an art form

The Community Artist Contributors will report directly to the Chief Creative Officer

### Operations Coordinator

Operations Coordinator works in coordination with the Chief Creative Officer and the Head Administrator to organize and prepare equipment for all student activities and maintains an overview of where activities are taking place in each of the rooms. During the first 2 years the Operations Coordinator will also act as a greeter, message taker and phone call router. During the first two years, the Operations Coordinator is the first person that students and families approach with questions or comments and is a trusted public face of the school. The Operations Coordinator reports to the Head Administrator and the Chief Creative Officer.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include an organizational chart for each year as part of the rollout with grade additions;               <ul style="list-style-type: none"> <li>• Show how the Equity Council is incorporated into to organizational chart;</li> </ul> </li> <li>• Include a narrative that describes the structures and relationships represented in the organizational chart;               <ul style="list-style-type: none"> <li>• Include all entities essential to the operation and success of the proposed school; and</li> <li>• Reflect an understanding of the appropriate relationship among each of the relevant entities.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <p><b>A complete response must</b></p>	



- Include an organizational chart for each year as part of the rollout with grade additions;
- 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 among each of the relevant entities.

Grade rollout is not included in this section. The structures are not in alignment with GES' description of their role and board relationship per Appendix D. In terms of appropriate relationships, oversight of licensed teachers (as some of the Community Artists are proposed to be) should probably occur by a licensed administrator, especially if credits are to be awarded for their classes - and it is unclear how credits will be awarded for classes taught by non-licensed artists at this time or how those courses would count as Science, etc as stated earlier. Also the organizational chart doesn't show that the Principal as the overseer of ALL school personnel.

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**.

AIAI Governing Board and GES will recruit, hire, and retain highly qualified staff who are committed to achieving its mission of graduating students who are prepared and skilled to make successful colleges and careers choices. The proposed organizational structure will support all aspects of a unique educational program which focuses on high quality online instruction and extensive academic support. It allows students to move at their own pace through their education, therefore offering students ample time and opportunity to pursue the art form of their passion. AIAI will add staff in correlation with annual enrollment growth goals. Tables 8 and 9 display the certified and non-certified staff that AIAI proposes hiring over the first 5 years of operation. The brief overview of roles is provided beneath the Figures.

The full job descriptions are attached in Appendix C.

**Table 8: Certified and Licensed AIAI Staff**

Certified and Licensed AIAI Staff					
School Year	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Head Administrator	1	1	1	1	1
Director of Academics	1	1	1	1	1
Academic Teachers	6	7	8	9	11
SPED Teacher	1	1	1	1	1
Career and College	1	1	1	1	1

Counselor					
Counselor	1	1	1	1	1

### Head Administrator

The Governing Board will hold the Head Administrator accountable for reporting on and reaching the school's academic and annual enrollment goals. In addition to regular Board meetings, the Head Administrator will be required to attend all committee meetings and subcommittee meetings that aid in reaching the school's goals. The Head Administrator will be responsible for providing academic leadership for the school and implementing all aspects of the educational program. The Head Administrator will provide leadership and direction to GES involving the recruitment, hiring, and training for all positions. Overall, the Head Administrator is responsible for all programs and processes relating to instruction, school operations, business management, and community relations.

### Director of Academics

The Director of Academics will lead the development, improvement, and evaluation of the educational program and curriculum. This individual will supervise all instructional staff and will lead in creating the professional development plan for instructional staff. The Director of Academics will build a strong teaching culture where best practices are shared and common assessments developed.

### Academic Teachers

Academic teachers are responsible for providing level-appropriate, standards-based instruction to our students. They are also responsible for managing all academic and learning plans, maintaining professional communication with their students and their student's parents. The Academic teachers are Edmentum employees who will hold a current NM Teaching License.

### Special Education Teachers (SPED)

Special education teachers are responsible for providing, level-appropriate standards-based instruction to AIAI's special population students. They are also responsible for managing all academic and disciplinary aspects. Special education teachers will assist in managing the Response to Intervention (RtI) and Individualized Education Program (IEP) writing process.

### Career and College Counselor

The Career and College Counselor will work to ensure that AIAI maintains a culture of excellence in all that we do. This individual will manage the school wide student behavior plan and the staff professional development plan. They will supervise all Counselors and will ensure that a professional and college preparatory climate exists throughout the school. The Career and College Counselor will build and maintain relationships with colleges and universities, workforce certificate programs, and community partners that support student growth.

### Counselors

AIAI Counselors will provide a comprehensive counseling program which addresses academic, social/emotional, and career development aspects of college readiness. Counselors will actively promote equity for all students in the delivery of services and exposure to opportunities. Counselors will work with each student to develop and maintain an individual college and career readiness plan and report progress to their GES supervisor and AIAI's Head Administrator. Counselors will inform and advise

teachers and parents regarding student related concerns and will support the RtI student support process as well.

**Table 9: Non-Certified AIAI Staff**

Non-Certified AIAI Staff					
School Year	2021/2022	2022/2023	2023/2024	2024/2025	2025/2026
Chief Creative Officer	1	1	1	1	1
VP Operations	1	1	1	1	1
Operations Coordinator	1	1	1	1	1
Information Tech	1	1	1	1	1
Data Tech	1	1	1	1	1
Enrichment Life Coach Teacher	3	3-4	4-5	7	8
Community Artist Contributors	7	7	9	10	11
Administrative Assistant	0	0	1	1	1

### Chief Creative Officer

The Governing Board will hold the Chief Creative Office directly accountable for reporting on and reaching the school's art programming and annual enrollment goals. Besides regular Board meetings the Chief Creative Office will also be required to attend all committee meetings and subcommittee meetings which entail art programming success. The Chief Creative Officer will be responsible for providing leadership for arts curriculum, Community Artist Contributors and implementation of all aspects of the art program. The Chief Creative Officer will supervise, offer professional development, and create all course schedules for Community Artist Contributors. The Chief Creative Officer's responsibility will also include the recruitment, hiring, and training of all Community Artist Contributors and will organize all student concerts, celebrations, and performances. Overall, the Chief Creative Officer is responsible for all programs and processes relating to art programming and the management of art curriculum, fundraising for the art programming, and community relations to enhance AIAI's art programming.

### VP Operations

The VP Operations Is responsible for planning, coordinating, and managing the day-to-day business operations of the school. The VP Operations will supervise the Information and Data Techs, manage the admission and enrollment process, manage the financial administrative and purchasing processes of the school. Along with the Operations Coordinator the VP Operations will ensure that the facility is safe, clean, and orderly. They will also maintain all financial records for the school, write

checks, pay invoices and make bank deposits. They will work directly with the Finance and Audit Committee of the Governing Board.

**Information Tech**

Information Tech will support all online services and ensure that compliance requirements are met. This individual will coordinate all special education and gifted services when services are supported by online activities, implement special population mandates, and keep the Head Administrator and Director of Academics informed to guide future professional development opportunities. Information Tech will act as a liaison between the AIAI and GlobalEd Solutions. They will also connect families to appropriate online services to dashboards.

**Data Tech**

The Data Tech is responsible for the collection, management, and reporting of all student and school data. This individual will manage and program the student information system (SIS), and will provide training to all staff, students, and parents to improve the level of data literacy for all stakeholders. The Data Tech will create and update a set of data reports which provides detailed information regarding student progress to all staff and the Governing Board. They will also respond to all data requests. The Data Tech will ensure that all required data reports are complete, accurate, and submitted to the State in a timely fashion. In addition, the Data Tech will manage all aspects of technology in the school.

**Enrichment Life Coach Teacher (ELCT)**

The ELCT's primary responsibility is to build a personal relationship with each of their students through daily contact at the school and electronic means (online chat, phone calls, texts, email, etc.) at other times. ELCTs work with each student to complete an Individual Academic and Career Plan early in the enrollment process with the help of the student's family and Academic Support Team. The ELCT is responsible for monitoring the progress of each student through their courses, and working with the student, parents or guardians, and other staff to help get them back on track if they show signs of struggling.

**Community Artist Contributors**

These are career artists and educators who have a BA, BFA, MA or MFA and 10 years of professional experience in their specific art form. One semester of pedagogy and one semester of teaching methods is required. Well documented professional experience can be substituted year for year for the above-mentioned degrees. Community Artist Contributor will instruct art courses at the school location and under the direction and guidance of the Chief Creative Officer will be responsible to participate in creating a course syllabus and grading rubric for each class they instruct.

**Operations Coordinator**

Operations Coordinator organizes all student activities and maintains an overview of where activities are taking place in each of the throughout the school site. This individual acts as a greeter, takes messages, and routes incoming phone calls. The Operations Coordinator is the first person that students and families approach with questions or comments and is a trusted public face of the school.

**Administrative Assistant**

The Administrative Assistant is responsible for managing the school front office and providing excellent customer service to all staff, students, and the community. The Administrative Assistant will

report directly to the Head Administrator and will also provide administrative assistance to both the Head Administrator and the Chief Creative Officer.

### **Why the Identified Roles are Key Certified and Licensed Staff**

#### **Head Administrator**

The AIAI Head Administrator is key to the operation and success of the school because they provide the overall leadership and direction for academic, operational, and support staff. They are the individual that the Governing Board will hold accountable for accomplishing the school's academic mission.

#### **Director of Academics**

The Director of Academics is key to the operation and success of the school because they provide overall academic and curricular leadership for the school, working closely with GES. This individual will guide the implementation of our art focused educational program. They will ensure that Community Artist Contributors have the capacity and training to instruct and support students at a high level. Director of Academics is the individual the Governing Board will hold accountable for accomplishing the school's artistic mission

#### **Academic Teachers**

Academic Content Teachers are key to the operation and success of the school because they provide core instruction in all academic areas to the AIAI students. Online blended instruction central to the success of the school, and AIAI's success will be determined by the quality of everyday instruction and learning. Online Academic teachers in partnership with the ELCTs provide inspiration to students to pursue their dreams and are the first line of defense in ensuring that students are physically and mentally healthy.

#### **SPED Teachers**

Special Education Teachers are key to the operation and success of the school because they provide specialized instruction and services to our special population students. Their work is a vital component of ensuring equity and maximizing learning through meeting the personalized needs of all AIAI students.

#### **Career and College Counselor**

The Career and College Counselor is key to the operation and success of the school because they lead and continuously develop AIAI's college readiness culture. This individual will work with staff, students, parents, and community partners to provide an array of career and college educational and training readiness opportunities accessible to all.

#### **Counselors**

AIAI Counselors are key to the operation and success of the school because they will provide tailored career and college advice and support to all of our students. These individuals will play a key role in ensuring that all students are on and remain on the path to academic success.

### **Why the Identified Roles are Key Non-Certified and Unlicensed Staff**

### Chief Creative Officer

The Chief Creative Officer manages and develops all the art programs, which are the unique offerings of the school and on which the entire concept of a student's successful transition is resting. This individual builds relationships with the community through art professionals, staffs all art courses, creates and guides arts and integrated art curriculum. The Chief Creative Officer serves as a liaison between parents and Community Artist Contributors. They organize all student concerts, celebrations, and performances.

### VP Operations

The VP Operations is key to the operation and success of the school because they manage the day-to-day operations of the school. From facilities maintenance technology, they will ensure that AIAI provides a safe, clean, and modern educational environment for all staff and students. They will also play a part in maintaining financial records for the school, paying invoices and making deposits. They will work directly with the finance and audit committees.

### Information Tech

The Information Tech is key to the operation and success of the school because they provide leadership in all areas of a student's technology support, e.g. for special education, gifted, and homeless populations. This individual also coordinates relationships with community resources and connects families to those services.

### Data Tech

The Data Tech is key to the operation and success of the school because they ensure that the technology infrastructure and capabilities are up to date and manage our student information system. They also create the school and student data reports which empower our data driven school environment.

### Operations Coordinator

The Operations Coordinator is a vital role within this blended education model, as students are not moving from classroom to classroom and work within a less structured environment than traditional schools. An Operations Coordinator offers structure and safety for all students.

### Administrative Assistant

The Administrative Assistant is key to the operation and success of the school because they provide front office support and personal assistance to the Head Administrator and the Chief Creative Officer. Their work keeps the school moving efficiently from day to day.

RATING	Expectations
Approaches	<p data-bbox="776 1598 1036 1623">A complete response must</p> <ul data-bbox="402 1633 1458 1808" style="list-style-type: none"> <li data-bbox="402 1633 1458 1692">● 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;</li> <li data-bbox="402 1696 1458 1808">● 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;</li> </ul>

	<ul style="list-style-type: none"> <li>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;</li> <li>Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and</li> <li>Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>Attach staff job descriptions as Appendix C for all of the positions identified in the application response that:             <ul style="list-style-type: none"> <li>Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy</li> <li>Identify all hiring requirements including qualifications and licensure or certification</li> </ul> </li> </ul> <p>Again there is confusion over the CCO and Head Admin role, as the CCO's description includes community relations and art instruction and they are equal to the Head Admin on the organizational chart. "Overall, the Head Administrator is responsible for all programs and processes relating to instruction, school operations, business management, and community relations." Also some non-certified roles are problematic because they conflict with earlier assertions that credit will be given for the arts classes - but the teachers nor the CCO are required to have a teaching license or appropriate endorsements.</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:**

RATING	Expectations
Falls Far Below (missing)	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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;</li> <li>Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and</li> </ul>



- 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: Question D. (3) was not answered and appears to have been deleted from the completed application; the question is re-inserted above.**

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:**

For our mission to be successful, our Academic Teachers, Upper Administration Team, and all Support Staff must continuously learn and augment their current skills in order to be most effective while implementing our educational plan, model and mission. AIAI's professional development (PD) plan will ensure that our staff stays current on best practices and continue to strengthen their skills and increase knowledge and awareness each year of their careers. AIAI's staff will identify and address their learning needs and those of our student body and will recommend PD accordingly. We will build our academic calendar to ensure that teachers have time for collaboration during regular school days and throughout the year. All time set aside for scheduled PD will only be used for that purpose. All staff will be informed that PD time, in its many formats, should not be used for staff meetings or other organizational issues or acute purposes.

**Table 10: AIAI Professional Development Types**

Professional Development Types	Objectives	Presenter
General	Professional Development for all school employees, sessions that are developed in response to in-house identified needs.	GlobalEd Solutions, Head Administrator, Creative Officer
New Employee Orientation	Various pedagogical and operations training sessions for new staff.	GlobalEd Solutions, Head Administrator, Creative Officer, VP Operations
Peer Observation/ Evaluations	Community Artist Contributors observe peers with a particular focus with rubric reporting	Chief Creative Officer
Online and Traditional Coursework	Office and instructional staff taking courses for various certificates.	GlobalEd Solutions & Presenters
Conferences & Workshops	Opportunity to learn from a variety of experts from around the state or country.	Conferences & Workshops Presenters

Art Genre Meetings	An Opportunity to share and find solutions to common instructional and social challenges within the same art form	Peer Groups
Individual Professional Development	Reading, study, or research taken on by an individual staff	Self-Presented

#### Professional Development Plan

The Chief Creative Officer, Head Administrator, together with GES will design, implement, and evaluate a professional development plan which meets state requirements NMAC 6.65.2.8, 6.65.2.9., and 6.65.2.10. The plan will be based upon the professional learning group needs as declared by staff and students and will be provided using many modes of delivery throughout the year. All staff will complete a professional development plan (PDP) at the beginning of the year per NMSA 22.10A.19 and their progress towards achieving the plan will be reviewed. In the support of the work and growth of all office, support and instructional staff professional development will be continuously required for everyone and will be expected to address the need to alter outcomes to the positive. Table 11 displays the professional development standards outlined in NMAC 6.65.2.8 and the approaches that AIAI will use to meet them.

**Table 11: AIAI Professional Development (PD) Standards**

Professional Development Standards	NM State Requirement (NMAC 6.65.2.8)
Process Standards	
Data-Driven	The AIAI team will create and analyze reports on a variety of school and student data indicators ensuring equity in opportunity and learning.
Evaluation	Professional development efforts will be evaluated for demographic relevance, short- and long-term effectiveness as it applies to school goals
Research-Based	AIAI team will be encouraged to employ research-based methods to develop lessons and assessments.
Design	Professional development will use many different designs to improve engagement and learning curves, including follow up studies.
Learning	Professional development will be delivered in ways that reflect multiple styles of learning to reflect student learning preferences.
Collaboration	AIAI staff will work as a team to assure the best

	results and to present a platform for helping educators work together towards common school objectives.
Content	
Equity	AIAI will provide staff with PD to cultivate a school that nurtures the experiences for all students to learn in a safe and respectful environment and to develop their curiosity to learn.
Quality Teaching	AIAI instructional staff will experience PD from our contractors Edmentum curriculum and GES
Family Involvement	PD that includes understanding of how to involve families and community will be offered to our staff. This is important in building the family connections and the feeling that everyone is being heard and valued.

#### Professional Development Evaluation

The AIAI leadership team and GES will create and implement processes by which professional development is evaluated in accordance with NMAC 6.65.2.9. The process will consist of the five action steps as displayed in Figure 74. Significant efforts will be made to ensure that feedback is presented to all staff in an effective manner and used in a productive and encouraging way to cultivate progress. The goal is for all staff to improve professional behavior and increase knowledge and skill so that we can help our students be successful.

**Table 12: Professional Development Evaluation**

Professional Development Evaluation	NM State Requirement (NMAC 6.65.2.9)
Participant Response	AIAI will apply a survey application to participants after each PD session. This will offer relevant feedback to guide the development of effective PD.
Participant Learning	PD user surveys will inform PD presenters surrounding the knowledge and skills staff have gained and were able to implement.
Organizational Change	Staff evaluations will reveal the PD's effectiveness towards school culture outcomes and overall application ease as it pertains to the school's organization.
Participant Use of Knowledge	AIAI and GES leadership will review how staff are implementing PD knowledge and skills at the

	street level and how it affects student learning and behavior.
Student Learning	AIAI leadership will review how staff are implementing PD knowledge and skills at the street level and how it affects student learning by comparing test scores and engagement.
<p style="text-align: center;"><b>Timelines and Responsible Parties</b></p> <p>The AIAI Head Administrator and Chief Creative Officer will be responsible for developing the professional development plan for those employees under her direct supervision for the initial year of operation. GES will be responsible for developing the professional development plan for those employees under their direct supervision for the initial year of operation. Edmentum will be responsible for developing the professional development plan for all our online teachers. The entire professional development schedule for the first PD during the summer 2021 professional development session will be completed during the planning year during the hiring process. Ensuring PD plans will be developed by the Chief Academic Officer during each school year and be based on identifiable needs. The summer PD session is currently set for July 26 – August 6, 2021. The school wide PD days are currently set for October 18, 2021 and January 7, 2022. The more frequent modes of professional development, such as grade level meetings and peer observations, will be established once staff is in place.</p> <p style="text-align: center;"><b>Professional Development Plan Support for Mission and Goals</b></p> <p>The AIAI professional development plan supports the continuous learning and growth of all staff Members. PD will be developed to support our mission and mission specific goals as seen below:</p> <ol style="list-style-type: none"> <li>1. To offer students flexible learning times so they can take hold of inspirational moments and special learning opportunities within their fine art forms.</li> <li>2. To offer students the opportunity to study their art form from career artists. Career artists are those who have proven to financially sustain themselves over a decade of professional engagements only working within their art form.</li> <li>3. To counsel each student in seeking out level-appropriate &amp; skill-specific learning and career opportunities in their art form, which includes the skill set of becoming a successful marketplace artist.</li> <li>4. To offer students a tried-and-true online curriculum with seamless support from licensed teachers who are experienced and proficient in our online curriculum platform, allowing students to learn without the wasted time of classroom management, getting the answers and the help they need when they need it, in a well-documented and user-friendly system.</li> <li>5. To offer each “student artist” the emotional, social support and encouragement throughout the day from the professional relationships they cultivate through the daily presence of their Enrichment Life Coach Teacher (ELCT), offering students personalized learning support and access to learning plans so that each student can grow in</li> </ol> <p style="text-align: center;"><b>Professional Development Customization</b></p> <p>AIAI’s professional development plan that we are proposing will consider the broad number of PD types we will use to support the various styles of adult learning to promote productive and positive interaction throughout the year. Employees will have the opportunity to learn from each other, observe and provide feedback, receive peer mentoring, and attend workshops and conferences. Employees will also be offered pathways to pursue further certifications to broaden their skills and knowledge base.</p>	

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> <li>Describe how the plan meets state requirements and rules; and</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Describe how the school will ensure professional development time is not used for routine staff meetings.</li> <li>● Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of PED rules; and</li> <li>● Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur:             <ul style="list-style-type: none"> <li>○ are supported by the budget</li> <li>○ support the implementation of the proposed school's educational plan, mission, and performance goals</li> <li>○ not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs.</li> </ul> </li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>● <b>Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs</b></li> <li>● <b>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</b></li> <li>● <b>Describe how the annual professional development plan and the mentorship plan for novice teachers:</b> <ul style="list-style-type: none"> <li>○ <b>are supported by the budget</b></li> <li>○ <b>support the implementation of the proposed school's educational plan, mission, and performance goals</b></li> <li>○ <b>not only address required annual trainings, but are also tailored to address school and teacher specific professional development needs</b></li> </ul> </li> </ul> <p><b>Action steps and concrete timelines are missing from this section; it's unclear how teacher PD will be used to support teacher's areas of strengths and challenges. Support of novice teachers is not addressed; the only PD included in the budget is the GES online academics training.</b></p>	

### **E. Employees.**

<p>E. (1) <b>Clearly describe</b> the employer/employee relationship and provide <b>clear terms</b> 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 <b>complete and appropriate explanation</b> of how you will address employees' recognized representatives.</p>
<p style="text-align: center;"><b>APPLICANT RESPONSE:</b></p> <p>Aspire Integrated Arts Institute (AIAI) is designed to serve the at risk and the gifted and talented students in Rio Rancho and the greater Albuquerque area with a flexible, blended learning education model tailored to the unique needs of this population of students with a focus in the visual and performing arts. We desire to become a trusted voice for performing and visual art education within the structure of public education in our community. In order to offer our students personal guidance to engage in industry internships, higher education opportunities, and industry employment, we must employ teachers and staff committed to these ideals and familiar with the arts landscape. Our application process will be vigorous in discovering highly qualified and effective arts teachers and administrative staff. Along with the partnership of GlobalEd Solutions, a proven leader in online blended education, AIAI will develop the WHOLE student as an artist, art consumer, and global citizen.</p> <p>GlobalEd Solutions (GES), a Colorado Public Benefit Corporation, will provide the full range of educational services to AIAI including the Edmentum online curriculum and teachers, school</p>

administration (compliance, data collection, data analysis, reporting, and staff management), and coordination and provision of social and emotional support services.

A critical and unique component of the GES is the Enrichment Life Coach Teacher (ELCT), a support staff position whose primary role is to keep the students engaged in the curriculum and making progress.

GlobalEd Solutions also has served a population of student at-risk of not completing high school for many years. The company founders and leaders cumulatively have several decades of experience working successfully with this population of at-risk students to ensure they graduate from high school and go on to successful post-secondary lives and careers.

Please refer to Figure 15 for the organization of employees between AIAI and GES.

According to the Fair Labor Standards Act (FLSA), the following employment classifications will be used in the AIAI Employee Handbook.

#### **Non-Exempt and Exempt Employees**

Employees in certain types of jobs are entitled to overtime pay for hours worked in excess of forty (40) hours per work week. These employees are referred to as "non-exempt." This means that they are not exempt from (and therefore should receive) overtime pay. Exempt employees are those whose duties and responsibilities exempt them from statutory overtime pay provisions.

#### **Regular Full-time Employees**

An employee, other than a substitute teacher/substitute educational assistant, who is regularly scheduled to work at least 30 hours per week, is considered a regular full-time employee.

#### **Regular Part-Time Employees**

An employee who is regularly scheduled to work less than 30 hours per week is considered a regular part-time employee.

#### **Substitute Teachers/Substitute Educational Assistants**

Substitute Teachers/Substitute Educational Assistants hired to substitute for licensed teachers or educational assistants on an as-needed basis are not entitled to receive benefits or leave unless specifically stated.

#### **Short-Term Employees**

APS hires employees for specific periods of time or for the completion of a specific project. An employee hired under these conditions will be considered a short-term employee. The job assignment, work schedule and duration of the position will be determined on an individual basis. Normally, a short-term position will not exceed nine (9) months in duration, unless specifically extended by a written agreement.

If the position will exist for a pre-designated period of time, such as a federal grant period, the employee will receive a short-term assignment. The employee will be informed of the nature and duration of the assignment. A short-term employee does not become a regular full-time employee by virtue of being employed longer than the agreed upon specified period.

#### **Temporary Employees**

Temporary employees include, but are not limited to, hourly, summer employees and interns.

Additionally, due to the unique nature of AIAI, the following descriptions are recognized.

#### **Four Arts Teacher Categories and Skill Sets Required at AIAI**

##### **1. Professional Educator**

###### Skills

*Teaches basic art form knowledge and offers exploratory and creative opportunity for personal expression in an art form*

Profile

- Holds a current teaching license in a particular art form
- Probably is skilled and licensed in other academic disciplines
  - Didn't necessarily major in a art form at college
- Is educated in Teaching Methods, Classroom Management, and Pedagogy
  - Does not work professionally in an art form

**2. Community Artist Contributor**Skills

*Unpacks the detailed mechanics of an art form, develops and monitors a student's skill sets, and offers creative connections between an art form, academics, popular cultures, and the world of ideas*

Profile

- Has earned a BFA or MFA in their particular art form
- Is educated in Teaching Methods, Classroom Management, and Pedagogy
  - Has extensive professional work experience in an art form
  - Has significant professional teaching experience
- Works professionally in a art form but is not a salaried employee of an arts organization

**3. Professional Artist**Skills

*Offers students opportunity to experience inspirational master skills via demonstration and motivates and trains students to push their own skills to the next level*

Profile

- Works full time professionally in an art form and is normally a salaried employee at an arts organization
  - May or may not have earned a BFA or MFA in their art form
  - Probably has gathered teaching experience in off seasons
- May have started teaching after they retired from working professionally in an art form

**4. Any Combination of These Three Categories****Pay and Benefits**

Pursuant to 6.20.2.18 NMAC, AIAI'S proposed payroll policies and procedures are found below and comply with state and federal regulations on payroll. Their purpose is to maintain strict internal controls, close supervision, and financial accounting in accordance with GAAP. AIAI will maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification (federal form I-9 for citizenship certification), federal and state withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.

All full time AIAI employees will receive a benefits package which includes health insurance including dental and vision, life insurance, disability coverage, unemployment, and worker's compensation. All employees will also receive an employer contribution towards their retirement, Medicare, and social security.

The Head Administrator is responsible for hiring and firing the Operations Coordinator and Administrative Assistant, authorizing salaries including employment contracts and maintaining the staffing levels approved in the annual budget.



The approved employment contracts are entered into the Employment Management System and the GES VP of Operations prepares the salary worksheets for payroll.

Pursuant to the adopted policy, all employees shall be paid at the end of the month unless specified otherwise in their employment contract. If the pay period ends on a holiday or on a day that the school is closed for business, payment will be made the preceding workday.

Any overtime that is worked must be approved in advance by the Head Administrator. Employees who are eligible for overtime pay will be compensated in accordance with the policies in the Employee Handbook to be approved by the Governing Board.

### Daily Schedule

The daily schedule is shown in Figure 16.

	Room Allocations/ Designated Use per Hour							
Room Number (RM#)/ Use	Hours of the School Day							
	8:00 to 9:00	9:00 to 10:00	10:00 to 11:00	11:00 to 12:00	12:00 to 1:00	1:00 to 2:00	2:00 to 3:00	3:00 to 3:30
RM# 207/ Online Curriculum Study Room	Middle School Dedicated Quiet Online Curriculum Work Area							
RM# 210/ Online Curriculum Study Room	High School Dedicated Quiet Online Curriculum Work Area							
RM# 208/ Special Student Services/ Practice Room	Student Meetings with SPED Teachers or ELCT	Music Practice/ Film Review Room	Student Meetings with SPED Teachers or ELCT	Music Practice/ Film Review Room	Student Meetings with SPED Teachers or ELCT	Music Practice/ Film Review Room	Student Meetings with SPED Teachers or ELCT	Music Practice/ Film Review Room
RM# 211/ Special Student Services/ Practice Room	Music Practice/ Film Review Room	Student Meetings with SPED Teachers or ELCT	Music Practice/ Film Review Room	Student Meetings with SPED Teachers or ELCT	Music Practice/ Film Review Room	Student Meetings with SPED Teachers or ELCT	Music Practice/ Film Review Room	Student Meetings with SPED Teachers or ELCT
RM# 218/ Staff Only Rest Area & Rest Room/ Food Staging Area	Food Contractor Serving Breakfast Area	Staff Rest Area	Staff Rest Area	Staff Rest Area	Food Contractor Serving Lunch Area	Food Contractor Serving Lunch Area	Staff Rest Area	Staff Rest Area
RM# 216a/ Student Multipurpose Area	Dinning Area	Common Work Area for Students	Common Work Area for Students	Common Work Area for Students	Dinning Area	Dinning Area	Common Student Work Area	Student Meeting/ Presentation Area
RM# 201 to 206/ School Administration	Office Spaces and Conference Room Dedicated to the Work of School Staff							
Hall Rest Room 1	Female Identifying Student Rest Room							
Hall Rest Room 2	Male Identifying Student Rest Room							
RM# 214/ Dance Studio	8:30 to 8:50 Daily Student Assembly Common Work/ Gathering Area for Students	Indigenous, Multicultural, Urban, & Classical Dance Courses			Theater/ Dance Project Work Area	Indigenous, Multicultural, Urban, & Classical Dance Courses		
RM# 209/ Theater Studio		Indigenous, Multicultural, Urban, & Classical Theater/ Acting Courses				Indigenous, Multicultural, Urban, & Classical Music Courses		
RM# 212/ Music Studio		Indigenous, Multicultural, Urban, & Classical Music Courses				Indigenous, Multicultural, Urban, & Western Visual/ Film Arts Courses		
RM# 213/ Visual & Film Arts Studio		Indigenous, Multicultural, Urban, & Western Visual/ Film Arts Courses				Colaborative & Group Art Project Area/ Professional Development Area		
RM# 216/ Blackbox Theater		Colaborative & Group Art Project Area/ Professional Development Area				Colaborative & Group Art Project Area/ Professional Development Area		
RM# 215/ Tech Room & Tech Office	Work Space for Chief Operations Officer & IT & Data Manager							

**Figure 15. Daily Schedule by Room**

The annual calendar for 2021-2022 is shown in Figure 6 on page 35.

### Major Conditions of Employment

The main hiring steps are

- Creating Job Description and Posting the Opening
- Recruiting and Accepting of Applications and Resumes
- Application Review and Phone Interviews

- In-Person Interviews
- Reference and Background Checks
- Extending of Offers

Within each step, the highest standards of professionalism will be held.

AIAI will implement a **Discipline Process** consistent with the GES policy to ensure GES and AIAI employees are treated equally.

Progressive discipline may be used to correct employee behavioral or performance problems. However, there may be situations where the severity or seriousness of the offense justifies the omission of one or more of the steps in this process. Likewise, there may be situations where a disciplinary step is repeated.

Employees always have the opportunity to respond to disciplinary action in writing to the supervisor or department which notifies the employee of the action.

### Employee Unions

As AIAI will employ professional artists (often members within their respective performance unions) as Community Artist Contributors, it will benefit all to be aware of unions and state law as it applies to staff. Membership in an employment union will not be a deterrent to hire at AIAI.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>● Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract);               <ul style="list-style-type: none"> <li>● Identify the primary conditions of employment for each class of employees, including:                   <ul style="list-style-type: none"> <li>○ Benefits and pay terms</li> <li>○ Daily work schedules and annual work calendars</li> <li>○ Major conditions of employment</li> <li>○ Employee conflict and grievance resolution processes</li> <li>○ Employee discipline, re-contracting, and contract termination processes; and</li> </ul> </li> </ul> </li> <li>● Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>● Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract)</li> <li>● Identify the primary conditions of employment for each class of employees, including:               <ul style="list-style-type: none"> <li>○ Benefits and pay terms</li> <li>○ Daily work schedules and annual work calendars</li> <li>○ Major conditions of employment</li> <li>○ Employee conflict and grievance resolution processes</li> <li>○ Employee discipline, recontracting, and contract termination processes</li> </ul> </li> <li>● Explain how the school, through the governing body and head administrator, will address employee unions and other school specific employee representatives</li> </ul> <p>There is no clear teacher work schedule given. The room by room schedule does not indicate staffing for the students online work time or for the common work space for students. Major conditions of employment are not spelled out, grievance processes are left out, and teacher unions are not addressed.</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:** Michael Winer-Cyr of the Amherst Wilder Foundation defines collaboration in this way:

"Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. This relationship includes a commitment to mutual relationships and goals, a jointly developed structure and shared responsibility, mutual authority and accountability for success, and sharing of resources and rewards."

A governing board exists to make sure, on behalf of the school's owners, that all students learn and that nothing illegal, unethical or imprudent is allowed to exist in the school. To that end, AIAI is using *Creating an Effective Charter School Governing Boards*, a toolkit and resource guide developed by the Charter Friends National Network as the nucleus for determining the relationship in governance with employees, parents, and community. All are components of student achievement and success.

As an arts charter school, and eventually, a center for all to attend performances and exhibitions, it is vital to establish a strong relationship between artists and art consumers. The growth of our students, the honing of their skills and discipline, won't happen without the support of a strong governing board, committees, and members of the community, area professionals, and our families to sit in the audience. Some of the ways we can be effective in building those inroads might include:

- Sending a survey to parents to solicit input before a major policy decision.
- Convening a series of parent and community forums, chaired by board directors, to discuss a major challenge facing the charter school.
- Hosting monthly parent coffees to create informal opportunities to meet, transmit school information and hear parent concerns.
- Designing the strategic planning process for the school so that there are ample opportunities for parents and community leaders to participate and help shape priorities for the future.
- Conducting a breakfast briefing for civic leaders to describe the charter school's unique educational program and its positive impact on student achievement.
- 
- Including a column written by the board president in the monthly parent newsletter outlining key issues facing the school.
- Organizing the series of personal interviews by board directors with the leaders of youth and family serving agencies in the community in order to explore opportunities for collaborative programs benefiting children enrolled in the charter school and their families.

### **Parent and Families**

Understanding that the hemorrhage of fine arts in American public education curriculum since the late 1980's has eliminated at least one generation's knowledge, AIAI is committed to teaching the WHOLE child, which includes getting parents and community up to speed in support and attitude.

The activity of regular performance attendance for students, across disciplines, and families, fosters inspiration and builds community ties to the arts at large, especially where the AIAI faculty are participants. There would be classes/workshops/discussions prior to the event to talk about:

- What to expect
- Dress code

- A preview of event
- Entertainment value
- Inspirational value
- Critical thinking value
- Comparison of professional, community, amateur, student, etc. when appropriate

Actual event attendance will take planning, which would need input from parents and faculty. Reduced (or no charge for some events like Albuquerque Philharmonic Orchestra Annual Art and Music concerts) group ticketing, transportation, extra venue features (backstage tours, meeting with artists, curators, choreographers, directors, managers, etc.)

After event would be a single meeting to discuss such areas as:

- Impressions
- Volunteer opportunities
- Notice of career potential

Parents are invited to attend regular meetings at different time options entitled, *"My kid's into the ARTS. Now what?"* These are designed to help parents understand

- GRIT (This is an important term for all at AIAI. If becoming an artist were easy, everyone could do it. The path is difficult and young talent must be nurtured and taught **Grace, Resilience, Intrepidity, and Technique.**)
  - Practice discipline
  - Cost, both intrinsic and extrinsic
  - Family and friend support for
    - progress/achievement
    - tableau/flatline
    - backslide
  - performance attendance is CRITICAL; glorifying is measured

It's also important to help parents move from supporters to committee members and Equity Council to eventual governing board members. Equipping them with the tools to raise artists and art consumers will ensure the continuation of AIAI and its mission.

While all of this parental involvement is important, will be encouraged, and leads to better results for their students, AIAI will make it clear in every invitation for parent involvement that it is not required and will not be held against them if they cannot participate.

#### Community

A critical role of the community is to serve on the Equity Council. AIAI will endeavor to see that the Equity Council includes representatives from all student groups. Those representatives may be parents, general community members, or professionals working directly with a particular group. The only requirement is a passion for what the school is trying to accomplish academically, artistically, and culturally. The Equity Council will operate as formal advisory board to the Governing Board.

Community members would, of course, attend events. As part of their experience, feedback would be encouraged, especially to get a sense of what they would like to see. We also want to share our mission through our performances.

*In building and maintaining artistic relationships with the community, there is a fair amount of give and take. Not only do we hope to support these organizations but invite their participation in our charter school as stakeholders. These groups have established relationships with youth and schools.*

- 516 ARTS
  - ABQ Stages
  - Albuquerque International Balloon Museum
  - Albuquerque Museum/Museum Foundation

- Magic Bus
- Casa San Isidro
- Museum tours
- Albuquerque Youth Symphony
- Ballet Repertory Theater
  - City of Albuquerque
- Urban Enhancement Trust Fund
  - Public Art Program
  - Film Office
- Creative Albuquerque
- East San Jose Mariachi Group
  - Fractal Foundation
  - Harwood Art Center
- National Dance Institute
- National Dance Institute - New Mexico
- National Hispanic Cultural Center
- N.M. Music Educators Association
- N.M. Art Education Association
  - N.M. Philharmonic
  - Once Upon a Theater
  - Opera Southwest
  - Opera Unlimited
  - Santa Fe Opera
  - Theater in the Making
- University of New Mexico
  - Art Museum
  - Music Prep School
  - Saturday Drama Classes
  - Weems Artfest

#### Employee

The successful collaboration between the governing board and the employees, indeed all structural levels, of AIAI is naturally critical. Because of the blended curriculum model, there must be careful attention paid to the inclusion of both local staff and faculty, as well as the partnership of online teachers from GlobalEd Solutions. In researching strategies for strong and rewarding interplay with boards and employees, it's necessary to spell out roles, guidelines, and tasks. In an arts atmosphere, it is not unusual for small groups to hijack the mission to serve their agendas. Therefore, a chart like the one published by the National Association of Independent Schools is a good teamwork model.

Full Governing Board	Governing Board Chair	Head Administrator
<ul style="list-style-type: none"> <li>● Corporate entity; can act only as a group.</li> <li>● Continuous existence as the corporate board though individual membership changes.</li> <li>● Part-time.</li> <li>● Does not supervise the staff</li> </ul>	<ul style="list-style-type: none"> <li>● Cannot officially act alone.</li> <li>● Changes annually in many schools.</li> <li>● Part-time.</li> <li>● Does not supervise the staff</li> <li>● Has ultimate responsibility with full board.</li> </ul>	<ul style="list-style-type: none"> <li>● An individual.</li> <li>● Is temporary in the life of the school. Often serves longer than individual board directors.</li> <li>● Full-time.</li> <li>● Supervises other staff directly or through designee.</li> </ul>

<ul style="list-style-type: none"> <li>• Has ultimate responsibility with chair.</li> <li>• Typically not expert in education.</li> <li>• Volunteer.</li> <li>• Focuses on governance, not administrative matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Typically not expert in education.</li> <li>• Volunteer.</li> <li>• Focuses on governance, not administrative matters.</li> <li>• May discuss some major administrative issues if asked by administrator.</li> </ul>	<ul style="list-style-type: none"> <li>• Has limited, immediate responsibility.</li> <li>• Typically is expert in education.</li> <li>• Salaried.</li> <li>• Focuses on administrative matters. Is involved in governance/policy matters - advises board; offers recommendations; brings issues to board's attention.</li> </ul>
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As demonstrated in the AIAI sections regarding employees, committee involvement and work on various task forces will come from the Head Administrator, who is also the liaison with GlobalEd Solutions.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify school operation and governance structures that will provide the following: <ul style="list-style-type: none"> <li>○ A meaningful opportunity for parental input and participation</li> <li>○ A meaningful opportunity for professional educator input and participation</li> <li>○ A meaningful opportunity for community input and participation;</li> </ul> </li> <li>• Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission;</li> <li>• Explain the role of the Equity Council in the governance and operation of the proposed school;</li> <li>• 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</li> <li>• If the school plans to offer opportunities for parent support, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's support opportunities.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, disenrolling, or otherwise differentiating treatment of a student</li> <li>• 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</li> </ul> <p>The applicant only superficially describes how the structures will facilitate parental involvement that will help advance the proposed school's mission - they state that parents "will ensure the continuation of AIAI and its mission" but did not explain how. While they state that the Equity Council "will operate as a formal advisory board to the governing board," they do not explain in what capacity nor is this the intended role of the EC, who would generally work with the Head Admin and/or CCO. There is no mention of understanding what may and may not be required of parents.</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:

According to Christopher N. Ruskowski, Secretary-Designate of Education, "Governance is not about trust – it's about accountability." Therefore, we must be prepared to hear, and resolve, formal concerns and complaints from our students, parents, families, and the community we serve. Performances of, and indeed training within the fine arts is varied and subject to both praise and criticism. Talent can be subjective, comments informal and misunderstood, and it is not unusual for feelings to be hurt. It is necessary for the Governing Board and Head Administrator to determine the formality of any said complaint and take such comments from our stakeholders seriously and weigh them against the artistic integrity of the mission and philosophy of the school faculty at large. Any and all illegal and unethical actions absolutely merit Board attention.

It is hopeful that a conflict can first be addressed in a civil, courteous meeting of the injured parties. If the complaint cannot be solved at that level, it will be raised through the chain of command (ELCT, teacher or Community Artist Contributor, Operations Director, Chief Creative Officer, Head Administrator, and GES leadership step by step as appropriate. The goal is to resolve the complaint at the lowest level of authority possible. If a reasonable solution still cannot be determined, it is then necessary to bring it to the next possible meeting of the Governance Board. Any address of formal concerns or complaints may not take place in a closed meeting.

Any employee, board member, volunteer or client who believes that s/he or any other affiliate of AIAI and its Governing Board or Committees has been discriminated against is strongly encouraged to report this concern promptly to the Head Administrator and Conflict Resolution Committee. AIAI and its Governing Board shall protect any employee who reports such incidents from retaliation.

The Complaint Policy and Procedures for AIAI will be formally adopted by the Governing Board. The policy will cover complaints about instructional materials, personnel, emergency or urgent facilities conditions that pose a threat to the health and safety to pupils or staff, and teacher vacancies or missed assignments. The policy is to comply with applicable state laws and regulations governing these subjects to be responsible and compliant. AIAI shall maintain a record of each formal complaint and subsequent related actions, including all information required for compliance with school and NM PED mandates, procedures

In the case that any party believes that there has been a violation of the law or of our charter, a formal complaint should be filed.

The Conflict Resolution Committee will delegate the responsibility of review and decisions regarding complaints to the Head Administrator.

- Complaint forms will be available at the main office and, if submitted, will be forwarded to the Head Administrator, or his/her delegate. The Head Administrator, or his/her delegate, will leverage the assistance of other members of the faculty, staff, and/or student(s) in identifying specifics to gather information about the complaint, to continue investigation and/or to work toward resolution of the complaint.
- AIAI will distribute the complaint policy and complaint form to staff via the staff handbook, to parents/guardians via the Student and Family Handbook, and/or to the school community, if necessary, in order to satisfy complaint protocol and procedure needs.
- The Head Administrator will maintain a detailed record of all complaints, including the date the complaint was received and the results of any investigation necessitated by the complaint. All complaints and responses shall be public records.
- Complainants or student(s) of complainant shall not be subject to retaliation as a result of the filing of a complaint.
- The Head Administrator shall provide a copy of the disposition to the Governing Board and to Charter Schools Institute upon request, if and when a complaint resolution/decision has not satisfied the complainant and an appeals process has been initiated.
- Complaints shall be processed in accordance with the Complaint Resolution policy adopted by the Governing Board, which will include clear procedures for filing, investigating, and resolving the complaint, and an appeal procedure if the complainant is unsatisfied with the resolution.



AIAI takes to heart the fact that an arts education benefits not only the aspiring artist, but our civilization. The McKinney-Vento Homeless Assistance Act, identifies homeless children and youth means “individuals who lack a fixed, regular, and adequate nighttime residence” and includes –

1. Children and youth who are sharing the housing of other persons due to loss of housing or economic hardship, living in emergency or transitional shelters, abandoned in hospitals, or awaiting foster care placement;
2. Children and youth who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
3. Children and youth who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
4. Migratory children who qualify as homeless due to living circumstances described.

Enrichment Life Coach Teachers are trained to identify any student needing any assistance, including (but not limited to):

- School and art discipline supplies
  - Access to musical instruments (seek out appropriate vendors)
  - Dance clothing and shoes
  - Visual arts materials (paints, brushes, paper, pencils, etc)
- Meals
- Housing
- After-school tutoring programs
- Parental support programs
- Summer programs
- Referrals to Health Care for the Homeless, APS Clothing Bank, special education and Child Find

Because an Arts Integration Education formula is particularly effective for students in special populations (see <https://educationcloset.com/2013/05/22/arts-integration-a-way-to-reach-all-learners/>), it is imperative to have an understanding of the federal and state guidelines for these populations.

AIAI will follow explicitly the March 2014 NM PED Parent and Child Rights Procedural Safeguard Notice as resolution method. A copy will be provided for parents as needed.

Furthermore, these resources will be made public to all families at AIAI:

#### Parent Resources

##### NEW MEXICO PARENT ADVOCACY AND SUPPORT GROUPS

- Arc of New Mexico: (505) 883-4630
- Citizens for the Developmentally Disabled Inc. : (575) 445-5674
- Developmental Disabilities Planning Council: (505) 476-7330
- Governor’s Commission on Disability: (505) 827-6465
- New Mexico Family Network: (505) 265-0430 or (800) 273-7232
- Parents Reaching Out: (505) 247-0192 or (800) 524-5176
- Education for Parents of Indian Children with Special Needs (EPICS) Toll Free (888) 499-2070 or (505) 404-2070  
website: [www.epicsproject.org](http://www.epicsproject.org)

##### FREE OR LOW-COST LEGAL SERVICES

- Albuquerque Bar Association Volunteer Lawyers: (505) 243-2615

- ☐ New Mexico Legal Aid: (505) 243-7871
- ☐ Native American Protection and Advocacy Project: (505) 566-5880 or (800) 862-7271
- ☐ Disability Rights New Mexico: (800) 432-4682

NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Special Education Bureau (505) 827-1457  
120 South Federal Place, Room 206, Santa Fe, New Mexico 87501

The Special Education Bureau can provide forms and assistance with filing an Alternative Dispute Resolution (ADR), complaint or due process hearing and answer questions about the law. Ask to speak to a Parent Liaison.

The Special Education Bureau web site also has many resources and all necessary forms online:

<http://ped.state.nm.us/SEB/index.html>.

ONLINE AND OTHER RESOURCES IN SPECIAL EDUCATION

For more information about the topics in this guide or other issues regarding special education, extensive help and guidance is available online:

- ☐ Built on the concept of “parents helping parents,” the Pacer Center, Inc., (Parent Advocacy Coalition for Educational Rights) offers a wide range of materials, information and assistance to families, at: <http://www.pacer.org/>.
- ☐ The information presented by the Center on Positive Behavioral Interventions and Support is available in both English and Spanish at: <http://www.pbis.org/>.
- ☐ View the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) or further explore federal regulations and issues at the United States Office of Special Education Programs (OSEP), at: <http://idea.ed.gov>.
- ☐ Obtain the New Mexico state special education rules online through the Public Education Department as well as links to other topics related to special education in New Mexico, at: [www.ped.state.nm.us/SEB/index.html](http://www.ped.state.nm.us/SEB/index.html).
- ☐ Parents Reaching Out (PRO), at: <http://www.parentsreachingout.org/>.
- ☐ Education for Parents of Indian Children with Special Needs (EPICS), at: [www.epicsproject.org](http://www.epicsproject.org).
- ☐ National Center on Educational Outcomes, at: <http://www.cehd.umn.edu/nceo/>. ☐ Disability Rights New Mexico, at: <http://www.drn.org/>.
- ☐ University of New Mexico, Center for Development and Disability, at: <http://www.cdd.unm.edu>. ☐ University of New Mexico, Center for Development and Disability, Resources, at: <http://www.cdd.unm.edu/Resources.html>.
- ☐ New Mexico Family Network: <http://www.newmexicofamilynetwork.org>. ☐ Nation Center for Dispute Resolution (CADRE), Resources for Family Members: <http://www.directionservice.org/cadre/forfamilymembers.cfm>.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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;</li> <li>• Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and</li> <li>• Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.</li> </ul>

## INDEPENDENT REVIEWER EVALUATION:

Addresses some criteria, but does not sufficiently:

- Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response
- Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and Special Education grievance processes

Timelines and responsible parties are not clearly specified during this process, nor is it clear what steps would be taken if the complaint were against the Head Administrator or CCO. The school will need to adopt McKinney Vento and Special Education grievance processes.

### 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:

The mission of AIAI uses an integrated arts curriculum in a flexible blended learning model and, as such, we will prepare **any middle and high school student** who has an interest in the fine arts to develop and incorporate that interest and art discipline to enable a successful transition into post-secondary education and their chosen career pathways. AIAI will recruit a student body that reflects the diversity of the greater Albuquerque area and will follow the mandates of the Bilingual Education Act, Indian Education Act, and Hispanic Education Act. Many within these groups find themselves in another category of “at-risk,” and as such, extra steps must be taken to ensure their participation.

According to the comprehensive 2012 study by the National Endowment for the Arts, *The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies*, these conclusions can be drawn:

1. Socially and economically disadvantaged children and teenagers who have high levels of arts engagement or arts learning show more positive outcomes in a variety of areas than their low-arts-engaged peers.
2. At-risk teenagers or young adults with a history of intensive arts experiences show achievement levels closer to, and in some cases exceeding, the levels shown by the general population studied.
3. Most of the positive relationships between arts involvement and academic outcomes apply only to at-risk populations (low-SES). But positive relationships between arts and civic engagement are noted in high-SES groups as well.

Additionally, a 2019 study from Brookings Institution (Washington, DC) (<https://www.brookings.edu/blog/brown-center-chalkboard/2019/02/12/new-evidence-of-the-benefits-of-arts-education/>) found

... strong evidence that arts educational experiences can produce significant positive impacts on academic and social development. Because schools play a pivotal role in cultivating the next generation of citizens and leaders, it is imperative that we reflect on the fundamental purpose of a well-rounded education. This mission is critical in a time of heightened intolerance and pressing threats to our core democratic values. As policymakers begin to collect and value outcome measures beyond test scores, we are likely to further recognize the value of the arts in the fundamental mission of education.

In addition to the typical forms of recruitment (website, mailers, signage, etc), AIAI seeks to be a presence at 5-10 community events a year, especially to court diversity, as outlined in the Bilingual Education Act, Indian Education Act, and Hispanic Education Act. With our enrollment application, we will be able to track our effectiveness with equal access. As of this application, we intend to begin summer of 2020 and continue through Spring of 2021 for inaugural year. Possible venues include:

- Events
  - Gathering of Nations (April 2021) <https://www.gatheringofnations.com/>

- Balloon Fiesta (Oct 2020)
- NM State Fair (Sept 2020)
- New Mexico Music Educators <https://www.nmmea.com/> (2020-21 dates not confirmed)
  - NM Cultural events and festivals <https://www.newmexico.org/events/>
- Annual Bernalillo Indian Arts Festival (10/3-5/20) <https://www.bernalilloindianfestival.com/>
- Fiesta of Cultures - Native American, Hispanic, and Anglo (10/17/20) <https://www.kuaua.org/>
  - Flamenco Festival <http://ffiabq.org/>
  - Children's Book Festival <https://www.nhccbookfest.com/>
- Albuquerque Latin Dance Festival <https://www.albuquerquelatinifest.com/>
- The African American Performing Arts Center <http://aapacnm.org/>
  - 516 Arts events <http://www.516arts.org/>
- Albuquerque Little Theater events <https://albuquerquelittletheatre.org/>
  - New Mexico Young Actors <http://www.nmyoungactors.org/>
    - [Hispano Chamber of Commerce](#)
    - [Rio Rancho Region Chamber of Commerce](#)
- Make our own AIAI events
- Town hall meetings in public venues, like libraries, for residents to meet & greet with presentations and Q&A
- Marketing events showcasing future artistic staff, and in the years to follow, our students would be participants in performance and panels.

A successful recruitment process must have an aggressive and thoughtful marketing plan. Our presence in arts and education communities will lead any and all interested parties to their preferred platform to learn about the school and application procedures.

In partnership with Garner Arts, Inc, AIAI will launch these campaigns:

- Marketing
  - Website
  - Brochures
  - Ads
- Newspapers (try for interviews and articles)
  - Performance programs
    - Churches
  - Media
    - Radio
- KUMN has many options including Native America Calling, NM People & Places, Global Music, Folk Routes, Generation Justice Youth Radio, Voces Feministas, to name a few
  - KLVO - regional Mexican (there are 4-5 others)
  - KMGG - Urban contemporary
- We will use the free airtime on stations available to us via membership in organizations like the Hispanic Chamber of Commerce
  - TV
    - New Mexico Living
  - Local Latin stations and Public Access
  - Others as determined by Marketing Team
    - Social
      - Facebook
- <https://www.facebook.com/Aspireintegratedartsinstitute>
  - Instagram
- [https://www.instagram.com/Aspire\\_integrated\\_arts/](https://www.instagram.com/Aspire_integrated_arts/)

- LinkedIn
- <https://www.linkedin.com/in/Aspire-integrated-arts-institute-a452211a6/>
- Twitter
- <https://twitter.com/AspireArtsInst>
- 

**Project Costs**

Materials	<a href="#">Table top</a> display	\$25
	<a href="#">Table cover</a>	\$100
	Brochures	\$200
Event Presence	Fees are \$50 - \$200 per event	\$500
Print Ads	Performance program space is approximately \$75 for business card size	\$300
Other	?	?

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs;             <ul style="list-style-type: none"> <li>• Describe:                 <ul style="list-style-type: none"> <li>○ how the plan is tailored to ensure equal access to the school</li> <li>○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district;</li> </ul> </li> </ul> </li> <li>• 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             <ul style="list-style-type: none"> <li>• Explain why the recruitment and enrollment timelines are reasonable.</li> </ul> </li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Falls Far Below - Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Identify a prospective student outreach and recruitment plan including action steps, timelines, responsible parties and associated costs</li> <li>• Describe:             <ul style="list-style-type: none"> <li>○ how the plan is tailored to ensure equal access to the school</li> </ul> </li> </ul>	

o 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
- Explain why the recruitment and enrollment timelines are reasonable

A concrete plan of action is not laid out with responsible parties, timelines, or specific recruitment goals. How will you measure the effectiveness? This, again, ties back to not having a clearly identified student population included in the mission/vision for the school. While the school discusses website, mailers, signage, events and marketing, there are not actionable steps, timelines, and responsible parties clearly delineated. Furthermore, projected costs appear low based on the efforts described here.

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:

New Mexico law provides that charter schools must provide open enrollment to any student in the state. According to the law, a charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services. New Mexico law provides that charter schools must give enrollment preference to students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades and siblings of students already admitted to or attending the same charter school. New Mexico law provides that charters may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the school.

AIAI's mission is to build a diverse student body, according to New Mexico State statutes. We will admit without regard to the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services, or status with regard to public assistance. AIAI is committed to providing an inclusive and welcoming environment for students, employees, alumni, and others who visit or conduct business with the Institute.

For the opening year of fall 2021, AIAI seeks 75 students using a first-come, first-served process (NMSA 22-8B-4.1A). Should interest bring a greater number of applicants, a blind and unbiased lottery process will be engaged. Returning students, along with siblings, will be given enrollment preference in the years following (NMSA 22- 8B-4.1B). Remaining seats will follow the same process of first-come, first-served, then lottery system.

AIAI follows the procedure shown in Table 13 for Pre-Lottery, Lottery, Post-Lottery, and Admissions.

**Table 13. Lottery Procedures**

<b><u>Pre-Lottery</u></b>	
	Set Acceptance, Enrollment deadlines, by batch of offers
	Document Lottery Process
	Create Lottery/Admissions specific email address database
	Communicate Lottery process and next steps (Invite to Lottery)
	Create general audience document explaining the Lottery Process
	Post document to AIAI website

	Post lottery information on social media and press
	Create and send family specific letters
	Send letters to families as new applications come in
	Create and send mass emails to family groups (district, special populations)
	Create and send email to mailing list (school counselors, youth arts organizations, etc.)
	Update school voice mail with lottery information
	Process responses to letters and emails
Create and maintain Master Application List	
	Create Master Application List
	Cleanse application data (remove biased info like zip codes)
	Test email addresses
Decide Initial Acceptance and Enrollment Deadlines	
Logistics and Materials Preparation	
	Approve Lottery pick method (manual, electronic, random.com, etc.)
	Plan logistics - tables, laptop, chairs, projector, screen, etc.
	Confirm attendance of 3rd party observer
	Create 3rd party and Board sign-off forms
	Approve process to store lottery picks in order of selection
	Approve process for updating Master Application/Lottery List with lottery numbers
	Plan how and who will give out results letters on the predetermined day
	Prepare Lottery presentation materials
	Create Lottery Number Sheet to give out to any families in attendance at the lottery
	Order refreshments
	Confirm camera and videographer
	Prepare for Lottery results - letterhead, envelopes, stamps, etc.
	Final proof of Master Lottery List (typos, dupes, ready for data entry)
Order binders/folders to track (Proof of District), Acceptance/Wait/Reject, Enrollment	
Create soft and hard copy repositories for official records	
CONDUCT a Lottery Trial Run	
<b><u>LOTTERY APPLICATION DEADLINE - Friday, April 2, 2021</u></b>	
<b><u>Conduct Lottery</u></b>	
	Welcome and Introductions
	Lottery picks (District residents first, out of district second, etc.)
	Update Master Application List with results



	Distribute results letters to attending families
	Event Conclusion - advise of next steps
	3rd party and Board sign-offs, file the signed forms
	Store copies of official lottery results to binders/folders
	Store video of event
	Lottery Postmortem
<b><u>Post Lottery</u></b>	
Send Lottery Results Letters and Emails, with Offer Response form and proof of district information	
<b><u>Admissions</u></b>	
Update Master Application List as responses arrive	
Send new Acceptance Letters and emails as rejections come in and move those into Accepted	
Complete the Application and Admissions Summary and submit to Authorizer	
Complete the Application and Admissions Summary and submit to PED	
Conduct Proof of District/Residency Deadline	
	Proof of District/Residency Deadline
	Track responses
	Follow up week before due
Review Lottery List - Acceptance, Rejection, etc. (this is an ongoing activity)	
Follow up on Offers to Accepted Students	
Send Enrollment Pack, once accepted	
<p><b>Equal Access</b></p> <p>During the planning year, the Board will oversee the enrollment process to ensure that the school sets and meets enrollment targets to achieve our planned enrollment of 75 students in our inaugural class. This oversight will be a primary responsibility of the Governing Body and Head Administrator.</p> <p>As demonstrated in our sample Application Form (Attachment 2) and subsequent Enrollment Form (Attachment 3), all efforts to assure equal access to families have been met.</p>	

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties;             <ul style="list-style-type: none"> <li>Describe each of the steps of the process to include the following:                 <ul style="list-style-type: none"> <li>Pre-lottery entry</li> <li>Lottery</li> <li>Post-lottery registration</li> <li>Waitlist maintenance and entry; and</li> </ul> </li> <li>Describe how the lottery process supports equal access to the school.</li> </ul> </li> </ul>

**INDEPENDENT REVIEWER EVALUATION:**

**Addresses some criteria, but does not sufficiently:**

- **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:**
  - **Waitlist maintenance and entry**
- **Describe how the lottery process supports equal access to the school**

**Who is responsible for managing applications, letter of intent, carrying out the lottery, notification of families, and developing waitlists?**

**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 all conflict of interest requirements including nepotism. Provide a sample disclosure statement of any real or potential conflict of interest.

**APPLICANT RESPONSE:**

A conflict of interest exists when a AIAI Governing Board member or AIAI employee is personally invested regardless if that is in line with the school's mission or not, but that their personal interest might influence their decision making for the school.

An AIAI Governing Board member must always vote based on the common criteria that is presented and to always decide based on what is best for the school. New Mexico statute 22-8B-5.2 addresses charter Governing Board conflicts of interest. Statute 22-8B-5 primarily addresses financial conflicts. Other conflicts might also cloud a Governing Board member's decision making e.g. a

Board member takes a position that is opposing the school's mission or vision. Clearly it is not humanly possible to avoid all potential disputes and questions of interest, but to have an approach to flesh out and address any potentialities, the AIAI Governing Board will draft a Conflict of Interest Policy compliant with the state statute. A draft Conflict of Interest Policy which meets the requirements of 22-8B-5.2 is included as Attachment D. The required Conflict of Interest Disclosure Form is included as Attachment E.

All AIAI Board Members and employees will be expected to agree to the Conflict of Interest Policy. The Conflict of Interest Policy presents the process for individuals to disclose real conflicts, or perceived conflicts of interest. It also provides the pathway for the Governing Board to follow when determining whether any type conflict actually exists. When a conflict is found, the document establishes procedures including how to maintain a proper record of the meeting, surrounding the discussion and the casting of a determination.

**When Apparent Violation Occurs**

Revelation of any conflicts of interest is a serious part of following the policy. Likewise, ensuring the school's interests are protected is the Governing Board's highest priority. If any AIAI Board members or employees are found to have not disclosed a conflict of interest or have unknowingly withheld any information pertaining to the Conflict of Interest Policy, they will be subject to consequences, including potential removal or dismissal from their duties. Likewise, an individual could be held financially accountable for any loss that the school has suffered due to their non-compliance. AIAI has created a disclosure statement, which will be read and signed annually by all Board Members, Officers, and upper level decision making employees of the school.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties;</li> <li>• Describe how the policy meets the requirements of New Mexico law addressing all areas of potential conflicts of interest; and</li> <li>• Include all forms the governing body will or may be required to submit pursuant to the policy.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Provide a governing body conflict of interest policy that includes action steps, timelines and responsible parties</li> <li>• Describe how the policy meets the requirements of NMSA 1978 § 22-8B-5.2(2011)</li> </ul> <p><b>While a policy was provided, it does not meet the criteria established. More specificity is needed. The applicant does not appear to have met the criteria to describe how the policy meets the requirements of New Mexico law addressing all areas of potential conflicts of interest.</b></p>	

### **I. Evidence of Partnership/Contractor relationship. (If Applicable.)**

<p>I.(1) If there is /are third party relationship(s) (partner organization, a contractor, foundation ) 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 <b>clear, comprehensive, and cohesive</b> 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 <b>complete understanding</b> of the legal implication of the relationship to the proposed school.</p>
<p><b>APPLICANT RESPONSE:</b></p> <p>AIAI intends to contract with GlobalEd Solutions (GES), a public benefit corporation in Colorado, for many of the educational and administrative services required to successfully operate a charter school such as we are proposing. GES developed and has over a decade of experience in operating the blended learning model we are proposing. Their partnership with Edmentum provides a proven online curriculum complete with certified teachers at less cost than a school could provide themselves. Their educational model incorporating an online curriculum with the Enrichment Life Coach Teacher (ELCT) is unique among online education providers. More specifically, they have operated Immersion School for the Arts and Sciences in Colorado <a href="https://globaled.one/schools">https://globaled.one/schools</a> for four years, which is an arts-focused school designed on the same model we are using for AIAI, so they clearly have the know-how and experience to successfully operate AIAI.</p> <p>GES also will provide all of the administrative and back office supports, including HR, Finance, Technology, Data Management, etc. necessary to successfully operate a school, at a much lower cost than if AIAI attempted to acquire those services on its own.</p> <p>GES will operate under a contract between the governing Board and GES. Appendix D is a draft of the contract. While some details, including the cost structure, may change before the final contract is signed, there will not be any significant changes in the relationships between the two parties.</p> <p>The governing Board will always have ultimate authority over how GES operates the school. The school Head Administrator and Chief Creative Officer will be selected and evaluated jointly by the governing Board and GES. It is still undetermined and will be negotiated as part of the contract negotiations, whether those two positions will be hired by the school or GES, but it makes little difference in terms of their authority and responsibilities. The CEO of GES will be in regular communication with the governing Board and will attend all of their meetings in person or via electronic means. If the governing Board has any issues or concerns with the operation or performance (academic, financial, or operational), there are procedures in the contract to address and correct those issues, and termination procedures if a satisfactory resolution cannot be reached.</p> <p>As school districts around the country have discovered recently, successful online education is difficult. A blended learning model such as we are proposing solves some of the difficulties but adds other complications. Having an experienced and successful partner who essentially designed the educational</p>

model we are proposing and has successfully operated schools on that model for four years means that rather than beginning from scratch, AIAI is building on that experience. A school of 75, or even 250 students, could not afford the curriculum, teachers, and services GES provides if we tried to do it on our own.

AIAI is contracting with GES for nearly every aspect of the school: curriculum, staff, structure, data analysis, HR, Finance, and operations. The governing Board must be satisfied with GES' performance. If they are not, they can demand improvements, or, if still not satisfied, terminate the contract and either look for another EMO or operate the school themselves. Since GES has satisfactorily operated two schools under contract with the Las Animas School District in Colorado for four years, we believe they will meet our requirements as well.

AIAI will contract with GlobalEd Solutions, a Colorado Public Benefit Corporation, for the services specified in the draft agreement in Appendix D. The CEO of GES is:

Dana Lambert  
[Dana.lambert@globaled.one](mailto:Dana.lambert@globaled.one)  
(719) 248-4695

The GES staff who has been coordinating and working with the AIAI application team is:

Randy DeHoff  
VP, GES Board of Directors  
Director of Strategic Growth  
[Randy.dehoff@globaled.one](mailto:Randy.dehoff@globaled.one)  
(720) 937-2544

The major divisions of GES shown on the organizational chart are currently headed by the following individuals:

Sal Katz  
Director of Support Services  
[Sal.katz@globaled.one](mailto:Sal.katz@globaled.one)  
(719) 744-2888

Rachel Kaplan  
Director of Operations  
[Rachel.kaplan@globaled.one](mailto:Rachel.kaplan@globaled.one)  
(719) 250-4230

Paul Namath  
Director of Academics  
[Paul.namath@globaled.one](mailto:Paul.namath@globaled.one)  
(719) 551-8518

The legal implications and relationships of AIAI and GES are straightforward. AIAI will retain its own legal counsel, as will GES. GES will most likely retain an attorney who is familiar with and experienced in New Mexico Education law and charter law to represent their interests. (AIAI will ensure that the same attorney is not representing both parties, a clear conflict of interest.) The contract between AIAI and GES specifies the legal obligations and responsibilities of each party. The contract will also include performance expectations – academic, financial, and operational – that GES will be evaluated on.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>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;             <ul style="list-style-type: none"> <li>Describe, in detail, the relationships;</li> </ul> </li> <li>Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school;             <ul style="list-style-type: none"> <li>If any such relationships exist identify the following:                 <ul style="list-style-type: none"> <li>The specific, identified organizations</li> <li>Contact information for that organization</li> </ul> </li> <li>Specific individuals in the organization that will be associated with the proposed school; and</li> </ul> </li> <li>Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.</li> </ul>
	<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>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, are required by a partner organization, or any part of the application</li> <li>Describe, in detail, the relationships</li> <li>Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school</li> <li>If any such relationships exist identify:             <ul style="list-style-type: none"> <li>The specific, identified organizations</li> <li>Contact information for that organization</li> <li>Specific individuals in the organization that will be associated with the proposed school</li> </ul> </li> <li>Describe all legal implications of the essential/required relationships including the legal benefits and responsibilities of each party</li> </ul> <p>It is clear that the relationship with GES is essential to the opening of the school and its operation as spelled out in this application. However, much of the lack of clarity throughout the application stems from not understanding this partnership and how the two entities will work together.</p>

<p>I.(2) If applicable, provide and attach as <b>Appendix D</b>, a proposed, <b>signed, clear, formal</b> agreement between the applicant and each third party relationship <b>OR</b> memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.</p>
<p><b>APPLICANT RESPONSE:</b></p> <p>The draft agreement between AIAI and GlobalEd Solutions (GES) is provided in Appendix D. That agreement delineates the responsibilities, activities, and costs on both sides of the agreement. To summarize that agreement, GES will provide all academic and support services to AIAI, including curriculum, academic instructors, support services (SPED, ELL, at-risk), and back office support ( HR, Finance, Technology, etc.) for a fixed percentage of the per-pupil revenue coming to the school. That cost is shown as TBD in the contract, as it will be subject to further negotiation between AIAI and GES as the financial details of the school become clear.</p>

RATING	Expectations
Does Not Meet	<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"> <li>Identify all MOUs or formal agreements that are attached in <b>Appendix D</b>;</li> <li>Include proposed formal agreements or MOUs that are signed in <b>Appendix D</b>; and</li> <li>Identify the responsibilities, activities, and costs of both sides.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Falls Far Below - Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>Include proposed formal agreements or MOUs that are signed in <b>Appendix D</b></li> <li>Identify the responsibilities, activities, and costs of both sides</li> </ul> <p>The applicant does not appear to have met the criteria to Include proposed formal agreements or MOUs that are signed in <b>Appendix D</b>. The contract included here is a draft and does not have any signatures. It also references Colorado in the first section, indicating it may be a contract for another partnership that will serve as a template for the one with AIAI. The applicant approaches the criteria to identify the responsibilities, activities, and costs of both sides. While responsibilities and activities are detailed, the actual cost has been left unclear as they state that it will be a percentage of revenues that is "To be Determined." There are discrepancies between the narrative and what GES will do and what the draft states they will do which creates gaps in the roles and responsibilities of running a school.</p>	

### J. Waivers.

<p>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:  <a href="https://webnew.ped.state.nm.us/information/waivers/">https://webnew.ped.state.nm.us/information/waivers/</a></p>		
NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load NMSA 22-10A-20	X	The class load in the arts classes in particular will vary, depending on the class and the number of students interested in that class. The class load will not exceed what the instructor can reasonably handle but may well exceed what is specified in the regulation.
Teaching load NMSA 22-10A-20	X	In online classes, a typical teaching load is greater than a typical teaching load for face-to-face classes, so that may exceed what is specified in the regulation. This higher load is mitigated in the AIAI model by the addition of the Enrichment Life Coach Teacher (ELCT).
Length of school day 6.10.5 NMAC	X	As an online/blended school with curriculum available 24/7, the "school day" necessarily exceeds a typical school day. The determining factor is how the student progresses in their classes, not how much time they spend in a chair in a classroom.
Staffing pattern NMSA 22-10A-20	X	AIAI will operate on a unique online/blended learning model, with unique staff positions (ELCT in particular) and different roles for traditional staff positions that don't correspond to a traditional staffing pattern.

Subject areas NMSA 22-13-1	X	While AIAI will offer all the traditional subject areas to students, the emphasis on the arts, and in particular the arts as a career, will require classes outside of the traditional subject areas.
Purchase of instructional materials NMSA 22-15-8(B)	X	Edmentum is not on the “approved” curriculum providers, but they have been approved by numerous states, most recently as a Virtual Instruction Provider in Florida, and they have a proven record of success with their curriculum.
Evaluation standards for school personnel	X	The evaluation standards for school personnel are consistent with the NM standards but vary in the details. School personnel will be fairly evaluated by the governing Board, GES, and/or Edmentum as appropriate.
School principal duties	X	AIAI has a unique leadership structure, combined with its EMO relationship. The Head Administrator will perform many of the traditional duties of a school principal, but many others will be distributed among the Chief Creative Officer and GES.
Drivers education	X	AIAI does not intend to provide drivers education as a standard course. Edmentum has a driver’s education course that covers the classroom part of drivers education, but AIAI will not provide the driver training part of that course.
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.	

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify all non-discretionary waivers that will be utilized;</li> <li>Describe how the non-discretionary waiver will support the school’s plan, including the following: <ul style="list-style-type: none"> <li>a specific description of how the waiver will be used and how the school’s practice will vary from the standard legal requirement</li> <li>a specific explanation of how the waiver aligns to the school’s mission, educational program, and curriculum;</li> </ul> </li> <li>Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and</li> <li>Describe how the discretionary waivers will support the school’s plan, including the following: <ul style="list-style-type: none"> <li>a specific description of how the waiver will be used and how the school’s practice will vary from the standard legal requirement</li> <li>a specific explanation of how the waiver aligns to the school’s mission, educational program, and curriculum</li> <li>how the school will meet the requirements for being granted a discretionary waiver.</li> </ul> </li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p>Addresses some criteria, but does not sufficiently:</p> <ul style="list-style-type: none"> <li>Describe how the non-discretionary waiver will support the school’s plan: <ul style="list-style-type: none"> <li>include a specific description of how the waiver will be used and how the school’s practice will vary from the standard legal requirement</li> </ul> </li> </ul>	



o include a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum

• Describe how the discretionary waivers will support the school's plan:

o Include a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement

o include a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum

o identify how the school will meet the requirements for being granted a discretionary waiver

The school's explanation lacks specificity. For example, how many students will be assigned to a single online teacher? Input from their GES partners would be helpful in this section in particular and throughout the application more generally. How the school will meet the requirements for being granted a discretionary waiver are not addressed.

### **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:**

For all students, especially those considered at-risk, safe and secure transportation services are desirable. Unfortunately, the proposed budget does not allow for AIAI to provide transportation for at least the first year. During Implementation Year, the Board will be committed to working with local companies to achieve student transportation.

AIAI will observe the RRPS walk boundary as follows:

- Middle School students: the walk boundary is 1.5 miles around the school
- Mid High and High School students: the walk boundary is 2 miles around the school

RATING	Expectations
NA	<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"> <li>• 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"> <li>○ Identifying equipment purchase or contracting needs</li> <li>○ Identifying hiring and or contracting needs                 <ul style="list-style-type: none"> <li>○ Hiring or contracting</li> </ul> </li> <li>○ Establishing training needs and inspection process needs</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Establishing travel routes and pickup/drop off points</li> <li>○ Establishing transportation policies and practices</li> <li>○ Identifying student transportation needs;</li> <li>● Identify how the school will fund the transportation plan costs; and</li> <li>● 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.</li> </ul>
<b>INDEPENDENT REVIEWER EVALUATION: N/A - The school does not propose to provide transportation.</b>	

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). If planning to offer a PreK or early childhood program, provide a plan to offer food services to this population of students. Provide a clear description of how food services will be provided that is supported by the proposed budget.*

**APPLICANT RESPONSE:**

AIAI will contract with Sodexho, an internationally recognized industry leader in food service. Sodexho is already in place with RRPS and AIAI would be a "delivery destination" school for them. As such, AIAI would comply with all of their guidelines for:

- Nutrition and dietary needs
- Training and inspection
- Purchase of recommended equipment (see below)
- Relevant program application and reporting requirements

The full service of Sodexho within RRPS can be found here:

<https://www.rrps.net/cms/One.aspx?portalId=131387&pageId=382086>

It is a known fact that nutrition plays an important part in a student's life, to include academic readiness and performance. AIAI will use the National School Lunch Program (NSLP) to provide both breakfast and lunch to each student. As Rio Rancho Public Schools has 42% of student population qualifying for free or reduced breakfast/lunch, AIAI's budget assumption is at least 42% of the students will qualify\*. Based on the consultant's review, AIAI chose to use the breakfast (\$1.54) and lunch (\$3.08) rates for a school not in severe need for ¾ of the student population at a 100% attendance rate for 182 days.

\* According to this <https://ibis.health.state.nm.us/indicator/view/EduFRPLunch.SchDist.html>

Rio Rancho has 42% of its population qualifying for free/reduced meals.

AIAI has met with Russ Sprandel, a licensed corporate food handler with ARAMARK to determine room and equipment needs. His report is as follows:

Equipment per food service industry standards (wholesale prices are less and available closer to purchase):

<https://www.amazon.com/Commercial-Reach-Stainless-Refrigerator-Interior/dp/B0855L2WP9?pldnSite=1> quantity of 2 for shipped in meal pieces: milk, beverages, salads, desserts, fruit = **\$3896**

<https://www.amazon.com/Arctic-Air-AR23-Commercial-Refrigerator/dp/B00856TWDC?pldnSite=1> quantity of 1 for student/staff brought in meals = **\$1499**

<https://www.amazon.com/Chefs-Exclusive-CE300-Commercial-Adjustable/dp/B082FNNJ7Q?pldnSite=1> quantity of 1 for on-hand food supplies and special events = **\$2099.99**

**IN THE EVENT THAT SODEXHO DOES NOT SUPPLY THESE:**

<https://www.amazon.com/Cambro-EPP300110-Black-Loading-Catering/dp/B01MURCM5G?pldnSite=1> quantity of 12 for hot storage and delivery = **\$1905.60**

<https://www.amazon.com/Cambro-CD3253EPP158-Dolly-GoBoxes-Capacity/dp/B01MDVIFJ0?pldnSite=1> quantity of 4 to transport Cambros = **\$322.92**

Staff:

1 person (from current AIAI staff and to be trained/certified in food handling) to oversee maintenance, delivery, and service of meals; also work with student servers (new group each week) and oversee clean-up.

RATING	Expectations
Approaches	<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"> <li>• 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"> <li>○ Identifying equipment purchase or contracting needs</li> <li>○ Identifying hiring and/or contracting needs                 <ul style="list-style-type: none"> <li>○ Hiring or contracting</li> </ul> </li> <li>○ Establishing training and inspection process needs</li> <li>○ Identifying and completing relevant program application and reporting requirements;</li> </ul> </li> <li>• Identify all federal and state food service programs the school plans to participate in;</li> <li>• If providing or planning to offer a PreK or Early Childhood program, provide a plan for food service;</li> <li>• Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and</li> <li>• 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.</li> </ul>
	<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Identify a plan for establishing food services at the school including specific action steps, timelines responsible parties, and associated costs that address:             <ul style="list-style-type: none"> <li>○ Identifying and completing relevant program application and reporting requirements</li> </ul> </li> <li>• 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</li> </ul> <p>The points listed were not identified in detail to support the full value of the question. Applicant does not appear to address program application and reporting requirements. They have identified RRPS and Sodexo as their partners. However, they have not adequately established how this partnership will work and if those parties are agreeable to being partners.</p>

**L. Facilities/ School Environment.**

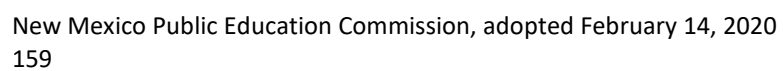
Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

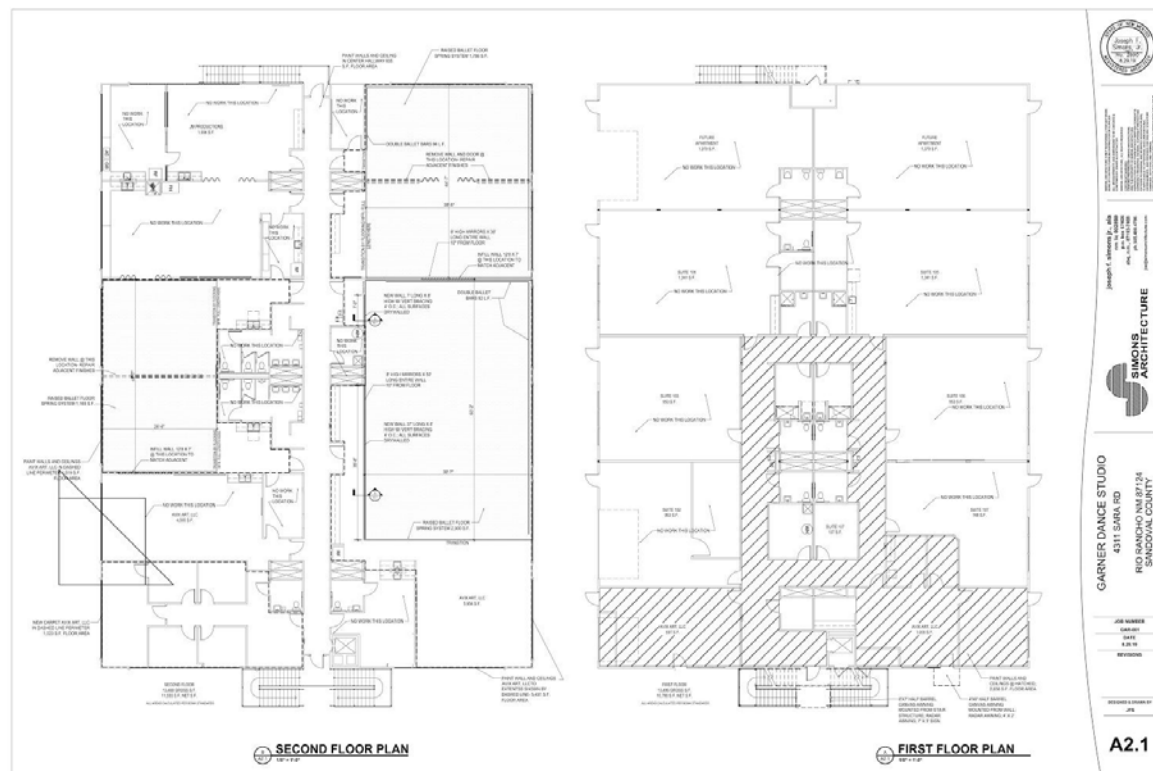
[nmpsfa.org/legacy/pdf/planning/Charter\\_School\\_FMPEd\\_Specs\\_Renewal\\_Program\\_August\\_2019.pdf](https://nmpsfa.org/legacy/pdf/planning/Charter_School_FMPEd_Specs_Renewal_Program_August_2019.pdf)

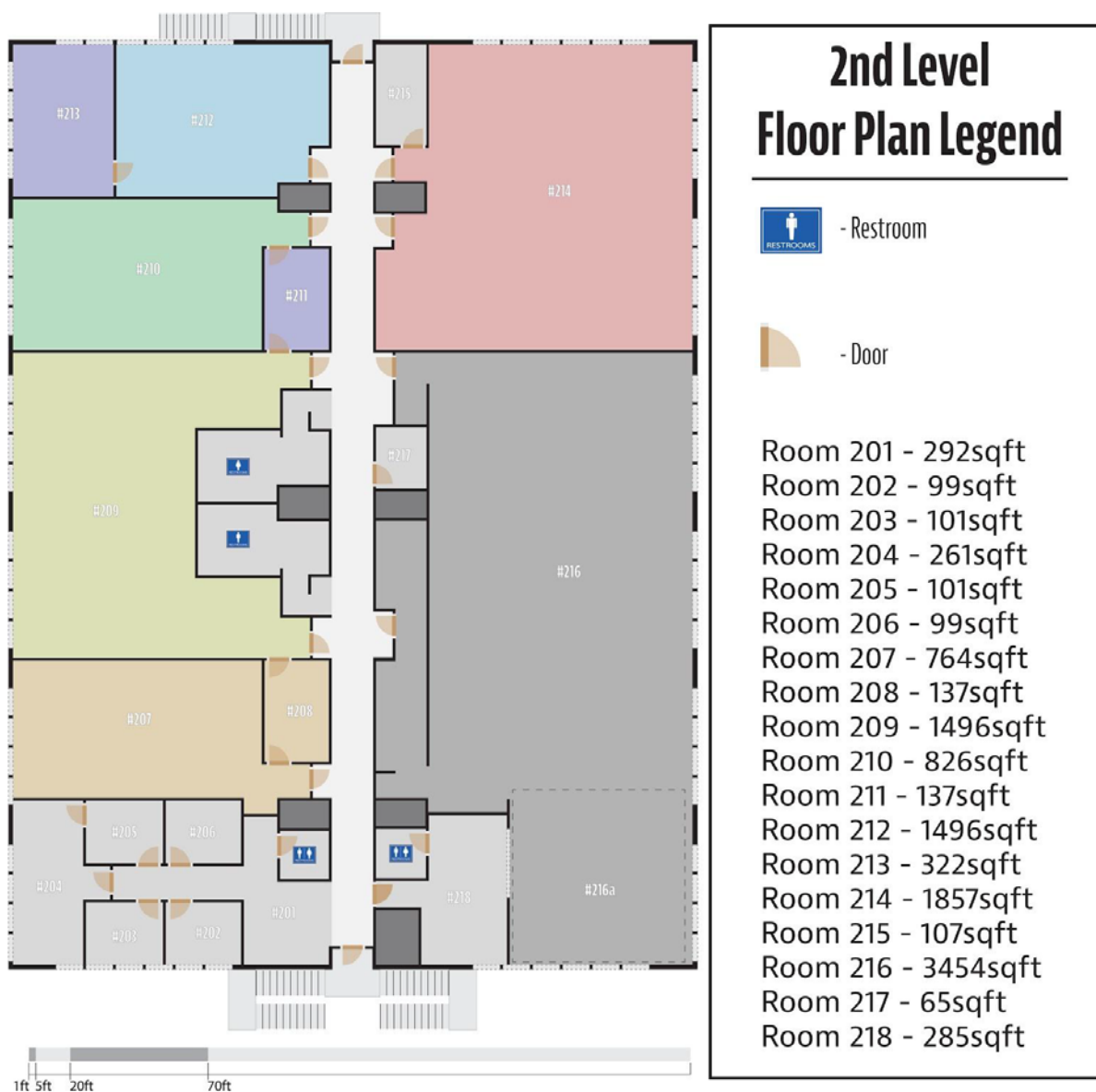
L.(1) <b>Complete, submit, and attach as Appendix E</b> , the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.
<b>APPLICANT RESPONSE:</b> The Aspire Integrated Arts Institute team submitted our Facilities Master Plan and Public School Facilities Authority (PSFA) checklist on Friday, April 17, 2020. The PSFA responded on April 23, 2020 with an approval letter for the proposed ACES Tech Specs. The documents are attached in Appendix E.

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline;</li> <li>• If offering or planning or offer a PreK or Early Childhood program, provide a description of the facilities and playground in the Facilities Master Plan; and</li> <li>• Demonstrate the PSFA has approved the applicant's Facilities Master Plan.</li> </ul>
<b>INDEPENDENT REVIEWER EVALUATION:</b> <b>Meets the Criteria</b>	

<p>L. (2) Provide evidence that you have researched facilities/properties and <b>identified at least one appropriate, viable facility/property in the targeted geographic location</b>. Include evidence of a <b>clear plan</b> 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.</p>
<p><b>APPLICANT RESPONSE:</b></p> <p><b>Property Research and Identifying the School Property</b></p> <p>The AIAI Applicant Team began researching the Rio Rancho area in April 2019. We worked with commercial realtor Rod Smith, with Westwood Realty. After visiting multiple building locations along HWY 528, Sara Rd, and Southern Ave., and after much consideration of time, effort, financials, renovations needed, space, and proper zoning; the AIAI Applicant Team decided 4311 Sara Road SE in Rio Rancho was the right and appropriate choice. It is a building, which will allow the school to grow, since it is over 27,000 sq. ft. AIAI will only need to occupy the second level for the first few years before they would need to expand into the first level. The building was formerly occupied by ASK Academy and is therefore already zoned for education. The building is centrally located in Rio Rancho down the street from Intel and can be accessed via main roadways. The building offers large open spaces appropriate for art education and small student areas that will work very well for online education. This is a perfect building for AIAI's use and it is located close to all of AIAI's target populations. This building, 4311 Sara Road SE, and its Facilities Master Plan Education Checklist form was sent to the Public Schools Facilities Authority in April 2020 and was approved along with meeting the criteria of NMSA 1978 § 22-8B-4.2.</p> <p><b>Facility Plans</b></p> <p>Renovations on the building to prepare for AIAI occupancy are currently underway and are being led by architect Joe Simons of Simons Architecture and general contractor Pat Joseph of PJ Construction. The current owner of 4311 Sara Rd is on the AIAI Applicant Team. The owner of the property will also be using 4311 Sara Rd SE, the same building, for an after-school arts program after AIAI students are dismissed. Sharing the building with the after-school program will allow AIAI to pay a fraction of the rent and enjoy the use of all the art related equipment that will be supplied by the owner of the after-school program. The renovations will be complete by July 2020. The Plans are listed below:</p>







The renovation consists of demolition of walls, ceilings, floors, and partitions. These decisions were made to allow for more space, higher ceilings and better flooring. Additionally, state of the art equipment for the performing and visual arts will be installed. This is a mutually beneficial arrangement as the owner of the property has the space occupied from 8:00am - 9:00pm. Besides being a mutually beneficial arrangement for both organizations, it will be a welcome alternative to parents and families to reduce their commute obligations through the fact that students that are interested in studying in an afterschool program can remain at the same location. Considering the mutually beneficial arrangement, AIAI will be paying half of the commercial value of the space and an equipment charge, which will enable AIAI to fulfill its mission by offering its students high quality academic and art instruction and one and one social-emotional support.

#### Project Funding

The renovation will be funded by Garner Arts LLC, the property owner at 4311 Sara Rd. SE.



RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Demonstrate the applicant has done the following: <ul style="list-style-type: none"> <li>○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable</li> <li>○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable</li> <li>○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership;</li> </ul> </li> <li>• Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location;</li> <li>• 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;</li> <li>• Describe how the identified facility meets the student population and transportation needs; and <ul style="list-style-type: none"> <li>• Identify how the project to prepare the facility will be funded.</li> </ul> </li> <li>• New Applicants intending to build, remodel, or install portables must demonstrate that they have researched all state, local, city, and county requirements for the proposed site.</li> </ul>
	<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate the applicant has:</b> <ul style="list-style-type: none"> <li>○ <b>Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable</b></li> <li>○ <b>Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable</b></li> </ul> </li> <li>• <b>Identify how the project to prepare the facility will be funded.</b></li> </ul> <p>The applicant team does not appear to have conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable. Applicant should have documented conversations with local public bodies, and researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable: The applicant only reveals one location that was considered. Applicant could have identified other properties and explained why they were not viable. While the renovations are being paid for by the landlord, the assertion of the applicant that "The current owner of 4311 Sara Rd is on the AIAI Applicant Team" raises serious concerns about conflict of interests. The applicant should have distanced themselves from including any team members who stand to financially benefit from the lease.</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 / Academic Teacher
Year 1: 2021-2022	75	6, 7, 8, 9, 10	12.5 students/ 1 academic teacher
Year 2: 2022-2023	100	6, 7, 8, 9, 10, 11	14 students/ 1 academic teacher
Year 3: 2023-2024	125	6, 7, 8, 9, 10, 11, 12	15.6 students/ 1 academic teacher
Year 4: 2024-2025	175	6, 7, 8, 9, 10, 11, 12	19 students/ 1 academic teacher
Year 5: 2025-2026	250	6, 7, 8, 9, 10, 11, 12	22.7 students/ 1 academic teacher
At Bldg. Capacity (Enrollment Cap)	250	6, 7, 8, 9, 10, 11, 12	22.7 students/ 1 academic teacher

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan;</li> <li>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</li> <li>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.</li> </ul>
INDEPENDENT REVIEWER EVALUATION: Meets Criteria	

## 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:

The 910B5 State Equalization Guide (SEG) Computation Revenue Estimate Worksheet is attached as Appendix F in the Appendices of this charter application.

Per NMSA 22-8-6.1, AIAI's budget for School Year One is based upon the projected number of program units generated by our anticipated student population of 75 students across middle and high school grades 6-12. Each School Year will see substantial growth with the building capacity of 250 students being the target for enrolled students in School Year Five. The middle school population is greater than 50% of the total student population which will ensure a robust student population matriculation through senior year.

AIAI is aware of the phase out/phase in approach for Training and Education (T&E) Index and the Teacher Cost Index (TCI). The rates used represent an average of the academic teachers' education and experience.

To ensure appropriate values and computations and per the Notice of Intent filed in 2019, AIAI used a consultant with 14 years as the Finance Director of a high performing charter school in Albuquerque. After retirement, she became a consultant, mentor, and trainer for charter school business officials and school leaders. She is also a "charter reader" for NM PED for recommending approval or non-approval.

Based on the consultant's feedback, AIAI provides the following assumptions for the SEG:

- School Year One projects zero Juniors and Seniors and School Year Two projects zero Seniors. Although it is likely AIAI will attract students with only one or two years of high school left, the consultant advised to be conservative in this estimate.
- The Special Education rate for RRPS is 15.5%. AIAI has chosen to use rates below 5% for each school year as the consultant indicated charter schools do not get the same kind enrollment.
- All other rates used were verified by the consultant to be correct.

Below is a table showing Total Program Units and SEG for all five School Years:

	SY One 2021-2022	SY Two 2022-2023	SY Three 2023-2024	SY Four 2024-2025	SY Five 2025-2026
Students	75	100	125	175	250
Program Units	196.590	221.223	300.125	365	396.530

SEG \$	\$879,564.79	\$989,773.33	\$1,342,789.90	\$1,633,047.16	\$1,744,115.59
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RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include a complete 910B5 Worksheet in <b>Appendix F</b>;</li> <li>• Use appropriate values and computations in each year; <ul style="list-style-type: none"> <li>• Use projected unit value; and</li> </ul> </li> <li>• 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).</li> </ul>
INDEPENDENT REVIEWER EVALUATION: Meets Criteria	

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, fully aligned with 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:

AIAI's five-year budget plan, based on the 910B5 SEG Worksheet, is attached as Appendix G in the Appendices of this charter application.

The budget was reviewed by the hired consultant and is in line with her recommendations that come from 14 years of experience as a charter school's Finance Director.

The budget addresses AIAI's mission to provide academic and performance arts instruction as laid out in the application package. Funds are allocated to support staff, facility, curriculum, supplies, and student support services necessary to achieve the school's mission to contribute to each student an individual education pathway illuminating a thoughtful integration of their passion, skill, and knowledge into the evolving network and tapestry of our modern society.

The budget uses anticipated revenues based on each year's projected enrollment beginning with 75 students in School Year One and growing to the building's capacity of 250 students in School Year Five.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Include a five-year budget plan in <b>Appendix G</b> that is based on the 910B5 SEG Revenue Worksheet from Appendix F;</li> </ul>

- 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.

#### INDEPENDENT REVIEWER EVALUATION:

Addresses some criteria, but does not sufficiently:

- Supports the proposed school's mission and all elements of the proposed program laid out in the application

The 5 Year Budget does not seem to include: computers for students, furniture or equipment, utilities, Internet, Student Information System, PD other than the GES online academics training, or the food services items listed earlier. More explanation was needed in the summary to understand exactly who would be hired each year and how it tied into the mission. While it appears that they are supporting their program, a review of AIAI's proposed 5 year plan indicates highest percentage of expenditures in direct instruction is 43.3% and is as low as 37.4%, whereas administrative support is as high as 41.6 percent and only as low as 33.3%. To better ensure achievement of the school mission, the applicant should work to have direct instruction be a minimum of 55%.

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:

AIAI's applicant team is proposing a five-year budget which reflects the expressed needs for quality education combined with performance arts instruction. Analysis of these needs within Rio Rancho, NM, and surrounding local areas through subjective data from interviews and conversations and objective data from the state, RRPS, and surveys completed by NM residents prove AIAI's mission is relative for today's educational environment.

The budget was developed with the support of a consultant and includes revenue from a variety of state and federal funding programs. AIAI did not include any private funding but will adjust the budget as applicable once those funds are generated.

AIAI anticipates a positive operating income every year due to reaching target enrollment, acquiring revenue from private and public sources, and making sound financial decisions. AIAI will maintain a fund balance to address identified financial challenges; however, the funds balance will always prioritize serving the needs of the students.

Below are application assumptions affecting the proposed budget:

- SEG is the majority portion of the school's revenue
- Charter School Program Grant Funds are to be expensed during implementation year
- Academic instruction is through an online program contracted with Global Education Solutions (GES)
- This service is a robust, comprehensive Education Management Organization that includes teachers, support services, and instructional materials
- Community Artists will be hired through 1099 employment; the budget does not include benefits for those positions
- GES will provide all administrative, finance, and human resource/payroll functions (ie: back office work)
  - Numbers in this narrative may be rounded up but are discreet in Appendix G
  - All restricted revenues will be applied to appropriate expenditures

A summary of revenues and expenses, including Implementation Year, are shown in the table below:

AIAI Proposed Five Year Budget						
<b>11000 - Operational Funds</b>	<b>Implement Yr 2020-2021</b>	<b>School Yr 1 2021-2022</b>	<b>School Yr 2 2022-2023</b>	<b>School Yr 3 2023-2024</b>	<b>School Yr 4 2024-2025</b>	<b>School Yr 5 2025-2026</b>
Restricted Cash		\$ 1,602.00	\$ 5,178.86	\$ 9,340.32	\$ 53,050.49	\$ 135,153.82
SEG		\$ 879,564.79	\$ 989,773.33	\$ 1,342,789.90	\$ 1,633,047.16	\$ 1,774,115.59
Total Revenue		\$ 881,166.79	\$ 994,952.19	\$ 1,352,130.22	\$ 1,686,097.65	\$ 1,909,269.41
Total Expenses	\$ -	\$ 875,987.93	\$ 985,611.87	\$ 1,299,079.74	\$ 1,550,943.82	\$ 1,907,574.34
Ending Fund Balance	\$ -	\$ 3,576.86	\$ 4,161.46	\$ 43,710.17	\$ 82,103.34	\$ (133,458.75)
Ending Fund Balance %		0%	0%	3%	5%	-8%
<b>21000 - Food Services</b>		<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Total Revenue	\$ -	\$ 46,273.50	\$ 61,698.00	\$ 77,122.50	\$ 107,971.50	\$ 154,245.00
Total Expenses	\$ -	\$ 46,273.50	\$ 61,698.00	\$ 77,122.50	\$ 107,971.50	\$ 154,245.00
<b>24101 - Title I</b>		<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Total Revenue	\$ -	\$ 14,250.00	\$ 19,000.00	\$ 23,750.00	\$ 33,250.00	\$ 47,500.00
Total Expenses	\$ -	\$ 14,250.00	\$ 19,000.00	\$ 23,750.00	\$ 33,250.00	\$ 47,500.00
<b>24106 - IDEA B</b>		<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Total Revenue	\$ -	\$ 2,000.00	\$ 5,000.00	\$ 8,500.00	\$ 11,500.00	\$ 15,000.00
Total Expenses	\$ -	\$ 2,000.00	\$ 5,000.00	\$ 8,500.00	\$ 11,500.00	\$ 15,000.00
<b>24146 - Charter School</b>		<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Total Revenue	\$ 155,700.00	\$ -	\$ -	\$ -	\$ -	\$ -
Total Expenses	\$ 154,098.00	\$ -	\$ -	\$ -	\$ -	\$ -
<b>24154 - Title II</b>		<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Total Revenue	\$ -	\$ 3,675.00	\$ 4,900.00	\$ 6,125.00	\$ 8,575.00	\$ 12,250.00
Total Expenses	\$ -	\$ 3,675.00	\$ 4,900.00	\$ 6,125.00	\$ 8,575.00	\$ 12,250.00
<b>31200 - Public School Capital Outlay</b>		<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>	<b>2024-2025</b>	<b>2025-2026</b>
Total Revenue		\$ 41,231.25	\$ 54,975.00	\$ 68,718.75	\$ 96,206.25	\$ 137,437.50
Total Expenses		\$ 41,231.25	\$ 54,975.00	\$ 68,718.75	\$ 96,206.25	\$ 137,437.50
<b>Grand Total Revenue</b>	\$ 155,700.00	\$ 988,596.54	\$ 1,140,525.19	\$ 1,536,346.47	\$ 1,943,600.40	\$ 2,275,701.91
<b>Grand Total Expenses</b>	\$ 154,098.00	\$ 983,417.68	\$ 1,131,184.87	\$ 1,483,295.99	\$ 1,808,446.57	\$ 2,274,006.84
<b>Total Revenue Per Student</b>		\$ 13,181.29	\$ 11,405.25	\$ 12,290.77	\$ 11,106.29	\$ 9,102.81
<b>Total Expenses Per Student</b>		\$ 13,112.24	\$ 11,311.85	\$ 11,866.37	\$ 10,333.98	\$ 9,096.03

Revenue Projections

AIAI's five-year budget is largely based on an annual state per pupil funding allowance calculated in the School Equalization Guarantee (SEG) worksheets. The school expects to meet each year's enrollment target through the lottery process beginning with 75 students in school year one and culminating in 250 students in school year five.

Below is a table of AIAI Annual Revenues followed by narrative for each applicable revenue budget line:

AIAI Annual Revenues

<i>Fund</i>	<i>Function</i>	<i>Object</i>	<i>Year 0</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
11000	0000	11111	0	\$1,602	\$5,178	\$9,340	\$53,050	\$135,153
11000	0000	43101	0	\$879,564	\$989,773	\$1,342,789	\$1,633,047	\$1,774,115
13000	0000	43206	0	0	0	0	0	0
14000	0000	43211	0	0	0	0	0	0
21000	0000	44500	0	\$46,273	\$61,698	\$77,122	\$107,971	\$154,245
24101	0000	44500	0	\$14,250	\$19,000	\$23,750	\$33,250	\$47,500
24106	0000	44500	0	\$2,000	\$5,000	\$8,500	\$11,500	\$15,000
24146	0000	44500	\$155,700	0	0	0	0	0
24154	0000	44500	0	\$3,675	\$4,900	\$6,125	\$8,575	\$12,250
31200	0000	43209	0	\$41,23	\$54,975	\$68,718	\$96,206	\$137,437
Annual Totals			\$155,700	\$988,596	\$1,140,525	\$1,536,346	\$1,943,600	\$2,275,701

Fund 11000 Operational Fund - Unrestricted Cash

These are non-expensed funds moved from previous budget year. If there is an increase in projected revenue for any given year, AIAI will then assess whether to use the excess funds or allocate to the next budget year.

Fund 11000 Operational Fund - New Mexico Student Equalization Guarantee (SEG)

These are anticipated funds from the State's per student funding allowance as calculated in Appendix F, 910B SEG Worksheet. The calculations are based on our target enrollments of 75 students the first school year with growth each year, culminating in the building's capacity of 250 students in School Year five.

Fund 13000 Transportation



AIAI location allows for easy public transportation options. This budget does not show any transportation revenues as it was indicated to AIAI from NM PED personnel to wait until the application was approved. AIAI understands there are transportation funds per student; however, there are currently no bus companies willing to go under contract for secured transportation. This operational area will be an identified priority for the school to work during Implementation Year.

#### Fund 14000 Instructional Materials

AIAI's budget consultant confirmed these funds are no longer separate, but rather a part of the funds in the SEG.

#### Fund 21000 Food Services

It is a known fact that nutrition plays an important part in a student's life, to include academic readiness and performance. AIAI will use the National School Lunch Program (NSLP) to provide both breakfast and lunch to each student. As Rio Rancho Public Schools has 42% of student population qualifying for free or reduced breakfast/lunch, AIAI's budget assumption is at least 42% of the students will qualify. Based on the consultant's review, AIAI chose to use the breakfast (\$1.54) and lunch (\$3.08) rates for a school not in severe need for  $\frac{3}{4}$  of the student population at a 100% attendance rate for 182 days. This revenue will be fully expensed during the school year.

#### Fund 24101 Title I

New Mexico provides \$380 per student to schools with high numbers of low-income families. AIAI's budget consultant suggested a conservative projection by dividing the expected revenue in half. This revenue will be fully expensed during the school year.

#### Fund 24106 IDEA-B

New Mexico provides \$250 per student in Level C and Level D special education categories. AIAI, based on the consultant's advice, used conservative SEG projections for special education students. However, the consultant provided suggested amounts for this revenue fund based on her 14yrs of charter school experience. This revenue will be fully expensed during the school year.

#### Fund 24146 Charter School Program

New Mexico provides funds for a charter school's Implementation Year. The amounts are \$2,000 per middle school student and \$2,300 per high school student based on the enrollment target for School Year 1. AIAI's budget reflects the target enrollment of 75 students where there are 56 middle school students and 19 high school students projected.

#### Fund 24154 Title II

New Mexico will provide \$49 per student to help recruit and retain education professionals for the school. These funds are applicable as part of the expense for the Education Management Operation is for recruitment and retention. This revenue will be fully expensed during the school year.

#### Fund 31200 Public School Capital Outlay

New Mexico provides \$733 per student towards cost of the building. AIAI's facility is 13,000sf where approximately 11,000sf of the space is used by students for instruction and school administration. To ensure a conservative budget projection, AIAI projected only  $\frac{3}{4}$  of this revenue. These funds will be fully expensed for Lease expenditures during the school year.

#### Expense Priorities

Expenditures support AIAI's mission of blended academic and arts instruction. Major line items include the service agreement with GES and the Community Artists, along with the lease.

AIAI's budget ends in a positive for each school year. Below is narrative for each expensed applicable budget line:

Fund 11000 Operational Fund Expenditures - Instruction

These expenses are for the Online Academics, Community Artists, and Enrichment Life Coach Teachers. There are no benefit costs associated with these expenditures as they are provided under the service agreement with either the individual or through GES. The EMO negotiated, discount rate for online academics is \$2,200 per student. Please note that all Title II revenue received will be applied to this expense. This budget line also includes Piano Marvel subscription for each student and travel costs budgeted at \$50 per person.

Fund 11000 Operational Fund Expenditures – Support Services

These expenses are for student support services to include Special Education, English Language Learners, 504, and counseling. These services will be provided by GES at a per student cost of \$2,000 for school years 1 and 2, \$2,050 for school year 3, and \$2,100 for school years 4 & 5. Please note that all Title I and IDEA-B revenue will be fully expensed for the appropriate student support services.

Fund 11000 Operational Fund Expenditures – General Administration

These expenses include school key personnel, advertising, auditing, Board training, general supplies and materials, lease, legal, software, a Membership to NM Coalition of Charter Schools, and all “back office” services to include finance, HR, and payroll.

The Head Administrator, Chief Creative Officer, Operations Coordinator, and Administrative Assistant are considered key personnel to ensure the general administration and operation of the school. As these personnel will be provided under the GES contract the benefits are included in the expensed salary. Please note that all Title II funds will be fully expensed for recruitment and retention purposes.

For Implementation Year the Chief Creative Officer, who is the lead on community engagement and a current Member of the applicant team, is salaried for 9 months; the Operations Coordinator will be salaried for 6 months to ensure all school functions are up and running prior to student arrival in School Year 1; and the Head Administrator will be salaried for 3 months to ensure engagement between the EMO and AIAI is robust and active prior to student arrival.

As the school population is small during the first two years, the Administrative Assistant will not come on Board until School Year 3. AIAI feels this budget expense is not needed until then since GES will be providing all of the back-office support for all academic, support, and school admin personnel. This structure allows the three key school admin personnel to be present at the school for the students, parents, and community.

Advertising in all five School Years will be provided by GES as the school becomes part of the company’s website, [www.globaleducationsolutions.org](http://www.globaleducationsolutions.org); however, AIAI will spend \$5,000 to advertise within the community during Implementation Year.

All back office services (ie: HR, payroll, financial systems) will be provided by GES at a rate of .08% of the Operational Funds Revenue for School Years 1 and 2 and increasing to 15% for School Years 3, 4, and 5.

Fund 11000 Operational Fund Expenditures – O&M of Plant

The lease is structured with space at \$6.00 per square foot and includes all incidentals like housekeeping, phone, electric. The facility is 13,000 square feet and includes performance arts studios with equipment. During the Implementation Year there will be one month rent with no studio equipment. Please note that all 31200 Capital Project Outlay funds will be fully expensed to Lease costs.

This budget expense line also includes Liability Insurance. The school is leasing space from AVIX Dance Studio and as such the liability insurance is not for a whole building. For budget purposes, AIAI used a quote from Farmers Insurance, but understands the NMPSIA is the mandatory source for insurance.

Fund 13000 Transportation

As discussed above in revenues, AIAI is currently not addressing any transportation revenues or expenditures in the proposed budget. Student transportation funding will be a priority in Implementation Year and budget adjustment is expected to occur for School Years 1 through 5.

Fund 14000 Instructional Material Expenditures

As discussed above in revenues, these funds are now part of the SEG and there will be expenditures associated with this budget line.

Fund 21000 Food Services

AIAI's budget assumption is that all food costs will be covered by the National School Lunch Program revenue and will be fully expensed throughout the school year.

Fund 24101 Title I

These funds, at expenditure, will be applied in full towards student support services.

Fund 24106 IDEA-B

These funds, at expenditure, will be applied in full towards student services.

Fund 24146 Charter School Program

These funds will be expensed during Implementation Year for key personnel, advertising, and lease. There is an expected plus of \$1,602 which the budget shows to be allocated for expenditure in School Year 1. However, if other federal grant funds are increased over the projected amount the CSP funds will be fully spent in Implementation Year.

Fund 24154 Title II

These funds, at expenditure, will be applied in full towards key personnel recruitment and retention.

Fund 31200 Public School Capital Outlay Expenditures

These funds, at expenditure, will be applied in full towards lease costs.

To conclude, AIAI's proposed five-year budget represents the staffing and resources applied to the academic and arts instruction priorities to accomplish the school's mission. The school is committed to the efficient and effective use of funding resources. AIAI looks forward to working with local youth to help them grow through a combination of challenging academics and performance arts instruction.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Explain basic assumptions;</li> <li>• Identify reliable sources for each assumption;</li> <li>• Include priorities consistent with the proposed school's mission;</li> <li>• Include priorities consistent with the proposed school's educational program;</li> <li>• Include priorities consistent with the proposed school's staffing; and</li> <li>• Include priorities consistent with the proposed school's facility.</li> </ul>
<p style="text-align: center;"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Explain basic assumptions</li> <li>• Identify reliable sources for each assumption</li> <li>• Include priorities consistent with the proposed school's mission</li> <li>• Include priorities consistent with the proposed school's educational program</li> <li>• Include priorities consistent with the proposed school's staffing</li> <li>• Include priorities consistent with the proposed school's facility</li> </ul> <p>The applicant has not met the criteria to Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials. It is not sufficient to state that because "the EMO model allows AIAI to provide instruction and services to the school population at a cost per student ratio" that no further details need be provided. The school could have a significantly higher percentage of SPED students than indicated and the funding may not come in right away, an issue that was not addressed. The answer was short and left out some of the look-fors in this category. There is no indication of how the school will adjust their model if actual enrollment is different from the budgeted numbers.</p>	
<p>B. (4) Provide a <b>clear and meaningful</b> 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 <b>clear evidence</b> that the adjustments are viable and realistic. The suggested budget control strategies demonstrate <b>capacity</b> to manage the budget successfully.</p> <p>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.</p> <p>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.</p>	
<p style="text-align: center;"><b>APPLICANT RESPONSE:</b></p> <p>Budget adjustments, control strategies, and enrollment gaps will have minimum impact to the overall budget as the EMO model allows AIAI to provide instruction and services to the school population at a cost per student ratio.</p> <p>AIAI applicant team decided to propose a very conservative budget in projected revenues with a low student count, to include a low percentage of special education students. AIA fully expects to exceed the projected revenues; however, since the school's financial model is based on a cost per student the, excluding the lease, any budget variances will have a minimal impact to school's environment, instruction, or resources.</p>	

RATING	Expectations
Does Not Meet	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Describe budget control strategies <b>as well as</b> budget adjustments that will be made to meet financial budget and cash-flow challenges;</li> <li>Describe budget control strategies <b>as well as</b> budget adjustments that will be made to address the failure to receive any anticipated funding sources;</li> <li>Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials;</li> <li>Address how special education students will receive services <b>before</b> special education funding is provided, based on accurate 40-day counts; and</li> <li>Address how gaps between budgeted students and actual enrollment will be addressed.</li> </ul>
	<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Falls Far Below - addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>Describe budget control strategies as well as budget adjustments that will be made to meet financial budget and cash-flow challenges</li> <li>Describe budget control strategies as well as budget adjustments that will be made to address the failure to receive any anticipated funding sources</li> <li>Include explanations that are viable and realistic based on the professional judgment of experienced, licensed school business officials</li> <li>Address how special education students will receive services before special education funding is provided based on accurate 40 day counts</li> <li>Address how gaps between budgeted students and actual enrollment will be addressed</li> </ul> <p>The applicant has not met the criteria to Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials. It is not sufficient to state that because “the EMO model allows AIAI to provide instruction and services to the school population at a cost per student ratio” that no further details need be provided. The school could have a significantly higher percentage of SPED students than indicated and the funding may not come in right away, an issue that was not addressed. The answer was short and left out some of the look-fors in this category. There is no indication of how the school will adjust their model if actual enrollment is different from the budgeted numbers.</p>

### 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:** AIAI is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP). AIAI will follow all the applicable laws and regulations that govern Charter Schools within the State of New Mexico. AIAI's Board (Board) is entrusted with funds granted by government agencies, private foundations, and individual contributors, and it will adhere to the highest standards of accounting.

Appendix H. Internal Controls shows clear financial policies and procedures enabling AIAI to meet financial needs and obligations, ensuring long-term financial stability and viability, and protecting tangible assets and reputation. Within the Internal Control Procedures there are guidelines for quarterly Internal Inspections to ensure compliance.

GES will be provided a copy of the Internal Controls Procedures to ensure current financial systems, to include bill.com and divvy are compliant.

Appendix H. Internal Controls includes Procedural Requirements to address procedures and designation of responsibilities for financial, operational, and procedural processes and compliance for the following areas:

- Budget Preparation,
- Projecting Revenue,
- Projecting Expenditures,
- Budget Approval,
- Budget Maintenance Standards,
- Budget Adjustments,
- Financial Reporting, and
- Audit Committee.

Pursuant to 6.20.2.11 NMAC, AIAI will establish and maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. AIAI shall develop, establish, and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.

Appendix H. Internal Controls further includes policies, procedures, and assigned responsibilities for several other important areas of AIAI's financial management, to include:

- Financial Organizational Structure,
- Cash Control Standards,
- Investments,
- Purchasing,
- Payroll,
- Travel,
- Insurance,

- Fixed Assets,
- Other Services, and
- Administrative Standards.

The final portion of Appendix H. Internal Controls addresses compliance to Internal Controls. AIAI has financial integrity and transparency. Policies ensure dual controls and segregation of duties on all financial transactions, including accounts payable, payroll, and purchasing. Financial records will be kept in a financial management system where monthly reports will be produced for the Financial Committee and Board stay informed of all financial matters.

An annual, independent financial audit will be a strong overall indicator of the school's financial state and compliance to AIAI's internal controls.

Above and beyond mandatory audits described above, compliance to these procedures will be randomly inspected no less than once quarter. The Head Administrator will choose two controls to be audited each quarter. These internal audits will be presented to the Board. Non-compliance may result in training, disciplinary action, or termination.

RATING	Expectations
Meets	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Identify all the internal control procedures that have been attached in <b>Appendix H</b>;</li> <li>• Attach in <b>Appendix H</b> internal control procedures the proposed school will utilize to assure the following: <ul style="list-style-type: none"> <li>○ safeguard assets</li> <li>○ segregate its payroll</li> <li>○ segregate cash and check disbursement duties</li> <li>○ provide reliable financial information and promote operational efficiency</li> <li>○ ensure compliance with all applicable federal and state statutes, regulations, and rules;</li> </ul> </li> <li>• Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and</li> <li>• Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in <b>Appendix H</b> and other internal control procedures that will be developed and implemented by the school.</li> </ul>
INDEPENDENT REVIEWER EVALUATION: Meets the Criteria.	



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:**

AIAI is committed to sound financial processes and policies ensuring the protection of public funds entrusted to the school. We will seek to hire qualified individuals and vendors who understand their role and responsibilities in managing school funds. Internal financial oversight and reporting will be implemented to assure the Board's expectations of integrity and transparency.

Parts I. and II. of Appendix H. Internal Control Procedures identify AIAI staff roles and responsibilities in relation to financial tasks. Managing the financial tasks will be the responsibility of the Head Administrator and the Operations Coordinator. The contract with GES provides a robust network of subject matter experts who will help AIAI maintain fiduciary responsibilities.

GES will provide candidates for Board selection who have the appropriate education business management experience.

RATING	Expectations
Does Not Meet	<p>A complete response must</p> <ul style="list-style-type: none"> <li>Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks;</li> <li>Align completely with the organizational chart from response to D(1) in the Organizational Framework; <ul style="list-style-type: none"> <li>Align completely with the budget in A(1) and A(2) responses in Financial Framework;</li> </ul> </li> <li>Describe appropriate qualifications and responsibilities for each of the identified positions; and</li> <li>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.</li> </ul>
	<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Falls Far Below - Does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks</li> <li>Align completely with the organizational chart from response to D(1) in the Organizational Framework</li> <li>Align completely with the budget in A(1) and A(2) responses in Financial Framework</li> <li>Describe appropriate qualifications and responsibilities for each of the identified positions</li> <li>Include a plan that will result in the recruitment, identification, and 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</li> </ul> <p>It is unclear if the Finance Director is hired by AIAI or GES, if they are on site or not (the organizational chart earlier has them as offsite, but the narrative has this person possibly handling daily deposits). The applicant team does not appear to have met the criteria to align their narrative with completely with the budget in A(1) and A(2) responses in Financial Framework; there is no discussion of how staff assignments align with the budget.</p>

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:**

Appendix H. Internal Control Procedures clearly identifies the Audit Committee's and Finance Committee's roles and responsibilities.

The Board will meet, at a minimum, ten (10) times during each fiscal year to ensure fiduciary duties are met. AIAI will have an established Finance Committee. The Finance Committee will be commissioned by and responsible to the Board. It will have the responsibility for working with the school staff to make recommendations to the Board in the following areas:

- financial planning,
- review of financial statements,
- periodic monitoring of revenues and expenses,
- annual budget preparation,
- budget oversight, and
- procurement.

The Finance Committee, assisted by **school staff**, shall serve as an external monitoring committee on budget and other financial matters. Members of the Finance Committee shall be the Treasurer of the Board, who shall serve as chair of this committee, along with at least three other Members from the school community as appointed by the President of the Board, with the advice and consent of the Board in accordance with the Board's bylaws and NMSA 1978 §22-8-12.3 (2010). The Finance Committee will be no less than four (4) Members.

The Finance Committee shall be responsible for the primary oversight of school financial matters, as defined by the Board and New Mexico law. The Head Administrator will have primary responsibility for executing all financial matters, financial decisions, and adopted policies; along with ensuring compliance with procedures that have been approved by the Board. All Members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of AIAI.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• Describe how the Governing Body audit and finance committees will be formed and how they will:               <ul style="list-style-type: none"> <li>○ Function generally</li> <li>○ Ensure proper legal oversight</li> <li>○ Ensure proper financial oversight;</li> </ul> </li> <li>• Describe how the proposed school's audit and finance committees will interact with the school's management; and</li> <li>• Describe how the audit and finance committees will interact with the full Governing Body.</li> </ul>
	<p><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p><b>Addresses some criteria, but does not sufficiently:</b></p> <ul style="list-style-type: none"> <li>• Describe how the Governing Body audit and finance committees will be formed and how they will:               <ul style="list-style-type: none"> <li>○ Ensure proper legal oversight</li> <li>○ Ensure proper financial oversight</li> </ul> </li> </ul> <p><b>The applicant team here does not fully describe how the Governing Body audit and finance committees will be formed and while how they will function generally is addressed, the questions of legal and proper financial oversight are not addressed.</b></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:**

AIAI's mission of offering an integrated arts curriculum is a flexible and blended learning model. It is accessible to any middle and high school student curious to explore the arts as a career pathway and contributes a valid and desired opportunity. Any family living in zip codes: 87004, 87043, 87048, 87102, 87104, 87109, 87110, 87113, 87114, 87120, 87121, 87122, 87124, 87144, and 87107 are encouraged to apply.

From November 2019 to February 2020 Stephen Wynne and Michelle Boutros crafted and shared their vision for AIAI with many businesses in the community. Those same connections that Stephen Wynne and Michelle Boutros established within the community became the catalyst in establishing AIAI's applicant team.

Both prior to and after establishing the applicant team there has been extensive groundwork to build support for AIAI. We scheduled one-on-one meetings with individuals and organizations throughout Rio Rancho, Albuquerque and Santa Fe. During these meetings, Stephen and Michelle shared their vision for AIAI with a broad scope of the community stakeholders, including members of the Albuquerque Hispano Chamber of Commerce and the African American Greater Albuquerque Chamber of Commerce. Stephen and Michelle received input, counsel, and feedback from hundreds of individuals. They met, discussed, and digested information from these meetings and used it to augment AIAI's mission and approach.

As the official applicant team came together in February 2020, survey information was collected focusing on residents from targeted zip codes. The data from these surveys provided the team with both quantitative and qualitative data and community input.

AIAI's applicant team chose to focus on those specific zip codes surrounding the proposed building site because it is an area that is racially diverse and historically has an interest in the arts. Even though AIAI is determined to become a school for all students, regardless of their zip code, it was apparent that transportation could be a significant barrier for parents outside of an acceptable commute to our physical site. After community input and consideration, it was decided to offer the core content academics online. After AIAI's third year, art courses could be taken via Zoom or other streaming options. This would broaden AIAI's enrollment opportunity to all students residing in New Mexico. At the same time, there is a desire to become a trusted voice for education and the arts within AIAI's geographic neighborhood. To this end, we would like to share the scope of our initial outreach phase, illustrated and outlined in Figures 16, 17, and 18.

There were negative impacts on our outreach efforts due to COVID-19. Because of the statewide mandates that were adopted to protect New Mexicans, it became impossible to meet with business contacts and community members in order to dive more deeply into educational issues and receive more input from the community. Upon beginning this application process, businesses and individuals were focused on both their financial and physical health. Even with the use of social media and email blasts, it was difficult to engage during this time of social distancing, fear, and uncertainty; the team's strength was built on a 'boots on the ground' approach. Despite this hurdle, significant progress was made before the social distancing mandate was established. Stephen and

Michelle hosted a first town hall meeting on Thursday, February 27, 2020 and it was very successful! Another town hall meeting was scheduled for Thursday, March 26 but had to be cancelled because group gatherings were no longer allowed. We plan to continue these town hall meetings and outreach efforts starting June, once the stay at home order is lifted. We would like to share with you the energy excitement from the first town hall meeting.

**Town Hall Meeting**

Below are some photos from our first town hall meeting held at our proposed school location. We gathered 102 signatures that expressed interest in AIAI. 31 of these signatures were interested in serving as applicant team Members. The pre-applicant team was very enthusiastic after this meeting. Figure 16 depicts the effort and enthusiasm of AIAI's first public event.













**Figure 16: 11 Photos from February 27, 2020 Town Hall Meeting**



### Outreach to Community Organizations

Because it was imperative that AIAI have a deep understanding of the community it plans to serve, getting to know and understand the mission of different community organizations was and remains vital. This exploration lays the groundwork of understanding the goals and priorities of a community. Speaking to potential stakeholder representatives from many community organizations serving Albuquerque and Rio Rancho re-enforced that AIAI was a needed educational offering. AIAI's applicant team has presented its vision and plan for the school to many individuals representing a wide community demographic committed to improving diversity and promoting opportunity to underserved families and communities.

Table 14 outlines the meetings that have been held with community organizations and their representatives to date. Unfortunately, because of COVID-19, these meetings and the support that they generated has been postponed until social distancing mandates are lifted.

**Table 14: Community Organization Outreach and Meetings**

Date	Person/Group	Event/ Purpose	Organization
Nov 7, 2019	Avram Gonzalas	Joined Weekly Meeting to promote AIAI	Business Network International
Nov 6, 2019	Lauren Hemphill	Joined Weekly Visionaries Meeting to provide updates on AIAI	Rio Rancho Regional Chamber of Commerce
Nov 13, 2019	Kristine Crowell	Counsel Surrounding AIAI's Structure	WESST
Nov 22, 2019	Hakim Bellamy	Tipping Points Initiative Representing AIAI	Albuquerque Cultural Services
Dec 12, 2019	Emmaly Wiederholt	Sharing, soliciting advice and representing AIAI	Albuquerque Dance Connection
Dec 18, 2019	Jerry Schalow	Counsel Surrounding AIAI's Structure	Rio Rancho Regional Chamber of Commerce
Dec 20, 2019	Larry Alei	Counsel Surrounding AIAI's Impact	Center for Nonprofit Excellence
Dec 27, 2019	Mike Raupp	Seeking to Connect and Serve Like-minded Organizations	Loving Thunder Ranch
Jan 2, 2020	Alex McKellop	Seeking Internship	New Mexico Solar

		Opportunities for AIAI Students	Group
Jan 3, 2020	Mayor Gregg Hull	Seeking Introduction to Rio Rancho Public Schools	City of Rio Rancho
Jan 9, 2020	Terry Brunner	Seeking a Fiscal Sponsor for AIAI	Grants Collective
Jan 9, 2020	Andrina Mazaneres	Get Crafty Event. Seeking connection and Support from the Hispanic Community	Albuquerque Hispano Chamber of Commerce
Feb 24, 2020	JP Espinoza	Meeting with JP a very influential business person to share the vision of AIAI	New York Life
Feb 27, 2020	Jeffrey Candelaria	Attended Konnections Event to announce AIAI and seek support	Konnections Events
Feb 27, 2020	Stephen Wynne, Michelle Boutros, Randy DeHoff	Town Hall Meeting	AIAI
March 2, 2020	Audrey Troche	Attended Commissioners' monthly meeting to introduce AIAI and seek support	Rio Rancho Art Commissioners
May 15, 2020	Rulan Tangen, Founding Director of Dancing Earth Indigenous Contemporary Dance Creations	Establishing connection with Native American artists	Dancing Earth Indigenous Contemporary Dance Creations

#### Outreach to New Mexico Educators

AIAI has held meetings with a variety of New Mexico educators in order to gain their perspectives and experiences as New Mexico educators. The goal is to hear from educators from a variety of positions and diverse perspectives. It has been insightful to observe first-hand the challenges that some of the newer and smaller charter schools have faced. Stephen Wynne, who is leading the applicant team, founded a charter school for the arts in Denver, CO and is aware of the challenges of meeting projected enrollment numbers and how those affect the school's budget. It has

also been informative to talk to founders of successful charters. Table 15 displays the list of meetings held with New Mexico educators.

**Table 15: Outreach and Meetings with Educators**

Person/ Group	Title	Organization
Cindy Montoya	President	New Mexico School for the Arts
Catherine Oppenheimer	Founder	New Mexico School for the Arts
William Miglino	Dance Department Chair	New Mexico School for the Arts
Steven Melendez	Artistic Director	National Dance Institute
Marisol Encinias	Executive Director	National Institute of Flamenco
Dr Sue Cleveland	Superintendent	Rio Rancho School District
Genie Stevens	Executive Director	The Global Warming Express
Salvador Ruiz-Esquivel	Executive Director	Moving Arts Espanola
Sheila A. Rocha, PhD	Assistant Professor & Chair Performing Arts	Institute for American Indian Arts
Julie Arnold Kurt Schmidt Renee Saucedo	Teacher, Administrator, Performing Arts Director	Rio Rancho School District
Dan Barbour Dan Busse	Founding Member	ASK Academy

#### **Meetings to Establish a Governing Board**

The applicant team has chosen to work with an experienced education management organization that has a cumulative experience of over 50 years, especially with at-risk student populations. Making operational a school that offers high quality art and academics is a huge task. It is the applicant team's opinion that partnering and working in concert with an education management organization will provide more academic structure and experience, allowing the founding members to successfully guide the artistic components of the school. This approach will also guide our selection of the governing board. The individuals that we met with have been from community organizations that work with schools; ones that have a significant art program. These meetings have provided an opportunity to listen to a variety of people regarding the state of

education and the challenges faced in offering a strong academic and arts program at their perspective school. More importantly, AIAI hopes that these individuals may be interested in serving on our governing board or, might provide the names of other highly qualified candidates. Table 16 lists many of the one-on-one meetings held with community stakeholders.

**Table 16: Outreach and Meetings to Establish a Governing Board**

Date	Person/ Group	Title	Organization
Nov 17, 2019	Steven Melendez	Artistic Director	National Dance Institute
Nov 18, 2019	Hakim Bellamy	Deputy Director of Cultural Services	City of Albuquerque
Feb 13, 2020	Marisol Encinias	Executive Director	National Institute of Flamenco
Feb 14, 2020	Genie Stevens	Executive Director	The Global Warming Express
Pending	Salvador Ruiz-Esquivel	Executive Director	Moving Arts Espanola
Pending	Sheila A. Rocha, PhD	Assistant Professor & Chair Performing Arts	Institute for American Indian Arts
March 16, 2020	Kurt Schmidt	Performing Arts Executive Director	Rio Rancho School District
May 6, 2020	Andrina Manzanares	Membership & Community Engagement Specialist	Albuquerque Hispano Chamber of Commerce
May 26, 2020	Deborah Schoenbaum	Senior Director (retired)	Youth Leadership Institute
May 26, 2020	Rulan Tangen	Founding Director	Dancing Earth Indigenous Contemporary Dance Creations

#### **Colleges and Universities Outreach**

For 8 years, applicant team member Stephen Wynne was employed as Associate Professor of Dance at a university and brings expertise, insight, and innovative ideas for our students to establish

meaningful and career-based connections with institutes of higher education during their high school years. Likewise, applicant team member Michelle Boutros has experience teaching art courses at a community college and will bring her experience to bear as AIAI continues establishing connections with The University of New Mexico. Stephen has met with Marisol Encinias and Eva Encinias, university professors at The University of New Mexico Albuquerque, who successfully operate a large charter school for the arts. As representatives of their organization, National Institute of Flamenco and of The University of New Mexico, they are open to explore innovative education pathways that will be mutually beneficial for both student bodies. These meetings with Marisol Encinias and Eva Encinias have been extremely productive and encouraging. Our applicant team plans to continue meeting with other art departments at the University of New Mexico Albuquerque to establish connections, opportunity, and internship pathways with all the art departments at the university. Our meetings with The University of New Mexico have only scratched the surface. AIAI looks forward to reestablishing these connection once social distancing mandates have been lifted.

**Businesses and Industry Partners**

In addition to the connections to community businesses listed above in Table 16, the applicant team will be partnering with GlobalEd Solutions (GES), an experienced education management organization for our curriculum, New Mexico licensed core content teachers, student information system, and other student services. We are grateful that Randy DeHoff, Director of Strategic Growth for GES has been serving on the applicant team. Randy DeHoff has been a leader in the school choice and school reform movement for over 25 years. He helped to organize and served on the board of one of the first charter schools in Colorado in 1993 and continues to serve on boards and advisory committees for other charter schools. As an elected member of the Colorado State Board of Education for 12 years, he is a strong advocate of quality charter schools and an innovation called 'online education.'

With the applicant team's combined knowledge, education acumen, and community and business partners. AIAI will is poised to meet the challenges of providing a strong and enriching education for all its students. Moreover, these relationships will lay the groundwork for the transition of AIAI students into their future endeavors.

**Understanding Community Needs**

Outreach efforts have affirmed our mission and vision. Families want an innovative art program, with academics that are customized and suited to each student's learning style. There is a verifiable need for a school like AIAI and its education model, which provides an alternative approach to student success. Reaching out to communities with a commitment to listen and formulate solutions has and will continue to be a key component in AIAI's outreach strategies. The applicant team has gained valuable insight from educators, businesses, community-based organizations and the founders of established charter schools. It illustrates community needs, application and operational challenges, and identifies populations who will benefit from AIAI's mission. AIAI has established strong business and local government relationships and cultivated a diverse candidate pool from which to recruit our governing board. Having this level of diversity in serving AIAI's mission will also serve to strengthen ties to the community, families and students.

**Independent Review Team Feedback: Meets the Criteria**

**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** AIAI's applicant team will be implementing a model that was already successfully used in Colorado Spring, CO, Denver, CO, and Conifer, CO. Reaching the same level of success as these models in Colorado will require working in partnership with the same experienced education management organization, the Governing Board, AIAI staff, students, parents, and the surrounding community (within commuting distance of the school). AIAI team members have attended, hosted, and facilitated dozens of community meetings; connecting with more than 70 stakeholders throughout Rio Rancho and Albuquerque to gather input and support.

AIAI team members engaged the community through a targeted survey to collect data that, not only asked for opinions, but elicited the reader to consider key questions regarding their and their student's educational experience. However, community members have been understandably overwhelmed by the COVID 19 crisis. Asking those with school-aged children to participate in a survey of this magnitude proved to be challenging. Most families have working adults and, with children now home finishing out the school year and navigating the reality of a life-threatening pandemic, it was more difficult than expected to solicit the goal of 150 responses from families who were previously engaged through AIAI's meetings.

The survey's objective was to target a broad segment of the community, incorporating northern Albuquerque; Rio Rancho; Corrales; and Bernalillo. We believe that even in consideration of the current situation that our results remain in the window of that which we expected. The data is not only based on a geographic area, which would not be comprehensive enough for the information we need to create the impression. I personally know families who commute from Los Alamos to Santa Fe each day to provide their children with an art-based education at New Mexico School of the Arts. In order to get a broader level of opinions, the target population was broadened to include individuals who value and are open to learn how the arts might affect a student's development and future success in the marketplace. This resulted in broadening our geographic scope in terms of those we surveyed.

The survey consists of two parts: quantitative response and qualitative response. The quantitative portion poses 9 questions which offer a variety of response options as well as the option to respond not using the provided answers. The qualitative portion poses 4 questions with responses set up in the same manner as the quantitative portion. Upon the submission of this application, 56 surveys have been collected. We will continue to collect data. The survey is available on multiple chambers of commerce websites and social media pages.

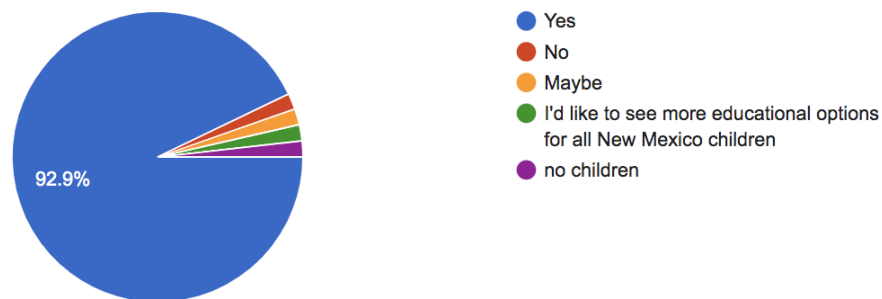
*Below are the outcomes of 9 questions that the applicant team posed to the community to harvest responses measurable in quantities. The pie chart directly below each question presents the outcomes in percentages.*

**1. Measurable and Quantifiable- Considering Education Options**

*Survey Question:*

*Would you like to see more education options for your children or the children in your community?*

56 responses



Conclusion:

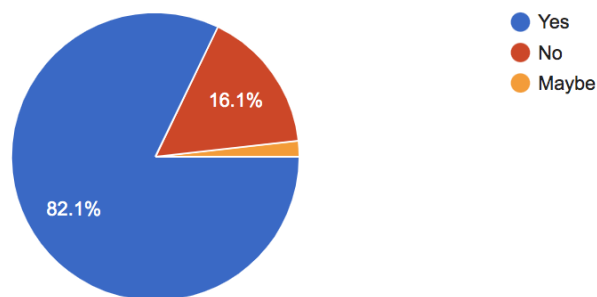
92.9% of the community represented in this survey would like to see more education options.

## 2. Measurable and Quantifiable- Considerations Surrounding Data Driven Education Research

*Survey Question:*

*Are you aware of the extensive university research which indicates how studying or engaging in the arts raises academic test scores?*

56 responses



Conclusion:

82.1% of the community represented in this survey are aware of research that shows engagement in the arts raises test scores.

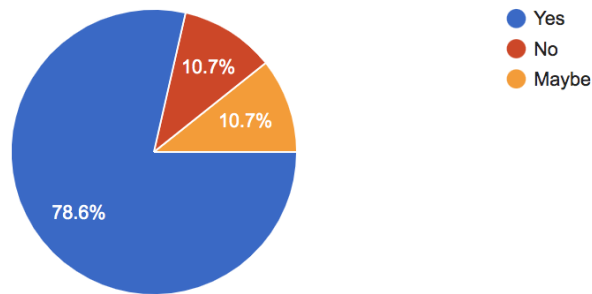
## 3. Measurable and Quantifiable- Considerations Surrounding Data Driven Education Research

*Survey Question:*

*Are you aware of the extensive university research which indicates how studying or engaging in the arts offers students alternative social pathways for connection?*



56 responses



Conclusion:

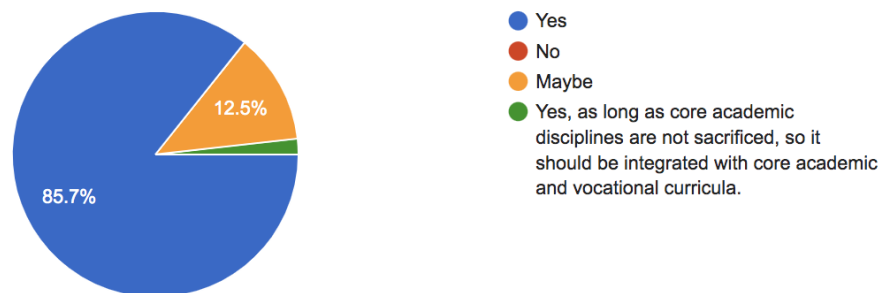
78.6% of the community represented in this survey are aware of research that shows engagement in the arts offers students alternative pathways to generate social connections.

#### 4. Measurable and Quantifiable- Indication of Interest Based on Student Age

*Survey Question:*

*Would you like to see a public middle school to serve students in the northern Albuquerque/ Rio Rancho area that focuses on academic distinction and career pathways in the classical, media, and indigenous arts?*

56 responses



Conclusion:

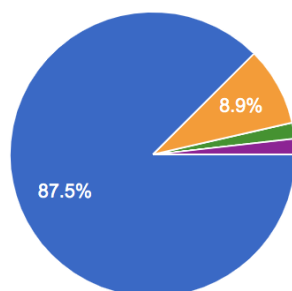
85.7% of the community represented in this survey would like to see a middle school in their community that offers a focus on the arts.

#### 5. Measurable and Quantifiable- Indication of Interest Based on Student Age

*Survey Question:*

*Would you like to see a public high school to serve students in the northern Albuquerque/ Rio Rancho area that focuses on academic distinction and career pathways in the classical, media, and indigenous arts?*

56 responses



- Yes
- No
- Maybe
- Ditto from Immediately prior answer: Yes, as long as core academic disciplines are not sacrificed, so it should be integrated with core acad...
- Yes, I would love to be involved. Myself and another art teacher/administrator have been discussing starting an arts i...

Conclusion:

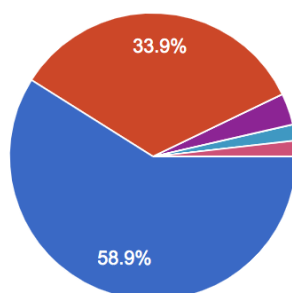
85.5% of the community represented in this survey would like to see a high school in their community that offers a focus on the arts.

## 6. Measurable and Quantifiable- Considerations Surrounding Data Driven Education Research

*Survey Question:*

*Engaging in classical, Hispanic, and indigenous arts from an academic vantage point should take a more prominent learning position in your child's or the children in your community's education.*

56 responses



- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- All children should know about fine and cultural arts.
- "Yes, as long as there is not a biased agenda noted in my initial response about the Left's dominant narrative th...

Conclusion:

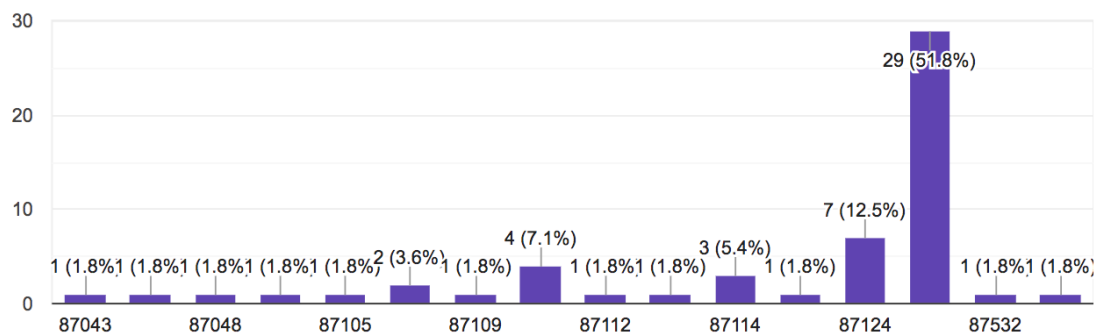
93% of the community represented in this survey either Strongly Agree or Agree that art taught from an academic vantage point should be more prominent in children's education.

## 7. Measurable and Quantifiable- Zip Codes of Those Interested in Participating in the Survey

*Survey Question:*

*In what zip code do you reside?*

56 responses

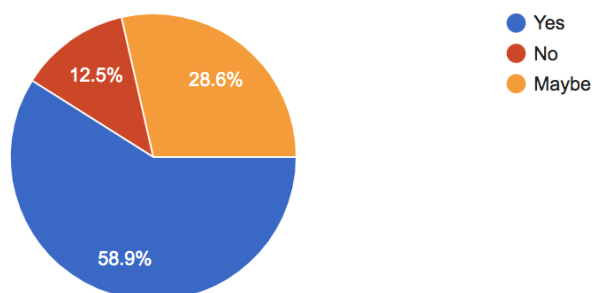
**Conclusion:**

The community represented in this survey resides in 16 different zip codes. The top 4 zip codes represented are 87144, 87124, 87111, 87114. Each one of these is within our target area. Target Zip Codes: 87004, 87043, 87048, 87102, 87104, 87109, 87110, 87113, 87114, 87120, 87121, 87122, 87124, 87144, 87107

**8. Measurable and Quantifiable- Opinion Declarations of the proposed AIAI Model***Survey Question:*

*AIAI's mission: Using an integrated arts curriculum in a flexible blended learning model, we will prepare any middle and high school student who has an interest in the fine and indigenous arts to develop and incorporate that interest as they successfully transition into post-secondary education, explorations, and their chosen career pathways. Considering AIAI's mission, would you be willing to share this survey link with people within your circles, including your social media audience to help broadcast AIAI's mission and generate a hoped-for-opportunity for a young person near you?*

56 responses

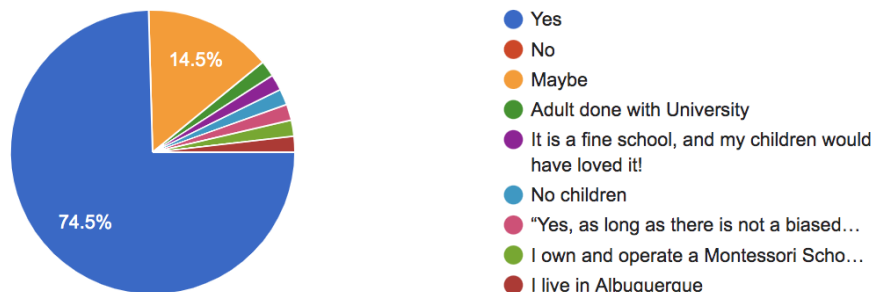
**Conclusion:**

58.9% of the community represented in this survey are willing to help and somehow become engaged in promoting AIAI's mission and as a school.

**9. Measurable and Quantifiable- Indicating Student Enrollment Consideration***Survey Question:*

*If you have children, or if you might soon have children, or if this opportunity would have been available to your adult children, would you consider AIAI for their education?*

55 responses



**Conclusion:**

74.5% of the community represented in this survey will consider AIAI for their child's education.

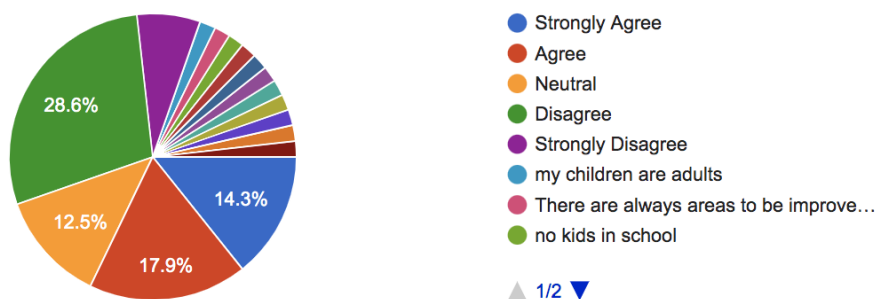
*Below are the outcomes of 4 questions that the applicant team posed to the community to harvest responses measurable in quality. The pie chart directly below each question presents the outcomes in percentages.*

## 1. Measurable and Qualitative- Current Youth Education Product Satisfaction

*Survey Question:*

*I am satisfied with my children's current education. Or by observation, I am satisfied with the appearance of how children in my community appear to be educated. Do you agree or disagree with this statement?*

56 responses



**Conclusion:**

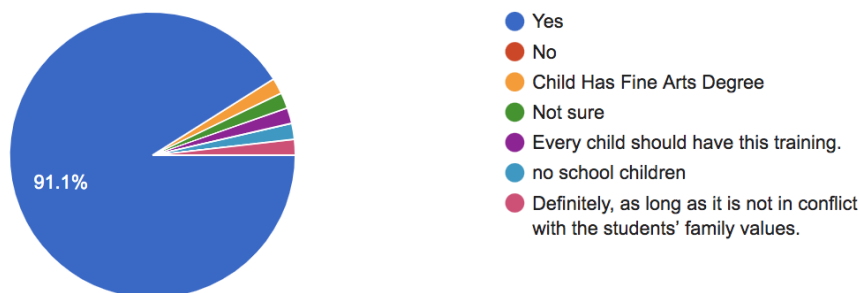
36% of the community represented in this survey either Strongly Disagree or Disagree with the statement that they are satisfied with their child's education or the education of the children in the community.

## 2. Measurable and Qualitative- Quality and Method of Education

**Survey Question:**

*Instructing the classical, media, and indigenous arts from an integrated academic perspective and methodology fosters a student's curiosity to generate connections to the world around them by illuminating academic and creative bridges in their minds based on their points of interest. Would you like to see your child or the children in your community make these connections?*

56 responses

**Conclusion:**

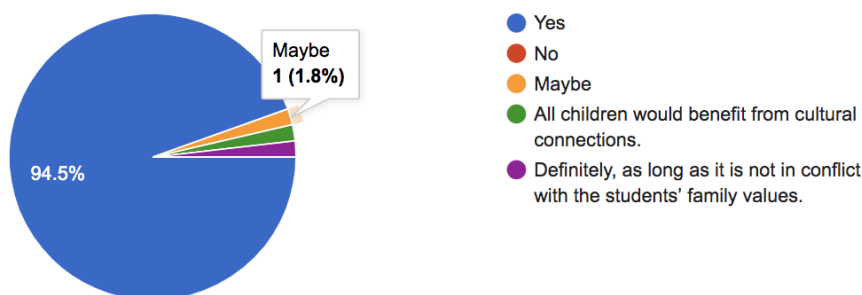
91.1% of the community represented in this survey would like to see arts taught from an integrated academic perspective and methodology.

### 3. Measurable and Qualitative- Quality Connections Established from Learned Material

**Survey Question:**

*Is it important to you that your child or the children in your community cultivate connections and a deeper understanding of the world around them?*

55 responses

**Conclusion:**

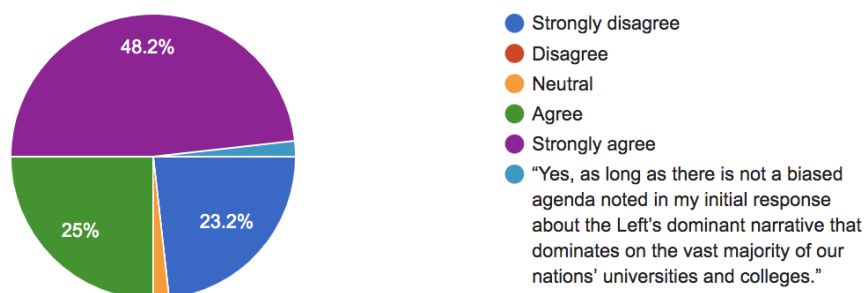
94.5% of the community represented in this survey would like education to promote more connections to the real world.

### 4. Measurable and Qualitative- Applying Learned Material

**Survey Question:**

*Studying the classical, Hispanic, and indigenous arts helps most children develop critical thinking and problem solving skills.*

56 responses

**Conclusion:**

73% of the community represented in this survey either Strongly Agree or Agree that art, including the study of multicultural art promotes a child's ability to think critically and solve problems.

**Quantitative Data**

The first 9 questions on the community input survey asked for the opinion of the respondents they answered some questions using a Yes, No, Maybe or a narrative other option and answered other questions using Strongly Agree, Agree, Strongly Disagree, Disagree or a narrative other option. For the applicant team the two responses that offered the most compelling evidence that AIAI would be successful in serving currently unserved populations came from question #1 under the Quantitative section showing the data that 92.9% of the respondents desire more educational options and question #9 under the Quantitative section presenting the data that 74.5% of the respondents would consider AIAI for their children. We believe that this data is just the tip of the iceberg and as AIAI continues to reach out and educate the community about our model post COVID-19 the data will continue to show overwhelming support.

**Qualitative Data**

The last 4 questions on the community input survey asked for opinions surrounding the achieving quality of application in an education model. The respondents answered some questions using a Yes, No, Maybe or a narrative other option and answered other questions using Strongly Agree, Agree, Strongly Disagree, Disagree or a narrative other option. For the applicant team the two responses offering the most compelling evidence that AIAI would be successful in serving a currently unserved population come from question #2 under the qualitative section showing the data that 91.1% of the respondents would value an arts integrated education and question #3 under the Qualitative section, which presents the data that 94.5% of the respondents would like to see students cultivate connections and a deeper understanding of the world around them. An arts integrated approach to education offers students the advantage to create their own tangible connections between what is in their minds and the reality of their world. We believe that this data proves that in the world of technology in which we live, making tangible and relatable connections will be vital for the successful application of knowledge in this world of ideas and business. As we continue to reach out and educate the community about our model post COVID-19 the team will likely continue to find overwhelming support.

**Target ZIP Codes**

We received responses from 16 zip codes. The 15 target zip codes are 87004, 87043, 87048, 87102, 87104, 87109, 87110, 87113, 87114, 87120, 87121, 87122, 87124, 87144, 87107. We receive

responses from 9 of our 15 targeted zip codes. We concluded that we have a solid amount of input from our target area, after COVID-19 restrictions are lifted, we will continue to reach out.

### Support for AIAI

AIAI has valued our conversations with residents in and out of the targeted area. Through the sharing of ideas, the gathering of quantitative and qualitative data, and the exchange of stories of successes and failures, there is a deep understanding of the needs of the community. The AIAI team understands how AIAI's model will serve students and families who do not yet have this type of opportunity. The input that we have collected through our community survey also indicates strong support for AIAI's plan and goals. The team has learned that 93% either Strongly Agree or Agree that art taught from an academic vantage point should be more prominent in students' education. The survey shows that 82.1% are aware of research that shows engagement in the arts raises test scores and that 73% either Strongly Agree or Agree that art promotes a student's ability to think critically and solve problems. Based on the applicant team's meetings, conversation, and surveys there is strong evidence of support. It encourages this team to continue to champion this education model for the benefit of the young people in our community.

RATING	Expectations
Approaches	<p data-bbox="776 961 1036 989">A complete response must</p> <ul data-bbox="402 1003 1459 1310" style="list-style-type: none"> <li data-bbox="402 1003 1459 1066">• Include quantitative data that demonstrates community support from a broad audience for this proposed school;</li> <li data-bbox="402 1073 1459 1136">• Include qualitative data that demonstrates community support from a broad audience for this proposed school;</li> <li data-bbox="402 1142 1459 1205">• Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and</li> <li data-bbox="402 1211 1459 1310">• 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.</li> </ul>
<p data-bbox="630 1339 1024 1367"><b>INDEPENDENT REVIEWER EVALUATION:</b></p> <p data-bbox="191 1373 743 1400"><b>Addresses some criteria, but does not sufficiently:</b></p> <p data-bbox="191 1407 1393 1470"><b>Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and</b></p> <p data-bbox="191 1476 1442 1539"><b>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.</b></p> <p data-bbox="191 1587 1459 1713"><b>While the application team includes qualitative and quantitative data, they do not have a compelling outreach to school-aged student families in the area and only 56 survey responses, which does not demonstrate 'abundant' support from the community at this time. While efforts were impacted by COVID-19, this is an area for more work to be done.</b></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:

For AIAI to succeed in its mission of preparing students for a career in the arts, partnerships with community organizations providing resources and opportunities for the youth, are vital. AIAI has contacted multiple community members to gaining support for the school. Due to COVID 19, it has been difficult to set meetings; hold events; and engage the community to build the kind of rapport necessary to obtain written support.

Despite the pandemic, the applicant team has been successful in contacting a variety of groups, agencies, and individuals via email and social media. These groups and individuals strongly support the establishment of the school and have agreed to support AIAI and its students through the acquisition of resources and/or providing meaningful opportunities for students' intellectual and social growth.

The following is a list of strategic relationships established, thus far:

- **Rio Rancho Art Association (RRAA)**

**Joe McDonnell** is the President of the Rio Rancho Art Association and Arts Commissioner for the city of Rio Rancho. Mr. McDonnell understands how the arts bring value to the community. The RRAA will support AIAI by providing opportunities for students to participate in fine art events. Joe has provided AIAI with written support for our charter proposal.

- **New Mexico School for the Arts (NMSA)**

**Francesca Rodriguez** is the Director of Admissions and Community Engagement for the New Mexico School for the Arts. NMSA is committed to fostering the passion New Mexican students have for the arts. Having the support of an established New Mexico art school shows that competition doesn't exist among those who wish to support young artists. Francesca has provided AIAI with written support for our charter proposal.

- **National Dance Institute (NDI) of New Mexico**

**Steven Melendez** is the artistic director of the Hiland Theater for NDI New Mexico. NDI New Mexico is guided by their belief in children and that the arts have a unique power to engage and motivate them. NDI New Mexico will work with AIAI to provide our dance students with opportunities to develop their skills. Steven has provided AIAI with written support for our charter proposal.

- **National Institute of Flamenco (NIF)**

The NIF is an internationally recognized arts organization established in 1982. Its mission is to preserve and promote Flamenco's artistry, history, and culture, while emphasizing the positive influence of art on family and community. AIAI will work with NIF to provide the school's students with an abundance of opportunities and resources. We have received letters of support from **Eva Encinias** (Founding Director), **Marisol Encinias** (Executive Director) and **Joaquín Encinias** (Artistic Director) of NIF. Eva and Marisol are also professors at the University of New Mexico, Albuquerque and have committed to help facilitate a broader relationship with that institution as well.

- **Rio Rancho Creative Crossroads (RRCC)**

**Neal Shotwell** is the President and Co-Founder of Rio Rancho Creative Crossroads. RRCC is a non-profit which provides community arts programs in Rio Rancho including youth chorale and all ages

theater programs. RRCC believes that a school for the arts will be a tremendous asset to Rio Rancho and will work with AIAI to provide opportunities for students.

- **Dancing Earth**

Rulan Tangen is the Founding Artistic Director of the New Mexico based Dancing Earth, an internationally recognized Indigenous contemporary dance company that recruits, cultivates and creates opportunities for Indigenous youth. AIAI will work with Rulan to build relationships with Native artists, educators, culture carriers, and curriculum designers. Rulan would also be interested in offering master classes and lectures to AIAI's students.

The following is a list of community members who have committed their support.

- **Anthony Lombardo**

Anthony is a resident and parent in Rio Rancho. Anthony has provided AIAI with this letter of support:

*"As a longtime parent of children in Rio Rancho's public schools (since 2003, with a daughter still in high school!) I have always been impressed with the quality of the education my children have received. I moved to Rio Rancho in part so that my children can receive a quality public education. We have taken advantage of RRPS traditional education environments as well as alternative environments offered, namely Cyber Academy.*

*I believe this charter school will enhance the education quality and add diverse educational environments within the Rio Rancho area. My oldest children participated in the performing arts in RRPS (band, choir, some theater) and received very good instruction. Although there are good programs within the public schools, there is no arts "niche" in RRPS traditional or alternative learning environments. This charter school has the potential to fill that niche and bring the learning experience for the children who attend to the next level."*

- **Rosalia Sanchez**

Rosalia is a community resident and parent who provided AIAI with the following letter of support:

*"As a New Mexican growing up and searching for opportunities in the arts, I fully support AIAI's charter application. I understand how important it is to build our community with arts. New Mexico has developed an arts-driven community, and in order to pass that down to generations to come, we need AIAI to inspire and develop our youth's individual creativity and give them the resources they need to succeed. I look forward to offering services and support, which will help the students succeed in school and beyond."*

- **Samantha Patrick**

Samantha is a community resident and parent who provided AIAI with the following statement of support:

*"Rio Rancho and Albuquerque need an alternative to the typical schooling for those that don't fit into the box of tradition. Expanding our options within our community helps build up our community and those that live here."*

- **Frederick Frahm**

Frederick is a composer, music publisher, teacher, and resident of Placitas. Frederick has provided AIAI with this letter of support:

*"I have spent several years teaching in the Rio Rancho School district and can attest to the pressing need for a focused music and arts school. Rio Rancho kids, as all kids, have demonstrable potential to succeed in the arts, but they need some real attention in terms of resources to allow them to flourish not only as musicians, but as people.*

*As a professional musician (Composer, Organist, Teaching Artist, and Music Publisher), I fully commend and support AIAI's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond."*

- **Aaron E. Wadin**

Aaron is a private music teacher and parent in Rio Rancho.

- **Amy Huges**

Amy is the Theater Teacher at Volcano Vista High School.

- **Robert Rickert**

Robert is a licensed real estate professional in Albuquerque, NM.

- **Kerrie Maynes**

Kerrie is a small business owner and resident of Rio Rancho.

- **Eric Hoverter**

Eric is a business owner and resident of Albuquerque.

- **Benjamin Fowler**

Resident of Albuquerque, NM

- **Jane Gordon**

Resident of Albuquerque, NM

The AIAI applicant team believes these identified relationships demonstrate that the school will be embraced by a diverse spectrum of the community. AIAI believes that a strong community relationship is integral to creating and operating an excellent school. The work will continue to create meaningful and strategic relationships with individuals and organizations in Rio Rancho and the greater Albuquerque metro area.

RATING	Expectations
Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• 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</li> <li>• 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.</li> </ul>
<p><b>INDEPENDENT REVIEWER EVALUATION:</b>  <b>Addresses some criteria, but does not sufficiently:</b></p>	

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.

The school has done a lot of arts-related outreach, but less in the areas of community or education. The review team missed seeing outreach evidence with a clearly identified group or groups of students in the targeted at-risk demographics, these families, and the organizations that support them.

## V. Applicant Remarks

### Additional Remarks

#### APPLICANT RESPONSE:

Art affords people new perspectives elevating them beyond their current situation. Art builds trust and offers connectivity based on a singular experience. Art can dissolve biases that build barriers. Art, in all forms and origins, offers an opportunity for the human spirit to evolve, revealing unconsidered horizons and unique collaborations. Art is an idea and an ideal made available for contemplation by expression. Solid scientific research offers conclusive evidence showing art engagement results in academic and social advantages to the consumer and creator alike.

The applicant team wrote our application during COVID-19, an unexpected tragedy, presenting a new challenge. From the outset of the pandemic, the AIAI team remained resolute and never lost momentum, sharing AIAI as a unique opportunity for New Mexico's youth.

As we conclude our application with these remarks, our country is being shaken to its core due to injustices directed toward the African American community. These injustices seem incomprehensible to some but are all too familiar within marginalized communities. We now witness a manifestation of pain and deep wounds that have festered for more than 400 years of systemic racism. Most efforts to address racism have not been systemic or adequately addressed these inequities in our country. The AIAI Applicant Team believes that we must support students by intentionally creating a culture addressing systemic inequities. Art will allow students in our charter school to express and create. Art unmasks truths and serves to heal wounds in a way nothing else can; it helps facilitate reflection and conversation. We need a creative component that will reveal a way forward for each student in expression and grace. The AIAI applicant team believes that creativity and art are a missing educational element that will strongly contribute to eradicating learned biases.

Art is missing from traditional education models because of its associated expense. The AIAI applicant team has created a new model that includes a robust art/creative component in education for students, operating within a standard education budget. Without needing extra support from patrons to run our program, art education will be available to all students in New Mexico and our curriculum will support New Mexico's multicultural student body and aesthetic.

We believe that our approach to art education is the future of education, and we believe creativity and art are vital components in addressing systemic negative issues that continue to rear their heads. As we progress in developing our model, we will place great value and invest time to reach out to our community to share our vision and respectfully and intentionally listen and understand what our community is expressing. COVID-19 did force some unexpected interruptions onto our momentum. We facilitated a town hall meeting before COVID-19 struck, which ignited significant cross-cultural support and excitement. After unveiling our vision to the attendees our applicant team expanded and became more energized. We continue to hear and unpack the collective vision of our community, illuminating our way forward and inspiring more equity, unity, and solidarity in educating New Mexican youth.

**The applicant team is invited to provide additional remarks, not to exceed 500 words. This section will not be rated by the Peer Review Team.**

## Appendices and Attachments

Appendix Number	Appendix Description	Attached (Check if Yes)
A	II-A1_Governing Body Bylaws	X
B	II-C3_Head Administrator Job Description	X
C	II-D2_Job Descriptions for Certified, Licensed, and Other Key Staff	X
D	II-I2_Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	X
E	II-L1_PSFA-Approved Projected Facility Plan Documentation	X
F	III-B1_Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	X
G	III-B2_Five-year Budget Plan	X
H	III-C1_Internal Control Procedures	X

Attachment Number	Attachment Description	Attached (Check if Yes)
1	Application Form	X
2	Enrollment Form	X
3	Conflict of Interest Policy	X
4	Conflict of Interest Disclosure Form	X
5	Letters of support	X

## Appendix A - II-A1\_Governing Body Bylaws

### ARTICLE I.

#### NAME OF ORGANIZATION

##### Section 1: Name

The name of the organization shall be Aspire Integrated Arts Institute (AIAI).

### ARTICLE II.

#### PURPOSE

##### Section 1: Nonprofit Purpose

AIAI shall be a nonprofit organization and shall operate exclusively for educational and charitable purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

##### Section 2: Specified Purpose

Using an integrated arts curriculum in a flexible blended learning model, AIAI will prepare any middle and high school student who has an interest in the fine arts to develop and incorporate that interest to enable a successful transition into post-secondary education and their chosen career pathways.

### ARTICLE III.

#### EQUAL OPPORTUNITY STATEMENT

##### Section 1: NON-DISCRIMINATION STATEMENT

It is the policy and commitment of AIAI and its Governing Board that it allows equal access and opportunities to all of the school's academic and other educational support programs, services, and activities. AIAI and its Governing Board prohibits discrimination, harassment, intimidation, and bullying on the basis of race, age, color, sex, sexual orientation, gender, gender identity, gender expression, nationality, national origin, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, religion, or on the basis of a person's association with a person or group with one or more of these actual or perceived characteristics.

This policy shall apply to all acts related to school activity or to school attendance occurring within a school premises, and to acts which occur off campus or outside of school-related or school-sponsored activities but which may have an impact or create a hostile environment at school.

AIAI and its Governing Board also prohibits any form of retaliation against any individual who reports or participates in the reporting of unlawful discrimination, files or participates in the filing of a complaint, or investigates or participates in the investigation of a complaint or report alleging unlawful discrimination. Retaliation complaints shall be investigated and resolved in the same manner as a discrimination complaint.

**Section 2: EQUAL EMPLOYMENT OPPORTUNITY**

AIAI and its Governing Board is committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, sexual orientation, gender, gender identity, gender expression, nationality, national origin, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, religion or otherwise as may be prohibited by federal and state law.

Any employee, Board Member, volunteer or client who believes that s/he or any other affiliate of AIAI and its Governing Board or Committees has been discriminated against is strongly encouraged to report this concern promptly to the Head Administrator and Conflict Resolution Committee. AIAI and its Governing Board shall protect any employee who reports such incidents from retaliation.

The Head Administrator or designee shall use all appropriate means to reinforce the school's nondiscrimination policy. He/she shall provide training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the school's policies and regulations regarding discrimination. The Head Administrator or designee shall regularly review the school's employment practices and, as necessary, shall take action to ensure school compliance with the nondiscrimination laws.

**ARTICLE IV.**  
**GOVERNING BOARD**

**Section 1: Governance**

The governance of AIAI is entrusted to the Governing Board, which will be referred to the "Board" throughout the document. Pursuant to NMSA 1978, Section 53-8-11 (1975), the school shall have no Members.

**Section 2: Powers**

In addition to all powers conferred upon the Governing Board by New Mexico law and the Articles of Incorporation, the Governing Board shall have the power to:

Without limiting the generality of the powers here granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

- A. To elect and remove Members.
- B. To select and remove the Head Administrator of the school; to prescribe powers and duties for them; and to fix their compensation.
- C. To manage and oversee the affairs and activities of the school, and to make rules and regulations.
- D. To enter into contracts, leases and other agreements which are, in the Board's judgment, consistent with the school's mission.



- E. To carry on a business at a profit and apply any profit that results from the business activity to any activity in which the school may engage.
- F. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property.
- G. Oversee financial matters for the school, including approving the annual school budget and authorizing designees to sign checks and legal documents on behalf of the school.

### **Section 3: Number of Members**

The number of Members of the governing body shall be not less than 7 nor more than 11. The Board shall fix the exact number of Members by Board resolution or amendment of the Bylaws. As of the date on which these Bylaws are adopted, the exact number of Members is 7. All Members shall have identical rights and responsibilities.

### **Section 4: Election of Members**

The Board shall elect the Members by the vote of a majority of the Members then in office, whether or not the number of Members in office is sufficient to constitute a quorum.

### **Section 5: Term of Office**

All Members of the initial Governing Body shall serve staggered terms, by designating approximately one-third of the Members to one-, two- and three-year terms. Following the expiration of those designated terms, the term of each Member shall continue for three years and shall not exceed (2) three-year terms.

No Member, other than a Member serving as an officer may serve for more than six (6) consecutive years.

The term of office of a Member elected to fill a vacancy in these bylaws begins on the date of the Member's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Member, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Members authorized.

A Member's term of office shall not be shortened by any reduction in the number of Members resulting from amendment of the Articles of Incorporation or the Bylaws or other Board action.

A Member's term of office shall not be extended beyond that for which the Member was elected by amendment of the Articles of Incorporation or the Bylaws or other Board action.

### **Section 6: Time of Elections**

The Board shall elect Members whose terms begin on July 1 of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

**Section 7: Qualifications of Members**

Governing Board Members shall be sought to reflect qualities, qualifications and diversity determined by the Board, delineated in the Job Description of the Governing Board.

**Section 8: Removal of Members**

The Governing Board may remove any officer or Member with a majority vote of the entire Governing Board at any regular or special meeting of the Board, provided that a statement of the reason or reasons shall have been mailed by Certified Mail to the Officer or Member proposed for removal at least thirty (30) days before any final action is taken by the Governing Board. This statement shall be accompanied by a notice of the time when, and the place where, the Governing Board is to take action on the removal. The officer or Member shall be given an opportunity to be heard and the matter considered by the Governing Board at the time and place mentioned in the notice.

**Section 9: Disqualifications/Nepotism Rule.**

In no event shall a Board Member be a school employee, spouse of another Board Member, or have a contract for provision of services or property with school. The Board will not initially employ as Head Administrator a person who is a Board Member (unless the offer of employment is contingent upon such Member's resignation from the Board), the spouse, father, father-in-law, mother, mother-in-law, son, son-in-law, daughter, or daughter-in-law, sister, sister-in-law, brother, brother-in-law, or sibling (collectively "family Members") of any Board Member. Upon petition by the Head Administrator, the Board may approve the Head Administrator's hiring of the Head Administrator's family Members as School employees by majority vote at a public meeting. Prior to approving the Head Administrator's request to hire said individual, the Board shall carefully consider the potential impact on the integrity, efficiency, discipline and public perception of school in the employment of any person who is a family Member of the Head Administrator or the parent of a currently enrolled school student.

**Section 10: Resignation by Member**

A Member may resign by giving written notice to the Board Chair or Secretary. The resignation is effective on the giving of notice, or at any later date specified in the notice.

**Section 11: Vacancies**

A vacancy is deemed to occur on the effective date of the resignation of a Member, upon the removal of a Member, upon declaration of vacancy pursuant to these Bylaws, or upon a Member's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Members.

Any vacancy occurring in the Governing Board and any position to be filled by reason of an increase in the number of Members may be filled, upon recommendation of a slate of qualified candidates by the Governing Committee, by two-thirds (2/3) vote of the seated Members, within 45 days of the vacancy. A Member elected to fill the vacancy shall be elected for the unexpired term of his/her predecessor in office. When replacing Members whose terms are expiring, the Governance Committee shall present a slate of potential Members and officers for election by the Governing Board. This slate shall be presented at the annual meeting of the Board.

**Section 12: Members of the Governing Board**

- A. Shall receive no payment of honoraria, excepting reimbursement for expenses incurred in performance of voluntary AIAI activities in accordance with AIAI policies. The Board may adopt policies providing for reasonable reimbursement of Members for expenses incurred in conjunction with carrying out Board responsibilities, such as travel expenses.
- B. Shall serve AIAI with the highest degree of undivided duty, loyalty, and care and shall undertake no enterprise to profit personally from their position with AIAI.
- C. All participants in the Governing Board work are bound by the Code of Conduct, Conflict of Interest and Confidentiality policy statements.
- D. Shall have no direct or indirect financial interest in the assets or leases of AIAI; any Representative who individually or as part of a business or professional firm is involved in the business transactions or current professional services of AIAI shall disclose this relationship and shall not participate in any vote taken with respect to such transactions or services.

**Section 13: Duty to Maintain Board Confidences**

Every Member has a duty to maintain the confidentiality of all Board actions, including discussions and votes. Any Member violating this confidence may be removed from the Board.

**ARTICLE V.****COLLECTIVE AUTHORITY STATEMENT**

The Board will not be bound by any statement or action by an individual Board Member, unless the Board, by majority vote in a properly convened meeting, delegates authority to that individual Member to speak for or represent the entire Board. Unless acting pursuant to said express-delegated authority from the Board, no Board Member shall undertake any individual action to implement any plan or action of the Board. When a Board Member is assisting the Head Administrator with implementing school policies, programs or other directives of the Head Administrator or Board, in this role the Board Member shall be considered a volunteer and have no special authority beyond that of a volunteer.

**ARTICLE VI.****PRINCIPAL OFFICE****Section 1: Principal Office**

The school's principal office shall be at 4311 Sara Rd SE, Rio Rancho, New Mexico 87124, or at such other places as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in principal office on the copy of the Bylaws maintained by the Secretary.

**ARTICLE VII.****MEETINGS****Section 1: Place of Meetings**

Governing Board Meetings shall be held at the school's principal office or at any other reasonably convenient place as the Board may designate.

## **Section 2: Annual Meetings**

An Annual Meeting shall be held in July of each year for the purpose of electing Members, making and receiving reports on corporate affairs, and transacting other business as comes before the meeting.

## **Section 3: Regular Meetings**

There shall be at least 10 regular meetings of the Board held each year, including an annual meeting. Notice shall be given to each Member thirty (30) days prior to the date of every regular meeting of the Governing Board.

## **Section 4: Special Meetings**

Special meetings of the Governing Board may be called by the Board Chair or by a majority of the Governing Board filing a written request for such a meeting with the Board Chair and stating the object, date, and hour therefore, due notice having been given each Member five (5) calendar days prior to the meeting.

## **Section 5: Quorum**

A simple majority, which is one-half of the Members plus one, then in office shall constitute a quorum for the transaction of business at any regular or special meeting of the Governing Board, except where otherwise required by these Bylaws. A quorum shall be no less than three Members. If there is any less than a quorum present, the remaining Members can appoint new Members.

## **Section 6: Meeting Format**

The Governing Board shall select its own meeting format in any method allowed by the laws of the state of New Mexico. Any such meeting, whether regular or special, shall constitute a meeting of the Governing Board and shall subscribe to the policies, procedures, and rules adopted by the Governing Board.

## **Section 7: Notices**

Notice of all regular and special meetings of the Governing Board, an agenda of all items to be discussed at such meetings, and agenda support materials shall be circulated to all Members prior to the meeting and shall be made in compliance with the Open Meetings Act.

## **Section 8: Absences**

An absentee Governing Board Member may not designate an alternate to represent him or her at a Governing Board meeting. A Member of the Board may be deemed to be present for purposes of achieving a quorum and may cast a vote if he/she grants a signed, written proxy to another Governing Board Member who is present at the meeting. The proxy must direct a vote to be cast with respect to a

particular proposal that is described with reasonable specificity in the proxy. No other proxies are allowed.

**ARTICLE VIII.**  
**OFFICERS**

**Section 1: Officers**

The officers of the school consist of a President (hereinafter "Chair"), Vice President (hereinafter "Vice Chair"), a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The school also may have such other officers as the Board deems advisable.

A. Chair

Subject to Board control, the Chair has general supervision, direction and control of the affairs of the school, and such other powers and duties as the Board may prescribe. If present, the Chair shall preside at Board meetings.

B. Vice Chair

If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.

C. Secretary.

The Secretary shall:

1. keep or cause to be kept, at the school's principal office, or such other place as the Board may direct a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
2. keep or cause to be kept a copy of the school's Articles of Incorporation and Bylaws, with amendments;
3. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
4. have such other powers and perform such other duties as the Board may prescribe.

D. Treasurer.

The Treasurer shall:

1. keep or cause to be kept adequate and correct accounts of the school's properties, receipts and disbursements;

2. make the books of account available at all times for inspection by any Member;
3. deposit or cause to be deposited the school's monies and other valuables in the school's name and to its credit, with the depositories the Board designates;
4. disburse or cause to be disbursed the school's funds as the Board directs;
5. render to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the school's financial transactions and financial condition;
6. prepare any reports on financial issues required by an agreement on loans; and
7. have such other powers and perform such other duties as the Board may prescribe.

## **Section 2: Nominations and Elections**

The Governance Committee shall present a slate of officers to the Governing Board. The nominated officers shall be drawn from among the Members of the Governing Board.

The Board shall elect the officers annually at the Annual Meeting, July 1, following the close of the meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that officers elected to fill vacancies shall be elected as vacancies occur.

## **Section 3: Eligibility**

A Member may hold only one office.

## **Section 4: Term of Office**

Each officer serves one year, or until respective successors assume office. A Member may serve more than one (1) term in the same office, but not more than five consecutive terms in the same office.

## **Section 5: Resignation**

Any officer may resign at any time by giving written notice to the school, the resignation taking effect on receipt of the notice or at a later date specified in the notice.

# **ARTICLE IX. COMMITTEES**

## **Section 1: Committee Formation**

A Governing Board resolution shall appoint committees or task forces of the Governing Board, except the Governance Committee. Committees may be composed of Board Members or community Members, or both. The Board may prescribe the need and/or the composition of such committees.

## **Section 2: Standing Committees**

Each standing committee shall consist of at least three people. The Chair of each standing committee shall be a Governing Board Member. Membership of the Finance and Audit Committees shall comply with NMSA Section 22-8-12.3(B).

- A. Standing Committees shall include the following;
  - 1. Governance Committee
  - 2. Equity Committee (Equity Council)
  - 3. Finance Committee
  - 4. Audit Committee
  - 5. Academic Achievement Committee
  - 6. Conflict Resolution Committee
  - 7. Governing Board Evaluation and Bylaws Review Committee
  - 8. Board Recruitment and Development Committee

### **Section 3: Governance Committee**

The Governance Committee shall be composed of at least two (2) persons recommended by the Board 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 the committee. The committee shall elect its own chair. Duties of the Governance Committee shall be:

- A. to study the qualifications of candidates and present a slate of the best qualified as nominees for the vacant Member positions on the Governing Board;
- B. to present a slate of nominees for officers to the Governing Board for election at the annual meeting;
- C. to recommend candidates to the Governing Board to fill vacancies that arise outside the regular nominating process;
- D. to provide ongoing orientation to Members;
- E. to oversee a Member assessment process to ensure optimum performance; and
- F. to recommend the appointment of a past Board Chair to the Governing Board, if necessary, in the interests of continuity.



**Section 4: Performance of Duties**

Each Member shall perform all duties of a Member, including duties on any Board Committee, in good faith, in a manner the Member believes to be in the school's best interest and with such care, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

**Section 5: Participation in Discussions and Voting**

Every Member has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except as noted below:

- A. Any Member shall be excused from the discussion and vote on any matter involving:
1. a self-dealing transaction;
  2. a conflict of interest,
  3. indemnification of that Member; or
  4. any other matter at the discretion of a majority of the Members then present.

**ARTICLE X.  
CONFLICT OF INTEREST**

Governing Council Members shall comply with the Conflict of Interest Policy passed by the Council. Each Council Member shall complete an "Annual Disclosure Statement," in which he/she is responsible for disclosing to the Council the existence of any direct or indirect interest in a School transaction. Failure to make such disclosure shall be grounds for voiding the transaction, at the discretion of the Council.

**ARTICLE XI.  
FISCAL YEAR**

**Section 1: Fiscal Year**

The fiscal year of AIAI shall begin on July 1 of each calendar year and terminate on June 30 of the following calendar year. The school's financial accounts shall be audited annually.

**ARTICLE XII.  
RULES OF ORDER**

**Section 1: Rules of Order**

The rules of order in the current edition of Robert's Rules of Order shall govern the conduct of all meetings of AIAI.

**ARTICLE XIII  
ETHICAL OBLIGATIONS**

**Section 1: Misuse of Position**

A Board Member shall not use his or her position at school to attempt to influence the decision of any school employee to grant special treatment to (a) the child or ward of the Member, (b) any relative of the Member, or (c) any "Related Party" as defined in the Board's Conflict of Interest Policy. Every Council Member and every school employee who is a parent or ward of a school student shall inform his or her child that he or she is required to follow all rules, policies and procedures applicable to school students, that he or she is not entitled to special treatment by virtue of the relationship with a school Member or employee, and that any attempt to seek such special treatment may result in disciplinary action.

## **Section 2: Commitment to Collaboration**

All Board Members shall work collaboratively with each other, with the sole goal of achieving the school's mission. The Board has been constituted so as to include a broad spectrum of experience and perspectives, and every Board Member shall be afforded the opportunity to express his or her opinion, in a professional manner, about matters before the Board. Board Members shall refrain from non-constructive or personality-based comments that do not advance the school's mission. Because the Board makes decisions as a deliberative body, it is expected that, except in extraordinary circumstances, Board Members will voice their opinions to other Board Members about Board matters in the context of Board and/or committee meetings, rather than in private communications among Board Members.

## **Section 3. Confidentiality**

Board Members shall be expected to keep confidential any deliberations or discussions that take place in closed session meetings. It is expected that Board Members will raise concerns or share information about closed session meetings within the context of Board and/or other committee meetings with other Members of the Board and appropriate staff Members only. A Member's obligation to maintain confidentiality shall survive the Board Member's tenure on the Board.

# **ARTICLE XIV. MISCELLANEOUS**

## **Section 1: Policy Adoption**

Adoption of new policies or the revision or repeal of existing policies is solely the responsibility of the Board. Proposals regarding policies may originate from the Head Administrator, a Board Member, or committees formed by the Board for the purpose of investigating and developing policy. Staff Members, students, civic groups, parents or other interested citizens may request that a Board Member or the Head Administrator sponsor a proposed policy.

## **Section 2: Amendments**

These bylaws may be amended at a regular meeting by a two-thirds (2/3) vote of all Members then in office; provided that notice of the proposed amendment, together with a copy thereof, is mailed to each Member at least fifteen (15) days prior to the meeting at which the amendment is to be considered. The Board will observe and follow proper procedures for alerting the authorizer to any amendments to the contract or required notification.

## **Section 3: Signatory Authority**

The Board may by a majority vote, delegate authority to sign contracts as described by resolution, to the Head Administrator, Treasurer, or Chair. All checks must be signed by two authorized individuals.

**Section 4: Dissolution of the Charter**

If deemed advisable by the Board that AIAI's charter should be dissolved, AIAI in collaboration with the PEC and the New Mexico Public Education Department shall devise an appropriate plan for closing the school and transferring assets as required by the New Mexico Charter School Act and such other applicable laws and regulations.

## Appendix B - II-C3\_Head Administrator Job Description



Aspire Integrated Art Institute  
4311 Sara Rd  
Rio Rancho, NM 87124  
  
HR@AI-2.org

### Head Administrator

### Job Posting

#### Our Mission

The Aspire Integrated Arts Institute (AIAI) will contribute to each student an individual education pathway illuminating a thoughtful integration of their passion, skill, and knowledge into the evolving network and tapestry of our modern society.

#### The School

Aspire Integrated Art Institute (AIAI) is a public charter school comprising a student cohort from grades 6 - 12. Besides a robust online academic curriculum, AIAI includes the Classical, Hispanic, and Indigenous arts in the focus areas of Dance, Film/ Visual, Music, and Theatre. These studies are offered as technical skill set courses and art integrated courses.

#### Head Administrator Job Description

The Head Administrator position exists to provide leadership and carry out the vision of AIAI. This position is required to develop and implement comprehensive educational programs through the efficient and effective use of designated resources. The Head Administrator is responsible for ensuring that the school's mission is accomplished and for managing all aspects of the school's objectives effectively with the goal of maximizing student achievement and retention.

#### RESPONSIBILITIES:

- Develop and Implement Academic and Career Pathways
- Develop and Oversee Curricular Alignment
- Oversee contract teaching staff / contracts
- Oversee Assessments
- Oversee CCE
- Oversee CTE
- Develop and Maintain Student / Parent Handbook
- Oversee State Compliance with Academic Rules and Guidelines
- Oversee Student Progress (in totality)
- Oversee and Maintain School Budget
- Oversee EOTS
- Develop and oversee CTE program approvals
- Develop and oversee Internships program approvals
- Conduct school related processes training
- Create and report school level Flash Reports
- Develop and Manage school level Processes
- Management of School Projects
- Develop and Oversee Assessment Compliance
- Create and oversee assessment environment (friendly, inviting, do your best, staff readiness, etc.)

### **BASIC QUALIFICATIONS**

The candidates for AIAI Head Administrator must meet the following minimum qualifications required by the New Mexico School Personnel Act (NMSA Section 22-10A):

- Master's degree or higher (emphasis in Educational Leadership or Organizational Leadership preferred)
- New Mexico Level IIIB Administration License
- State-required fingerprints and background check. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (NMSA Section 22-10A-5).

### **PREFERRED QUALIFICATIONS**

- Strong Communication, Listening, and Writing skills
- Strategic thinker

- Highly Adaptable
- Tenacious
- Humble
- Committed to the Mission and Vision
- Focus on Quality and Excellence
- People-Oriented
- Strong Interpersonal Skills
- Instructional Leadership
- Organization and Planning Skills
- Critical and Strategic Problem-Solver
- Character and Integrity
- Vision and Inspiration
- Management and Delegation
- Belief and Urgency that all Students will Excel Academically
- Personal Responsibility
- Results-Oriented
- Student-Focused
- Self-Aware
- Inspirational Leader and Lead by Example
- Experience in Improving Student Achievement
- Experience in Eliminating the Achievement Gaps
- Experience with Families and Students from Diverse Backgrounds (including racial and ethnic groups, special needs, and English language learners, thus being fair and equitable.)
- Knowledgeable of College Readiness Requirements and Grade Level Benchmarks.
- Must be responsive to all Stakeholders
- These leadership qualities and characteristics represent the ideal candidate for the Head Administrator. The Governing Board and the EMO may add to and/or change this list as their experience grows with different Head Administrators

## PERFORMANCE ASSESSMENT PROCEDURES

- Satisfaction Surveys (Customer service: Internal - ELCT, Teacher, Curriculum, Leadership, Art Division, Department Leadership, and external)
- End of Year Evaluation and Professional Development
- Total Score from Supervisor Annual Evaluation & Completion of Assigned PD objects in Public School Works and LinkedIn learning

**SALARY:**

This is a full time, fiscal year appointment. Salary will be commensurate with qualifications and experience.

**POSITION AVAILABLE:**

05/21 or as soon as possible thereafter. The initial appointment will be for five years with the possibility of renewal.

**TO APPLY:**

Applications are accepted via email, HR@AI-2.org, and must include: a cover letter addressing your interest and qualifications, 3 professional references, and current curriculum vitae. Applicants are invited to submit a statement addressing their contributions to diversity through professional contributions, research, teaching, and/or service.

*EEO Statement:*

*Aspire Integrated Arts Institute (AIAI), its Governing Board, and GlobalEd Solutions (GES) are committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, sexual orientation, gender, gender identity, gender expression, nationality, national origin, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, religion or otherwise as may be prohibited by federal and state law.*



## Appendix C - II-D3\_ Job Descriptions for Certified, Licensed, and Other Key Staff

Aspire Integrated Art Institute  
4311 Sara Rd  
Rio Rancho, NM 87124  
  
HR@AI-2.org



### Chief Creative Officer

#### Job Posting

#### Our Mission

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#### The School

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#### Chief Creative Officer Job Description

The Chief Creative Officer (CCO) will offer leadership and inspiration for the school's multifaceted and multicultural arts programming. All fields of art study, all foundational elements of art education, and all student creative and art educational expectations are under the direction and responsibility of the Chief Creative Officer. He or she is supported by the Head Administrator and offers direction, guidance, and supervision to all Community Artist Contributors within and beyond their instructional duties. The CCO will work in close coordination and collaboration with all Community Artist Contributors to develop and

implement an effective, professional, and enjoyable arts curricula for all art forms offered at AIAI. AIAI offers their employees a State-of-the-art facility, a professional teaching cohort and a passionate group of staff and students.

**RESPONSIBILITIES:**

The Chief Creative Officers offers a strategic vision, management of all arts curriculum, leadership of all arts divisions, oversees all resources and hiring, promotion and retention of Community Artists Contributors, guides the development, inspiration, and oversight of middle and high school students, and works seamlessly with the Head Administrator and the Director of Academics to make day-to-day decisions and over time develops policies relating to how the arts curriculum is created, approved, and credited while applying all NM state education standards and rubrics.

**BASIC QUALIFICATIONS**

Demonstrated academic and arts administrative leadership of national and international distinction as a scholar, artist, researcher/practitioner, and educator with a record necessary for an arts leadership position in academics.

State-required fingerprints and background check. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (NMSA Section 22-10A-5).

**PREFERRED QUALIFICATIONS**

Experience fostering interdisciplinary research and education, including the development of new programs and curriculum.

Demonstrated ability to work and communicate effectively with administrators, faculty, students, and staff in an environment of shared governance.

Appreciation for the mission and responsibilities of a public school serving a multiethnic student population and a demonstrated commitment to diversity.

Potential for success in fundraising and securing external support.

Ability to cultivate and develop positive relations with internal and external constituents, including members of the community and industry, locally and beyond.

**PERFORMANCE ASSESSMENT PROCEDURES**

- Satisfaction Surveys (Customer service: Internal - ELCT, Teacher, Curriculum, Leadership, Art Division, Department Leadership, and external)
- End of Year Evaluation and Professional Development
- Total Score from Supervisor Annual Evaluation & Completion of Assigned PD objects in Public School Works and LinkedIn learning

**SALARY:**

This is a full time, fiscal year appointment. Salary will be commensurate with qualifications and experience.

**POSITION AVAILABLE:**

11/20 or as soon as possible thereafter. The initial appointment will be for five years with the possibility of renewal.

**TO APPLY:**

Applications are accepted via email, HR@AI-2.org, and must include: a cover letter addressing your interest and qualifications, 3 professional references, and current curriculum vitae. Applicants are invited to submit a statement addressing their contributions to diversity through professional contributions, research, teaching, and/or service.

*EEO Statement:*

*Aspire Integrated Arts Institute (AIAI), its Governing Board, and GlobalEd Solutions (GES) are committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, sexual orientation, gender, gender identity, gender expression, nationality, national origin, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, religion or otherwise as may be prohibited by federal and state law.*

Aspire Integrated Art Institute  
4311 Sara Rd  
Rio Rancho, NM 87124

HR@AI-2.org



## Operations Coordinator

### Job Posting

#### Our Mission

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#### The School

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#### Operations Coordinator Job Description

Assist Managers in day-to-day coordination and management of business operational activities. Monitor, control, and manage business operations to meet expectations and school operations. Liaise between student body, Community Artist Contributor, Chief Creative Officer and Head Administrator to ensure smooth operations in serving the student body and their families.

#### RESPONSIBILITIES:

- Responsible for ensuring the facility is open, staffed and operational and clean.

- Ensure hours of operation (8-3:30), and that all staff following systems, policies and procedures
- Lead Marketing Events, plan events, ensure all associate staff participation
- Community Connections Planned, Families Engaged
- Ensure Truancy Student's Paperwork Complete and students are represented at Truancy Court
- Lead and coordinate Safety Plans/Drills
- Participate in Aspire Marketing events
- Supporting Aspire Students and Families
- Present for all Interviews
- Prepare facility for all classes
- Schedule student community services associated with setup and strike for daily activities at the school building
- Participate in staff meetings
- Maintain all technical system including Blackbox theater
- Operate all theater equipment for student and faculty presentations
- 2021 to 2023 will assist the Head Administrator and Chief Creative Officer when required
- 2021 to 2023 will act as a greeter, taking messages, and routing incoming phone calls.
- Assist in recruitment

### **BASIC QUALIFICATIONS**

- Four-year degree in arts, art administration, education or business administration
- Minimum 3 years of experience in public education facility management
- Minimum 3 years of experience in public education student leadership
- State-required fingerprints and background check. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (NMSA Section 22-10A-5)

### **PREFERRED QUALIFICATIONS**

- All of the basic qualifications listed above plus public education experience

### **PERFORMANCE ASSESSMENT PROCEDURES**

- Satisfaction Surveys (Customer service: Internal - ELCT, Teacher, Curriculum, Leadership, Art Division, Department Leadership, and external)
- End of Year Evaluation and Professional Development
- Total Score from Supervisor Annual Evaluation & Completion of Assigned PD objects in Public School Works and LinkedIn learning

**SALARY:**

This is a full time, fiscal year appointment. Salary will be commensurate with qualifications and experience.

**POSITION AVAILABLE:**

02/21 or as soon as possible thereafter. The initial appointment will be for two years with the possibility of renewal.

**TO APPLY:**

Applications are accepted via email, HR@AI-2.org, and must include: a cover letter addressing your interest and qualifications, 3 professional references, and current curriculum vitae. Applicants are invited to submit a statement addressing their contributions to diversity through professional contributions, research, teaching, and/or service.

*EEO Statement:*

*Aspire Integrated Arts Institute (AIAI), its Governing Board, and GlobalEd Solutions (GES) are committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, sexual orientation, gender, gender identity, gender expression, nationality, national origin, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, religion or otherwise as may be prohibited by federal and state law.*

Aspire Integrated Art Institute  
4311 Sara Rd  
Rio Rancho, NM 87124

HR@AI-2.org



## Enrichment Life Coach Teacher (ELCT)

### Job Posting

#### Our Mission

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#### The School

Aspire Integrated Art Institute (AIAI) is a public charter school comprising a student cohort from grades 6 to 12. Besides a robust online academic curriculum, AIAI includes the Classical, Hispanic, and Indigenous arts in the focus areas of Dance, Film/ Visual, Music, and Theatre Arts. These studies are offered as technical skill set courses and art integrated courses.

#### ELCT Job Description

ELCTs are responsible for guiding students and maintaining their academic performance records as well as social emotional observations. They support goal setting, personal growth, and behavior modification of their student roster. These professionals help students to achieve their goals by improving different actions necessary to stay on target of their educational objective and plans.

#### RESPONSIBILITIES:

- Student Engagement & Tracking: Power BI and EOTS directions have been implemented and followed.
- Communication & Attendance Tracking: All virtual meetings and communications will be documented.
- Weekly Meetings with Each Student
- EOTS Implementation
- Weekly Audit with Head Administrator on:
  - Weekly Caseload Progress Audits (Class Progress)
  - Zero Completion List Audit
  - Homeroom Communication Tracker Audits
  - Homeroom Truancy Audits
  - Homeroom EOTS Audits

## **BASIC QUALIFICATIONS**

- High School Diploma
- Social work experience
- Youth leadership experience
- Community service experience
- Emergency medical training
- State-required fingerprints and background check. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (NMSA Section 22-10A-5)

## **PREFERRED QUALIFICATIONS**

- All of the basic qualifications listed above plus public education experience

## **PERFORMANCE ASSESSMENT PROCEDURES**

- Satisfaction Surveys (Customer service: Internal - ELCT, Teacher, Curriculum, Leadership, Art Division, Department Leadership, and external)
- End of Year Evaluation and Professional Development
- Total Score from Supervisor Annual Evaluation & Completion of Assigned PD objects in Public School Works and LinkedIn learning



**SALARY:**

This is a full time, fiscal year appointment. Salary will be commensurate with qualifications and experience.

**POSITION AVAILABLE:**

08/21 or as soon as possible thereafter. The initial appointment will be for one year with the possibility of renewal.

**TO APPLY:**

Applications are accepted via email, HR@AI-2.org, and must include: a cover letter addressing your interest and qualifications, 3 professional references, and current curriculum vitae. Applicants are invited to submit a statement addressing their contributions to diversity through professional contributions, research, teaching, and/or service.

*EEO Statement:*

*Aspire Integrated Arts Institute (AIAI), its Governing Board, and GlobalEd Solutions (GES) are committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, sexual orientation, gender, gender identity, gender expression, nationality, national origin, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, religion or otherwise as may be prohibited by federal and state law.*

Aspire Integrated Art Institute  
4311 Sara Rd  
Rio Rancho, NM 87124

HR@AI-2.org



## SPED Teacher

### Job Posting

#### Our Mission

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#### The School

Aspire Integrated Art Institute (AIAI) is a public charter school comprising a student cohort from grades 6 - 12. Besides a robust online academic curriculum, AIAI includes the Classical, Hispanic, and Indigenous arts in the focus areas of Dance, Film/ Visual, Music, and Theatre Arts. These studies are offered as technical skill set courses and art integrated courses.

#### SPED Teacher Job Description

The special education teacher will oversee the education and training of students who are differently abled in physical, emotional, mental, and learning style. The SPED Teacher will design and deliver lessons geared towards an individual student's needs and capabilities and supervise and report on their progress.

#### RESPONSIBILITIES:

- Respond to staff/student/parent emails, voicemails, instant messaging, Facebook messages and any other mode of communication within 24 hours.

- Schedule and hold Determination Meetings for students who indicate they have previously had an IEP. If it is determined that we can provide needed services do a compliant transfer staffing
- Assess students' skills to determine their needs and to develop teaching plans using the KTEA for Tri's and Exact Path Testing data for AR's
- Develop Individualized Education Programs (IEPs) for each student in a timely manner in accordance with State and Federal guidelines
- Collaborate with Edmentum Teachers, Special Education Team and Associate Director to adapt lessons to meet the needs of students on their caseload
- Maintain files in a compliant, confidential manner
- Obtain and maintain original signatures on official documents. These are to be given to the Head Administrator.
- Teach and mentor students as a class, in small groups, and one-on-one, as needed per IEP
- Implement IEPs, assess student performance, and track their progress a minimum of three times throughout the school year to reflect student progress toward meeting their goals. Make sure to document progress on the IEP
- Monitor and support students with behavioral issues. Follow the BIP (Behavior Intervention Plan) if they have one. Collaborate with staff regarding these needs. Create a success plan if necessary
- Discuss student progress with parent(s), learning specialists, ELCT
- Collaborate and mentor ELCTs who work with students with disabilities
- Provide transition questionnaires for students 9th through 12th grade
- Prepare and help students transition from school to life based on student preferences
- Provide assistance with as many transition activities as possible
- Transition interviews and plans with all high school students

## **BASIC QUALIFICATIONS**

- Hold a current educator license in Special Education for the State of New Mexico
- Prior experience in an online environment preferred
- Understand Federal IDEA and State Special education laws
- State-required fingerprints and background check. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (NMSA Section 22-10A-5).

**PREFERRED QUALIFICATIONS**

- All the basic qualifications listed above plus 5 years of experience in public education Special Education leadership

**PERFORMANCE ASSESSMENT PROCEDURES**

- Satisfaction Surveys (Customer service: Internal - ELCT, Teacher, Curriculum, Leadership, Art Division, Department Leadership, and external)
- End of Year Evaluation and Professional Development
- Total Score from Supervisor Annual Evaluation & Completion of Assigned PD objects in Public School Works and LinkedIn learning

**SALARY:**

This is a full time, fiscal year appointment. Salary will be commensurate with qualifications and experience.

**POSITION AVAILABLE:**

08/21 or as soon as possible thereafter. The initial appointment will be for five years with the possibility of renewal.

**TO APPLY:**

Applications are accepted via email, HR@AI-2.org, and must include: a cover letter addressing your interest and qualifications, 3 professional references, and current curriculum vitae. Applicants are invited to submit a statement addressing their contributions to diversity through professional contributions, research, teaching, and/or service.

*EEO Statement:*

*Aspire Integrated Arts Institute (AIAI), its Governing Board, and GlobalEd Solutions (GES) are committed to a policy of equal employment opportunity and does not discriminate in the terms, conditions, or privileges of employment on account of race, age, color, sex, sexual orientation, gender, gender identity, gender expression, nationality, national origin, ethnicity, ethnic group identification, marital or parental status, physical or mental disability, religion or otherwise as may be prohibited by federal and state law.*

Aspire Integrated Art Institute  
4311 Sara Rd  
Rio Rancho, NM 87124

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## **Administrative Assistant**

### **Job Posting**

#### **Our Mission**

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#### **The School**

Aspire Integrated Art Institute (AIAI) is a public charter school comprising a student cohort from grades 6 - 12. Besides a robust online academic curriculum, AIAI includes the Classical, Hispanic, and Indigenous arts in the focus areas of Dance, Film/ Visual, Music, and Theatre Arts. These studies are offered as technical skill set courses and art integrated courses.

#### **Administrative Assistant Job Description**

The AIAI Administrative Assistant will provide support to the Head Administrator, Chief Creative Officer, and Operations Coordinator by handling a variety of tasks in order to ensure that all interactions between Aspire Integrated Arts Institute and others are positive and productive. The AIAI Administrative Assistant will handle routine and advanced duties for the above-mentioned staff and will act as a coordinator for all incoming communications. Besides organizing files, responding to and guiding correspondences, preparing reports and documents, managing calendars to schedule appointments, sort mail, prepare invoices and offer general

staff support AIAI's Administrative Assistant will act as the first go-to for all parent and student inquiries.

**RESPONSIBILITIES:**

- Ensure all ELCTs complete their Checklist each week
- Responsible to oversee and guide communications between students, onsite staff and parents/guardians
- Coordinate Testing- Internal and State Testing and Windows
- Weekly Audits for EdZone conducted by EZM, Audit each ELCT for:
  - ELCT Caseload Progress Audits (Class Progress)
  - ELCT Per Capita Audit
  - ELCT O Completion List Audit
  - ELCT Communication Tracker Audits
  - Truancy Audits
  - ELCT EOTS Audits
- Data Review and Success Planning
- EOTS Implementation
- Exit Forms Processed within 24 hours of receiving them
- Implement approved Re-Enrollment Process, hit EdZone target for Re-Enrollment
- Coordinate any needed PD for ELCTs
- Coordinate ELCT Evaluations
- Coordinate Marketing Events
- Stock operational materials
- Supporting Students and Families

**BASIC QUALIFICATIONS**

- Proven admin or assistant experience
- Knowledge of office management systems and procedures
- Excellent time management skills and ability to multi-task and prioritize work
- Attention to detail and problem-solving skills
- Excellent written and verbal communication skills
- Strong organizational and planning skills
- Proficient in MS Office, G Suite
- At least 7 years of experience in the field or in a related area
- High school diploma or equivalent; college degree preferred

- State-required fingerprints and background check. Completing a background check demonstrates that a candidate meets the security check requirements mandated by the State (NMSA Section 22-10A-5)

### **PREFERRED QUALIFICATIONS**

- All the basic qualifications listed above plus public education experience
- Reporting Skills
- Administrative Writing Skills
- Microsoft Office Skills
- Analysis
- Professionalism
- Problem Solving
- Supply Management
- Inventory Control
- Verbal Communication
- Office Administration Procedures
- Typing Skills
- Attention to Detail
- Accuracy
- Multitasking
- Telephone Skills
- Teamwork
- Discretion and Judgment
- Patience

### **PERFORMANCE ASSESSMENT PROCEDURES**

- Satisfaction Surveys (Customer service: Internal - ELCT, Teacher, Curriculum, Leadership, Art Division, Department Leadership, and external)
- End of Year Evaluation and Professional Development
- Total Score from Supervisor Annual Evaluation & Completion of Assigned PD objects in Public School Works and LinkedIn learning

**SALARY:**

This is a full time, fiscal year appointment. Salary will be commensurate with qualifications and experience.

**POSITION AVAILABLE:**

08/23 or as soon as possible thereafter. The initial appointment will be for one years with the possibility of renewal.

**TO APPLY:**

Applications are accepted via email, HR@AI-2.org, and must include: a cover letter addressing your interest and qualifications, 3 professional references, and current curriculum vitae. Applicants are invited to submit a statement addressing their contributions to diversity through professional contributions, research, teaching, and/or service.

*EEO Statement:*

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## Appendix D – Draft EMO Contract between AIAI and GlobalEd Solutions

This Management Agreement (the "Agreement") is made and entered into as of the 1st day of July 2021, by and between GlobalEd Solutions (GES), an Educational Service Provider, ("ESP"), and Aspire Integrated Arts Academy, a New Mexico non-profit (the "Charter School").

### RECITALS

A. The Charter School has been granted a charter (the "Charter") to organize and operate a public charter school under the laws of the State of Colorado (the "Code").

B. The ESP was established, among other things, to manage public charter schools and is expected to provide invaluable assistance and expertise, including regulatory, financial, facilities, and other advice, in connection with the organization and development of the Charter School.

C. The Charter School and the ESP desire to create an enduring educational relationship whereby they will develop educational excellence at the Charter School based on the ESP's school design, comprehensive educational program and management principles.

D. The Charter School has approved the ESP's Educational Program, and agrees that it is in the best interest of the Charter School to enter into this Agreement with the ESP.

E. The Charter School will operate as a public charter school authorized by the New Mexico Public Education Commission ("Authorizer").

THEREFORE, the parties mutually agree as follows:

### ARTICLE I

#### EDUCATIONAL SERVICES AND ADMINISTRATIVE SERVICES

##### 1.01. Educational Services.

(a) For the Term (as defined in Article II below), the ESP will provide to the Charter School and its students the following educational services (the "Educational Services"):

- (i) Curriculum. The development and implementation of the curriculum used at the Charter School, including a license for the use of ESP's Curriculum and a loan of such lesson plan materials as ESP may provide in printed or other format for implementation of the Curriculum;
- (ii) Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the Chief Administrative Officer and the rest of the Charter School's Leadership Team and its teachers and support staff, all in accordance with Article V below;

- (iii) Instructional Tools. The selection of instructional tools, equipment and supplies, including textbooks, computers, software and multimedia teaching tools that directly relate to the Paragon curriculum; the selection of other instructional tools will be coordinated with the Board of Directors of the Charter School (the "Board");
- (iv) Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs; and
- (v) Additional Educational Services. Any other services required by the Code, the Authorizer or the State of New Mexico Public Education Department and such other services as are necessary or expedient for the improvement of teaching and learning at the Charter School as agreed to from time to time between the ESP and the Charter School.

(b) The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at the Charter School (the "Educational Program") as adopted by the Board and as provided for in the Charter and in the Application.

(c) Subject to the Code, this Agreement, the Charter and the Authorizer, the ESP may modify the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board, and if required by the Charter, by the Authorizer.

(d) The ESP will be responsible and accountable to the Board for the provision of the Educational Services, provided, that such obligations, duties and responsibilities are limited by the Charter School Budget established pursuant to Section 1.02(vi) below, and the ESP will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

1.02 Administrative Services.

(a) For the Term (as defined in Article II below), subject to the Charter and the approval of the Board, the ESP will provide to the Charter School the following administrative services (the "Administrative Services"):

- (i) Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Article V below;
- (ii) Facility Operation and Maintenance. Operation and maintenance of the Charter School's facility (the "Facility") to the extent consistent with any and all leases or other documents pertaining to the Facility;
- (iii) Business Administration. Administration of all business aspects of the Charter School;
- (iv) Transportation and Food Services. Coordination with entities with which the Charter School contracts for the provision of transportation and food services for the students enrolled at the Charter School, management and assessment of the services provided under such contracts, and supervision of employees involved providing such services, all as required by the Board;
- (v) Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld;
- (vi) Board Training. The Board will be responsible for obtaining its own training at the places and times of its choosing, using either resources made available to it through the Colorado Department of Education or the Colorado League of Charter Schools or any other sources of such training, as determined by the Board. Nothing in this paragraph shall preclude the Members of the Board of Directors from participation in Board retreats held at the convenience of ESP in conjunction with other Board of other ESP-managed Colorado charter schools.
- (vii) Budgeting and Financial Reporting.
  - (A) Beginning with respect to the first year of operations, the preparation of a proposed annual budget (the "Charter School Budget") for each school year. Such budget will be subject to the approval of the Board, which approval will not be unreasonably withheld. Budget compliance and accuracy will be reviewed with the Board periodically. Future annual budgets will be prepared by the ESP in the same general manner as the initial year's budget and

will be subject to the approval of the Board, which approval will not be unreasonably withheld. The projected annual budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement. ESP and STAR anticipate that ESP will deliver to the Board on or about February 1 of each year information concerning key budget issues of the upcoming year. The Board will provide input on those issues on or about March 1 of each year, after which a draft of the budget will be presented to the Board on or about April 1 of each year. Approval by the Board of each year's budget is anticipated on or about May 1 of each year.

- (B) The preparation of detailed statements of all revenues received, from whatever source, with respect to the Charter School, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Charter School by the ESP, whether incurred on-site or off-site.
- (C) The preparation of other financial statements as required by and in compliance with the Charter, the Code and other applicable laws and regulations, including such documentation as may be required by the independent certified public accountants retained by the Board to perform annual audits of the Charter School's financial statements. The cost of the audit will be the responsibility of the Charter School and will be provided for in the budget.
- (D) The preparation of such other reports on the finances and operation of the Charter School as requested or required by the Colorado Department of Education, the Board or the Authorizer to ensure compliance with the terms of the Charter.
- (E) Other information on a periodic basis reasonably necessary to enable the Board to monitor the ESP's performance under this and related agreements including the effectiveness and efficiency of its operations at the Charter School.

(viii) Maintenance of Financial and Student Records.

- (A) The ESP will maintain accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by the ESP and retain all such records for a period of five (5) years (or longer if required by the Code, the Charter, the Authorizer or other applicable laws and regulations) from the close of the fiscal year to which such books, accounts and records relate. All financial records retained by the ESP pertaining to the Charter School will be available to the Charter School, the

Authorizer or the New Mexico Public Education Department for inspection and copying upon reasonable request.

- (B) The ESP will maintain accurate student records pertaining to the students enrolled at the Charter School as is required and in the manner provided by the Charter, the Code and applicable laws and regulations and retain such records, together with all additional Charter School student records prepared by or in the possession of the ESP, and retain such records permanently on behalf of the Charter School or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to the Charter School and become the sole responsibility of the Board. The ESP and the Charter School will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter;
  - (C) The Board shall be entitled at any time upon reasonable notice to the ESP to review the books and records of ESP pertaining to its operation of the Charter School pursuant to this Agreement (including, without limitation, the financial records relating thereto).
- (ix) Admissions. Implementation of the Charter School's admission policy per Charter and Application;
  - (x) Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with the Charter School's duties and obligations under the Code and other applicable laws and regulations;
  - (xi) Academic Progress Reports. The ESP will provide to the Board on a periodic basis as necessary or appropriate for the Board to satisfy its obligations under the Charter, the Code and other applicable laws and regulations) a report relating to (A) the Charter School's students' academic performance, and (B) the ESP's performance of the Educational Services and Administrative Services;
  - (xii) Rules and Procedures. The ESP will recommend rules, regulations and procedures applicable to the Charter School and its students and will enforce such rules, regulations and procedures adopted by the Board that are not in direct conflict with this Agreement, the Charter, the Code and other applicable laws and regulations;

(xiii) Legal Services for the Board. ESP recognizes that the Board is an independent entity and may select its own counsel from time to time, as the Board deems prudent and necessary; and

(xiv) Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of the Charter School as agreed to from time to time by the ESP and the Board.

(b) The Administrative Services will be provided in a manner consistent with the Educational Program, the Code and the Charter.

(c) Subject to this Agreement, the Charter, Authorizer oversight, the Code and other applicable laws and regulations, the ESP may modify the methods, means and manner by which such Administrative Services are provided at any time. Charter School will have the right to approve all material changes.

(d) The ESP will be responsible and accountable to the Board for the provision of the Administrative Services, provided that such obligations, duties, and responsibilities are limited by the Charter School Budget established in Section 1.02(a)(vi) above, and the ESP will not be required to expend funds on such services in excess of the amounts set forth in such Charter School Budget.

1.03. Place of Performance; Provision of Offices. The Charter School will provide the ESP with necessary and reasonable classroom and office space at the Facility to perform all services described in this Agreement. The ESP will provide instructional, extra-curricular and co-curricular services at the Facility. The ESP may provide other services elsewhere, unless prohibited by the Charter, the Code and other applicable laws and regulations.

1.04. Authority. By this Agreement, the Charter School provides the ESP such authority and power as is necessary or proper for the ESP to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations. Unless otherwise requested by the Authorizer, all communications and requests by the Charter School to the Authorizer pursuant to or relating to the Charter shall be prepared by the ESP and, subject to the approval of both the Charter School and the ESP, transmitted by the ESP to the Authorizer

## **ARTICLE II**

### **TERM**

2.01. Term. Subject to Article VI and Section 2.02 below, this Agreement will become effective as of July 1, 2021 and shall continue thereafter through the later of the date of termination of the Charter (the "Termination Date").

2.02. Renewal. Upon the expiration of the term defined in Section 2.01 or a Renewal Term defined in this Section 2.02, this Agreement will automatically renew for an additional period (a "Renewal Term") of five years, each renewal term to run from the expiration of the preceding

Term or Renewal Term to June 30 of the year succeeding year unless (i) written notice of an intent to terminate or renegotiate is given by either party not less than 180 days prior to the Termination Date or the end of a Renewal Term, or (ii) this Agreement is terminated pursuant to Article VI below.

### **ARTICLE III RELATIONSHIP OF THE PARTIES**

3.01. Status of the Parties. The ESP is not a division or any part of the Charter School. The Charter School is a body corporate and a governmental entity authorized under the Code and is not a division or a part of the ESP. The relationship between the parties was developed and entered into through arms-length negotiations and is based solely on the terms of this Agreement and those of any other agreements that may exist from time to time between the parties. Nothing herein will be construed to create a partnership or joint venture by or between the Charter School and the ESP or to make one the agent or fiduciary of the other. Because both parties believe that committed and effective Board Members are necessary to the success of the charter School and the ESP has had extensive experience with charter school Board generally, the Board will establish a fair and open Board appointment policy and will consult with the ESP regarding Board applicants. Neither the Charter School nor the ESP will hold itself out as a partner or agent of the other or otherwise state or imply by advertising or otherwise any relationship between it and the other in any manner contrary to the terms of this Agreement. Neither the Charter School nor the ESP has and neither will represent that it has the power to bind or legally obligate the other. No employee of the ESP will be considered an employee of the Charter School by either party for any purpose whatsoever.

3.02. No Related Parties or Common Control. The ESP will not have any role or relationship with the Charter School that, in effect, substantially limits the Charter School's ability to exercise its rights, including termination rights, under this Agreement. The Board shall not include any director, officer or employee of the ESP. None of the voting power of the Board will be vested in the ESP or its directors, Members, managers, officers, shareholders and employees, and none of the voting power of the Board of Directors or Shareholders of the ESP will be vested in the Charter School or its directors, Members, managers, officers, shareholders (if any) and employees. Furthermore, the Charter School and the ESP will not be Members of the same control group, as defined in Section 1.150-(f) of the regulations under the Internal Revenue Code of 1986 as amended (or its successor), or related persons, as defined in Section 144(a)(3) of the Internal Revenue Code of 1986 as amended (or its successor).

3.03. Other Schools. The parties acknowledge that this arrangement is not exclusive and that the ESP will have the right to render similar services to other persons or entities including other public or private schools or institutions ("Other Schools"), including without limitation other schools in the State of Colorado. The ESP will maintain separate accounts for reimbursable expenses incurred on behalf of the Charter School and Other Schools and only charge the Charter School for expenses incurred or consideration earned on behalf of the Charter School. All grants or donations received by the Charter School, or by the ESP for the specific benefit of the Charter School, will be maintained in separate accounts and used solely for the Charter School. If the ESP incurs authorized reimbursable expenses on behalf of the Charter School and Other Schools which are incapable of precise allocation between the Charter School and Other Schools, then the ESP



will allocate such expenses among all such Other Schools and the Charter School on a pro rata basis based upon the number of students enrolled at the Charter School and the Other Schools, or upon such other equitable basis as it shall elect.

## **ARTICLE IV CONSIDERATION**

### **4.01. Compensation for Services.**

- (a) For the term of this Agreement, including each and every Renewal Term, the Board will pay the ESP an annual fee of (i) TBD% of the state and local school funds (the "State Equalization Guarantee") that the Charter School receives, directly or indirectly, pursuant to the Code or otherwise, for the students enrolled in the Charter School (the "State Equalization Guarantee"), plus (ii) subject to federal law and regulations, 100.0% of the funds (the "Federal Funds") that the Charter School receives, directly or indirectly, from the federal government (the "Federal Allocation") (the Federal Allocation together with the State Allocation, the "Management Fee"). Such consideration will not preclude the payment of additional consideration if additional consideration is permitted or specified elsewhere in this Agreement or other agreements between the parties.
- (b) Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. The ESP's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Charter School.

4.01. Payment of Costs. In addition to the Management Fee described in Section 4.01 above, the Charter School will reimburse the ESP for all costs incurred and paid by the ESP in providing the Educational Services and Administrative Services to the Charter School. Such costs include, but are not limited to, rent and/or lease payments, salaries of ESP employees working at the Charter School, costs related to curriculum, instructional materials, costs, textbooks, library books, computers, software, supplies, food service, transportation, special education, psychological services and medical services. Such costs shall include costs incurred by the ESP on behalf of the Charter School prior to execution of the Management Agreement, including without limitation costs incurred in attempting to obtain facilities for the charter School. In general, charges for instructional materials, textbooks, etc. shall not include any separate license fee to the ESP with respect to its proprietary materials, and such costs shall be budgeted annually and the budget shall be subject to review, comment and approval by the Charter School. Except as may be provided in an Equipment Lease or Facility Lease, in charging for such costs to the Charter School and paying for such costs, any and all such costs shall be commercially reasonable and competitive in the industry, and the ESP will not charge an added fee unless such fee is approved by the Board, provided, however, that nothing herein shall prohibit the ESP from charging interest on advances made by the ESP to the Charter School or on unpaid balances as set forth below or a fee for guaranteeing, co-signing or collateralizing any obligations of the Charter School.

### **4.03. Time and Priority of Payments.**



- (a) The ESP will receive its Management Fee in the same number of installments and in the same proportion that the Charter School receives its revenues. Each installment of the Management Fee will be due and payable within five (5) business days of receipt by the Charter School of the revenues related thereto.
- (b) The ESP will notify the Charter School of payments due and owing to the ESP pursuant to Section 4.02 (a) above as soon as possible when made or in a billing after the end of each month, and the Charter School will make such payments to the ESP within five (5) business days thereafter; provided, however, that any delay in so notifying the Charter School shall not relieve the charter School of its obligations to make such payments
- (c) The Charter School will satisfy its payment obligations under this Article to the ESP in the following order of priority: (i) payments due and owing pursuant to Section 4.02 above with the oldest amounts due first and (ii) payments due and owing pursuant to Section 4.01 above with the oldest amounts due first.
- (d) Any payment due under Section 4.01 or Section 4.02 above not paid when due will be subject to a late fee calculated as interest on the amount in arrears calculated at the prime rate of interest (the “Late Interest Rate”) announced by BankAmerica as its prime rate plus 2% per annum, for the time overdue; provided that any such amounts due and outstanding for a period exceeding sixty days shall be subject to a late fee calculated as interest on the amount in arrears calculated at 12%, for the entire time overdue (unless such rate is less than Late Interest Rate, in which case, such interest shall be calculated at the Late Interest Rate).

#### 4.04. Other Revenue Sources.

- (a) The Charter School and the ESP may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and Charter of the Charter School, in the name of either the ESP or the Charter School; provided, however, that any solicitation of such grants by ESP in the name of the Charter School shall be subject to the prior approval of the Board. The Charter School may also receive funds from other sources and programs, including without limitation any before and after school programs and food sales.
- (b) All funds received by the ESP or the Charter School for the benefit of the Charter School from such other revenue sources and programs pursuant to this Section 4.04 will be deemed Charter School funds, and ESP will receive no compensation from the Charter School upon receipt or expenditure of such funds and shall have no responsibility for management of the programs funded by donations contemplated in the first sentence of Section 4.04(a), unless the parties shall expressly agree otherwise, and then only to the extent allowable by the donor or grantor of such funds.

**ARTICLE V****PERSONNEL AND TRAINING****5.01. Personnel Responsibility.**

- (a) Subject to Sections 1.01 and 1.02 above, the Charter, the Code and other applicable laws and regulations, the ESP will have the sole responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement. The Board shall have the authority to approve the hiring of the school's Chief Administrative Officer by the ESP, which approval shall be of a candidate recommended by ESP. In those instances where termination of personnel is being considered, and where immediate safety issues are concerned, ESP will inform the CAO of its intended action and upon receiving timely information from the Board will consider the position of the Board prior to making a final decision.
- (b) Except as specified in this Agreement or as required by the Code or the Charter, the Chief Administrative Officer (as defined in Section 5.02 below), teachers and support staff provided by ESP pursuant to this Agreement will be employees of the ESP. The ESP will be responsible for conducting reference, employment checks, criminal background checks and unprofessional conduct checks on its employees to the extent required under the Code and other applicable laws and regulations as if the employees were employed by an Charter School. Upon request, the ESP will provide the Charter School documentary evidence of such background checks. The Board may request an evaluation of any employee be conducted by the CAO who shall respond to the request and share the results with the Board in a timely manner.

**5.02. Chief Administrative Officer.** The Chief Administrative Officer of the school ("CAO") will be an employee of the ESP, and the ESP will determine the employment terms of the CAO. The ESP will have the authority, consistent with the Code and other applicable laws and regulations to select, supervise and terminate the CAO and to hold him or her accountable for the success of the Charter School. Before any final decision on hiring a CAO, the ESP will consult with the Board (including permitting it to interview such CAO candidate). The CAO shall be a non-voting Member, ex-officio, of the Board, except for certain executive sessions relating to the performance of the CAO or the performance of or contract negotiations with the ESP.

**5.03. Teachers.** The ESP will provide the Charter School with such teachers as are required to provide the Educational Services and Administrative Services. The ESP will determine the number and assignments of such teachers. Such teachers may work at the Charter School on a full or part time basis. Each teacher assigned to the Charter School will be qualified in his or her grade levels and subjects, hold a valid teaching certificate issued by the New Mexico Department of Education under the Code to the extent required under the Code and other applicable laws and

regulations, and have undergone a criminal background check and unprofessional conduct check to the extent required under the Code and other applicable laws and regulations. Upon request, the ESP will provide the Charter School with documentary evidence of its compliance with this Section 5.03.

5.04. Support Staff. The ESP will provide the Charter School with such support staff as may be required to provide the Educational Services, Administrative Services and Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff, and administrative assistants to the Principal, bookkeepers and maintenance personnel. Such support staff may work at the Charter School on a full or part time basis.

5.05. Training. The ESP will provide training in its instructional methods, curriculum, educational program and support technology to its instructional personnel on a regular and continuous basis, as stated in the Charter and in the Application. Non-instructional personnel will receive such training as the ESP determines to be reasonable and necessary under the circumstances.

5.06. Non-Hiring. During the term of this Agreement and for one complete school year after any termination or expiration of this Agreement by either party for any reason, including without limitation Section 6.01(b) hereof, the Charter School shall not hire, employ, or retain, as trustee, director, officer, employee or consultant, or in any other capacity, the Principal or Chief Administrative Officer, any Vice President, any curriculum director or consultant, or any regional program facilitator of the ESP (or who served in any of such positions within one year prior to any termination or expiration of this Agreement), provided, however, that nothing in this paragraph shall prohibit the Charter School, upon termination of this Agreement for any reason, from hiring any employee of CAC who was immediately prior to termination of this Agreement a *full-time employee* at the Charter School, for a period of up to sixty (60) days immediately following termination of the Management Agreement.

## **ARTICLE VI TERMINATION OF AGREEMENT**

### **6.01. Termination.**

- (a) By the ESP. The ESP may terminate this Agreement prior to the end of the term specified in Article II in the event that the Charter School fails to remedy a material breach within 30 days after written notice from the ESP. A material breach includes, but is not limited to (i) the Charter School's failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by the Charter School of an Educational Program in substantial variance from the material recommendations of the ESP, or (iii) an act or omission that causes the ESP to be unable to perform its material obligations under this Agreement. Termination by the ESP will not relieve the Charter School of any obligations for payments outstanding to the ESP as of the date of termination or liability for financial damages suffered by the ESP as a consequence of the Charter School's breach (or of the ESP's termination as a result thereof) of this Agreement.

- (b) By the Charter School. The Charter School may terminate this Agreement prior to the end of the term specified in Article II in the event that ESP fails to remedy a material breach of this Agreement within 30 days after written notice from the Board. A material breach by the ESP includes, but is not limited to: (i) a material failure to account for its expenditures of Charter School funds or for other expenses incurred by the Charter School at the ESP's direction, (ii) the ESP's intentional, reckless or grossly negligent failure to substantially follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of or conflict with the Charter, this Agreement, the Code, and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter such that the Charter will be terminated, (iv) the employment of teachers in violation of the Charter, Code or this Agreement, (v) any act or omission of gross negligence that causes the Charter School to materially breach the Charter or any of the Charter School's other material contractual obligations in any way, or (vi) filing of bankruptcy by the ESP. Termination by the Charter School will not relieve the Charter School of any obligations for payments outstanding to the ESP as of the date of the termination, nor will it relieve the ESP for liability for financial damages suffered by the Charter School as a consequence of the ESP's breach (or of the Charter School's termination as a result thereof) of this Agreement.
- (c) By the Charter School without Cause. Notwithstanding the provisions of the foregoing paragraph (b), the Charter School shall have the right (assuming that the ESP otherwise has no continuing liability, contingent or otherwise, to third parties under contracts entered into by Charter School) with approval of the ESP to terminate this Agreement without cause provided, however, that upon such termination, ESP shall be entitled to an award of damages on account of such early termination as may be awarded by an Arbitrator under the Alternative Dispute Resolution provisions of 12.02.
- (d) Termination of the Contract. This Agreement will terminate upon the Charter School's ceasing to be a party to a valid and binding charter contract with an Authorizer, provided, however, that this Agreement will continue to remain in effect until the Termination Date or the end of a Renewal Term (as applicable) if (i) the Charter School has entered into a Subsequent Contract, and (ii) this Agreement has not been terminated pursuant to this Article VI. Termination pursuant to this paragraph will not relieve the Charter School of any obligations for payments outstanding to the ESP as of the date of termination.
- (e) Competing ESPs. Notwithstanding the provisions of Section 2.03, at no time during the initial Term of this Agreement as otherwise defined in Section 2.01, nor during any Renewal Term as otherwise defined in Section 2.02, shall the Charter School retain an educational service provider other than ESP to provide the same or substantially the same Educational Services or Administrative Services nor any major portion thereof. The term "educational service provider" refers to private management organizations that provide services substantially similar in scope to those provided by ESP, and shall not include, without limitation, the Authorizer or Charter School. The provisions of this paragraph

shall survive any termination of this Agreement by the Charter School until the expiration date of the then existing Term or Renewal Term of this Agreement, but shall not survive the cessation of business by ESP or bankruptcy or insolvency of ESP.

6.02. Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party arbitrator for alternative dispute resolution pursuant to Article XII. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a school year, whichever is earlier.

6.03 Real and Personal Property. Upon termination or expiration of this Agreement by either party for any reason, all real and personal property leased by the ESP to the Charter School will remain the real and personal property and leases of the ESP, and all other personal property purchased by the ESP with the funds provided to the ESP by the Charter School pursuant to Section 4.02 above will be the personal property of the Charter School.

6.04 Advances/Out-of-Pocket Expenses. Prior to (and in the case of the Charter School as a condition of) termination or expiration of this Agreement for any reason, including without limitation Section 6.01(b), the Charter School shall (i) reimburse the ESP for all expenses owed pursuant to Section 4.02 above, (ii) repay all advances or loans from the ESP, whether or not then due, and (iii) post a letter of credit or bond in favor of the ESP guaranteeing (A) any future payments due under any equipment or facilities lease from, or guaranteed, cosigned, or collateralized by the ESP or an affiliate thereof and (B) the Charter School's performance of any other obligations guaranteed, cosigned, or collateralized in whole or part by the ESP or an affiliate thereof.

6.05 Termination of Curriculum License. Upon termination or expiration of this Agreement by either party for any reason, including without limitation Section 6.01(b), the license to use the ESP's proprietary curriculum shall automatically terminate, and the Charter School shall immediately cease any use of such curriculum.

6.06 Return of the ESP's Materials. Within five business days of any termination or expiration of the Management Agreement by either party for any reason, including without limitation Section 6.01(b), the Charter School shall (i) assemble in a safe place (a) all materials relating to the ESP's proprietary curriculum, whether in hard copy or electronic format or otherwise, and any copies thereof and (b) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) the President of the Charter School shall certify to the ESP in writing that the Charter School has ceased to use the proprietary curriculum, and all such administrative manuals and materials. At the ESP's direction, the Charter School will promptly send at its expense all such materials to the ESP or permit representatives of ESP to pick up all such materials at the School.

## **ARTICLE VII PROPRIETARY INFORMATION AND OWNERSHIP**

7.01. Ownership. Curriculum or other educational materials purchased by the ESP with funds the ESP receives pursuant to this Agreement will be the property of the Charter School. Notwithstanding the foregoing, the Charter School acknowledges that the ESP owns the intellectual property rights and interests in any proprietary curriculum licensed to the Charter School during the term of this Agreement. The ESP shall have the right to install signs on the Charter School's facilities, including under the name of the Charter School, describing the services provided by the ESP. Upon any expiration or termination of this Agreement, those signs shall be promptly removed.

## **ARTICLE VIII**

### **INDEMNIFICATION**

8.01. Indemnification of the ESP. The Charter School will indemnify, defend and save and hold the ESP and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any noncompliance by the Charter School with any agreements, covenants, warranties or undertakings of the Charter School contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of the Charter School contained in or made pursuant to this Agreement. In addition, the Charter School will reimburse the ESP for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.01 may be met by the purchase of insurance pursuant to Article IX below.

8.02. Indemnification of the Charter School. The ESP will indemnify, defend and save and hold the Charter School and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any noncompliance by the ESP with any agreements, covenants, warranties or undertakings of the ESP contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the ESP contained in or made pursuant to this Agreement. In addition, the ESP will reimburse the Charter School for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 8.02 may be met by the purchase of insurance pursuant to Article IX below.

8.03. Indemnification of the Authorizer. The ESP will indemnify and hold the Authorizer, its Board of Trustees, officers, employees, agents and representatives harmless from all claims, demands, or liability, including reasonable attorneys' fees and related expenses, on account of injury, loss or damages, including without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage, or any other loss of any kind whatsoever not caused by the acts or negligence of the Authorizer, which arise out or are caused by the tortious



acts or omissions of the ESP in connection with the operations of the Charter School or which are incurred as a result of the reliance by the Authorizer (or its Board of Trustees, officers, employees, agents or representatives) upon representations made to the Authorizer by the ESP.

8.04. Limitations of Liabilities. The Charter School will assert all immunities and statutory limitations of liability in connection with any claims arising from its operations, and will not waive any immunities or limitations without the prior written consent of ESP. Notwithstanding this Article VIII, to the fullest extent permitted by law, the Charter School will waive the defense of governmental immunity in any dispute between the parties. Nothing in this Agreement shall imply any waiver of immunity by Authorizer.

## ARTICLE IX

### INSURANCE

9.01. Insurance Coverage. The Charter School will maintain general liability insurance and umbrella insurance coverage in the amounts required by the Charter or otherwise required by sound business practices. Such policies shall name the ESP and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. The Charter School will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.

9.02. Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering its respective employees.

9.03 Cooperation. Each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article IX. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

## ARTICLE X

### WARRANTIES AND REPRESENTATIONS

10.01. Representations and Warranties of the ESP. The ESP hereby represents and warrants to the Charter School:

- (a) The ESP is a duly organized corporation in good standing and is authorized to conduct business in the State of Colorado.
- (b) To the best of its knowledge, the ESP has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) The ESP's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

- (d) The ESP agrees to comply with its obligations hereunder in accordance with of the Charter School and the Code of which are incorporated herein by reference.

10.02 Representations and Warranties of the Charter School. The Charter School hereby represents and warrants to the ESP:

- (a) The Charter will (i) authorize the Charter School to operate and receive the State Allocation, Federal Allocation and other revenues; (ii) approve the Education Program and other activities contemplated by this Agreement; and (iii) vest the Charter School with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.
- (b) The Charter School will have the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs, and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.
- (c) The Charter School's actions and those of the Board have been duly and validly authorized
- (d) To the best of its knowledge, the Charter School is not and will not be in breach of the terms of the Charter and will use its best efforts to insure that it will not breach the Charter in the future.
- (e) To the best of its knowledge, the Charter School is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to the Charter School's required performance under this Agreement.
- (f) The Educational Program has been reviewed and approved by resolution by the Board.
- (g) The Board will use its best efforts to insure that the Educational Program complies with and will continue to comply with the Charter, the Code and other applicable laws and regulations.

10.03. Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.



## ARTICLE XI MISCELLANEOUS

11.01. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and the ESP.

11.02. Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

11.03. Governing Law. The laws of the State of Colorado will govern this Agreement, its construction, and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

11.04. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

11.05. Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

11.06. Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addresses). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To: Aspire Integrated Arts Academy

With a copy to: Attorney of Record

Attn: President

To: GlobalEd Solutions

With a copy to: Attorney of Record

11.07. Assignment. This Agreement will not be assigned by the ESP without the prior consent in writing of the Charter School or by the Charter School without the prior consent in writing of ESP, provided that the ESP may assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of the ESP's business and may delegate the performance of, but not responsibility for, any duties and obligations of ESP hereunder to any independent contractors, experts or professional advisors, subject to Charter School approval, which approval cannot be unreasonably withheld.

11.08. Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by authorized officers of both the Charter School and of the ESP.

11.09. Waiver. No waiver of any provision of this Agreement will be deemed to be or will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

11.10. Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been contained in this Agreement. To the extent that any of the services to be provided by the ESP are found to be an invalid delegation of authority by the Charter School, such Services will be construed to be limited to the extent necessary to make the Services valid and binding.

11.11. Successors and Assigns. Except as limited by Section 11.07 above, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

11.12. No Third Party Rights. This Agreement is made for the sole benefit of the Charter School and the ESP, and their successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

11.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

11.14 Binding Effect; Counterparts. This Agreement shall be governed by the laws of the State of Colorado and shall be binding upon and inure to the benefit of the parties hereto and their respective heirs, executors, administrators, personal representatives, successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

## **ARTICLE XII**

### **ALTERNATIVE DISPUTE RESOLUTION PROCEDURE**

12.01. Alternative Dispute Resolution Procedure. The parties hereto will endeavor to resolve in good faith any controversy, disagreement or claim arising between them, whether as to the interpretation, performance or operation of this Agreement or any rights or obligations hereunder. The parties may submit any controversy to third party mediation. If they are unable to resolve any dispute, any such controversy, disagreement or claim will be submitted, for final resolution without appeal, to binding arbitration, by either party giving written notice to the other of the existence of a dispute which it desires to have arbitrated. The place of arbitration will be in Colorado. The arbitration will be conducted by a single arbitrator of the Judicial Arbiter Group, Inc. or such other arbitrator as the parties may mutually agree and will be held in accordance with the rules of the American Arbitration Association ("AAA"). If either party elects, the other party will agree to expedited arbitration under the AAA rules. In the event that the parties are unable to agree on the

arbitrator within 45 days on the date of such written notice, the arbitrator will be selected by the Judicial Arbitrator Group, Inc. The decision and award (if any) of the arbitrator will be final and binding, *i.e.*, not subject to appeal, and the parties hereby mutually agree that any such determination will have the same effect as an arbitration pursuant to the laws of the State of Colorado, and that a judgment upon the award may be entered in any court having jurisdiction thereof or application may be made to such court for a judicial acceptance of the award and an order of enforcement, as the case may be. The expenses of arbitration will be borne in accordance with the determination of the arbitrator with respect thereto. Pending the decision by the arbitrator with respect to the dispute or difference undergoing arbitration, all other obligations of the parties hereto will continue as stipulated herein, and all monies not directly involved in such dispute or difference will be paid when due, with the disputed amount to be paid into an escrow fund under the control of the arbitrator. The arbitrator will make its decision in accordance with the laws of the State of Colorado and the United States. Notwithstanding the foregoing, the ESP shall have the option, in lieu of arbitration pursuant to this Article XII, to go into any court of competent jurisdiction (i) to seek injunctive or other equitable relief whether in respect of this Agreement or otherwise or (ii) to enforce its rights with respect to any facility lease or other agreement or instrument (other than this Management Agreement) entered into between the ESP and the Charter School.

12.02. The parties acknowledge that ESP has advised the Charter School that in the event of the wrongful termination of this Agreement by the Charter School, ESP believes that in addition to other amounts owed to ESP such as unpaid Management Fees through the date of the wrongful termination of this Agreement, un-reimbursed expenses, and obligations of the Charter School pursuant to Sections 6.04 and 6.05 and ARTICLE VIII and ARTICLE IX, ESP is further likely to suffer damages equal to the estimated Management Fees specified in Article IV through the end of the term specified in Article II because such Management Fees are used to offset ESP's fixed costs, corporate overhead and profit. It is nevertheless agreed by the parties that the amount of damages for any early or wrongful termination by either party shall be determined by the Arbitrator in accordance with the provisions of Section 12.01[subject to the express limitations of TABOR described in Section 2.03]. This shall be in addition to other amounts owed to the ESP such as unpaid Management Fees through the date of the wrongful termination of this Agreement, unreimbursed expenses and obligations of the Charter School pursuant to Sections 6.04 and 6.05 and Articles VIII and IX [subject to the express limitations of TABOR described in Section 2.03].

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

**Aspire Integrated Arts Academy**  
a New Mexico non-profit corporation

**GlobalEd Solutions**  
a Colorado public benefit corporation

By: \_\_\_\_\_

By: \_\_\_\_\_

Its: \_\_\_\_\_

Its: \_\_\_\_\_

## **Appendix E – II-IL1\_PSFA Approved Projected Facility Plan Documentation**

Please the MS Word file titled:

Appendix E – II-L1\_PSFA Approved Projected Facilities Plan.docx

## **Appendix F – II-B1\_Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets**

Please see the Excel file titled:

**Appendix-F-III-B1Five-Years-of-910B5-SEG-Computation-Revenue-Estimate-Wkshts-2019 - Final.xlsx**

## **Appendix G – III-B2\_Five-year Budget Plan**

Please see the Excel file titled:

Appendix G-III-B2\_5-Year-Budget-Plan.xlsx

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## I. INTRODUCTION

Aspire Integrated Arts Institute (AIAI) is committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility, and accountability in accordance with Generally Accepted Accounting Principles (GAAP). AIAI will follow all the applicable laws and regulations that govern Charter Schools within the State of New Mexico. AIAI's Board (Board) is entrusted with funds granted by government agencies, private foundations, and individual contributors, and it will adhere to the highest of standards of accounting. Clear financial policies and procedures will enable AIAI to meet financial needs and obligations, ensure long-term financial stability and viability, and protect tangible assets and reputation.

### Financial Policies

AIAI shall comply with the laws, rules, and regulations applicable to financial matters and with the terms of the charter contract. Control Procedures shall be in place to ensure the security of school assets. Timely and accurate financial information shall be produced to fulfill reporting requirements.

### Financial Leadership and Management

The Financial Leadership and Management team for AIAI consists of:

- AIAI Board,
- Finance Committee,
- Audit Committee,
- Treasurer of the Board (Finance Committee Chairman),
- Head Administrator,
- Finance Director (GES), and
- Administrative Assistant.

The school's financial staff will handle the day-to-day fiscal responsibilities; however, ultimate fiduciary responsibility for AIAI belongs with the Board.

The Board will meet, at a minimum, ten (10) times during each fiscal year to ensure fiduciary duties are met. AIAI will have an established Finance Committee. The Finance Committee will be commissioned by and responsible to the Board. It will have the responsibility for working with the Head Administrator and Finance Director to make recommendations to the Board in the following areas:

- financial planning,
- review of financial statements,
- periodic monitoring of revenues and expenses,
- annual budget preparation,
- budget oversight, and
- procurement.

The Finance Committee, assisted by the Head Administrator and the Finance Director, shall serve as an external monitoring committee on budget and other financial matters. Members of the Finance Committee shall be the Treasurer of the Board, who shall serve as chair of this committee, along with at least one other Member of the Board, as appointed by the President of the Board, with the advice and consent of the Board in accordance with the Board's bylaws and NMSA 1978 §22-8-12.3 (2010). The Finance Committee will be no less than three (3) Members.

The Finance Committee of the Board shall be responsible for the primary oversight of school financial matters, as defined by the Board and New Mexico law. The Head Administrator and Finance Director will have primary responsibility for executing all financial matters and financial decisions of the Board. All Members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed

with care, integrity, and in the best interest of AIAI.

The Head Administrator and Finance Director are responsible for administering adopted policies and ensuring compliance with procedures that have been approved by the Board. Recommendations for changes or amendments to policies relating to school finances shall be conducted by the Finance Committee and considered by the Board every year.

Any violation of AIAI's financial policies and procedures may be considered cause for termination and, depending upon the nature of the infraction, civil and/or criminal prosecution.

## **II. PROCEDURAL REQUIREMENTS**

AIAI, pursuant to 6.20.2.8 NMAC, will account for every financial transaction. AIAI will build and sustain a budget that aligns to and conforms with the Public School Code and New Mexico Public Education Department (NM PED) procedures for public school accounting and budgeting. AIAI's Finance Director, under the supervision of the Head Administrator, will be responsible for maintaining the school's budget, as well as preparing and presenting all financial documentation. AIAI's Chief Operating Officer will meet or exceed the competency requirements in 6.63.12.9 NMAC.

### Budget Preparation

AIAI, pursuant to 6.20.2.9 NMAC, will follow budget requirements stated in all sections of NMSA 1978; as well as meet all NM PED requirements and procedures when preparing, submitting, maintaining, and reporting budgetary information.

### Projecting Revenue

AIAI's Head Administrator, Finance Director, and Board will work collaboratively with the NM PED to project an accurate annual budget that will sustain the school and its mission.

The State Equalization Guarantee (SEG) will be AIAI's primary source of revenue. The school will use historical data to project an average number of students in each category outlined in the SEG budget preparation spreadsheet provided by NM PED. AIAI will use historical data and estimated student enrollment to project the number and type of Full Time Equivalencies (FTEs). Location and historical data allow AIAI to include the At-Risk Unit and Rural Rate in the SEG. The SEG will be computed using all current data and formulas provided by the NM PED.

Any non-categorical revenue that is generated, such as donations, will be projected based upon legitimate and authenticated funding sources. A collaborative effort between the Donor, the Board, the Head Administrator, and the Finance Director will provide protection to ensure that an accurate projection of this revenue is made, recorded, and reported to all applicable parties.

If AIAI maintains a cash balance from the prior fiscal year in its Operational Fund, the balance may be budgeted for operational expenditures, except for payroll, with proper approval from NM PED and the State Secretary of Education.

### Projecting Expenditures

AIAI will use prior year statistical data as well as projections of future enrollment to estimate Membership. Projections of future enrollment based on the school's growth and phase-in plan will be used to identify AIAI's certified and non-certified staffing needs as well as associated costs, that may include, but not limited to instructional supplies, equipment, and facility. To understand and better anticipate the impact on students due to budgetary changes, projections of new personnel and associated costs will be made in time address any impacts.

AIAI will use historical costs to project the school's contributions to the New Mexico Educational Retirement and ERA Retiree Plans. In addition, the school's contributions to the New Mexico Public Schools Insurance Authority for health insurance premium estimates will be calculated using historical data and AIAI's growth and phase-in plan. Identifying these costs will allow for projection of future staffing.

AIAI will maintain an emergency account that may range from one (1) percent to five (5) percent, but to exceed five (5) percent of its operational expenditures using operational cash balances carried forward from the previous fiscal year. AIAI will use this account to pay for any unforeseen expenditures that may arise after approval of the initial budget. Monies in the emergency account shall not be expended on salaries or benefits without prior written approval from the State Secretary of Education.

#### Budget Approval

Pursuant to 6.20.2.9 NMAC, AIAI will follow all budget requirements stated in Sections 22-8-5 through 22-8-12.3, NMSA 1978, along with procedures of the NM PED in preparing, submitting, maintaining, and reporting budgetary information. Budgetary control shall be at the function level. Over-expenditure of a function shall not be allowed.

AIAI will use the SEG to calculate the operational revenue provided by NM PED. The school will rely upon historical data, prior year enrollment, and projected Membership, along with the prior year's T & E index and At-Risk index.

AIAI will submit its budget as scheduled for review each year by NM PED. Prior to submission of the budget, the Board must review and approve the budget as presented. AIAI and NM PED shall review the school's projected revenues and confer before determining where additions or reductions to the budget will be incorporated.

Prior to June 20<sup>th</sup> and in compliance with the Open Meetings Act, Section 10-15-1 et seq. 1978 Public School Code and local Board policy AIAI will hold a public hearing on the proposed budget and shall give notice of the public hearing. Certification of the proposed budget by NM PED shall be on or before July 1<sup>st</sup>. The approved and certified budget will then constitute the operating budget of AIAI and will be integrated into the school's accounting system. Encumbrances will be used as an element of control and integrated into the budget system.

#### Budget Maintenance Standards

Pursuant to 6.20.2.10 NMAC, budget adjustment requests shall be submitted on the most current form prescribed by NM PED. AIAI will submit budget adjustment requests for the operating budget to NM PED for budget increases, budget decreases, transfers between functional categories, and transfers from the emergency reserve account. If NM PED does not act on a budget adjustment request within thirty (30) calendar days from the date of receipt by NM PED, the request will be considered approved. AIAI will submit periodic financial reports based upon the discretion of NM PED. Reports will be submitted to NM PED by the last working day of the end of the month following the end of the required reporting period.

#### Budget Adjustments

AIAI acknowledges responsibility to develop and maintain policies and procedures that ensure financial stability of the school and create budgetary oversight. AIAI intends for budget and financial accounting to be maintained in accordance with the Public School Code, Chapter 22, NMSA, 1978 Compilation, with Generally Accepted Accounting Principles, and federal and state laws and regulations to include rules and regulations of the NMAC and the NMSA 1978.

Pursuant to Section 22-8-41(C) NMSA 1978, operational cash balance carried forward from the previous fiscal year will not be used for salaries and payroll benefits. If there is a need to adjust the approved budget due to an increased revenue, decreased revenue, or budget transfer, AIAI will perform a Budget Adjustment Request.

If AIAI experiences a budget increase or decrease, the school will ensure the request for approval of the budget adjustment be done at a public meeting in compliance with the Open Meetings Act, NMSA 1978 Section 10-15-1 et seq., the New Mexico Public School Code, and Board policy. If the Board approves the budget adjustment, it will be entered into the state's Operating Budget Management System and approved electronically by the Head Administrator. Once approved by NM PED, it will be entered into the school's accounting system. Budget adjustments will not be incorporated into the school's accounting system until approval is received by NM PED.

Any budget transfers that involve a transfer of funds between expenditure codes within the same function (intra-budget transfers) will only require AIAI'S Board approval. Budget transfers between functions (inter-budget transfers) will need the approval of the Board and NM PED prior to expending. AIAI will maintain a log of all budget adjustment requests to account for status, numerical sequence, and timely approval at each level. The log will be retained for audit purposes.

### Financial Reporting

AIAI will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts. Monthly financial reports reflecting the financial and budget position of AIAI shall be provided to the Finance Committee. The Finance Committee is responsible for reviewing and reporting to the Board during the monthly meeting. The Finance Committee will review the following each month:

- journal entry reports
- financial statement review
- bank reconciliations
- outstanding purchase orders
- budget adjustment requests
- other financial matters directed to the Finance Committee
- Audit Committee reports if applicable

Financial reports required by NM PED shall be submitted no later than the last day of the month following the end of the reporting period, unless extended to a later date by the State Secretary of Education. The Board shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing. If any financial reports required by NM PED have not been submitted on a timely basis, the Board will be notified and provided the reason(s) for the late filing. All reports will be generated by the school's accounting system in the most current required NM PED format. The data reported on state reports will tie to revenue/expenditure and cash ledgers.

## **Audit Committee**

NMSA 1978 Section 22-8-12.3 requires each governing authority of the charter school to establish committees, including an Audit Committee. The Audit Committee is commissioned by and responsible to the Board. The Audit Committee shall:

- review the annual request for proposal for financial audit services
- make recommendations regarding the selection of the external auditor
- attend the entrance and exit conferences for annual and special audits
- be accessible to the external financial auditors as requested to facilitate communication with the Board, the Head Administrator, and the Finance Director
- track and report progress on the status of the most recent audit findings and advise the Board on policy changes needed to address audit findings

- provide other advice and assistance as requested by the Board
- and be subject to the same requirements regarding the confidentiality of audit information as those imposed upon the local school Board by the Audit Act [12-6-1 NMSA 1978] and rules of the state auditor

The Audit Committee shall be assisted by the Head Administrator and the Finance Director. Members of the Audit Committee shall be two Members of the Board, one volunteer Member who is a parent of a student attending the school, and one volunteer Member who has experience in accounting or financial matters. The Head Administrator and the Finance Director shall serve as ex-officio Members of the committee.

### III. INTERNAL CONTROLS

Pursuant to 6.20.2.11 NMAC, AIAI will establish and maintain an internal control structure to provide management with reasonable assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. AIAI shall develop, establish, and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.

### Procedures for Internal Control

The Head Administrator is responsible for all tangible and intangible personal property of the school.

Access to assets will be limited by assigning primary custodial staff in each departmental location within the school. The control agent for each department is responsible for monitoring the access to the building, classrooms, property, cash, and equipment.

Backups of the school's finance documents will be done daily. Documents such as employee earning records, expenditure ledger, revenue ledger, cash control ledger, check register, bank statements, cancelled checks, purchase documents, blank checks, files, diskettes, and USB drives will be stored in a locked, fireproof file cabinet.

Regularly scheduled virus checks on the school's server and hard drives will be performed.

### Property Management

All property owned by AIAI is subject to the requirements of 2.20.1 et seq. NMAC. Guidelines for the property management at AIAI include, but are not limited to the following:

- AIAI will adhere to the financial reporting requirements for capital and infrastructure assets.
- AIAI will keep a list of all equipment or property it has leased.
- All property will be safeguarded and protected as to avoid or minimize loss potential.
- All property will be used economically and for the purpose intended.
- All property will be inspected upon arrival and again periodically to ensure it is in good working order.
- All AIAI staff will be required to report any property that is not in good working order in a timely manner.
- All property will be properly and accurately recorded in a fixed asset ledger which shall be maintained by the Administrative Assistant. A labeling system will be established by the school so that all property can be tagged as appropriate.
- All property will be inventoried on a periodic basis to verify the accuracy of records.

- Any re-location of property shall be noted and kept with the property records.
- AIAI, as a public school, is subject to the same state and federal laws regarding the disposal of equipment purchased with either state or federal funds.

## Segregation of Duties

AIAI shall ensure that the assignment of staff who have access to the school's financial management system be done so to limit their ability to cause or conceal errors and/or irregularities. AIAI will take care to not assign all functions to one person. AIAI will ensure that additional administrative review and oversight procedures will increase security.

Control procedures are those policies and procedures in addition to the control environment and accounting system that management has established to provide reasonable assurance that specific objectives will be achieved. We have devised, established, and continuously strive to maintain a structure of internal accounting controls to provide that the following are in place:

- Segregation of responsibilities to ensure that the following duties are segregated: authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction.
- A system of authorization and recording procedures to ensure that all transactions are properly approved and recorded.
- Sound accounting practices are in place in the performance of duties and functions. This includes varied error-checking routines that are performed in connection with record keeping and comparing recorded amounts with existing assets and liabilities. Appropriate action shall be taken with respect to any differences.
- Employees handling significant amounts of cash must be adequately bonded. Access to assets is permitted only in accordance with proper authorization.
- Receipts, checks, or warrants, purchase requisitions, purchase orders, and vouchers shall be sequentially pre-numbered.
- Proper safeguards are in place to protect unused checks, other pre-numbered forms, cash that has not been deposited, and other receipts.
- All transactions are recorded as necessary to permit preparation of the financial statements in conformity with GAAP.
- Independent checks on performance and proper valuation of recorded amounts is being performed including clerical checks, reconciliations, comparison of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer generated reports.

Check signing authority will be vested in one primary person, the Head Administrator, with the following two exceptions:

- Exception #1 - Purchases of \$5,000 or above, which will require two signatures, that of the Head Administrator and an authorized officer of the Board. Two or more signatures in these cases will be required to guard against misuse or fraud. The segregation of duties and the authorization and recording procedures as described below states which person will perform functions as it relates to the school's finances.
- Exception #2 - If the Head Administrator is not available, the authorized officer of the Board may sign in the place of the Head Administrator.

## IV. FINANCIAL ORGANIZATIONAL STRUCTURE

Pursuant to 6.20.2.12 NMAC, AIAI has established the following organizational structure in which the delegation of responsibility for employee actions is combined with sufficient authority to perform the assigned activities.

### Finance Director

AIAI will employ or contract for an experienced Finance Director whose work is guided by applicable state and federal



laws and regulations as well as by established internal controls. The Finance Director is responsible for the financial functions of the school including maintaining the integrity of all financial reporting, budgeting, and forecasting, planning, personnel record keeping, and insurance administration.

### **Finance Committee**

The Finance Committee is a committee of the Board that meets monthly, at a minimum. This committee meets with the Finance Director and Head Administrator, oversees development of the budget and strategic financial plans, and monitors the financial operations of the school. The Members of the Finance Committee will review bank reconciliations and other financial reports with the Finance Director and the Head Administrator.

### **Monthly Financial Reports**

The Finance Director will prepare monthly financial reports as well as NM PED required reports for presentation to the Finance Committee, which will then co-present the information to the Board at its monthly meeting.

### **Audits**

Pursuant to Section 12-6-3, NMSA 1978, AIAI will participate in the annual audit as scheduled by NM PED. NM PED auditor will have access to all AIAI accounting documents, and the AIAI staff and business management services provider will fully cooperate with the auditor(s). AIAI's administration will resolve audit findings and report this information to NM PED in a timely fashion. AIAI recognizes that it is responsible for paying its proportionate share of the audit costs as the budget reflects. For all funds, the audit balances will be compared to cash reconciliations and general ledgers. If changes are required on the cash reconciliations or general ledgers, the auditor will be requested to provide the adjusted journal entries so they can be posted by the Finance Director. A copy of the corrected cash reconciliations will be sent to NM PED.

A chart of accounts, budget submissions, and reporting deadlines will be met in accordance with NM PED requirements by establishing a system of reports as guided and developed by NM PED using a financial management system such as AptaFund. In accordance with Governmental Accounting Standards Board (GASB) Statement No. 14, "The Financial Reporting Entity," AIAI will comply with all standards for financial reporting. All reporting to NM PED will comply with the Charter Schools Act regarding site-based accountability. Annual audit procedures will be in place to comply with all federal, state, and NM PED requirements. AIAI's internal audits will include an independent review, evaluation, and report of:

- financial conditions,
- accuracy of financial record keeping,
- accuracy of property record keeping,
- compliance with all applicable laws, rules, and guidelines,
- effective and efficient operations, and
- recommendations for improving operations.

### **Employee Accountability**

The Board is responsible for setting all school policies, including fiscal, as well as hiring and evaluating the Head Administrator, and oversight of the school's operations. Implementation of the policies established and execution of the day-to-day operations of the school is the responsibility of the Head Administrator. The assignment of duties to staff Members who have access to the school's accounting system will be done with the intent of limiting their ability to cause and conceal errors or irregularities. Incompatible functions will not be assigned to one staff Member.

### **Insurance**

Pursuant to 6.20.2.20 NMAC, AIAI shall maintain adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978; the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Insurance of Public Buildings, Section 13-5-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978.

### General Ledger

AIAI will establish and maintain a general ledger in accordance with GAAP. The general ledger will be comprised of individual funds and account groups using NM PED Uniform Chart of Accounts and shall be reconciled every fiscal year with department records.

### Fund and Account Groups

AIAI shall use funds and account groups to report their financial position and operating results. Funds are classified into three broad categories:

- governmental funds,
- proprietary funds, and
- fiduciary funds.

There are two account groups:

- general fixed assets and
- general long-term debt.

### Chart of Accounts

AIAI shall prepare, maintain, and report budget and financial information utilizing the Standard and Uniform Chart of Accounts that is recognized, used, and available through NM PED.

### Basis of Accounting

In accordance with GASB 34, AIAI shall use a full accrual basis of accounting in preparation of annual financial statements and cash basis of accounting for budgeting and reporting. AIAI will use an accounting system that is widely used in New Mexico and is compatible with state required reporting and formats, such as APTAFund.

### Financial Statements

Financial statements are the responsibility of the school. AIAI shall maintain adequate accounting records, prepare financial statements in accordance with GAAP, specifically GASB 34, and provide complete, accurate, and timely information to the Independent Public Accountant (IPA) as requested. If there are differences between the financial statements, AIAI'S records, and NM PED records, the IPA will provide the adjusting entries to AIAI as to reconcile the report in the school's records. AIAI will disclose in the notes to the financial statement if the IPA prepared the financial statements. All efforts will be made by AIAI to assist the IPA with financial statement preparation.

### Financial and Compliance Audit

AIAI shall have a yearly audit performed on its financial records as required by Section 12-6-3, NMSA 1978.

### Financial Records

The Head Administrator and the Finance Director for AIAI shall be responsible for ensuring that all financial records and supplies are safeguarded from potential theft and destruction. All financial records at AIAI shall be kept up-to-

date and available for inspection at any time after reasonable notice. Financial records will be retained as required by the Records Center, Records Retention and Disposal Schedule for New Mexico Public Schools, and 1.20.2 et seq. NMAC. Pursuant to 1.13.20.1 NMAC, the AIAI Head Administrator and Finance Director shall be aware of the requirements for Disaster Recovery Backup Files with respect to the safeguarding of all student and financial records.

#### Financial Reports

Financial reports reflecting the financial and budget position of AIAI shall be provided to the Board monthly. Financial reports required by NM PED shall be submitted no later than the last day of the month following the end of the reporting period. The Board shall be notified of any report which has not been submitted on a timely basis and the reason(s) for the late filing.

### **V. CASH CONTROL STANDARDS**

AIAI will establish and maintain a cash management program to safeguard cash and shall provide prompt and accurate reporting that adheres to cash management requirements of the Office of Management and Budget Circular A-102, and applicable state and federal laws and regulations.

#### Controls, Policies, and Procedures

AIAI shall issue a factory pre-numbered receipt for all money received. Pre-numbered receipts are to be controlled and secured. If a receipt is voided, all copies shall be marked "VOID" and retained in the receipt book.

The bank deposit slip shall have the numbers from applicable receipts entered on it or attached as a reference.

A cash receipts journal is prepared during each fiscal year beginning July 1<sup>st</sup> and ending June 30<sup>th</sup> and is presented to NM PED auditor during the annual audit.

The school shall verify that there is sufficient cash and budget prior to the disbursement of cash. A revenue ledger is required for each revenue code as approved in the finalized budget, and additional revenue ledgers may be added, as necessary.

AIAI has established a cash control ledger for each fund/sub-fund. Interfund transfers of cash among separate and distinct funds are not receipts or expenditures. Transfers of previously receipted cash require Board and NM PED approval prior to the transfer.

- Temporary transfers of cash are posted as "due from" and "due to" to indicate inter-fund receivables and payables.
- Posting errors are not erased, crossed out, or modified in any other manner in the ledger. A separate journal entry is required to incorporate necessary corrections. Cross-referencing of a correcting entry to the original error should be inserted under the "description" column of the ledger.

Clearing accounts or pooled accounts may be used to combine more than one fund in one bank account. Clearing accounts shall reconcile to a zero balance at the end of each month. Bank reconciliations for clearing accounts shall be completed monthly. All differences between bank and book will be posted in the month reconciled.

Vouchers shall be numbered in such a manner as to provide a cross-reference between the voucher, the check, and the check register. All blank checks shall be properly safeguarded, and an inventory of unused checks shall be taken periodically.

Completed vouchers and supporting documentation is to be placed in alphabetized paid vendor files and filed for future reference and annual audit.

- Each warrant or check issued shall have printed on its face the words, "void after one year from date." Whenever any warrant or check remains unpaid for one year, the Finance Director shall cancel it in accordance with Section 6-10-57(A), NMSA1978.
- The Finance Director shall keep a register of all canceled warrants/checks. The register shall show the number, date, amount, name of payee, fund out of which it was payable, and date of cancellation. The face amount shall revert and be credited to the fund against which the warrant/check was drawn.

The school maintains a cash control ledger for each fund/sub-fund where all transactions affecting cash are recorded. Cash balances reported to NM PED shall be the same as reflected in the school's cash control ledger and annual audit. 10. All bank accounts shall be reconciled monthly. Reconciled bank statements are to be prepared by the Finance Director and reviewed by the Finance Committee. The bank statement, deposit slips, and canceled checks shall be made available to the NM PED auditor during the annual audit.

#### Receipt of Funds

All receipt books are located with the Administrative Assistant for security purposes and will only be issued to staff Member(s) designated by the Head Administrator.

Receipts will be preprinted, pre-numbered, and kept in sequential order. The Administrative Assistant, or another designated employee, shall receive cash and prepare a receipt in triplicate for money received from all sources. The original receipt is to be retained in the receipt book, the second copy is to be given to the person(s) making the payment, and the third copy will be given to the Finance Director along with the respective cash/checks for proper recording in the school's accounting system. If a receipt is voided, all copies of the receipt shall be stamped "VOID" and retained in the receipt book.

The Finance Director will record all cash receipts into Aptafund accounting package.

AIAI shall safeguard and account for all cash and checks received and shall deposit funds in the appropriate account at a federally insured bank within twenty-four (24) hours of receipt or one (1) banking day as required by state law NMAC 6.2.2.14.3. 5. The Administrative Assistant shall prepare the bank deposit by providing receipts for all cash and checks that need to be deposited and providing this to the Finance Director. The Finance Director will then prepare the deposit slip and make all deposits, with the Head Administrator as the back-up in the absence of the Finance Director.

The Finance Director will provide a copy of the deposit slip to the Administrative Assistant who will cross check that the receipts match the deposit.

The Finance Director will verify all deposits are made within twenty-four (24) hours. 9. The Finance Director will post the revenue to the appropriate fund and revenue code. 10. For purposes of segregation of duties, the actual bank deposit shall not be made by the individual who is responsible for preparing the receipt for the deposit. Deposits will be made by the Finance Director and as a backup by the Head Administrator. After the deposit is made, the deposit receipt shall be given to the Administrative Assistant who shall staple it to the copy of the deposit ticket and retain the record of deposit provided by the bank.

#### Special Revenue Funds

All proposals prepared by the school staff for special funding require administrative approval from the Head Administrator. Upon receipt of an award notice, a budget adjustment request is processed and submitted to the Finance Director for review and processing. New award budgets are presented to the Board and then forwarded to NM PED for approval.

Final approved budgets are returned to the Finance Director and are entered into the financial management system.

The Finance Director monitors special revenue budgets. The designated Program Coordinator acts as the control agent and is responsible for monitoring compliance issues in his/her area.

#### Receipt of Goods

All goods purchased by the school are delivered directly to the school. It is the responsibility of the Administrative Assistant to sign for delivery and the Administrative Assistant will remain responsible for opening the packages. The Administrative Assistant is not only responsible for opening the box(es), but also for obtaining the packing slip(s) and reviewing them for accuracy. The packing slip will be reviewed for accuracy, stamped, and dated as received, signed by the Administrative Assistant, and given to the Operations Coordinator. The Operations Coordinator will check the packing slip against the original PO. If everything is correct and the contents of the entire purchase were received and documented on the packing slip, the packing slip will be stapled to the back of the original PO if a packing slip is available. This packet is then filed in the Operations Binder under the "Waiting for Invoice" tab in alphabetical order by vendor name. If only part of the purchase was received, the packing slip for the received items is stapled to the back of the original PO and the packet is filed under the "Incomplete Orders" tab until the remaining items are received. If anything is incorrect with the order, the Operations Coordinator will immediately contact the vendor for a return/credit to the account. When discrepancies occur, they are investigated and resolved by the Operations Coordinator within fourteen (14) days from receipt of the goods.

#### Accounts Receivable

The Finance Director is responsible for billing and monitoring the collection of all amounts due from outside agencies. The Finance Director is responsible for tracking and verifying cash balances for all federal, state, and other grants and contracts awarded to AIAI. The Finance Director prepares the required cash requests, reimbursement reports, and invoices necessary for collection of amounts due to various programs.

#### Procedures for Cash Disbursement

Pursuant to NMAC 6.20.2.14, AIAI shall establish a cash management program to safeguard all cash in its custody and control. Payment for the purchase of supplies, equipment, services, utilities, fixed charges, contract reimbursements, and other expenditures of the school shall be made by check. Before a check can be issued, the following is required:

- If a contract is in place, the contract must be signed and approved prior to any disbursement of checks. All contracts must follow state procurement procedures.
- All tax-information as required by state law must be on file, including but not limited to, a W-9 prior to disbursement of funds.
- All mail is received by the Administrative Assistant. The Administrative Assistant opens and date stamps all mail except for bank statements. Bank statements are not opened by the Administrative Assistant, but instead the envelope is stamped, and the unopened statement is given to the Head Administrator.
- The Finance Director will match all invoices to the original purchase order, signed packing slip, and purchase requisition prior to disbursement of funds. The Finance Director will then present the entire packet to the Head Administrator for payment processing and filing of the original paperwork. The Finance Director will input the invoices into APTAFund AP module. If changes are required, a change order is generated.
- The business management services contractor will ensure that all invoices are paid in order to take advantage of all applicable discounts and avoid any hardships to vendors.
- All paid invoices are to be filed by batch and placed into a fireproof file cabinet for future reference and for the annual audit. The invoices are retained and stored in the business office in a fireproof cabinet.
- The charter school shall administratively control and restrict accessibility to check stock. Only properly designated employees shall handle impressed funds and disbursement of funds.
- The charter school shall utilize a computerized accounting program to print checks. The charter school's blank check stock shall be pre-numbered and adequately safeguarded by storage in a locked fire-proof safe

or file cabinet.

- All disbursements including payroll, except those from petty cash (see below), will be made by check.
- All checks, disbursement vouchers, and check requests shall be reviewed and approved for payment by the Head Administrator, prior to disbursement of funds.
- All checks will be made payable to specified vendors or payees and shall not be made payable to cash.
- Voided checks shall be stamped VOID and properly defaced by removing the area of the signature line and retained in a file for inspection by management as well as external auditors.
- Support for payment shall be attached to a check when presented for signature. In addition, all original check requests, and invoices attached for support shall be defaced by a stamp indicating "PAID," the check or warrant number, and the date paid.
- The signing of blank checks is strictly forbidden.
- For segregation of duty, the Head Administrator or an authorized Member of the Board shall be authorized to sign checks under \$5,000. The Head Administrator shall be the primary signature unless he/she is unavailable. Two signatures will be required on all checks \$5,000 and over. The second signatory can be any authorized officer of the Board.
- Any check issued to the Head Administrator must be signed by a Member of the Board.

#### Reimbursement

AIAI requires that all purchases, other than recurring costs, be requested through the purchase order process. Any needed supplies for instruction should be ordered via the school's purchasing order process. Reimbursement for purchases will be made on an exceptional basis, if prior approval has been obtained from the Head Administrator, a Request for Reimbursement Form has been completed, and a purchase order has been created. To receive reimbursement, all original receipts must be attached to the Request for Reimbursement Form and the Request for Reimbursement Form must be signed by the employee and approved by the Head Administrator prior to the purchase being made. A Request for Reimbursement Form may be obtained from the school office. A reimbursement check issued to the Head Administrator must be signed by a Member of the Board.

#### Voucher System

The voucher system will be administered by the school's business office. Documentation will be attached to the voucher, including the PO, invoice, shipping receipt, bids, or quotes. Accounting codes from the Uniform Chart of Accounts are used for posting purposes (fund/sub-fund, function, object codes, program, location, job classification, etc.). Paid vouchers will be certified pursuant to Section 6-5-8 NMSA. Vouchers will be filed numerically by month paid. Check register will be maintained, listing outstanding checks, and it will tie to cash report/total outstanding to date.

#### Bank Reconciliation

Pursuant to NMAC 6.20.2.14 (K), AIAI will establish a cash management program to safeguard all cash in its custody and control, which will include monthly reconciliation of all bank accounts. The bank reconciliation identifies the item(s) that must be recognized to arrive at the actual cash balance.

The charter school shall have all bank statements received monthly. The unopened bank statement will be received and opened by the Head Administrator. The Administrative Assistant will stamp the outside of the banking envelope but will not open the bank statement.

Upon review by the Head Administrator, all bank statements shall be forwarded to the Finance Director, who will be responsible for the reconciliation of all existing bank accounts. This will be done monthly. The Finance Director shall review the activity contained on the bank statement and verify that there are no errors or omissions when compared to amounts shown in the respective general ledger cash account.

Adjustments to the school's cash accounts, for items such as bank charges, must be made via a journal entry in the school general ledger and must clearly identify the reason(s) for the adjustment(s) in the description.

The bank reconciliation may be prepared on a spreadsheet included as an attachment to the bank statement and copy of the general ledger for review. The reconciliation for any given account shall include checks and deposits outstanding when arriving at an adjusted balance per bank when compared to the general ledger.

Deposits in transit and outstanding checks should generally clear the bank within the first few days of the following month. Any check which is more than twelve (12) months old shall be voided and the vendor to whom the check was issued shall be informed.

The bank reconciliation must be completed as expediently as possible after the receipt of the bank statement to ensure that the cash account balance as shown in the school's general ledger is as accurate as possible.

Upon completion of the bank reconciliation for a given month, the Finance Director shall inform the Finance Committee, who shall be responsible for reviewing the reconciliations with the Head Administrator and the Finance Director.

Copies of all bank reconciliations must be kept by the Finance Director for the period prescribed by law for the retention of public school records as well as for review by external auditors or other interested parties.

#### Policy and Procedures for Petty Cash Disbursement

Petty cash funds shall be utilized only in rare instances to facilitate small payments. Petty cash funds are established by drawing a check made payable to the employee charged with responsibility for the fund. The petty cash fund shall contain cash and/or invoices totaling the full amount of the petty cash fund and is to remain at the amount originally established.

Petty cash funds are to be reflected on the school's balance sheet as cash on hand.

Petty cash and change funds shall not be used to make loans to employees or for cashing checks.

Petty cash may not contain more than \$100.00 and be stored in the school office, separate from other funds.

Employees may be reimbursed through petty cash funds for small, incidental, necessary items that an individual purchases with personal funds because time constraints preclude using normal procurement methods. Examples of this include, but are not limited to, office and operating supplies, postage, etc.

The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered by the Finance Director from the operating fund whenever necessary. The employee who reconciles the fund will not be the same employee responsible for the disbursement of petty cash.

The petty cash fund is subject to random cash counts by management as well as audit by external auditors.

The petty cash receipt is to be completed in the following manner:

- The petty cash receipt is to be completed in duplicate.
- The receipt shall include the name of the employee who is receiving reimbursement and date the reimbursement is made.
- The exact description for the transaction.
- The total amount of reimbursement.
- The completed receipt must be validated by the person authorized to obligate funds for the amount of

- reimbursement.
- An original receipt shall be retained with the original petty cash voucher, and the duplicate copy shall be retained in the receipt book.

AIAI will obtain sufficient coverage through the New Mexico Public Schools Insurance Authority for persons who handle or manage cash or funds. The coverage shall include Faithful Performance, Depositors Forgery, Money and Securities, and Credit Card Forgery.

## **VI. INVESTMENTS**

Pursuant to 6.20.2.15 NMAC, AIAI will utilize effective cash and investment management to establish and maintain mutually beneficial banking relationships, accurate forecasting of cash requirements, and prudent investments designed to maximize returns within the full extent allowed by statute.

### Investment Policies and Procedures

AIAI shall account for public money placed in any interest-bearing account in accordance with 22-8-40 (C) through (G) NMSA 1978; Section 6.10-17 and 6.10.31 NMSA, and any other federal and state laws which apply to the investment of public school funds.

### Banking

Pursuant to 22-8-37 and 22-8-40 NMSA 1978, the charter school shall adhere to all regulations concerning the deposit of public school funds for all funds in its custody and control.

Pursuant to 6-10-16 through 6-10-17, NMSA 1978, and 6.20.2.15 NMAC, AIAI will notify the financial institution, which is the custodian of the school funds, that the school receives state money and is subject to a 50% collateralization requirement for amounts above \$100,000.

AIAI shall deposit all cash receipts within twenty-four (24) hours as required by 6.20.2.14 C NMAC.



## VII. PURCHASING

Pursuant to 6.20.2.17 NMAC, AIAI will establish and implement written policies and procedures for purchasing which follow the New Mexico Procurement Code, Section 13-1-28 et seq., NMSA 1978. Purchasing policies and procedures for grant funding will comply with requirements established within the grant and the Procurement Code.

### Purchasing Policies and Procedures

All AIAI employees will follow established policies in purchasing supplies or materials for day-to-day operations of the school, equipment, and furniture. When purchasing goods or services AIAI will make diligent effort to obtain the best prices possible without sacrificing necessary quality or service, in accordance with the requirements of the Procurement Code. Purchases will be made in a fair and impartial manner without the appearance of impropriety. The provisions of the New Mexico Procurement Code, as applicable to charter schools, are adopted as the purchasing policy of AIAI. All procurement shall be achieved by the competitive sealed bid process or proposal process pursuant to NMSA 1978 Sections 13-1-102 to 12-1-117 of the Procurement Code, except as exempted from the provisions of the Procurement Code, and except for procurement achieved pursuant to the sections of the Procurement Code relating to:

- small purchases.
- sole source procurement.
- emergency procurement.
- existing contracts.
- purchases from Antipoverty Program Businesses.
- cooperative procurements; and
- procurement under existing contracts.

Purchases made with school activity fund monies shall be governed by a school activity funds policy).

### Requirements for Purchasing

The procurement officer for the school will be the Head Administrator and the alternative procurement officer for the school will be the Finance Director.

All purchase requisitions by all staff Members are submitted to the Head Administrator for approval. Purchase requisitions made by the Head Administrator will be approved by the Finance Director.

After approval by the Head Administrator, the purchase requisition is recorded by the Finance Director as an encumbrance on the financial management system.

The Finance Director will issue a pre-numbered purchase order and will also place the order.

Upon arrival, the receipt of goods is verified against the packing slip by the Administrative Assistant. The packing slip is then given to the Finance Director and verified against the purchase order.

The Finance Director will keep a copy of the purchase order until the order is complete and ready for payment at which time the purchase order and supporting documentation (requisition, packing slip, and invoice) will be submitted to the Head Administrator for payment to the vendor.

Under no circumstances will any employee commit AIAI to any purchase without the prior approval of the Head Administrator.

Purchases of goods up to \$20,000 may be obtained from the best obtainable source, considering cost, service,

delivery, and prior use of similar goods. Quotes are not required but are strongly recommended to ensure the best obtainable price is achieved.

Purchases of goods between \$20,001- \$60,000 require three written quotes.

Professional service contracts under \$60,000 will only require the approval of the Head Administrator.

Professional service contracts that exceed \$60,000 will be required to follow the procurement process.

Sole source procurement will be based on a written determination that only one source is practically available for a good or service. Sole source procurement may be made without formal sealed bidding or competitive negotiation. Any purchase(s) deemed a sole source is/are subject to 13-1-126 and 13-1-128 NMSA 1978.

Emergency procurement will occur only when it fulfills the requirements identified in 13- 1-127 (B) 1-3, NMSA 1978. Emergency procurement may be made without formal sealed bidding or competitive negotiation with a written justification for the emergency, identification of the goods and/or services being procured, and the name and date of the contractor/entity selected.

Purchases made from vendors on a valid state contract through the State of New Mexico Purchasing Agency shall be deemed to have been made in conformance with the requirements for quotes or bids.

Cooperative purchasing agreements may be entered at the discretion of AIAI pursuant to 13-1-135, NMSA 1978.

Subject to #11 and #12, above, all contracts with the school require approval by the Head Administrator. No warrant, check, or other negotiable instrument shall be issued in payment for any purchase of services or construction of items of tangible personal property unless all services and construction of tangible personal property have been received according to the agreed upon terms.

All employees will abide by the Procurement Code. The Procurement Code can be found in the school's business office.

The Head Administrator and Finance Director of AIAI shall develop and implement any administrative procedures necessary to administer this policy.

All functions of procurement carried out by the Finance Director can be carried out by the Head Administrator in the absence of the Finance Director.

#### Bid and Proposal Procedures

All bids for supplies, materials, equipment, and contractual services in excess of the amounts listed above shall be submitted in sealed envelopes addressed to AIAI'S Head Administrator or his/her designee, and plainly marked with the name of the bid. Advertised bids shall be opened at the time and place specified, and all bidders and other persons shall be invited to attend. The school shall follow the applicable provisions of the Procurement Code in the bidding/RFP process.

Bids and proposals must include all pertinent information to be considered valid, i.e. scope of work, price, specifications, etc.

The AIAI Board reserves the right to reject any or all bids and accept the bid which appears to be in the best interest of AIAI. The Board reserves the right to waive any informality in, or reject any or all bids, or any part of any bid. The Board reserves the right to exercise all options set forth in the invitation documents. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified shall not be

considered.

The bidder to whom the bid is awarded will be required to enter a written contract with AIAI.

### Contracts

All bids, proposals, contracts, and purchase orders shall be administered through the school by the Finance Director or the Head Administrator. Contracts and lease-purchase agreements should be submitted to AIAI'S legal counsel for review and approval prior to execution.

## **VIII. PAYROLL**

Pursuant to 6.20.2.18 NMAC, AIAI'S proposed payroll policies and procedures are found below and comply with state and federal regulations on payroll. Their purpose is to maintain strict internal controls, close supervision, and financial accounting in accordance with GAAP. AIAI will maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification (federal form I-9 for citizenship certification), federal and state withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.

The Head Administrator is responsible for hiring and firing school employees, authorizing salaries including employment contracts and maintaining the staffing levels approved in the annual budget.

The approved employment contracts are entered into the Employment Management System and the Finance Director prepares the salary worksheets for payroll.

The Administrative Assistant is responsible for tracking and reporting absences. Leave request forms should be submitted at least four (4) days prior to payroll being processed. These reports are submitted to the Finance Director and are used to update employee leave balances. Leave taken without sufficient leave balances are docked from the employee's pay during the pay period that the leave was taken.

Pursuant to the adopted policy, all employees shall be paid every two (2) weeks unless specified otherwise in their employment contract. If the pay period ends on a holiday or on a day that the school is closed for business, payment will be made the preceding workday.

Any overtime that is worked must be approved in advance by the Head Administrator.

Based upon the Fair Labor Standards Act (FLSA), employees who are eligible for overtime pay will be compensated in the following manner:

- All hours worked up to forty (40) hours in one workweek are to be paid at the staff Member's regular hourly rate. Hours worked more than forty (40) hours in any one work week must be paid at time and one-half the regular hourly rate in accordance with law.
- Overtime pay is computed only on hours worked. If an employee uses a vacation and/or sick day(s) and works extra hours during the same workweek, payment will be paid at the regular hourly rate until the actual hours worked reaches forty (40) hours before any overtime will be calculated.
- In the case of a non-exempt staff Member whose pay rate is quoted on other than an hourly basis, the charter school business office will calculate hourly equivalent pay for overtime purposes.
- Any deviation from the assigned working hours must be approved in advance by the Head Administrator. The charter school is required by law to deduct FICA (Social Security and Medicare), Federal Income Tax, and State of New Mexico Withholding Tax. Except for FICA which is a fixed percent, the amounts withheld for Federal and State of New Mexico is based on the number of exemptions a staff Member claims on the

withholding exemption certificate (W-4) at the time of employment or as changed by the staff Member after employment

- The charter school is required by law to withhold amounts for State of New Mexico Educational Retirement Board (ERB) and ERA Retiree Health Care for those employees who meet the FTE or other requirements established by each entity. Amounts withheld are remitted to the respective entities in the employee's name by the due dates specified.
- The withholding for employee's portion of selected insurance coverage(s) shall be deducted in advance from the employee's pay in semi-monthly installments for the following monthly premium. All insurance and other deductions are submitted to the Finance Director on proper forms and records of these deductions are kept on file by the Finance Director.
- AIAI will maintain a sign-in log through a time clock for part-time employees. This is the official time record for employee compensation. The time clock will be in the administrative area.
  - Part-time employees must clock in for the start of their workday and clock out at the end of their workday.
  - Non-exempt employees will NOT be paid overtime or compensatory time unless time was approved in advance by the Head Administrator.
  - Any deviation from assigned working hours must be approved by the Head Administrator in advance.
  - Continual and/or repeat deviations from assigned working hours will be grounds for disciplinary action. These deviations include, but are not limited to, time changes without prior approval and tardiness.
  - Any employee that leaves the campus during the workday must check out in the main office and complete a Request for Leave form, except for when leaving for a duty-free lunch. Upon returning to work, the employee must check in.
  - Employees may not clock in for another employee. Falsification of records or documentation is a violation of AIAI policy and may result in both employees receiving disciplinary action in accordance with AIAI'S Employee Handbook.
- A copy of the sign-in log will be retained by the Administrative Assistant for auditing purposes.
- A summary sheet reflecting salaried and hourly employee pay must be reviewed and verified by the Head Administrator prior to the issuance of check/vouchers.
- In addition to required contributions to the Educational Retirement and ERA Retiree Health Care previously mentioned, employees may choose elective deferrals to a qualified 403(b) plan of their choice. The business office shall deduct the amount specified by the employee and remit payment in the employee's name monthly or as required by the plan. The business office shall be aware of IRS contribution limits for elective deferrals and make sure there are no excess contributions to qualified plans.
- Should a notice of garnishment be received by AIAI, the employee will be contacted so every effort can be made to have him/her satisfy the creditor and have the garnishment withdrawn. In the event a release of garnishment cannot be obtained, the school shall acknowledge the wage assignment as required by law and remit the amount withheld to the appropriate agency.
- The charter school shall provide direct deposit for staff Members with any valid bank or credit union in the United States.
- The Head Administrator is the primary individual responsible for approving payroll. In the absence of the Head Administrator, the Finance Director will approve payroll. In an extreme situation, in the absence of the Head Administrator, AIAI'S Finance Director will approve payroll. This will only be done in extreme situations where the Head Administrator is not available.
- All functions of payroll handled by Finance Director or the Head Administrator in the absence of the Finance Director.

## **IX. TRAVEL AND TRAINING**

Pursuant to 6.20.2.19 NMAC, AIAI travel policies and procedures will follow the Per Diem and Mileage Act, Sections 10-8-1 through 10-8-8, NMSA 1978 and NM PED Finance and Administration (DFA) regulations.

AIAI'S Board recognizes that the educational program for Board Members, staff, and students can be enhanced through the prudent selection of off-campus experiences. Consistent with NMSA 1978 Section 22-8B-5.1, AIAI'S Board will attend annual Board development and training. The objective for the AIAI Board, staff, and student travel is to be clearly defined and consistent with the intent of any legislative mandates, the charter, curricular goals, or a teacher's goals (e.g., team building). Travel requiring an overnight stay must be based on a verifiable education-related activity or pursuant to Board and/or staff training mentioned above. It is understood that the general purpose of student travel, whenever necessary, is to supplement the school's educational program. The Head Administrator will develop procedures and specific guidelines for all local and out of state travel for the Board, staff, and students.

AIAI will work diligently to ensure that all travel costs be kept as low as possible without compromising the safety of the Board, staff, students, or activity sponsors (if required).

AIAI'S staff and student travel must be approved in advance by the Head Administrator after all safety, supervision, and educational justification (if any) has been verified. Approved field trip request forms and employee travel requests must be completed and maintained on file. Travel for the Head Administrator must be approved in advance by an officer of the Board.

Employees and Board Members are expected to account for all necessary expenditures while traveling. Reimbursement shall be made in full only for original itemized receipts submitted. No reimbursement shall be made for alcoholic beverages.

Employees and Board Members shall be expected to return as soon as reasonably possible after a conference and/or professional development workshop(s). Expenses for extended stay in a geographic area after attendance at conferences or other professional development shall be the sole responsibility of the employee and/or Board Member.

All reimbursements are processed in accordance with the Per Diem and Mileage Act, as outlined in DFA regulations. All receipts for out-of-pocket expenditures for transportation, registration, and miscellaneous expenses are required for any reimbursement. DFA regulations can be found in the Operations Coordinator's office.

Student travel will be allowed in school-insured vehicles, such as activity buses. Students may travel with his/her own parent/guardian with an appropriate consent or release form.

No student shall be required to participate in academic school-sponsored travel activities. Non-participation shall not result in a loss of credit, reduction of grade, or any other negative consequence to the student.

Written permission for students to travel will be secured from parents/guardians. Consent forms may be signed at the beginning of each school year giving permission for students to participate in all in-state field trips.

Academic and behavior standards shall be established prior to the commencement of any trip. Board Members, staff, students, and activity sponsors who travel on behalf of the school are reminded that they are role models and therefore their behavior is expected to reflect positively on the school and the community.

## **x. INSURANCE**

Pursuant to 6.20.2.20 NMAC, AIAI maintains adequate insurance coverage addressed in the Tort Claims Act, Section 41-4-1 et seq., NMSA 1978, the Workers' Compensation Act, Section 52-1-1 et seq., NMSA 1978; Officers and Surety Bonds, Section 22-5-7, NMSA 1978; and the Public School Insurance Authority Act, Sections 22-2-6.1 through 22-2-6.10, NMSA 1978. Surety bonds paid from the operational sub-fund shall be approved by NM PED and filed with the Secretary of NM PED of finance and administration pursuant to Subsection D of Section 22-5-7, NMSA, 1978.

## XI. FIXED ASSETS

The purpose of an asset capitalization policy is to provide guidelines for the control of all capital assets that are owned by the school. The purpose of the controls are to protect capital assets, preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.

### Capital Assets Defined

Capital assets, for the purpose of internal controls, are defined as tangible or intangible property owned by the school, which meets the definition and minimum dollar amount for capitalization per asset category.

- Furniture and equipment - Tangible property more than \$5,000 purchased or acquired by gift to be used for operational purposes including, but not limited to, desks, filing cabinets, copiers, musical instruments, laboratory equipment, and janitorial equipment.
- Computer software - Intangible property more than \$5,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.
- Computer equipment - Tangible computer equipment more than \$5,000, including but not limited to laptops, desktops, routers, hubs, etc., purchased or acquired by gift, to be used for operational or instructional purposes. For capitalization purposes, computers are defined as a CPU, monitor, and keyboard, which go together as a package. Printers, which exceed \$5,000, shall be capitalized separately, while printers which are less than \$5,000 shall be considered supply assets and recorded as such in the school's general ledger. Library holdings - All library holdings purchased or acquired by gifts during the fiscal year are capitalized in aggregate at the end of the fiscal year using the cost-based method. The cost-based method approach entails the following:
  - Acquisition costs reflect actual expenses for purchased library materials.
  - Donations are capitalized at fair market value.
  - A value is placed on items withdrawn from the inventory and that value is reflected in capitalization.

### Donated Items

Donated items, valued at the threshold contained in this capitalization policy and which are items that the school otherwise would have bought and used in operations, shall be recorded in the school's general ledger account titled "Fixed Assets" (\$5,000 and over) at fair market value at the date of donation. Donated items, which are valued at less than the threshold contained in this capitalization policy, will be recorded in the school's general ledger account titled "Supply Assets" (less than \$5,000) at fair market value at the date of donation. Donated items, which are determined to have no fair market value, will not be recorded.

### Depreciation Guidelines

Depreciation is a system of accounting which aims to distribute the cost or gift value of a capital asset, less salvage value, over the estimated useful life of the asset in a systematic and rational manner. All depreciable assets will be depreciated using the straight-line method of allocation utilizing the half-year convention. The straight-line method allocates an equal amount of the net cost of an asset to each accounting period in its useful life. Most assets retain some recovery at the end of their useful lives, which is known as salvage value. All depreciable property for the purposes of this policy shall be deemed to have a fair market value at the end of their useful lives.

The useful life of depreciable assets is based on their usefulness to the school. The following table displays the estimated useful lives that will be used to calculate and allocate depreciation:

Property Category	Life in Years
-------------------	---------------

Furniture	05
Equipment	05
Computer Software	03
Computer Equipment	05
Library Holdings	10
Transportation Equipment	03-05
School Buses	07-10
Land	39
Lease Hold Improvements	20

#### Disposal of Capital Assets

Capital assets which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to NMSA (1978) 13-6-1 to 13-6-4, Sale of Public Property, transferred within the school campus to another department or classroom, or traded-in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those, which were damaged or stolen, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Finance Director, Head Administrator, IT and Data Coordinator (for computer- related items only), and the Board Chair. Pursuant to NMSA (1978) 13-6-1 and 13-6- 2, all licensed software, and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the Finance Director, Head Administrator, and IT and Data Coordinator for computer-related items only. The school's business office will retain the approved forms to preserve the accuracy of the asset records.

#### General Inventory Procedures

An inventory of all assets, including but not limited to capital assets, will be created and a copy of the list will remain at the school. Other pertinent information such as room, department, manufacturer, and model shall also be recorded on the list.

A physical inventory shall be done at least annually on such date(s) and time(s) as specified by the Head Administrator and the Finance Director.

A label or a tag will be attached to the property in a conspicuous location.

AIAI will reconcile any missing or found items.

A sign-out log for borrowed equipment will be maintained.

A central record of repairs and transfers will be maintained.

AIAI will follow state laws and regulations regarding the disposal of obsolete, surplus, or damaged equipment.

## **XII. OTHER SERVICES**

Pursuant to 6.20.2.23 NMAC, AIAI provides the following policies for Activity Funds, Food Service Funds, Joint Power Agreements, Legal Fees, and State/Federal Grant Funds

#### Activity Funds

In general, student activity funds are those funds that are owned, operated, and managed by students under the guidance and direction of a staff Member for educational, recreational, and/or cultural purposes. The Head Administrator is authorized to approve the formation of all class organizations, clubs, and associations and before



any fundraising can be done. The advisor from the organization must receive prior approval from the Head Administrator to establish the class organization, club, or association prior and must receive prior approval from the Head Administrator to engage in any fundraising activities.

The following are AIAI's Activity Funds Policies:

- Projects that raise student activity funds should contribute to the educational experience of students and not conflict with, but rather add to, the existing curriculum.
- Student activity funds, whenever possible, should be spent for the benefit of those students currently enrolled in the school who have contributed to the accumulation of these funds.
- Student activities should be conducted so that they offer minimum competition to any commercial concerns, while still benefiting the student body as a whole.
- All activity fund receipts and disbursements must be documented in accordance with established cash receipts and cash disbursements procedures.

The following are AIAI's Activity Fund Procedures:

- The teacher or advisor in charge of the student activity will be responsible for receipting funds collected with the support of the Administrative Assistant.
- Cash receipts for student activity funds, with pre-numbered receipts, will be issued to the advisor and copies of the receipts along with the funds collected will be submitted to the Administrative Assistant for deposit and then the deposit information will be provided to the Finance Director for entry into the school's accounting system.
- The teacher or advisor in charge of the student activity will adhere to the twenty-four (24) hour banking rule outlined in NMAC 6.22.14.3 by providing funds to the Administrative Assistant in a timely manner so that funds can be accounted for and deposited by the Administrative Assistant within twenty-four (24) hours of being collected by the advisor.
- In the case of an off-site activity such as an intramural sports function, the teacher or advisor in charge of the activity will ensure that all cash is accounted for. It is recommended that two people independently verify cash receipts and, after arriving at the same conclusion, place their initials on a count sheet verifying that all receipts have been tallied. The count sheet shall be given to the Administrative Assistant for verification.
- In a situation where activity fund receipts are taken after school hours, the teacher or advisor in charge of the activity shall make sure that all receipts are properly safeguarded pursuant to NMAC 6.2.2.14.1.
- The teacher or advisor in charge of the activity shall adhere to the school's adopted policy regarding the procedures for the receipt of funds always.
- The procurement policy for student activity funds requires that state procurement code is adhered to. Under no circumstance will an activity commit AIAI to any purchase without proper approval.

#### Food Service Funds

Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S. Department of Agriculture requirements, and Section 22- 13-13, NMSA 1978.

#### Joint Power Agreements

Should AIAI enter into a joint power of agreement, pursuant to the Joint Powers Agreement Act, Sections 11-1-1 through 11-1-7, NMSA 1978, it shall be done so in accordance with the agreement.

#### Legal Fees



AIAI funds shall not be used for payment of personal legal fees, including attorney's fees and costs, of any AIAI employee or AIAI Board Member. Personal legal fees include but are not limited to:

- legal fees expended in obtaining or retaining any elected position.
- legal fees incurred by any employee or Board Member in any civil action filed by or against the employee or Board Member in his or her personal capacity, unless, in the case of an action against the employee or Board Member, the allegations are based upon acts taken by that individual in the course and scope of his or her employment or service;
- legal fees incurred by any employee or Board Member in the defense of any criminal case, unless the charges are based upon acts taken in the course and scope of his or her employment or service; and
- any payment of legal fees by AIAI will serve a clearly identifiable public interest.

#### Federal and State Grant Funds

For grant money that flows through NM PED to AIAI, the charter school shall utilize the funding for the purpose in which it was awarded. AIAI will provide information and submit complete and accurate reports required by the grant and NM PED within the prescribed time. This funding shall be accounted for in the AIAI ledger in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

For grant money that is sent directly to AIAI, the charter school shall utilize the funding for the purpose in which it was awarded. AIAI shall submit complete and accurate reports required by the grant within the prescribed time. This funding shall be accounted for in accordance with GAAP, applicable federal regulations, and procedures set forth in the grant award.

### **XIII. OTHER ADMINISTRATIVE STANDARDS**

Pursuant to 6.20.2.24 NMAC, AIAI will adhere to the state and federal laws and regulations pertaining to instructional materials, transportation, records retention and disposition, and the Open Meetings Act.

#### Instructional Materials

AIAI shall be funded for textbooks and supplementary instructional materials by NM PED pursuant to the Instructional Materials Act, Section 22-15-9 NMSA 1978. The charter school shall submit revenue and expenditure reports as required to NM PED, detailing expenditures, purchase order number, warrant number, and dates. Audited instructional material records are the official accounting of these funds. The instructional materials purchased by the charter school shall be in accordance with the approved list and may be amended by the Instructional Materials Unit of NM PED.

#### Open Meetings Act

AIAI will comply with the provisions of the Open Meetings Act, Section 10-15-1 et seq., Source: 6.20.2.11 NMAC [INTERNAL CONTROL STRUCTURE STANDARDS]:

A. Every school district shall establish and maintain an internal control structure to provide management with reasonable assurance that assets are safe-guarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of general purpose financial statements in accordance with GAAP, and that state and federal programs are managed in compliance with applicable laws and regulations. The internal control structure shall include written administrative controls (rules, procedures and practices, and policies that affect the organization) and accounting controls (activity cycles, financial statement captions, accounting applications including computer systems) that are in accordance with GAAP.

B. Each school district shall develop, establish, and maintain a structure of internal accounting controls and written procedures to provide for segregation of duties, a system of authorization and recording procedures, and sound accounting practices in performance of duties and functions. The duties to be segregated are the authorization to execute a transaction, recording the transaction, and custody of assets involved in the transaction. (1) School district management must ensure that protection of the public trust is a major focus when granting the authorization to execute business of the school district. (2) Employees handling significant amounts of cash must be adequately bonded. Access to assets is permitted only in accordance with school district authorization. (3) Receipts, checks, or warrants, purchase orders, and vouchers shall be sequentially pre- numbered. (4) School districts shall have proper safeguards to protect unused checks and other pre- numbered forms, undeposited cash and other receipts, and facsimile signature plates. (5) Transactions are to be recorded as necessary to permit preparation of financial statements in conformity with GAAP. In addition, school districts shall establish any other criteria applicable to such statements to maintain accountability for assets. (6) School districts shall conduct independent checks on performance and proper valuation of recorded amounts, such as clerical checks, reconciliations, comparison of assets with recorded accountability, computer-programmed controls, management review of reports that summarize the detail of account balances, and user review of computer generated reports.

C. An internal control structure is required to demonstrate the school district's ability to record, process, summarize and report financial data consistent with the following financial statement assertions: (1) rights and ownership; (2) existence and occurrence; (3) valuation and allocations; (4) completeness; and, (5) presentation and disclosure.

D. The internal control structure shall demonstrate that the school district identifies applicable laws and regulations, and that procedures are designed to provide reasonable assurance that the school district complies with those laws and regulations. Internal control procedures shall be established, implemented, and documented through school district correspondence, manuals, training, and other additional methods. Appropriate internal control procedures shall be adopted by the local Board within a school district to safeguard its assets, check the accuracy and reliability of its accounting data, promote operational efficiency, and encourage adherence to prescribed managerial policies. The internal control structure shall address all school district transactions.

[02-03-93, 11-01-97, 01-15-99; 6.20.2.11 NMAC - Rn, 6 NMAC 2.2.1.11, 05-31-01]

#### Records Retention and Disposition

The management of school records will be in accordance with the Public Records Act, Section 14-3-1 et seq., NMSA 1978 and applicable regulations.

#### Transportation

AIAI provides limited student transportation with select bus stops located around Albuquerque. Additionally, transportation will be provided to any student where transportation is designated by the student's Individual Educational Plan (IEP). If at any time a special education student enrolls at AIAI with an IEP that requires transportation, the school will negotiate with a transportation contractor to provide transportation services for that student. AIAI will pay the initial costs for the transportation of special education students as required by their IEP until Federal IDEA money is available.

#### **XIV. COMPLIANCE FOR INTERNAL CONTROL PROCEDURES**

Above and beyond mandatory audits described above, compliance to these procedures will be randomly inspected no less than once quarter. The Head Administrator will choose two controls to be audited each quarter. The Finance Director will establish a checklist to be activated on chosen controls. These internal audits will be presented to the Board. Non-compliance may result in training, disciplinary action, or termination.

Attachment 1



## Charter School Application/ Lottery for 2021/ 2022

4311 Sara Road, Rio Rancho, NM 87124

*\*Asterisked items are required for application consideration; other items are optional*

\*Child's Name (First, Last)

\_\_\_\_\_

Grade level of student at start of Fall 2021 (please circle one) 6 7 8 9 10 11 12

\*Parent/Guardian Name (First, Last):

\_\_\_\_\_

\*Relationship to Child:

\_\_\_\_\_

Address: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ \*Zip: \_\_\_\_\_

\*Phone Number(s), if available: Cell: \_\_\_\_\_

Other: \_\_\_\_\_

Email: \_\_\_\_\_

\*Parent/Guardian Signature: \_\_\_\_\_

\*Date: \_\_\_\_\_

### APPLICATION/ LOTTERY INFORMATION:

- Applications must be received by April 1 to be eligible for the lottery and can be mailed or hand-delivered to 4311 Sara Road, Rio Rancho, NM 87124. Applications can also be scanned and emailed to [sjw@garnerartslc.com](mailto:sjw@garnerartslc.com) When emailing, enter the words "AIAI Application, 20121" and the date into the subject.
- All children eligible to attend NM Public Schools are eligible to attend AIAI.
- A lottery will be held on April X, 9AM, if there are more applications than available slots.

Using an integrated arts curriculum in a flexible blended learning model, we will prepare any middle and high school student who has an interest in the fine arts to develop and incorporate that interest as they successfully transition (to enable a successful transition) into post-secondary education and their chosen career pathways.

#### Aspire Integrated Arts Institute (AIAI)

1. To offer students flexible learning times so they can take hold of inspirational moments and special learning opportunities within their fine art forms.
2. To offer students the opportunity to study their art form from career artists.  
Career artists are those who have proven to financially sustain themselves over a decade of professional engagements only working within their art form.
3. To counsel each student in seeking out level-appropriate & skill-specific learning and career opportunities in their art form, which includes the skill set of becoming a successful marketplace artist.
4. To offer students a tried-and-true online curriculum with seamless support from licensed teachers who are experienced and proficient in our online curriculum platform, allowing students to learn without the wasted time of classroom management, getting the answers and the help they need when they need it, in a well-documented and user-friendly system.
5. To offer each "student artist" the emotional, social support and encouragement throughout the day from the professional relationships they cultivate through the daily presence of their Enrichment Life Coach Teacher (ELCT), offering students personalized learning support and access to learning plans so that each student can grow in confidence, knowledge and skill.

*AIAI does not discriminate on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services. New Mexico law provides that charter schools must give enrollment preference to students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades and siblings of students already admitted to or attending the same charter school. New Mexico law provides that charters may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the school.*

*Meal options will be provided.*

## Attachment 2



## Enrollment Information for 2021-22

4311 Sara Road, Rio Rancho, NM 87124

\*Child's Name (First, Last)  
\_\_\_\_\_\*Date of Birth (MM/DD/YYYY)  
\_\_\_\_\_

Grade level of student at start of Fall 2021 (please circle one) 6 7 8 9 10 11 12

Current School \_\_\_\_\_ Current Grade \_\_\_\_\_

\*Parent/Guardian #1 Name (First, Last):  
\_\_\_\_\_\*Relationship to Child:  
\_\_\_\_\_

Address: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ \*Zip: \_\_\_\_\_

Email Parent/Guardian #1:  
\_\_\_\_\_Email Parent/Guardian #1:  
\_\_\_\_\_\*Phone Number Parent/Guardian #1, if available: Cell: \_\_\_\_\_  
Other: \_\_\_\_\_

Address: \_\_\_\_\_ Apt #: \_\_\_\_\_

City: \_\_\_\_\_ \*Zip: \_\_\_\_\_

Email Parent/Guardian #2: \_\_\_\_\_

Email Parent/Guardian #2: \_\_\_\_\_

\*Phone Number Parent/Guardian #2, if available: Cell: \_\_\_\_\_  
Other: \_\_\_\_\_

Emergency Contact Information 1: Name \_\_\_\_\_ Cell \_\_\_\_\_

Emergency Contact Information 2: Name \_\_\_\_\_ Cell \_\_\_\_\_

IEP or Special Education Status \_\_\_\_\_

Immunizations Records: \_\_\_\_\_

List Any Allergies: \_\_\_\_\_

Any Transportation Needs \_\_\_\_\_

\*Parent/Guardian Signature: \_\_\_\_\_

\*Date: \_\_\_\_\_

\*Parent/Guardian Signature: \_\_\_\_\_

\*Date: \_\_\_\_\_

Please tell us about your child's interest in the Classical, Hispanic, and Indigenous Art.  
We have faculty in the following disciplines:

DANCE ARTS, THEATER ARTS, MUSIC ARTS, FILM/ VISUAL ARTS

Art Form of Interest: \_\_\_\_\_

List, share or detail any prior art experience?

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Please describe why you and your child are interested in AIAI for your child's education?

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**Demographic Information (optional)**

AIAI intentionally dedicates time and resources to create a diverse and welcoming student body. We believe that humans learn best when they are surrounded by a variety of perspectives, experiences, and learning styles.

- Which of the following best represents your racial or ethnic heritage? Choose all that apply.

Non-Hispanic White or Euro-American

Black, Afro-Caribbean, or African American

Latino or Hispanic American

East Asian or Asian American

South Asian or Indian American

Middle Eastern or Arab American

Native American or Alaskan Native

Other

- What is the primary language spoken in the home?
- 

- How many people live in the child's household (including the child)?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8+ ☐



*AIAI does not discriminate on the basis of disability, physical or mental handicap, serious medical condition, race, creed, color, sex, gender identity, sexual orientation, spousal affiliation, national origin, religion, ancestry or need for special education services. New Mexico law provides that charter schools must give enrollment preference to students who have been admitted to the charter school through an appropriate admission process and remain in attendance through subsequent grades and siblings of students already admitted to or attending the same charter school. New Mexico law provides that charters may either enroll students on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the school.*

*Meals options will be provided.*

**Attachment 3**

## Draft AIAI Conflict of Interest Policy

## 22-8B-5.2. Governing body conflicts of interest.

A. 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.

Adopted by the Board on: \_\_\_\_\_

**Attachment 4****CONFLICT-OF-INTEREST DISCLOSURE STATEMENT**

Please initial in the space at the end of Item A or complete Item B, whichever is appropriate; complete the balance of the form; sign and date the statement; and return it to the Board Treasurer.

A. I am not aware of any relationship or interest or situation involving my family or myself that might result in, or give the appearance of being, a conflict of interest between such family member or me on one hand and AIAI Charter School on the other.

Initials: \_\_\_\_\_

B. The following are relationships, interests, or situations involving me or a member of my family that I consider might result in or appear to be an actual, apparent, or potential conflict of interest between such family members or myself on one hand and AIAI Charter School on the other.

Initials: \_\_\_\_\_

Corporate (either nonprofit or for-profit) directorships, positions, and employment:

\_\_\_\_\_

Memberships in the following organizations:

\_\_\_\_\_

Contracts, business activities, and investments with or in the following organizations:

\_\_\_\_\_

Other relationships and activities:

\_\_\_\_\_

My primary business or occupation at this time:

\_\_\_\_\_

I have read and understand AIAI Charter School's Conflict-of-Interest Policy and agree to be bound by it. I will promptly inform the Board Treasurer of AIAI Charter School of any material change that develops in the information contained in the foregoing statement.

\_\_\_\_\_

Type/Print Name Signature Date

## Attachment 5

Evidence of support  
For the Aspire Integrated Arts Institute charter

In response to the COVID-19 pandemic, the AIAI applicant team did not ask for physical letters of support from community members. We created a Google form which allowed individuals a simple way to offer their support. By providing us with their email, name, title, and initials (address and phone number were optional) the individual could provide AIAI with their support through a pre-typed letter.

Supporters were encouraged to write their own letter. Some wrote their own letter within the Google form while others sent their letter of support as an email attachment. Below you will find the results of the Google form as well as unique letters written in support for the AIAI charter application.

# DANCING EARTH™

## INDIGENOUS CONTEMPORARY DANCE CREATIONS

May 26 , 2020

My name is Rulan Tangen ; I am the Founding Artistic Director of the New Mexico based Dancing Earth , an internationally recognized Indigenous contemporary dance company that recruits, cultivates and opportunities for Indigenous youth to become paid professionals in every aspect of production including dance, music, costume design , photography, video, technical crew and arts management, as well as educational programming that intersects arts, cultural histories, ecological issues, and social change. We were recently recognized with a Kennedy Center Citizen Artist award for our work embodying Service, Justice, Freedom, Courage , and Gratitude.

I am writing in support of *Aspire Integrated Arts Institute* mission to cultivate an arts integrated education that includes a diversity of art forms, including those of the original First Nations peoples of New Mexico who are renowned around the world for a wide range of art forms, and Inter-tribal arts perspectives from the wider region, nation and global Indigenous contribution to world culture. I appreciate the consideration of diversity, equity and inclusion that is fundamental to a wider understanding of this planet , and certainly relevant to citizens of the Southwest in recognition of the complex histories of this land.

I am honored to stand in good relationship with many local Native artists, educators, curriculum designers, and culture carriers who could be valuable contributors to this initiative . I would also be interested in offering master classes , lectures, and devised choreographic initiatives for students to creatively address histories and futures that they are a part of, through movement languages. I hope that my expertise and my contacts may be able to assist the Aspire vision , to cultivate arts with the full richness of diversity. I hope that Aspire will receive the full financial support of their proposal.

Respectfully,

Rulan Tangen

[www.dancingearth.org](http://www.dancingearth.org)

617 448 6299

# FMF

---

composer

organist

music publisher

**Frederick Frahm**

16 Placitas Trails Road  
Placitas, NM 87043  
(505) 620-6522

studio@frederickfrahm.com  
www.frederickfrahm.com  
www.fireheadeitions.com

8 May 2020

Dear Avix Integrated Arts Institute,

I have spent several years teaching in the Rio Rancho School district and can attest to the pressing need for a focused music and arts school. Rio Rancho kids, as all kids, have demonstrable potential to succeed in the arts, but they need some real attention in terms of resources to allow them to flourish not only as musicians, but as people.

As a professional musician (Composer, Organist, Teaching Artist, and Music Publisher), I fully commend and support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Most sincerely,



Frederick Frahm



May 11, 2020

To the Committee:

My name is Neal Shotwell. I write this letter in support of the founding of Aspire Integrated Arts Institute, in Rio Rancho, NM. Aspire will be a charter school serving grades 6-12 with a blended learning model including music, theater, dance, and film serving Rio Rancho and the greater Albuquerque area.

I am President and Co-Founder of Rio Rancho Creative Crossroads, a non-profit providing community arts programs in Rio Rancho since 2013 and as such, I am acutely aware of how few opportunities there are to participate in the arts in our community. Our programming includes youth chorale and an all-ages theater program, and the demand grows for more programs every year.

I know the founders, Michelle Boutros and Stephen Wynne. I met Michelle shortly after her arrival in Rio Rancho and quickly realized we share a passion for the arts and for creating a thriving arts community in Rio Rancho. We also share the belief that art can build a stronger community and local economy. I have been impressed with their willingness and dedication to learning about our area and determining how they can use their extensive talents to best serve our community. In their short time here, they have become active members in our Rio Rancho Regional Chamber of Commerce. Stephen and Michelle joined me on the Rio Rancho Arts Commission's Art Summit Committee this year. They have also proved to be strong supporters of local business.

I believe a School for the Arts will be a tremendous asset to Rio Rancho. People often disregard the arts and art education. However, in my experience, with the right encouragement and programming, participation in the arts (especially the performing arts) quickly instills self-confidence and courage in young people. It teaches them problem solving and teamwork. It teaches them how to think on their feet. The arts can be a safe place for young community members to express themselves and be themselves. Time and time again, parents remark on how much their child has changed/grown because of their involvement in our arts programs. I feel confident that Aspire Integrated Arts Institute can provide Rio Rancho/Greater Albuquerque with a much-needed space for students to spread their wings. From what I have seen, Michelle and Stephen are committed to developing the highest quality education and arts program. I am confident that given the opportunity they will serve the students of our community with pride and joy and ensure they get access to a first-rate education and new, high-quality arts opportunities.

Regards,

Neal Shotwell  
President/Co-Founder

**5033 White Owl Way NE Rio Rancho NM 87144**

Rio Rancho Creative Crossroads is a 501(c)(3) charity incorporated in the State of New Mexico licensed in Rio Rancho, NM. FEIN 46-2763023.

## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

jm.artscapes@yahoo.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1. ], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

President, Rio Rancho Art Association and Arts Commissioner for the city of Rio Rancho



## Question 2. Your Name

Joe McDonnell

## Question 3. Your address

## Question 4. Phone number

505-459-8050

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

The Rio Rancho Art Commission has seven dedicated art commissioners representing each of your Council Districts. We are an advisory body to the City Council, making recommendations to enhance and promote the arts in Rio Rancho.

Rio Rancho has long needed a performance center for artist venues. This year we decided that the 2016/2018 bonds funds dedicated to Arts in Public Places will go toward the skyroom at the new performance space at Campus Park. We are planning our next Arts Summit in June 2020 to bring all artists from all disciplines together and network to strengthen the art industry in our community. Below we have provided some statistics to help understand the importance of this work in our community.

Sandoval County - The Creative Industries - Business & Employment in Sandoval County report indicates that Sandoval County has 270 arts-related businesses and employs 553 people. It accounts for 5.3% of the total number of business and 1.7% of people located in Sandoval County.

New Mexico - The New Mexico Arts and Cultural Production Satellite Account produced by the U.S. Bureau of Economic Analysis at the Department of Commerce, shows that if you look at all the arts in NM they are a \$2.9 billion industry, or 3.2% of NM Gross State Product and employ 26,605.

National - An analysis conducted by the Bureau of Economic Analysis indicates that arts and culture in America is 4.3% of Gross Domestic Product or \$804 billion. Arts and culture is larger than the construction, transportation, warehousing, travel, tourism, and agriculture industries. Along with the economy, arts and culture provides entertainment and skills beyond dollars. It is to your benefit to actively support and promote the arts. Arts bring value to your community.

#### All Things Art

Imagine if you will, an art website that can be known and recognized by anyone who is interested in buying art, selling art, promoting art, talking about art, and selling to artists?

- A site that could be linked to anything and everything to do with artists.
- A listing of all the artists who wish to be represented as an artist in the state of New Mexico, with contact info and links to their sites or galleries or experience.
- A site that lists all the galleries and the artists they represent, the events and shows they have and plan to have in the state of New Mexico.
- A calendar page that would list all the events, shows, studio tours, openings, etc. that are/will be happening in the state.
- A site that lists and links to sites like CaFE, ArtFairCalendar and other listings for opportunities for artists.
- A site that links to lists of scholarships, grants and art schools, associations, organizations, study groups, art programs, open sessions, work shops, job opportunities, etc. that artists would be interested in.
- A site that links to Community arts commissions and their projects and meetings.
- A site that links to Better Business Bureaus and Chambers of Commerce and their projects and meetings pertaining to art.
- A site that links to artists' personal and/or professional websites.

- A site that could connect to appraisers and auction sites for those who would want any artwork appraised or sold at auction.
- A site that links and lists Community Outreach programs that artists would be interested in and that communities, likewise would be interested in having artists participation and recognition of artists expertise and accomplishments in the various New Mexico state communities.

A site that would be sustained by local New Mexico communities financial participation, benefactors, donations and donors to the arts, financial institutions, charitable organizations, and advertisers (both directly related to the arts, ie. Dick Blick, Artisans of Santa Fe, Michaels, Framers and the like, as well as anyone else interested in supporting an art related site, such as auto dealers, furniture, apparel, etc.). In addition to charges to advertisers, there could be a small percent charged to artists, galleries and art organizations for sales, or advertising events, promotions, etc., that would help sustain the operation of the site. A site that would also solicit, promote, endorse and favor national arts support groups and financial institutions through endowments, grants, scholarships and donations.

A site that would list and link all the museums statewide with their current and upcoming exhibits.

A "Road Trip/Visitor art/entertainment listing, showing galleries/events along main New Mexico entryway corridors much like the page in the Gallery Guide for Rodeo Drive.

A "forms" page with easy to fill out forms for upcoming shows and events and a place to purchase tickets online. (Mention the apps that one can use on cell phones to do likewise.)

Overnight museum/galleries tours that include hotel accommodations/dinner/museum tickets. An all inclusive all-around weekend getaway for those who would appreciate a break from the local scene!

Intercity exhibitions that would encourage participation from other communities.

An arts bank. (Explained on a separate sheet.)

And a site that would be promoted through social media, state advertising budgets throughout the country by the various local and state arts commissions and chambers of commerce.

Joe McDonnell  
District 6 Arts Commissioner, City of Rio Rancho, NM  
505-459-8050  
[jm.artscapes@yahoo.com](mailto:jm.artscapes@yahoo.com)

Aspire Integrated Arts Institute Letter of Community Support

5/28/20, 12:25 PM

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

EJM

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Google Forms

[https://docs.google.com/forms/u/0/d/1kL9O0PXbae\\_m\\_64JxeN11bb6gt6nMKWn\\_57H41-X93M/printallresponses](https://docs.google.com/forms/u/0/d/1kL9O0PXbae_m_64JxeN11bb6gt6nMKWn_57H41-X93M/printallresponses)

Page 5 of 62

## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

amy.m.hughes@hotmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1. ], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Theater Teacher at Volcano Vista High School

Question 2. Your Name

Amy Hughes

Question 3. Your address

7221 Primrose Dr NW

Question 4. Phone number

5053011680

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

AH

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

oceanrelics@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1. ], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Director of Admissions and Community Engagement, New Mexico School for the Arts



## Question 2. Your Name

Francesca Rodriguez

## Question 3. Your address

309 Calle Damiano, Bernalillo, NM 87004

## Question 4. Phone number

5055778127

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

FR

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

aaronwadin@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1. ], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Aaron Wadin, Private Music Teacher and Parent

## Question 2. Your Name

Aaron E. Wadin

## Question 3. Your address

2221 Sonora Rd NE, Rio Rancho, NM 87144

## Question 4. Phone number

5053408064

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

AW

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

robertarickert@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Real Estate Broker

## Question 2. Your Name

Robert Rickert

## Question 3. Your address

8100 M-4 Wyoming Blvd NE #184

## Question 4. Phone number

4087075973

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

RR

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

bwflegal@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

New Mexico

## Question 2. Your Name

Benjamin Fowler

## Question 3. Your address

1706 Silver Ave SE

## Question 4. Phone number

9147213129

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

BWF

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

spatrick01@ft.newyorklife.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

NM

Question 2. Your Name

Samantha Patrick

Question 3. Your address

6565 Americas Parkway N.e.suite 300

Question 4. Phone number

5054406385

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

Rio Rancho and Albuquerque needs an alternative to the typical schooling for those that don't fit into the box of traditional. Expanding our options within our community helps build up our community and those that live here.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

SP

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

Stevenm@ndi-nm.org

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1. ], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Artistic Director of The Hiland Theater for NDI New Mexico

## Question 2. Your Name

Steven Melendez

## Question 3. Your address

4800 Central Avenue SE Albuquerque, NM 87102

## Question 4. Phone number

(505) 340 0202

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

SM

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

Rosala@untamedprods.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Administrative Assistant

## Question 2. Your Name

Rosala Sanchez

## Question 3. Your address

1705 Soplo Rd SE ABQ, NM 87123

## Question 4. Phone number

8186530147

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

Dear Avix Integrated Arts Institute,

As a New Mexican growing up and searching for opportunities in the arts, I fully support Avix Integrated Arts Institute's charter application. I understand how important it is to build our community with arts. New Mexico has developed an arts-driven community, and in order to pass that down to generations to come, we need Avix to inspire and develop our youth's individual creativity and give them the resources they need to succeed.

I look forward to offering services and support, which will help the students succeed in school and beyond.

Sincerely,

Rosala Sanchez

1705 Soplo RD SE ABQ, NM 87123

818-653-0147

Aspire Integrated Arts Institute Letter of Community Support

5/28/20, 12:25 PM

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

R.S.

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Google Forms

[https://docs.google.com/forms/u/0/d/1kL9O0PXbae\\_m\\_64JxeN11bb6gt6nMKWn\\_57H41-X93M/printallresponses](https://docs.google.com/forms/u/0/d/1kL9O0PXbae_m_64JxeN11bb6gt6nMKWn_57H41-X93M/printallresponses)

Page 29 of 62

## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

Strategicbookkeepingsolutions@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Small Business Owner

## Question 2. Your Name

Kerrie Maynes

## Question 3. Your address

2005 Yucca St SE

## Question 4. Phone number

5059263403

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

KM

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

edhoverter@hotmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Business owner



Aspire Integrated Arts Institute Letter of Community Support

5/28/20, 12:25 PM

## Question 2. Your Name

Eric Hoverter

## Question 3. Your address

6604 Tierra Vista Ave NW, Albuquerque, NM

## Question 4. Phone number

505-688-6089

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

Edh

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[https://docs.google.com/forms/u/0/d/1kL9O0PXbae\\_m\\_64JxeN11bb6gt6nMKWn\\_57H41-X93M/printallresponses](https://docs.google.com/forms/u/0/d/1kL9O0PXbae_m_64JxeN11bb6gt6nMKWn_57H41-X93M/printallresponses)

Page 34 of 62

## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

alombardo0660@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Longtime parent of children in RRPS

## Question 2. Your Name

Anthony Lombardo

## Question 3. Your address

1640 Mallard CT NE Rio Rancho NM

## Question 4. Phone number

505-934-6120

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

As a longtime parent of children in Rio Rancho's public schools (since 2003, with a daughter still in high school!) I have always been impressed with the quality of the education my children have received. I moved to Rio Rancho in part so that my children can receive a quality public education. We have taken advantage of RRPS traditional education environments as well as alternative environments offered, namely Cyber Academy.

I believe this charter school will enhance the education quality and add diverse educational environments within the Rio Rancho area. My oldest children participated in the performing arts in RRPS (band, choir, some theater) and received very good instruction. Although there are good programs within the public schools, there is no arts "niche" in RRPS traditional or alternative learning environments. This charter school has the potential to fill that niche and bring the learning experience for the children who attend to the next level.

Aspire Integrated Arts Institute Letter of Community Support

5/28/20, 12:25 PM

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

TL

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Google Forms

[https://docs.google.com/forms/u/0/d/1kL9O0PXbae\\_m\\_64JxeN11bb6gt6nMKWn\\_57H41-X93M/printallresponses](https://docs.google.com/forms/u/0/d/1kL9O0PXbae_m_64JxeN11bb6gt6nMKWn_57H41-X93M/printallresponses)

Page 38 of 62

## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

jane612g@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

citizen of New Mexico

## Question 2. Your Name

Jane Gordon

## Question 3. Your address

2004 Gabaldon Rd NW, Albuquerque

## Question 4. Phone number

5052276560

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

jd

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

mari@nationalinstituteofflamenco.org

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Executive Director, National Institute of Flamenco

## Question 2. Your Name

Marisol Encinias

## Question 3. Your address

1771 Bellamah NW Suite A101

## Question 4. Phone number

5052427600

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

ME

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

joaquinencinas@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1. ], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Artistic Director, National Institute of Flamenco

## Question 2. Your Name

Joaquin Encinias

## Question 3. Your address

1771 Bellamah NW Suite A101

## Question 4. Phone number

5052427600

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

JE

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

EVA@NATIONALINSTITUTEOFFLAMENCO.ORG

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Founding Director, National Institute of Flamenco

## Question 2. Your Name

Eva Encinias

## Question 3. Your address

1326 LA POBLANA RD NW

## Question 4. Phone number

5052057308

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

ME

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

jill@swhrc.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

President/CEO

## Question 2. Your Name

Jill Avey

## Question 3. Your address

PO Box 14274 ABQ, NM 87191

## Question 4. Phone number

505-321-1255

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

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JA

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

db2a85@yahoo.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Ms.

Aspire Integrated Arts Institute Letter of Community Support

5/28/20, 12:25 PM

Question 2. Your Name

Deb Hinckley

Question 3. Your address

1270 Sioux St. Los Alamos, NM 87544

Question 4. Phone number

5056707782

[https://docs.google.com/forms/u/0/d/1kL9O0PXbae\\_m\\_64JxeN11bb6gt6nMKWn\\_57H41-X93M/printallresponses](https://docs.google.com/forms/u/0/d/1kL9O0PXbae_m_64JxeN11bb6gt6nMKWn_57H41-X93M/printallresponses)

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Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

To whom it may concern,

My name is Deborah Hinckley, and I live here in Los Alamos at 1270 Sioux St. Los Alamos, NM 87544. Should you need to reach out to me, my number is 505-670-7782.

My son has been dancing ballet now for 12 years, and his dream is to one day become a professional. He has danced under the direction of Mr. Stephen Wynne, and expressed that Stephen has just what he needs to help fulfill his dreams.

During the 2019 Christmas holiday we made several trips from Los Alamos to Rio Rancho so my son could have private dance lessons with Stephen.

We are extremely excited for a new possibility in learning academics and art forms. I believe this will open the door and encourage the students to discover new things about themselves. Having smaller classrooms and teachers that are excited to help these students achieve their goals is so important. The students will be more empowered being with others that are more like them. I also believe that when they graduate they will have more to offer society and more opportunities for themselves.

Thank you for your consideration,  
Deb Hinckley

By entering your initials in the box below, you are effectively providing your signature, indicating that you support AIAI and allow us to use your letter as proof of community support for you school. \*

DH

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Google Forms

## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

jackie.mirabal@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Parent

Question 2. Your Name

Jacqueline MirabalMartinez

Question 3. Your address

1158 Bobcat Ln. Española NM. 87532

Question 4. Phone number

5056295358

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

You may skip this step if you don't wish to write your own letter.

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JMM

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## Aspire Integrated Arts Institute Letter of Community Support

Please choose to offer your support by answering the questions below. Skip to question 5 to write your own letter.

Email address \*

sherylwadin@gmail.com

### Letter Template. We made it quick and easy!

We will use your responses to fill in the letter below:

Dear Aspire Integrated Arts Institute,

As the [ Question 1.], I fully support Avix Integrated Arts Institute's charter application, and look forward to offering services, support, and resources which will help the students succeed in school and beyond.

Sincerely,

Question 2. (Name)

Question 3. (Your address)

Question 4. (Your phone number)

Question 1. Please state your title (e.g. director of... YOU MAY WANT TO PUT YOUR JOB TITLE HERE, OR SAY IF YOU ARE A PARENT, OR HOWEVER YOU WOULD LIKE TO IDENTIFY YOURSELF)

Parent of both an Elementary and High School student

## Question 2. Your Name

Sheryl Wadin

## Question 3. Your address

2221 Sonora Rd. NE, Rio Rancho, NM 87144

## Question 4. Phone number

505-934-1696

Question 5. We would also appreciate if you draft your own letter as opposed to using our form letter. Use this section to write your letter and be sure to add your data from above questions 1, 2, 3 & 4. Thanks!

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SW

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