



New Mexico Public Education Commission

2015 New Charter School Application Kit Part C. Application & Rubric



School Information:

Name of Proposed Charter School: **Columbus Community Public School**

School Address (if known): **100 East North Boundry Dr.**

School Location (City/Town): Columbus, New Mexico

School District within which your school will be located: Deming Public Schools

Projected Enrollment Cap: **200**

Contact Information:

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Academic Framework

A. School size.

B. Mission.

C. Indicators/Goal(s) Related to the School's Mission.

D. Curriculum, Instructional Program, Student Performance Standards.

E. Graduation Requirements.

F. Instruction.

G. Special Populations.

H. Assessment and Accountability.

Organizational Framework

A. Governing Body Creation/Capacity.

B. Governing Body Training and Evaluation.

C. Leadership and Management.

D. Organizational Structure of the School.

E. Employees.

F. Community/Parent/Employee Involvement in Governance.

G. Student Policies.

H. Student Recruitment and Enrollment.

I. Legal Compliance.

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

K. Waivers.

L. Transportation and Food.

M. Facilities/ School Environment.

Finance

A. Budgets.

B. Financial Policies, Oversight, Compliance, and Sustainability

Evidence of Support

A. Outreach Activities.

B. Community Support.

D. Community Relationships

E. Uniqueness and Innovation.

F. Letters of Support.

Appendices and Attachments

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 in red below. Use the rubrics following the prompts to guide your answers and responses. As you will see from those rubrics, it is best to provide clear, comprehensive, cohesive, reasonable, and at times, innovative responses. Too often, an applicant leaves something out (comprehensive) or does not explain how pieces in their proposal fit together (the educational program aligns with the budget—cohesive). The reviewers are also interested in reasonable answers; often applicants are excited to try many new things and this can be taken too far. Finally, remember to showcase the innovation in your charter school proposal whenever possible. Charter Schools are in existence for this reason.

Please note: The PEC has determined which questions are of greater importance than others. Therefore, certain scores are increased if your answers receive “Exceeds” or “Meets” score as indicated in the scoring rubric as set forth below.

Academics

A. School size. State the projected enrollment, grade levels to be served and student/teacher ratio.

Academic Year	Number of Students	Grade Levels	Student/Teacher Ratio
Year 1	100	6 - 8	1/17
Year 2	125	6 - 9	1/18
Year 3	150	6 - 10	1/19
Year 4	175	6 - 11	1/20
Year 5	200	6 - 12	1/22
At Capacity (Enrollment Cap)	200	6 - 12	1/22

	Included	Meets—3	Partially Meets - 2	Not included
A. School Size	The applicant provides all of the required information.			The application does not provide the required information.
	<div style="display: flex; align-items: center; justify-content: space-between;"> ← Satisfied Not Satisfied → </div>			

B. Mission. Note: The School shall report each year on implementation of its mission as set forth in the mission-specific indicator(s) as set forth in the Performance Framework, Academic Framework (see glossary).

B. State the mission or the driving force that guides this school proposal. The mission should answer questions such as: 1) what does your school seek to accomplish; 2) how will it accomplish that; and 3) what is innovative and unique about your school? The best mission statements are clear, cohesive, comprehensive, reasonable, and innovative, and have a focus on outputs rather than inputs.

The mission of the Columbus Community School is to create a learning environment, in a bi-national area, that prepares middle and high school students (6th – 12th grades) to achieve high academic standards and personal development necessary for entering the workforce or continuing in post-secondary education through: 1) rigorous dual language instruction in English and Spanish; 2) hands-on collaborative, project based curriculum which integrates STEM fields. This will support the study and construction of “green”, energy-efficient projects, which will result in opportunities for research and entrepreneurship that can contribute to the area’s economic strength and the school’s sustainability.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. School Mission	The mission statement incorporates all three questions above and therefore meets or exceeds the expectation by providing a clear, cohesive, comprehensive, reasonable, and innovative purpose for the school.	The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level by providing a clear and reasonable purpose for the school.	The mission statement does not adequately address the three questions above and therefore partially meets expectations.	The mission statement is inadequate or incomplete . --OR-- The application does not respond to this prompt.
Comments: Meets The mission statement answers most of the three questions above and therefore meets the expectation at an appropriate level by providing a clear and reasonable purpose for the proposed school. The applicant provided a mission statement which answers what the proposed school seeks to accomplish: “to create a learning environment, in a bi-national area, that prepares middle and high school students (6th – 12th grades) to achieve high academic standards and personal development necessary for entering the workforce or continuing in post-secondary education.” The applicant provided a mission statement which answers how it will accomplish that: “...through: 1) rigorous dual language instruction in English and Spanish; 2) hands-on collaborative, project based curriculum which integrates STEM fields.” The applicant does not specifically answer what is innovative and unique about the proposed school.				

C. Indicators/Goal(s) related to the School’s Mission. The Amended Charter School Act **requires schools to identify at least two mission-specific indicators/goals in the application** that set targets for

the implementation of the school mission. Mission-specific indicators/goals MUST BE provided within the application. If the application is approved, these indicators/goals will be used as the initial draft indicators during the negotiations with the Authorizer.

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

Mission-specific indicators/goals put into the application should:

- (1) Demonstrate the school's ability to implement the school's mission;
- (2) Be in format set forth below which is a SMART goal format (specific, measureable, attainable, rigorous, and time-bound—see below); and finally,
- (3) Include metrics and measures using the following criteria: "Exceeds standards," "Meets standards," "Does not meet standards," and "Falls far below standards."

For instance, if a school's mission focuses on language acquisition, then a school may choose a mission-specific indicator/goal that measures student progress and performance in this special area. These indicators/goals are monitored on an annual basis and then potentially revised yearly.

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

Please note: The criteria for 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 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 challenging yet attainable and realistic.
- Rigorous. A goal should present the challenge of rigor.
- Time-Bound with Target Dates. A well-conceived goal should specify a timeframe or target date for achievement.

C.(1) Mission-Specific Indicators/goals *Required*

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

- First, ensure that the annual indicators/goals provided show the implementation of the school's mission.
- Second, for each indicator provided, use SMART format (specific, measureable, attainable, rigorous, and time-bound—see glossary). Your indicators should include all of these key SMART elements, be clear, comprehensive, and cohesive.
- Third, include measures and metrics in your mission-specific indicators/goals. Specifically,

determine what percentage constitutes “exceed standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.” NOTE: Please see examples in the glossary or in Part A of this application.

Goal/Indicator related to School’s Mission: Academic Growth

1. a. Students at Columbus Community School (CCS) will demonstrate average or above average academic growth in reading as measured by PED approved short-cycle Discovery Education Assessment (DEA)

1. b. Students at CCS will demonstrate average or above average academic growth in mathematics as measured by PED approved short-cycle DEA

Goal/Indicator related to School’s Mission: Proficiency in English and Spanish

2. The majority of students who will attend CCS are U.S. citizens, living in Mexico, where Spanish is their first language. To increase chances for graduation and readiness to enter college or the workforce, students will be provided the opportunity to take advantage of their Spanish fluency in initial entry and mastery of academic content through the Spanish component in the dual language delivery of instruction. They will demonstrate an increase in Spanish proficiency as measured by the Language Assessment Scales (LAS), until reaching full proficiency. These students must also become English proficient. Therefore, as a dual language school, students at CCS who are identified as English Language Learners will demonstrate an increase in English proficiency through the English component as measured by ACCESS, until reaching full proficiency.

Goal/Indicator related to School’s Mission: Collaborative Teacher/Student Work on Curriculum Development

3. At the beginning of the school, students will be introduced to the concepts of standards, curriculum, instruction and assessment, as the bases for instruction and learning. Using software to develop curriculum such as “Build Your Own Curriculum”, students will work collaboratively throughout the year with teachers in the design of the curriculum, instruction, assessments, and alignment with Common Core and state standards. The curriculum will be built around science, technology, engineering and math (STEM) principles with the theme of construction with adobe and rammed earth serving as the unifying element throughout the curriculum. Using a constructivist approach, students will continually assess progress toward the goals of learning to design and construct models and, eventually, buildings reflecting sustainable passive solar construction. Through a project-based team approach, students and teachers will all collaborate to meet these designated curriculum goals.

In the first year of operation of Columbus Community School, students will learn to design and construct adobe and rammed earth display models. In the second year, students will begin conceptualizing the design and construction of structure(s) for our own school facilities. By the end of that year, students and teacher will collaborate in the conceptualization and design of a “Passive Solar-Adobe Design and Research Institute” where they will reflect on and share what they have learned. By the third year, students and teachers will begin holding workshops for the general public on passive solar adobe and rammed earth design and construction. By the end of the fourth year, students will design and build four classrooms and a laboratory for the school. By the end of the fifth

year, students will design and build at least one passive solar home for low-income residents of the community, in collaboration with organizations such as Habitat for Humanity.

Rationale for Goal/Indicator 1: Academic Growth

Academic proficiency is one of the core indicators to predict workforce and college/career readiness. In the first year, Columbus Community School (CCS) will be receiving students with very low academic proficiency rates from the following Deming Public Schools:

Proficiency Ratios*				
SCHOOL	ENTERING GRADE	NUMBER OF STUDENTS	MATH %	READING %
Columbus Elementary	6 th	70	33.3%	35.13%
Deming Intermediate	7 th	15	20%	25%
Red Mountain Middle	8 th	15	37%	42%

(www.education.greatschools.org; <http://webapp.ped.state.nm.us/pdl/DocLibrary.aspx?>)

It is challenging for CCS to assist these students in developing their academic skills to the level necessary to move toward college/career readiness by the time they graduate. During the first year of operation, CCS will intensively monitor students' academic skills using the Discovery Education's formative assessments and provide the necessary instructional interventions to allow the required growth rate to take place. Students' growth rates will be calculated by using the beginning of the year DEA and comparing to the end of the year DEA. School performance will be determined by the percentage of students who meet average or above average academic growth targets for the year. Focusing on academic goals in the first year will be very important for the design, planning and implementation of a strong college/career education program for succeeding years so that all students will be college/career ready by graduation.

A key function of an individual is the ability to be employed and earning sufficient income to care for a family and self. Studies show that high school graduates earn almost 27% more than workers without a high school diploma. Earnings increase with an increase in post-secondary education or training. (NCES, <http://nces.ed.gov/fastfacts/display.asp?id=77>)

Rationale for Goal/Indicator 2: Spanish and English Language Proficiency

100% of students in the Columbus Elementary School are Hispanic; 93% of them are English language learners (ELL); 100% are identified as economically disadvantaged or low SES. After the first two years of operation, Columbus Elementary School will be the sole feeder school for Columbus Community School. The New Mexico remedial rate for Hispanic students is 68% and for low-income students, it is 79%. Rates at Columbus Elementary greatly exceed the state rates.

Columbus Community School's educational program is designed for ELL students to capitalize on skills acquired prior to entering their formal education, particularly their linguistic skills. The dual language approach to instruction and learning is designed for students to be college/career ready, as well as academically fluent in English and Spanish upon graduation. Appropriate assessments, the WIDA-ACCESS Placement Test and the Language Assessment Scales will be administered annually to track and ensure bilingual academic language development, until full proficiency is reached in both languages.

Parents express concern about the progress of their children learning English in the current K-6 educational program. According to them, the children are primarily, if not entirely instructed in Spanish through the first three years and English instruction is not introduced in content areas until third grade. Given the competency ratios indicated previously, their concerns are well-founded.

Rationale for Goal/Indicator 3: Collaborative Teacher/Student Work on Curriculum Development

The Columbus geographical location is ideal for research and development of solar energy. According to the U.S. Weather Bureau, we have one of the highest, if not the highest level of solar energy in the nation, with over 350 days of sunshine annually. In addition, we have an abundant supply of local material, sand and clay, to build with adobe and rammed earth. Adobe and rammed earth are ideal for sustainable building as it has the necessary mass for sustainable passive solar construction. In addition, it has been used for thousands of years and is culturally appropriate in Mexico and the Southwest. It is also used in the majority of countries worldwide.

An aspect of the collaborative, project-based learning will be the concept of assisting local community residents build sustainably with adobe and rammed earth. Low income communities, such as Columbus, are noted for poor housing. The majority of Columbus residents live in mobile homes which do not meet today's residential standards. Sustainable adobe homes will greatly reduce energy costs as they improve quality of life.

Columbus is, by most measures, an impoverished community that lacks a total community based school system. Over 50% of our families live below the national poverty level. Poverty is a known factor that hampers students' academic achievement. The students of Columbus show the results of poverty and a school system which does not currently meet their needs. They are less proficient in reading and math than Caucasian students in the Deming Public School District. They tend to leave schooling in greater numbers before graduating than Caucasian students. Because of the required trip to schools in Deming, starting in the 7th grade, they are less likely to get a full educational experience including participation in sports and other extra-curricular activities, as their day currently starts at 5:30 a.m. when the bus picks them up and ends at 5:30 p.m. when the bus returns them to Columbus.

Research shows that the presence of community schools is one of the determining factors for the promotion of economic development, as well as student learning. A number of authors support linking student learning with community economic development. [Hinz (2002); Federal Reserve Bank of Cleveland Research Conference Proceedings (2004); Chung (2005); Weiss (2004); Bingler (2003)]

The collaboration between students and teachers in developing the curriculum can help to address all of these challenges to their learning, as they work from the basis of their lived experiences and look to

constructing goals for their learning that help address all the needs and deficits, as well as potentially providing a venue for the students, school and community to benefit in a variety of positive ways.

Other Mission-Specific Goals/indicators, if appropriate:

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet- 1
C.(1) Goal(s) Related to the School's Mission	The applicant includes all key elements in the indicators/goals provided. As such, the indicators/goals reflect the implementation of the school's mission, are in SMART format, and include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The applicant includes most of the key elements in the indicators/goals provided. As such, the indicators/goals may somewhat reflect the implementation of the school's mission, contain most elements of the SMART format, and attempt to include measures and metrics for assessing the progress toward achievement of each goal/indicator.	The applicant includes some or a limited amount of the key elements in the indicators/goals. As such, what is provided may not reflect implementation of the school's mission, may not be written in SMART format, and/or the measures and metrics provided are unclear.	The applicant's response to the indicators/goals are inadequate or incomplete. --OR-- The applicant does not state indicators/goals.
Comments: <p>Partially Meets</p> <p>The applicant provided three goals/indicators. These three goal/indicators are: Academic Growth, Proficiency in English and Spanish, and Collaborative Teacher/Student Work on Curriculum Development.</p> <p>The annual indicators/goals provided mostly reflect the implementation of the proposed school's mission. Specifically, from the mission, "to achieve high academic standards" the first goal states: "Students at Columbus Community School (CCS) will demonstrate average or above average academic growth in reading as measured by PED approved short-cycle Discovery Education Assessment (DEA)" and "Students at CCS will demonstrate average or above average academic growth in mathematics as measured by PED approved short-cycle DEA." Also from the mission, "rigorous dual language instruction in English and Spanish", the second goal states: "...demonstrate an increase in Spanish proficiency as measured by the Language Assessment Scales (LAS)" ..."students at CCS who are identified as English Language Learners will demonstrate an increase in English proficiency through the English component as measured by ACCESS, until reaching full proficiency."</p> <p>The third goal does not entirely reflect implementation of the mission, which states the proposed</p>				

school will implement a “hands-on collaborative, project based curriculum which integrates STEM fields.” While third goal states: “curriculum will be built around science, technology, engineering and math (STEM) principles,” the goal also states “Using software to develop curriculum such as “Build Your Own Curriculum”, students will work collaboratively throughout the year with teachers in the design of the curriculum, instruction, assessments, and alignment with Common Core and state standards.” It is unclear how students developing the curriculum will ensure the proposed school is able to implement a project based STEM curriculum.

Second, the annual indicators/goals provided are not written using the SMART format (specific, measurable, attainable, rigorous, and time-bound).

Specifically, in goal/indicator 1 the response is not specific, while the applicant states the proposed school will use “short-cycle Discovery Education Assessment (DEA)” to measure both math and reading, the applicant has not defined what is meant by average or above average growth. The goal is measurable, as growth is measurable. The applicant has not provided any information to understand whether the goal is attainable. The applicant has also not provided any information to understand if the goal is rigorous, the applicant states only that its goal is that students will obtain average or above average growth. The goal is not time-bound; the applicant does not include a time-specific attainment of these goals. The applicant provided Goal 1 which was neither specific, attainable, rigorous nor time-bound.

Specifically, in goal/indicator 2: the goal is not specific, the applicant identifies the assessments that it will used, for both Spanish and English proficiency, the applicant stated students “will demonstrate an increase ...until reaching full proficiency.” No specificity is given about how much of an increase will be required. The goal is measurable as increases and proficiency are both measurable. The applicant has not provided any information to understand whether the goal is attainable. The applicant has also not provided any information to understand if the goal is rigorous, the goal states only an “increase” with no description of what increase is required or for what percentage of students. The goal is not time-bound; the applicant does not include a time-specific attainment of these goals. The applicant provided Goal 2 which was neither specific, attainable, rigorous nor time-bound.

Specifically, in goal/indicator 3: the goal is not specific, the applicant’s goal states “students will work collaboratively throughout the year with teachers in the design of the curriculum, instruction, assessments, and alignment with Common Core and state standards.” There is no specific goal provided here. The applicant’s goal further identifies that students will learn to build buildings and build buildings according to a 5 year schedule, but it is not clear how that plan relates to the development of a NMCCSS aligned curriculum. The goal is not measurable. It is unclear how the proposed school would be able to measure whether the students worked collaboratively through the year to design curriculum, instruction, and assessments. The applicant has not provided any information to understand whether the goal is attainable. The applicant has also not provided any information to understand if the goal is rigorous. The goal is not time-bound; the applicant does not include a time-specific attainment of these goals. The timelines for the building projects years 1-5 do not appear to align with this curriculum development goal. The applicant provided Goal 2 which was neither specific, measurable, attainable, rigorous nor time-bound.

The applicant provided goals which are not written in SMART format.

The applicant did not include measures and metrics in their mission-specific indicators/goals. Specifically, the applicant did not provide an established baseline to know what their metrics mean within context of the goal. Terms such as “average”, “above average” are not defined. The applicant did not determine what percentage constitutes “exceed standards,” what constitutes “meets standards,” what falls under “does not meet standards” and what it means to “fall far below standards.”

The applicant’s response to the indicators/goals is inadequate. The applicant did not provide full evidence of SMART format use or any indication of the measures/metrics component from the prompt.

C.(2) Provide a clear, comprehensive, cohesive, and reasonable rationale for the indicators/goals developed. In that rationale, offer a detailed plan, and specific methods of assessment to be used annually for the indicators/goals listed above. It is best to use an assessment developed by experts outside of the school (i.e. Discovery short cycle assessment) rather than using grades provided by teachers in the classroom.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet- 1
C.(2) Rationale for Goal(s) Related to School's Mission	The school provides a clear, comprehensive, cohesive, and reasonable rationale , for their goal/indicators as related to their mission. The school provides a detailed plan , and specific methods of assessment to be used annually for the indicators/goals listed above.	The school provides a clear and reasonable rationale for their goal/indicators as related to their mission. The school provides a plan , and methods of assessment for the indicators/goals listed above.	The school provides a general rationale for its indicators/goals as related to their mission. The school provides a limited plan , and may or may not offer general methods of assessment for the indicators/goals listed above.	The school provides an inadequate or incomplete rationale for indicators/goals as related to their mission. --OR-- The application does not provide a rationale for indicators/goals as related to their mission. The school provides an incomplete and inadequate plan and methods of assessment for the indicators/goals listed above.

Comments:

Does Not Meet

The application does not provide a rationale for indicators/goals as related to their mission or methods of measurement in response to the prompt for C.(2).

The applicant did provide a general rationale for its goals as related to the mission in the response to

C.(1). In response to goal 1, the applicant states it's rationale to be "Academic proficiency is one of the core indicators to predict workforce and college/career readiness." The applicant then expands on the rationale making it less clear and less reasonable, the applicant states "Columbus Community School (CCS) will be receiving students with very low academic proficiency rates from the following Deming Public Schools...School performance will be determined by the percentage of students who meet average or above average academic growth targets for the year." If the applicant is receiving students who have low proficiency rates, expecting only average growth will not ensure the students get to academic proficiency. As a result, the applicant's rationale for this goal is not clear and reasonable.

In response to goal 2, the applicant provides the following information "100% of students in the Columbus Elementary School are Hispanic; 93% of them are English language learners (ELL); 100% are identified as economically disadvantaged or low SES." The applicant then states "The dual language approach to instruction and learning is designed for students to be college/career ready, as well as academically fluent in English and Spanish upon graduation. " The applicant also states that the assessments will be used to "track and ensure bilingual academic language development, until full proficiency is reached in both languages." These statements do not provide a rationale for the goal. Rather, they restate the goal.

In relation to goal 3, the applicant provides information about the Columbus community identifying it as "ideal for research and development of solar energy", an area "noted for poor housing", and an "impoverished community that lacks a total community based school system." The applicant then identifies that "poverty is a known factor that hampers students' academic achievement" and cites research that shows the "presence of community schools is one of the determining factors for the promotion of economic development" and "student learning." The applicant summarizes stating that the goal's required "collaboration between students and teachers in developing the curriculum can help to address all of these challenges to their learning." This rationale for students developing their own curriculum, and building buildings is not clear and reasonable in the context of a school that will be serving students who are coming in with educational deficits and who may not be English speakers. The proposed school has not addressed how the goal will ensure student deficits are met and students are prepared for the workforce or post-secondary education.

The applicant also provided general methods of assessment for some of the goals in its response to C.(1). Specifically, in relation to the first two goals the applicant identifies the assessments that will be used, but does not provide measure or metrics and does not provide a plan for assessment administration, data collection, or data analysis. In relation to the third goal, no methods of assessment are provided.

The applicant did not provide a detailed plan consisting of: a Timeline, responsible persons, or measurable outcomes. No specific metrics are included, a baseline is not established making it difficult to understand what their metrics mean within context of the goal. The applicant provided terms such as average", "above average" which are not defined: "students who meet average or above average academic growth target."

The applicant did not provide a detailed plan, and specific methods of assessment to be used annually for the indicators/goals listed above.

D. Curriculum, Instructional Program, Student Performance Standards.

D. (1) Provide a description of a curriculum and instructional program with the potential to raise the achievement of the intended student population. The description provided must be research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly align with the New Mexico Common Core State Standards, and the school's mission.

If approved, the PEC recommends one semester's curriculum to be fully completed by the charter school during the planning year and approved before commencement of operations is approved.

Curriculum, Instructional Program, student performance standards OR Timeline for Development Process

The educational program at CCS, first and above all, will be learner centered. It is the role of the educators to assist each child, individually and all the children, collectively, to reach their highest potential to learn and to assist the family/parents in their role in the education process. Central to the CCS education philosophy is the development of a set of core values that will permeate the culture of the school-family-community. To accomplish this, CCS will develop and engage in a dynamic and inclusive process based on best practices to identify and commit to its core value beliefs about learning. Students, teacher, parents, administrators, staff and the communities of Columbus and Palomas will be engaged in the process.

The STEM principals and curriculum, which will serve as the unifying element of the total curriculum, was selected because of the belief that technology and science have become an integral part of students' lives as well as providing a broad spectrum of creative vocational opportunities of the present, but especially for the future. Science, engineering and math will serve as core content areas in developing knowledge of adobe and rammed earth construction, as well as the actual application of that knowledge in collaborative construction projects. Technology will be an over-arching tool in acquiring the knowledge and in the development of designs for those projects.

In our global society, a second language is very important to be able to compete. Over ninety-nine percent of our students in Columbus come from Hispanic homes where the vast majority speaks Spanish. A second aspect of the curriculum is that of incorporating a multicultural, one-way dual language program, wherein instruction for all grade levels and academic content areas will be provided utilizing a dual language approach, through English and Spanish; the languages will be used on alternate weeks to ensure academic language development in both languages in all content areas. Developing bilingual fluency will allow students the ability to function effectively in a total of 156 separate countries, 112 English-speaking and 44 Spanish-speaking. Over the years, both New Mexico legislatures and administrations have supported biculturalism and bilingualism for New Mexico citizens. Constitutional provisions of 1911 stipulated that New Mexico must maintain a bilingual citizenry. In 1973, the Legislature passed the first Bilingual Multicultural Bill in the nation. In 2006, Governor Bill Richardson issued an Official Proclamation that declared New Mexico to be a Multicultural state.

A third aspect of the curriculum is that of being project based. Projects will include and reflect all core curriculum areas. The unifying theme of the projects will be that of the school, i.e. to study and find uses for the local climatic sources of energy, as well as the design and construction of sustainable solar adobe and rammed earth classroom and homes. It is our belief that this approach will have the dual effect of promoting student learning and economic development in the community. With the integrative project-based curriculum model, students are able to experience their studies as more coherent and more

connected with the real world and their own lives. In project-based learning there is increased student involvement because of their role in selecting content. There is increased student achievement because of the focus on making connections between course content and their personal lives. There is better preparation for life because of collaborative experiences that lead to broader understanding of principles and concepts. Teachers and students will work and learn collaboratively through team work.

Collaboration is an integral part of the Common Core Standards and is also key to Project-based Learning (PBL). Collaboration involves working together towards a common goal. For that to happen, there must be communication, the exchange and sharing of knowledge and opinions and an agreed-upon division of labor. Collaboration relies on factors such as readiness to participate, mutual understanding, and the ability to manage inter-personal conflicts. Collaboration is learned; it does not come naturally or easily. Teachers will form teams incorporating the necessary disciplines within each team. There will be extensive professional development on the concept of team teaching so that teacher will be comfortable and effective with the process and practice. Teachers and students will be assessed on their collaboration. Attached is a rubric that they will consider as they develop their own rubric for collaboration.

Students will also work in teams. PBL is an instructional strategy in which students actively resolve complex problems within realistic situations; it will be used within individual lessons, units of study and throughout the entire curriculum. PBL is approached in a team environment with emphasis on building skills related to consensual decision making, dialogue and discussion, team maintenance, conflict management, and leadership. Students and teachers will together decide how teams will be formed. Research indicates that generally teams of 3 to 7 members are more effective, allowing all students to participate more openly. Diversity, i.e. of age, skills and maturity, among the team is also an important factor in the team's make-up. This strategy will be of special importance in the collaborative design and construction of rammed earth and adobe structures.

(See Attachment A)

Students earn credits on mastery rather than seat time. Students will progress through skill levels and competencies as Common Core and State Standards are met. In addition, students can earn credits through expanded-learning opportunities, community service, peer counseling, dual credit, and through online courses. Teaching and learning will be documented and assessed based on student performance of real tasks. Multiple forms of evidence, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for further assistance. An array of formative and summative assessments will be collaboratively developed and used by students and teachers. Students not yet at appropriate levels of competency will be provided intensive support and resources to assist them quickly to meet those standards through individual and group tutoring. Students will have opportunities to exhibit their expertise before family and community as well as to peers and teachers through school/community demonstration and performance assemblies, and eventually through a demonstration laboratory. The high school diploma will be awarded upon successful completion of required course hours and final demonstration of mastery of required skills for graduation.

Classrooms will be multiage, with up to a three year span. In this type of organizational structure, different age and ability levels are grouped together, without dividing them or the curriculum into steps labeled by grade designation. This eliminates the need for retention. John Dewey (1956) supported the wide range of differences and abilities and questioned the impact of retention on students, which is evident in the traditional graded classroom. The students will remain with the same teaching team for at least one instructional year; teachers get to know the social and academic needs of all the students in their team, and students get to know the team of teachers on a more comprehensive level. The general picture that emerges from studies of multiage classrooms is increased harmony and nurturance within multiage groups, rather than increased competition and aggression within same-age, same-grad groups. It is our belief that the multiage grouping approach will help to relieve the bullying phenomenon that is so prevalent in the traditional school system and will increase academic proficiency for all students.

CCS will function as a year-round school, as does the current, Columbus Elementary School (CES), in the community. The CCS year-round calendar will mirror that of CES to accommodate families who may have students in both schools. At CCS, students will have seven hours of direct instruction daily; learning blocks per instructional period will be 90 minutes long, allowing sufficient time for instruction, discussion, research and hands-on activity to accommodate the PBL, as well as to allow greater time for teacher/student interaction and remediation, as needed. Homework monitors will be available at the end of the day, after class hours, to assist students with homework or to enable further discussion on the day's instruction and learning.

(See Attachment B – Class Schedule)

Each day will start with class based assemblies. The assembly will serve to explore and discuss core beliefs and values and how they affect school and community life. This time will also be used to motivate and encourage students to work to their optimum potential. As appropriate, some of this time will also be used to do “Shout Outs” to acknowledge academic, social and community service achievements by teams. Students and faculty will develop the agendas and facilitate the assemblies collaboratively.

The last half hour each day will be reserved for reflection. The Standard(s)/ Objective(s) that the learning community was charged with reaching will be re-visited. In their teams, students will discuss what they enjoyed, what they liked about the materials used that day, what “aha moments” they might have had, and what they saw as commonalities among the learners. On the flip side, they will also be encouraged to what they may have found to be hard or frustrating, what they may feel they did not quite grasp or learn and what differences they noted among the learners. They will review the criteria for assessment and discuss and record how well they met them. Teachers will be an integral part of these discussions, reflecting with students on their own experiences in the process. Attachment C is an example of a rubric which may be used to assist in the assessment process.

(See Attachment C - Rubric)

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

D.(1) Academic Program & Curriculum	<p>The description provided has the potential to raise the achievement of the intended student population. What is provided is research-based, clear, comprehensive, cohesive, reasonable, and innovative, and clearly aligns with CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided and described a clear, comprehensive, and reasonable timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided a clear timeline and plan for its development, including identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description provided is limited and does not support or partially supports CCSS, NM Content Standards, and the school's mission.</p> <p>--OR--</p> <p>If not fully developed, the applicant has provided a limited timeline and plan for its development, including limited identification of responsible staff and deadlines and assurances and plans for aligning with CCSS, NM Content Standards, and the school's mission.</p>	<p>The description OR the timeline provided is incomplete or inadequate.</p> <p>--OR--</p> <p>The application does not respond to this prompt.</p>
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Comments:

Does Not Meet

The applicant does not appear to have fully developed a curriculum by the time the application was submitted and has therefore provided a description of the curriculum and instructional program that is limited and does not support or partially supports CCSS, NM Content Standards, and the proposed school's mission.

The applicant provided a limited description of the curriculum and instructional program stating the curriculum would have the following overarching components

- Learner centered
- STEM focused
- Dual language

- Project based
- Mastery based
- Mixed grade

The applicant did not provide a clear description for any of these elements, which are addressed in turn below.

In relation to being learner centered, the applicant stated “the educational program at CCS, first and above all, will be learner centered. It is the role of the educators to assist each child, individually and all the children, collectively, to reach their highest potential to learn and to assist the family/parents in their role in the education process.” The applicant did not provide any further description of this aspect of the educational program. It is not entirely clear how the program will be learner centered or how educators will assist each child or how they will assist families.

In relation to being STEM focused, the applicant stated, “The STEM principals and curriculum, which will serve as the unifying element of the total curriculum, was selected because of the belief that technology and science have become an integral part of students’ lives as well as providing a broad spectrum of creative vocational opportunities of the present, but especially for the future.” The applicant provided a limited amount of detail stating that “Science, engineering and math will serve as core content areas” and “Technology will be an over-arching tool in acquiring the knowledge and in the development of designs for those projects.” No further description was described, it is unclear how this STEM focused idea would be implemented or how it would ensure student achievement across subjects and content areas.

In relation to dual language, the applicant stated, ““In our global society, a second language is very important to be able to compete.” The applicant identified that the program would incorporate a “one-way dual language program” providing instruction for all grade levels and academic content in the dual language model. The applicant stated “the languages will be used on alternate weeks to ensure academic language development in both languages in all content areas.” This element is the most clear, but this description does not align with other parts of the application that state different models for the implementation of the dual language model.

In relation to project based learning the applicant has identified that the project based learning will be focused on the building of rammed earth structures. The applicant stated, “In project-based learning there is increased student involvement because of their role in selecting content. There is increased student achievement because of the focus on making connections between course content and their personal lives.” It is unclear if projects will be based on student selection or connections to their lives, as the applicant has clearly identified the project based model will be focused on construction projects. The applicant has not provided information that would allow the reader to understand that the construction projects are student selected/connected to the students’ lives. The applicant also has not clearly identified how these project based learning structures will ensure student achievement in grade level standards.

The applicant stated that, “Students will progress through skill levels and competencies as Common Core and State Standards are met. In addition, students can earn credits through expanded-learning opportunities, community service, peer counseling, dual credit, and through online courses.” No clear

information has been provided to describe a mastery based instructional model that will provide instruction in the NMCCSS. The applicant also states that “Students not yet at appropriate levels of competency will be provided intensive support and resources to assist them quickly to meet those standards through individual and group tutoring.” No additional information was provided to understand the model the applicant intends to use or how this structure would be implemented. Finally, the applicant provides the following statement, “The high school diploma will be awarded upon successful completion of required course hours and final demonstration of mastery of required skills for graduation”, which appears to conflict with the statement that instruction will be based on mastery, not seat time.

Finally, the applicant has identified it will use a mixed grade model, “Classrooms will be multiage, with up to a three year span. It is our belief that the multiage grouping approach will help to relieve the bullying phenomenon that is so prevalent in the traditional school system and will increase academic proficiency for all students.” The applicant states that students will be grouped based on ability rather than age or grade. The applicant has not provided any information to understand how the proposed school would ensure students received grade level instruction or would ensure students would achieve mastery of grade level standards. “

As described above, the applicant did not provide specific evidence of the Academic Program having the potential to raise the achievement of the intended student population. The applicant also did not provide specific evidence of the Academic Program being research-based.

The applicant did not provide specific evidence of which standards these programs would address, and thus did not demonstrate alignment to NMCCSS and NM content standards.

The applicant provided reference to attachments which do not correlate with the narrative: “(See Attachment A)” is a Scope and Sequence, seemingly unrelated to the narrative as it identifies grade levels and what appear to be courses at each grade level.

“(See Attachment B – Class Schedule)”, whereas attachment B is proposed bylaws and the Class Schedule is Attachment E. 1.b. The class schedule identifies 4 periods, assembly, and lunch. The schedule does not provide information that would help understand the narrative above.

Attachment C is referred to in the narrative and attached: “Attachment C is an example of a rubric which may be used to assist in the assessment process. (See Attachment C - Rubric)”

The applicant has provided no timeline or plan for its development of a curriculum or instructional program. The applicant has not identified responsible staff or deadlines, and has made no assurances or plans for aligning with CCSS and NM Content Standards.

D. (2) Substantiate how the curriculum and instructional program will help the school achieve high outcomes for students. (Required if a curriculum program is provided)

Research/Data

FAMILY: Skander and Sousa (2003) devoted a chapter to parent involvement, and after examining their data, they concluded, "When it comes to a good education, family may matter most." In her study of school achievement, Hoxby (2001) found that families mattered more and schools mattered less with respect to measuring the impact on student achievement. Moreover, Houtenville and Conway (2008) found that schools that heavily invested in the involvement of parents in the decision-making process were the only schools that showed advancement. Finally, in a series of studies edited by Henderson (2002), "the evidence is consistent, positive, and convincing that families have a major influence on their children's achievement in school and through life." Thus, the evidence indicates that when schools and parents cooperate, children do better in school, stay in school longer, and like school better.

SCHOOLS AND ECONOMIC DEVELOPMENT: The Columbus community is an impoverished community lacking community-based schools. Poverty is a known factor that hampers students' academic achievement. Research indicates that the presence of community schools is one determining factor for promoting economic development as well as student learning. A number of studies (Bingler, 2003; Chung, 2005; Federal Reserve Bank of Cleveland Research Conference Proceedings, 2004; Hinz, 2002) support our linking of student learning with community economic development.

INTEGRATED PROJECT BASED CURRICULUM: Project Based Learning (PBL) is well suited for linking student learning with community economic development, as well as enhancing student learning. PBL practices vary depending on grade level and subject area. Projects will allow for students' voices and choices, and they will be carefully planned, managed, and assessed to connect rigorous academic content to the skills required for the 21st century (such as collaboration, communication, and critical thinking) through student development of high-quality, authentic products and presentations. Project-based learning allows for the integration of core content and for differentiated instruction, allowing students to work at their own pace and according to their particular learning needs. (Beane, 1997; Bransford, Brown, & Cocking, 1999; Darling-Hammond et al., 2008; Mergendoller, Markham, Ravitz, & Larmer, 2006; Shear, Novais, Means, Gallagher & Langworthy, 2010).

INTEGRATED STEM EDUCATION: Current research in project-based learning demonstrates that projects can increase student interest in science, technology, engineering, and math (STEM) because they involve students in solving authentic problems, working with others, and building real solutions (Fortus, Krajcikb, Dershimerb, Marx, & Mamlok-Naamand, 2005). Through an integrated approach to STEM education where students are focused on real world, authentic problems, students learn to reflect on the problem-solving process. Research tells us that students learn best when encouraged to construct their own knowledge of the world around them (Satchwell & Loepp, 2002; Kolodner et al., 2003). It is through integrated STEM projects that this type of learning can occur.

TEACHER COLLABORATION: STEM teaching is more effective and student achievement increases when teachers join forces to develop strong professional learning and teaching communities in their schools (Fulton et al., 2011; MetLife, 2009). Research demonstrates that teachers' collaboration, in both teaching and professional learning, enhances their understanding of content knowledge as well as improves their pedagogical strategies. In addition, teachers' attention to

students' reasoning and understanding increases through collaboration, and they engage students problem-solving modes that are more diverse (Carroll et al., 2010; Slavit et al., 2009; Vescio et al., 2008).

ONE-WAY DUAL LANGUAGE: Columbus is a border community where over 99% of the students are Hispanic with a home language of Spanish. One-way Dual Language Enrichment is one of the most effective programs for teaching ELLs and enhancing student outcomes, allowing full closure of the achievement gap in second language learners (Collier & Wayne, 2004; Freeman, 2004; Genesee, 1999; Genesee et al., 2006; Genesee & Lindholm-Leary, 2010; Hamayan & Freeman, 2006).

MULTIAGE CLASSROOM: Classrooms that include a range of ages promise greater cooperation, nurturance, and friendship than traditional classrooms. In addition, student achievement is as high as or higher than in single-age classrooms. The research on multiage grouping appears to confirm the basic principle that diversity enriches and uniformity impoverishes (Blythe, Hill, Smyth, 1981; Chalfant, 1972; Hartup, 1976, 1977; Pratt, 1986).

STUDENT INVOLVEMENT: Student involvement is an effective process for engaged learning. A growing body of substantial evidence shows that there are numerous benefits to meaningful student involvement. Meaningful involvement means that students are involved in decision-making processes in all school areas.

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	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2) Research/Data	The applicant provides clearly defined research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides research and data to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The applicant provides some research and data that appears to substantiate how the curriculum and instructional program will help the school achieve high outcomes for students.	The school provided incomplete or inadequate research or data. --OR-- The application does not respond to this prompt.
Comments: Not Rated The applicant has not provided a fully developed curriculum program and therefore this question should not be rated. It is worth noting the applicant provides some research, but does not substantiate how the curriculum				

and instructional program will help high achievement.

Specifically, the applicant cites and briefly quotes three studies that relate to parent involvement and student success. The applicant then summarizes, “the evidence indicates that when schools and parents cooperate, children do better in school, stay in school longer, and like school better.” This research does not appear to connect to the applicant’s limited description of the educational program the proposed school would implement.

The applicant goes on to provide paragraphs about each of the following topics: schools and economic development, integrated project based curriculum, integrated stem education, teacher collaboration, one-way dual language, multiage classroom, and student involvement. While the applicant puts research citations in each of the paragraphs, the applicant does not provide any detail from the research to understand how it supports the information in the paragraphs. Additionally, the paragraphs are only tangentially related to the limited educational program the applicant has proposed and do not clearly substantiate how the curriculum and instructional program will help the proposed school achieve high outcomes for students.

D. (3) Provide a **clear, comprehensive, and reasonable** Scope and Sequence that **clearly** aligns with the description of the curriculum and instructional program and is aligned with the school’s mission. Insert Course Scope and Sequence as Appendix A. (Required if a curriculum and academic program are provided)

Scope and Sequence- Appendix A (sample, not complete Scope and Sequence; note following information)

In CCS’s multi-age, integrated, project-based classroom, a flexible approach must be adopted to course scope and sequence. While there will be no flexibility in meeting standards, flexibility will exist in when standards must be met. We will teach, integrated into each project, all major academic subjects, as well as other subjects such as art, music, and physical education. Students will take all New Mexico required courses every year, each integrated into the projects with various levels of standards complexity. Students in the multiage classrooms will be divided into heterogeneous (age, gender, ability, etc.) teams of three to seven students. Research shows that multiage classrooms exhibit greater cooperation, nurturance, and friendship (Pratt, 1986), as well as performance levels equal to or greater than traditional schools. Teachers will teach collaboratively in teams that cover all relevant discipline endorsements. Students will remain with their teaching team for multiple years. By having a multi-year relationship between teachers and students teachers get to know the social and academic needs of all students which allows for more personalized attention.

We believe that the curriculum is a living process that students, teachers, administrators, and consultants should all collaborate in developing. It is an ongoing process and subject to change in order to meet the learning needs of all students. Through this collaboration, both students and teachers will have ownership in the curriculum, providing them with the motivation to engage actively in the learning process. Curriculum development will be aided by software that will, in turn, assist with the collaborative efforts. One such example is "Build Your Own Curriculum", which is created and distributed by the School Software Group. Students, teachers, administrators, and parents

will all have access to the program and be able to participate in the deliberative process. Each individual will have a unique access code with its designated level of participation. Teachers will be key in their leading role in this process.

We believe that this curriculum design process will ensure that all students practice and achieve all the school's 21st-century learning expectations, as highlighted below.

CORE SUBJECTS AND 21st CENTURY THEMES

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy Environmental Literacy

LEARNING AND INNOVATION SKILLS

- Creativity and Innovation
- Critical Thinking and Problem-solving
- Communication and Collaboration

INFORMATION, MEDIA AND TECHNOLOGY SKILLS, LIFE AND CAREER SKILLS, AND INFORMATION LITERACY

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

LIFE AND CAREER SKILLS

- Flexibility and Adaptability
- Initiative and Self-direction
- Social and Cross-cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

In addition, students will meet or exceed all of the State Common Core, State Standards and Next Generation Science Standards.

Attached is a table demonstrating how our program is different from the local public school district's education program, as well as the typical U.S. education program. (*See Attachment D*)

The following are the core courses that will be integrated into all students' projects. Students must pass all these courses to graduate.

24.5 Or 25 units to include:

- 4 units English
- 4 units math (one unit = or > than algebra 2)
- 3 unit's science (2 with a laboratory)
- 3.5 units' social science, including United States history and geography, world history and geography, and government and economics; 0.5 unit New Mexico history
- 1 unit physical education
- 1 unit career cluster, workplace readiness, or language other than English
- 0.5 or 1 unit of health education (may be taken in middle school)
- 7.5 unit's electives

One of the above units will be honors, Advanced Placement, dual credit, or distance learning. To graduate, a student must meet the cut score for high school graduation assessment on the 11th grade SBA or use a portfolio alternate demonstration of competency. *Note for future classes: For students entering the eighth grade in the 2012–13 school year, a course in health education is required (NMPED website).

CCS's driving question is, "How can we utilize the local climatic and natural resources for the betterment of the community?" This question provides unlimited opportunities for learning. We believe that using project-based learning as a methodology, we can develop a world-class 21st century learning environment for our community that can become a global model. All our projects will be hands-on projects. Our core project will be the design and building of our campus. Construction materials will be adobe and rammed earth, which occur abundantly in our area. The key feature of the design is that of sustainability. The orientation of the classrooms will allow for solar heating in the winter and cooling by the evening breezes in the summer. The project will take multiple years and be broken into subproject areas, including research, design, economics, construction, and testing. Students will direct all aspects of the project, even assessments. The teaching team will co-direct and provide coaching, encouragement, and instruction for students. Other projects will include water and wastewater usage, trash recycling, low-income sustainable housing using adobe and rammed earth, tourism, and economic development. Most project activities will provide service learning for the students, as well as service to the school and the community as a whole. By the end of the first five years, we expect to be recognized regionally for our expertise in sustainable solar adobe and rammed earth design and construction.

We plan to develop our curriculum with students and teachers as co-designers. We believe that this takes students beyond mere engagement and into ownership of their learning. According to Dewey (1916), "...give pupils something to do, not something to learn; and the doing is of such a nature as to demand thinking or the intentional noting of connections: learning naturally results" (p.181). Student voice helps guide the curriculum development to enhance the motivational aspect of the learning process. Students as co-designers ensure that the perspectives, needs and values of the students become an integral part of curriculum, instruction and assessment.

Due to the lack of funds during the planning stage (2015-16), a call will go out to the community including citizens who may be potential governing board members, potential teachers and potential students to volunteer to come together during a defined time to initiate the planning of the scope and sequence of the curriculum. The group will be selected to represent diversity of backgrounds, cultures, professional/career/personal preparation, gender, and Spanish/English language fluency, as well as overall commitment to the formation and success of CCS. Those selected as volunteer team members will work with the identified Director and the committee who have served as founding members for the creation of CCS, as well as representatives from the State whose positions are to provide assistance and support in these matters. Attached is a sample of a format that will be proposed to capture the information as the designated team develops the start to the proposed curriculum. The sample addresses only 6th- 8th grade math, but serves as a model of how the other curricular areas will be documented in the general Scope and Sequence for grades 6 – 12. (See Attachment ____?____) This team will also develop a timeline of the activities necessary to prepare for the inauguration of CCS in the fall of 2016-17.

A strong initiative will start upon approval of the charter school to secure support to hire teachers and staff as early as possible so that the necessary professional development of all may begin to ensure a successful start-up of the school to ensure student success. At the start of school the first two weeks will be devoted to building a sense of community among students, teachers, staff, faculty and governing board members. Time will also be devoted to learning how to assume the new roles of curriculum and instruction decision-making that all students and teachers will assume. Research shows that the quantity and quality of student participation is enhanced when the policy that governs that contribution is of their own creation (Weimer, 2002). The first task assigned to the students will be to organize their teams. The role of the instructors will be to make sure that everyone's voice is heard in class and that students remain on task. Inherent in the student's task is the development of protocols and rubrics guiding students' behavior, actions, and assessments for team and class deliberations.

During this period of the student and teacher teamwork development, students will be studying and analyzing the State Common Core and State Standards, as well as the Next Generation Science Standards, under the teaching team's guidance. The backward design model of curriculum and instructional development, which starts with the desired results, goals, and standards, will be used. Given that there are more standards than can be addressed, standards must be prioritized to achieve the necessary understanding of the concepts and the relationships to what is to be learned. The first and most important aspect of backward design is to become familiar with the standards for the courses and grade level where students will be learning. The teachers serve as important generators and judges of ideas during the design process (Connelly & Ben-Peretz, 1996). The following are the decisions that must be made in developing the curriculum:

Step 1: Statement of Philosophy

- What are the purposes of our program?
- Why do we think these purposes are worth including in a school program?
- How are these purposes best accomplished in the context of our school with all students?

Step 2: Specific Goals of Our Program

- What should students know and be able to do as a result of (at the end of) the school's program?
- These are determined by State Common Core Standards for English, language arts, and mathematics and by the State Standards for science, chemistry, physics, art, music, physical education, etc.

Step 3: Sequence of Objectives/Outcomes

- What objectives should students accomplish at each grade level that will take us to our goals?

Step 4: Content Framework

- How can we best conceptually organize the objectives we have for our program into content areas?

Step 5: Yearly Block Plan

- How long will it take us to accomplish the objectives we have for this unit?
- When in the school year is the best time for this unit to be taught?
- Where should this unit be placed relative to other units in the yearly program?

Step 6: Placing the Objectives into Units

■ Where in the curriculum can an objective best be taught?

Columbus Community School's curriculum and courses will be designed and developed collaboratively by students and teachers. During the month before students start class, teachers will be reviewing the Common Core Standards so as to be ready to present them to the students once classes start. With teachers' guidance, students will go through the process of unwrapping the standards to identify key skills and knowledge that they will be expected to achieve through projects and integrated lessons. Standards inform and shape our work. Standards provide a framework to help us identify teaching and learning priorities, as well as guide design of curriculum, courses, and assessments.

Both curriculum and course development and standards alignment are a year-round, ongoing process that continues year after year. We do not believe in a canned curriculum designed by people who do not know our philosophy, values, and student demographics. Students and teachers will simultaneously document the curricular and lesson contexts as they evolve from students' integrated learning projects. Documentation of curriculum and courses will be stored in software designed for curriculum and course development (e.g. "Build Your Own Curriculum"). This documentation will serve as a reference for the students who follow. The subsequent students will have their own unique qualities and needs for ownership of the learning process, which includes curriculum and course design, simultaneous standards alignment, and assessments. However, what went before provides a guide that will not be available for our first "pioneering" students.

D.(3) Scope and Sequence	The school provides a clear, comprehensive, and reasonable Scope and Sequence that clearly aligns with the description of the curriculum and instructional program and is aligned with the school's mission.	The school provides a clear and reasonable Scope and Sequence that aligns with the description of the curriculum and instructional program and school mission.	The school provides a limited Scope and Sequence that partially aligns or does not align with the description of the curriculum and instructional program or mission.	The school provided an incomplete and inadequate Scope and Sequence. --OR-- The application does not provide a description of the school's Scope and Sequence.
Comments: Not Rated The applicant has not provided a fully developed curriculum program and therefore this question should not be rated. The applicant provided Appendix A, Scope and Sequence, in a table with division for each grade, 6-12.				

The applicant identified classes and general topics by grade level but did not identify the standards to be covered within the courses. The applicant also provided a "Sample Scope And Sequence Format" for 6th grade with general topics by quarter and what may be limited descriptions of standards to be covered, but the applicant did not provide a complete document and did not provide it for all grades/courses. This appears to conflict with the applicant's description that students will not be divided by grade level and the following description of how instruction will be provided: "We will teach, integrated into each project, all major academic subjects, as well as other subjects such as art, music, and physical education. Students will take all New Mexico required courses every year, each integrated into the projects with various levels of standards complexity. Students in the multiage classrooms will be divided into heterogeneous (age, gender, ability, etc.) teams of three to seven students."

The applicant failed to provide a clear and comprehensive Scope and Sequence, providing appropriate steps or follow-up steps within the Scope and Sequence narrative: "Our core project will be the design and building of our campus..." The applicant did not provide a sequence for follow-up projects, only ideas for such: "Other projects will include water and wastewater usage, trash recycling, low-income sustainable housing using adobe and rammed earth, tourism, and economic development."

The applicant failed to provide a clear timeline as a component of the sequence: "flexibility will exist in when standards must be met...Students will remain with their teaching team for multiple years... We plan to develop our curriculum with students and teachers as co-designers... The project will take multiple years and be broken into subproject areas, including research, design, economics, construction, and testing. Students will direct all aspects of the project, even assessments. The teaching team will co-direct and provide coaching, encouragement, and instruction for students...the development of protocols and rubrics guiding students' behavior, actions, and assessments for team and class deliberations." The preceding phrases do not show adequate, clear reasonable planning for a viable program.

The applicant did not provide a clear explanation regarding this statement which contradicts their program of multi-age classrooms: "What objectives should students accomplish at each grade level that will take us to our goals?"

The applicant provided a Scope and Sequence to be used more as a, "guide that will not be available for our first "pioneering" students"...: "We do not believe in a canned curriculum designed by people who do not know our philosophy, values, and student demographics. Students and teachers will simultaneously document the curricular and lesson contexts as they evolve from students' integrated learning projects." Therefore, because it is not viable for the proposed school, it is an incomplete Scope and Sequence.

The applicant did not provide a comprehensive Scope and Sequence which should identify and organize standards and strategies by grade level and indicate which strategies may be introduced, reviewed and expanded on at each grade. It does not align with the former program description, as it includes grade levels and the former program includes multi-age classrooms. As the applicant stated curriculum and assessments will be developed later with students, makes this inadequate and incomplete.

E. Graduation Requirements.

E. (1) Identify your school's proposed requirements for graduation, if applicable, and explain any 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 requirement they are clearly explained. For further information please see the following link:

<http://ped.state.nm.us/GradReqs/Graduation%20and%20Course%20Offering%20Requirements.pdf>.

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.

Graduation Requirements

Graduation Requirements

Columbus Community School's students are required to successfully complete a minimum of 25 course units, as illustrated below. They will be assessed through portfolios which meet or exceed State Common Core Standards as well as state mandated summative assessments.

What New Mexico Students Must Take and Pass in Order to Graduate

(From PED Website)

24.5 or 25 units to include:

- 4 units English
- 4 units math (one unit = or > than algebra 2)
- 3 unit's science (2 w/lab)
- 3.5 units social science, including United States history and geography, world history and geography and government and economics, and .5 unit New Mexico history
- 1 unit physical education
- 1 unit career cluster, workplace readiness, or language other than English
- .5 or 1 unit of health education (may be taken in middle school)
- 7.5 unit's electives

One of the above units must be honors, Advanced Placement, dual credit, or distance learning.

To graduate, a student must meet the cut score for high school graduation assessment on 11th grade SBA or use a portfolio alternate demonstration of competency.*Districts may offer these courses through IDEAL-NM.

**Districts may offer AP Calculus and Honors English 2 through IDEAL-NM.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
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<p>E.(1) (2) Graduation Requirements / Graduation Waiver If Necessary – High Schools Only</p>	<p><i>Only applicable for high school proposals</i> High school graduation requirements are clearly articulated and meet state requirements. Any change proposed by the school that vary from state minimum requirement are clearly explained.</p>			<p><i>Only applicable for high school proposals</i> The application does not address graduation requirements.</p>
<p>Comments:</p> <p>Exceeds</p> <p>High school graduation requirements are clearly articulated and meet state requirements. Any change proposed by the school that vary from state minimum requirement are clearly explained</p> <p>The applicant provided these requirements: “Graduation Requirements Columbus Community School’s students are required to successful complete a minimum of 25 course units, as illustrated below. They will be assessed through portfolios which meet or exceed State Common Core Standards as well as state mandated summative assessments. “</p>				

F. Instruction.

F.(1) Provide a **clear, comprehensive, and cohesive** overview of the instructional strategies and methods to be implemented that **clearly** support and align with your school’s mission, curriculum, instructional program and performance standards.

Instructional Strategies and Methods

In our standards-focused project-based learning, teaching staff will be organized in teams with each team containing the endorsements necessary for the courses to be taught. Students will be learning in teams of three to seven students. Student teams will be composed of students of varying ages, abilities, and gender. Students and teachers will collaboratively decide how the teams will be formed during the first week of class. Project-based learning emphasizes student learning rather than instructor teaching. Teachers in the teaching teams will be more like project managers to be resources for the students and assist them in staying on task. Evaluations of project-based courses show increases in student motivation, problem-solving ability, communication and teaming skills, knowledge retention, and capacity for self-directed learning (Savage, Vanasupa, & Stolk, 2007). In addition to being project based, our approach to learning is bicultural and dual language. All school activities, including class time, morning assembly, field trips, and closing reflection, will be divided to be 50% in Spanish and 50% in English. There will be no translation when either of the languages

is used. The specifics of the language division will be determined once school starts through a dialogue that will include students, teachers, administrators, and staff.

Each subject area will be integrated into the teams' projects and pursue the same sequence of working backwards from standards and benchmarks to essential questions, to concepts, to content, to skills, to instructional strategies, and to assessment techniques. Students will simultaneously be designing curriculum, creating course material, and designing assessments as they work on their projects. The product of the curriculum design process will be documented in curriculum software (e.g. "Build Your Own Curriculum"). Students attending the first year of Columbus Community School will literally be pioneers in curriculum and course design and development. Succeeding students will have this body of work to build on. Curriculum and course design is an ongoing process, as adjustments are made to meet the learning needs of the students ("Participatory Curriculum", 2012).

The principle theme of the school is to study and find uses for the local climatic sources of energy, as well as the design and construction of sustainable solar adobe classrooms and homes using principally local materials. Subthemes will include water usage, trash recycling, gardening, etc. We believe that this approach will have the dual effect of enhanced student learning and economic development for the community. This theme presents an almost unlimited opportunity for STEM subject matter integration. The study of the sun's influence on the creation of energy sources, as well as its influence on life itself, provides unlimited opportunity for subject matter integration of not only science, technology, engineering, and math, but also the arts, music, religion, history, as well as all other aspects of life. An example of a possible project would be the design and construction of solar panels for use by the school and community residents to help reduce electric bills and reduce the pollution caused by fossil fuels in the generation of electricity. The project could even lead to the formation of a local industry. Subject matter, such as science, math, physics, chemistry, social studies, reading, writing, presentation, and history, could all be integrated into the project. The historical-social science study of how the sun was used for the orientation of buildings and structures throughout history could easily be integrated into the project. We plan to have rather extensive field trips for students to visit ancient and modern rammed earth and adobe building sites. One such ancient site is that of the pre-Columbian Paquimé ruins in Casas Grandes, Chihuahua, some two hours from Columbus. Archaeologists believe that the location contained structures of rammed earth with as many as seven stories. In addition to the structures, there were potable and wastewater canals serving the community. Other sites to visit would include the Navajo adobes in northern New Mexico and some of the modern adobes in Columbus and other parts of New Mexico. Other field trips would include generating installations in the area for solar and wind power.

Under the guidance of the teaching team, students will design assessments, both formative and summative, such that students and teachers will know at all times where each individual stands relative to the learning goals. Formative assessments will be used within and between lessons to help students and teachers determine the next steps in a lesson; interim benchmark assessments will be given within and between instructional units to identify strengths and gaps in instruction and curriculum; and large-scale assessments will be administered annually or bi-annually to measure school, district, and/or state progress. The ideas of inquiry and applied, project-based learning will

be in the forefront of all lesson planning, building the skills needed to move ahead. Teachers will be supported in differentiating their instruction using outcomes guides so that they can reach each learner in a personalized manner, which will ensure that all students are engaging in their learning curriculum and will be one possible strategy to make differentiating effective in our classrooms. All units will be planned using the “Understanding By Design” format of identifying what students will know and be able to do, then how will that be assessed, and finally lesson planning with applied experiences in place to ensure that students are prepared for those assessments (Wiggins & McTighe, 2011). Rubrics for each unit that outline the skills and concepts, as well as what proficiency looks like for each skill and concept being taught, will be used. These will allow teachers and students to target specific skills and concepts that the students are not yet proficient at while on those skills that have are already at the proficient standard. A fundamental skill that we want students to master is that of presentation. Students will have many opportunities to make presentations in the classroom, school, and community.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F(1) Strategies/Methods	The school provides a clear, comprehensive, and cohesive overview of the instructional strategies and methods to be implemented that clearly support and align with the school’s mission, curriculum, instructional program, and performance standards.	The school provides a clear overview of the instructional strategies and methods to be implemented that adequately support and align with the school’s mission, curriculum, instructional program, and performance standards.	The school provides a limited overview of the instructional strategies and methods to be implemented that partially or do not support and align with the school’s mission, curriculum, instructional program, and performance standards.	The school’s overview of instructional strategies and methods is incomplete or inadequate. --OR-- The application does not address instructional strategies.

Comments:

Does Not Meet

The school’s overview of instructional strategies and methods is incomplete or inadequate.

The applicant provided contradictory statements regarding the dual language component of the program. Specifically, in Part D. of the application, they stated, “Instruction for all grade levels and academic content areas will be provided utilizing a dual language approach, through English and Spanish; the languages will be used on alternate weeks to ensure academic language development in both languages in all content areas...” However, in this Part F (1), the applicant stated, “All school

activities, including class time...will be divided to be 50% in Spanish and 50% in English....The specifics of the language division will be determined once school starts through a dialogue that will include students, teachers, administrators, and staff. " The applicant did not provide information which aligns with the proposed school's curriculum or instructional program in this section.

The applicant did not provide specific methods for organizing the teams, assessing results or prioritizing needs for implementation: "Students and teachers will collaboratively decide how the teams will be formed during the first week of class...Teachers in the teaching teams will be more like project managers to be resources for the students and assist them in staying on task...Evaluations of project-based courses show increases in student motivation, problem-solving ability, communication and teaming skills, knowledge retention, and capacity for self-directed learning ... Students will simultaneously be designing curriculum, creating course material, and designing assessments as they work on their projects... Students attending the first year of Columbus Community School will literally be pioneers in curriculum and course design and development. Succeeding students will have this body of work to build on. Curriculum and course design is an ongoing process, as adjustments are made to meet the learning needs of the students..." The applicant did not provide a clear, comprehensive overview of instructional strategies.

The applicant did not provide specific instructional strategies or performance standards: "Each subject area will be integrated into the teams' projects and pursue the same sequence of working backwards from standards and benchmarks to essential questions, to concepts, to content, to skills, to instructional strategies, and to assessment techniques. Students will simultaneously be designing curriculum, creating course material, and designing assessments as they work on their projects."

The applicant did not provide a specific timeline for the instruction: "Under the guidance of the teaching team, students will design assessments, both formative and summative, such that students and teachers will know at all times where each individual stands relative to the learning goals. Formative assessments will be used within and between lessons to help students and teachers determine the next steps in a lesson; interim benchmark assessments will be given within and between instructional units to identify strengths and gaps in instruction and curriculum; and large-scale assessments will be administered annually or bi-annually to measure school, district, and/or state progress."

The applicant provided an overview of this instructional program which is incomplete, and did not specifically provide any instructional strategies or methods to be implemented.

F. (2) Provide a **clear, comprehensive and cohesive** explanation of how the proposed methods/strategies are effective with the target student population.

Effectiveness

The foundation of a school lies within the strong connection between students and community (Eccles & Gootman, 2002). This does not currently exist in the case of Columbus, where students are bused from their community to another community more than 30 miles away, requiring almost a 12-hour day for these students. Keeping students in their own community and in close contact with

parents, family, friends, and neighbors guarantees a strong connection between students and the community (Skandera and Sousa, 2003; Hoxby, 2001; Houtenville & Conway, 2008; Henderson, 2002).

The model provided by the Columbus Community School is an integrated model for learning through community service projects. These partnerships function in such a way that they are accountable to each other. Noguera and Wells (2011) describe a similar program in Newark, New Jersey: “Such partnerships are designed to increase local support for schools and enhance the social capital of students and their families. The theory indicates that such support will lead to greater accountability, better functioning schools, and higher levels of student achievement” (p. 12).

With the integrative project-based instructional program, students will see how their course work relates to their lives and their future. As they share their course work through presentations to teachers, fellow students, board members, parents, and the community, they will gain valuable confidence in their abilities and in themselves. As Newman, King, and Carmichael (2007) describe, “When students have opportunities to construct knowledge, rather than only reproduce what they have been given, to understand topics in depth instead of only superficially, to express themselves by explaining their ideas, and to study topics that have some significance beyond the classroom, they are more likely to care about and be interested in learning and willing to devote the serious effort that learning requires” (p. 12).

Our bicultural-dual language program allows for greater utilization of prior knowledge in the learning process. The program provides literacy and content instruction to all students through two languages and promotes bilingualism and bi-literacy, grade-level academic achievement, and multicultural competence for all students. The students’ linguistic and cultural identities will serve as a springboard for learning by connecting their experiential backgrounds to social and academic lessons. Emphasis will be placed on authentic multicultural literature and perspectives to create a positive classroom atmosphere. This enriched classroom environment integrates native languages and cultural diversity, thereby making learning authentic, relevant, and meaningful for English language learners.

Ranking				
<div> <div>←</div> <div>Satisfied</div> <div>Not Satisfied</div> <div>→</div> </div>				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(2) Effectiveness	The school provides a clear, comprehensive and cohesive explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a clear explanation of how the proposed methods/strategies are effective with the target student population.	The school provides a limited explanation of how the proposed methods/strategies are effective with the target student population.	The school provides an inadequate and/or incomplete explanation of how the proposed methods/strategies are effective with the target student population. --OR--

				The school does not address the prompt.
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Comments:

Partially Meets

The applicant provides a limited explanation of how some proposed methods/strategies are effective with the target student population.

As described above the applicant has not identified specific instructional strategies. Additionally, the applicant provided contradictory statements regarding the use of grade levels for instruction in this component of the program. Specifically, in Part D (1), the applicant stated: "Classrooms will be multiage, with up to a three year span...." Then, in Part F (2), the applicant stated; "The program provides literacy and content instruction to all students ...through ...bi-literacy, grade-level academic achievement." The statements appear to be contradictory, thus the applicant did not provide a cohesive response.

The applicant did not provide a clear explanation of how the proposed methods/strategies are effective with the target student population. The applicant has proposed that its model will allow learning through community service projects. This is not an instructional strategy. However, the applicant states this will be effective because "such support will lead to greater accountability, better functioning schools, and higher levels of student achievement" and "With the integrative project-based instructional program, students will see how their course work relates to their lives and their future..." and "they are more likely to care about and be interested in learning and willing to devote the serious effort that learning requires". While this general model might be an effective model, the applicant has not provided specific information about instructional strategies that will be implemented and how they will be effective.

The applicant identifies that the dual language model "allows for greater utilization of prior knowledge in the learning process." But again does not address how the model to be implemented, and with what instructional strategies, will be effective with the target population.

F.(3) Provide a **clear and comprehensive** description of how instruction will be differentiated based on identified student needs and provide **specific** examples.

Differentiated Instruction

Project-based learning (PBL) naturally lends itself to differentiated instruction. By design, it is student-centered, student-driven, and gives space for teachers to meet the needs of students in a variety of ways. PBL allows for effective differentiation in assessment, as well as daily management and instruction. Students will choose the emphasis that best fits their academic strengths or interests,

which will lead to better learning and greater student commitment. Engaging all learners is a priority for Columbus Community School. Having students participate in its design and development makes for a relevant curriculum where they are focused on mastery of skills and concepts rather than on grades. We will practice layered and differentiated instruction, which will provide students choice in how they show their mastery.

Using the mastery approach allows students and teachers to engage in conversation and practices that are about building the students' capacity to participate fully in their post-secondary goals. These conversations require that students be treated as individuals and that teachers be able to know their students well enough to personalize the teaching and learning within the classroom. A mastery approach supplemented with collaboration and collective learning will be critical for students to perform effectively in a global society that requires that each individual be able to contribute to the collective product in a professional, dynamic, and well-informed manner.

Differentiation through teams will be accomplished through various types of grouping. For example, if we find that our heterogeneous grouping is not working, we can switch to homogenous grouping. This might work better for some individuals. If we see that some students are in need of remedial work, we could place them in a group where the teaching team can give them attention that is more concentrated or even work individually with the student in need to help them remediate. Reflection and goal setting are an essential part of PBL. Through this process, students can set personalized learning goals, and the teaching team can target instruction specific to these goals. After goal setting, students can complete a mini-project.

This can provide a break from the more intensive larger projects and allow students to connect their goals in a timelier manner to a small project.

The teaching team will differentiate summative assessments for the students. Again, it all depends on the standards being assessed. However, standards need not confine thinking. Students can show what they have learned in different ways. Additionally, as we check for understanding along the way, we can formatively assess in different ways when appropriate. For example, if we are targeting collaboration as our 21st century skill in the project, we could differentiate a formative assessment of this in a variety of ways, including as an oral conference, as a series of written responses, or as a graphic organizer or collage. Teamwork and collaboration occurs regularly in a PBL project. However, there are times when individual instruction and practice may be needed. Students learn in teams, and they learn on their own. We want to balance both; we are demanding a collaborative environment while allowing time to meet with students on an individual basis.

Ranking				
<div> <div></div> <div>Satisfied</div> <div></div> </div> <div> <div></div> <div>Not Satisfied</div> <div></div> </div>				
F.(3) Differentiated	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear and comprehensive description of how	The school provides a clear description of how instruction will be differentiated	The school provides a limited description of how instruction will be differentiated based	The school provides an incomplete and/or inadequate description of how

	instruction will be differentiated based on identified student needs and specific examples are provided.	based on identified student needs and at least one specific example is provided.	on identified student needs and no examples or inadequate examples are provided.	instruction will be differentiated. --OR-- The application does not address differentiated instruction.
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Comments:

Does Not Meet

The applicant did not describe how this instruction will be differentiated, stating instead that: “Project-based learning (PBL) naturally lends itself to differentiated instruction.... We will practice layered and differentiated instruction...”

The applicant provided an unclear statement regarding grades: “...they are focused on mastery of skills and concepts rather than on grades.” If this means grade levels, it is contradictory to the “grade level academic achievement” in a previous section.

The applicant did not provide specific examples for differentiating instruction, rather the applicant addressed school organization and assessment but not instruction. In relation to the organization of classes the applicant identifies, “Differentiation through teams will be accomplished through various types of grouping.... if we find that our heterogeneous grouping is not working, we can switch to homogenous grouping.” This conflicts with the applicant’s overall educational program structure and does not constitute differentiation.

The applicant also states, “If we see that some students are in need of remedial work, we could place them in a group where the teaching team can give them attention that is more concentrated or even work individually with the student in need to help them remediate.” This does not identify or describe how instruction will be differentiated based on identified student needs. Rather it states that remediation will be provided, but does not describe even how that will be done and does not take into account the proposed school model.

The applicant stated also that < “The teaching team will differentiate summative assessments for the students. ...Students can show what they have learned in different ways. Additionally... we can formatively assess in different ways when appropriate.” This provides no description of wither how the assessment or instruction will be differentiated.

The applicant provided an incomplete and inadequate description of how instruction will be differentiated based on identified student needs, and provided no examples.

G. Special Populations. This includes those with Individualized Education Programs (IEPs) or Section 504 Accommodation plans, and English language learners (ELLs).

G. (1) Special Education.

G.(1)(a) Provide a **clear, cohesive, and comprehensive** explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' in special populations access to the general education curriculum.

Access to Services

Children with special need benefit greatly from project-based learning. In a mixed ability setting, children in the mainstream will also be able to adopt the same project as their special needs classmates, while tailoring it to meet their own needs. Project-based learning benefits for students with special needs include the following:

1. Flexibility in the management of the project: Special needs children may have more than their schoolwork to which to attend. Many of them undergo therapy sessions apart from the daily grind of schoolwork. Some special needs students also have physical disabilities that require short-term or long-term medical treatment at the hospital. Project-based learning may have the same deadline for all students, but it allows special needs students the flexibility of planning their own checkpoints along the way and working their medical and other needs into their schedules as well.
2. Development of meta-cognition: Children with special needs are often seen to be academically disabled, although it is often not true. Project-based learning helps them to develop meta-cognition instead. As they learn to manage themselves and the project, they begin to develop skills to help themselves learn and monitor their own learning. Children with special needs can often produce remarkable results that they usually will not be able to in a regular class setting, because they are given the time and self-mastery opportunities in project-based learning.
3. A multiple-intelligence approach: While regular classroom activities are limited in scope, project-based learning allow students to explore areas of interests and presentations that work around their stronger intelligences Therefore, they are able to learn about the same thing using different activities and mediums. For example, a linguistically strong student can rattle off the dates and events of a period in American History. A student with special needs could have these dates and events fitted into his own presentation slides and review them until they move into long-term memory.
4. Abilities are taken into account: Project-based learning takes into account the various abilities of the students. Students are allowed to define their project from a broad based theme or subject and make it within their abilities to handle. Teachers help facilitate their processes such that they manage their project well. In this respect, the abilities of students with special needs are matched to their projects, and the students are ensured of success in one way or another.
5. A greater sense of ownership: Project-based learning gives children with learning needs a greater sense of ownership of their learning processes. They are more in touch with how they

learn, what they want to learn, and what they will do to acquire the learning. It is owning active learning processes rather than passively receiving information from teachers.

6. Greater autonomy in the selection of project goals: In some project-based learning, students can form their own goals based on a given topic. Students with special needs can be guided towards goals that they can achieve in the process of completing their project. Thus, they are more committed to completing their project because they want to reach the goals that they have formed.
7. A greater sense of achievement: Because students are the owners of the project goals and processes, they feel a greater sense of achievement when they complete their projects successfully. Even if they do not reach their goals, the processes they go through enable them to acquire knowledge that will orient them well in the learning processes.

For those students with a documented need for modifications, the Columbus Community School will comply with all laws set forth under IDEA for students possessing either a 504 or Individual Education Plan (IEP), as well as will provide the least restrictive environment for all students with disabilities. The special education philosophy implemented at the Columbus Community School will be based on the practice of “full inclusion”. Students with special needs will be incorporated into the general education classroom with support provided. Our team-learning environment lends itself to such inclusion. Part of the nature of team learning is that more advanced students provide support and tutoring to those students that are less capable.

It is the goal of the Columbus Community School to provide all students with the same educational choices and opportunities, regardless of any additional assistance they may require. That being said, all Columbus Community School students, regardless of condition, will be held to the same expectations. While the Columbus Community School will provide access to all materials needed to modify its curriculum to accommodate the needs of any given student, it will not enable students by lowering expectations. The special education staff will monitor the progress of the students on their caseloads and will provide them with special education services, as determined through their IEP and special education level.

(See attached Table H.1a – Special Education Staff FTE)

Based on the FTE information provided in the table above and on Deming’s 14% of students with disabilities ratio, a special education enrollment of five Level A students (0.029 FTE), five Level B students (0.042 FTE), three Level C students (0.067 FTE), and one level D student (0.125) would require 7/10 of a special education position. The special education teacher will use 7/10 of his/her time moving in and out of classrooms throughout the day to monitor and assist students, as well as to communicate with teachers regarding students’ progress. The remaining three tenths of the teacher’s time would be working with one of the teaching team in a normal capacity.

To adhere to state and federal special education requirements, specific ancillary staff members will be contracted through Cooperative Educational Services (CES) to perform duties in assessing and/or assisting students requiring such services as specified in their IEP. Such professionals include, but

would not be limited to, a school psychologist, diagnostician, audiologist, speech/language therapist, ELL specialists/translators, social worker, and occupational therapist.

Progress of special education students will be continuous. The special education teacher, in collaboration with general education teachers, will continuously evaluate the progress of special education students in preparation for exit exams. Continuous formative assessments, both formal and informal (e.g. observation, homework, projects, quizzes), will be provided for the duration of the course. Both special and general education teachers will have insight into the progress of each student. It will be the duty of the special education teacher to provide general education teachers with the required modifications for each student. It will then become a partnership between both teachers to determine the best practices for implementing the modifications, as well as monitoring their effectiveness.

At the conclusion of each school year, the special education teacher will provide the school's head administrator with a report that identifies those courses that showed both above-average and below-average scores for special education students. These reports will also be provided to counselors for consideration when guiding students through the course registration process.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(a) Special Education	The school provides a clear, cohesive, and comprehensive explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a clear explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides a limited explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.	The school provides an incomplete and/or inadequate explanation of the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum. --OR-- The application does not address Special Education.

Comments:

Does Not Meet

The applicant provides an inadequate explanation of the practices and strategies the proposed school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

First, the applicant does not at all address how students in need of services will be identified.

The applicant also did not provide a clear explanation of practices and strategies will ensure students' access to the general education curriculum. Instead the applicant asserted, "Children with special need benefit greatly from project-based learning. In a mixed ability setting, children in the mainstream will also be able to adopt the same project as their special needs classmates, while tailoring it to meet their own needs." The applicant then listed seven ways it believes "Project-based learning benefits for students with special needs. These include:

- "Flexibility in the management of the project"
- "they learn to manage themselves and the project, they begin to develop skills to help themselves learn and monitor their own learning"
- "project-based learning allow students to explore areas of interests and presentations that work around their stronger intelligences"
- "the abilities of students with special needs are matched to their projects, and the students are ensured of success in one way or another"
- "gives children with learning needs a greater sense of ownership of their learning processes"
- "can be guided towards goals that they can achieve in the process of completing their project"
- "they do not reach their goals, the processes they go through enable them to acquire knowledge that will orient them well in the learning processes."

None of the seven items on this list include practices and strategies the proposed school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

The applicant states they will comply with laws and use a full inclusion model, but provides no strategies or methods that will be used in this proposed school with the proposed educational program. The applicant states "Columbus Community School will comply with all laws set forth under IDEA for students possessing either a 504 or Individual Education Plan (IEP), as well as will provide the least restrictive environment for all students with disabilities." It also states "Students with special needs will be incorporated into the general education classroom with support provided." Finally, the applicant states, "While the Columbus Community School will provide access to all materials needed to modify its curriculum to accommodate the needs of any given student, it will not enable students by lowering expectations. The special education staff will monitor the progress of the students on their caseloads and will provide them with special education services, as determined through their IEP and special education level." There is no detail provided about strategies or methods that will be used.

The applicant describes a limited plan for staffing for special education, stating "the special education teacher will use 7/10 of his/her time moving in and out of classrooms throughout the day to monitor and assist students, as well as to communicate with teachers regarding students' progress. The remaining three tenths of the teacher's time would be working with one of the teaching team in a normal capacity." The applicant also states "staff members will be contracted through Cooperative Educational Services (CES) to perform duties in assessing and/or assisting students requiring such services as specified in their IEP."

For the reasons described above, the applicant provides an inadequate explanation of the practices and strategies the proposed school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

G. (1) (b) Provide a **clear, cohesive, and comprehensive** description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.

IEP Monitoring

Columbus Community School will be responsible for developing, implementing, reviewing, and revising an Individual Educational Plan (IEP) program in compliance with all applicable regulations and standards for each child within the exceptionalities served by the school. At an IEP meeting, the individualized education plan for a student will be developed by a team who, together, make informed decisions designed to provide the student with his or her best opportunity for success both in the present and future. Columbus Community School recognizes that the IEP is the written statement documenting a unique educational plan to assist a student with exceptionalities to receive a free appropriate public education, and it is required for any student eligible for services. The IEP team will be composed of parents, regular education teachers, special education teachers, administrators, and other professionals with relevant knowledge or expertise, as well as individuals invited by the school or parents (such as an interpreter or an advocate). The following actions will have already occurred prior to the IEP meeting:

- Evaluate the child through a variety of assessments, observations, and information gathering, targeting all areas related to the student's eligibility.
- If this is an initial IEP, the Multidisciplinary Team (MDT) team will examine the data and determine if the child meets the criteria to be considered eligible for special education and, if appropriate, related services.
- The determination results will be recorded.
- If a student is found eligible for special education because of a specific learning disability, the MDT must also complete the "Determining the Existence of a Specific Learning Disability" Form. This two-page form includes objective results (such as test data) and subjective assessments (such as observation and professional opinion) to make the determination. This form also requires each team member to agree or disagree with the findings. A team member who disagrees must submit a separate statement presenting his or her conclusions.
- A written notice of the meeting will be sent to the parents.

IDEA 2004 requires that when developing a student's IEP, the following information be considered:

- A. the strengths of the child,
- B. the concerns of the parents for enhancing the education of their child,
- C. the results of the initial evaluation or most recent evaluation of the child, and
- D. the academic, developmental, and functional needs of the child.

To that end, Columbus Community School will use the New Mexico Special Education Bureau's IEP form, which includes the following:

1. Consideration of special factors (i.e. second language learner),
2. Student profile and student/family vision,
3. Transition services (Required at age 14, or sooner, if appropriate),

4. Present levels of educational performance,
5. Annual goals (objectives/benchmarks),
6. Least restrictive environment,
7. Summary of services,
8. Modifications,
9. Supplementary aids and services,
10. Participation in mandated testing,
11. Schedules of services,
12. Level of service/setting,
13. Accommodations and modifications,
14. IEP progress documentation, and
15. Prior written notice of proposed/rejected action(s).

Progress monitoring will be used to assess the student's academic performance and evaluate the IEP goals. The special education staff that work with the student will keep records of the student's academic performance, which will be measured on a regular basis to evaluate progress towards goals. The student, the general and special education staff that work with the student, and the family will review the IEP and progress towards goals at least annually in addition to a more informal review at the bi-annual family meetings. The academic and transition goals set at the IEP will be aligned with the student's interests and the state standards and benchmarks, as well as informed by data that documents where the student's skill levels are and how much they have improved.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4		Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(b) Special Education	The school provides a clear, cohesive, and comprehensive description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a clear description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides a limited description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.	The school provides an incomplete and/or inadequate description of how the school will regularly evaluate and monitor the progress and success of special education students to ensure attainment of IEP goals.
				--OR-- The application does not address the regular evaluation and monitoring of students with special needs.

Comments:

Partially Meets

The applicant provided a limited description of how the proposed school will evaluate and monitor the progress and success of special education students toward attainment of IEP goals.

The applicant first identified the requirements for creating an IEP and stated it would use the NMPED Special Education Bureau's IEP form.

The applicant then briefly stated, Progress monitoring will be used to assess the student's academic performance and evaluate the IEP goals." Limited detail was provided about how the monitoring would be conducted stating that , "the special education staff that work with the student will keep records of the student's academic performance, which will be measured on a regular basis to evaluate progress towards goals." No information is provided about what "regularly basis" means, how progress toward goals will be evaluated, or what information will be contained in the records the student will keep.

The applicant stated that the proposed school will hold both annual IEP review meetings and informal "bi-annual family meetings." The applicant stated that at these meetings "family will review the IEP and progress towards goals." No additional information was provided about what would be reviewed at either of these meetings.

G.(1)(c) If applicable, provide a **clear, cohesive and comprehensive** plan for graduating students with special education needs that complies with federal and state regulations. (high schools only)

Graduation

The State of New Mexico has three options for children graduating from high school. The three options are:

- standard option,
- career readiness option, and
- ability option.

Which option and the specifics of each option are determined by the student's IEP team, jointly with the student's parents and the student in the transition plan. The details for these plans and their options are contained in the PED's Special Education Bureau Technical Manuals. CCS will follow all IDEA Federal regulations and state rules for students with IEPs. The plans for each student will include post-secondary goals and service awareness. A plan will also be developed for those students not graduating with their peers.

Ranking					
		← Satisfied	Not Satisfied →		
G.(1)(c) Special Educat	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	
	High Schools Only	High Schools Only	High Schools Only	High Schools Only	

	The school provides a clear, cohesive and comprehensive plan for graduating students with special education needs that complies with federal and state regulations.	The school provides a clear plan for graduating students with special education needs that complies with federal and state regulations.	The school provides a limited plan for graduating students with special education needs.	The school provides an incomplete and/or inadequate plan for graduating students with special education needs. --OR-- The application does not address graduating students with special education needs.
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Comments:

Does Not Meet

The applicant provided an incomplete plan for graduating students with special education needs.

The applicant provided this as a plan for special education students who are graduating from high school: "The State of New Mexico has three options for children graduating from high school..." and did not address special education within the options.

The applicant did not provide details, as it stated, "The details for these plans and their options are contained in the PED's Special Education Bureau Technical Manuals"

The applicant did not provide clear details regarding their additional graduating requirements: "...will include post-secondary goals and service awareness. A plan will also be developed for those students not graduating with their peers. "

The applicant provided an incomplete plan for graduating students with special education needs, namely, 1) did not provide a timeline to achieve requirements toward graduation, 2) did not provide the responsible persons, 3) did not provide description of school's additional requirements beyond New Mexico Public Education Department requirements.

While the applicant stated they would comply with law and would utilize all three options for graduation, the applicant did not provide any plan for graduating students with special education needs. The applicant made no statement about how these options would be facilitated in the proposed school.

G.(1)(d) Provides a **clear, cohesive and comprehensive** plan that addresses how the school will provide ancillary staff support for special need students

Address Staffing Needs

We plan to contract for specific ancillary staff services through Cooperative Educational Services (CES) to perform duties in assessing and/or assisting students requiring the services specified in their IEP. Such professionals include, but would not be limited to, a school psychologist, diagnostician, audiologist, speech/language therapist, ELL specialists/translators, social worker, and occupational therapist. We will work hard to recruit qualified teachers who are dually licensed in both regular and special education, but will ensure there are enough teachers with a special education license to support the needs of this special population. We project the need for 7/10 of a licensed special education teacher in our first year (See H. 1(a) above). Additional special education teachers will be hired as needed. Presentation of the specifics of all Special Education funding uses for current and future years will be made to the GC and public detailing the plan for the Special Education budget approval from the Governing Council.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G.(1)(d) Special Education	The school provides a clear, cohesive and comprehensive plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan fully addresses how the school will provide ancillary staff support.	The school provides a clear plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan adequately addresses how the school will provide ancillary staff support.	The school provides a limited plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. The plan does not or minimally addresses how the school will provide ancillary staff support.	The school provides an incomplete and/or inadequate plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services. --OR-- The application did not address budgeting, staffing, and ancillary services.

Comments:

Partially Meets

The applicant provided a limited plan for budgeting and staffing to meet the identified needs and educational plans for students needing special education support/services.

Specifically, the applicant did not provide a clear plan and budget to address these services. The plan does not indicate how it will provide the support services within the academic program, stating only that it will, "... contract for specific ancillary staff services through Cooperative Educational Services..." and, "We will work hard to recruit qualified teachers who are dually licensed in both regular and special education, but will ensure there are enough teachers with a special education license to support the needs of this special population..." The budget is generally addressed, as follows: "Presentation of the specifics of all Special Education funding uses for current and future years will be made to the GC and

public detailing the plan for the Special Education budget approval from the Governing Council.”

The applicant provided a limited plan and did not clearly identify 1) a timeframe to implement the components of this plan and, 2) persons responsible for implementation.

The applicant did not explain how the proposed school will conduct the contracting process or ensure staffing is appropriate for the students enrolled in the proposed school, or how and when those services will be provided in the context of the educational process.

G. (2) Students with Section 504 Accommodation Plans.

H. (2) Provide a **clear, comprehensive, and cohesive** description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

Monitoring 504

Columbus Community School (CCS) will identify, locate, and screen students in need of special education services pursuant to Section 504 of the Rehabilitation Act of 1973, Title II of the American With Disabilities Act of 1990 (ADA), and the Individuals with Disabilities Education Act 2004 (IDEA). CCS will rely on the Response to Intervention (RtI) Framework and methodology as described in the “Student Assistance (SAT) and the Three-Tier Model of Student Intervention: A Guidance and Resource Manual for New Mexico’s Response to Intervention (RtI) Framework.”

Section 504 is federal civil rights law under the Rehabilitation Act of 1973 that provides protection against discrimination for individuals with disabilities. CCS will comply with the procedural requirements described in “Guidelines for Educators and Administrators for Implementing Section 504 of the Rehabilitation Act of 1973—Subpart D”: written assurance of non-discrimination; a designated compliance coordinator; grievance procedure; notification to students and parents in student handbook; identify qualified students; annual notifications of CCS’s responsibilities; procedural safeguards; and a self-evaluation process to ensure that discrimination is not occurring.

Ranking				
← Satisfied Not Satisfied →				
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

G.(2) Students with Section 504 Plans	The school provides a clear, comprehensive, and cohesive description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a clear description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides a limited description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.	The school provides an incomplete and/or inadequate description of how the school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. --OR-- The application does not address Section 504 Plans.

Comments:

Does Not Meet

The applicant did not provide a timeframe or method of implementing the process of monitoring the progress and success of students with Section 504 Plans, "Columbus Community School (CCS) will identify, locate, and screen students in need of special education services..."

The applicant provided an incomplete description of how the proposed school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans. The applicant provided no description, but stated "CCS will rely on the Response to Intervention (RTI) Framework and methodology as described in the "Student Assistance (SAT) and the Three-Tier Model of Student Intervention." No information is provided to understand how the RTI process will be facilitated in the proposed school.

While the applicant stated it would comply with law, the applicant did not provide any plan for how the proposed school will serve, evaluate, and monitor the progress and success of students with Section 504 Plans.

G. (3) English Language Learner (ELLs):

G. (3) (a) Provide a **clear, comprehensive, and cohesive** explanation of how English language learners will be identified.

Identifying ELL

Columbus Community School will be committed to providing a quality education for all students, including academically and linguistically appropriate instruction. The English Language Learner population falls into three basic categories:

1. Students whose primary or home language is a language other than English, including recent immigrants,
2. Students from heritage language groups needing enrichment and further development of academic English, some of whom maintain degrees of fluency in their heritage language, and
3. Any other students needing enrichment and further development of academic English.

Students of Columbus Community School fall under number one of the above categories. We will use the proper assessment and placement in identifying English Language Learners and their level of English proficiency. The following plan will be utilized:

- Parents will be instructed to fill out a Home Language Survey that will be provided by the school.
- If the home language survey indicates that the student's primary language is a language other than English, the school will have thirty calendar days to administer the WIDA-Access Placement Test (W-APT). The assessment is an initial measure of the student's English language proficiency and enables determination of whether the student is in need of English language instructional services and if so, at what level.
- When a student is identified as an English Language Learner, he/she will begin receiving English as a Second Language (ESL) instruction according to English Language Proficiency Standards (ELP) level.

Decisions to exit a student from ELL services will be supported by the student's annual progress on the ACCESS for ELL's assessment. Other evidence, including academic content assessments, teacher recommendations, and other informative documentation, will also be utilized. Through this process, Columbus Community School will ensure that the ELL population will be assessed and placed properly in the program that will best meet the student's needs. However, because the school will be utilizing a dual-language approach of providing instruction in all content areas through both English and Spanish on an alternate-week basis to develop academic language fluency in both languages, students will not necessarily exit instruction in either language, but continue receiving instruction through both languages throughout the duration of their 6-12 academic program.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(a) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive explanation of how English language learners will be identified.	The school provides a clear explanation of how English language learners will be identified.	The school provides a limited explanation of how English language learners will be identified.	The school provides an inadequate and/or incomplete explanation of how English language learners will be identified. --OR-- The application does not address the identification of English Language Learners.
Comments:				
Does Not Meet				

The applicant states that “parents will be instructed to fill out a Home Language Survey that will be provided by the school.” No information is provided about when or the HLS will be provided to parents. The applicant then states, “if the home language survey indicates that the student's primary language is a language other than English, the school will have thirty calendar days to administer the WIDA-Access Placement Test (W-APT).” This statement does not appear to comply with the requirements of law, which requires the administration of the appropriate assessment in additional circumstance.

The applicant does not clearly articulate what the student must demonstrate in order to identify the need for support, stating “when a student is identified as an English Language Learner, he/she will begin receiving English as a Second Language (ESL) instruction according to English Language Proficiency Standards (ELP) level.” For this reason the response is not in alignment with BMEB Technical Assistance Manual for the identification of English Language Learners.

The applicant also did not consider how students whose Home Language Survey does not indicate they are ELLs, but who might otherwise demonstrate ELL status, will be identified.

G. (3) (b) Provide a **clear, comprehensive, and cohesive** explanation of how the school will provide services/supports to identified students.

Services

The large percentage of our students will be English Language Learners (ELLs) to one degree or another, as 99% of their home language is Spanish. Our one-way dual language program is noted for its effectiveness with ELLs. Experiences with the program have demonstrated the substantial power of the program for enhancing student outcomes and fully closing the achievement gap in a second language (Collier & Thomas, 2004).

Our program is one of enrichment and not remediation. We emphasize the history and culture associated with the students' home language. Our project-based learning model with the bilingual classes will create cognitive challenge through the thematic units of the core academic curriculum that focus on real-world problem-solving that stimulates students to make more than one year's progress every year in both languages. With no translation and no repeated lessons in the other language, separation of the two languages is a key component of this model. Instruction in every curricular area will be given in each language on an alternate week basis. Peer teaching and teachers using cooperative learning strategies will serve as an important stimulus for the cognitive challenge.

All CCS teachers will possess bilingual endorsement as well as TESOL endorsement.

We will establish a parent advisory committee, representative of the language and culture of the students, to assist and advise in the development, implementation, and evaluation of the program. In all our advertisements of the program, we will stress the bilingual-bicultural aspects of the program. Upon enrollment we will notify parents that our program is a bilingual-bicultural program. Parents will be required to sign an acknowledgement that the program is bilingual. We will put in place procedures to ensure that parental notification is given annually prior to school enrollment. Our

program will be guided by the Department’s Bilingual Multicultural Education Technical Assistance Manual and by Chapter 22, Article 23 NMSA 1978, "Bilingual Multicultural Education Act".

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(b) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive explanation of how the school will provide services/supports to identified students.	The school provides a clear explanation of how the school will provide services/supports to identified students.	The school provides a limited explanation of how the school will provide services/supports to identified students.	The school provides an inadequate and/or incomplete explanation of how the school will provide services/supports to identified students. --OR-- The application does not address how the school will provide services/supports to identified students.

Comments:

Does Not Meet

The applicant provided an inadequate or incomplete explanation of how the proposed school will provide services/supports to identified students.

Specifically, the applicant identifies that the general application dual language, project based learning program will be utilized for all students and that it believes this program will meet the needs of all students. The applicant states, “large percentage of our students will be English Language Learners (ELLs) to one degree or another...one-way dual language program is noted for its effectiveness with ELLs ...program is one of enrichment and not remediation.”

The applicant did not provide a clear explanation, as there are contradictory statements within the response as it related to pother sections: in Part F (1), the applicant stated, “All school activities, including class time...will be divided to be 50% in Spanish and 50% in English....The specifics of the language division will be determined once school starts through a dialogue that will include students, teachers, administrators, and staff. “ yet, in this section the applicant stated, “Instruction in every curricular area will be given in each language on an alternate week basis...”

The applicant provided an inadequate explanation of the services and supports for the ELL identified students because it did not include evidence for support and responded in a contradictory manner to previous responses.

G.(3)(c) Provide a **clear, comprehensive, and cohesive** description of how instruction will be differentiated or sheltered based on identified ELL student needs. Please include relevant examples.

Differentiated Instruction

Our project-based learning (PBL) naturally lends itself to differentiated instruction (DI). By design, it is student-centered and student-driven, as well as provides space for teacher teams to meet the needs of students in a variety of ways. PBL can allow for effective differentiation in assessment, as well as daily management and instruction. Differentiation means tailoring instruction to meet individual needs. Whether in teachers, content, process, projects, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

In DI we talk about differentiation in terms of students' readiness, interests, and learning profiles. PBL can be designed and managed to include all of these aspects. When we design a project, we take into account where our students are in terms of knowledge and skills to make sure the project's topic and learning goals are right for them. When we are managing a project, we provide varied scaffolding to meet different students' needs. PBL also takes students' interests into account. Our teachers and students develop ideas for projects based on what will engage and motivate students, drawing from their lives, communities, and concerns. Finally, PBL provides many ways to create opportunities for students who learn well in different ways, including visually, verbally, and interpersonally; however, it also stretches them to learn in new ways. The following are six forms of differentiation that we intend to employ:

1) Differentiate through Teams

Heterogeneous grouping works, but sometimes homogenous grouping can be an effective way to differentiate for a project. Sometimes in a novel- or literature-based PBL project, it might be appropriate to differentiate by grouping into reading level. In that way, the teaching team could concentrate on groups that need intensive work and ensure they are getting the instruction they need.

2) Reflection and Goal Setting

Reflection is an essential component of PBL. Throughout the project, students should be reflecting on their work and setting goals for further learning. This is a great opportunity for them to set personalized learning goals and to target instruction specific to the goals they set.

3) Mini-lessons

In addition to being a great management strategy to prevent "time sucks" in class, mini-lessons are a great way to differentiate instruction. After reflection and goal setting, this is a great way to have students connect their goals to specific mini-lessons. Not all students may need the mini-lesson but we will offer it for the students who will really benefit.

4) Voice and Choice in Products

Another essential component of PBL is student voice and choice, both in terms of what students produce and how they use their time. Specific to products, we will utilize multiple intelligences to create summative assessments or products that allow students to show what they know in a variety of ways. From written components to the artistic or theatrical, we will differentiate the way students are assessed summatively. Again, it all depends on the standards that we are assessing. They may have a

written component if writing is being assessed. We will provide for differentiated student summative products.

5) Differentiate through Formative Assessments

Formative assessments can look the same for all students. They can also look different. We know that students can show what they have learned in different ways, as mentioned above in terms of products produced as summative assessments. In addition, as students are checked for understanding along the way, they can be formatively assessed in different ways when appropriate. We will differentiate formative assessments in a variety of ways. It could be an oral conference, a series of written responses, or a graphic organizer or collage.

6) Balance Teamwork and Individual Work

Teamwork and collaboration occurs regularly in a PBL project. We want to leverage collaboration as much as content. However, there are times when individual instruction and practice may be needed. Students learn in teams, and they learn on their own. We make sure to balance both so that we are demanding a 21st-century collaborative environment while allowing time to meet students on an individual basis. The learning environment needs to be differentiated because some students learn better on their own while others learn better in a team.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(c) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of how instruction will be differentiated or sheltered based on identified student needs. Relevant examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs. Examples are provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs, Limited or inadequate examples are provided.	The school provides an incomplete or inadequate description of how instruction will be differentiated based on identified student needs. --OR-- The application does not address differentiated or sheltered instruction for English Language Learners.

Comments:

Does Not Meet

The application does not address differentiated or sheltered instruction for English Language Learners. Instead, as before the applicant relies on the general PBL framework, stating “project-based learning (PBL) naturally lends itself to differentiated instruction.” The applicant states it will employ differentiation in the following six forms:

- Differentiate through Teams
- Reflection and Goal Setting
- Mini-lessons

- Voice and Choice in Products
- Differentiate through Formative Assessments
- Balance Teamwork and Individual Work

The applicant does not mention differentiated or sheltered instruction for English Language Learners in the narrative.

G.(3)(d) Provide a **clear, comprehensive, and cohesive plan** to regularly evaluate and monitor the progress of English language learners.

Monitoring

The US Elementary & Secondary Act (ESEA) of 2001 requires all states to include “annual assessments of and accountability for all students” in districts receiving Title III funding to ensure that English Language Learners (ELL) attain English language proficiency and meet the same state achievement standards established for all students. This requirement is extended to Charter Schools as well.

Columbus Community School’s one way dual language program is designed for all ELL students to meet grade level proficiency on or before graduating from high school. Annual summary assessments using the ACCESS for ELLs assessment will be used to measure English proficiency. The Language Assessment Scales (LAS) will be used to measure Spanish proficiency.

In addition to summative assessments, formative assessments in both languages will be used throughout the year to determine student progress. These assessments will include teachers’ observations, informal assessments of students’ writing and presentation skills, graded and ungraded quizzes, etc. Students whose performance is lagging will be referred to the Student Assistance Team (SAT) for evaluation. If it is determined that intervention is needed the Response to Intervention (RtI) process will be implemented.

Ranking				
← Satisfied		Not Satisfied →		
G. (3)(d) English Language Learners (ELLs)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners.	The school provides a clear plan to regularly evaluate and monitor the progress of English language learners.	The school provides a limited plan to evaluate and monitor the progress of English language learners.	The school provides an incomplete and/or inadequate plan to evaluate and monitor the progress of English Language Learners. --OR-- The application does not address evaluating and monitoring the progress of English language learners.
Comments				

Does Not Meet

The applicant provided an incomplete plan to evaluate and monitor the progress of English Language Learners. The applicant recognizes the ESEA requirements to administer annual assessments for the measurement of ELLs progress for schools receiving Title III funding. The applicant does not, however provide a plan for how it will regularly evaluate and monitor the progress of English language learners.

Specifically, the applicant did not provide a timeframe for assessment, but stated only “Annual summary assessments using the ACCESS for ELLs assessment will be used to measure English proficiency. The Language Assessment Scales (LAS) will be used to measure Spanish proficiency.”

The applicant also stated “formative assessments in both languages will be used throughout the year to determine student progress.” The applicant did not identify how the progress of ELLs, in particular, would be monitored. The applicant described formative assessments generally, identifying that these will include “teachers’ observations, informal assessments of students’ writing and presentation skills, graded and ungraded quizzes, etc.” No other information about these assessments or evaluation or monitoring of ELLs was provided.

The applicant did state that students may be referred to the SAT or RTI process, if performance is lagging, but again did not connect this to the monitoring of ELLs.

Because the applicant did not specifically mention the regular evaluation and monitoring of the progress of English language learners, this response is inadequate.

G. (3) (e) Provides a **clear, comprehensive, and cohesive** description of how the school will budget and staff to meet the needs of ELLs.

Staffing

In addition to a professional teacher’s license, all CCS’ teaching staff must have the bilingual and TESOL endorsements, in addition to one or more core course endorsements. We are aware of the challenge this presents; however, it is key to our program. Our budget reflects the increased salaries that will be necessary to meet the challenge. In addition, should we not be able to attract adequate qualified staff in the United States, we plan to take advantage of the Bilingual Multicultural Bureau’s MOU’s with Mexico and Spain, which allow for the hiring of equally qualified staff from those countries, for up to three years. Another alternative is to hire teachers with either the bilingual or TESOL endorsement only, as well as certification in the core curricular areas and team them so that together, they teach a core area, such as math, in both languages, working as a team.

Ranking				
← Satisfied		Not Satisfied →		
5	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	The school provides a clear, comprehensive, and cohesive description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a clear , description of how it will budget and staff itself to meet the needs of ELLs.	The school provides a limited description of how it will budget and staff itself to meet the needs of ELLs.	The school provides an incomplete and/or inadequate description of how it will budget and staff itself to meet the needs of ELL students. --OR-- The budgeting and staffing does not meet the needs of ELLs.
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Comments:

Partially Meets

The applicant provides a limited description of how it will budget and staff itself to meet the needs of ELLs.

As described in the analysis above, the applicant has not provided a plan for how it will meet the needs of ELLs. As a result it is unclear the staffing that would be needed. However, the applicant does somewhat address staffing that could meet ELL needs, identifying that all its teachers will be bilingual and TESOL endorsed.

The applicant provides limited information to understand how it will ensure this staffing. Specifically, the applicant recognizes the “challenge” of recruiting teachers with bilingual, TESOL, and core course endorsements. The applicant states “Our budget reflects the increased salaries that will be necessary to meet the challenge”, but the applicant does not provide any specific detail to understand how their budget reflects that.

The applicant also stated, “should we not be able to attract adequate qualified staff in the United States, we plan to take advantage of the Bilingual Multicultural Bureau’s MOU’s with Mexico and Spain, which allow for the hiring of equally qualified staff from those countries, for up to three years.” But the applicant did not provide any details about how this might affect their budget or how they would implement this recruitment.

Finally, the applicant states, an “alternative is to hire teachers with either the bilingual or TESOL endorsement only, as well as certification in the core curricular areas and team them so that together, they teach a core area, such as math, in both languages, working as a team.”

Because the applicant has provided several alternative, without any clear details about which option will be used or how each alternative will be supported, the applicant has provided only a limited description of how it will budget and staff itself to meet the needs of ELLs.

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 school’s student performance indicators/goals, and should be presented along with a clear timeline for achieving these standards/indicators/goals. A clear explanation of the

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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 (i.e., PARCC, SBA, Discovery, DRA, DIBELS, NWEA MAP, AP, IB, SAT, ACT); 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 (i.e., reading, writing, problem-solving, etc.).

Note: Be aware that all New Mexico public schools including charter schools are subject to the PARCC Assessments (for English Language Arts—ELA and Math), which are aligned with Common Core State Standards, and the Standards Based Assessment Program (SBA) (for Science), which is aligned with state and federal content standards.

H.(1) Provide a **clear, comprehensive, and cohesive 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, and frequency of assessing. Please provide **clear** evidence that the school has considered the common core standards, the state-mandated PARCC and SBA, the school's targeted student population, and how the assessments will be used to inform instruction.

Use of Assessments

State mandated PARCC and SBA will be administered to all students according to their appropriateness for the students at each grade level. ACCESS and LAS will be administered to all ELL students to measure English proficiency and Spanish proficiency on a yearly basis until complete language fluency is achieved in each language.

In addition to the state mandated assessments, Columbus Community School will engage in PED approved short-cycle Discovery Education Assessment to measure academic growth of students in reading and mathematics on a quarterly basis. As needed, comparable assessments in Spanish will be identified or these assessments will be translated to Spanish to measure academic growth through both languages on a quarterly basis, as well. The DEA will provide opportunities for teachers to monitor individual students' performance on specific Common Core State Standards and need for additional instruction.

Other formative assessments in both Spanish and English will be designed and implemented collaboratively by students and teachers. These assessments will include graded and non-graded

quizzes, teacher and peer observation, self-assessment, critique of writing and presentation skills, etc. Teachers and students will collaboratively design rubrics that will be used in the assessment process. The rubrics will be used and results discussed during the last one-half hour of the day, which is known as the daily reflective period. Results of the reflection will serve for teachers and students to set daily goals together.

Ranking				
← Satisfied		Not Satisfied →		
H.(1) Use of Assessments	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive and cohesive 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, and frequency of assessing. Clear evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides a clear 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, and frequency of assessing. Some evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides a limited 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, and frequency of assessing. Limited or no evidence that the school has considered the common core standards, the state-mandated PARCC and Standards Based Assessment, the school's targeted student population, and how the assessments will be used to inform instruction is provided.	The school provides an incomplete and/or inadequate assessment plan. --OR-- The application did not address plans for assessment or consider the common core standards, PARCC, and Standards Based Assessment.

Comments:

Partially Meets

Otherwise the applicant has provided a limited assessment plan. The applicant has not specifically provided a clear plan for assessments, including parties responsible for administration, an assessment calendar, or how data will be collected and analyzed to understand student academic progress.

The applicant identified "PARCC and SBA will be administered to all students according to their

appropriateness for the students at each grade level.” This does not adequately identify the grade levels at which the assessments will be used or demonstrate that the applicant understand the assessment requirements.

The applicant identified that “ACCESS and LAS will be administered to all ELL students to measure English proficiency and Spanish proficiency.” The applicant’s description is unclear, as earlier information indicated that all students, not only ELLs would be tested using the Access and LAS to measure Spanish proficiency. The applicant does not specify the grades at which this will be administered. The applicant identified these assessments will be administered annually.

The applicant also identified it would administer short-cycle Discovery Education Assessments in math and reading on a quarterly basis. The applicant did not identify the grade levels at which the assessment will be used. The applicant also identified that a “comparable assessments in Spanish will be identified or these assessments will be translated to Spanish to measure academic growth through both languages on a quarterly basis.” This provides some evidence that the applicant has considered the proposed school’s targeted student population.

The applicant lastly indicates it will administer “other formative assessments.” It provides limited information about these stating they will be “designed and implemented collaboratively by students and teachers” and that they will include “graded and non-graded quizzes, teacher and peer observation, self-assessment, critique of writing and presentation skills, etc.” The applicant does not identify the frequency or the grade levels at which these will be administered.

The applicant provides some limited evidence the assessment results will be used to inform instruction. In relation to Discovery the applicant states, it “will provide opportunities for teachers to monitor individual students’ performance on specific Common Core State Standards and need for additional instruction.” It is not clear how this would happen or how often, thus the evidence is limited. In relation to formative assessments, the applicant states “rubrics will be used and results discussed during the last one-half hour of the day, which is known as the daily reflective period. Results of the reflection will serve for teachers and students to set daily goals together.” Again limited information is provided and it is not entirely clear the applicant has considered how the assessments will be used to inform instruction is provided.

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

Individual and School-Wide Corrective Action

Through the school’s formative and summative assessment processes, the teaching team knows at all times where each student is in his/her learning progress. The assessment data is all entered into the student data management system software. There, it is analyzed and summarized into a form that all stakeholders will be able to understand to evaluate how the school is performing academically.

Administrators and teachers will be able to access each student's performance data at any time. Each student and his/her parents will be able to access that individual student's performance through appropriate passwords.

It is the responsibility of the administrator to review the data at least weekly to determine if the school is on track as it relates to its committed goals. If he/she perceives a problem that can be resolved in house, he/she will meet with the teaching teams so that they may jointly resolve the issue. If it is an issue with students, then the students and their parents will be involved in the resolution of the issue. The board, by policy, must review monthly academic performance figures so that it can remain informed and aware, independently of the administrator, of any issues that arise in that area. It is the responsibility of the administrator to bring issues of policy or resources that may be causing problems to the board. Day-to-day school issues are the responsibility of the Head Administrator and staff. The board is ultimately responsible to the students, parents, community, and the state to ensure that students are receiving the highest quality education possible.

Tutoring will be provided daily for students requiring additional help with classwork and/or homework. CCS will establish a plan for teachers, instructional assistants, community volunteers and peer tutors to offer needed support both during available times during the instructional day as well as after school.

Ranking			
← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2 Does Not Meet—1

H.(2) Individual and School-wide Corrective Action	The school provides a clear, comprehensive and cohesive description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A complete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a clear description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. An adequate explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides a limited description of the corrective actions that will be taken if the school falls short of achieving student academic achievement or growth expectations or goals at the individual (remediation/at-risk student) and school-wide levels. A limited or incomplete explanation of what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess effectiveness is provided.	The school provides an inadequate or incomplete response for corrective actions. --OR-- The application does not address corrective actions.
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Comments:

Does Not Meet

The applicant provided an incomplete description of the corrective actions that 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. No specific information is provided to understand what would trigger corrective actions, who would be responsible for implementing them, and how the proposed school will assess effectiveness.

The applicant's statement regarding triggers is, "it is the responsibility of the administrator to review the data at least weekly to determine if the school is on track as it relates to its committed goals...if her/she perceives a problem." It is unclear what would cause the administrator to "perceive a problem." Additionally, it is not entirely clear what data will be reviewed, the applicant states all formative and summative assessment data will be reviewed, this information is overly broad and vague.

The applicant similarly provides vague statements about corrective actions that might be used:

- “he/she will meet with the teaching teams so that they may jointly resolve the issue”
- “the students and their parents will be involved in the resolution of the issue”
- “Tutoring will be provided daily for students requiring additional help with classwork and/or homework. CCS will establish a plan for teachers, instructional assistants, community volunteers and peer tutors to offer needed support both during available times during the instructional day as well as after school.”

No details are provided to understand these potential corrective actions, whether they would occur at the school-wide or individual level, or who would be responsible for implementing them.

The applicant also did not at all address how the proposed school will assess effectiveness of corrective actions.

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

Reporting on Progress

Columbus Community School will use a variety of mechanisms to report student achievement results to stakeholders.

- Students and parents will be able to directly access individual student’s reports in the student management data system through the internet using their individual passwords.
- Staff will have a minimum of two individual parent and student conferences during the school year where the student’s progress will be discussed.
- The school will post overall achievement data on its website quarterly. FERPA guidelines will be followed to protect student privacy at all times.
- Individual Board members will have access to that part of the student data system which reports overall student achievement. In addition, the Head Administer will report to the Board at the Board’s monthly meeting.
- Quarterly, the school will post in the local newspaper and radio station overall student achievement data.
- The overall student achievement report will be discussed at the monthly parent/ student organization meetings.

The school will provide student achievement data in whatever manner is agreed upon in the required contract between the school and the PEC.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

H.(3) Reporting on Progress	The school provides a clear, comprehensive, and cohesive plan that explains how student assessment and progress will be appropriately communicated to parents, the school's Governing Body, the school's Authorizer, and the broader community.	The school provides a clear plan that explains how student assessment and progress will be appropriately communicated to parents and the school's Governing Body.	The school provided a limited plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.	The school provides an inadequate or incomplete plan explaining how student assessment and progress will be appropriately communicated to parents and the Governing Body. --OR-- The application does not address the communication of student assessment and progress.
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Comments:

Partially Meets

The applicant provided a limited plan that explains how student assessment and progress will be appropriately communicated to parents and the Governing Body.

The applicant states that "Columbus Community School will use a variety of mechanisms to report student achievement results to stakeholders. "

First, it states that "students and parents will be able to directly access individual student's reports in the student management data system through the internet using their individual passwords." It is unclear whether the applicant has considered the selected community, their accessibility and a communication option, as the applicant has previously stated this is an economically disadvantaged community. It is unclear that they will be able to access this data.

The applicant also states, "Staff will have a minimum of two individual parent and student conferences during the school year where the student's progress will be discussed." No details are provided about when these conferences will occur, how parents will be informed, etc. As a result of these missing details, this would be part of a limited plan. It is again unclear whether the applicant has considered the selected community, their accessibility and communication options, as the applicant have previously stated this is an economically disadvantaged community and later in the application states that many of the parents of students will not be able to come to the proposed school because they will not be able to cross the border. It is unclear whether parents would be able to attend these conferences.

These two methods of individual student data reporting to parents do not appear to appropriately communicate student progress. The applicant has not identifies how it will assure that parents are kept apprised of student progress and timely notified of students who may be at risk of failing.

The applicant states they will, "post overall achievement data on its website quarterly." It is unclear what data will be reported, who the audience of this data is, and whether that audience's accessibility

and communication options have been considered.

The applicant also states, “Individual Board members will have access to that part of the student data system which reports overall student achievement. In addition, the Head Administer will report to the Board at the Board’s monthly meeting.” Again this response provides limited information. While the applicant does identify this reporting will be monthly. The applicant does not identify what data will be reported to the governing board. As a result it is unclear if assessment and progress is being appropriately communicated.

The applicant also states, “Quarterly, the school will post in the local newspaper and radio station overall student achievement data.” Again this response provides limited information. While the applicant does identify this reporting will be quarterly. The applicant does not identify what data will be reported. As a result it is unclear if assessment and progress is being appropriately communicated.

In relation to community and parent reporting, the applicant also states “the overall student achievement report will be discussed at the monthly parent/ student organization meetings.” Again this response provides limited information. While the applicant does identify this reporting will be monthly. The applicant does not identify what data will be reported. As a result it is unclear if assessment and progress is being appropriately communicated.

Lastly, the applicant does not demonstrate it understand the appropriate reporting to the PED/PEC. The applicant merely states, “The school will provide student achievement data in whatever manner is agreed upon in the required contract between the school and the PEC.” This is not a clear plan for reporting.

Organization

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 your school’s administration). Provide comprehensive “bylaws” or specifically explain how your governing body will develop its governing documents or “bylaws” if not submitted with application. If complete, attach governing documents as Appendix B.

Governance Description

See Appendix B for bylaws.

The Columbus Community School will be overseen by the Governing Board. It is this board’s primary responsibility to ensure the fair and uniform application of all federal, state, and local laws in the operation of the school, as well as the school's charter and policies. The Governing Board is the

policy-making body for the school, and it will exercise leadership primarily through the formulation and adoption of policies in accordance with the philosophy of the Columbus Community School charter. It will oversee the school's financial standing and approve the annual budget. It will monitor overall student academic achievement through reports from the head administrator. The Columbus Community School will operate with complete transparency, with all academic and financial policies approved before the public through its Governing Board.

BOARD MEMBERSHIP

- Odd numbered positions shall serve a one-year term for the first year, but thereafter a two-year term, with all terms expiring on odd-numbered years (2015, 2017...).
- Even numbered positions shall serve the normal two-year term, with all terms expiring on even-numbered years (2016, 2018...).

The terms will begin/end on July 1 of the year in question. Board members may hold successive terms, with partial terms counting as one full term. Any member may resign at any time by giving written notice to the president or secretary, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. Any member may be removed by a majority vote of the Governing Board whenever such removal is in the best interests of the school. Members may be removed by the Governing Board for any reason deemed appropriate. These might include violation of Governing Board policies and regulations or failure to attend three (3) scheduled meetings during the school year (July 1–June 30) of the Governing Board, except when such absence is due to severe, unforeseen circumstances.

COMPENSATION

Governing Board members will not receive compensation for their services. However, members may be reimbursed for reasonable expenses in accordance with the New Mexico Mileage and Per Diem Act.

ATTENDANCE

Members are required to attend all scheduled meetings of the Governing Board unless severe, unforeseen circumstances arise. If a board member cannot be physically present at a meeting due to an unavoidable conflict, he or she may make arrangements to appear by telephone in accordance with the provisions of the Open Meetings Act. A member who is unable to attend a Governing Board meeting will notify the president of the Governing Board prior to the meeting, and, if he or she intends to appear by telephone, the board member in question shall make arrangements for appropriate teleconferencing. Notice may be made by e-mail, as long as it is made four (4) hours in advance of the meeting. If the president cannot attend the meeting, he or she must notify the vice president and forward all information regarding the upcoming meeting to him or her, including notices of non-appearances by other board members.

OFFICERS

The Governing Board will elect three officers: president, vice president, and secretary/treasurer. Officers will be elected each year by the Governing Board. The president of the Governing Board shall preside at all meetings and shall have the right, as other members of the Governing Board, to make or second motions, to discuss questions, and to vote. The president may not act for or on behalf

of the Governing Board without prior specific authority from a majority of the Governing Board to do so. All communications addressed to the president shall be considered by him or her for appropriate action, which may include consulting with legal counsel and consideration by the Governing Board. The president shall sign legal documents, as required by law and perform such other duties as may be prescribed by the Governing Board. It is the president's responsibility to ensure that Governing Board members uphold their commitments/responsibilities to the school. While any member may offer items to be heard or discussed at any meeting, the president will officially compile, in collaboration with the head administrator, the topics for business to be placed on the agenda.

The vice president shall perform the duties of the president in the absence of the president or at the request of the president. In the event a vacancy occurs in the president position, the vice president will act in the capacity of the president until the office has been filled by a vote of the board membership. The secretary/treasurer shall keep the minutes of the Governing Board meetings, subject to the direction of the president, assure that all notices are given in accordance with the provisions of the charter, Governing Board policies, and as required by law; shall countersign, when required, all authorized bonds, contracts, deeds, leases, or other legal instruments; and in general, perform all duties incident to the office of secretary/treasurer and other duties as from time to time may be assigned to the secretary by the Governing Board. The board may appoint a designee to assist with the responsibilities of the secretary as described herein, including recording and transcribing the minutes of the meetings, posting notices and agendas, and preparing packets for the Governing Board's review. The board secretary will review the minutes prior to the presentation to the Governance Board for approval. The secretary shall be responsible for presenting the minutes to the board at meetings.

ROLE AND RESPONSIBILITIES OF THE GOVERNING BOARD

The authority of the Columbus Community School Governing Board is derived from its charter, the laws governing public schools, and the Public Education Department of New Mexico, as found in Article 5 Sections 22-5-1 through 22-5-16 of the state statutes. Furthermore, the Governing Board is responsible for the fair and uniform application of all federal, state, and local laws, as well as rules, regulations, and policies, of the Columbus Community School in the operation of the school in accordance with its charter. The Governing Board serves to propose, recommend, review, and approve policy that conforms to the philosophy of the Columbus Community School charter. It will set annual objectives that continually promote increasing academic excellence within the Columbus Community School system. All business undertaken by the Governing Board will be held in public for free and with open access to local community members.

COMMITTEES:

The Board will establish standing committees, which will consist of Board members, staff, students, and community members. Staff will have the multiple roles of member, mentor, and staff. Committee assignments and chairmanships will be determined by action of the entire Board. Standing committees of the Board will include:

1. Finance committee will be responsible for overseeing ongoing financial activities.
2. The Audit Committee will be responsible for the annual audit, ongoing audit of student progress, and any other audit that might be necessary.
3. The Self-Assessment Committee will be responsible for assessing the Board's performance.

4. The Community Advisory Committee will be responsible for engaging parents, students, and the community in school and Board activities.

All committees are open to the public and function under the Open Meetings Act. All Board members may attend any committee meeting if the meetings are properly noticed pursuant to the Open Meetings Act. In addition, the Head Administrator is empowered to establish committees within the school that report to the Head Administrator. The function of committees will be fact-finding, deliberative, and advisory, rather than legislative or administrative. Committee recommendations that require school-wide policy changes must be submitted to the Board. The responsibility of each committee shall be reflected in a memorandum approved by the Board and filed with these policies.

The Board may appoint ad hoc advisory committees when it is determined to be necessary or advisable by the Board. Ultimate authority to make decisions will continue to reside with the Board. All committees shall keep written minutes of their meetings, and shall periodically present written reports to the Board containing committee recommendations. Committees shall comply with the Open Meetings Act, when applicable. At no time shall a Governing Committee act or vote on behalf of the Governing Board without prior written approval to do so.

ADMINISTRATIVE RELATIONSHIP

The board will maintain a relationship of constant communication with the Columbus Community School's administrative staff. It has the duty and responsibility to question any and all operations within the school, be them academic, financial, or otherwise. The board will be responsible for the hiring of the school's principal/head administrator. Once hired, the board will serve to formally evaluate the principal each year.

TRANSPARENCY

All actions taken by the Governing Board will be done with open access to the public. All meetings held, as well as business presented and considered, will be documented and open for public review and commentary. All reports, both financial and academic, provided to the board by the school's principal will further be made open for public review during Governing Board meetings. The documentation of each meeting will be made available for public review. Both the minutes from previous meetings and the agenda for upcoming meetings will be published on the Columbus Community School's website for public access.

Columbus Community School will comply with the New Mexico Inspection of Public Records Act which provides the public access to information regarding governmental affairs. The Board will instruct the administrator to develop a procedure for the request and provision of public records which includes the appointment of a Custodian of Public Records whose responsibility is to locate and provide requested records. Only those records which by law are private can be withheld from the public.

POLICIES AND PROCEDURES

The Governing Board shall continually maintain a written set of policies for the information and guidance of all employees, students, and members of the broader school community. These policies

will be subject to review and revision (as needed), as well as approved annually by the Governing Board. Amendments to policies may be placed on the board agenda when two or more board members are in agreement. The specific procedural requirements for amendments will be determined by the initial Governing Board. A boiler plate set of by-laws is provided in the appendix, which will govern the board until they are modified or changed in meetings open to community participation. By-laws are the rules and regulations through which the Governing Board and its members will operate.

BOARD MEETINGS

The Governing Board will hold meetings once per month on specific, recurring dates as designated by its inaugural members. These meetings are intended to communicate news and events within the Columbus Community School, as well as to take action on proposed changes to policy. All actions taken prior to and within the meeting of the Governing Board will comply with the requirements set forth for all public body meetings through the Open Meetings Act. All meetings will be held in public for any individual to attend at a location that can accommodate all people interested in attending. The meeting date, time, and location will be published on the school's website no less than three weeks prior to a given meeting date, with additional written notice provided to all FCC licensed broadcast stations and newspapers that have provided written Columbus Community Charter School, CSD Review Team Scores / Analysis 59

A quorum must be in attendance for any action to be taken at any board meeting. For business to be raised within a given board meeting, written notice must be provided to the board's recorder no less than seven days prior to the meeting in question. Three days prior to the meeting in question, the meeting's agenda will be published on the school's website for public access and posted at the school and in the office in Palomas for those who do not have internet access. The agenda for a given meeting will include descriptions of the specific items covered within the scope of the board session. Any individual may submit business for consideration by the Governing Board if it is done so within these stipulations. In addition, the Governing Board will allow public participation at the end of each board meeting, at which time individuals may speak without prior notice having been provided.

The events of each meeting will be recorded in the form of written minutes. This record will include the date, time, and place of the meeting, the names of all attending members, a description of all business considered within the scope of the meeting, and a record of all decisions made within the scope of the meeting. A draft of these minutes will appear on the school's website for public inspection no later than ten days after the meeting date. This record will retain its "draft" status until approval by the Governing Board at the next meeting.

During the scope of a meeting, the Governing Board will hear and consider all business presented. In the event that additional time is needed for consideration, it may vote or postpone consideration of business until the next meeting date. In the event of a vote, each member of the board will vote "yes" to affirm the requested action, "no" to reject the requested action, or "abstain" to take no position on the action requested. In the event that the board postpones consideration, it may request further information on the topic at hand prior to consideration or vote.

Under emergency circumstances, defined as those which are both unexpected and urgently required to prevent immediate injury, damage, or financial loss, the Governing Board has the ability to hold an

unplanned session. Emergency sessions do not require a pre-published agenda. In the case where an individual member of the Governing Board cannot attend a meeting, attendance over the telephone is permitted. During such sessions, the telecommunication equipment utilized by this individual must allow for full, uninhibited interaction between all members of the Governing Board and any secondary participants.

The Governing Board has the ability to hold closed meetings under specific provisions (“Permissible Subjects”) mentioned within the Open Meetings Act (10-15-1 (H)). Any specific procedures within a closed session must follow the policies also outlined with the Open Meetings Act (10-15-1)(1)(1).

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A.(1) Governance Description	The school incorporates all key components of their governance structure, specifically outlining the roles and responsibilities of the GB members. The school provides comprehensive “bylaws” or specifically explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates most of the key components of their governance structure adequately outlining the roles and responsibilities of the GB members. The school provides adequate “bylaws” or explains how its governing body will develop its governing documents or “bylaws” if not submitted with application.	The school incorporates some of the key components of their governance structure partially outlining the roles and responsibilities of the GB members. The school provides “bylaws” or somewhat explains how its governing body will develop its governing documents or “bylaws” if not submitted with application	The school provides an incomplete or inadequate outline of their governance structure. --OR-- The application does not address the governance structure.

Comments:

Does Not Meet

The applicant provided an outline of its governance structure that contains many contradictions and is inadequate.

The applicant incorporated some of the key components of its governance structure partially outlining the roles and responsibilities of the GB members. The applicant provided Appendix B, “bylaws”.

However, with in the outline, there are many contradictory statements regarding various components. Specifically, among the description, the applicant provided contradictory information within the narrative to Appendix B y-laws:.

First, The narrative states, “ Odd numbered positions shall serve a one-year term for the first year, but thereafter a two-year term, with all terms expiring on odd-numbered years (2015, 2017...)” and “ Even

numbered positions shall serve the normal two-year term, with all terms expiring on even-numbered years (2016, 2018...).” In contrast, the Appendix B by-laws states, “Each position will be elected for a 3-year term.”

Second, the narrative states, “The Governing Board will elect three officers: president, vice president, and secretary/treasurer.” In contrast the By-laws state, “The offices of the Board to be elected include at least a Chairperson, Vice-Chairperson, Treasure, and Secretary.” Additionally, the narrative states there will be one position to cover both, “secretary/treasurer.” In contrast the by-laws state these as two positions, “Treasure, and Secretary.”

Third, the narrative states the number of committees to be four, including the “Finance committee”, “The Audit Committee”, “The Self-Assessment Committee” and “The Community Advisory Committee.” In contrast, the by-laws state the number of committees to be eight, including “Finance committee”, “The Budget committee”, “The Audit Committee”, “The Self Monitor committee”, “The Resources committee”, “The Student Achievement committee”, “The Program Committee”, and “The Personnel Committee.”

The applicant provided an inadequate outline of their governance structure due to the many contradictory statements contained within.

A. (2) Provide a **compelling and relevant list** of all proposed, initial Governing Body members along with their experience, skills, and qualifications. Ensure that your **membership reflects (or will reflect)** 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 (i.e., assure student success, develop, implement, oversee the management of public funds, and oversee the proposed school’s compliance with legal obligations).

Description of Prospective Governance Expertise

Fred Williams

Dr. Williams was a university professor and department chair in the field of microbiology. He has lived in Mexico and in Luna County for a number of years. He brings a cultural sensitivity to the board, along with a long history in the field of upper education. He knows what is required for students to be able to be successful in college.

2. Tom Guerra

Mr. Guerra is a local attorney. He was an AmeriCorp volunteer in Columbus before becoming an attorney. He brings to the board knowledge of the community, as well as knowledge of the law. He will be able to guide the board in terms of legal obligations and ramifications.

3. Win Mott

Mr. Mott has teaching experience at the university level where he was a history lecturer. In addition, he worked as a public administrator in public health and human services. He also worked in railroad

management. He served as a trustee of a school board responsible for 24,000 students. He brings wide experience in government and can help guide the board in issues of school governance.

4. Victor Zizumbo

Mr. Zizumbo is a successful businessperson in Palomas and Columbus. He is bilingual and highly respected in both communities. He is highly sensitive to the cultures of both communities. He brings a strong business sense to the board and knows well the problems of budgeting when resources are limited. He and his wife, Angela, have six children all who attended or are attending college.

5. Jack Long (Founder)
Mr. Long has resided in Columbus for 30 years. His professional career was in public health, specifically administration of the Crippled Children's Service program in school districts throughout California. In addition, he worked for nonprofit organizations in Guatemala and Poland. He was a building contractor in California. In Columbus, he co-published a bilingual newspaper that was distributed throughout Luna County and Chihuahua, Mexico. He has completed the coursework for a master's degree in distance education and has done graduate work in public administration. He has extensive experience in rammed earth and adobe design and construction. He brings broad experience to the board, including assisting in the founding of a high school in Palomas.

6. Philip Skinner (Founder)

Mr. Skinner is the owner of a furniture maquiladora in Palomas, which he has owned and managed for the over 30 years that he has lived in Columbus. In addition, he owns a businesses in Columbus providing equipment storage and U.S. and Mexico customs documentation for exporters to Mexico. Mr. Skinner is the founder of the nonprofit Southern Luna County Economic and Community Development Corporation. The corporation will be providing the property and facilities for Columbus Community School. Mr. Skinner is the father of a student presently attending Deming's Columbus Elementary in Columbus. He wishes to provide his son an alternate to being bused to Deming on a daily basis once he leaves the elementary school. He was recently elected mayor of the Village of Columbus.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	

A.(2) Description of Prospective Governance Expertise	The school provides a compelling and relevant list of all GB members and describes their experience, skills, and qualifications. Membership reflects (or will reflect) the diverse experiences and skills necessary to oversee all aspects of the school.	The school provides a list of all GB members along with a description of their experience, skills, and qualifications. Most of the membership appears to reflect (or will reflect) the diverse skills necessary to oversee all aspects of the school.	The school provides a list of GB members. However, the GB membership description appears to lack appropriate and diverse experiences and skills necessary to oversee all aspects of the school.	The school provides an inadequate or incomplete list of GB members; or the provided list fails to include descriptions of the members' experience, skills, and qualifications. --OR-- The application does not address the description of the GB members and their experience, skills, and qualifications.
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Comments:

Meets

The applicant provides a list of all GB members along with a description of their experience, skills, and qualifications. Most of the membership appears to reflect (or will reflect) the diverse skills necessary to oversee all aspects of the proposed school.

The applicant provided a list of all GB members along with a description of their experience, skills, and qualifications.

Specifically, the list includes six members with diverse skills that include post-secondary education, law, government, business, and construction. The applicant does not appear to provide for any specific skills in school administration or business/finance, or secondary education, board governance or non-profit management.

The applicant provided a list which appears to reflect the diverse skills necessary to oversee all aspects of the proposed school.

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 future governing body members will be selected as vacancies arise.

Enumerate the qualifications desired for members that will assure your school's governance is competent to operate a public school.

Selection of Members

An ad hoc nominating committee shall solicit applications, recruit potential candidates, and screen applicants and recruits for each of the positions on the board to be filled. In addition, any person who desires to be considered for one of the elected positions on the board shall submit a letter of interest to the board. The nominating committee will ask the person seeking a seat on the board, by a written letter, to appear before the committee as part of the screening process. At the next meeting of the board, the board must review the qualifications of the candidate(s) to affirm that candidate(s) meets board policies, charter requirements, and all state and federal statutes and regulations. If the board is satisfied that the candidate(s) meets all requirements, it will officially approve, by majority vote, the candidates. Those members whose positions expire shall serve until their positions are filled. If there is more than one candidate for any elected position, then the board shall interview and appoint members to the board. The term of the "appointed seat" shall be for one year or until filled during a regularly scheduled election. If the seat is subsequently filled by an election, the position shall only be for the duration of the term for that position.

The candidates for positions on the Governing Board must demonstrate collaborative and problem-solving skills and attitudes, as well as an ability and willingness to devote substantial time and energy to serving on the board, including orienting and training events. The candidate must be willing to chair and regularly participate in the activities of at least one board committee and show a willingness and ability to devote their time and energy to acting in the best interests of CCS as a whole, rather than the interests of any particular interest group. As much as possible, Governing Board members shall reflect the ethnic diversity that makes up the school community.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

A.(3) Selection of Members	The school provides a clear and appropriate process or plan for selecting new GB members that is focused on selecting quality leaders who have the identified skills necessary to govern the proposed school. The school fully enumerates the qualifications desired for members and those qualifications clearly demonstrate how the school's governance will be well qualified to operate a public school.	The school provides a clear process or plan for selecting new GB members that is focused on identified skills necessary to govern the proposed school. The school somewhat enumerates the qualifications desired for members and those qualifications demonstrate how the school's governance will be adequately qualified to operate a public school.	The school provides a limited process or plan for selecting new GB members, but skill sets are not identified. The school provides a limited enumeration of the qualifications desired for members and those qualifications not clearly demonstrating whether or not the school's governance is qualified enough to operate a public school.	The school provides an inadequate or incomplete process or plan for selecting new GB members. --OR-- The application does not address the process for selecting new GB members.
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Comments:

Partially Meets

The applicant specifically identified the following limited process for selecting new members:

- “ad hoc nominating committee shall solicit applications, recruit potential candidates, and screen applicants and recruits for each of the positions on the board to be filled”
- “any person who desires to be considered for one of the elected positions on the board shall submit a letter of interest to the board”
- “nominating committee will ask the person ...by a written letter, to appear before the committee as part of the screening process”
- “the board must review the qualifications of the candidate(s) to affirm that candidate(s) meets board policies, charter requirements, and all state and federal statutes and regulations”
- “satisfied that the candidate(s) meets all requirements, it will officially approve, by majority vote, the candidates”

The applicant's process does not specifically describe how the plan will be focused on “identified skills necessary to govern the proposed school.” Instead the screening process seems to focus only on “board policies, charter requirements, and all state and federal statutes and regulations.” No specificity is provided to understand what these might be.

The applicant's process also does not identify how the committee will solicit nominations., who will be responsible for each step of the process, etc.

The applicant did not enumerate the qualifications, (special skills or types of experience or knowledge that makes someone suitable to do a particular job or activity), desired for Board members but instead included desired traits (a distinguishing characteristic or quality, especially of one's personal nature): "must demonstrate collaborative and problem-solving skills and attitudes... an ability and willingness to devote substantial time and energy to serving on the board... must be willing to chair and regularly participate in the activities of at least one board committee and show a willingness and ability to devote their time and energy to acting in the best interests." The enumerated traits do not demonstrate whether or not the proposed school's governance would be qualified enough to operate a public school.

B. Governing Body Training and Evaluation.

B.(1) Provide an ongoing **clear, comprehensive, and cohesive plan** for Governing Body training that complies with state requirements, including the Open Meetings Act, and is **completely supported** by the budget you propose.

Governance Training

All Governing Board members of Columbus Charter School will be required to attend five hours of training at least annually on topics that include department rules, policies and procedures, statutory powers and duties of governing boards, Open Meetings Act., conflict of interest, legal concepts pertaining to public schools, finance and budget, and other relevant subjects.

The annual training approved by the department will be sponsored by the New Mexico School Boards Association or the New Mexico Coalition for Charter Schools. We have included the cost of this training in our five-year budget.

In addition, all board members will be required to familiarize themselves with the Governing Board's policies and procedures, as well as to sign all necessary documents stating their adherence to these policies and procedures. As part of the orientation process, new board members will be required to familiarize themselves with the following key provisions of New Mexico laws:

- Charter School Act (NMSA 1978, Section 22.8B.1 et. seq.)
- School Personnel Act (NMSA 1978, Section 22.10A.1 et. seq.)
- Procurement Code (NMSA 1978, Section 13.1.1 et. seq.)
- Open Meetings Act (NMSA 1978, Section 10.15.1 et. seq.)
- Public School Finance Act (NMSA 1978, Section 22.8.1 et. seq.)
- Applicable rules and regulations issued by the New Mexico PED.

Ranking			
← Satisfied		Not Satisfied →	
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

B.(1) Governance Training	The school provides a clear, comprehensive, and cohesive plan for GB training that complies with state requirements and is completely supported by the budget.	The school provides a clear plan for GB training that complies with state requirements and is supported by the budget.	The school provides a plan for GB training but it is not clear if it complies with state requirements and/or support in the budget is unclear .	The school provides an inadequate or incomplete plan for GB training. --OR-- The application does not address the training of GB members.
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Comments:

Partially Meets

The applicant provides a plan for GB training but it is not clear if it complies with state requirements and/or support in the budget is unclear.

While the applicant indicated that all members would attend the required “five hours of training at least annually” on topics that align with those required in statute and identified that those trainings would be “sponsored by the New Mexico School Boards Association or the New Mexico Coalition for Charter Schools”, the applicant did not provide a clear plan for training. Rather the applicant has clearly stated all state requirements.

The applicant did not provide a timeline for trainings, action steps, or responsible parties.

The applicant did also state that “all board members will be required to familiarize themselves with the Governing Board's policies and procedures, as well as to sign all necessary documents stating their adherence to these policies and procedures.” This does not appear to be part of a training plan, as it does not address training, but materials members will be required to review on their own.

The applicant also has not addressed how the training plan would comply with the Open Meetings Act.

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.

Governance Evaluation

Columbus Community School's Board will use the United States Charter Schools Organization's "Creating an Effective Charter School Governing Board Guidebook" as a guide to its annual self-evaluation. Some of the tools provided in the guidebook include Board Self-Assessment Questionnaire, Self-Assessment for Nonprofit Governing Boards, Charter School Board of Directors Self-Assessment Template, Board Development Assessment Tool, and Visionary Board Leadership Assessment. The board will determine which assessment is most applicable before the annual assessment is due. Part of its self-evaluation will be to determine what staff, students, parents, and community think about its performance. It will design

a survey instrument for each group of shareholders. The survey will occur one month before the annual self-evaluation.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(2) Governance Evaluation	The school provides a clear, comprehensive, and cohesive plan for an annual self-evaluation of the GB that reflects that body's effectiveness and focuses on continuous improvement.	The school provides a clear plan for an annual self-evaluation of the GB that reflects that body's effectiveness.	The school provides a limited plan for an annual self-evaluation of the GB.	The school provides an inadequate or incomplete plan for an annual self-evaluation of the GB. --OR-- The application does not address the self-evaluation of GB members.

Comments:

Does Not Meet

The applicant provided an inadequate plan for an annual self-evaluation of the GB.

The applicant provided an inadequate or incomplete plan for an annual self-evaluation of the GB.

Specifically, the applicant cited a book, "Creating an Effective Charter School Governing Board Guidebook" by the "US Charter Schools organization", which was written fifteen years ago in 2000. From that book, the applicant identified no particular practices it would use, but rather stated the book includes tools, such as :

1. Board Self-Assessment Questionnaire
2. Self-Assessment for Nonprofit Governing Boards
3. Charter School Board of Directors Self-Assessment Template
4. Board Development Assessment Tool
5. Visionary Board Leadership Assessment."

The applicant did not provide the method for choosing the most appropriate assessment tool other than "The board will determine which assessment is most applicable before the annual assessment is due."

The applicant also briefly stated it would "determine what staff, students, parents, and community think about its performance" by designing a survey instrument for each group of shareholders." The applicant stated the "survey will occur one month before the annual self-evaluation."

The applicant did not provide a timeline or method toward how the Council will use this information for the evaluation or what it would do as a result of the information.

The applicant's response did not provide 1) a clear timeline for assessment, data collection and analysis,

2) current Best Practices of Council evaluations, 3) how these assessment tools will provide continuous improvement.

C. Leadership and Management.

C.(1) Describe how the governing body will monitor organizational, financial, and academic outcomes on an ongoing basis to ensure that your school is successfully meeting its mission and providing a quality education.

Monitoring

In its monthly meeting, the Columbus Community School Board will consider the operational, financial, and academic outcomes of the school. The board will first consider input from its standing committees. Much of the work of the board will be done at the committee level. This allows a broad array of input by staff, students, parents, and community. In addition, the board will allow an open forum during its monthly meetings to enable it to have broader community input. Actions of the board will be done with consideration of such input.

The head administrator will provide the Board with monthly academic progress reports, financial figures, attendance figures, staff openings, compliance with mandated PED reports, etc. The Board members will be encouraged to visit classrooms and participate in school activities so that they may observe students in action to compare with reports they may receive; this will provide them the living context that otherwise they would merely have on paper.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
C(1) Monitoring	The school's descriptions of how the Governing Body will monitor outcomes clearly demonstrate an understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission, and able to manage and sustain a quality school.	The school's descriptions of how the Governing Body will monitor outcomes adequately demonstrate its understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to ensure the school is meeting its mission.	The school's descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic success of the school, to help the school meet its mission.	The school's description of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The school does not address the prompt.
Comments:				

Partially Meets

The applicant's descriptions of how the Governing Body will monitor outcomes demonstrates a limited understanding of, and capacity to, monitor the organizational, financial, and academic success of the proposed school, to help the proposed school meet its mission.

The applicant provided a description which is a general overview when the applicant stated, "the Columbus Community School Board will consider the operational, financial, and academic outcomes of the school ..." it is unclear as to what they will monitor as they "consider" the outcomes.

The applicant provided a limited description when the applicant stated, "The board will first consider input from its standing committees. Much of the work of the board will be done at the committee level" without describing the process of what the work entails, or a timeline directing how often it is to be reported to the board and how often.

The applicant provided an limited description when the applicant stated, "Actions of the board will be done with consideration of such input" and "monthly academic progress reports " as there is no explanation of the details of the "actions", and no mention of how these events ensure the academic success of the proposed school and help the proposed school meet its mission.

The applicant's description of how the Governing Body will monitor outcomes is limited because it did not provide: 1) a timeline for events to occur; 2) details for the process; 3) no mention of how these events ensure the academic success of the proposed school and help the proposed school meet its mission.

Head Administrator Selection

The head administrator will be hired five months before school opens. Advantage will be taken of as many free sources as possible for publicizing the position; networking with organizations such as the New Mexico Coalition of Charter Schools and the National Alliance of Charter Schools will also take place to further publicize the position.

The desired qualifications of the head administrator are the following:

- 1. First and foremost, we look for the individual to be understanding and to have a passion for the vision and mission of Columbus Community School.*
- 2. To be a proven leader in the area of curriculum design and assessment , the constructivist philosophy of curriculum development, and to be somewhat knowledgeable or willing to learn about rammed earth and adobe construction.*
- 3. To be bilingual in Spanish and English and be knowledgeable about dual language instruction and learning.*
- 4. To be sensitive and cognoscente of different learning modalities.*
- 5. To have the ability to communicate effectively and be able to motivate through oral and written skills in English and Spanish.*
- 6. To be able to develop a school improvement plan to address continuing student achievement*

C. (2) Identify and provide a **clear, comprehensive, and cohesive** description of the leadership characteristics and qualifications for the head administrator needed to run your school. In your description, take **into account the mission of the school**. Accordingly, include **evidence of a clear plan** (i.e., job search process, timelines etc.) to hire and evaluate a highly- qualified administrator.

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 your school and delivering its unique mission.

Finally, provide **evidence of a clear plan** to both hire and subsequently evaluate a highly- qualified administrator.

- 7. To be competent in the use of technology, especially to submit reports, etc. as required*
- 8. To have teaching skills and experience, especially at middle and high school levels*
- 9. To have a state license and certification*

Ranking				
← Satisfied		Not Satisfied →		
C.(2) Head Administrator Selection	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive description of the desired or, if selected, the head administrator's leadership characteristics and	The school provides a clear description of the desired, or, if selected, the head administrator's leadership characteristics and qualifications and may or may not	The school provides a limited description of the desired, or, if selected, the head administrator's qualifications. The school provided some evidence of a	The school provides an inadequate or incomplete description of the head administrator's qualifications, and the plan to hire and evaluate an administrator.

	<p>qualifications and takes into account the mission of the school. The school provides evidence of a clear plan to hire and evaluate a highly-qualified administrator.</p>	<p>clearly take into account the mission of the school. The school provided evidence of a plan to hire and evaluate a highly-qualified administrator.</p>	<p>plan to hire and evaluate an administrator.</p>	<p>--OR-- The application provides no plan to address the head administrator's qualifications and the hiring and evaluating of an administrator.</p>
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Comments:

Does Not Meet

The application provides no plan to hire and evaluate an administrator. The applicant states only that "The head administrator will be hired five months before school opens." The applicant then states it will take advantage of free resources for publicize the position." This does not constitute a plan for hiring. The applicant also does not provide a plan for evaluating a head administrator in this response, but mentions one below. In that response the applicant states only, "The board is responsible for the annual evaluation of the head administrator. The evaluation procedure will be included in the Board's Personnel Manual. Such procedures will conform to 6-69-7 NMAC." No plan, process, or procedure is provided.

The applicant provided a list of 9 inadequate qualifications for a head administrator. The qualifications include a state license/certification, experience teaching, the ability to submit required reports, the ability to create a school improvement plan for student achievement, the ability to communicate in English and Spanish, sensitivity to different learning modalities, knowledge of dual language instruction/learning, passion for the proposed school mission, and proven leadership in curriculum design. The listed qualifications only briefly address the mission of the proposed school and leadership characteristics, thus they are inadequate. They do not address skills in project based learning.

The applicant also fails to identify the responsibilities that are significant and unique to charter school leader including the importance of ensuring compliance with all contractual terms, seeking amendments to change contractual terms and negotiating, reporting on , and meeting the performance frameworks.. The applicant provided an inadequate or incomplete plan list of qualifications for a head administrator.

The applicant did not provide a plan to evaluate a head administrator.

C. (3) Describe how the governing body will convey and delineate the roles and responsibilities of your school's head administrator. Provide a proposed job description for the head administrator including responsibilities that are significant and unique to charter school leaders. Attach the job description as Appendix C.

Head Administrator Evaluation

During the recruitment process for the head administrator, a description of the roles and responsibilities will be included in the recruitment material. During the interview process, the roles and responsibilities will be presented to and discussed with the interviewees. Once the head

administrator is hired, an orientation process will be implemented. As part of the orientation, a one-day retreat will occur. Board members will dialogue with the administrator during that retreat, clarifying roles and responsibilities, as well as discussing the accountability and evaluation process. The roles, responsibilities, accountability, and evaluation will all be included in the board's policy manual. The mission, vision, and core values of the school will be emphasized. The board is responsible for the annual evaluation of the head administrator. The evaluation procedure will be included in the Board's Personnel Manual. Such procedures will conform to 6-69-7 NMAC.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C.(3) Head Administrator Evaluation	The school describes a clear and comprehensive plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides a detailed job description for the head administrator that includes a comprehensive list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a clear plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides an adequate job description for the head administrator that includes a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school describes a limited plan for how the governing body will convey and delineate the roles and responsibilities of the school's head administrator and provides a limited job description for the head administrator that may or may not include a list of responsibilities that are significant and unique to charter school leaders and attaches it as Appendix C.	The school provides an inadequate or incomplete plan to hire and evaluate an administrator. --OR-- The application provides no plan to hire and evaluate an administrator.

Comments:

Does Not Meet

The applicant describes a clear plan for how the governing body will convey and delineate the roles and responsibilities of the proposed school's head administrator but provides a limited job description for the head administrator that does not include a list of responsibilities that are significant and unique to charter school leaders. Additionally, the job description is inadequate because it conflicts with the remainder of the application.

The applicant provided a three step plan for how the governing board will delineate and communicate the roles and responsibilities of head administrator. First, a description of the roles and responsibilities will be included in the recruitment material. Second, during the interview process, the roles and responsibilities will be presented to and discussed with the interviewee. Finally, an orientation process will be implemented including a one-day retreat at which Board members will dialogue with the

administrator, clarifying roles and responsibilities.

The job description includes duties under the following general categories: Instructional Leadership, Communication, Professional Development, Operations Management, Budget and Finance, and Facilities.

The following mission and program specific, and charter leader specific elements were not addressed: Project based learning, dual language, reporting to the PED, CSD, and PEC; ensuring compliance with the charter contract; etc.

The description appears to conflict with earlier sections of the application. Specifically, the description states “Leads the curriculum development process including the identification of priority standards, development of year-long curriculum maps, development of unit plans, and monitors ongoing refinement of curriculum and curriculum related materials.” It also states the head administrator “Trains and/or supports teachers in the development of standards based, short-cycle common formative assessments to inform instructional practices” .In comparison the earlier description of the educational program stated students and teachers would lead this process.

The description mentions several elements that have not been mentioned elsewhere in the application, including Friday book studies, PLCs, PBS, etc. These contradictory statements that conflict with other parts of the application make this inadequate.

D. Organizational Structure of the School.

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

Organizational Structure

Columbus Community School will build its foundation on three basic elements. They are:

- A positive, caring, respectful, collaborating, creative, high expectations environment
- Community service learning by doing, and
- Community engagement,

These equally important elements of the school’s design are important in realizing its mission of “in alliance with families and the community, will provide an excellent education for students”. The first element is essential for building a school culture where a collaborative environment among all the stakeholders promotes students developing self-respect and confidence in their learning ability.

The second element is where students develop their academic skills in a way that they can visualize how their learning relates to their present and future lives. The service that will be provided to both the school and community in the eventual construction of structures, classrooms and homes in the school and community will strengthen relationships among all these entities.

Community engagement brings the community and the school together in mutual support of student learning and community development. The community will be an integral part of the development of

the constructivist curriculum, wherein need and desire to learn will intersect to guide teaching and learning.

We believe that engaging project-based learning is the pathway to higher levels of student performance. In addition, we are committed to a “mastery” system where students demonstrate their learning through a variety of assessments, including design and construction accomplished as team projects, as opposed to traditional “grading”, which is concerned with coverage and seat time. By utilizing multi-age classrooms, students will exhibit greater cooperation, nurturance, and friendship, as well as performance levels equal to or greater than traditional schools (Pratt, 1986). Teacher development and collaborative teaching teams are central to a responsive and adaptable curriculum that keeps the school on the cutting-edge of teaching and learning.

We will be developing a parent-community engagement center where parents and other members of the community can interact with staff and students. This will be a separate space where parents and the community can access the internet, have discussion groups, assist with school community service projects, and work toward a GED, citizenship or personal and/or career skills, thus strengthening school – community relations.

An assembly will take place during the first half hour of each school day; all students and staff are to attend as it is very important to the health of the school. It is here where the school’s core beliefs and values will constantly be examined. It is here where school issues can be aired and where students and staff can be involved in the decision-making process of the school, as issues raised here must be considered by the head administrator (if they relate to the school) or by the board (if they relate to policy). It is here where recognition of work well done is made. It is here where students gain experience in making presentations in front of an audience. Finally, it is here where students learn how to organize and run meetings.

All board committees will be open to student, staff, and community participation. This is where most of the preliminary research and work is done for the board before final decisions are made by the board. This is where the community is able to have significant involvement in the decision-making process.

The overall structure of the school is the basic traditional structure. The board is responsible for policy, hiring and evaluating the administrator, and the financial and academic well-being of the school. The administrator is responsible for the successful day-to-day operation of the school. The teaching teams are responsible for collaborating and guiding students in the curriculum and instruction process. The community is responsible for nurturing and supporting the students in their learning and the school in its teaching endeavors.

(See ATTACHMENT E)

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1

D.(1)Organizational Structure	The school provides a clear, comprehensive, cohesive, and reasonable organizational chart and narrative that align structures with the mission of the school and demonstrate a clear understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides a clear organizational chart and narrative that demonstrate an adequate understanding of appropriate relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides a limited organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school.	The school provides an inadequate or incomplete organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the school. --OR-- The application does not include an organizational chart and supporting narrative.
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Comments:

Does Not Meet

The applicant provides an inadequate organizational chart and narrative of the relationships between governance, administration, teaching, support staff, and external agencies that are essential to the proposed school.

The applicant provided a narrative which does not align the individual branches with each other : “The board is responsible for policy, hiring and evaluating the administrator, and the financial and academic well-being of the school.

The administrator is responsible for the successful day-to-day operation of the school.

The teaching teams are responsible for collaborating and guiding students in the curriculum and instruction process.

The community is responsible for nurturing and supporting the students in their learning and the school in its teaching endeavors.”

The applicant did not provide an understanding of appropriate relationships between:

Governance---

Administration

Teaching

Support staff

External agencies.

The applicant provided an inadequate and unclear Organizational chart. Among the questions arising are a “School Assembly” component which is unclear as to how this relates to the organizational scheme or why it is aligned with the Guidance Counselor, also the non-licensed staff reporting directly to the teachers, and the Business Manager only accountable to the administrator when s/he will be on the Finance Committee.

The organizational chart does not identify the special education teacher who has been discussed, special education aides for which there is a job description. The organizational chart also does not address ancillary service provider or the secretary that is identified later in the application..

The role and oversight of the parent-community center is very unclear.

The applicant provided an inadequate or incomplete organizational chart and narrative of the relationships because it does not align the individual branches with each other, it did not provide an understanding of appropriate relationships and it provided an inadequate and unclear Organizational chart.

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 then **appropriate** reporting lines that are consistent with the organizational chart. Attach staff job descriptions as Appendix D.

Job Descriptions

See Appendix D

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(2) Job Descriptions	The school provides clear, comprehensive, and cohesive job descriptions for all key staff, including qualifications and clear, appropriate reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides clear job descriptions for most of the key staff, including clear reporting lines that are consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides limited job descriptions for some of the key staff, including reporting lines that are somewhat consistent with the organizational chart. The job descriptions are attached as Appendix D.	The school provides inadequate or incomplete job descriptions for key staff.] --OR-- The application does not address job descriptions for key staff.
Comments:				

Does Not Meet

The applicant provided inadequate or incomplete job descriptions for key staff. Only one of the job descriptions includes reporting lines; the high school guidance counselor position includes reporting lines.

The job descriptions also do not identify appropriate qualifications for all staff. Specifically, the requirements for a licensed teacher include: "1. Teaching license with bilingual endorsement
2. Endorsement in at least one subject matter area, preferably two subject matter areas." This does not include a requirement for education, experience or skills specific to the mission/instructional programs of Project Based Learning or multi-age classrooms. For the high school guidance counselor qualifications include: "...proper certification as established by state law and the Public Education Department (PED)....qualifications set by the district.... bilingual Spanish and English." It is unclear what those other qualifications are.

The applicant did not provide job descriptions for the Secretary, Clerical, position identified elsewhere in the application.

The applicant provided incomplete job descriptions for staff that lack essential qualifications, and reporting lines. The applicant failed to provide some job descriptions.

Staff Evaluation

The head administrator will be responsible for implementing the NM Teacher Evaluation Program to effectively supervise and evaluate all educational staff members. The program is designed for maximum professional growth for all educational staff members, which will reflect positively for the learning, academic, and social growth of all students.

Columbus Community School (CCS) will adhere to all applicable state laws and regulations in the evaluation process. These include House Bill 212, which established the New Mexico Three-tiered Licensure System and Education Department Regulation 6.69.4 Performance Evaluation System Requirements for Teachers, which further defines specific requirements for a Highly Objective Uniform Statewide Standard of Evaluation (HOUSSE) for teacher licensure. New Mexico Statute 22-10A-4.B states that the New Mexico licensure framework for teachers is a progressive career system in which licensees are required to demonstrate increased competencies and undertake greater responsibilities as they progress through the licensure levels. CCS will follow uniform procedures for conducting annual evaluations of schoolteachers.

Annual performance evaluations shall be based on, among other things, how well the teacher's professional development plan was carried out and that measurable objectives were achieved. Goals must include measuring student achievement growth within the classroom. The head administrator shall observe each teacher's classroom practice according to the requirements of the NM Teacher Evaluation Program. Competencies and indicators for each teacher's licensure level (6.69.4.8.D and 6.69.4.10.C & D NMAC) will be evaluated. The head administrator will collaboratively develop a

Professional Development Plan (PDP) with each teacher no later than forty (40) days after the first day of each school year. In addition to observations, collection of additional forms of data will assure a valid assessment of each employee's ability to demonstrate the required competencies.

Options for additional data collection include, but are not limited to: review of videotape; written documentation of activities; locally developed survey of staff, students, and/or parents; review of student work and performance; review of the teacher's contribution to the school's vision, mission, and outcomes; portfolios; information gained through peer observation and/or peer coaching; anecdotal records; reflective journals; self-evaluations; instructional artifacts; and other formats satisfactory to the teacher and the head administrator.

CCS will provide mentorship of new teachers. Mentorship has been identified nationally as a critical part of teacher retention, student achievement, and enhanced school culture. The head administrator will develop an individualized mentorship plan with a new teacher and his/her mentor that addresses the level I teacher competencies that are built upon the foundation of the differentiated indicators. Each beginning teacher's professional development plan (PDP) will include his or her mentorship program participation. CCS will provide individual support for new teachers (NT) by designated mentors that include the following activities and/or services:

- Collaborative curriculum alignment, design, and planning
- Classroom observations of NT by the mentor and of mentor by NT. The observations may also include observation of a master teacher.
- Student assessment is reviewed by mentor/NT and evidenced by a supporting document.
- Conferences between mentor/NT will cover classroom management, differentiated instruction, use of standards-based rubrics, lesson planning and instructional resource development.

Mentor teachers will all receive training that includes:

- Understanding the development and needs of the new teacher;
- The process of developing mentor relationships;
- The process of documenting teacher growth;
- Best practices for working with new teachers.

Mentorship for all New Teachers is mandatory at CCS. CCS will have a structured procedure for the selection of mentors. The process will include creation of minimum criteria for the position, an interview process that includes participation by the NT, and be to open employees of the school and independent contractors. Mentors will need to demonstrate effective methods for measuring and implementing student achievement growth in their classrooms. Mentors receive compensation and that amount is to be determined by the head administrator.

Mentors will not make evaluative and summative assessments of the teacher, as that is the role of the site administrator. However, they will participate in formative assessments of the NT's progress. In the case of disputes or grievances between mentors and new teachers, the head administrator will conduct mediation between the two parties. If a satisfactory result cannot be found, the NT will be re-assigned to a new mentor. At the completion of the first year of mentorship, the mentor will provide written feedback to the head administrator on the year's activities. This information will be considered in combination with the standard evaluation process at the school. If the mentorship was not successfully completed, the head administrator can provide additional mentorship for two or three additional years. CCS shall create an ad hoc committee to develop a process for including

board members, administrators, and other school personnel in the design, implementation, and evaluation of the mentorship program. This process shall be completed after the opening of school.

Application

D.(3)(a) Provide a **clear, comprehensive, and cohesive** staffing plan that demonstrates an understanding of the school's staffing needs and is **reasonable and adequate** to support effective and timely implementation of the academic program/ curriculum.

Staffing Plan

See ATTACHMENT F

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D.(3)(a) Staffing Plan Need	The school provides a clear, comprehensive, and cohesive staffing plan that demonstrates an understanding of staffing needs and appears reasonable and adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a clear staffing plan that appears adequate to support effective and timely implementation of the academic program/ curriculum.	The school provides a limited staffing plan to support adequate implementation of the academic program/ curriculum.	The school provides a staffing plan that is inadequate or, incomplete. --OR-- The application does not provide a staffing plan.

COMMENTS:

Partially Meets

The applicant provides a limited staffing plan to support adequate implementation of the academic program/ curriculum.

The applicant provided a list of staffing needs in FTE by calendar year. This plan is incomplete because it does not provide a timeframe for recruiting, hiring, training and orientation, preparation to implement the instructional program. The table includes the Business Manager and Custodial but does not provide

tentative personnel staffing needs for those positions, stating that they will be contracted..

D. (3) (b) Provide a **clear, comprehensive, and cohesive** staffing plan that is clearly aligned with the budget, projected enrollment, and implementation schedule.

Staffing Plan Alignment with Budget

Ranking				
← Satisfied		Not Satisfied →		
D.(3)(b) Staffing Plan Alignment	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school's staffing plan is clearly aligned with the budget, projected enrollment, and implementation schedule.	The school's staffing plan is clear and complete and generally appears to be aligned with the budget.	The school's staffing plan is adequate and partially aligned with the budget.	The school's staffing plan is inadequate or incomplete and does not align with the budget. --OR-- The application does not provide a staffing plan.

Comments:

Does Not Meet

The applicant provided an incomplete staffing plan.

This plan is incomplete because it does not provide a timeframe for recruiting, hiring, training and orientation, preparation to implement the instructional program. The plan is incomplete because it lists Business Manager and Custodial but does not provide tentative personnel staffing needs for those positions.

The applicant stated earlier that the special education teacher would provide special education services .7 FTE and general education services .3 FTE. This is not reflected in either the budget or the staffing plan.

The applicant's plan is inadequate or incomplete and it does not completely align with the budget. In the budget the second year budget appears to provide for .75 FTE guidance counselor, but the staffing plan provides for 1.0. The budget include Secretary, Clerical, Technical Assistants at 1.0 (year 1), 1.5 (Year 2), 2 (Years 3-5) but the staffing chart provides 1.0 FTE annually. The budget provides for .5 FTE special education in year 2, but the staffing plan provides for .75. The staffing plan provides for 2.0 FTE special education Instructional Assistants in years 3-5, but the budget includes only 1.0 FTE in each of those years.

D.(5) Provide a calendar and schedule (length of school day and school year including total number of days/hours of instruction) that **completely comply** with **all** state requirements and ensure **effective, successful** implementation of the academic program/curriculum. Describe in detail how this schedule

supports your school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

School Day/Year

Our school day is 7 instructional hours plus 30 minutes for lunch. There are 171 school days and 1197 instructional hours in the year. This includes up to 6 days for Parent-Teacher Conferences. The extended school day will allow for flexibility for students and teachers to move about different project areas and to interact in the collaborative efforts of student teams and teacher teams. We recognize that project based learning is a very motivating tool to get students to learn and achieve high outcomes, but we also recognize that this type of instruction requires more research and implementation time.

School will function on a year-round schedule, roughly aligned with the Deming Public Schools Columbus Elementary school schedule. This will eliminate the present conflicting schedules that parents who have students in both the elementary school and middle and high school in Deming. Teachers will have 185 contract days which include all student instructional days, Parent-Teacher Conference Days and days for professional development.

See ATTACHMENT G

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D.(5) School Day/Year	The school provides a calendar and schedule that completely comply with all state requirements and ensure effective, successful implementation of the educational program/curriculum. The school provides a detailed description of how the calendar optimally supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with most state requirements and are sufficient to ensure successful implementation of the educational program/ curriculum. The school provides some detail regarding how the calendar supports high achieving outcomes for the target student population.	The school provides a calendar and schedule that comply with some state requirements. The school provides few details regarding how the calendar supports the target student population.	The school provides an incomplete or inadequate calendar and schedule that may or may not comply with state requirements. --OR-- The application does not address a school calendar and schedule.

Comments:

Partially Meets

The applicant provided a calendar, found within the application following Attachment E. (1) c, and

schedule (length of school day and school year including total number of days/hours of instruction) found within the application as Attachment E. (1) b---in lieu of Attachment G.

The applicant provided few details regarding how the calendar supports the target student population. The applicant provided details as to the total instructional hours: "Our school day is 7 instructional hours plus 30 minutes for lunch. There are 171 school days and 1197 instructional hours in the year". This total number of hours is beyond the state minimum total of 1080 hours.

The applicant provided brief details regarding the extra hours needed to implement the educational program: "the extended school day will allow for flexibility for students and teachers to move about different project areas and to interact in the collaborative efforts of student teams and teacher teams... project based learning ...requires more research and implementation time."

The applicant provided a calendar and schedule that comply with some state requirements. The applicant provided few details regarding how the calendar supports the target student population.

D.(6) Provide a **clear, comprehensive, and compelling** plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission, and performance goals. Ensure that the plan is supported by the budget.

Professional Development Plan

The evaluation process will consist of an annual performance evaluation based on an annual professional development plan that meets the requirements of the state's high objective uniform standard of evaluation as provided in 6.69.4.10 NMAC. No later than forty school days after the first day of school of each school year, each teacher and his/her school head administrator shall establish a professional development plan for the teacher, with measurable objectives, for the coming year based on, among other things:

1. The PED's nine teaching competencies and indicators for the teacher's licensure level;
2. The previous year's annual evaluation, if applicable; and
3. Assurance that the teacher is highly qualified in the core academic subject(s) the teacher teaches and that the school has appropriately assigned the teacher to teach in the subject(s) in which the teacher is highly qualified.

Annual performance evaluations shall be based on, among other things, how well the professional development plan was carried out and the measurable objectives were achieved. The school head administrator shall observe each teacher's classroom or program practice at least once annually to determine the teacher's ability to demonstrate state adopted competencies and indicators for each teacher's licensure level.

Ranking			
←		Satisfied	Not Satisfied →
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

D.(6) Professional Development Plan	The school provides a clear, comprehensive, and compelling plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission and performance goals. The plan is completely supported by the budget.	The school provides a clear plan for Professional Development that meets state requirements, supports the implementation of the school's educational plan, mission and performance goals. The plan is mostly supported by the budget.	The school provides a limited plan for Professional Development that meets state requirements and appears to be somewhat supported by the budget.	The school provides an inadequate or incomplete Professional Development Plan. --OR-- The application does not address a Professional Development Plan.
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Comments:

Does Not Meet

The applicant discusses the annual performance evaluations, but its response indicates the applicant does not understand the NMTEACH evaluation process. The applicant does not address a professional development plan.

E. Employees.

E. (1) **Clearly describes** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). Please offer a **complete and appropriate explanation of** how you will address employees' recognized representatives.

Employer/Employee Relationship

Columbus Community School's nondiscrimination policy forbids discrimination against any employee because of the employee's race, color, sexual orientation, religion, gender, age, national origin, or disability. Underlying this entire section is the belief that positive relationships between employees and the school promote higher quality work and a positive, productive work environment for the school. Such an environment ultimately results in promoting students' learning and achievement.

Every effort will be made to address performance concerns immediately and in a coaching rather than punitive fashion. The work year for employees will consist of 185 days, 171 of which are to be used for instruction and parent-teacher conferences and 14 for classroom preparation and professional development. Workdays shall consist of an eight-hour day. Every effort will be made to schedule staff meetings and curriculum planning sessions during the day, but these activities may

extend beyond the eight hour day. Additionally, staff will attend open houses and other evening and weekend events.

Columbus Community School does not anticipate employees' recognized representatives, however, should it occur that employees decide to organize; the school will follow state statutory and regulatory requirements.

	Ranking			
	Satisfied ←		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E.(1) Employer/Employee Relationship	The school clearly describes the employer/employee relationship and provides clear terms of employment for all classes of employees. The school completely and appropriately explains how it will address employees' recognized representatives.	The school describes the employer/employee relationship and provides the terms of employment for all classes of employees. The school explains how it will address employees' recognized representative.	The school provides a limited description of the terms of employment for all classes of employees and may or may not address how the school will address employees' recognized representatives.	The school's description of the employer/employee relationship is incomplete or inadequate. --OR-- The application does not address the relationship between the employer and the employee.

Comments:

Partially Meets

The applicant provided a limited description of the terms of employment for all classes of employees and does not address how the proposed school will address employees' recognized representatives.

Specifically, a limited description of the terms and conditions of employment includes timeframes: "The work year for employees will consist of 185 days, 171 of which are to be used for instruction and parent-teacher conferences and 14 for classroom preparation and professional development. Workdays shall consist of an eight-hour day."

Next, the applicant provided a limited description of the terms and conditions of employment by not mentioning the classes of employees (administration, professional staff, and administrative staff, exempt, non-exempt, permanent, temporary, full-time, part-time) within the narrative. The applicant did not address job responsibilities, required work days, hours, breaks, vacation and sick days all of which define the employer/employee relationship. Additionally, the narrative does not include information about health insurance, life insurance or retirement plans.

Finally, the applicant provided a limited description of how it will address employees’ recognized representatives by not stating a full account of types of representatives or the method by which it will address these concerns: “Columbus Community School does not anticipate employees’ recognized representatives, however, should it occur that employees decide to organize; the school will follow state statutory and regulatory requirements.”

The applicant provided a limited description of the terms of employment for all classes of employees and did not address how the proposed school will address employees’ recognized representatives.

E.(2) Provide a **clear, comprehensive, and cohesive** set of governing body personnel policies and procedures **that are aligned** with the stated employer/employee relationship, and comply with all applicable state and federal statutes and regulations (attach as Appendix E). **OR** If you plan to develop those governing body personnel policies and procedures later, state how and when they will be developed and how you will ensure that they comply with applicable federal and state statutes and regulations.

Personnel Policies
See Appendix E

We see this policy as a preliminary document. Consistent with our philosophy of maximum involvement of school population, this policy will continually be reviewed, at least annually, to meet changing needs of school personnel as well as the school itself.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet— 1

E.(2)Personnel Policies	<p>The school provides a clear, comprehensive, and cohesive set of personnel policies and procedures that are aligned with the stated employer / employee relation-ship, and comply with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a clear, comprehensive, and cohesive plan that states how and when personnel policies will be developed and how it will ensure that they comply with all applicable federal and state statutes and regulations.</p>	<p>The school provides a clear set of personnel policies and procedures that mostly complies with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a clear plan that states how and when personnel policies will be developed and how it will ensure that they comply with most of the applicable federal and state statutes and regulations.</p>	<p>The school provides a limited set of personnel policies and procedures that somewhat comply with all applicable state and federal regulations (attached as Appendix E).</p> <p>—OR—</p> <p>The school provides a plan that states how and when personnel policies will be developed and how it will ensure that they comply with some of applicable federal and state statutes and regulations.</p>	<p>The school provides an incomplete or inadequate set of personnel policies and procedures.</p> <p>--OR--</p> <p>The application does not address personnel policies and procedures or plans to develop the policies.</p>
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Comments:

Partially Meets

The applicant provides a limited set of personnel policies and procedures that somewhat comply with all applicable state and federal regulations (attached as Appendix E). The policies address major issues including Grievance Procedures, Employee Standards of Conduct, Solicitations and Distributions, Sexual Harassment, Violence in the Workplace, E-M ail and Internet Use Policy, Conduct with Students, Student Confidentiality, and Leave. The policies do not address discipline, termination, or other terms of employment such as timekeeping, pay, etc.

E. (3) Provide a staff discipline process that is **clear, comprehensive, and cohesive** and that is aligned with the stated employer/employee relationship, and follows an appropriate route ensuring due process.

Staff Discipline Process

Employment policies for staff and procedures that comply with the School Personnel Act as set forth in the Personnel handbook will apply. These policies will be developed in consultation with the school's employees and with due recognition of the New Mexico School Personnel Act that mandates school employee rights be safeguarded. All employees will be given an updated copy of these policies during the first staff meeting of each academic year or when revised.

Please see Appendix E for the draft Personnel Policy Handbook. In addition, Columbus Community School will be guided in its development of such policies by the following principles:

- Consultation and collaboration with all employees;
- Maintaining a balance of the school’s responsibilities to safeguard employee rights while maintaining the greatest commitment to the welfare of the students; and
- Adherence to the principle of progressive discipline and collaborative employee evaluation

Ranking				
← Satisfied		Not Satisfied →		
E.(3) Staff Discipline Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a staff discipline process that is clear, comprehensive, and cohesive and aligned with stated employer/employee relationship, and follows an appropriate route that ensures due process.	The school provides a staff discipline process that is clear and follows an appropriate route that ensures due process.	The school provides a limited staff discipline process that partially follows an appropriate route that ensures due process.	The school provides an inadequate or incomplete staff discipline process. --OR-- The application does not address a staff discipline process.

Comments:

Does Not Meet

The application does not address a staff discipline process.

The applicant stated there is no discipline process submitted here. “These policies will be developed in consultation with the school’s employees and with due recognition of the New Mexico School Personnel Act that mandates school employee rights be safeguarded. “

The applicant directs to Appendix E, but appendix E does not contain any discipline policies.

The applicant did not provide a staff discipline process.

E.(4) Provide a **clear, comprehensive, and cohesive** employee grievance process that is aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines.

Grievance Process

Columbus Community School will process grievances as rapidly as possible. The timelines specified may, however, be modified by mutual written agreement. The first step in the grievance process is to present the grievance to the Head Administrator. If resolution to the grievance cannot be achieved at this meeting then the employee filing a grievance shall, within fifteen (15) days after the informal problem resolution procedure has been completed, file a written grievance with the Head Administrator. The Administrator shall respond in writing within seven (7) days to the written grievance. If the aggrieved is not satisfied with the Head Administrator's decision, the employee may, within seven (7) days after receipt of the Head Administrator's written response request a hearing before the Governing Board. The Governing Board's decision is final.

Ranking				
← Satisfied		Not Satisfied →		
E.(4) Grievance Process	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive employee grievance process that is completely aligned with the stated employer/employee relationship, and includes provisions for appropriate protections and appeals, and time frames that follows legal guidelines.	The school provides a clear employee grievance process that mostly aligns with the stated employer/employee grievance process, and includes provisions for appropriate protections and appeals, time frames, and that follows legal guidelines.	The school provides an employee grievance process that partially follows appropriate legal guidelines.	The school provides an inadequate or incomplete employee grievance process. --OR-- The application does not address the school's employee grievance process.

Comments:

Partially Meets

The applicant provides an employee grievance process that partially follows appropriate legal guidelines.

The applicant has provided two different grievance procedures. One in the narrative and one in the employee policies. The two do not align.

The policy from the narrative provides a three step process. First informal communication with the head administrator. Second a written complaint within 15 days of completing the first step—the administrator has seven days to respond. Third, a complaint to the governing board within 7 days of the head administrator's response. No timelines are provided for the governing board's response. No details about process is provided for any of these steps, the ability to provide evidence and information is unclear.

The applicant did not provide an appeals process: "The Governing Board's decision is final" indicating there is no appeals process past the final decision.

In the handbook, the applicant states that the process includes the following steps. First, discussion

with the head administrator. Next, written submission to the head administrator who has 10 days to respond. Next, submission to the Governing body within 10 days of the initial decision by the head administrator. The governing board will meet with the grievant within 10 days and both parties will be allowed to submit evidence and witnesses, then a decision will be rendered within 10 days. Last, within 15 days of the governing board's decision the applicant can appeal to an arbitrator the details of this process require the use of "Arbitrators from the Federal Mediation and Conciliation Service" and the completion of a report by the arbitrator within 30 days of the appeal hearing.

It is unclear which policy the applicant will implement. While the policy in the handbook is more comprehensive, it is unclear if the applicant has provided a clear employee grievance process includes provisions for appropriate protections and appeals, time frames, and that follows legal guidelines.

F. Community/Parent/Employee Involvement in Governance.

F. (1) Provide a **clear, comprehensive, and cohesive** plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school. The plan includes how **parental involvement will help to advance** the 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.

Community Involvement

CCS's Governing Board will establish a committee structure that invites the community to participate in its deliberations. All Board committees are composed of the board and community members as well as students. In addition, the school will have a center for parents and the community that is responsible for reaching out to the community to form partnerships that are reciprocal in nature (good for the school and good for the community). The center will create an advisory committee that will help with outreach efforts that can bring public input to the school through structured "Community Conversations".

In addition, the school will host four family meetings throughout the year where parents and students will meet with school faculty to work together on behalf of the students. The nature and content of the meetings will be determined by what may be going on in the school/community that both can address together for the benefit of the students and their learning and that of the community, as well.

Finally, CCS will be a demonstration-based school that relies upon the input of its community partners. Curriculum is developed with their input, teachers receive some training from them, and they are asked to help evaluate learning in the school.

	Ranking
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	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(1) Community involvement.	The school provides 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 school. The plan includes how parental involvement will help to advance the school's mission.	The school provides a clear plan that describes school structures that will provide meaningful parental, professional educator, and community involvement in the governance and operation of the school.	The school provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the school.	The school provides an inadequate and incomplete plan or description of meaningful parental, professional educator, and community involvement in the governance and operation of the school. --OR-- The application does not address community involvement.

Comments:

Partially Meets

The applicant provides a limited plan that identifies opportunities for parental, professional educator, and community involvement in the governance or operation of the proposed school.

The applicant provided a vague description of potential structures for involvement in governance, stating "CCS's Governing Board will establish a committee structure that invites the community to participate in its deliberations. All Board committees are composed of the board and community members as well as students." It is unclear what committees will be formed, or how community participation will be meaningful, and how inviting participation is meaningful. Parent and professional educator participation is not mentioned.

The applicant stated it will have a center for parents and the community that is responsible for reaching out to the community to form partnerships that are reciprocal in nature." No mention of how the center would allow for meaningful participation in the governance and operation of the proposed school is provided. No mention of how this would advance the proposed school's mission is provided.

The applicant also identifies that it will hold "family meetings throughout the year where parents and students will meet with school faculty to work together on behalf of the students. The nature and content of the meetings will be determined by what may be going on in the school/community that both can address together for the benefit of the students and their learning and that of the community, as well." Again this does not describe meaningful participation in school governance or operations.

The applicant provides a limited plan that identifies opportunities for some parental, professional educator, and community involvement in the governance or operation of the proposed school.

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 assures a timely and meaningful response from school administration or the GB.

Complaint Resolution

It will be Columbus Community School's policy to encourage the discussion and resolution of problems at the lowest level possible. Whenever a complaint is made directly to the Governing Board or an individual Board member, such complaint shall be referred to the Head Administrator for study and possible resolution. The Governing Board will not consider or act upon concerns or complaints that have not been submitted for study and possible resolution by the School's administration. The policy will apply to students and their parents or legal guardians.

The following procedures should be followed to resolve problems, concerns, and complaints:

Classroom Problems

- Parents/guardians should address classroom problems with the classroom teacher in an individual conference.
- Unresolved classroom problems should be submitted in writing to the Head Administrator along with a suggested remedy or solution.
- The Head Administrator may choose to hold a meeting with parties individually or in a single meeting to gather information related to the concern or complaint.
- The Head Administrator must submit a written response within five (5) working days from the date the concern/complaint is submitted• If the concern or complaint is about a school employee, the Head Administrator's decision shall be the final level of review.
- Concerns or complaints which are not about a school employee may be appealed in writing to the Governing Board.
- The Governing Board will review the written record regarding the concern or complaint and will submit a written decision within twenty (20) working days. With the exception of personnel issues, the Governing Board shall be the final level of review.

Other concerns and complaints:

Other concerns and complaints include, but are not limited to, complaints about personnel, Governing Board policies, discrimination, sexual harassment, Title IX (prohibiting gender discrimination in educational and activity programs), Title VI (prohibiting discrimination on the basis of race, color or national origin in educational and activity programs), the McKinney-Vento Education for Homeless Children and Youth Act, and all instructional programs of the School by the general public, parents, staff or students. A written complaint must be submitted to the Head Administrator and must include:

- (1) the name of person or group submitting the concern or complaint,
- (2) a summary of the complaint with reference to applicable policies, procedures, statutes, or laws, and
- (3) a suggested remedy.

- The Head Administrator may choose to hold a meeting with parties individually or in a single meeting to gather information related to the concern or complaint.
- The Head Administrator must submit a written response within ten (10) working days from the date the concern/complaint is submitted.

If the person or persons submitting the concern/complaint are still aggrieved, the concern/complaint may be appealed to the Governing Board, in writing, stating why the decision or resolution from the Head Administrator is not acceptable.

- The Governing Board may meet with the parties individually or in a single meeting to gather information needed to address the concern or complaint.
- The Governing Board must submit a written response within ten (10) working days from the date the written appeal is received.
- If the concern/complaint is about a school employee, the Head Administrator's decision shall be the final level of review.
- With the exception of personnel issues, the Governing Board shall be the final level of review. Situations not covered by this concerns and complaint process include: the discretionary act(s) of professional judgment related to the evaluation of the work performance of any employee by his or her immediate supervisor;
- any personnel decision made by the Head Administrator, including, but not limited to, a refusal to employ or employ, a discharge, a demotion, or any other action directly and adversely affecting the employment of an employee.
- any situation in which the Head Administrator and the Governing Board are without authority to act;
- situations in which the remedy for the alleged violation exclusively resides in some person, agency, or authority other than the Head Administrator or the Governing Board;
- situations as to which a different procedure or remedy has been provided by law; policy or procedure;
- situations involving a complaint or grievance by a contractor; and
- the termination or discharge of an employee

Ranking				
← Satisfied		Not Satisfied →		
F(2) Complaint Resolution	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides 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 assures a timely and meaningful	The school provides a clear plan to receive and process concerns and complaints from the community and parents. The plan is somewhat transparent, fair, accessible to the community, and assures a timely and meaningful response from the	The school provides a limited plan to receive and process concerns and complaints from the community and parents, and assures a timely response from the school	The school provides an inadequate or incomplete plan to address community and parent complaints. --OR-- The school does not address complaint resolution.

	response from school administration or the GB.	school administration or the GB.	administration or the GB.	
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Comments:

Partially Meets

The applicant provides a limited process for concerns and complaints: “The Head Administrator may choose to hold a meeting with parties individually or in a single meeting to gather information related to the concern or complaint...”

The applicant did not provide a clear plan for the delivery of complaints within the process: “Whenever a complaint is made directly to the Governing Board or an individual Board member, such complaint shall be referred to the Head Administrator for study and possible resolution... Concerns or complaints which are not about a school employee may be appealed in writing to the Governing Board.”

The applicant provided contradictory statements regarding the process: “The Head Administrator must submit a written response within five (5) working days from the date the concern/complaint is submitted” and, within the same narrative, “The Head Administrator must submit a written response within ten (10) working days from the date the concern/complaint is submitted. “

G. Student Policies.

G.(1) Provide and attach as Appendix F, **clear, comprehensive, and cohesive** Student Discipline Policies (6.11.2 NMAC) that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a **detailed explanation** of how it will take into account the rights of students with disabilities.

Student Discipline Policy

See Appendix F

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

G.(1) Student Discipline Policy	The school provides clear, comprehensive, and cohesive Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides a detailed explanation of how it will take into account the rights of students with disabilities.	The school provides a clear Student Discipline Policies that comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The school provides an explanation of how it will take into account the rights of students with disabilities.	The school provides limited Student Discipline Policies that partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules.	The school provides incomplete or inadequate Student Discipline Policies set forth in the Public Education Department rules. --OR-- The application does not address student discipline policies.
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Comments:

Partially Meets

The applicant provides limited Student Discipline Policies that partially comply with the Student Rights and Responsibilities as set forth in the Public Education Department rules. The applicant provides an explanation of how it will take into account the rights of students with disabilities.

The applicant provides student discipline policies that address :

Actions Subject To Disciplinary Action

Interventions/Consequences

Disciplinary Considerations For Special Education Students

Staff Actions For Infractions

The applicant's policies do not address search and seizure, enforcement of attendance, or corporal punishment.

The applicant's policies identify that for long term suspensions and expulsions "A student must be given the opportunity for a due process hearing prior to the suspension." This partially aligns with Student Rights and Responsibilities, it does not take into account that even for temporary (short term) suspensions, a student "first be informed of the charges against him or her and, if (s)he denies them, shall be told what evidence supports the charge(s) and be given an opportunity to present his or her version of the facts."

The applicant's policies address most of the requirements for students with disability, but does not address all requirements including the alternative placement of students.

G. (2) Provide a **clear, comprehensive, and cohesive** plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. Ensure that the plan is consistent with the Students' Rights and Responsibilities rules.

Alternative Placements

Students with disabilities are treated differently than those without disabilities when it is determined that behavioral infractions are a result of the student's disability. Students with a disability may not be long-term suspended or expelled for conduct that is a manifestation of his or her disability unless the misconduct involves possession of a dangerous weapon, a drug offense, the student has inflicted serious bodily injury on another person, or unless the student is proven dangerous. In this case, the long-term suspension may be prescribed; however, it cannot exceed 45 days. Statutory procedural protections ensure that a student with a disability, who has received a long-term suspension or expelled from school, continues to receive educational services as determined by the student's IEP team.

Services must be provided, to the extent necessary, to enable the student to participate in the general curriculum, although in another setting, and progress toward meeting the goals set out in his or her IEP. Notice must be given to the parents on the date on which the decision is made to impose a removal that constitutes a change of placement. The district is obligated to conduct a Manifestation Determination Review (MDR) meeting within 10 school days of any decision to change the student's placement. The MDR is to evaluate the relationship, if any, between the student's misconduct and his or her disability. The MDR is conducted by the school, the student's parents, and relevant members of the IEP team. Any consideration of an Interim Alternative Educational Setting (IAES) must conform to a Free Appropriate Public Education (FAPE). Columbus Community School's consideration on how to proceed with discipline of students with disabilities will be based on the following authority and guidelines:

- The IDEA 2004 (20 USC Section 1415, Procedural Safeguards)
- The federal Department of Education's regulations, 34 CFR Part 300 (2006)
- The New Mexico state rules (New Mexico Administrative Code, Sections 6.11.2.1 through 6.11.2.12 and 6.31.2.1 to 6.31.2.14)
- State of New Mexico Technical Assistance Manual: Student Discipline for Students with Disabilities, April 2008.

If the issue should be minor and not related to the student's disability, a student may be placed in short-term in-school suspension, as needed and as appropriate. The school will designate an appropriate place as needed.

Ranking				
← Satisfied		Not Satisfied →		
G.(2)Alternative Placements	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive plan for addressing alternative educational settings for eligible	The school provides a clear plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is	The school provides a limited plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is somewhat	The school provides an inadequate or incomplete plan for addressing alternative educational settings for eligible students who are long-term suspended or

	students who are long-term suspended or expelled. The plan is consistent with the Students' Rights and Responsibilities rules.	consistent with the Students' Rights and Responsibilities rules.	consistent with the Students' Rights and Responsibilities rules.	expelled. --OR-- The application does not address alternative placement of students.
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Comments:

Does Not Meet

The applicant provided an inadequate or incomplete plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled.

The applicant's response identifies when alternative education settings may be required and the process that would lead up to a suspension that might result in an alternative education setting. The applicant does not, however provide a plan for addressing educational setting for eligible students. Specifically, the applicant merely states, "If the issue should be minor and not related to the student's disability, a student may be placed in short-term in-school suspension, as needed and as appropriate. The school will designate an appropriate place as needed."

The applicant does not describe how it will be determined what is "needed and appropriate" or how a place will be designated. The applicant does not identify how it will ensure students continue to receive their IEP services.

H. Student Recruitment and Enrollment.

H.(1) Provide a **clear, comprehensive, and cohesive** outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are **reasonable**. Ensure that the outreach/ marketing plan is supported by the budget.

Student Recruitment

The Columbus community is a small, isolated community where much of the recruitment can be done door-to-door by board members and volunteers. In addition, announcements of recruitment for the school will be posted in the local newspaper and radio station. Posters and flyers will be posted in local businesses, churches, and other places where people congregate.

A series of community meetings will be held in order to further inform parents of the school and assist them in the completion of registration documents. The following is the timeline for recruitment and enrollment:

- Initial outreach, December 2015 – January 2016.
- Establishment of phone number, mailing address, and website – January 2016.
- Community meetings: second week of January, 2016 and first week of February, 2016, for early enrollment and recruitment of volunteers to assist in recruitment.

Early enrollment to close March 30, 2016, with a lottery, in case more students enroll than slots are available.

- Second enrollment period from March 31 to May 1, 2016 in case slots are still available.
- Third enrollment period from May 2 to July 1, 2016.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(1) Student Recruitment	The school provides a clear, comprehensive, and cohesive outreach and recruitment plan that ensures equal access to the school and is likely to be effective in attracting students from the targeted population. The recruitment /enrollment timelines presented are reasonable . The outreach/ marketing plan is completely supported by the budget.	The school provides a clear outreach and recruitment plan that ensures equal access to the school. Adequate recruitment /enrollment timelines are presented. The outreach/ marketing plan appears to be supported by the budget.	The school provides a limited recruitment plan for ensuring equal access to the school. General recruitment /enrollment timelines presented. The outreach/ marketing plan is partially supported by the budget.	The school provides an inadequate or incomplete outreach and recruitment plan. Or the plan/timelines are not reasonable or are not likely to be effective or ensure equal access to the school. The outreach / marketing plan does not appear to be supported by the budget. --OR-- The school does not address student recruitment.

Comments:

Partially Meets

While the applicant stated all students would come from Columbus Elementary School, the applicant's response raises legal questions. Specifically, the applicant did not provide how it will ensure the New Mexico residents are first served, then, if there is enough accommodation, the non-New Mexico residents will be served, as stated in state statute: "22-12-5. School attendance. (1990) A. Local school boards may admit school-age persons who do not live within the school district to the public schools within the school district when there are sufficient school accommodations to provide for them." The applicant has stated that many of its students will be US citizens who are residents not of New Mexico, but of Mexico. The applicant has not addressed the requirement to charge tuition of students who are not New Mexico students and who have not been educated previously in a New Mexico school, the applicant's budget also does not address this.

The applicant provided a limited timeline for outreach: "Initial outreach, December 2015 – January 2016...A series of community meetings will be held ...Community meetings: second week of January, 2016 and first week of February, 2016..." It does not appear that two scheduled meetings is a "series", which does not appear to be enough expended effort therefore, reasonable.

The applicant did not indicate who any responsible persons are for this process and provided limited details about the outreach. The applicant has identified potential strategies including: done door-to-

door by board members and volunteers, posted in the local newspaper and radio station, posters and flyers will be posted in local businesses, churches, and other places where people congregate. The applicant did not identify which of these methods would be used when and what information would be conveyed or how these efforts would be organized and tracked.

The applicant provided budget allocation for the marketing plan, as supported in item 11000, 2300, 55400, 000---First Year \$1500.00 and progressing annually. The outreach / marketing plan appears to be supported by the budget.

The applicant does not identify essential enrollment timelines including when registration forms will be made available and collected.

The applicant's proposed plan is limited because it does not clearly identify: 1) a reasonable timeline; 2) responsible persons; 3) measurable outcomes; 4) ensuring equal access.

H. (2) Provide a **complete, comprehensive, and cohesive** description of your lottery process and procedures that comply with state statutes, and **support equal access** to the school (include how you will maintain a wait list). Please provide tentative timeframes or dates.

Lottery Process

Opportunities for enrollment will be advertised in local newspapers, on the school's website, through distribution of flyers, through focus groups held throughout the year at different locations in the community, and other means deemed appropriate by the Governing Board. Columbus Community School will begin accepting student applications in January of 2016. The first lottery will be held at the end of April, with subsequent lotteries held as needed each month (specific date to be determined). Applications for enrollment will be accepted on a first-come first-serve basis, as permitted by NMSA 1978 22-8B-4.1A.

If the number of applications exceeds the number of openings, a lottery process for admission will be instituted for all applicants. Letters will be sent to all parents that more students have applied than slots are available and that by state law, a lottery must be conducted. Included in the letter will be the schedule for the lottery. Notice of the lottery, including the date and time, will be advertised to the public in the local newspaper and posted at local gathering locations. During the lottery ceremony, the head administrator, or a designee, will draw numbers for the lottery. The corresponding names will be listed in the order that they are drawn.

All names will be drawn and listed in the order of the drawing on the appropriate grade-level roster. After openings are filled, all others are put on a waiting list according to the order of the drawing. If a vacancy occurs, they will be called in that order. If upon being called, they turn down the opportunity to attend CCS, then the next person on the list will be called until the vacancy is filled. The lottery will be open to the public and advertised in a manner to conform to the Open Meetings Act. Both the Governing Board and school staff will be present for the drawing.

Subsequent lotteries will be conducted based upon enrollment needs. Students who are accepted will be notified via a letter sent to their homes. Students who do not confirm within the deadline specified

in the letter will forfeit their right to attend Columbus Community School for the year they applied. Applications will be accepted on an on-going basis. Applications will be kept on file at the school at all times.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H.(2) Lottery Process	The school provides a complete, comprehensive, and cohesive description of its lottery procedures that comply with state statutes, and support equal access to the school. Tentative dates are provided.	The school provides a clear description of its lottery procedures that comply with state statutes. Tentative dates are provided for the most part .	The school provides a general description of lottery procedures that comply with state statutes. Some tentative dates are provided.	The school provides an inadequate or incomplete description of its lottery procedures or what is provided does not comply with state statutes. --OR-- The school does not address the lottery process.

Comments:

Partially Meets

The applicant provides a general description of lottery procedures that comply with most state statutes. The applicant identifies that it will conduct a lottery only if there are more registration forms than spaces. The applicant identifies that it will provide "Notice of the lottery, including the date and time, to the public in the local newspaper and posted at local gathering locations."

The applicant provides an unclear description of how the lottery will be conducted stating "During the lottery ceremony, the head administrator, or a designee, will draw numbers for the lottery. The corresponding names will be listed in the order that they are drawn." No description is provided about how student names will be assigned to numbers.

The applicant also does not identify if it will conduct the lottery overall or by grade level. The applicant provides limited details about maintaining the waiting lists stating only, "After openings are filled, all others are put on a waiting list according to the order of the drawing. If a vacancy occurs, they will be called in that order. If upon being called, they turn down the opportunity to attend CCS, then the next person on the list will be called until the vacancy is filled."

The applicant states, "Students who do not confirm within the deadline specified in the letter will forfeit their right to attend Columbus Community School for the year they applied." It is unclear if this complies with law, or if the student should be allowed to put their name back on the waiting list.

Some tentative dates are provided in the prior response that conflict with the one data provided in this

response . Specifically, in this response the applicant identifies, “first lottery will be held at the end of April.” In contrast, the prior response indicated an initial lottery on or around March 30, 2016”, with additional potential lotteries on or around May 1, 2016 and July 1, 2016.

Enrollment Process

Enrollment and transfer in

Step 1—Student is drawn in a lottery

Step 2—CCS calls to confirm enrollment

Step 3—Registration appointment is scheduled

Step 4—Registration packet is completed (verification of birth date, parent or guardian confirms attendance if the student is under 18, contact information, transcripts, 504 and/or IEP are requested)

Step 5—Student starts school either same day or following school day

Withdrawal and transfer out

Step 1—Student completes a withdrawal form and parents confirm, if student is under 18

Step 2—Transcripts are sent to new school

Step 3—Transcripts are held if there is a fine pending

Disenrollment

Step 1—If a student is absent for more than 10 days and the parents have not responded to contact from the school, then the student is dis-enrolled.

I. Legal Compliance.

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

Conflict Of Interest

The Governing Board bylaws will address conduct of its members. Members will be required to sign conflict of interest disclosure statements, be familiar with their responsibilities as a member in the context of conflict of interest issues, and clearly understand their ethical and fiduciary obligations to the school. See Appendix “G” for conflict of interest policy and disclosure form.

	Ranking			
	Satisfied ←		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

I.(1) Conflict of Interest	The school provides a current, clear, comprehensive, and cohesive Conflict of Interest Policy that demonstrates an understanding of, and capacity to meet the requirements of the law. The school provides a sample disclosure statement of any real or potential conflict of interest.	The school provides a clear Conflict of Interest Policy that meets demonstrates an understanding of the requirements of the law.	The school provides a limited Conflict of Interest Policy. However, the school's response may raise questions or concerns about understanding or capacity regarding the requirements of the law.	The school provides a Conflict of Interest Policy that is inadequate or incomplete or does not meet the requirements of the law. --OR-- The application does not address a Conflict of Interest Policy.
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Comments:

Does Not Meet

The applicant's conflict of interest policy does not meet the requirements of law.

It is unclear whether the applicant's definition of a conflict of interest complies with the requirements of 22-8B-5.2, which states, "A conflict of interest exists when the member, employee, officer or agent or an immediate family member of the member, employee, officer or agent has a financial interest in the entity with which the charter school is contracting." The applicant's definition states, "A conflict of interest occurs whenever a Governing Board member permits the prospect of direct or indirect personal gain (or gain to a relative or Related Entity) to influence improperly his or her judgment or actions in the conduct of CCS. It is not practical to specify every action that might be considered to raise a conflict of interest."

The applicant's policy appears to comply with the same statute, by disallowing the participation of conflicted members in meetings at which the Board is "selecting, awarding or administering a contract with the charter school if a conflict of interest exists. The applicant's policy states, "Board members shall not participate in open meeting or Closed Session deliberations or votes relating to ... any transaction between CCS and any Related Entity of the Governing Board member."

It is unclear, however, if the applicant's policy ensures compliance with the statutory provision that states, "A person shall not serve as a member of a governing body of a charter school if the person or an immediate family member of the person is an owner, agent of, contractor with or otherwise has a financial interest in a for-profit or nonprofit entity with which the charter school contracts directly, for professional services, goods or facilities." The applicant's policy appears to allow this stating that as long as it is approved in an open meeting by the board, the board may engage in "Acquiring, leasing, and selling any property, facilities, materials, or contract services (e.g., Appendix p. 2 financial, legal, public relations, and computer) under circumstances in which there is direct or indirect compensation to a

Governing Board member or his/her relative or a Related Entity of the member.”

The statement presented is not an accurate reflection of conflict of interest and may indicate a lack of capacity to determine and navigate potential conflicts of interest. In addition much of what is presented in this section is duplicated statutory requirements.

I.(2) Provide a **comprehensive and clear** explanation that demonstrates a **complete understanding of, and capacity to** comply with the Open Meetings Act in its several parts (agendas posted in advance, quorums, executive or closed session procedures, minutes, etc. NMSA 1978 Section 10-15-1 to 4), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc. NMSA 1978 14-2-1 to 12) that meets the requirements of the laws. For further information please see the following link: <http://www.nmag.gov/consumer/publications/openmeetingsactcomplianceguide>.

Transparency

The Governing Board will meet at least ten times per year, but will meet more often if needed to conduct school business in a timely fashion. The regular CCS Governing Board meetings will typically be held at the CCS office according to the schedule that will be set by the Governing Board at their annual meeting and as set forth in the Open Meetings Act annual resolution. Governing Board members will be allowed to attend telephonically, according to the limitations of the Open Meetings Act. The agenda for all meetings will be posted at the location of the meeting in accordance with Open Meetings Act NMSA 1978, Sections 10-15-1 to 10-15-4. It will also be posted on the school's website or any other location identified in the annual resolution to ensure reasonable notice to the public and the school's constituency. The public may directly address the Governing Board at meetings, and members of the public, including parents, will be able to attend Governing Board meetings via teleconference upon advance request in a manner described in the annual resolution of the Governing Board. All Governing Board members shall be provided training on compliance with the Open Meetings Act.

The Governing Board may also create ad hoc parent/learning coach advisory groups to provide guidance on particular subjects such as community partnerships and neighborhood outreach. Parents who are not Governing Board members are also encouraged to be involved with Governing Board activities. Contact information and other information about the Governing Board will be available through the school's website and the public website. The school will make all Governing Board minutes available to families upon request and will report on Governing Board activities in the school newsletter. A complete explanation of the Governing Board's due process framework will be included in the school handbook provided to every family upon enrollment.

CCS will comply with the New Mexico Inspection of Public Records act, NMSA 1978, Section 14-2-1, et seq. The school will appoint a records custodian, post required notice, and provide its staff and Governing Board with training on compliance.

Ranking				
← Satisfied		Not Satisfied →		
I(2) Transparency	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a comprehensive and clear explanation that demonstrates a complete understanding of, and capacity to comply with the Open Meetings Act in its several parts (agendas posted 24 hours in advance, quorums, executive or closed session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a clear explanation that demonstrates an adequate understanding of and capacity to how it will comply with the Open Meetings Act and most of its parts (agendas posted 24 hours in advance, quorums, executive- or closed-session procedures, minutes, etc.), and Inspection of Public Records Act in its several parts (meeting minutes, accessibility to public records, etc.) that meets the requirements of the laws.	The school provides a general explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. However, the school's response may raise questions or concerns about understanding or capacity regarding all components and requirements of the law.	The school provides an incomplete or inadequate explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. --OR-- The school does not address how it plans to comply with the Open Meetings Act and Inspection of Public Records Act.

Comments:

Does Not Meet

In relation to the OMA, the applicant provides a general explanation of how it plans to comply with the Open Meetings Act and Inspection of Public Records Act. However, the applicant's response may raise questions or concerns about understanding or capacity regarding all components and requirements of the law. Specifically, the applicant states the governing body "will meet at least ten times per year", "regular CCS Governing Board meetings will typically be held at the CCS office according to the schedule that will be set by the Governing Board at their annual meeting and as set forth in the Open Meetings Act annual resolution." While the applicant specifically identifies the annual resolution, it does not identify all requirements of the OMA. Instead, with regards to specific requirements of OMA, the applicant merely cites the OMA and its several sections, without providing any detail about the requirements or how the board will comply with them. The applicant specifically does not address emergency meetings, closed sessions, etc.

In relation to the IPRA, the applicant states it will comply with the law, yet provides no details or

explanation as to how this will occur, other than providing this inadequate explanation: “CCS will comply with the New Mexico Inspection of Public Records act, NMSA 1978, Section 14-2-1, et seq. The school will appoint a records custodian, post required notice, and provide its staff and Governing Board with training on compliance.” Thus, the applicant provides an incomplete or inadequate explanation of how it plans to comply with the Inspection of Public Records Act.

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

J.(1) If there is /are third party relation-ship(s) (partner organization or a contractor etc.) that is 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 school. In your description, please demonstrate that you have a **complete understanding** of the legal implication of the relationship to the school.

Third Party Relationships NA

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(1). Third Party Relationships	<p><i>If Applicable</i> The school indicates that there is /are third party relation-ship(s), and the school provides a clear, comprehensive, and cohesive description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates a complete understanding of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides a clear description of all third-party relationships that are considered integral to accomplishing the mission of the school. The school demonstrates knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school indicates that there is /are third party relationship(s), and the school provides some information about the relationships and how it/they will support the school. The school may or may not indicate a limited knowledge of the legal implication of the relationship to the school.</p>	<p><i>If Applicable</i> The school’s response is inadequate or incomplete. --OR— The school indicates that there is /are third party relationship(s), but the application does not address the relationship.</p>
Comments:				
Not Applicable				

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

N/A

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(2) Proposed Agreement	<i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed, clear, formal agreement between the school and each third party relationship OR memorandum of understanding (MOU) between the school and each prospective third-party, delineating the appropriate responsibilities, activities, and costs of both sides.	<i>If Applicable</i> The school indicates that there is /are third party relationship(s), and it provides a proposed, signed formal agreement or MOU between the school for most prospective third-parties, delineating major roles and responsibilities OR the school provides some formal agreements or MOUs and some signed letters of intent with strong evidence that the third party will enter into an agreement should the charter be granted.	<i>If Applicable</i> The school offer and limited proposal of third party relationship(s), and it provides a proposed, signed formal agreement(s)/ (MOU s) OR signed letter(s) of intent between the school and prospective third-parties. Roles and responsibilities provided may be general .	<i>If Applicable</i> The school provides an inadequate or incomplete response --OR-- Does not address the prompt.

Comments:

Not applicable

K. Waivers.

K.(1) Provide a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. Ensure that the rationale **clearly demonstrates** how requested waivers **align with the school's proposed autonomy, its mission, and the educational program and curriculum**. For further information please see the following link:
http://ped.state.nm.us/admin.personnel/waiver_requests.html.

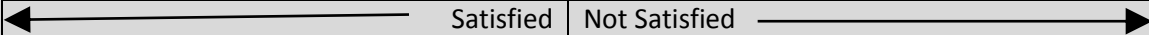
NMSA 1978 § 22-8B-5(C) Waiver	Requested?	Description of how waiver will support school's plan.
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	yes	no	
Individual class load	<input type="checkbox"/>	X <input type="checkbox"/>	Insert
Teaching load	<input type="checkbox"/>	X <input type="checkbox"/>	Insert
Length of school day	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Students may need additional instruction due to the PBL after the school day requiring flexible hours
Staffing pattern	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Flexibility may be required in the early years of the charter
Subject areas	<input checked="" type="checkbox"/>	<input type="checkbox"/>	STEM project-based curriculum will integrate subject areas
Purchase of instructional materials	<input checked="" type="checkbox"/>	<input type="checkbox"/>	The project-based educational plan will likely need instructional materials that are probably not available through the state. However, we would like the option of using state materials when appropriate.
Evaluation standards for school personnel	<input type="checkbox"/>	X <input type="checkbox"/>	Insert
School principal duties	X <input type="checkbox"/>	<input type="checkbox"/>	The charter administrator will have additional responsibilities
Drivers education	X	<input type="checkbox"/>	Resources are not available

K.(2) *Only for schools seeking local district authorization.*

Provide a list of Authorizer policies for which a waiver is requested (see NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code), including a rationale for why the waiver is being requested. Ensure that the **rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum.** (If you require additional space, attach as an Appendix.)

Discretionary Waiver(s) Sought.	Description of how waiver will support school's plan.
Insert	Insert
Insert	Insert
Insert	Insert
Insert	Insert

Ranking			
			
Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0

K.(1)(2) Waivers	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, its mission, and the educational program and curriculum.	The school provides a list of statutes or state rules for which a waiver is requested, including a rationale for why the waiver is being requested.	The school provides a limited list of statutes or state rules for which a waiver is requested.	The application suggests that waivers from statutes or state rules will be used, but the school fails to identify the waivers in III.K.(1) and (2). Or, the application does not address waivers.
	Exceeds—3	Meets—2	Partially Meets—1	Does Not Meet—0 □
	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a rationale for why the waiver is being requested. The rationale clearly demonstrates how requested waivers align with the school's proposed autonomy, mission and educational program/curriculum	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested, including a general statement is provided for why the waiver is being requested.	<i>Only for schools seeking local district authorization.</i> The school provides a list of Authorizer policies for which a waiver is requested.	<i>Only for schools seeking local district authorization.</i> The school provides and inadequate or incomplete list. The school does not provide a list of Authorizer policies for which a waiver is requested.
Comments: Partially Meets The applicant had marked the waivers that have been requested, but has not provided a list of statutes or state rules for which a waiver is requested. The applicant has described each waiver and has provided a limited description of how each waiver will be used, but has not included a rationale for why				

each waiver is being requested. The applicant did provide a limited rationale for several waiver requests including:

“Students may need additional instruction due to the PBL after the school day requiring flexible hours”

“STEM project-based curriculum will integrate subject areas”

“The project-based educational plan will likely need instructional materials that are probably not available through the state.”

The applicant has not clearly demonstrated how requested waivers align with the proposed school’s proposed autonomy, its mission, and the educational program and curriculum.

L. Transportation and Food.

L.(1) *If Applicable*, state how your school plans to offer transportation to its students. Provides a **clear description** of how student transportation needs will be met that is supported by the proposed budget. For further information please see the following link: <http://ped.state.nm.us/div/fin/trans/index.html>.

Transportation

Upon approval of our charter application we will contact the Transportation Department of the Public Education Department to inform them of our need for student transportation to and from school. There are several local school bus contractors and we would plan to contract with them, as necessary.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(1)Transportation	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides a clear description of how student transportation needs will be met that is supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an adequate description of how student transportation needs will be met that appears to be supported by the budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. Only a limited description of how student transportation needs will be met is provided OR the school has not fully addressed transportation in the budget.</p>	<p><i>If Applicable</i></p> <p>The school states that it plans to offer transportation to its students. The school provides an inadequate or incomplete description of how student transportation needs will be met.</p> <p>--OR--</p> <p>The school does not state whether or not it plans to offer transportation to its students.</p>
Comments:				
Does Not Meet				

The applicant stated it will provide transportation.

The applicant did not provide a clear description of how student transportation needs will be met nor how that is supported by the proposed budget, "Upon approval of our charter application we will contact the Transportation Department..."

The applicant provided no description of how the services will be selected nor details regarding what the services will look like. The applicant did not address how transportation will be addressed in the budget.

The applicant stated that it plans to offer transportation to its students. The applicant provided an inadequate or incomplete description of how student transportation needs will be met.

L.(2) *If Applicable* Provide a plan to offer food services to students (i.e, contracting with approved/appropriate food services vendors, providing Free and Reduced Lunch). Provide a **clear description** of how food services will be provided that is supported by the proposed budget.

Food Services

We will implement both the breakfast and lunch programs. We will contact PED Student Nutrition to receive pertinent information for the process of providing the appropriate nutrition as well as to receive information on approved food preparation businesses which are serving charter schools. 100% of the students in the District qualify for the Free and Reduced Lunch Program according to PED records for the Deming Public Schools. Title I will be used to cover the cost of meals for students. We realize that SEG funds are used to pay the food provider and CCS will be reimbursed with Title I funds.

Ranking				
← Satisfied		Not Satisfied →		
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L.(2)Food Services	<p><i>If Applicable</i></p> <p>The school plans to offer food services to its students. The school provides a clear description of how food services will be provided that is supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The school plans to offer food services to its students. The school provides an adequate description of how food services will be provided that appears to be supported by the proposed budget.</p>	<p><i>If Applicable</i></p> <p>The school plans to offer food services to its students. Only a limited description of how food services will be provided is included OR the school has not fully addressed food services in the budget.</p>	<p><i>If Applicable</i></p> <p>The school plans to offer food services to its students. The school provides an inadequate or incomplete response of how food services will be provided.</p> <p>--OR--</p> <p>The school plans to offer food services to its students but provides no other information.</p>
Comments				

Does Not Meet

The applicant plans to offer food services to its students.

The applicant provided an inadequate or incomplete response of how food services will be provided, with assurances that it, " will contact PED Student Nutrition... Title I will be used to cover the cost of meals for students. We realize that SEG funds are used to pay the food provider and CCS will be reimbursed with Title I funds."

The applicant provided no description of how the services will be selected nor provides details regarding what the services will look like.

The applicant plans to offer food services to its students but provides no other information.

M. 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 Friday, April 24th, 2015**.

The Facilities Master Plan/Ed. Spec. Checklist form can be accessed on the PSFA website at:

http://www.nmpsfa.org/pdf/MasterPlan/Applicant_Charter_School_EdSpec_FMP_Review_Checklist_3_8_2012.pdf.

M.(1) Describe in detail the charter school's projected facility needs and the desired school environment. **Complete, submit, and attach as Appendix I**, the Facilities Master Plan Ed / Spec Checklist to the Public Schools Facilities Authority (PSFA) for review and approval, and attach the **approved form** as Appendix "J."

Projected Facility Needs

See attached Facilities Master Plan Ed/Spec Checklist Appendix I.

See attached approved PSFA form, Appendix J.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

M.(1) Projected Facility Needs	The school has clearly and comprehensively described its projected facility needs and desired school environment. The school completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and attached the approved form as Appendix "J."	The school has described its projected facility needs and desired school environment. The school provides evidence from PSFA that it has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the review process has not been completed, the plan has received PSFA's tentative approval.	The school has provided a limited description of its projected facility needs and desired school environment. The school has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, but the review and approval process has not been completed.	The school has completed and attached the Facilities Master Plan Ed / Spec Checklist but has not yet submitted it to PSFA for review and approval. --OR-- The school does not address the Facilities Master Plan Ed / Spec checklist, i.e. has not attached the completed and approved Facilities master Plan Ed/Spec Checklist form as Appendix J.
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Comments:

Partially Meets

The applicant has not described its projected facility needs and desired school environment.

The applicant provides evidence from PSFA that it has completed and submitted the Facilities Master Plan Ed / Spec Checklist to PSFA for review and approval, and though the review process has not been completed, the plan has received PSFA's tentative approval.

M.(2) Provide evidence that you have researched potential 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 school's opening.

Facility Plan

We have an approved facility . Please see approved PSFA form.

Ranking				
← Satisfied		Not Satisfied →		
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1	
M.(2) Facility Plan	The school provides evidence that it has researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic	The school provides evidence that it has researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted	The school provides evidence that it has done some research on potential facilities/properties in the desired geographic location.	The school does not provide evidence that it has researched or begun a search for an appropriate facility/property. --OR-- The application does not address the

	location. The evidence includes a clear plan to prepare the facility/property in time for the school's opening.	geographic location.		school's facility needs.
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Comments:

Does Not Meet

The applicant does not provide evidence that it has researched or begun a search for an appropriate facility/property. Instead the applicant referenced the approved PSFA form. The form does not identify any research the applicant has conducted; but merely identifies a potential property. It is unclear what efforts the applicant made to identify this as the appropriate facility.

The applicant did not provide a clear plan to prepare the facility/property in time for the proposed school's opening because it did not include: 1) a clear timeline; 2) responsible persons; 3) budget allocation.

M.(3) Provide a **description** of the school's potential capital outlay needs, including projected requests for capital outlay assistance that are reasonable and sufficient to support the school program. Recognizing that facility needs may change in the future provide a **reasonable projection** for facility maintenance, repair, and equipment needs.

Projected Facility Costs

CCS has an MOU with the Village of Columbus to utilize an available public school facility and will also be applying for the Lease Reimbursement funds of \$735.33 per student to pay facility rent.

Ranking				
	←	Satisfied	Not Satisfied	→
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

M.(3) Projected Facility Costs	The school provided a thorough description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided a reasonable projection for facility maintenance, repair, and equipment needs.	The school provided a description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are reasonable and sufficient to support the school program. The school provided adequate estimates for facility maintenance, repair, and equipment needs.	The school provided a limited description of the school's potential capital outlay needs, including potential requests for capital outlay assistance that are sufficient to support the school program.	The school provides only an incomplete or inadequate description of the potential capital outlay needs. --OR-- The application does not address the school's capital outlay needs and potential costs.
<p>Comments:</p> <p>Does Not Meet</p> <p>The applicant provided only an incomplete or inadequate description of the potential capital outlay needs: "CCS has an MOU with the Village of Columbus to utilize an available public school facility and will also be applying for the Lease Reimbursement funds of \$735.33 per student to pay facility rent." There is no description of capital outlay needs or estimates for facility maintenance, repair, and equipment needs.</p>				

Finance

A. 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 in all areas of the budget.

A.(1) Provide, and attach as Appendix J, a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan (use current unit value and for Special Education, please budget the state average of 15%). Ensure that your worksheet **clearly demonstrates your understanding of, and your capacity to implement** New Mexico public school funding.

Budget Narrative

(See Appendix J, 910B State Equalization Guarantee - SEG)

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A(1)910B5 Worksheet	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet clearly demonstrates understanding of and capacity to implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet using appropriate values and computations for each year of the 5-year budget plan. The worksheet may contain some minor errors, but demonstrates an adequate understanding of, and capacity to, implement New Mexico public school funding.	The school provides a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet contains some errors that may raise questions about understanding of and capacity to implement New Mexico public school funding.	The school provides an incomplete or inadequate 910B5 State Equalization Guarantee (SEG) Computation Revenue Worksheet for each of the 5-year budget plan. --OR-- The application does not include a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan.
Comments:				
Partially Meets				

The applicant provided a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the 5-year budget plan. The worksheet contains some errors that may raise questions about understanding of and capacity to implement New Mexico public school funding.

The applicant provided a five-year budget containing errors, including, but not limited to: 1) students in grades 9-10, operating year 1, when the phase-in plan only accommodates grade 6-8; 2) students in grades 1, operating year 2, when the phase-in plan only accommodates grade 6- students in grade 9-10, operating year 1, when the phase-in plan only accommodates grade 6-89; 3) students in grade 11-12, operating year 3, when the phase-in plan only accommodates grade 6-10; 4) students in grade 12, operating year 4, when the phase-in plan only accommodates grade 6-11; 5) bilingual FTE units should be 6.5 not 65, as is recorded in the worksheet.

The applicant does not address tuition for non-New Mexico residents, of which the applicant has identifies many of its students will be. However, during the capacity interview the applicant identified all students will be present students of New Mexico schools, but no evidence of this was provided.

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

5 Year Budget Plan

See Appendix K

Ranking				
← Satisfied		Not Satisfied →		
A(2) 5-Year Budget Plan	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet—1
	The school provides a five-year budget that clearly supports the school's mission and aligns with the school's five- year growth plan, including staffing, facilities, educational program, and services. The draft budget clearly	The school provides a five-year budget that appears to support the school's mission and the school's five- year growth plan, including staffing, facilities, educational program and services. The draft budget adequately demonstrates the financial capacity and	The school provides a five-year budget that generally supports the school's five- year growth plan. However, the draft budget may raise some questions about the financial capacity or the long-term sustainability of the school.	The school provides an inadequate or incomplete five-year budget. --OR-- The application does not include a 5-year budget.

	demonstrates the financial capacity and long-term sustainability of the school.	long-term sustainability of the school.		
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Comments:

Does Not Meet

The applicant provided an inadequate five-year budget.

Specifically, there is no allocation for receipt of monies, Title I, Title II, Bilingual, to which the proposed school appears to be qualified to receive.

Additionally, as described in the staffing plan section, the applicant's budget does not fully align with the staffing plan or statements about the services that will be provided by the special education teacher. The applicant stated earlier that the special education teacher would provide special education services .7 FTE and general education services .3 FTE. This is not reflected in either the budget or the staffing plan.

The applicant's plan is inadequate or incomplete and it does not completely align with the budget. In the budget the second year budget appears to provide for .75 FTE guidance counselor, but the staffing plan provides for 1.0. The budget include Secretary, Clerical, Technical Assistants at 1.0 (year 1), 1.5 (Year 2), 2 (Years 3-5) but the staffing chart provides 1.0 FTE annually. The budget provides for .5 FTE special education in year 2, but the staffing plan provides for .75. The staffing plan provides for 2.0 FTE special education Instructional Assistants in years 3-5, but the budget includes only 1.0 FTE in each of those years.

A.(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 school's mission, educational program, staffing, and facility. The budget narrative demonstrates the school's thorough understanding of the budget and of budgeting.

Budget Narrative

REVENUE: The founders feel they have been realistic in our estimation of students attending Columbus Community School. This is based on approximately 600 students attending the Deming Unified School District elementary school here in Columbus, of which approximately 90 per year would be available to attend our school, and the approximately 300 students presently being bused to Deming to attend Middle and Senior High School from our community.

They also feel confident that with an educational program that is striving to offer excellence in education that out of the approximately 2000 students being served by mid and high school programs in Luna County a fraction of those will choose to attend our school, even if there is a commute involved.

EXPENDITURES: We have made several assumptions which we have listed.

FUNCTION 1000 Instruction

Job Class 1621: Summer School/ After School- Money is to pay tutors to help students with their homework. We want all students to complete their assignments before going home.

Object 55817: Under Student Travel this money is budgeted for field trips

Object 57331 & 57332: we have included money here for desks, chairs, computers and other equipment that will be needed in the classroom.

FUNCTION 2100 Support Services Students

Object 55915: Under other contract services we will utilize Ben Archer Health Clinic for our student health services.

FUNCTION 2200 Support Services Instruction

Object 53414: We will be contracting for Information Technology Services.

FUNCTION 2400 School Administration

Object 55915: This money is for Office Machines.

FUNCTION 2500 Central Services

Object 51100 Job Class 1115: We will be hiring a New Mexico Certified Business Manager.

FUNCTION 2700 Student Transportation

We will be applying for funding from the State School Transportation Department.

FUNCTION 3100 Food Services

All of our students qualify for free or reduced breakfast and lunch. We will be contracting with a local provider for these meals and the landlord of the property we will be renting has agreed to provide refrigerated holding equipment in our rental agreement.

FUNCTION 3300 Community Services Operations

We have not budgeted money in this area recognizing that we are going to have to seek parental and community support to be able to offer some adult education classes and opportunities

	Ranking			
	← Satisfied		Not Satisfied →	
A(3) Budget Narrative	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides 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 school's mission, educational program, staffing, and facility. The budget narrative demonstrates the	The school provides a clear budget narrative with some meaningful detail that explains basic assumptions, how those were determined based on reliable sources, and identifies most of the priorities that are consistent with the school's mission, educational program, staffing and facility. The budget narrative	The school provides a limited budget narrative that explains some basic assumptions, how those were determined, and identifies some priorities. The budget narrative may raise some questions about the school's understanding of the budget and of	The school provides an incomplete or inadequate budget narrative. --OR-- The application does not provide a budget narrative.

	school's thorough understanding of the budget and of budgeting.	demonstrates the school's general understanding of the budget and of budgeting.	budgeting.	
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Comments:

Does Not Meet

The applicant did not provide a reasonable budget narrative that explains basic assumptions. Specifically, the narrative includes vague language without clear details as to how the assumptions were made and without identifying how those were determined based on reliable sources.

The budget narratives does not identify most of the priorities that are consistent with the proposed school's mission, educational program, staffing and facility. There is no mention of the resources needed to implement the PBL or dual language models.

The narrative does not address the target population, including the need to charge tuition for non-NM residents and other monies that may be available for serving an low income population. However, as indicated previously the applicant has stated all students will come from Columbus Elementary School. It is unclear whether this will be the case.

The applicant provided an incomplete or inadequate budget narrative due to the lack of details in how it arrived at the budgetary allowances based on the provided assumptions.

A.(4) Provide a **clear and meaningful** description of what budget adjustments will be made to meet financial budget and cash-flow challenges. 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 your school will modify the budget when there are students with special education needs currently attending the school, but under the funding formula the school will only receive additional funding during the next school year.

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

Strategies for Budget Control

CCS will reduce costs to match income, but we feel we can do that effectively by being careful in our hiring practices. The largest part of the budget is salaries, so we would plan to utilize parental and community volunteers when possible. If necessary we can adjust from the budgeted 20 student to 1 teacher ratio to something a little higher to be able to stay within budget.

	Ranking
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	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A(4) Strategies for Budget Control	The school provides a clear and meaningful description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide clear evidence that the adjustments are viable and realistic. The suggested budget control strategies demonstrate capacity to manage the budget successfully.	The school provides a description of what budget adjustments will be made to meet financial budget and cash-flow challenges. The explanations provide some evidence that the adjustments may be viable and realistic. The suggested budget control strategies demonstrate a general capacity to manage the budget successfully.	The school provides a limited description of what budget adjustments could be made to meet financial budget and cash-flow challenges. The explanations about the adjustments are too general to determine if they are viable or realistic.	The school provides an inadequate or incomplete description of budget adjustments. --OR-- The application does not address strategies for budgeting control.

Comments:

Does Not meet

The applicant previously provided an entailed description of the many programs it plans to offer within the proposed school and the staffing needs that would be created by these programs. Specifically, the applicant identified the need to hire highly qualified staff with multiple endorsements. The narrative it provided for Budget Control does not address the qualified staffing needed to implement these programs.

Instead the narrative states, “The largest part of the budget is salaries, so we would plan to utilize parental and community volunteers when possible. If necessary we can adjust from the budgeted 20 student to 1 teacher ratio to something a little higher to be able to stay within budget”, it does not state how these volunteers would be utilized, from being a teacher, Guidance Counselor, to Educational Assistant and how these would be qualified or licensed to properly work with the students. This is an inadequate and incomplete description, showing the adjustments are not viable or realistic.

The applicant does not at all address 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, or 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 school year.

A.(5) Provide, and attach as Appendix L, a **clear, comprehensive, and cohesive** proposed salary

schedule for all staff, including teachers, administrators, and other salaried / hourly staff that complies with state requirements.

	Ranking			
	← Satisfied		Not Satisfied →	
A(5) Salary Schedule (Appendix)	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	The school provides a clear, comprehensive, and cohesive proposed salary schedule for all key staff , including teachers, administrators, and other salaried / hourly staff that complies with state requirements.	The school provides a clear proposed salary schedule for most key staff , including teachers and administrators, that complies with state requirements.	The school provides a limited salary schedule for some key staff, including teachers and administrators, that complies with state requirements.	The school provides an incomplete or inadequate proposed salary schedule for key staff. --OR-- The application does not provide a proposed salary schedule for key staff.

Comments:

Meets

The applicant provided a clear proposed salary schedule for most key staff, including Clerk, Educational Aide, Social Worker, teachers Level I, Level II, Level III, Assistant Principal and Principal.

It is not clear whether the applicant provided adequate funding for staffing considerations for the programs of the proposed school, including stipends for TESOL or Bilingual-endorsed staff.

The applicant provided a salary schedule for an Assistant Principal when one has not been mentioned in the application previously.

B. Financial Policies, Oversight, Compliance, and Sustainability

B.(1) Provide a **clear, comprehensive, and cohesive** set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls **demonstrate capacity** to appropriately manage public funds.

Financial Policies

Fiscal Management

The Governing Board of CCS recognizes it is ultimately responsible for the fiscal oversight and compliance of the school. The Head Administrator will be responsible for the daily operation of the school. The daily fiscal operations will be the responsibility of the Certified Business Manager. The Head Administrator will be responsible for ensuring that the staff in the business office, including the Certified Business Manager, are properly trained, implements sound accounting practices and procedures in accordance with the

Public School Code, follows the rules of the General Accounting Standards Board, the New Mexico Public School Finance Act, the New Mexico Procurement Code, the Public School Accounting and Budgeting Manual, and other applicable rules and regulations.

The Governing Board will govern the fiscal oversight for the school's finances. They will be responsible for developing and adopting financial policies and assure their implementation. The Governing Board will seek out the necessary training to understand public school finances, the school budgeting process and applicable laws and rules. As part of its oversight responsibilities, the Governing Board will require the Certified Business Manager or his/her designee to attend regular Governing Board meetings to report on the status of the schools financial affairs. The Certified Business Manager will be required to prepare regular monthly reports and to review those reports at the regular meetings. The Treasurer of the Governing Board will chair the Governing Body's Finance Committee and be designated to meet with the Certified Business Manager to prepare appropriate financial reports. The Vice-chairperson will chair the Audit Committee.

The Governing Board will consider in a timely manner all requests for budget adjustment requests by the Certified Business Manager. They will help prepare, review and approve the schools Budget. The Governing Board will approve a policy stating that the Head Administrator will immediately report to the Governing Board any notices from the authorizer or the Public Education Department should the school fail to follow reporting requirements or violations of any procedure or rules that may potentially affect the school's good standing. The school intends to adopt the policies and procedures in the New Mexico Public School Manual of Procedures as well as NMAC 6.20.2.2, et seq., and will develop its own internal policies.

Annual Audits

CCS acknowledges that NM state law requires that all public funds be audited once a year by an independent auditor or by auditors from the Office of the State Auditor. An audit of activity fund records is also done in conformity with 6.20.2.23 NMAC, and all records pertaining to the activity funds must be presented to the auditors. CCS will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the Governance Board for the NM State Auditor's approval. The audit will be conducted in accordance with the current Office of the State Auditor Rule, generally accepted auditing standards and the Manual of Governance Audits of Entities of the State of New Mexico. CCS will adhere to the mandated timeline for completion of the school's annual audit. The Head Administrator and Certified Business Manager shall comply with all requests of the Independent Auditor to assure a smooth audit process.

The Treasurer of the Governing Board will also assist as needed in the audit process. The Treasurer and Chair of the Board shall attend the audit exit conference and shall, together with the Head Administrator and Certified Business Manager respond to audit findings with corrective action plans. The Board is responsible for following up with the Head Administrator to assure approved corrective action plans are implemented.

Ranking			
Satisfied ←		→ Not Satisfied	
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1

B(1)(2) Financial Policies and Internal Controls	The school provides a clear, comprehensive, and cohesive set of financial policies and internal controls that are sufficient and comply with requirements and financial best practices. The policies and controls demonstrate capacity to appropriately manage public funds.	The school provides a set of clear financial policies and internal controls that comply with requirements and financial best practices. The policies and controls appear to demonstrate capacity to appropriately manage public funds.	The school provides a limited description of financial policies and internal controls that comply with requirements. The policies and controls suggest some capacity to manage public funds.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
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Comments:

Does Not Meet

The applicant provides incomplete or inadequate financial policies and internal controls.

The applicant's response indicated that the applicant has not provided a set of clear financial policies and internal controls that comply with the requirements and financial best practices. Instead, the applicant has identified that they will create policies that will comply with requirements, stating "The Governing Board will govern the fiscal oversight for the school's finances. They will be responsible for developing and adopting financial policies and assure their implementation. The Governing Board will seek out the necessary training to understand public school finances, the school budgeting process and applicable laws and rules." The applicant further states, "The school intends to adopt the policies and procedures in the New Mexico Public School Manual of Procedures as well as NMAC 6.20.2.2, et seq., and will develop its own internal policies."

The applicant's statement that the "Governing Board will seek out the necessary training to understand public school finances, the school budgeting process and applicable laws and rules" does not suggest a current capacity to manage public funds.

B.(2) Provide a description of the internal control procedures your school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to your school's procedures.

Internal Control

Proposed Internal Control Policies

The following are proposed policies, which will be revised as appropriate and formally approved by the Governing Board of CCS, before the school receives any public funding. The

Governing Board may amend revise or delete any of these fiscal management policies at their discretion unless any revision, amendment or deletion would result in policies that were not consistent with applicable laws, rules or procedures.

Budget Process

CCS will prepare and adopt an annual budget in accordance with statutory requirements. The budget is prepared under the direction of the Head Administrator and must be approved by the Governing Board. Once approved by the Governing Board, the operating budget is submitted to the Public Education Department pursuant to the Public School Finance Act and the 1999 Charter Schools Act. Proposed increases, decreases and adjustments to the finalized budget must be approved by the Governing Board. Transfer between budget functions also requires approval by the PED. Once all approvals are in place, the change is recorded in CCS's Financial Management System and the adjustment is made to the original budget.

Segregation of duties

The assignment of duties to staff members and/or contractors who have access to the CCS financial management system is done with the intent of limiting the ability of any one person to cause or conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions are not assigned to any one person. Added administrative review and oversight procedures will act as a mitigating control. Notwithstanding that any particular financial management function is assigned to the Certified Business Manager or other senior administrative staff in terms of this policy, the Head Administrator retains overall control and authority over the Certified Business Manager and/or senior administrator/s who shall at all times act under the direction and supervision of the Head Administrator and subject to any limitations (particularly in relation to authority to contract for goods or services) as the Head Administrator and Governing Board deem appropriate.

Payroll

Payroll is processed on a bi-weekly basis. Exempt employees are paid by exception and Nonexempt employees are processed from timesheets. Each employee is responsible for reporting absences. In the case of pre-approved leave (other than sick time) an approved Leave Request Form (LRF) should be submitted to the business office (or for Non-exempt employees, attached to the timesheet) to verify that the leave was authorized. All insurance and other deductions are submitted to the Certified Business Manager on the proper forms. Records of these deductions are kept with employee files. Payroll for CCS employees shall be handled as described in this paragraph. The Certified Business Manager shall process payroll payments (either through preparation of checks, or if authorized by the employee, automatic deposit) according to the approved bi-weekly schedule. No payroll deviations from the bi-weekly payroll schedule shall be made unless the Certified Business Manager receives a written change authorization signed by the Head Administrator. Payments to independent contractors shall be processed by Purchase Order and invoice in accordance with CCS's normal purchasing policy, and may include the use of blanket PO's for regular payments (to adjunct instructors, for example).

Purchasing and Encumbrances

The Business Office is responsible for assuring that all purchases against designated budget line items are appropriate and necessary. The requestor initiates purchase by submitting a Purchase Requisition to be signed and approved by either the Head Administrator or the Certified Business Manager. The Certified Business Manager is responsible for ensuring the requested purchase is appropriate and necessary and that funds are available. Upon such preliminary approval, the Certified Business Manager will prepare and issue a PO, which must be coded and classified appropriately according to the Public Education Department budget codes and categories. The Head Administrator or his/her designee or the Certified Business Manager must sign all PO's. Once the PO has been signed, the order will be placed by

either the Certified Business Manager or the initial requestor. Blanket PO's may be prepared for recurring expenses, such as rent payments and purchases under blanket contracts, but it shall be the responsibility of the Certified Business Manager to ensure that the necessary monthly (or other periodic) checks are written to avoid late charges and/or other late payment consequences. Any such blanket PO shall specify the following information: (a) The amount and date of any regular payment, if applicable; or (b) The maximum annual contract amount if there is no specific regular payment. The Certified Business Manager shall not issue any check for amounts under a blanket PO without verifying that the current payment amount will not cause the total payments under the blanket PO to exceed the maximum amount specified. School policies and procedures are designed to meet all of the requirements of the Procurement Code as dictated by Chapter 13 of NMSA, with which CCS must comply. A copy of the PO is kept by the Business Office until the order is received in its entirety and ready for payment. The Certified Business Manager is responsible for verifying that all shipments meet PO requirements. Upon payment, the PO is cleared by the Certified Business Manager from the encumbrance list and is recorded as expenditure.

Accounts Payable

All vendor invoices are received in the business office, where it is matched to the purchase order. Certified Business Manager is required to verify that the invoice is correct by checking extensions, footing, discounts, and Freight terms and to ensure that appropriate approvals are clearly indicated on all documents. After all items are reviewed and deemed appropriate, the Certified Business Manager will ensure that the invoices are batched for the next check run. All checks and the related invoices are forwarded to the Certified Business Manager for purposes of obtaining the required signatures. The Certified Business Manager will then mail or deliver the signed checks to the vendor, and the related PO, invoice or other payment advice and check stub and/or a copy of the check will be filed in the onsite business office. All unused checks must be retained by the Certified Business Manager and the Certified Business Manager shall retain all cancelled checks, voided checks, and original bank statements at CCS onsite business office. The Certified Business Manager shall reconcile all bank accounts on a monthly basis. The Certified Business Manager is responsible for preparing the bank reconciliation.

Travel and other Reimbursements

Employees and Governing Board Members of the school may be entitled to reimbursement of registration fees, mileage, per diem and other costs associated with authorized trips for official school business. All travel (in state and out of state) must be approved in advance by the Head Administrator and/or Governing Board for reimbursement to be authorized. The approved Leave Request Form (LRF) will serve as formal authorization for the trip. A copy of the approved LRF should be attached to the employee timesheet. All reimbursements are processed in accordance with the Per Diem and Mileage Act, as outlined in the DFA regulations. The Certified Business Manager shall keep on file a copy of the current schedule of such allowable reimbursement rates and procedures. All receipts for out of pocket expenditures for transportation, registration, and miscellaneous expenditures are required for reimbursement. Any meals and/or lodging costs included in the registration fee are deducted from the per diem reimbursement. Where any person requests reimbursement for monies expended on CCS's behalf, the procedure above will apply. The actual vendor invoice must be produced and matched to a properly authorized purchase order in order to obtain reimbursement.

Cash Receipts

CCS shall issue receipts pursuant to the following procedure for money received from all sources, except wire transfers of funds. Electronic receipts of funds from the Public Education Department shall be receipted for using the procedure designated by the sender.

Cash Receipts – The Certified Business Manager at CCS shall issue a factory pre-numbered receipt for all money received by CCS. Pre-numbered receipts need to be controlled and secured. The receipt shall be in either duplicate or triplicate. If a receipt is voided, all copies shall be "VOID" and retained in the receipt book. They shall be available to the auditor during the audit.

Depositing - Money received and receipted shall be deposited in the bank each day. The deposit slip should have the numbers from applicable receipts entered on it or attached as a reference. Cash receipts shall be counted and deposit slip totals verified by at least two different CCS staff members designated by the Head Administrator, and the funds shall then be taken to the bank for deposit. At the beginning of each school year, the Head Administrator shall designate the staff members/independent contractors responsible for handling cash receipts and deposits.

Revenue Ledger - The duplicate receipt portion of the receipt form should be used as the source from which to make entries to the Revenue Ledger, and the triplicate form remaining in the receipt book shall be used to verify entries to the Revenue Ledger no less frequently than quarterly. A revenue ledger is required for each receipt code as approved in the finalized budget. If CCS receives revenue from sources other than those budgeted, it will be necessary to prepare additional revenue ledgers. The ledger shall include, at a minimum, the items mandated by PSAB Supplement 7. The revenue ledger is the source from which to obtain the data required by the Receipts Section of the financial reports required by the Public Education Department. A Cash Receipts Journal should be used for each fiscal year. Reports are submitted to NMPED through OBMS.

Accounts Receivable

The Certified Business Manager is responsible for billing and monitoring the collection of all amounts due from outside agencies under the direction of the Head Administrator. The Certified Business Manager is responsible for tracking and verifying the cash balances for all Federal, State, and other grants and contracts awarded to CCS. The Certified Business Manager prepares requests for Cash, Reimbursement Reports and Invoices necessary for collection of amounts due for various programs.

Investments and Property Fixed Asset Inventory records are maintained by the Business Office. The inventory database includes asset number, a description of the item, a serial number or other identifying label, the purchase order number, the acquisition date, the fund (as reflected in the Public Education Department budget and accounting system), and the location. The Certified Business Manager shall establish a procedure for ensuring that all CCS fixed assets are properly entered into the system upon acquisition system upon acquisition. An annual inventory will be taken at the school and a certification will be signed by the Certified Business Manager. All requests for removal of surplus property, deletions, and discards must be approved by the Certified Business Manager. In no case should property be removed or discarded without appropriate approval.

Audit

CCS will comply with the follow regulations regarding audits:

- Public School Finance Act, Sections 22-8-1 through 22-8-42*
- NMSA 1978 Budget Preparation and Maintenance Standards*
- NMPED Regulation 6 NMAC 2.2 Public School Accounting and Budgeting*

Supplement 6

- Manual Procedures New Mexico State Auditor Rules and Regulations pertaining to audits of state and local government divisions.*

The Certified Business Manager will coordinate the engagement of personnel to conduct the required audit as directed by the New Mexico Public Education Department.

Record Keeping and Backup

The Certified Business Manager shall retain at CCS's onsite business office, all permanent records, all original hard copy records relating to financial matters, and a current electronic copy of all CCS's electronic financial and accounting records. The Certified Business Manager shall develop a procedure to ensure that adequate backup systems (both hard copy and electronic format) exist for all CCS's financial and accounting records.

Student Activity Funds Policy (Non-Instructional Activities)

Student Activity Funds are used to account for those resources owned, operated and managed by the teachers, administration, and the student body (under guidance of a staff member or another adult, for educational, recreational or cultural purposes). These funds are used for a wide range of activities that can include, among other items, the school yearbook, the student athletics or various student clubs. The appropriate fund classification for student activity funds is determined by their legal status. If resources accounted for in student activity funds are legally owned by students or student groups, these funds should be classified as Agency Funds. However, if CCS legally owns the resources accounted for in student activity funds, they should be accounted for in the General or Special Revenue Fund type. An Agency Fund is used to account for assets held for other funds, governments or individuals. Agency Funds are custodial in nature (i.e., assets equal liabilities) and do not involve measurement of operations. While CCS provides bookkeeping and accounting service for these funds, these functions are considered strictly fiduciary in nature. These monies are not considered public money for purposes of the Procurement Code, Governmental Gross Receipts and formal, budgetary integration. They are, however, subject to Governmental Gross Receipts Taxes in all other respects and to regulations adopted by the Governing Board. CCS is holding these funds in a fiduciary capacity. Therefore, CCS will be held responsible to safeguard the funds and demonstrate prudent judgment in accounting for and disbursing these funds. Examples of such activity funds which will be designated as Agency Funds are:

- 1. Money collected for student fund raising activities whose expenditures are determined by the student/class sponsors.*
- 2. Money collected as deposits which are subject to return in whole or in part.*
- 3. Money collected which will be transmitted to other governmental units, agencies and associations (NMSAA receipts etc.).*
- 4. Money collected that will be transmitted to a budgeted account for loss or damage to school property, tuition, rent and fees.*
- 5. Money collected for activities not supported by public monies for submission to vendors.*
- 6. Monies collected for other funds, governments or individuals (e.g. payroll clearing, COBRA insurance, taxes, etc.) Regardless of the method used to finance school activities, CCS is ultimately responsible for the funds, even though the actual control and operation of these funds are delegated to individual staff members. Accurate records shall be kept of all monies collected and disbursed, in accordance with Section 6-10-2 SMSA. 1978 Compilation, as amended: "Cash Books for Public Money; Daily Balance; Public Record "It shall be the duty of every public official or agency of this state who receives or disburses public monies, to keep in his office a cash book wherein shall be entered daily, in detail, all items of receipts and disbursements of public monies, and which shall be balanced daily so as to show the balance of public monies on hand at the close of each day's business; and such cash book shall be a public record and shall be open to public inspection." No activity fund account shall ever be permitted to incur a deficit. Financial records of student activity funds must be in accordance with generally accepted accounting principles and an adequate internal control structure established and maintained, as well as audit trails, in the same manner as the CCS's regular funds. (Refer to PSAB Supplements 2, 3, 5 and 6). The club sponsor or treasurer shall bring all monies collected and balanced to the receipts, to the Certified Business Manager for deposit by the end of the day when it exceeds \$200.00*

or the end of the week, whichever occurs first, of collection. Student activity funds shall never be used for any purpose which represents accommodating, loan or credit to any individual (Section 6-10-40 MMSA, 1978 Compilation.) The following policies governing student activity expenditures apply, regardless of the method of making payment. Evidence supporting all expenditures must be kept on file and must be in the form of a signed receipt or invoice. Statements or cancelled checks do not completely meet this requirement; however, in certain circumstances, it may not be possible to obtain an invoice (e.g., telephone bills, etc.). In these instances, payment from a statement is acceptable; however, the club sponsor will be held responsible for verifying the validity of making such payments. The Business Office may develop a voucher or requisition system for disbursements

General Fund Activity Accounts

Fundraising monies that are legally owned, and under the discretionary control of the school, are considered public monies and are subject to all applicable laws and regulations relating to the Procurement Code, Governmental Gross Receipts, Charitable Contributions and formal budgetary integration. CCS is required to budget for activity revenue and for the corresponding activity expenditures. This budget shall project the anticipated revenue and expenditures for all activity funds required to be budgeted. Budgetary integration may be accomplished at the account and fund level. The total revenues and expenditures for these accounts shall be incorporated as part of the general fund for financial reporting purposes. Examples of these funds are athletics, coke vending machines, concession and stores operated for general activity purposes.

Student Fundraising Activities

CCS allows student fundraising activities aimed at improving the overall academic environment for all students within the school. The Governing Board will develop a separate policy governing fundraising activities. Until separate special policies are developed the general cash receipts and disbursements policies will apply. This policy is intended to: a. Provide administration, sponsors, parents, and students reasonable assurance that all student fundraising activities are properly accounted for; b. Ensure that the accounting system captures relevant and accurate data; and c. Ensure that all of CCS's student fundraising activities are accounted for in a consistent and competent manner. CCS reserves the right to stop payment on all student fundraising activities in which the sponsor/vendor neglected to follow CCS policy. In these cases, a contract exists solely between the vendor and employee. CCS will not be liable for any unapproved student fundraising activities. CCS will exclude vendors from any "Approved List" for non-compliance with CCS policy. CCS will transfer dormant account balances to CCS's Activity Fund at year's end. If clubs/organizations are no longer active, balances in those accounts need to be transferred prior to the end of the fiscal year.

CCS will ensure that funds generated through student fundraising activities be spent on students only. It is the sponsor's responsibility to understand and ensure compliance with all CCS policies and procedures. Failure to follow or lack of knowledge of procedures does not preclude sponsors from full responsibility and possible disciplinary action as a result of this failure or lack of knowledge. Failure to adhere to policies and procedures may adversely affect the school or club's ability to continue having fundraising activities. All non-compliance issues will be presented to Administration for corrective action. Student fundraising activities and supporting documentation are subject to unannounced audit(s). The sponsor is fiscally responsible for all facets of the student fundraising activity. He/she may be held liable for all unapproved student fundraising activities and for any shortages identified if CCS policy has not been followed. Sponsor's responsibilities include but may not be limited to:

- a. Planning the activity with club members/students;
- b. Selecting the vendor;
- c. Scheduling the activity with the Head Administrator.

Each and every student fundraising activity must be approved by the Head Administrator. No 'blanket' approvals will be permitted. The granting of approval for any specific activity does not guarantee that approval will be given in the future for the same or a similar activity (example – operating a concession stand at Open House).

The Head Administrator may develop a system for assuring that competing clubs/organizations receive fair access to events that includes the following: a. Securing the approval of the Head Administrator prior to entering into any agreement with and/or receiving any product from a vendor. Failure to comply with CCS policies and procedures will render the sponsor personally liable for the product delivered and/or the amount due; b. Maintaining the appropriate controls to ensure that all monies are collected on a timely basis and students are held accountable for outstanding product and amounts; c. Ensuring that data is available to prepare a perpetual inventory of all products including incentive products, funds received, a list of delinquent accounts and outstanding products. Once a student fails to return a product or pay for the product, the sponsor should not issue any additional product (regardless of student's classification) until said student clears his/her record. The sponsor must ensure that all receipts and disbursements are processed in accordance with CCS or state policies and procedures. See below for the guidelines that govern these activities. In general, product should be distributed after school or during a time when class is not unduly disrupted. Students are encouraged to sell the product to his/her immediate family or to known individuals. CCS does not endorse activities that require and/or encourage students to sell "door to door." The sponsor must immediately report all thefts to the Head Administrator. The sponsor may be liable for not reporting losses in a timely manner. The sponsor should make a concerted effort to collect 100% of the total outstanding balance. Consistent losses, an uncollectible balance, thefts, and/or unaccounted for balances will restrict a sponsor's ability to participate in future fundraising activities. Activity Funds - There are two types of activity funds—Student Activity Funds and Student Fundraiser Activity Funds.

Student Activity Funds which generate revenue for the campus general fund, are administered by the Head Administrator or the Certified Business Manager, and are accounted for by the Certified Business Manager or designee, and can generally be taken by CCS into its general fund. Student Activity Funds are used to account for those resources owned, operated and managed by the student body, under guidance of a staff member or another adult, for educational, recreational or cultural purposes. These funds are used for a wide range of activities that can include the school yearbook or various student clubs. The appropriate fund classification for student activity funds is determined by their legal status. When resources accounted for in student activity funds or student groups legally own funds, these funds should be classified as Agency Funds or Student Activity Funds. However, if CCS legally owns the resources accounted for in student activity funds, they should be accounted for in the General or Special Revenue Fund. Student Fundraiser Activity Funds must be approved by the Head Administrator for a specific purpose, are administered and accounted for by the sponsor, and are processed by the Business and Support Services Manager. A campus fundraising activity must consist of the following:

- a. Anticipated profit;*
- b. Student involvement in the activity;*
- c. Sponsorship by the school or a school organization*

All fundraisers must be approved prior to ordering or receiving of product/services. The sponsor must complete a Student Fundraising Application for each individual fundraiser, which must be reviewed and approved by the Head Administrator. Periodically scheduled bake sales, car washes, burrito sales, etc., require a one time approval per month designating the dates for that month. All portions of the Student Fundraising Application form must be completed. All activities will be assigned a fundraising number by the Certified Business Manager and must be entered on the monthly campus activities log. This number

is required on all correspondence, DPR's, DPO's, Deposit Recaps, etc. The sponsor's signature indicates that he/she understands and agrees to abide by the guidelines as set forth in this policy. The activity's beginning, ending and anticipated delivery date information allows the Head Administrator to determine the appropriate timeline for anticipated receipts and disbursements. Specify the purpose of the activity i.e., purchasing uniforms, funding trips, buying materials, purchasing equipment, etc. to ensure that this activity supports school goals. The funds generated may only be used for the purpose designated on the student fundraising form. If a purchase order will be issued to a specific company, indicate the vendor ID# and vendor name. An organization may have no more than two (2) on-going fundraising activities at the same time. One or more activities must be closed before applying for another fundraiser approval.

Closing of a Fundraising Project

All student fundraisers should be closed within sixty (60) days of the "Ending Sale Date" noted on the application. An activity is considered closed when all collectable funds have been deposited and/or when all disbursements have been made to vendors. The exception to this would be events such as bake sales, one-day food sales/dinners, dances, performances, concerts, and car washes. Book fairs and similar activities not involving controllable merchandise must be recapped within five (5) working days after the activity is held. The sponsor is accountable and liable for safeguarding all items not sold. Future fundraising activities may be affected if the fundraising activity has not been properly closed.

Raffles, Proms, Plays, Concerts, Concessions, etc.

Raffles are allowed only through the completion of a fundraising application. Sponsors must use pre-numbered tickets and must be accounted for whenever monies are submitted on a Tally Sheet. The miscellaneous receipt number should indicate the number of tickets sold. The number of tickets sold multiplied by cost per ticket should equal the amount of funds deposited. The Head Administrator should ensure that all raffles are conducted fairly. Concession activities are expected to generate a profit margin of approximately 40-45%.

All receipts should be cash; no checks should be accepted at the concession stand. No checks of any kind should be cashed with concession stand monies. All concession stands should use a cash register tape to support the sales for each day of sales. All deposits must be reconciled with the register tape. Any large variances should be noted on a tally sheet. The tally sheet must be completed, and the balance should agree with balances noted on the tapes. Once the deposit is reconciled, the deposit is submitted daily to the Certified Business Manager for deposit. A periodic review of the revenue and expenses should be conducted to ensure that the concession stand is making a profit. The Certified Business Manager will also review the accounts on a periodic basis to ensure the profitability of the concession stand. The decision to continue the activity will be made on a semester basis.

Cash Receipts

Receipt books and collection logs are available from the Certified Business Manager. To maintain compliance, the sponsor must submit all cash to the Certified Business Manager for deposit within 24 hours if it exceeds \$200.00. The sponsor is liable for funds lost or stolen, and all reasonable care shall be taken to prevent such an occurrence. When collecting money from students, or sales to the general public, the sponsor should either issue a numbered receipt or maintain a system of accountability of all monies received. Remittances to the Certified Business Manager must include: the numbered receipts or Collection Log, the Tally Sheet, and cash register tapes. The Certified Business Manager must verify agreement between the total cash remitted and the amount indicated on the Collection Log. The Collection Log should be stapled to the Certified Business Manager's copy of the office receipt. The Certified Business Manager will issue an office receipt to the sponsor for all monies remitted for deposit. The sponsor should remain in the office until the cash and log are reconciled and a receipt issued. Cash

receipts may not be borrowed, used to cash checks, used for purchases or used to issue cash refunds. Cash refunds must be issued via purchase requisition/check request.

Recap Guidelines

All monies collected that exceed \$200.00 shall be receipted and deposited within 24 hours. The "How Paid" section must be marked cash, check, or money order. No money shall be left on school premises over weekends, holidays, or summer breaks. If this situation should occur the Administrator and his/her designee will secure the money in a lock box that only these two people have a key to. Distribution of receipt copies will be determined by the Certified Business Manager. A receipt may only be voided when all copies of the receipt are available. "Void" should be written across the receipt and the complete set kept in the receipt book. The receipt number should be referenced as a void on the Deposit Recap. Whenever the receipt book is completed, it must be stored at CCS for a period of at least seven years before being discarded.

Deposit Procedures

A Deposit Recap shall be completed by the sponsor for each daily deposit and forwarded to Certified Business Manager immediately. Receipts, Bank Deposit Slip and Deposit Recap amounts must balance. Money received and receipted shall be deposited in the bank each day when it exceeds \$200.00, or weekly, whichever occurs first. The deposit slip should have the numbers from applicable receipts entered on it or attached as a reference.

Cash receipts shall be counted and deposit slip totals verified by at least two different CCS staff members designated by the Head Administrator, and the funds shall then be taken to the bank for deposit. At the beginning of each school year, the Head Administrator shall designate the staff members/independent contractors responsible for handling cash receipts and deposits.

The only exception would be a returned Insufficient Fund Check (NSF) when it is collected. When checks are returned to CCS for insufficient funds (NSF), the Certified Business Manager will contact the party issuing the check to inform them that they may only collect the NSF by remitting payment in the form of cash, cashier's check, or money order plus applicable charges. The NSF will serve as their receipt for this transaction. A "redeposit of NSF" notation should be made on the bank deposit copy. This notation should also be made on the Deposit Recap, in the description column.

Fundraising Prizes/Donations

Vendors may award prizes to students participating in the fundraising activity. Vendors are not authorized to provide prizes or gifts to the Head Administrator, to any other CCS employee or to sponsors. However, a vendor may make a donation to the campus general fund. In such case, the donation must benefit the entire student population (as opposed to benefiting only those students who participated in the activity).

Outside Organizations

Without prior express approval of the Governing Board with reference to each specific event, outside organizations conducting fundraising activities are prohibited from conducting activities on CCS property, using CCS's name, advertising on CCS property, distributing or returning a product from CCS, or conducting fundraising activities to benefit outside organizations on CCS property. CCS requires that fundraising activities earn a profit. Sale of tickets, for any external organization where CCS does not directly earn any profit is prohibited without the prior express approval of the Governing Board with reference to each specific event.

Collection Jars

Penny drives/collection jars are permitted only when approved by the Head Administrator.

Approved Vendor List

An approved vendor list is maintained and decided upon by the Certified Business Manager.

Vendor Promotions

Vendor promotions (flyers, discounts, coupons) must be approved by the Head Administrator prior to Distribution.

Restricted Vendors

Sponsors are prohibited from buying products/services from CCS employees unless they have been accepted as an approved vendor. Refer to CCS employee policies for employee conflict of interest provisions.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
B.(2) Financial Policies and Internal Controls	The school provides a clear, comprehensive, and cohesive description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides a clear description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides a limited description of the internal control procedures that will be utilized to safeguard assets, segregate payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the school's procedures.	The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.
Comments: Does Not Meet The applicant provides inadequate financial policies and internal controls. Specifically, the described procedures do not ensure the segregation of payroll and other check disbursement duties. Specifically, the policies indicate the certified Business Manager will or may be responsible for all of the following:				

- Certified Business Manager shall process payroll payments
- Purchase Requisition to be signed and approved by the Certified Business Manager
- Certified Business Manager is responsible for ensuring the requested purchase is appropriate and necessary and that funds are available
- Certified Business Manager will prepare and issue a PO,
- Certified Business Manager may sign all PO's.
- order will be placed by Certified Business Manager
- responsibility of the Certified Business Manager to ensure that the necessary monthly (or other periodic) checks are written to avoid late charges
- Certified Business Manager verifies that the current payment amount will not cause the total payments under the blanket PO to exceed the maximum amount specified
- Certified Business Manager is responsible for verifying that all shipments meet PO requirements
- PO is cleared by the Certified Business Manager
- Certified Business Manager is required to verify that the invoice is correct
- All checks and the related invoices are forwarded to the Certified Business Manager for purposes of obtaining the required signature, but no information is provided about who may sign checks
- Certified Business Manager shall reconcile all bank accounts
- Certified Business Manager is responsible for preparing the bank reconciliation
- Certified Business Manager at CCS shall issue a factory pre-numbered receipt for all money received by CCS
- Certified Business Manager is responsible for billing and monitoring the collection of all amounts due
- Certified Business Manager is responsible for tracking and verifying the cash balances for all Federal, State, and other grants and contracts awarded to CCS
- Certified Business Manager prepares requests for Cash, Reimbursement Reports and Invoices necessary for collection of amounts due for various programs
- Certified Business Manager shall establish a procedure for ensuring that all CCS fixed assets are properly entered into the system upon acquisition system upon acquisition.
- annual inventory will be taken at the school and a certification will be signed by the Certified Business Manager
- requests for removal of surplus property, deletions, and discards must be approved by the Certified Business Manager
- Certified Business Manager will coordinate the engagement of personnel to conduct the required audit
- Certified Business Manager shall retain at CCS's onsite business office, all permanent records, all original hard copy records relating to financial
- Certified Business Manager shall develop a procedure to ensure that adequate backup system.

The applicant has stated duties will be segregated and there will be administrative review and oversight: "The assignment of duties to staff members and/or contractors who have access to the CCS financial management system is done with the intent of limiting the ability of any one person to cause or conceal errors or irregularities. Working within certain limitations, including staff size, incompatible functions are not assigned to any one person. Added administrative review and oversight procedures will act as a mitigating control." However, as identified above, the Certified Business Manager does not appear to

be subject any administrative oversight or review and appears to be assigned multiple incompatible functions.

No policies or procedures are described that would address the ability to provide reliable financial information. Instead, financial information appears to be under the exclusive purview of the Business Manager with no appropriate checks.

There is no discussion of internal control procedures that will be utilized to safeguard assets, provide reliable financial information, promote operational efficiency and insure compliance with all applicable federal and state statutes, regulations, and rules relative to the proposed school's procedures.

B.(3) 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.

Financial Personnel

Columbus Community School will hire a school secretary and contract with a Certified Business Manager that will be trained to provide reports and financial information to the school administrator and to the Treasurer of the Governing Board. These positions are supported by the budget.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(3) Financial Personnel	The school identifies the appropriate staff to perform financial tasks, and the staff positions are completely supported in the organizational structure/chart and in the budget. Qualifications and responsibilities for those positions are clearly provided .	The school identifies the appropriate staff to perform financial tasks, and the staff positions are adequately supported in the organizational structure/chart and in the budget. The school provides some qualifications and responsibilities for those positions.	The school generally identifies the appropriate staff to perform financial tasks.	The school's provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks. --OR-- The application does not address identification of appropriate financial personnel for the school.

Comments:

Does Not Meet

The applicant provides an inadequate or incomplete description of staff necessary and appropriate to perform financial tasks.

The applicant states “Columbus Community School will hire a school secretary and contract with a Certified Business Manager that will be trained to provide reports and financial information to the school administrator and to the Treasurer of the Governing Board.” The applicant’s prior description of financial duties does not address any role for the secretary identified here. As described above nearly all financial duties are assigned to the certified business manager, it is unclear if any other staff will be assigned financial duties.

The applicant has not described qualifications or responsibilities for those positions in this response.

The applicant’s response does not identify any responsibility of the Head Administrator in financial tasks. This does not align with the Head Administrator job description, which states “Head Administrator works closely with the Business Manager to ensure the school is operated in a fiscally responsible and viable manner.”

The applicant does not describe qualifications or responsibilities for the secretary position.

The applicant’s responses have identified qualifications and responsibilities for the certified business manager in other sections but not in this section.

B.(4) Provide a **clear, comprehensive, and cohesive description**: of how the Governing Body will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and explain how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a **sound** understanding of the required GB oversight and financial reporting.

Financial Oversight

Monthly Board of Director meetings will include a report from the Certified Business Manager that provides budgetary information, cash flow analysis, payroll issues, accounts payable, attendance issues affecting income, and internal auditing of randomly selected expenditures. These reports will be provided with enough time before the meeting so that Board members have time to review them. An external auditor will be contracted by the board and provide an annual report per the specifications of that contract. Board Members will act on any matters which fall into budgetary oversight, immediately, as needed, with the guidance of the contracted budget accountant firm.

	Ranking			
	← Satisfied		Not Satisfied →	
B	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	<p>The school provides a clear, comprehensive, and cohesive description: of how the GB will provide proper legal and fiscal oversight, of the state-required audit and finance committees, and of how these committees will operate in the schools overall governance and management. Clearly stated financial controls demonstrate a sound understanding of the required GB oversight and financial reporting.</p>	<p>The school provides a clear description of how the GB will provide proper legal and fiscal oversight, and of the state-required audit and finance committees. Clearly stated financial controls demonstrate an adequate understanding of the required GB oversight and financial reporting.</p>	<p>The school provides a limited description of how the GB will provide legal and fiscal oversight and of the state-required audit and finance committees. The limited description may lack clear details of how the committees will operate in the context of the school's overall governance & management. Stated financial controls demonstrate some understanding of the required GB oversight and financial reporting.</p>	<p>The school provides an incomplete or inadequate description of how the GB will provide fiscal oversight and of the state-required audit and finance committees.</p> <p>--OR--</p> <p>The application does not provide a clear plan for financial oversight.</p>
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Comments:

Does Not Meet

The applicant provides an incomplete or inadequate description of how the GB will provide fiscal oversight and of the state-required audit and finance committees.

The applicant states "Monthly Board of Director meetings will include a report from the Certified Business Manager that provides budgetary information, cash flow analysis, payroll issues, accounts payable, attendance issues affecting income, and internal auditing of randomly selected expenditures. These reports will be provided with enough time before the meeting so that Board members have time to review them." No information is provided about how board members will review these reports, what they will review the reports for, to what end, and what actions might be taken as a result of their review. The applicant's response does not address the finance committee's role at all. Thus, it does not address details of how the committee will operate in the context of the proposed school's overall governance & management.

The applicant further states, "An external auditor will be contracted by the board and provide an annual report per the specifications of that contract." No information is provided about the governing body's role in selected or interacting with the auditor, any reports the governing body or audit committee will review, or what actions the board may take.

The applicant's response then states that "Board Members will act on any matters which fall into budgetary oversight, immediately, as needed, with the guidance of the contracted budget accountant firm." The "contracted budget accountant firm" has not been previously discussed, thus it is unclear what the applicant is referencing.

The applicant's response, which fails to address the state required finance and audit committees and fails to provide any details about how the GB will provide legal and fiscal oversight, is inadequate and does not demonstrate an understanding of the required GB oversight and financial reporting.

B.(5) Provide a **clear, comprehensive, and cohesive description** of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. Please ensure that you consider the sustainability of the school in your description.

School Sustainability

Columbus Community School recognizes that two things are very important for the long range sustainability: first is enrollment, i.e. ensuring having enough students to receive funding to maintain a strong level of service to the students, and second would be in controlling costs. If we do not meet our enrollment projections we will have to reduce costs. That does not have to correlate to a reduction in a quality education, what it does mean is that we will have to be creative in our management of the school. Possible ways to accomplish this would be to increase the level of volunteers; seek outside sources of funding both private and public, have fund raisers and utilize the resources we have to the maximum.

The planned hands-on team projects involving construction of rammed earth and adobe structures for the school and community are being done not only for the inherent learning experience, but to provide a means for continued sustainability of the school through entrepreneurship opportunities. There is a further goal of future sustainability by having students and teachers provide training to workshop participants who wish to learn more about solar energy development and rammed-earth construction. Funds from these advertised training will go into future school program development.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B.(5) School Sustainability	The school provides a clear, comprehensive, and cohesive description of long-range goals and strategies that will help build the school's capacity in areas such as governance, finance/budget, facilities, community	The school provides a clear description of long-range goals and strategies that will help build the school's capacity most of the essential areas such as governance, finance/budget, facilities, community relationships, student	The school provides a general description of long-range goals and strategies that will help build the school's capacity some of the essential areas such as governance, finance/budget, facilities, community relationships, student	The school provided an inadequate or incomplete description of long-range goals and strategies that will help build the school's capacity and ensure the school's

relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's thoughtful consideration of school sustainability.	enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's adequate consideration of school sustainability.	enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates that the school has a limited understanding of long-range planning and school sustainability.	sustainability. --OR-- The application provides no information regarding the long-term sustainability of the school.
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Comments:

Does Not Meet

The applicant provided an inadequate or incomplete description of long-range goals and strategies that will help build the proposed school's capacity and ensure the proposed school's sustainability.

The applicant does not provide any specific long range goals. Instead the applicant generally states, "There is a further goal of future sustainability by having students and teachers provide training to workshop participants who wish to learn more about solar energy development and rammed-earth construction. Funds from these advertised training will go into future school program development." Does not identify any specific strategies that will build the proposed school's capacity.

The applicant also states enrollment is very important to long term sustainability. It then states if they do not meet enrollment targets they will "have to reduce costs" and "be creative in our management of the school." The applicant specifically identifies "possible ways to accomplish this would be to increase the level of volunteers; seek outside sources of funding both private and public, have fund raisers and utilize the resources we have to the maximum."

None of the applicant's response addresses the prompt which requires the applicant to provide a clear, comprehensive, and cohesive description of long-range goals and strategies that will help build the proposed school's capacity in areas such as governance, finance/budget, facilities, community relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. Nothing was addressed with regard to governance, charter compliance, 501(c)(3), or mission and performance objectives.

Evidence of Support

A. Outreach Activities.

A. 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 ensure that all students have an equal opportunity to enroll. Provide clear descriptions of outreach activities demonstrating that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.

Outreach Activities

Columbus is a small community and many of us know each other. Part of our outreach will be word of mouth. We will seek the assistance of local organizations which have already indicated that they would help. We will put notices in the Village water bills which are part of the Village's support of community service activities. We will also have community events where parents will provide a pot luck dinner, which is an effective mechanism for getting people out in Columbus.

In Palomas we will work with the city government to get information out as it has an interest in the children's education. In addition, we will pass out fliers to parents as they wait to pick up their children returning from school in Deming. Families are aware of the proposed charter school and overwhelmingly support it.

In both communities there will be informational meetings at which parents will be asked to provide their contact information so they may be notified upon the school's approval of registration dates and procedures. Informational signs about the school will also be posted at businesses which agree to having them posted.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A. Outreach Activities	The school provides clear, comprehensive, and cohesive evidence that it has developed an effective and thoughtful outreach program. There is sound evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll. Clear descriptions of outreach activities demonstrate that the school is attempting to reach a broad audience and to ensure that all students have an equal opportunity to enroll.	The school provides clear evidence that it has developed an adequate outreach program. There is adequate evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides general evidence that it has developed an outreach program. There is some evidence that the school has addressed a broad audience to ensure that all students have an equal opportunity to enroll.	The school provides inadequate or incomplete evidence that it has developed an outreach program. --OR-- The application does not provide a description of outreach activities, or evidence that the school developers have conducted any exploratory community outreach.

Comments:

Does Not Meet

The applicant provides inadequate or incomplete evidence that it has developed an outreach program.

The applicant provided assurances that it will develop an outreach program, but it has not provided any evidence that it has already developed an effective and thoughtful outreach program or already addressed a broad audience.

Specifically, the assurances include: "...Part of our outreach will be word of mouth. We will seek the assistance of local organizations which have already indicated that they would help. We will put notices in the Village water bills which are part of the Village's support of community service activities. We will also have community events...In Palomas we will work with the city government to get information out ...we will pass out fliers to parents... there will be informational meetings at which parents will be asked to provide their contact information ... Informational signs about the school will also be posted at businesses ..."

B. Community Support.

B. Provide **sufficient measurable**, quantifiable and **qualitative** data-based evidence of abundant, broad-based support for the school among residents in the targeted community or student population (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 demonstrate that the interested students meet the demographics of the students you are hoping to serve by the proposed school, disaggregate the number of prospective students by zip code, school of attendance (current), gender or type of current school (home, private, public), or other pertinent data.)

Evidence of Support

See analysis of interested families and children who have expressed an interest as a result of outreach activities.

	Ranking			
	← Satisfied		Not Satisfied →	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
B. Evidence of Support	The school provides sufficient measurable , quantifiable and qualitative data-based evidence of abundant, broad-based support for the school among residents in the targeted community	The school provides adequate quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student	The school provides limited measurable evidence of support for the school among residents in the targeted community or student	The school provides inadequate or incomplete evidence of community or student support for the proposed school. --OR-- The application does not provide evidence that there is community and

	or student population.	population.	population.	student support for the proposed school.
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Comments:

Does Not Meet

The applicant does not provide evidence that there is community and student support for the proposed school. The applicant's response states "See analysis of interested families and children who have expressed an interest as a result of outreach activities." However, it is unclear where that analysis is provided. Reviewers were not able to find this information in the materials submitted by the applicant.

C. Community Relationships

C. 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 school's operations, as described in Section III.J(1) of this application.)
Letters or other documentation of support are provided.

Community Relationships

Columbus is a community with limited resources, so only by partnering with other entities will we be successful. We will need the help and partnership of the Village of Columbus, Ben Archer Health Center, Deming School District, Southern Luna County Economic and Community Development Corp. and the community at large. We plan to contract with Southern Luna County Economic and Community Development Corp. to provide classroom space and a campus on land they own in Columbus. We have an agreement with the Village of Columbus to use some of their buildings for classroom and meeting space. We will contract with Ben Archer Health Center for school nursing services.

	Ranking			
	← Satisfied		Not Satisfied →	
C	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	<p>The school clearly demonstrates that it has developed meaningful, 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 school's operations, as described in Section III.J(1) of this application.)</p> <p>Robust letters or other documentation of support are provided.</p>	<p>The school demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals.</p> <p>Letters or other documentation of support are provided.</p>	<p>The school provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals.</p> <p>Letters or other documentation of support are not provided.</p>	<p>The school provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals.</p> <p>--OR--</p> <p>The application does not address the school's networking relationships or other agreements with local community agencies, groups, or individuals.</p>
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Comments:

Partially Meets

The applicant provided limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals: "We will need the help and partnership of the Village of Columbus, Ben Archer Health Center, Deming School District, Southern Luna County Economic and Community Development Corp. and the community at large... plan to contract with Southern Luna County Economic and Community Development Corp.... have an agreement with the Village of Columbus to use some of their buildings for classroom and meeting space... will contract with Ben Archer Health Center for school nursing services. "

The applicant provided assurances and has not provided evidence that it developed strategic relationships.

Other than the MOU with the community of Columbus for the use of the old school facility, letters or other documentation of support were not provided.

D. Uniqueness and Innovation.

D. Provide **clear evidence** demonstrating the **uniqueness, innovation** and significant contribution of your educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which you plan to locate. Ensure that the evidence establishes a compelling need for the proposed school's educational program.

Uniqueness of Proposed School

The existing schools serving the area are in Deming, over 30 miles away. Students attending Columbus Community School will not have to traverse this distance, giving them an extra two hours to be with family, working on home work, and engaging in recreational activities. CCS policy requires home visits by students' teachers. This is particularly important for parents of Palomas, as many of them cannot cross the border. Parent involvement in their childrens' education is seen as or more important than school activity. (Skandera and Sousa, 2003; Hoxby, 2001; Hoxby, 2001; Houtenville & Conway, 2008; Henderson, 2002).

CCS' one way dual language program is one of the most effective programs for teaching ELLs and enhancing student outcomes and fully closing the achievement gap in second language learners. (Collier and Wayne, 2004; Freeman, 2004; Genesee, 1999; Genesee, et. Al., 2006; Genesee & Lindholm-Leary, 2010; and Hamayan & Freeman, 2006. Our integrated project based STEM curriculum will allow students to see how their learning helps their families as well as their community as they research local climatic affects their adult life and helps to prepare them with skills which are important in the work force of the 21st century.

Our integrated project based STEM curriculum will allow students to see how their learning helps their families as well as their community. As they research and utilize local climatic energy resources and rammed earth-adobe building techniques, in their learning process, they will be able to see how their learning is helping prepare for adult life by developing skills which are important in the global workforce of the 21st century.

	Ranking			
	← Satisfied		Not Satisfied →	
D: Uniqueness of Proposed School	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
	The school provides clear evidence of the uniqueness, innovation and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.	The school provides adequate evidence of the significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which the school plans to locate. The evidence establishes a compelling need for the proposed school's educational program.	The school provides unclear or general descriptions of the uniqueness, innovation, or significant contribution of its educational program. The evidence provided is limited or weak .	The school provides inadequate or incomplete evidence of the uniqueness, innovation, or significant contribution of its educational program to public education. --OR-- The application does not address the uniqueness or innovation of the proposed school's educational program.
Comments:				
Does Not Meet				

The applicant did not provide clear evidence demonstrating the uniqueness, innovation and significant contribution of its educational program to public education through meaningful comparisons and contrasts with the educational programs of other public schools that serve the same grade levels in the geographic area in which it planned to locate.

The applicant states it will provide a local option for students who have to travel great distances for an education. The applicant states it will provide home visits, this is the first mention of this in the application, which is significant considering the applicant should have addressed this in the context of communicating student progress with parents. No information is provided on why home visits are innovative or unique.

The applicant briefly addresses the dual language and STEM programs, but do not address why these are unique or innovative.

There was no meaningful comparison with other schools provided in the response. In the appendix, the applicant provided a “Comparison” to “Deming Public Schools and USA’s typical classroom: Teacher-centered, fragmented curriculum, students working in isolation to memorize facts.” The statements about the DPS appear to be generalized statements with little or no support. Thus, this response is not meaningful.

The applicant provided incomplete evidence of the uniqueness, innovation, or significant contribution of its educational program to public education.

E. Letters of Support.

E. *Optional*. Provide letters of support from community leaders, business people or elected officials. (If additional space is needed, submit a separate document as a supplement to the Appendices.)

Letters of Support

Appendices and Attachments

Appendix Number	Appendix Description (* indicates optional appendix)	Attached (Check if Yes)
A	Course Scope and Sequence	x
B	*Governing Documents	x
C	Head Administrator job description	x
D	Job Descriptions (of licensed and certified staff)	x
E	*Governing Body Personnel Policies	x
F	Student Discipline Policy	x
G	Conflict of Interest Policy/Disclosure Statement	x
H	*Proposed contract or agreement with partner or contractor (Required if you have one)	<input type="checkbox"/>
I	PSFA-approved projected facility plan documentation	x
J	910B5 SEG Computation Revenue Estimate	x
K	5-year budget plan	x
L	Proposed salary schedule for licensed staff	x
Waivers	*Other Waivers	<input type="checkbox"/>
Founders	*Names and descriptions of qualifications/experience	x

	Ranking			
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
Appendices	The school provides all of the required appendices.		The school provides most of the significant appendices	The school does not provide the most significant appendices. --OR-- The application does not include all of the required appendices.

The applicant provided all of the required appendices.