



**I. Academic Framework**

**A. Mission.**

Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>● Identify the student <u>outcomes</u> the proposed school seeks to accomplish;</li> <li>● Describe how it will achieve the identified student outcomes (inputs/program); and</li> <li>● Identify how achievement of the proposed outcomes will be met through the innovative and unique program.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

**B. Indicators/Goal(s) Related to the Proposed School’s Mission.**

Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>● Include at least one mission-specific indicator/goal;</li> <li>● Align to the student outcomes identified in the mission response (A.1.);</li> <li>● Include all elements of the SMART format:                             <ul style="list-style-type: none"> <li>○ Specific</li> <li>○ Measurable</li> <li>○ Attainable</li> <li>○ Rigorous</li> <li>○ Time bound</li> </ul> </li> <li>● Include the following rating categories—Exceeds Standards, Meets Standards, Does Not Meet Standards, and Falls Far Below Standards;</li> <li>● Include measures and metrics, including percentages for each rating category;</li> <li>● Explain why the established goals are rigorous; and</li> <li>● Explain why the established goals are attainable.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	



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

Meets Y/N	Expectations
<p>Yes -</p>	<ul style="list-style-type: none"> <li>● Describe the proposed school’s curriculum;</li> <li>● Identify information that demonstrates the curriculum is research-based;</li> <li>● Describe a curriculum that is reasonable, based on the professional judgment of experienced educators;</li> <li>● Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) , New Mexico Content Standards and NM STEM Ready! Science Standards;</li> <li>● Identify information that demonstrates how the curriculum will align with the proposed school’s mission; and</li> <li>● 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>○ The timeline must identify the following:                                     <ul style="list-style-type: none"> <li>▪ responsible staff, action steps, deadlines</li> </ul> </li> <li>○ The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, NM STEM Ready! Science Standards and the proposed school’s mission.</li> <li>○ 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.</li> <li>○ 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.</li> </ul> </li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

**D. Graduation Requirements.**

Meets Y/N	Expectations
<p>Yes -</p>	<ul style="list-style-type: none"> <li>● Identify all of the proposed school’s graduation requirements, including alternative displays of competency;</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>Comments:</b> <a href="#">Click to type here</a></p>	



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**E. Instruction.**

E. (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.	
Meets Y/N	Expectations
Yes ▾	<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>Comments:</b> <a href="#">Click to type here</a></p>	

E.(2) Provide a yearly calendar and daily schedule (length of school day, instructional blocks, and breaks) that <b>completely comply</b> with <b>all</b> state requirements and ensure <b>effective, successful</b> 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.	
Meets Y/N	Expectations
Yes ▾	<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> <li>○ Differences in the daily schedule for full and partial days;</li> </ul> </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> </ul>



	<ul style="list-style-type: none"> <li>Describe how the calendar and schedule are optimal for achieving high outcomes for the anticipated student population; and</li> <li>Be supported by the proposed budget found in the Financial Framework section of the application.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	
<p>E. (3) Provide a <b>clear, comprehensive, and cohesive</b> explanation of how the educational philosophy, instructional methods, and yearly calendar and daily schedule will be effective with the anticipated student population.</p>	
Meets Y/N	Expectations
Yes -	<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</li> <li>Attendance and truancy trends</li> <li>English language proficiency</li> <li>Other special educational needs;</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</li> <li>Explain how the yearly calendar and daily schedule have been designed to meet students' needs.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

**F. Special Populations.**

**F. (1) Special Education.**

<p>F. (1) (a) Provide a <b>clear, cohesive, and comprehensive</b> 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.</p>	
Meets Y/N	Expectations
Yes -	<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> </ul>



	<ul style="list-style-type: none"> <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>● Identify specific responsibilities for school staff, classroom teachers, and special education staff;</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; and</li> <li>● Includes a developed plan which describes:             <ul style="list-style-type: none"> <li>○ A plan to evaluate and identify children with disabilities</li> <li>○ A plan to develop, review and revise IEPs</li> <li>○ A plan to integrate special education into the general education program.</li> <li>○ A plan to deliver special education and related services (e.g, in-house or contract out)</li> <li>○ Projected cost of special education program (e.g., percent of operating budget)</li> <li>○ A plan to access and account for special education funds</li> <li>○ A plan to ensure that the school facility meets the requirements of other related laws such as ADA and Section 504</li> <li>○ A plan for enrollment/IEP transition procedure</li> <li>○ A plan to address discipline for students with disabilities</li> <li>○ A plan to ensure confidentiality of special education records</li> <li>○ A plan to purchase services from special education vendors</li> <li>○ A plan to secure technical assistance and training.</li> <li>○ A plan evaluating the effectiveness of the special education program and services.</li> </ul> </li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

**F. (2) English Language Learner (ELLs).**

<p>F.(2)(a) 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><b>Meets Y/N</b></p>	<p><b>Expectations</b></p>
<p>Yes -</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 notify parents or guardians of ELs including providing the opportunity to opt out of the EL program</li> <li>● Identify how the school will implement the English Language Development Standards for ELs in its school;</li> </ul>



	<ul style="list-style-type: none"> <li>• Identify how the school will provide ELs with instruction and support to develop English language proficiency;</li> <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;</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; and</li> <li>• Describe how the EL program will be evaluated regularly and by whom; including what data will be utilized and how the program will be revised based on the evaluation</li> </ul>
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**Comments:** [Click to type here](#)

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

Meets Y/N	Expectations
Yes ▾	<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;</li> <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 including how school materials will be available in languages other than English and interpreters provided;</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>

**Comments:** [Click to type here](#)

**G. Assessment and Accountability**

G.(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, the state-mandated PARCC and SBA, all federally and state required assessments, and the proposed school’s projected student population.



Meets Y/N	Expectations
Yes -	<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> <li>● Describe how the data identified will be used to inform instruction;</li> <li>● Align with all state assessment and data reporting requirements;</li> <li>● Describe how the assessment plan meets the specific needs of the proposed school’s projected student population;</li> <li>● Describe how the assessment plan aligns to the proposed school’s mission; and</li> <li>● Include any assessments that may be negotiated as part of the performance framework and contract.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	
<p>G.(2) Provide a <b>clear, comprehensive, and cohesive</b> 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) <b>and</b> 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.</p>	
Meets Y/N	Expectations
Yes -	<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);</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; and</li> <li>● Describe how the proposed school’s processes meet the requirements of NMSA 1978 § 22-2C-6(A) and(B) and 22-2E-4(E).</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	



G.(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.

Meets Y/N	Expectations
<span style="background-color: #d4edda; border: 1px solid #c3e6cb; border-radius: 5px; padding: 2px 5px;">Yes</span>	<ul style="list-style-type: none"> <li>● Identify how student achievement and progress will be communicated to                             <ul style="list-style-type: none"> <li>○ Students</li> <li>○ Parents</li> <li>○ The governing body</li> <li>○ The authorizer</li> <li>○ 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;</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; and</li> <li>● For elementary level students, ensure to address how the school will meet the requirements of NMSA 1978 § 22-2C-6 (E)-(I).</li> </ul>

**Comments:** [Click to type here](#)





## 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**.

Meets Y/N	Expectations
<p>Yes -</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>Comments:</b> <a href="#">Click to type here</a></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).

Meets Y/N	Expectations
<p>Yes -</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</li> <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> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o Oversee the stewardship and management of public funds and responsible government accounting;</li> <li>o Ensure compliance with legal obligations related to government organizations and public schools;</li> <li>o Select and oversee a qualified and highly effective school leader; and</li> <li>o Support the applicant team in moving from an application to a fully operational school.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

<p>A.(3) Provide a <b>clear and appropriate process or plan</b> for selecting new Governing Body members that is focused on selecting <b>quality leaders</b> 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.</p>	
Meets Y/N	Expectations
<p>Yes -</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>Comments:</b> <a href="#">Click to type here</a></p>	

**B. Governing Body Training and Evaluation.**

<p>B.(1) Provide an <b>ongoing, clear, comprehensive, and cohesive plan</b> 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 <b>completely supported</b> by the budget you propose.</p>	
Meets Y/N	Expectations
<p>Yes -</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 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;</li> </ul>



	<ul style="list-style-type: none"> <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><b>Comments:</b> <a href="#">Click to type here</a></p>	

<p>B. (2) Provide a <b>clear, comprehensive, and cohesive plan</b> for an annual self-evaluation of the Governing Body that reflects that body’s effectiveness and focuses on continuous improvement.</p>	
Meets Y/N	Expectations
<p>Yes -</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>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>Selecting and overseeing a qualified and highly effective school leader</li> <li>Addressing grievances received from staff and parents and families; and</li> <li>Describe how the identified plan will focus on and support continuous improvement.</li> </ul> </li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></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>	
Meets Y/N	Expectations



<p>Yes -</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>Comments:</b> <a href="#">Click to type here</a></p>	

<p>C. (2) Identify and provide a <b>clear, comprehensive, and cohesive</b> 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 <b>into account the mission of the proposed school</b>. Include <b>evidence of a clear plan</b> (e.g., job search process, timelines) to hire and evaluate a highly qualified administrator no later than July 1.</p> <p>If the proposed head administrator is a founder or already identified, provide a <b>clear, comprehensive, and cohesive</b> description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.</p>	
<p><b>Meets Y/N</b></p>	<p><b>Expectations</b></p>
<p>Yes -</p>	<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, 2019; 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</li> </ul>



	qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.
<b>Comments:</b> <a href="#">Click to type here</a>	

C. (3) Identify and provide a <b>clear, comprehensive, and cohesive</b> plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.	
Meets Y/N	Expectations
Yes ▾	<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>
<b>Comments:</b> <a href="#">Click to type here</a>	

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

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, and external agencies that are essential to the proposed school.	
Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>● Include an organizational chart;</li> <li>● Include a narrative that describes the structures and relationships represented in the organizational chart;</li> <li>● Include all entities essential to the operation and success of the proposed school; and</li> <li>● Reflect an understanding of the appropriate relationship between each of the relevant entities.</li> </ul>



**Comments:** [Click to type here](#)

D.(2) 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.

Meets Y/N	Expectations
Yes ▾	<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;</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> <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>

**Comments:** [Click to type here](#)

D.(3) 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.

Meets Y/N	Expectations
Yes ▾	<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 found in NMAC 6.65.2.8, 6.65.2.9, 6.19.8.10</li> <li>○ Describe how the school will ensure professional development time is not used for routine staff meetings;</li> </ul> </li> <li>● Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of NMAC 6.60.10.8; and</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> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></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 of</b> how you will address employees’ recognized representatives.</p>	
Meets Y/N	Expectations
Yes ▾	<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>o Benefits and pay terms</li> <li>o Daily work schedules and annual work calendars</li> <li>o Major conditions of employment</li> <li>o Employee conflict and grievance resolution processes</li> <li>o Employee discipline, re-contracting, and contract termination processes; and</li> <li>o Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.</li> </ul> </li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

**F. Community/Parent/Employee Involvement in Governance.**

<p>F. (1) Provide a <b>clear, comprehensive, and cohesive</b> 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 <b>parental involvement that will help advance</b> the proposed school’s mission. Please note that charter schools <i>may not require</i> community or parental support or involvement as grounds for accepting or not accepting a student.</p>	
Meets Y/N	Expectations
Yes ▾	<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>o A meaningful opportunity for parental input and participation</li> <li>o A meaningful opportunity for professional educator input and participation</li> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o A meaningful opportunity for community input and participation;</li> <li>• Describe how the structures will facilitate parental involvement that will help advance the proposed school’s mission;</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, disenrolling, or otherwise differentiating treatment of a student; and</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><b>Comments:</b> <a href="#">Click to type here</a></p>	
<p>F. (2) Provide a <b>clear, comprehensive, and cohesive</b> 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.</p>	
Meets Y/N	Expectations
Yes ▾	<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 grievants 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>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

**G. Student Recruitment and Enrollment.**

<p>G. (1) Provide a <b>complete, comprehensive, and cohesive</b> plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes and <b>support equal access</b> to the proposed school; include how a wait list will be maintained. Please provide tentative timeframes or dates.</p>	
Meets Y/N	Expectations
Yes ▾	<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;</li> <li>• Describe each of the steps of the process to include the following:             <ul style="list-style-type: none"> <li>o Pre-lottery entry</li> <li>o Lottery</li> <li>o Post-lottery registration</li> <li>o Waitlist maintenance and entry; and</li> </ul> </li> <li>• Describe how the lottery process supports equal access to the school.</li> </ul>





**Comments:** [Click to type here](#)

G.(2) 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**.

Meets Y/N	Expectations
Yes -	<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, including how EL students and/or LEP families will be informed about the school, actively recruited and encouraged to enroll; and Community partners will be engaged and collaborated with to ensure EL students and LEP families understand their eligibility to enroll</li> <li>○ why the plan is likely to attract a student body that is demographically reflective of the local community and school district; and</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.</li> </ul>

**Comments:** [Click to type here](#)

**H. Legal Compliance.**

H. (1) Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to, meet the requirements of the law (NMSA 1978 § 22-8B-5.2(2011)). Provide a sample disclosure statement of any real or potential conflict of interest.

Meets Y/N	Expectations
Yes -	<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); and</li> <li>● Include all forms the governing body will or may be required to submit pursuant to the policy.</li> </ul>

**Comments:** [Click to type here](#)



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**I. Evidence of Partnership/Contractor relationship. (If Applicable.)**

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, etc.) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **clear, comprehensive, and cohesive** description of all of those third-party relationships that are considered integral to accomplishing the mission of the proposed school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the proposed school.

Meets Y/N	Expectations
<span style="background-color: #c8e6c9; border-radius: 50%; padding: 2px 5px;">Yes ▾</span>	<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;</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 the following:                             <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; 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>

**Comments:** [Click to type here](#)

I.(2) If applicable, provide and attach as **Appendix D**, a proposed, **signed, clear, formal** agreement between the applicant and each third party relationship **OR** memorandum of understanding (MOU) between the applicant and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.

Meets Y/N	Expectations
<span style="background-color: #c8e6c9; border-radius: 50%; padding: 2px 5px;">Yes ▾</span>	<p>A response is only required if relationships were identified in questions I.(1)</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>

**Comments:** [Click to type here](#)



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**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 <b>clearly demonstrate</b> how requested waivers <b>align with the proposed school’s mission and the educational program and curriculum</b>.</p>	
<b>Meets Y/N</b>	<b>Expectations</b>
<p style="background-color: #d4edda; border-radius: 5px; padding: 2px;">Yes ▾</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>Comments:</b> <a href="#">Click to type here</a></p>	

**K. Transportation and Food.**

<p>K. (1) <i>If applicable</i>, state how the proposed school plans to offer transportation to its students. Provide a <b>clear description</b> of how student transportation needs will be met that are supported by the proposed budget.</p>	
<b>Meets Y/N</b>	<b>Expectations</b>
<p style="background-color: #d4edda; border-radius: 5px; padding: 2px;">Yes ▾</p>	<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>All schools must be prepared to meet IEP transportation requirements.</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> </ul> </li> </ul>



	<ul style="list-style-type: none"> <li>o Identifying hiring and or contracting needs</li> <li>o Hiring or contracting</li> <li>o Establishing training needs and inspection process needs</li> <li>o Establishing travel routes and pickup/drop off points</li> <li>o Establishing transportation policies and practices</li> <li>o 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>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

K.(2) *If applicable*, provide a plan to offer food services to students (e.g., contracting with approved/appropriate food service vendors, providing free and reduced lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

Meets Y/N	Expectations
<p>Yes ▾</p>	<p>A response is only required if the school plans to offer food services at the school.</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>o Identifying equipment purchase or contracting needs</li> <li>o Identifying hiring and/or contracting needs</li> <li>o Hiring or contracting</li> <li>o Establishing training and inspection process needs</li> <li>o 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>● 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><b>Comments:</b> <a href="#">Click to type here</a></p>	



**L. Facilities/ School Environment.**

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.	
Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>• Demonstrate the applicant submitted a Facilities Master Plan to PSFA no later than April 20, 2018; and</li> <li>• Demonstrate the PSFA has approved the applicant’s Facilities Master Plan.</li> </ul>
<b>Comments:</b> <a href="#">Click to type here</a>	

L. (2) Provide evidence that you have researched potential 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.	
Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>• Demonstrate the applicant has done the following: <ul style="list-style-type: none"> <li>o Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable</li> <li>o Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable</li> <li>o 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; and</li> <li>• Identify how the project to prepare the facility will be funded.</li> </ul>
<b>Comments:</b> <a href="#">Click to type here</a>	



**III. Financial Framework**

**A. School size.**

State the requested enrollment, grade levels to be served, and student/teacher ratio.	
Meets Y/N	Expectations
Yes -	<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>
Comments: <a href="#">Click to type here</a>	

**B. Budgets.**

B.(1) Provide, and attach as <b>Appendix F</b> , 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 current unit value and for special education, please budget the state 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 <b>clearly demonstrates your understanding of, and your capacity to implement</b> , New Mexico public school funding.	
Meets Y/N	Expectations
Yes -	<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;</li> <li>Use current unit value; and</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>
Comments: <a href="#">Click to type here</a>	



B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, based on the 910B5 SEG Revenue Worksheet, that clearly supports the proposed school’s mission and aligns with the proposed school’s five-year growth plan, including staffing, facilities, educational program, and services. Ensure that your draft budget clearly demonstrates the financial capacity and long-term sustainability of the proposed school (consider your growth plan, including staffing, facilities, educational program, mission etc.).

Meets Y/N	Expectations
Yes ▾	<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> <li>• Support the proposed school’s mission and all elements of the proposed program laid out in the application; and</li> <li>• Align with the proposed school’s five-year growth plan.</li> </ul>
<p><b>Comments:</b> <a href="#">Click to type here</a></p>	

B. (3) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

Provide a narrative description of how the proposed school will modify the budget when there are students with special education needs currently attending the proposed school, but under the funding formula, the proposed school will only receive additional funding during the next school year.

Provide a narrative description of how the proposed school will address the budget in the event that the proposed school has budgeted for more students, based on early enrollment, than actually enroll in the proposed school at the beginning of the proposed school year.

Meets Y/N	Expectations
Yes ▾	<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 <i>before</i> 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>Comments:</b> <a href="#">Click to type here</a></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.	
Meets Y/N	Expectations
Yes ▾	<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>
Comments: <a href="#">Click to type here</a>	

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are <b>completely supported</b> 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.	
Meets Y/N	Expectations
Yes ▾	<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; 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>
Comments: <a href="#">Click to type here</a>	





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.

Meets Y/N	Expectations
Yes -	<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>o Function generally</li> <li>o Ensure proper legal oversight</li> <li>o 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>Comments:</b> <a href="#">Click to type here</a></p>	



**IV. Evidence of Support**

**A. Outreach Activities.**

A.(1) Provide <b>clear, comprehensive, and cohesive</b> evidence that you have developed an effective and thoughtful outreach program. Provide <b>sound</b> 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.	
Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>● Describe an outreach program to develop community support for the proposed school that has been implemented during the application process;</li> <li>● Describe specific activities that have been implemented, include evidence of implementation;</li> <li>● Include evidence that demonstrates the activities reached a broad audience that is representative of the whole community; and</li> <li>● Describe how this outreach has enabled the applicant team to understand community needs.</li> </ul>
<b>Comments:</b> <a href="#">Click to type here</a>	

**B. Community Support.**

B. (1) Provide <b>sufficient measurable</b> , quantifiable, and <b>qualitative</b> 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. <b>DO NOT provide names or specific letters of interest from families or students.</b> 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.	
Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>● Include quantitative data that demonstrates community support from a broad audience for this proposed school;</li> <li>● Include qualitative data that demonstrates community support from a broad audience for this proposed school;</li> <li>● Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and</li> <li>● 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>
<b>Evidence:</b> <a href="#">Click to type here</a>	



**C. Community Relationships**

C. (1) Clearly demonstrate that you have developed <b>meaningful and strategic</b> 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.)	
Meets Y/N	Expectations
Yes ▾	<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>●</li> </ul>
Comments: <a href="#">Click to type here</a>	

**D. Uniqueness and Innovation.**

D.(1) Provide <b>clear evidence</b> demonstrating the <b>uniqueness, innovation,</b> and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling demand for the proposed school’s educational program.	
Meets Y/N	Expectations
Yes ▾	<ul style="list-style-type: none"> <li>● Describe the uniqueness, innovation, and significant contribution of your educational program to the broader or the local NM public education environment;</li> <li>● Include meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate; and</li> <li>● Describe how the applicant team knows there is a compelling demand for the proposed school’s educational program in the geographic area in which the school plans to locate.</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>
Comments: <a href="#">Click to type here</a>	



**Appendices and Attachments**

Appendix Section	Appendix Description	Attached?
A	Governing Body Bylaws	Yes ▾
B	Head Administrator Job Description	Yes ▾
C	Job Descriptions for Certified, Licensed, and Other Key Staff	Yes ▾
D	Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	Yes ▾
E	PSFA-Approved Projected Facility Plan Documentation	Yes ▾
F	Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	Yes ▾
G	Five-year Budget Plan	Yes ▾
H	Internal Control Procedures	Yes ▾
I	Intended Student Discipline Policy	Yes ▾
J	Description of Intended Legal Liability Coverage	Yes ▾



### Capacity Interview Rubric

Educational Plan: Mission	
<b>Meets Expectations</b> Y/N	1. How is the mission, as described in the application, essential to the success of the proposed school?
Yes ▾	<b>Review Team Comments:</b> <a href="#">Click to type here</a>
Educational Plan: Innovation	
<b>Meets Expectations</b> Y/N	2. What is the most important contribution your proposed school will bring to public education in the community in which you propose to operate? How will this contribution be essential to the success of the proposed school?
Yes ▾	<b>Review Team Comments:</b> <a href="#">Click to type here</a>
Educational Plan: Mission Implementation	
<b>Meets Expectations</b> Y/N	3. How will you evaluate whether your mission and implementation of it are working?
Yes ▾	<b>Review Team Comments:</b> <a href="#">Click to type here</a>
Leadership and Governance	



<b>Meets Expectations</b> Y/N	<b>4.</b> What role does a governing body play in the success of a charter school? Describe your strategic process for identifying and selecting members. How will this process support the success of your proposed school?
Yes -	<b>Review Team Comments:</b> <a href="#">Click to type here</a>
<b>Meets Expectations</b> Y/N	<b>5.</b> How does a high quality process to evaluate the effectiveness of the governing body and the school contribute to the success of a charter school? Describe your strategic process for conducting these evaluations. How will these processes support the success of your proposed school?
Yes -	<b>Review Team Comments:</b> <a href="#">Click to type here</a>
<b>Meets Expectations</b> Y/N	<b>6.</b> What role does the school leader play in the success of a charter school? Describe your strategic process for identifying and selecting her/him. How will this process support the success of your proposed school?
Yes -	<b>Review Team Comments:</b> <a href="#">Click to type here</a>
<b>Meets Expectations</b> Y/N	<b>7.</b> Please explain the delineated roles and responsibilities of, and the relationships between, the founders, the governing body, and the proposed school’s administration during the transitional period between the planning year and the first year of operations. Describe how those relationships evolve to ensure the success of the charter school.
Yes -	<b>Review Team Comments:</b> <a href="#">Click to type here</a>
<b>Meets Expectations</b> Y/N	<b>8.</b> Explain the importance of by-laws and policies to the success of a charter school. Describe the strategic processes the proposed school will use to establishing and implementing them and how these will contribute to the success of the proposed school.



<p>Yes ▾</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Meets Expectations</b> Y/N</p>	<p><b>9.</b> How will the proposed school ensure that policies and procedures are not only compliant, but also well implemented, current, and effective? How will the proposed school determine when they are in need of change and how will it react?</p>
<p>Yes ▾</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Facility</b></p>	
<p><b>Meets Expectations</b> Y/N</p>	<p><b>10.</b> Describe your plan for acquiring a facility and ensuring that the facility meets educational occupancy standards required by applicable New Mexico construction codes and the weighted New Mexico Condition Index. Whose responsibility will it be to carry out this major piece of opening a charter school?</p>
<p>Yes ▾</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Meets Expectations</b> Y/N</p>	<p><b>11.</b> If you cannot find a building that meets the need of the plan described in the PSFA (Public School Facilities Authority) approval, what is your next steps plan?</p>
<p>Yes ▾</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Finance</b></p>	
<p><b>Meets Expectations</b> Y/N</p>	<p><b>12.</b> How are you going to open your proposed school without federal start-up funds? Does the proposed school have a plan to supplement its budget in some way? Does the proposed school have a plan to acquire funding necessary to accomplish planning year requirements (setting up a bank account, acquiring furniture, having software systems in place to interface with PED’s OBMS system, etc.)?</p>



<p>Yes -</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Meets Expectations</b> Y/N</p>	<p><b>13.</b> In detail describe how you will make enrollment projections to establish and submit your first budget to PED? How will you ensure these enrollment projections are reasonable and align closely to your actual 40 day count?</p>
<p>Yes -</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Meets Expectations</b> Y/N</p>	<p><b>14.</b> Suppose your actual enrollment on the first day is 50% below your pre-opening “enrollments” and 70% below your projections used to submit your budget. What are the implications for your budget/business plan and what are your next steps? Describe in detail what actions you would take and when you would take them to address this situation.</p>
<p>Yes -</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Planning Year</b></p>	
<p><b>Meets Expectations</b> Y/N</p>	<p><b>15.</b> Describe the organizational steps the proposed school will take during the planning year to be ready for opening?</p>
<p>Yes -</p>	<p><b>Review Team Comments:</b> <a href="#">Click to type here</a></p>
<p><b>Review Team’s Individualized Questions</b></p>	
<p><b>Meets Expectations</b> Y/N</p>	





Yes ▾	Review Team Comments: <a href="#">Click to type here</a>
<b>Review Team's Individualized Questions</b>	
<b>Meets Expectations Y/N</b>	
Yes ▾	Review Team Comments: <a href="#">Click to type here</a>
<b>Review Team's Individualized Questions</b>	
<b>Meets Expectations Y/N</b>	
Yes ▾	Review Team Comments: <a href="#">Click to type here</a>