



New Mexico Public Education Commission

2021 New Charter School Application Kit Part C. Written Responses & Rubric



School Information:

Name of Proposed Charter School: [Click here to enter text.](#)

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

School Location (City/Town): [Click here to enter text.](#)

School District within which the proposed school will be located: [Click here to enter text.](#)

Grades to be served: [Click here to enter text.](#)

Requested Enrollment Cap: [Click here to enter text.](#)

Contact Information:

Primary Contact Person: [Click here to enter text.](#)

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

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

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

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

Secondary Contact Person: [Click here to enter text.](#)

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

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

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

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

Founder (if different from above): [Click here to enter text.](#)

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

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

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

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

Founder (if different from above): [Click here to enter text.](#)

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

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

Daytime Tel: [Click here to enter text.](#) Fax: [Click here to enter text.](#)

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

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

Rating: Along with each prompt, the application identifies the elements that must be present for a response to be evaluated as “Meets the Criteria.” The rubrics on this page govern **general rating practices**.

Please be sure that each response completely addresses the bulleted points in the rubrics for each individual prompt as well.

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

I. Academic Framework

A. Mission and Vision.

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

A. (1) MISSION

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

[ENTER APPLICANT RESPONSE HERE:]

Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none">Identify how the proposed school will achieve its mission.Be clear, concise, innovative, and measurable
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

A. (2) VISION STATEMENT

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

[ENTER APPLICANT RESPONSE HERE:]

Rating	Expectations
<input type="checkbox"/> Complete	A complete response must <ul style="list-style-type: none">Describe the team’s reasoning and purpose
<input type="checkbox"/> No Response	<i>This narrative will be rated for completion, not content</i>
[ENTER INDEPENDENT REIEW TEAM COMMENTS HERE:]	

A. (3) UNIQUENESS AND INNOVATION

Provide **clear evidence** demonstrating the **uniqueness, innovation**, and significant contribution of your educational program to public education in the geographic area in which you plan to serve. Ensure that the evidence establishes a compelling demand for the proposed school's educational program and that it is based on reliable research, effective practices, or demonstrated success in schools with diverse characteristics.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none">Describe the uniqueness, innovation, and significant contribution of your educational program to the local NM public education environment;Describe the needs of the community you intend to serve; andDemonstrate 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.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

B. Goals Related to the Proposed School's Mission.

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

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

Mission-specific goals put into the application should

- (1) demonstrate the proposed school's ability to implement the proposed school's mission goals; and
- (2) ensure elements of a SMART goal format are addressed in describing the goals that illustrate your proposed school's uniqueness and innovation.

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

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

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

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

B. Mission-Specific goals

Identify and provide two mission-specific goals in the following section. Include the following key elements:

- First, ensure that the annual goals provided shows the implementation of the proposed school's mission.
- Second, your goals should be clear, comprehensive, and cohesive and guided by the SMART format.

Applicant Response: Goal 1 related to School's Mission:

Applicant Response: Goal 2 related to School's Mission:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Include two mission-specific goals;• Align to the student outcomes identified in the mission response (A.1.);• Be guided by the elements of the SMART format:• Include measures and metrics.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

C. Curriculum, Educational Program, Student Performance Standards.

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

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

[ENTER APPLICANT RESPONSE HERE:]

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Describe the proposed school's curriculum; Identify information that demonstrates the curriculum is research-based; Describe a curriculum that is reasonable, based on the professional judgment of experienced educators; Identify information that demonstrates how the curriculum will align with the New Mexico Common Core State Standards (CCSS) and New Mexico Content Standards; Identify information that demonstrates how the curriculum will align with the proposed school's mission; and Include a reasonable (as based on the professional judgment of experienced educators) timeline and plan for the development of the entire proposed curriculum—including scope and sequence, unit plans, daily lesson plans, project plans and rubrics, and unit and course assessments. <ul style="list-style-type: none"> The timeline must identify the following: <ul style="list-style-type: none"> responsible staff action steps deadlines The timeline must include specific action steps that will ensure alignment with the CCSS, NM Content Standards, and the proposed school's mission. The timeline must demonstrate that the scope and sequence and unit plans for one semester's curriculum will be fully completed before June 1st of the planning year—the deadline for having the commencement of operations approved. If the applicant is proposing to adopt a fully developed or standardized curriculum, the timeline must include specific action steps to adapt the curriculum to the needs of the local community and the State of New Mexico.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

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

Provide a description of how the proposed school's curriculum will ensure equal education opportunities for students in New Mexico through cognitive and affective development of the students by:

- (a) using the cultural and linguistic backgrounds of the students in a bilingual multicultural education program;
- (b) providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner;
- (c) teaching students to appreciate the value and beauty of different languages and cultures; and
- (d) discussing how the Equity Council will assist in the development and support of a culturally and linguistically relevant curriculum.

Provide and describe a detailed, clear, comprehensive, and reasonable timeline and plan for the development of the entire proposed curriculum, including identification of responsible staff, action steps, and deadlines that will ensure alignment with the Bilingual Multicultural Education, Indian Education, and Hispanic Education Acts.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> • Address the goals of the Bilingual Multicultural Education Act (NMSA §22-23-1) including: <ul style="list-style-type: none"> ○ Ensure equal education opportunities for students in New Mexico by: <ul style="list-style-type: none"> ▪ providing students with opportunities to expand their conceptual and linguistic abilities and potentials in a successful and positive manner; ▪ teaching students to appreciate the value and beauty of different languages and cultures; and ▪ meeting state academic content standards and benchmarks in all subject areas. • Address the goals of the Indian Education Act (NMSA §22-23A-1) including: <ul style="list-style-type: none"> ○ Ensuring equitable and culturally relevant learning environments and culturally relevant instructional materials for American Indian students ○ Providing for the study, development and implementation of educational systems that affect the educational success of American Indian students to close the achievement gap, increase graduation rates; ○ Encouraging and fostering parental involvement in the education of their children; and ○ Providing mechanisms to improve educational opportunities for Native American students for the purpose of closing the achievement gap,
<input type="checkbox"/> Approaches	

☐ Does Not Meet

increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.

- Address the purpose of the Hispanic Education Act (NMSA §22-23B-2), including:
 - Providing for the study, development and implementation of educational systems that affect the educational success of Hispanic students to close the achievement gap, increase graduation rates;
 - Encouraging and fostering parental involvement in the education of their children; and
 - Providing mechanisms to improve educational opportunities for Hispanic students for the purpose of closing the achievement gap, increasing graduation rates, and increasing post-secondary enrollment, retention, and completion.

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

E. Graduation Requirements.

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

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> • Identify all of the proposed school's graduation requirements; • Provide proposed Alternative Demonstration of Competency policies, if any • Align to state graduation requirements OR explicitly identify all requirements that vary from state minimum requirements; and • If there are variances from state minimum requirements explain the following: <ul style="list-style-type: none"> ○ why the proposed school believes the change is important ○ how the change supports the mission ○ how the change ensures student readiness for college, career, or other post-secondary opportunities.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

F. Instruction.

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Describe the educational philosophy of the proposed school;• Identify primary instructional methods to be implemented that align to the educational philosophy;• Identify information that demonstrates the instructional methods are research-based; and• Describe how the educational philosophy and instructional methods support and align to the mission and curriculum.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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

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

ENTER APPLICANT RESPONSE HERE:

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

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the anticipated student population, including: <ul style="list-style-type: none"> Demographic information based on the local community population Educational proficiency based upon enrollment at the school Attendance and truancy trends English language proficiency At-Risk Students Special Educational needs; Explain any special factors influencing the makeup of the anticipated student population; Explain how the educational philosophy has been designed to meet students' needs; Explain how the instructional methods have been designed to meet students' needs and specifically how they will meet the needs of at-risk students; and Explain how the yearly calendar and daily schedule have been designed to meet students' needs.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

G. Special Populations.

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

G. (1) Special Education.

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Describe how the proposed school will identify and provide instructional supports and services to students with disabilities, who have IEPs or are eligible for an IEP; Describe how the proposed school will ensure that students who are ELs are not over-identified as students with disabilities; Describe how the proposed school will identify and provide instructional supports and services to gifted students who have IEPs or are eligible for an IEP; Describe how the school will address the spectrum of needs that students with IEPs may present; Describe the steps to ensure that students with disabilities have access to a free and appropriate public education; Identify specific responsibilities for school staff, classroom teachers, and special education staff; and Identify specific training and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

G. (1b) Provide a **clear, cohesive, and comprehensive** description of how the proposed school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals. Ensure you address both students with disabilities and students classified as gifted.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Describe how the proposed school will monitor the progress toward special education students' attainment of IEP goals;• Identify specific responsibilities for school staff, classroom teachers, and special education staff;• Identify the regular intervals at which progress will be monitored and success will be evaluated;• Identify specific actions/reporting that will engage students and or families; and• Describe how the school will evaluate the effectiveness of its special education program and services.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Describe how the proposed school will identify English learners (ELs) and provide the required curriculum and instructional services/supports to students identified as ELs;• Identify how the school will implement the English Language Development Standards for ELs in its school;• Identify how the school will provide ELs with instruction and support to develop English language proficiency;• Identify how the school will provide ELs with access to grade-level content;• Describe how the school will address the spectrum of needs that ELs may present;• Identify specific responsibilities for school staff and classroom teachers; and• Identify specific training, professional development and support that will be provided to teachers and school staff to ensure they are able to fulfill their responsibilities.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Describe how the proposed school will monitor the progress of ELs toward English language proficiency, both annually and within the school year; Identify specific responsibilities for school staff and classroom teachers; Identify the regular intervals at which progress will be monitored; Identify specific actions/reporting that will engage students and/or families; Describe how the school will evaluate the effectiveness of its EL program and services; and Describe how the school will monitor exited EL students (reclassified fluent English proficient students—RFEPs) for two years for academic progress.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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

ENTER APPLICANT RESPONSE HERE:]

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Describe how the proposed school will develop an educational framework to address the educational needs of Native American, Hispanic, and bilingual multicultural students within a culturally and linguistically responsive approach to learning; Identify specific responsibilities for school staff and classroom teachers, including professional development for teachers; Describe how the proposed school will ensure that the best practices are used in teaching, mentoring, counseling and administration are culturally and linguistically responsive to students; Describe how school policies will be culturally and linguistically responsive; Describe how rigorous and culturally meaningful curricula and instructional materials will be developed and implemented; Identify the regular intervals at which progress will be monitored; Identify specific actions/reporting that will engage students and/or families; and Describe how the school will evaluate the effectiveness of its programs to improve educational outcomes.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

H. Assessment and Accountability.

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

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

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

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

For more information on NM assessment requirements, please see:

<https://webnew.ped.state.nm.us/bureaus/assessment/>

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> • Include an assessment calendar that identifies all state or district mandated assessment periods and dates related to teacher analysis/use of assessment data to inform instruction <ul style="list-style-type: none"> ◦ Include assessments/progress monitoring for special populations; • Identify, for all state or district mandated assessment periods, the grade levels at which the assessments will be administered; • Describe, for all state or district mandated assessment periods, the specific data that will be collected, reported, analyzed, evaluated, and utilized to inform instruction; • Describe how the data identified will be used to inform instruction; • Align with all state assessment and data reporting requirements; • Describe how the assessment plan meets the specific needs of the proposed school's projected student population; • Describe how the assessment plan aligns to the proposed school's mission; and • Include any assessments that may be negotiated as part of the performance framework and contract.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the processes the school will use, including specific action steps, triggers that would prompt action steps, responsible parties, timelines, and associated costs, to <ul style="list-style-type: none"> monitor academic performance and take appropriate corrective action if the school is not on track to or does not meet academic performance expectations; Address specific responsibilities related to <ul style="list-style-type: none"> meeting student academic achievement or growth expectations <u>at the school-wide level</u> and meeting student academic achievement goals <u>at the individual student level</u> (remediation/at-risk student); and Describe how the school will regularly evaluate the effectiveness of its academic program generally and the effectiveness of specific corrective actions or interventions.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENT HERE:]

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">Identify how student achievement and progress will be communicated to<ul style="list-style-type: none">StudentsParentsThe governing bodyThe authorizerThe broader community;Identify the communication plan for each of the specific sources of student achievement data identified in H.(1) and any other relevant sources of student achievement data; andProvide information that demonstrates the plan is effective in reaching the targeted population and the specific community in which the school plans to locate.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS 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**.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> • Include governing body bylaws in Appendix A; and • Summarize <u>key</u> governance components in the application response as follows: <ul style="list-style-type: none"> ○ Membership structure (number, roles, length of terms) ○ Officer structure (roles, election process, responsibilities, length of terms) ○ Committee structure that includes both legally required committees and school-specific committees (selection process, responsibilities, membership, length of service terms) ○ Member selection, discipline, and removal processes.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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).

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all qualifications and skill sets that the governing body will require and ensure those are represented within its regular membership; Explain why and how the identified qualifications and skills will ensure the governing body has the required capacity and enable the governing body to operate a successful, high-quality public school; Include a list of all proposed initial governing body members, describe each proposed member's specific qualifications and skill sets through verifiable prior experience, and ensure the represented qualifications and skill sets align with the previously identified qualifications and skill sets that the governing body will require; and Specifically address how the governing body will have the skills to <ul style="list-style-type: none"> Ensure student success and academic achievement; Oversee the stewardship and management of public funds and responsible government accounting; Ensure compliance with legal obligations related to government organizations and public schools; Select and oversee a qualified and highly effective school leader; and Support the applicant team in moving from an application to a fully operational school.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a regular and on-going governing body recruitment process, including identification of action steps, timelines, and responsible parties; Identify a formalized governing body potential member evaluation and selection process, including identification of action steps, timelines, and responsible parties; Describe how the processes will ensure that all governing body vacancies are filled within 45 days; Describe how the processes will ensure the regular governing body membership will have all of the required qualifications and skill sets identified in question A.(2); and Describe how the processes will ensure that governing body members are vetted appropriately to ensure they are able to meet the obligations and fulfill the responsibilities of governing body service.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

B. Governing Body Training and Evaluation.

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a process for governing body member onboarding to ensure new members are properly trained and able to meet the obligations and fulfill the responsibilities of governing body service, include action steps, timelines, and responsible parties; Identify a plan for annual governing body training, including action steps, timelines, and responsible parties, include how it will be tracked and monitored. Describe how the plan will identify governing body training needs, meet governing body training needs, and comply with state requirements, including any requirements that may change from year to year; Identify any costs required to support the training plan or onboarding process and describe how those costs are supported in the budget; and Ensure the onboarding process and training plan address training on the open meetings act and responsibilities.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

B. (2) Provide a **clear, comprehensive, and cohesive plan** for an annual self-evaluation of the Governing Body that reflects that body's effectiveness and focuses on continuous improvement.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a plan for annual governing body self-evaluation, include action steps, timelines, responsible parties, and identified criteria or standards; include action steps to obtain feedback from, at a minimum, parents and families and all willing staff; The plan must include action steps to evaluate the effectiveness of the governing body in the following: <ul style="list-style-type: none"> maintaining regular membership that has all of the required qualifications and skill sets identified in question A.(2) meeting all training requirements ensuring student success and academic achievement ensuring fulfillment to the school's mission overseeing the stewardship and management of public funds and responsible government accounting ensuring compliance with legal obligations related to government organizations and public schools selecting and overseeing a qualified and highly effective school leader addressing grievances received from staff and parents and families; and Describe how the identified plan will focus on and support continuous improvement.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

C. Leadership and Management.

C.(1) Provide a **clear, comprehensive, and cohesive plan** for how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that the proposed school is successfully meeting its mission and providing a quality education.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a plan for how the governing body will monitor academic performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; Identify a plan for how the governing body will monitor organizational performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; Identify a plan for how the governing body will monitor financial performance on an ongoing basis, include action steps, timelines, responsible parties, and identified criteria or standards; and Describe how each of the monitoring plans will focus on ensuring the school is meeting its mission, providing a quality education, and acting as a responsible public entity.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

C. (2) Identify and provide a **clear, comprehensive, and cohesive** plan for hiring a head administrator. Include a clear, comprehensive, and cohesive description of the leadership characteristics and qualifications for the head administrator needed to run the proposed school. In your description, take **into account the mission of the proposed school**. Include **evidence of a clear plan** (e.g., job search process, timelines) to hire and evaluate a highly qualified administrator no later than July 1.

If the proposed head administrator is a founder or already identified, provide a **clear, comprehensive, and cohesive** description of his/her leadership characteristics and qualifications for running the proposed school and delivering its unique mission.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify an ongoing process for hiring a head administrator, both for the initial hiring and for any time the position becomes vacant, include action steps, timelines, responsible parties, and identified criteria or standards; Identify all leadership characteristics and all qualifications the head administrator must possess; Explain why and how the identified leadership characteristics and qualifications will ensure the head administrator has the required capacity and enable the head administrator to operate the proposed school as a successful, high-quality public school; Explain how the identified leadership characteristics and qualifications take into account the mission of the proposed school; Describe how the identified process will ensure the school is able to identify and hire a highly qualified, licensed administrator no later than July 1, 2018; and If a potential head administrator has already been identified and/or is a founder, include an assurance that the individual understands they must be selected and hired by an independent governing body and identify the individual's specific leadership skills and qualifications, through verifiable prior experience, that makes them qualified for the position, including holding the required licensure.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

C. (3) Describe how the governing body will convey and distinguish their roles and responsibilities with those of the proposed school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders and the proposed school's mission, goals, and educational philosophy. Attach the job description as **Appendix B**.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the process the governing body will use for distinguishing their roles and responsibilities with those of the head administrator; Include specific actions the governing body will take to ensure the head administrator understands the obligations of the charter contract and the requirements of all elements of the plan contained in this application; and Attach a job description in Appendix B that includes the following: <ul style="list-style-type: none"> Lists all major responsibilities of the head administrator Includes responsibilities that are unique to charter school leaders Includes responsibilities that specifically relate to the school's mission, goals, and educational philosophy Identifies all hiring requirements including all previously identified requirements related to characteristics and qualifications.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

C. (4) Identify and provide a **clear, comprehensive, and cohesive** plan for annually evaluating the head administrator. In your description, take into account the mission and goals of the proposed school.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the plan for annually evaluating the head administrator, including action steps, timelines, responsible parties, and standards or criteria; Include action steps to evaluate the effectiveness of the head administrator in the following: <ul style="list-style-type: none"> ensuring student success and academic achievement ensuring fulfillment to the school's mission overseeing the stewardship and management of public funds and responsible government accounting ensuring compliance with legal obligations related to government organizations and public schools addressing grievances received from staff and parents and families; Describe how the plan specifically takes into account the mission and goals of the proposed school; and Ensure the plan meets the requirements identified in NMAC 6.69.7.8 and 6.69.7.9.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

D. Organizational Structure of the Proposed School.

D.(1) Provide a **clear, comprehensive, cohesive, and reasonable** organizational chart and narrative that **aligns structures with the mission of the proposed school** and demonstrates a **clear** understanding of appropriate relationships between governance, administration, teaching, support staff, equity council and external agencies that are essential to the proposed school.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Include an organizational chart for each year as part of the rollout with grade additions;• Show how the Equity Council is incorporated into to organizational chart;• Include a narrative that describes the structures and relationships represented in the organizational chart;• Include all entities essential to the operation and success of the proposed school; and• Reflect an understanding of the appropriate relationship among each of the relevant entities.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

D. (2) Provide **clear, comprehensive, and cohesive** job descriptions for all certified and licensed staff and any other key staff (if your charter requires non-traditional roles or positions, identify and describe here). In the job descriptions, clearly outline necessary qualifications and **appropriate** reporting lines that are consistent with the organizational chart. In your descriptions, take into account the mission of the proposed school. Attach staff job descriptions as **Appendix C**.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the following: <ul style="list-style-type: none"> all certified and licensed staff identified in the application all non-certified or unlicensed staff identified in the application who could be considered essential to the operation and success of the proposed school any non-traditional roles or positions; Describe why the identified roles are key to the operation and success of the proposed school; and Attach staff job descriptions as Appendix C for all of the positions identified in the application response and include the following: <ul style="list-style-type: none"> List all major responsibilities of the positions Include responsibilities that specifically relate to the school's mission, goals, and educational philosophy Identify all hiring requirements including qualifications and licensure or certification Identify reporting lines ("reports to") that aligns to the organizational chart.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

D.(3) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the proposed school's staffing needs, is **reasonable and adequate** to support effective and timely implementation of the academic program/curriculum, and is aligned with the budget and projected enrollment. Include evidence of a clear plan (job search process, timelines etc.) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify an ongoing staffing plan and process for hiring all necessary staff, both for the initial hiring and for any time a position becomes vacant, include action steps, timelines, responsible parties; Describe how the staffing plan and process will ensure the school is able to hire highly qualified staff, no later than two weeks prior to the start of the proposed school year, on an annual basis, and fill all vacancies within a reasonable time; include how the school will recruit and hire highly-qualified licensed staff; Describe how the staffing plan and process is reasonable and adequate to support effective and timely implementation of the academic program/curriculum during the planning year and for all subsequent years; Describe how the staffing plan and process is aligned with the budget and the school's projected enrollment; and Describe how the school will make adjustments to the staffing plan in the case that there are differences in projected and actual enrollment.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

D.(4) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements and supports the implementation of the proposed school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify an annual professional development plan with action steps, timelines, responsible parties, and associated costs <ul style="list-style-type: none"> Describe how the plan meets state requirements and rules; and Describe how the school will ensure professional development time is not used for routine staff meetings. Identify a mentorship plan for novice teachers, including action steps, timelines, responsible parties, and associated costs that meets the requirements of PED rules; and Describe how the annual professional development plan and the mentorship plan for novice teachers ensure the following occur: <ul style="list-style-type: none"> are supported by the budget support the implementation of the proposed school's educational plan, mission, and performance goals not only address required annual trainings, but are also tailored to address school- and teacher-specific professional development needs.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

E. Employees.

E. Clearly describe the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Include benefits, work schedules, annual number of contract days, pay terms. Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all primary classes of employees the school will employ (e.g., administrative, professional, term, contract); Identify the primary conditions of employment for each class of employees, including: <ul style="list-style-type: none"> Benefits and pay terms Daily work schedules and annual work calendars Major conditions of employment Employee conflict and grievance resolution processes Employee discipline, re-contracting, and contract termination processes; and Explain how the school, through the governing body and head administrator, will address employee unions and other school-specific employee representatives.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

F. Community/Parent/Employee Involvement in Governance.

F. Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the proposed school. The plan includes structures to facilitate **parental involvement that will help to advance** the proposed school's mission.

Please note that charter schools *may not require* community or parental support or involvement as grounds for accepting or not accepting a student.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify school operation and governance structures that will provide the following: <ul style="list-style-type: none"> A meaningful opportunity for parental input and participation A meaningful opportunity for professional educator input and participation A meaningful opportunity for community input and participation; Describe how the structures will facilitate parental involvement that will help advance the proposed school's mission; Explain the role of the Equity Council in the governance and operation of the proposed school; Include assurances that the school understands it may not require family or parental support or involvement as grounds for accepting, not accepting, enrolling, dis-enrolling, or otherwise differentiating treatment of a student; and If the school plans to offer opportunities for parent support, explain the process of opting out for parents who are unwilling or unable to meet the proposed school's support opportunities.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

F. (2) Provide a **clear, comprehensive, and cohesive** plan to receive and process concerns and complaints from the community and parents. The plan is transparent, fair, accessible to the community, and ensures a timely and meaningful response from school administration and the governing body.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a grievance process to receive and process concerns and complaints from the community, parents and families, and students that includes action steps, timelines, and responsible parties; Include a final step in the process that provides the grievant a meaningful opportunity to be heard by, and receive a response from, the governing body; if they are unable to obtain resolution from the head administrator; Describe how the process is transparent, fair, accessible to the community, and ensure a timely and meaningful response; and Provide assurances that the school will additionally meet the specific legal requirements of the McKinney Vento and special education grievance processes.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

G. Student Recruitment and Enrollment.

G.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the proposed school and is likely to be effective in attracting a representative student body from the targeted community. The recruitment/enrollment timelines presented are **reasonable**.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a prospective student outreach and recruitment plan, including action steps, timelines, responsible parties, and associated costs; Describe: <ul style="list-style-type: none"> how the plan is tailored to ensure equal access to the school why the plan is likely to attract a student body that is demographically reflective of the local community and school district; Describe how the school will annually evaluate the effectiveness of the outreach and recruitment efforts in ensuring equal access to the school and attracting a student body that is demographically reflective of the local community and school district and how the school will use that information to make adjustments to the outreach and recruitment plan; and Explain why the recruitment and enrollment timelines are reasonable.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

G. (2) Provide a **complete, comprehensive, and cohesive** plan to implement a lottery process. Ensure all proposed procedures and policies comply with state statutes and **support equal access** to the proposed school; include how a wait list will be maintained. Please provide tentative timeframes or dates.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Identify a plan to implement a lottery admission process if necessary, include action steps, timelines, and responsible parties;• Describe each of the steps of the process to include the following:<ul style="list-style-type: none">○ Pre-lottery entry○ Lottery○ Post-lottery registration○ Waitlist maintenance and entry; and• Describe how the lottery process supports equal access to the school.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

H. Legal Compliance.

H. Provide a **current, clear, comprehensive, and cohesive** Conflict of Interest Policy that demonstrates an understanding of, **and capacity** to meet all conflict of interest requirements including nepotism. Provide a sample disclosure statement of any real or potential conflict of interest.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Provide a governing body conflict of interest policy that includes action steps, timelines, and responsible parties;• Describe how the policy meets the requirements of New Mexico law addressing all areas of potential conflicts of interest; and• Include all forms the governing body will or may be required to submit pursuant to the policy.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

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

I.(1) If there is /are third party relationship(s) (partner organization, a contractor, foundation) that are essential to the existence of your charter school, governance, key instructional staff, or management functions, identify them (entity, person, contact information etc.). Provide a **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.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify any third party relationships with specific, identified organizations that control or influence essential elements—including the existence, operation, curriculum, or instruction of the proposed charter school—that are required by a partner organization or any part of the application; Describe, in detail, the relationships; Describe why the relationships are essential or required, or how they control essential elements of the proposed charter school; If any such relationships exist identify the following: <ul style="list-style-type: none"> The specific, identified organizations Contact information for that organization Specific individuals in the organization that will be associated with the proposed school; and Describe all legal implications of the essential/required relationships, including the legal benefits and responsibilities of each party.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS 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.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	A response is only required if relationships were identified in questions I.(1) A complete response must <ul style="list-style-type: none"> • Identify all MOUs or formal agreements that are attached in Appendix D; • Include proposed formal agreements or MOUs that are signed in Appendix D; and • Identify the responsibilities, activities, and costs of both sides.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

J. Waivers.

J. Identify all non-discretionary waivers that will be utilized and discretionary waivers that will be requested. For discretionary waivers, specifically identify statutes or state rules for which a waiver is requested. For all, describe how the waiver will support the proposed school's plan; the description should **clearly demonstrate** how requested waivers **align with the proposed school's mission and the educational program and curriculum**. For further information please see the following link:

<https://webnew.ped.state.nm.us/information/waivers/>

NMSA 1978 § 22-8B-5(C) Waiver	Utilized	Description of how waiver will support school's plan.
Individual class load	<input type="checkbox"/>	Click here to enter text.
Teaching load	<input type="checkbox"/>	Click here to enter text.
Length of school day	<input type="checkbox"/>	Click here to enter text.
Staffing pattern	<input type="checkbox"/>	Click here to enter text.
Subject areas	<input type="checkbox"/>	Click here to enter text.
Purchase of instructional materials	<input type="checkbox"/>	Click here to enter text.
Evaluation standards for school personnel	<input type="checkbox"/>	Click here to enter text.
School principal duties	<input type="checkbox"/>	Click here to enter text.
Drivers education	<input type="checkbox"/>	Click here to enter text.
Statute for which Waiver Requested under NMSA 1978 § 22-2-2.1	Description of how waiver will support school's plan.	
Click here to enter text.	Click here to enter text.	
Click here to enter text.	Click here to enter text.	

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all non-discretionary waivers that will be utilized; Describe how the non-discretionary waiver will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum; Identify all discretionary waivers that will be requested and the specific statutes or state rules for which the waivers will be requested; and Describe how the discretionary waivers will support the school's plan, including the following: <ul style="list-style-type: none"> a specific description of how the waiver will be used and how the school's practice will vary from the standard legal requirement a specific explanation of how the waiver aligns to the school's mission, educational program, and curriculum how the school will meet the requirements for being granted a discretionary waiver.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

K. Transportation and Food.

K. (1) *If applicable*, state how the proposed school plans to offer transportation to its students. Provide a **clear description** of how student transportation needs will be met that are supported by the proposed budget.

For further information, please see the following link:

<https://webnew.ped.state.nm.us/bureaus/transportation/>.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<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>
<input type="checkbox"/> Approaches	<p>A complete response must</p> <ul style="list-style-type: none"> Identify a plan for establishing transportation services at the school including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> Identifying equipment purchase or contracting needs Identifying hiring and or contracting needs Hiring or contracting Establishing training needs and inspection process needs Establishing travel routes and pickup/drop off points Establishing transportation policies and practices Identifying student transportation needs; Identify how the school will fund the transportation plan costs; and Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A response is only required if the school plans to offer food services at the school.</p> <p>A complete response must</p> <ul style="list-style-type: none"> Identify a plan for establishing food services at the school, including specific action steps, timelines responsible parties, and associated costs that address the following: <ul style="list-style-type: none"> Identifying equipment purchase or contracting needs Identifying hiring and/or contracting needs Hiring or contracting Establishing training and inspection process needs Identifying and completing relevant program application and reporting requirements; Identify all federal and state food service programs the school plans to participate in; If providing or planning to offer a PreK or Early Childhood program, provide a plan for food service; Identify how the school will fund the food service plan costs prior to receiving any applicable reimbursements; and Identify all, but at least one, specific entities or organizations that have been identified as potential partners or vendors for these services and describe all steps that have been taken to create a relationship, establish a relationship, or develop a partnership to provide these services.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

L. Facilities/ School Environment.

Applicants must complete the required Facilities Master Plan Ed. Spec. Checklist form, referenced below as III M. (1), and submit it to the Public Schools Facilities Authority no later than **the published deadline in the month of April**. The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

nmpsfa.org/legacy/pdf/planning/Charter_School_FMPEd_Specs_Renewal_Program_August_2019.pdf

L.(1) **Complete, submit, and attach as Appendix E**, the Public Schools Facilities Authority (PSFA) approval of the proposed school's Facilities Master Plan Ed / Spec Checklist.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> • Demonstrate the applicant submitted a Facilities Master Plan to PSFA by the deadline; • If offering or planning or offer a PreK or Early Childhood program, provide a description of the facilities and playground in the Facilities Master Plan; and • Demonstrate the PSFA has approved the applicant's Facilities Master Plan.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENT HERE:]	

L. (2) Provide evidence that you have researched facilities/properties and **identified at least one appropriate, viable facility/property in the targeted geographic location**. Include evidence of a **clear plan** to prepare the facility/property in time for the proposed school's opening, including a reasonable estimate and description of capital outlay needs and how the project will be funded.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> • Demonstrate the applicant has done the following: <ul style="list-style-type: none"> ○ Conducted outreach and research to understand if there are public facilities that are available, appropriate, and viable ○ Researched multiple facilities or properties in the targeted geographic location to identify all facilities or properties that are available, appropriate, and viable ○ Identified whether or not each potential property will meet the requirements of NMSA 1978 § 22-8B-4.2, including occupancy, adequacy, and ownership; • Identify at least one potential facility or property that is appropriate, viable, and located in the targeted geographic location; • Identify a plan that would enable the applicant to prepare the facility/property to meet the facility needs of the proposed school in time for the proposed school's opening date, include specific action steps, timelines, responsible parties, and capital outlay needs; • Describe how the identified facility meets the student population and transportation needs; and • Identify how the project to prepare the facility will be funded. • New Applicants intending to build, remodel, or install portables must demonstrate that they have researched all state, local, city, and county requirements for the proposed site.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

III. Financial Framework

A. School size.

State the requested enrollment, grade levels to be served, and student/teacher ratio. Please note that this is a projected enrollment. If approved, actual funding will be determined by NMPED School Budget Bureau based on data regarding enrollment membership including, but not limited to, lottery applications submitted and registrations completed prior to May 15 of the implementation year.

A. Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 2	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 3	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 4	Click here to enter text.	Click here to enter text.	Click here to enter text.
Year 5	Click here to enter text.	Click here to enter text.	Click here to enter text.
At Capacity (Enrollment Cap)	Click here to enter text.	Click here to enter text.	Click here to enter text.

Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> Identify the anticipated number of students for each of the first five years and “at capacity”, based on the long-term strategic plan; Identify the grade levels requested to be served in each of the first five years (phase in plan) and “at capacity”, based on the long term strategic plan; and Identify the student/teacher ratio (not student/staff ratio) that aligns with the number of students served, grade levels, and staffing plan for each of the first five years and “at capacity”, based on the long term strategic plan.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

B. Budgets.

Please note that the PEC will ask the applicants to respond to questions on the budget during the Community Input Hearing. The applicants may have the personnel with the technical expertise with them at the table (and *should* have these people with them if these people were primarily responsible for drafting a section). However, the applicants themselves should demonstrate knowledge and understanding of all areas of the budget.

B. (1) Provide, and attach as **Appendix F**, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet, using appropriate values and computations for each year of the five-year budget plan (use projected unit value and for special education, please budget the local district's percentage of special education unless the school has a sufficient justification for why it will have a larger population). [State and federal funds, including but not limited to student funding shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status.](#) Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement, New Mexico public school funding.**

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<div>A complete response must<ul style="list-style-type: none">• Include a complete 910B5 Worksheet in Appendix F;• Use appropriate values and computations in each year;• Use projected unit value; and• Budget the correct special education percentage based on the local special education population, unless the school has a sufficient justification for why it will have a larger population (provide justification, if applicable).</div>
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

B.(2) Provide, and attach as **Appendix G**, a proposed five-year budget plan, fully aligned with the 910B5 SEG Revenue Worksheet that clearly supports the proposed school's mission and aligns with the proposed school's five-year growth plan, including staffing, facilities, educational program, and services. State and federal funds, including but not limited to student funding shall not be used to pay, compensate or reimburse contract management organization or education management organization, regardless of their organizational or tax-exempt status. 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.).

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	A complete response must <ul style="list-style-type: none"> • Include a five-year budget plan in Appendix G that is based on the 910B5 SEG Revenue Worksheet from Appendix F; • Support the proposed school's mission and all elements of the proposed program laid out in the application; and • Align with the proposed school's five-year growth plan.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

B.(3) Provide a clear, comprehensive, cohesive, and reasonable budget narrative that explains basic assumptions, how those were determined based on reliable sources, and identifies all priorities that are consistent with the proposed school's mission, educational program, staffing, and facility. The budget narrative demonstrates the proposed school's thorough understanding of the budget and of budgeting.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Explain basic assumptions;• Identify reliable sources for each assumption;• Include priorities consistent with the proposed school's mission;• Include priorities consistent with the proposed school's educational program;• Include priorities consistent with the proposed school's staffing; and• Include priorities consistent with the proposed school's facility.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

B. (4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges, or to address the failure to receive any anticipated funding sources. Ensure that your explanations provide **clear evidence** that the adjustments are viable and realistic. The suggested budget control strategies demonstrate **capacity** to manage the budget successfully.

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

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

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Describe budget control strategies as well as budget adjustments that will be made to meet financial budget and cash-flow challenges; Describe budget control strategies as well as budget adjustments that will be made to address the failure to receive any anticipated funding sources; Include explanations that are viable and realistic, based on the professional judgment of experienced, licensed, school business officials; Address how special education students will receive services before special education funding is provided, based on accurate 40-day counts; and Address how gaps between budgeted students and actual enrollment will be addressed.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify all the internal control procedures that have been attached in Appendix H; Attach in Appendix H internal control procedures the proposed school will utilize to assure the following: <ul style="list-style-type: none"> safeguard assets segregate its payroll segregate cash and check disbursement duties provide reliable financial information and promote operational efficiency ensure compliance with all applicable federal and state statutes, regulations, and rules; Attach procedures that—based on the professional judgment of experienced, licensed, school business officials—successfully ensure appropriate segregation of duties; and Provide a process the school will use to regularly evaluate compliance with the internal control procedures that have been attached in Appendix H and other internal control procedures that will be developed and implemented by the school.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

C. (2) Identify the appropriate staff to perform financial tasks and ensure that the staff positions are **completely supported** in the organizational structure/chart and in the budget. Clearly provide the qualifications and responsibilities for those positions. Include evidence of a clear plan (e.g., job search process, timelines) to hire and evaluate highly qualified staff no later than two weeks prior to the start of the proposed school year.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify the appropriate staff to perform each financial task identified in the response to B(1) and all other required financial tasks; Align completely with the organizational chart from response to D(1) in the Organizational Framework; Align completely with the budget in A(1) and A(2) responses in Financial Framework; Describe appropriate qualifications and responsibilities for each of the identified positions; and Include a plan that will result in the recruitment, identification, the evaluation of candidates, and the hiring of highly qualified staff for each of the identified positions, no later than two weeks prior to the start of the proposed school year.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

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.

[ENTER APPLICANT RESPONSE HERE:]

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Describe how the Governing Body audit and finance committees will be formed and how they will: <ul style="list-style-type: none"> Function generally Ensure proper legal oversight Ensure proper financial oversight; Describe how the proposed school's audit and finance committees will interact with the school's management; and Describe how the audit and finance committees will interact with the full Governing Body.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	

[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]

IV. Evidence of Support

A. Outreach Activities.

A. (1) Provide **clear, comprehensive, and cohesive** evidence that you have developed an effective and thoughtful outreach program. Provide **sound** evidence that you have addressed a broad audience to develop community support for the proposed school. Provide clear descriptions of outreach activities, demonstrating that the applicant is attempting to reach a broad audience and understand the community's needs.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Describe an outreach program to develop community support for the proposed school that has been implemented during the application process; Describe specific activities that have been implemented, include evidence of implementation; Include evidence that demonstrates the activities reached a broad audience that is representative of the community in which the proposed school will be located; and Describe how this outreach has enabled the applicant team to understand the needs of the community in which the proposed school intends to locate.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

B. Community Support.

B. (1) Provide **sufficient measurable**, quantifiable, and **qualitative** data-based evidence of abundant, broad-based support for the proposed school among residents in the targeted community. (For instance, provide the total number of students interested in the charter by grade level. **DO NOT provide names or specific letters of interest from families or students.** If appropriate, to support earlier descriptions of the anticipated demographics of the students who will be served by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender, type of current school (home, private, public), or other pertinent data.

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none">• Include quantitative data that demonstrates community support from a broad audience for this proposed school;• Include qualitative data that demonstrates community support from a broad audience for this proposed school;• Ensure the demonstrated support includes support within the community of the specific targeted geographic location; and• Describe why the applicant team believes the evidence demonstrates the school will be embraced and supported as the community’s school and that there is abundant support for this school as a part of the community.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

C. Community Relationships

C. (1) Clearly demonstrate that you have developed **meaningful and strategic** networking relationships or resource agreements with local community agencies, groups, or individuals. (This differs from the formal partnership agreements that are integral to the proposed school's operations, as described in Section II. I (1) of this application.)

ENTER APPLICANT RESPONSE HERE:

Rating	Expectations
<input type="checkbox"/> Meets	<p>A complete response must</p> <ul style="list-style-type: none"> Identify and describe specific meaningful and strategic networking relationships with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; Identify and describe specific meaningful and strategic resource agreements with local community agencies, groups, or individuals that will support the school. Include evidence of these relationships; and Describe why the applicant team believes the identified relationships demonstrate the school will be embraced and supported as the community's school and that there is abundant support for this school as a part of the community.
<input type="checkbox"/> Approaches	
<input type="checkbox"/> Does Not Meet	
[ENTER INDEPENDENT REVIEW TEAM COMMENTS HERE:]	

V. Applicant Remarks

Additional Remarks

ENTER APPLICANT RESPONSE HERE:

The applicant team is invited to provide additional remarks, not to exceed 500 words. This section will not be rated by the Peer Review Team.

Appendices and Attachments

Appendix Number	Appendix Description	File Naming Convention	Attached (Check if Yes)
A	II-A1_Governing Body Bylaws	A_SchoolName_Bylaws	<input type="checkbox"/>
B	II-C3_Head Administrator Job Description	B_SchoolName_HeadAdmin	<input type="checkbox"/>
C	II-D2_Job Descriptions for Certified, Licensed, and Other Key Staff	C_SchoolName_Job Desc	<input type="checkbox"/>
D	II-I2_Proposed Agreements Governing Third Party Relationships and Memoranda of Understandings (MOUs) (*Required if applicable*)	D_SchoolName_MOUs	<input type="checkbox"/>
E	II-L1_PSFA-Approved Projected Facility Plan Documentation	E_SchoolName_FacilityPlan	<input type="checkbox"/>
F	III-B1_Five Years of 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheets	F_SchoolName_910B5	<input type="checkbox"/>
G	III-B2_Five-year Budget Plan	G_SchoolName_BudgetPlan	<input type="checkbox"/>
H	III-C1_Internal Control Procedures	H_SchoolName_InternalControls	<input type="checkbox"/>