**Educational Program Amendment Request**

# Purpose

The *Educational Program Amendment Request* is used to change the educational program *as described in the charter contract.* Note that any changes made need to support and align with the charter mission. The Amendment Request may not change the essence of the school’s mission or program.

A change in the educational program is **not** effective until approved by the PEC.

# Determining Eligibility

Schools shall only be eligible to submit an Additional Educational Program for New School Population Amendment Request if the school is on current version of the charter contract (2019). A school under an earlier version of the charter contract may submit this amendment request if it also requests to negotiate its charter contract to the current version.

# Submission Window

The *Educational Program Amendment Requests* may only be submitted for consideration at the January through June PEC meetings to go into effect in the subsequent fiscal year.

The request must be submitted timely so that it may be processed within the timeframe provided in the PEC policy and implemented starting at the beginning of the next fiscal year (consideration at the June meeting is the latest possible consideration for an amendment to become effective in the next fiscal year).

**If the fiscal year has started or will start prior to the request being considered by the PEC**, an amendment request will be effective only in the subsequent fiscal year, if it is approved.

# PEC Consideration

An administratively complete *Educational Program Amendment Request* submitted by a charter school that meets the eligibility criteria may be placed on the agenda of the next regular PEC meeting if the complete request was received at least 28 days prior to the meeting, or at the subsequent meeting if the complete request was not received at least 28 days prior to the next regularly scheduled meeting.

* A finding that the Charter School is not in compliance with governance reporting and training requirements **will result in a delay** in consideration of the request until the school comes into compliance, or if the school does not come into compliance, until the last meeting within the contractual timeline for a decision from the PEC.
* All performance data (academic, organizational, and financial) for the last three years including any outstanding complaints or investigations will be provided to the PEC for its consideration of the amendment request.

# Approval Factors

The PEC’s decision to approve or deny an *Educational Program Amendment Request* will be based on the following considerations:

|  |
| --- |
| The Education Program Amendment Request does not change the essence of the school’s program; and  |
| The applicant demonstrated capacity to successfully implement the requested change.  |

# Instructions for the Request

**If you have questions about completing the form or uploading documents, contact charter.schools@state.nm.us.** Complete all required fields and attachments (denoted by "\*").

## Form Fields

### Field Instructions

**Current Information\*** Provide the current contractual language describing the Educational Program elements the school seeks to change; if there is no specific language, describe the Educational Program elements the school seeks to change that are implied in the current contract.

**Proposed Change\*** Provide the specific contractual language the school would like to have included in the Educational Program section of the contract.

## Attachments

**Curriculum Samples\***

Attach curriculum samples for each grade level that will be impacted by the amendment. Curriculum samples must reflect implementation of the new/revised educational program, as described in the instructions on the Curriculum Sample Instructions and Template beginning on page 4 of these instructions.

**Approved Board Minutes or** **Certificate of Governing Body Vote\***

Attach evidence that the requested change has been approved by the Charter School Board.

**Narrative\***

Attach a narrative that responds to the following prompts:

□ Describe the rationale for the change in the Educational Program.

□ Describe the proposed changes to the Educational Program, including the following:

* Curriculum (which clearly demonstrates alignment to the New Mexico Common Core State

Standards and New Mexico Content Standards);

o Methods of instruction; and

o Formative and summative assessments.

* If changes to one or more areas are not needed, provide an explanation.

□ Explain how the proposed changes to the Educational Program align to the mission documented in the charter.

□ Explain how the proposed changes to the Educational Program improve student achievement in the target population served by the charter.

□ Discuss the transition plan for the changes to the Educational Program, including the following:

* Timeframes for implementation of the changes;
* Purchasing necessary resources (e.g. curriculum and assessment materials) to implement the changes;
* Hiring and/or Training staff to effectively implement the changes; and
* Providing evaluation (monitoring) and support to address challenges encountered during the implementation of the change and ensure improved student achievement.

□ Explain the budget impact and how the school will manage all expenses, including, but not limited to, those already identified in the transition plan of the narrative. Include the following, as applicable:

* Recruiting, hiring, and training new or current employees o Purchase of concrete resources.

□ Explain how the school has engaged with the current school community to evaluate support or opposition to the change, support the transition, and explain the need to make the change. Include:

* Specific information regarding the support or opposition by parents, teachers, students, administrative staff to the change.

# Administrative Completeness Review

An administratively complete request includes the following:

□ Fully Completed Form

□ Approved Board Minutes

o Comply with Open Meeting Law (if applicable)

o Board membership aligns with what is currently on file with PEC

□ Narrative, addressing all prompts

□ Curriculum Samples for each grade the school serves that will be impacted by the change to the educational program. See Curriculum Sample Instructions and Template beginning on page 4 of these instructions. The curriculum samples should reflect the education program as proposed to be revised in the amendment request.

***Curriculum Sample Instructions and Template***

**Who needs to use this form?**

All schools requesting to change the Educational Program of the school.

**Why?**

Curriculum samples provide a representation of an Educational Program aligned to the New Mexico Common Core State Standards and the New Mexico Content Standards and to the methods of instruction described in the charter contract, and as amended. The curriculum samples allow the Charter school to demonstrate its capacity to develop a curriculum aligned to these standards and designed to improve pupil academic achievement.

***Directions***

For each grade level being served that will be impacted by the proposed change, provide curriculum samples for Reading, Writing, and Math using the Curriculum Sample Template. Reading and Writing standards may be addressed in a single English Language Arts (ELA) curriculum sample. If the changes will impact 5th, 8th, and/or 11th grade, provide a Science curriculum sample.

**How many pages can a curriculum sample have?**

Each curriculum sample addressing a single content area may not exceed 8 pages. If the Reading and Writing curriculum samples for a grade level are submitted as a single ELA curriculum sample, the ELA curriculum sample may not exceed 12 pages. The 8 page limitation (or 12 page limitation for an integrated ELA sample) includes the completed curriculum sample template fields, summative assessment items, and scoring information included for review.

**Which standards may be used?**

Each curriculum sample must address at least one standard from a content area (Reading, Writing, Math, or Science) for the grade level requested. If more than one standard is addressed in a curriculum sample, indicate one standard that is instructed and assessed to mastery to be **the focus of review** by putting **(M)** before the standard number.

**Reading**—Each Reading/ELA curriculum sample must identify as the focus of review one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Writing**—Each Writing/ELA curriculum sample must identify as the focus of review one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**) OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.

**Mathematics**—Each Mathematics curriculum sample must identify one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).

**Science—**A Science curriculum sample must be submitted for charters requesting an amendment to the educational program that will impact 5th, 8th, and/or 11th grade. Each Science curriculum sample must identify one standard from the New Mexico STEM Ready! science standards.

**What about standards with several components?**

Each curriculum sample must provide instruction and student activities sufficient to allow a student the opportunity to master the standard identified for review, with assessment items and scoring sufficient to allow that student to clearly demonstrate mastery. Certain standards include multiple components that describe an amount of content and/or skill knowledge that might be difficult to fully address within the page limitations described above.

If the standard has **two or fewer components** identified by lower-case letter (e.g. 3.NF.2 below), the sample must address the **complete** standard including the **overall broad standard description** (double underlined below) and **all components**.

Represent a fraction 1/*b* on a number line diagram by defining the interval from 0 to 1 as the

whole and partitioning it into *b* equal parts. Recognize that each part has size 1/*b* and that the endpoint of the part based at 0 locates the number 1/*b* on the number line.

Represent the fraction *a/b* on a number line by marking off a lengths 1/*b* from 0. Recognize the resulting interval has size *a/b* and that its endpoint locates the number *a/b* on the number

line.

b.

Understand a fraction as a number on the number line; represent fractions on a number line

(**M**) 3.NF.2:

diagram.

If the standard includes **more than two components** identified by lower-case letter (e.g. 4.W.1 below), the Charter school is required to address the **overall broad standard description** (double underlined below) and **not fewer than two components** (e.g. 4.W.1, b. and d., underlined below). The components identified for review must address grade-level rigor (see **What is rigor?** below).

Introduce a topic or text clearly, state an opinion, and create an organizational structure in

which related ideas are grouped to support the writer’s purpose.

(**M**) Provide reasons that are supported by facts and details.

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). (**M**) Provide a concluding statement or section related to the opinion presented.

b.

c.

d.

Write opinion pieces on topics or texts, supporting a point of view with reasons and

(**M**) 4.W.1

information.

**What is rigor?**

For the **Reading and Writing** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico’s Common Core State Standards and New Mexico’s Content Standards that includes a level of content and/or skills the student must master at that grade level. The increased rigor at each grade level can be identified by the changes in the standard description from the same standard at the prior grade level.

For the **Mathematics** curriculum samples, the requirements include addressing the grade-level rigor defined by the listed standard. For the purposes of this request, **grade-level rigor** is the expectation set by New Mexico’s Common Core State Standards and New Mexico’s Content Standards that includes a level of conceptual understanding, procedural skill and fluency, and application the student must master at that grade level, as defined by the standard description.

***Administrative Completeness Checklist***

An administratively complete curriculum sample includes the following:

|  |  |
| --- | --- |
| ☐ | Page Limits* Each curriculum sample must be no more than **8 pages total**. The page limit increases to 12 pages total when combining Reading and Writing into one integrated ELA curriculum sample.
 |
| ☐ | Template* The attached Curriculum Sample Template must be used for all curriculum sample submissions.
 |
| ☐ | Fonts* Fonts must be no less than **10 point**.
 |
| ☐ | Grade Level* The curriculum sample must identify the grade level of that sample.
 |
| ☐ | Content Area* The curriculum sample must identify the content area of that sample.
 |
| ☐ | Course Title (if requesting any grade(s) between 9–12)* The course title must be provided.
 |
| ☐ | Alignment to Educational Program* Describe how the instructional methods found in the lesson(s) align to the Additional Educational Program for New School Population Amendment Request.
 |
| ☐ | Standard identified to be the focus of review* Include Standard number.
* If lesson(s) address(es) more than one standard or standard includes multiple components, refer to

**What standards may be used?** or **What about standards with several components**? above.* The focus of review is designated with the bolded **(M)**.
* **Reading**: one standard from the Reading strand (either Reading for Literature or Reading for Informational Text), **not** to include RL.10 or RI.10, OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.
* **Writing**: one standard from the Writing strand (Text Types and Purposes only—**W.1, W.2, or W.3**), OR one of the additional 15% of state-specific standards in ELA which focus on cultural responsiveness.
* **Mathematics**: one standard from Mathematics to be the focus of review, along with the Standard(s) for Mathematical Practice addressed by the instructional strategies and student activities in the curriculum sample. Standards for Mathematical Practice may not be the focus of review, but should be identified by number when addressed in the instructional strategies and student activities. If any high school grade (9–12) is to be added, the Charter school will provide four curriculum samples representing the four State required high school courses in Mathematics (Algebra, Geometry, Algebra II or its equivalent, and an additional course with significant math content).
* **Science:** one standard from the New Mexico STEM Ready! science standards.
 |
| ☐ | Full description of standard identified as the focus of review |
| ☐ | List of Materials and Resources required |
| ☐ | Description of Instructional Strategies and Student Activities by lesson |
| ☐ | A minimum of three Summative Assessment Items for each of the following content areas—Reading,Writing, Mathematics, and Science (if applicable) |
| ☐ | The answer key or scoring rubric (whichever applicable) for each Summative Assessment Item includingpoint values and how points will be awarded |
| ☐ | An acceptable score indicating mastery of the standard for review  |

 **Additional Educational Program for New School Population Amendment Request**

***Substantive Completeness Checklist***

A substantively complete curriculum sample template will do the following:

|  |  |
| --- | --- |
| ☐ | Instructional Strategies* Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined in the standard identified as the focus of review.
 |
| ☐ | Student Activities* Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor, defined in the standard identified as the focus of

review. |
| ☐ | Summative Assessment Items* Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice.
 |
| ☐ | Summative Assessment Items* Provide at least three Summative Assessment Items for each content area—Reading, Writing, Mathematics, and Science (if applicable)
* Answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that taken together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review.
* Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.
 |
| ☐ | Educational Program* Provide Instruction, Student Activities, and Summative Assessment Items that are clearly consistent with Additional Educational Program for New School Population Amendment Request.

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**Curriculum Sample Template—**8 Pages Max. (12 pages for integrated ELA sample). **Instruction Pages above should be deleted before submission.**

|  |  |  |  |
| --- | --- | --- | --- |
| **Grade Level** |  | **Content Area** |  |
| **Course Title** (grades 9–12 Only) |  |
| **Alignment to Educational Program***Describe how the methods of instruction found in this sequence of lessons align to the Educational Program**described in the charter contract and the Amendment Request.* |  |
| **Standard Number and Description***The standard number and description (see instructions) of the standard being instructed and assessed to mastery in the curriculum sample. If more than one Standard is listed for a content area,* ***one is clearly identified as the focus of review****by having* ***(M)*** *before the standard number.* |  |
| **Materials/Resources Needed***List all items the teacher and students will need for the entire**sequence of instruction (excluding common consumables).* |  |

|  |  |  |
| --- | --- | --- |
| **Lesson**(add as needed) | **Instructional Strategies—***Describe the Instructional Strategies, lesson by lesson, that would clearly provide students with opportunities to engage in the grade-level rigor defined by the Standard identified as the focus of review.* | **Student Activities—***Describe the Student Activities, lesson by lesson, that would clearly provide students with opportunities to engage in or master the grade-level rigor defined by the standard identified as the focus of review.**Indicate alignment of Student Activities to the standard/component identified as the focus of review and specific Standard(s) of Mathematical**Practice.* |
| **1** |  |  |
| **2** |  |  |
| **3** |  |  |
| **4** |  |  |
|  |  |  |
| **S.A.** | *Provide an opportunity for students to complete the Summative Assessment Items. These Summative Assessment Items are assessed independently and are separate from instruction and guided or independent practice. In the Student Activities column,**describe the Summative Assessment Items that will allow students* |  |

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|  |  |  |
| --- | --- | --- |
|  | *to demonstrate mastery of the rigor of the standard/components**identified as the focus of review, and the context in which the items will be administered.* |  |

**Summative Assessment Items and Scoring:**

*Provide below, at least three Summative Assessment Items for each content area, with answer key(s) and/or scoring rubric(s), clearly describing, for each Summative Assessment Item, components to be scored and how points will be awarded, that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review. Mastery of the application of the content and/or skills as defined by the grade-level rigor in the standard identified for review is clearly demonstrated by an identified acceptable score or combination of identified acceptable scores.*