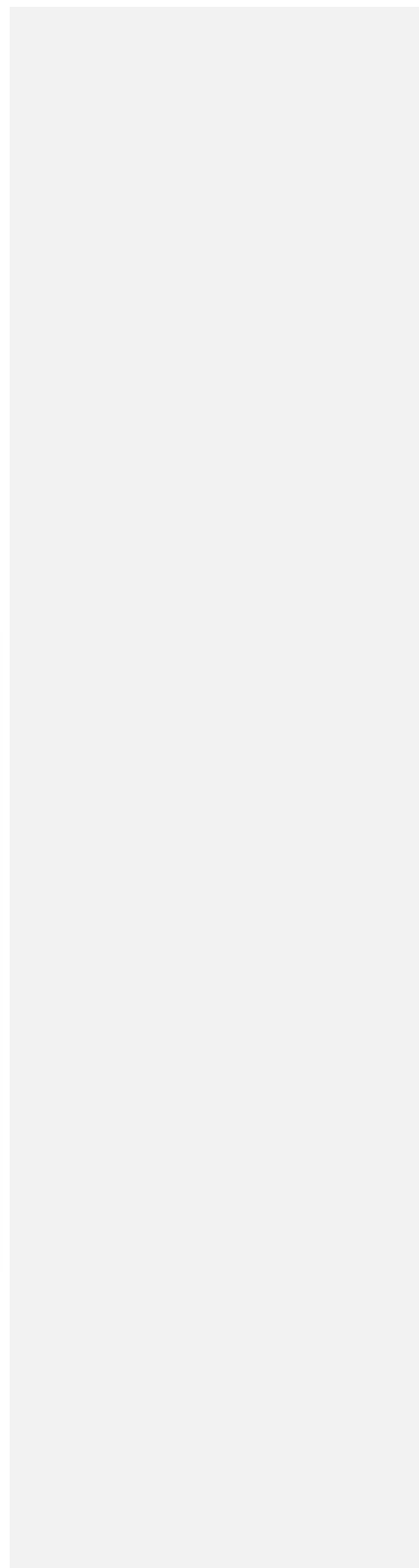




New Mexico Public Education Commission

2014 New Charter School Application Kit
Part C. Application & Rubric



School Information:

Name of Proposed Charter School: Columbus Community Public School

School Address (if known):

School Location (City/Town): Columbus, New MexicoSchool District within which your school will be located: Deming Public SchoolsGrades to be served: 6 - 12Projected Enrollment Cap: 500

Contact Information:

Primary Contact Person: Jack LongAddress: P.O. Box 529City: Columbus State: New Mexico Zip: 88029Daytime Tel: 575-694-3171 Fax:Alternate Tel: _____ E-Mail: jacklong42235@yahoo.comSecondary Contact Person: Philip SkinnerAddress: P.O. Box 810City: Columbus State: New Mexico Zip: 88029Daytime Tel: 915-526-2307 Fax:Alternate Tel: _____ E-Mail: philipskinner47@gmail.com

Founder (if different from above):

Address:

City: _____ State: _____ Zip:

Daytime Tel: _____ Fax:

Alternate Tel: _____ E-Mail:

Founder (if different from above):

Address:

City: _____ State: _____ Zip:

Daytime Tel: _____ Fax:

Alternate Tel: _____ E-Mail:

Academics	3
D. Curriculum, Instructional Program, Student Performance Standards.	1211
E. Graduation Requirements.....	26
F. Instruction.	2928
Organization.....	5453
A. Governing Body Creation/Capacity.	5453
B. Governing Body Training and Evaluation.....	6462
C. Leadership and Management.	6664
D. Organizational Structure of the School.	7068
E. Employees.	7976
F. Community/Parent/Employee Involvement in Governance.	8481
G. Student Policies.	8785
H. Student Recruitment and Enrollment.	9087
I. Legal Compliance.	9390
J. Evidence of Partnership/Contractor relationship. (If Applicable.)	9592
K. Waivers.	9794
L. Transportation and Food.....	10097
M. Facilities/ School Environment.	10298
Finance.....	106402
A. Budgets.	106402
B. Financial Policies, Oversight, Compliance, and Sustainability	111407
Evidence of Support.....	129424
A. Outreach Activities.	129424
B. Community Support.....	130425
C. Community Relationships	132427
D. Uniqueness and Innovation.....	133428
E. Letters of Support.	134429
Appendices and Attachments.....	Error! Bookmark not defined. Error! Bookmark not defined. 136

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 an “Exceeds “ or “Meets” score as indicated in the scoring of the rubrics 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	130	6-10	1/20
Year 2	210	6-11	1/14.24
Year 3	300	6-12	1/16.67
Year 4	390	6-12	1/20.53
Year 5	480	6-12	1/22.9
At Capacity (Enrollment Cap)	500	6-12	1/22.9

	Included			Not included
A. School Size	The applicant provides all of the required information.			The application does not provide the required information.
		Satisfied	Not Satisfied	

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.

Please provide your Mission statement here

The mission of Columbus Community School is to have all students graduate prepared to enter the workforce or attend college (post secondary), by providing STEM, project-based learning curriculum that will enable our school to contribute to its own 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 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:				

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 the format set forth below, which is a SMART goal format (specific, measurable, 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.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic.
- **Reflective of the School's Mission.** A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- **Time-Specific 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, measurable, 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 "exceeds 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:**1.a. Students at Columbus Community School will demonstrate average or above academic growth in reading as measured by PED approved short-cycle Discovery Education Assessment**

Exceeds Standard: 85% of all students at CCS will meet the average or above growth target in reading as measured using the Discovery Education Assessment.

Meets Standard: 80-84% of all students at CCS will meet the average or above growth target in reading as measured using the Discovery Education Assessment.

Does Not Meet Standard: 75-79% of all students at CCS will meet the average or above growth target in reading as measured using the Discovery Education Assessment.

Falls Far Below Standard: Fewer than 75% of all students at CCS will meet the average or above growth target in reading as measured using the Discovery Education Assessment.

Goal/Indicator related to School's Mission:**1.b. Students at Columbus Community School will demonstrate average or above academic growth in mathematics as measured by PED approved short-cycle Discovery Education Assessment**

Exceeds Standard: 85% of all students at CCS will meet the average or above growth target in mathematics as measured using the Discovery Education Assessment.

Meets Standard: 80-84% of all students at CCS will meet the average or above growth target in mathematics as measured using the Discovery Education Assessment.

Does Not Meet Standard: 75-79% of all students at CCS will meet the average or above growth target in mathematics as measured using the Discovery Education Assessment.

Falls Far Below Standard: Fewer than 75% of all students at CCS will meet the average or above growth target in mathematics as measured using the Discovery Education Assessment.

Goal/Indicator related to School's Mission:

2. The majority of students who plan to 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, these students need to 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 as measured by ACCESS until proficient.

Exceeds Standard: 95% of all ELL students will demonstrate growth in English proficiency by increasing their score a minimum of one level annually as measured by ACCESS.

Meets Standard: 85-94% of all ELL students will demonstrate growth in English proficiency by increasing their score a minimum of one level annually as measured by ACCESS.

Does Not Meet the Standard: 75-84% of all ELL students will demonstrate growth in English proficiency by increasing their score a minimum of one level annually as measured by ACCESS.

Falls Far Below the Standard: Fewer than 75% of all ELL students will demonstrate growth in English proficiency by increasing their score a minimum of one level annually as measured by ACCESS.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—12	Meets—9	Partially Meets - 2	Does Not Meet- 1
C. (1)) G o a l (s) R e l a t e d t o t h e S c h o o l 's	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.

M i s s i o n				
Comments:				

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.

Rationale for Goal/Indicator 1: Academic Growth

Academic proficiency is one of the core indicators to predict college/career readiness. In Columbus Community School's first year it 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	6th	70	33.3%	35.13%
Deming Intermediate	7th	15	24.5%	42.4%

Red Mountain Middle	8th	15	20.14%	33.86%
Red Mountain Middle	9th	15	20.14%	33.86%
Deming High School	10th	15	15.02%	25.49%

*<http://webapp.ped.state.nm.us/aypd/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 this 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 rate 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 academic growth targets for the year. Focusing on academic goals in this 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.

One of the key functions of an individual is the ability to be employed and earning enough to care for family and self. Studies show that high school graduates earn almost 27% more than workers without a diploma. (NCES, <http://nces.ed.gov/fastfacts/display.asp?id=77>)

Rationale for Goal/Indicator 2: English Proficiency

93.5% of students in the Columbus Elementary School are English language learners while 100% of them are economically disadvantaged.¹ After the first two years of operation, Columbus Elementary School will be the sole feeder school for Columbus Community School. Parents express concern about the progress of their children learning English. Their concern is well-founded as a strong command of English is essential for students to graduate college/career ready. The New Mexico remedial rate for Hispanic students is 68 percent and for low-income students it is 79 percent, both of which make up CCS' student population.² Columbus community school's program is designed for ELL students to be college/career ready as well as to be equally proficient in English and Spanish upon graduation. Upon entering Columbus Community School for the first time all students will be assessed using W-APT (WIDA-ACCESS Placement Test) to determine their English language proficiency so that an appropriate program can be designed for those students still lacking in English proficiency. Students will continued to be monitored using the ACCESS assessments until they become English proficient.

Rationale for Other Indicators/goals, if appropriate:

The Columbus community is an impoverished community that lacks community based schools. Over 50% of our families live below the national poverty level. Poverty is a known factor that hampers student's academic achievement . The students of our area show the results of poverty and a school system which does not meet their needs. They are 280% less proficient in reading and 250% less proficient in math than Caucasian students in the District.

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 our linking student learning with community economic development. [Hinz (2002); Federal Reserve Bank of Cleveland Research Conference Proceedings (2004); Chung (2005); Weiss (2004); Bingler (2003).

Our geographic 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, levels of solar energy in the nation. We have over 350 days of sunshine. In addition, we have an abundant supply of local material, sand and clay, to build with adobe. Adobe is the ideal material for sustainable building. It has the necessary mass for sustainable passive solar construction. In addition, it has been used for thousands of years and is culturally acceptable in Mexico and the southwest. It is also used in the majority of countries worldwide.

One aspect of the project-based learning will be assisting local community residents build sustainably with adobe and rammed earth. Low income communities 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.

On the first day of class, students will be introduced to the concepts of standards, curriculum, instruction, and assessment. 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,. We will be using a curriculum develop software, such as "Build Your Own Curriculum". Students' names will appear along with teachers in those areas that they were involved.

Beginning in the second year of operation students will begin the design and construction of our own school facilities. By the end of the fourth year, students will have designed and built four classrooms and a laboratory. By the end of the fifth year, students will have designed and built three passive solar homes for low-income residents. By the third year, students will have begun holding workshops for the general public in passive solar adobe design and construction. By the end of the second year, students will have begun the conceptualization and design of the Passive Solar-Adobe Design and Research Institute. However, this goal will not come into total fruition until toward the end of our first renewal.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet- 1
C. (2) R a t i o n a l e f o r G o a l (s) R e l a t e d t o S c h o o l ' s M i s s i o n	The school provides a clear, comprehensive, 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:

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 Common Core State Standards, New Mexico Content Standards, and the school's mission.

--OR--

Provide and describe a clear, comprehensive, and reasonable timeline and plan for the development of the curriculum and instructional program including the identification of responsible staff and deadlines (e.g., if you plan to develop your curriculum fully with the staff that you hire, please describe here).

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

Our educational program is learner centered. That is, the program is student centered, knowledge centered, assessment centered, and community centered. Students are actively involved in curriculum and instructional development, as well as assessment. Every child wants to learn. Every child is creative. Every parent wants her/his child to learn, to be creative and to be successful. Every child's learning and creative processes are unique and respond uniquely to schooling. Every parent responds differently to his/her child's learning and creative processes.

As educators, it is our role to assist each child, individually, to unlock those processes and to assist each parent in her/his role in the education processes. Central to our education philosophy is the development of a set of core values that must permeate the culture of the school-family-community. To accomplish this Columbus Community School 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, teachers, parents, administrators, staff, and the communities of Columbus and Palomas will all be engaged in the process.

We have selected STEM curriculum because we believe that technology has become an integral part of students' daily lives and interests as well as a broad global spectrum of creative vocational opportunities. 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 speak Spanish. A second aspect of our curriculum is that of multicultural one way dual language of English and Spanish. This will allow our students the ability to function effectively in a total of 156 separate countries (112 English speaking and 44 Spanish speaking). Our goal here is for our students to graduate equally proficient in Spanish and English. Both New Mexico Legislatures and Administrations, over the years, 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 declares New Mexico to be a Multicultural State.

A third aspect of our curriculum is that of integrated project based curriculum. Here the structure of the curriculum is designed in such a way that projects will embrace the various core courses. The principal 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. We believe that this approach will have the dual effect of student learning and economic development. With the integrative project based curriculum model, students are helped to experience their studies as more coherent and more connected with the adult 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 of learning in making connections between course content and their personal lives. There is better preparation for life because of collaborative experiences and broader understanding of principles and concepts. Teachers will work collaboratively and students will learn collaboratively. Teachers will form teams in which all core disciplines will be included.

Collaboration is working together towards a common goal. For that to happen, there must be communication, the exchange of knowledge and opinions, and an agreed upon and division of labor. Collaboration relies on factors such as a readiness to participate, mutual understanding, and the ability to manage interpersonal conflicts. Collaboration is learned, it does not come naturally. Teachers will form teams incorporating necessary disciplines within each team. Team teaching is not common in the present school system. It will take extensive and ongoing professional development for teachers to become comfortable and effective with the process.

Students will also work in teams. Project-based learning (PBL) is an instructional strategy in which students actively resolve complex problems in realistic situations. It will be used to teach individual lessons, units, or even entire curricula. PBL is usually approached in a team environment with emphasis on building skills related to consensual decision making, dialogue and discussion, team maintenance, conflict management, and team leadership. Students and teachers will decide how teams will be formed. Experience has shown that teams from 3 to 7 members are more effective as it allows shy students to participate more openly. Diversity is an important factor in the team's makeup, as well. This includes diversity of age, skills, and maturity. Collaboration is an integral part of Common Core Standards. It is also key to Project-Based Learning. Both students and teachers will be assessed for collaboration. Attached is a rubric that students and teachers will consider as they developed their own rubric for collaboration.

(See ATTACHMENT A)

Students earn credits on mastery rather than seat time. Students will progress through skill levels and competencies once Common Core and State Standards are met. In addition, students can earn credits through expanded-learning opportunities, community service, peer counseling,

dual credit, and other means, including online options. 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 collaboratively be 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. Students will have opportunities to exhibit their expertise before family and community as well as to peers and teachers. The high school diploma will be awarded upon a successful final demonstration of mastery for graduation.

Our classrooms will be multiage, with up to a three or four year span. John Dewey (1956) supported the wide range of differences and abilities and questioned the impact of retention on students. Multiage classrooms utilize an organizational structure in which children of different ages and ability levels are grouped together, without dividing them or the curriculum into steps labeled by grade designation. This eliminates the need for retention. The students remain with the same teaching team for more than one instructional year. Teachers get to know the social and academic needs of all students. The general picture that emerges from studies of multiage classrooms is one of increased competition and aggression within same-age groups and increased harmony and nurturance within multiage groups. We believe that this approach will help to relieve the bullying phenomenon that is so prevalent today in the traditional school system, as well as increase proficiency for all students.

CCS will function as a year round school. In addition, students will attend school directed programs for seven hours a school day. Due to low educational level and language barriers of parents, homework monitors will be available after class hours to assist students with their homework. Learning blocks will be 90 minutes long, giving students time for questions, discussion, and research as they work on their projects. It will give teachers more time to interact with both individual students and with the small groups that are teamed up for projects.

CLASS SCHEDULE (See ATTACHMENT B)

Each day the classes will start with assembly. The assembly will be used to explore core beliefs and values and how they affect school and community life. It will be our daily meeting to ensure that students are ready to do their best work each day. It will also be used to acknowledge academic, social, and community service achievements. Students and faculty will develop the agenda and conduct the meeting jointly.

The last half hour of every day will be reserved for reflection. When students reflect on their work they can understand more clearly what they need to do to improve. Students discuss what they enjoyed about working in pairs or small groups, and how one student's idea would spawn another student's idea. They discuss what they liked about the materials and what they found to be frustrating. Students share their reflections to note what they had in common and what was special to each team or to each individual personally. They review the criteria of assessment and discussed how well they met them. The teacher joins in the process of reflection, reflecting on

her own experiences as well as helping guide students in the process. Following is an example a rubric which will assist in the assessment of the process:

(See ATTACHMENT C)

The idea of the remediation time is that no student has homework to alleviate the possibility that there may be a lack of necessary support or resources in the home.

		Ranking			
		Satisfied		Not Satisfied	
		Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D · (1) A c c a d e m i c P r o g r a m & C u r r i c u l u m	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.	The description provided is clear and reasonable and mostly aligns with CCSS, NM Content Standards, and the school's mission.	The description provided is limited and does not support or partially supports CCSS, NM Content Standards, and the school's mission.	The description OR the timeline iprovided is incomplete or inadequate. --OR-- The application does not respond to this prompt.	
	<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>--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>--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>		

Comments:

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: Skandera 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, Krajcik, Dersheimer, 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; Slavik 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 a student are involved in decision-making process in all school areas.

References

- Bathgate, K., Colvin, R. L., & Silva, E. (2011). Striving for student success: A model of shared accountability. Education Sector. Retrieved May 9, 2013 from <http://www.educationsector.org/publications/striving-student-success-model-shared>
- Beane, J. A. (1997). Curriculum integration: Designing the core of democratic education. New York: Columbia University Press.
- Bingler, S., Quinn, L., & Sullivan, K. (2003). Schools as centers of community: A citizen's guide for planning and design. National Clearinghouse for Educational Facilities. Retrieved April 12, 2013 from http://www.ncef.org/pubs/scc_publication.pdf
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (1999). How people learn: Brain, mind, and experience. Washington, D.C.: National Academy Press.
- Blythe, D. A., Hill, L. P., & Smyth, C. K. (1981). The influence of older adolescents on younger adolescents: Do grade level arrangements make a difference in behaviors, attitudes, and experiences? *Journal of Early Adolescence*, 1, 85-110.

- Carnegie Board on Adolescence Development. (1989). *Turning points: Preparing American youth for the 21st century*. New York: Carnegie Corporation.
- Carroll, T., Fulton, F. & Doerr, H. (2010). *Team up for 21st century teaching and learning: What research and practice reveal about professional learning*. Retrieved May 16, 2013 from <http://www.nctaf.org/TeamUp.htm>.
- Chalfant, L.S. (1972). A three-year comparative study between students in a graded and nongraded secondary school *Dissertation Abstracts International*, 33, 3178A.
- Checkoway, B., & Richards-Schuster, K. (2006). Youth participation for educational reform in low-income communities of color. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.), *Beyond resistance! Youth activism and community change* (pp. 319–330). New York: Routledge.
- Chung, C. (2005). *Connecting Public Schools to Community Development*. Retrieved May 7, 2013 from <http://www.bos.frb.org/commdev/c&b/2005/winter/Public.pdf>
- Collier, V. P., & Thomas, W. P. (2004). The astounding effectiveness of dual language education for all. *NABE Journal of Research and Practice*, 2(1), 1-20.
- Connelly, F. M., & Ben-Peretz, M. (1997). Teachers, research, and curriculum development. In D. J. Flinders & S. J. Thornton (Eds.), *The curriculum studies reader* (pp. 178-197). New York: Routledge.
- Cotton, K. (2006). *Effects of interdisciplinary team teaching*. Research. Synthesis. Northwest Regional Educational Lab., Portland, OR.
- Darling-Hammond, L., Barron, B., Pearson, P. D., Schoenfeld, A., Stage, E., Zimmerman, T., Cervetti, G., & Tilson, J. (2008). *Powerful Learning: What we know about teaching for understanding*. San Francisco, CA: Jossey-Bass.
- Dewey, J. (1916). *Democracy and education*. New York: Macmillan.
- Eccles, J., & Gootman, J. A. (2002). *Community programs to promote youth development*. Washington, DC: Committee on Community-Level Programs for Youth. Board on Children, Youth, and Families, Commission on Behavioral and Social Sciences Education, National Research Council and Institute of Medicine
- Federal Reserve Bank of Cleveland Research Conference Proceedings. (2004). *Education and Economic Development*. Retrieved April 10, 2013 from <http://www.clevelandfed.org/research/conferences/2004/November/cbook.pdf>
- Freeman, R. (2004). *Building on community bilingualism*. Philadelphia, PA: Caslon, Inc.
- Fortus, D., Krajcik, J., Dershimer, R. C., Marx, R. W., & Mamlok-Naamand, R. (2005). Design-based science and real-world problem solving. *International Journal of Science Education*. 27(7), pp. 855-879.
- Fulton, K., Doerr, H., & Britton, T. (2013) *STEM Teachers in Professional Learning Communities: A Knowledge Synthesis*. Retrieved February 16, 2013 from <http://www.nctaf.org/documents/Genesee>, F. (1987). *Learning through two languages: Studies of immersion and bilingual education*. Cambridge, MA: Newbury House.
- Genesee, F. (Ed.) (1999). *Program alternatives for linguistically diverse students*. Center for Research on Education, Diversity & Excellence. McGill University,
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D. (2006). *The Center on Instruction-Educating English language learners: A synthesis of research evidence*. New York : Cambridge University Press.
- Genesee, F., & Lindholm-Leary, K. (2010). *Alternative educational programs for English learners. Improving education for English learners: Research-based approaches*. California Department of Education.

- Hartup, W. W. (1976). Cross-age versus same-age peer interaction: Ethological and cross-cultural perspectives. In V. L. Allen (Ed.), *Children as Teachers: Theory and Research on Tutoring*, 41-55. New York: Academic Press.
- Hartup, W. W. (1977). Developmental implications and interactions in same- and mixed-age situations. *Young Children*, 4-13.
- Hamayan, E., & Freeman, R. (2006). *English language learners at school*. Philadelphia: Caslon, Inc.
- Henderson, A. T., & Mapp, K. L. (2002). A new wave of evidence: The impact of school, family, and community connections on student achievement (Annual synthesis), National Center for Family & Community Connections with Schools.
- Hinz, L. (2002). The community and school as an economic development team. *Positive Directions for Schools and Communities*. Retrieved May 7, 2013 from <http://www.Extension.umn.edu/distribution/resourcesandtoursim/components/DB6178-2.html>
- Houtenville, J., & Conway, K. (2008). Parental effort, school resources, and student achievement. *The Journal of Human Resources*, XLIII, 2. Retrieved June 15, 2013 from www.unh.edu/news/docs/Conway_May08.pdf.
- Hoxby, C. M. (2001). "If families matter most, where do schools come in?" In T. M. Moe (Ed.), *A primer on America's schools*. Stanford, CA: Hoover Institution Press, 2001.
- Johnson, R. T., & Johnson, D. W. (1986). Action research: Cooperative learning in the science classroom. *Science and Children*, 24, 31-32.
- Joselowsky, F. Youth Engagement, High School Reform, and Improved Learning Outcomes: Building Systemic Approaches for Youth Engagement. *NASSP Bulletin* Vol. 91 No. 3 September 2007.
- Kolodner, J. L., Camp, P. J., Crismond, D., Fasse, B., Gray, J., Holbrook, J., et al. (2003). Problem-based learning meets case-based reasoning in the middle-school science classroom: Putting learning by design into practice. *The Journal of the Learning Sciences*.
- Mergendoller, J. R., Markham, T., Ravitz, J., & Larmer, J. (2006). Pervasive management of project based learning: Teachers as guides and facilitators. In C. M. Evertson & C. S. Weinstein (Eds.), *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. Mahwah, NJ: Lawrence Erlbaum, Inc.
- MetLife. (2009). *The MetLife survey of the American teacher: Collaborating for student success*. New York: Metropolitan Life Insurance Company. Retrieved from <http://www.eric.ed.gov/PDFS/ED509650.pdf>
- Mitra, D. L. (2004). The significance of students: Can increasing "student voice" in schools lead to gains in youth development. *Teachers College Record*, 106(4), 651-688.
- Morrish, E. (1995). How participatory learning empowers students. *Bright Ideas*, 5(2).
- Nelson, J. R., & Fredrick, L. (1994). Can children design curriculum? *Educational Leadership*, 51, 71-75.
- Newman, F., King, M., & Carmichael, D. (2007). *Authentic Instruction and Assessment*. Downloaded June 4, 2013 from <http://centerforaiw.com/sites/centerforaiw.com/files/Authentic-Instruction-Assessment-BlueBook.pdf>
- Noguera, P. & Wells, L. (2011). *The Politics of School Reform: A Broader and Bolder Approach To Newark*. Berkeley Review of Education, University of California Berkeley Graduate School of Education, UC Berkeley.
- Participatory Curriculum Development. Downloaded June 15 ,2013 from

- <http://mystudentstudio.com/educationforeveryday/2012/12/6/participatory-curriculum-development>
- Pratt, D. (1986). On the merits of multiage classrooms. *Research in Rural Education*. 3(3), 111- 116.
- Rogers, A., & Taylor, P. (1998) *Participatory Curriculum Development in Agricultural Education. A Training Guide*. Rome: FAO.
- Rubin, B. C., & Silva, E. M. (Eds.). (2003). *Critical voices in school reform: Students living through change*. London: RoutledgeFalmer
- Satchwell, R., & Loepp, F. L. (2002). Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School. Retrieved 2010-9-November from *Journal of Industrial Teacher Education*: <http://scholar.lib.vt.edu/ejournals/JITE/v39n3/satchwell.html>
- Savage, R., Vanasupa, L., and Stolk, J. (2007). Collaborative Design Of Project-Based Learning Courses: How To Implement A Mode Of Learning That Effectively Builds Skills For The Global Engineer. Downloaded May 9, 2013 from http://digitalcommons.calpoly.edu/cgi/viewcontent.cgi?article=1002&context=mate_fac
- Shear, L., Novais, G., Means, B., Gallagher, L., & Langworthy, M. (2010). *ITL Research Design*. Menlo Park, CA: SRI International. Retrieved April 4, 2013 from http://itlresearch.com/images/stories/reports/ITL%20Research%20design_15%20Nov%20201.pdf.
- Skandera, H., & Sousa, R. (2003). *School figures: The data behind the debate*. Hoover Institution Press.
- Slavit, D., Holmlund Nelson, T.D., & Kennedy, A. (2009). *Perspectives on supported Collaborative teacher inquiry*. New York: Routledge.
- Thomas, W. P., & Collier, V. P. (2002). *A national study of school effectiveness for language minority students' long-term academic achievement*. Santa Cruz, CA: Center for Research on Education Diversity, and Excellence, University of California – Santa Cruz.
- Vescio, V., Ross, D., & Adams, A. (2008). A review of research on the impact of professional learning communities on teaching practice and student learning. *Teaching and Teacher Education*. 24(1), 80-91.
- Wadkins, T., Miller, R. L., & Wozniak, W. (2006). Team teaching: Student satisfaction and performance. *Teaching of Psychology*, 22(2), 118-20.
- Weimer, M. (2002). *Learner-centered teaching*. San Francisco: Jossey-Bass
- Weiss, J. D. (2004). *Public schools and economic development*. Knowledge Works Foundation. Cincinnati, Ohio.
- Wiggins, G., & McTighe, J. (2011). *The Understanding by Design guide to creating high-quality units*. Alexandria, VA: ASCD

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D · (2) R e s e a r c h / D a t a	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:				

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)

See Appendix A

SCOPE AND SEQUENCE

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 and State 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 units 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 units 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 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.

However, we listen to what interests our students. If a student would rather explore other issues we would ask him/her to find other students who would like to join the project. In some instances a student would rather work alone. In any case, we would ask that the student research, design, and carry the project out with rigor and passion and from time to time make presentations to the class, or student body, regarding his/her progress.

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.

Teachers will be hired approximately one month before classes begin. During that period, they will be undergoing intensive professional development in the areas of team teaching, project-based learning, curriculum development, core values and beliefs of the school, and the State Common Core and State Standards. This baptism of fire is necessary due to the lack of startup funds during the planning stage. Part of the training will be devoted to the issue of “how to start classes without a predefined curriculum”.

The first two to three weeks of classes will 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 under the teaching team’s guidance. They will use the backwards design model of curriculum and instructional development. One starts with the desired results, goals, and standards. 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 backwards 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.

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

D (3) S c o p e a n d S e q u e n c e	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:

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

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.

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 units 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 units 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
--	-----------	---------	---------------------	-----------------

<p>E .(1) (2) G r a d u a t i o n R e q u i r e m e n t s / G r a d u a t i o n W a i v e r I f N e c e s s a r y</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>
---	--	--	--	---

– H i g h S c h o o l s O n l y				
Comments:				

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.

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 exist in the case of Columbus, where students are bussed from their community to another community more than 30 miles away. 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 holds 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 biliteracy, grade-level academic achievement, and multicultural competence for all students. The students' linguistic and cultural identities should serve as a springboard for learning by connecting their experiential backgrounds to social and academic lessons. Emphasis needs to 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.

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 are treated as individuals and that teachers are 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 can 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. 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 can differentiate summative assessments for the students. Again, it all depends on the standards you are assessing. 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			
	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.
	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.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

F.(3) Differentiated Instruction	The school provides a clear and comprehensive description of how instruction will be differentiated based on identified student needs and specific examples are provided.	The school provides a clear description of how instruction will be differentiated based on identified student needs and at least one specific example is provided.	The school provides a limited description of how instruction will be differentiated based on identified student needs and no examples or inadequate examples are provided.	The school provides an incomplete and/or inadequate description of how instruction will be differentiated. --OR-- The application does not address differentiated instruction.
Comments:				

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

Access to Services to schools authorizer, initially

Children with special needs 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 will 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.

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.

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.

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)(a) (d) 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	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.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
	<i>High Schools Only</i> The school provides a clear, cohesive and comprehensive plan for graduating students with special education needs that complies with federal and state regulations.	<i>High Schools Only</i> The school provides a clear plan for graduating students with special education needs that complies with federal and state regulations.	<i>High Schools Only</i> The school provides a limited plan for graduating students with special education needs.	<i>High Schools Only</i> 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.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	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:				

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

	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:				

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.

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 remedial. 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. Each day, 50% will be in English while the remaining 50% will be in Spanish. Peer teaching and teachers using cooperative learning strategies will serve as an important stimulus for the cognitive challenge.

All CCS teachers will be bilingual endorsed.

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".

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 summatively assessed. 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.

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 determine English proficiency.

In addition to summative assessments, we will use formative assessments 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.

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 endorsement 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 MOUs with Mexico and Spain, which allows for the hiring of equally qualified staff from those countries for up to three years.

Comment [1]:

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (3)(a)-(e) English Language Learners (ELLs)	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.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

<p>The school provides a clear, comprehensive, and cohesive explanation of how the school will provide services/supports to identified students.</p>	<p>The school provides a clear explanation of how the school will provide services/supports to identified students.</p>	<p>The school provides a limited explanation of how the school will provide services/supports to identified students.</p>	<p>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.</p>
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
<p>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.</p>	<p>The school provides a clear description of how instruction will be differentiated based on identified student needs. Examples are provided.</p>	<p>The school provides a limited description of how instruction will be differentiated based on identified student needs, Limited or inadequate examples are provided.</p>	<p>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.</p>
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
<p>The school provides a clear, comprehensive, and cohesive plan to regularly evaluate and monitor the progress of English language learners.</p>	<p>The school provides a clear plan to regularly evaluate and monitor the progress of English language learners.</p>	<p>The school provides a limited plan to evaluate and monitor the progress of English language learners.</p>	<p>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.</p>
Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

	<p>The school provides a clear, comprehensive, and cohesive description of how it will budget and staff itself to meet the needs of ELLs.</p>	<p>The school provides a clear, description of how it will budget and staff itself to meet the needs of ELLs.</p>	<p>The school provides a limited description of how it will budget and staff itself to meet the needs of ELLs.</p>	<p>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.</p>
<p>Comments:</p>				

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 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 which are appropriate for the students at each grade level. ACCESS and Woodcock-Munoz will be administered to all ELL students to measure English proficiency and Spanish proficiency.

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. 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 that will be designed and implemented collaboratively by students and teachers. These assessments 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 during the last one-half hour of the day, which is known as the daily reflective period.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
--	-----------	---------	---------------------	-----------------

H.(1) Use of Assessments	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:				

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

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

H. (2) I n d i v i d u a l a n d S c h o o l - w i d e C o r r e c t i v e A c t i o n	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.
Comments:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H. (3) R e p o r t i n g o n P r o g r e s s	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.
Comments:				

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.

Formatted: English (United States)

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 presentation to the Governing 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 requests for notice of meetings.

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 (I) (I)).

Ranking	
Satisfied	Not Satisfied

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
A · (1) G o v e r n a n c e D e s c r i p t i o n	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:				

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 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 school’s compliance with legal obligations).

Description of Prospective Governance Expertise

1. 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 non-profit 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A · (2) D e s c r i p t i o n o f P r o s p e c t i v e G o v e r n a n c e E x p e	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.

r t i s e				
Comments:				

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.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
--	-----------	---------	---------------------	-----------------

A . (3) S e l e c t i o n o f M e m b e r s	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.
Comments:				

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) G o v e r n a n c e T r a i n i n g	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.
Comments:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B. (2) G o v e r n a n c e E v a l u a t i o n	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:				

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 form 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.

	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 descriptions of how the Governing Body will monitor outcomes is inadequate or incomplete. --OR-- The school does not address the prompt.
Comments:				

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.

Head Administrator Selection

1. The first and most important qualification will be an understanding and passion for Columbus Community School's vision and mission.
2. We will be seeking a proven leader in the area of curriculum design and assessment practices.
3. Knowledgeable in a dual language (English-Spanish) program.
4. Sensitive to the fact that all students have different learning modes.
5. A proven leader.
6. Ability to communicate and motivate through oral and written skills.
7. The ability to develop a school improvement plan to address continuing student achievement.
8. Teaching skills.
9. State license and certification.

The time line for hiring a head administrator is five months before school opens or approximately mid-February 2015. We will take advantage of as many free sources of publicizing the position as possible and network through organizations such as the New Mexico Coalition of Charter Schools and the National Alliance of Charter Schools.

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
--	-----------	---------	---------------------	-----------------

<p>C. (2) Head Admin istrator Selection</p>	<p>The school provides a clear, comprehensive, and cohesive description of the desired or, if selected, the head administrator's leadership characteristics and 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>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 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>The school provides a limited description of the desired, or, if selected, the head administrator's qualifications. The school provided some evidence of a plan to hire and evaluate an administrator.</p>	<p>The school provides an inadequate or incomplete description of the head administrator's qualifications, and the plan to hire and evaluate an administrator. --OR-- The application provides no plan to address the head administrator's qualifications and the hiring and evaluating of an administrator.</p>
<p>Comments:</p>				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C. (3)) H e a d A d m i n i s t r a t o r E v a l u a t i o n	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:				

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 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. Community engagement brings the community and the school together in mutual support of student learning and community development.

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 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 or citizenship.

The assembly takes place during the first half hour of each school day. All students and staff are to attend. It is very important to the health of the school. It is here where the school's core beliefs and values are constantly being 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 are 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.

(See ATTACHMENT E)

	Ranking
--	---------

	Satisfied		Not Satisfied	
	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D. (1) O r g a n i z a t i o n a l S t r u c t u r e	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.
Comments:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (2)) Jo b D es cr ip ti o ns	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:				

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 in July 2015.

D.(3) 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.

Accordingly, ensure that your plan is clearly aligned with the budget, projected enrollment, and implementation schedule.

Staffing Plan

(See ATTACHMENT F)

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D. (3 a a n d b S t a f f i n g P l a n N e e d	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.
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1

a n d A l i g n m e n t	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:				

D.(4) 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)

	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:				

D.(5) 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 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
D. (6) Pr of es si o n al D e v el o p m e n t p l a n	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.

Comments:

E. Employees.

E.(1) **Clearly describe** the employer/employee relationship and provide **clear terms** and conditions of employment for all classes of employees (administration, professional staff, and administrative staff). 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)) E m p l o y e r/ E m p l o y e e R e l a t i o n s h i p	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:				

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 do 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 to meet the changing needs of school personnel as well as the school itself.

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

<p>E. (2) P er s o n n el p ol ic ie s</p>	<p>The school provides a clear, comprehensive, and cohesive set of personnel policies and procedures that are aligned with the stated employer / employee relationship, and comply with all applicable state and federal regulations (attached as Appendix E). —OR— 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). —OR— 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). —OR— 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. —OR— The application does not address personnel policies and procedures or plans to develop the policies.</p>
<p>Comments:</p>				

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.

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E. (3)) S t a f f D i s c i p l i n e P r o c e s s	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:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
E. (4)) G r i e v a n c e P r o c e s s	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:				

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 meet with school faculty to work together on behalf of the students. Finally, CCS is 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 at the school.

Ranking

	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F.(1) Community involvement in governance and operation of the school.	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:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
F. 2) C o m p l a i n t R e s o l u t i o n	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 response from school administration or the GB.	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 school administration or the GB.	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 administration or the GB.	The school provides an inadequate or incomplete plan to address community and parent complaints. --OR-- The school does not address complaint resolution.
Comments:				

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) St ud en t Di sci pli ne Po lic y	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.
Comments:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
G. (2) A It er na tiv e Pl ac e m en ts	The school provides a clear, comprehensive, and cohesive plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students’ Rights and Responsibilities rules.	The school provides a clear plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. The plan is consistent with the Students’ Rights and Responsibilities rules.	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 consistent with the Students’ Rights and Responsibilities rules.	The school provides an inadequate or incomplete plan for addressing alternative educational settings for eligible students who are long-term suspended or expelled. --OR-- The application does not address alternative placement of students.
Comments:				

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 2014 – January 2015.
- Establishment of phone number, mailing address, and website – January 2015.
- Community meetings: second week of January and first week of February for early enrollment and recruitment of volunteers to assist in recruitment.
- Early enrollment to close March 30, 2015, with a lottery in case more students enroll than slots are available.
- Second enrollment period from March 31 to May 1, 2015 in case slots are still available.
- Third enrollment period from May 2 to July 1, 2015.

Formatted: English (United States)

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

H. (1) St ud en t Re cr ui t m en t	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:				

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 2015. The first lottery will be held at the end of March, 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. 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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
H. (2) L o t t e r y P r o c e s s	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:				

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 disenrolled.

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) and all other applicable laws). 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) C o n f l i c t o f I n t e r e s t	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.
Comments:				

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 Section 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.

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 N/A

Ranking	
Satisfied	Not Satisfied

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet-1
J.(1) Third party relationship	<i>If Applicable</i> The school indicates that there is /are third party relationship(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.	<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.	<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.	<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.
Comments:				

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.

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

J.(2) Prompt	<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:				

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.
	yes	no	
Individual class load		X	
Teaching load		X	
Length of school day	X		Students may need additional instruction after the school day requiring flexible hours.

Staffing pattern	X		Flexibility may be required in early years of the charter.
Subject areas	X		STEM project-based curriculum will integrate subject areas
Purchase of instructional materials	X		The project-based educational plan will likely need instructional material that is probably not available with the state. However, we would like the option of using state materials when appropriate.
Evaluation standards for school personnel		X	
School principal duties	X		The charter administrator will have additional responsibilities
Drivers education	X		Resources 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

Topic	Ranking			
	Satisfied		Not Satisfied	
	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:

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.

	Ranking			
	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L. (1) T r a n s p o r t a t i o n	<i>If Applicable</i> 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.	<i>If Applicable</i> 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.	<i>If Applicable</i> 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.	<i>If Applicable</i> 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. --OR-- The school does not state whether or not it plans to offer transportation to its students.

Comments:

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 design an approved nutrition menu and contract out the preparation and delivery to an approved food preparation business. 100% of our students qualify for the Free and Reduced Lunch Program according to PED records for Deming Public Schools.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
L. (2) Food Service	<i>If Applicable</i> 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.	<i>If Applicable</i> 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.	<i>If Applicable</i> 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.	<i>If Applicable</i> 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. --OR-- The school plans to offer food services to its students but provides no other information.
Comments:				

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 25th, 2014. 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) P r o j e c t e d F a c i l i t y N e e d	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.

s				
Comments:				

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 a PSFA approved facility. Please see the attached MOU (SEE ATTACHMENT I)

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

M. (2) F a c i l i t y P l a n	The school provides evidence that it has researched potential facilities/properties and identified at least one appropriate, viable facility/ property in the targeted geographic location. The evidence includes a clear plan to prepare the facility/property in time for the school's opening.	The school provides evidence that it has researched potential facilities/properties and made significant efforts to identify appropriate, viable facility/ property in the targeted geographic location.	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 school's facility needs.
Comments:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
M (3) P r o j e c t e d F a c i l i t y C o s t s	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.
Comments:				

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.

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.).

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

	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 Estimate 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.
A(2) 5-Year Budget Plan	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 demonstrates the financial capacity and long-term sustainability of the school.	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 long-term sustainability of the school.	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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
Comments:				

A.(4)(a) 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.

(b) 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.

(c) 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.

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

A(4) Strategic 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:				

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.

See Appendix L

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

A(5) Salary Schedule (Appendix)	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:				

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

<p>B (1) (2) F i n a n c i a l P o l i c i e s a n d I n t e r n a l C o n t r o l s</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>The school provides incomplete or inadequate financial policies and internal controls. --OR-- The application does not address financial policies and internal controls.</p>
--	---	---	---	---

Comments:

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 onetime 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) F i n a n c i a l p o l i c i e s a n d I n t e r n a l C	<p>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 statues, regulations, and rules relative to the school's procedures.</p>	<p>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 statues, regulations, and rules relative to the school's procedures.</p>	<p>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 statues, regulations, and rules relative to the school's procedures.</p>	<p>The school provides incomplete or inadequate financial policies and internal controls.</p> <p>--OR--</p> <p>The application does not address financial policies and internal controls.</p>	

o n t r o l s				
Comments:				

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.

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

B . (3) F i n a n c i a l P e r s o n n e l	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:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B · (4) F i n a n c i a l O v e r s i g h t	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.	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.	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.	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. --OR-- The application does not provide a clear plan for financial oversight.

Comments:

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, having enough students to receive funding to maintain a level of service to the students. 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. 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.

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
B · (5) S c h o o l S u s t a i n a b i l i t y	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 relationships, student enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's thoughtful consideration of school sustainability.	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 enrollment, charter compliance, 501(c)3, mission and performance objectives. The description demonstrates the school's adequate consideration of school sustainability.	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 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.	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 sustainability. --OR-- The application provides no information regarding the long-term sustainability of the school.

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 pot luck 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 our 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.

Ranking

	Satisfied		Not Satisfied	
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
A · O u t r e a c h A c t i v i t i e s	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:				

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

Last year we provided forms to the public so that parents can show their interest in having their children attend Columbus Community School. We did an informal survey of some of the same parents and they still want their children to attend Columbus Community School. The following

table provides a list of interested parents broken down to number of children and their grade level.

GRADE LEVEL	NUMBER OF STUDENTS
Special Education:	1
1st grade:	3
2nd grade:	4
3rd grade:	8
4th grade:	20
5th grade:	29
6th grade:	25
7th grade:	10
8th grade:	3
9th grade:	1
11th grade:	2
Total	106

	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 or student population.	The school provides adequate quantifiable data-based evidence of broad-based support for the school among residents in the targeted community or student population.	The school provides limited measurable evidence of support for the school among residents in the targeted community or student population.	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 student support for the proposed school.
Comments:				

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.

	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
C. C o m m u n i t y R e l a t i o n s h i p s O p t i o n a l e v i d e n c e o f s u p p o r t.	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.) Robust letters or other documentation of support are provided.	The school demonstrates that it has developed adequate networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are provided.	The school provides limited descriptions of networking relationships or resource agreements with local community agencies, groups, or individuals. Letters or other documentation of support are not provided.	The school provides inadequate or incomplete evidence that it has developed meaningful working relationships or resource agreements with local community agencies, groups, or individuals. --OR-- The application does not address the school's networking relationships or other agreements with local community agencies, groups, or individuals.

Comments:

D. Uniqueness and Innovation.

E. 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 work force of the 21st century.

(See ATTACHMENT H)

	Exceeds—8	Meets—6	Partially Meets - 2	Does Not Meet—1
D · U n i q u e s s e s o f p r o p o s e d S c h o o l	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:				

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 required appendix)	Attached (Check if Yes)
A	*Course Scope and Sequence	<input checked="" type="checkbox"/>
B	Governing Documents	<input checked="" type="checkbox"/>
C	*Head Administrator job description	<input checked="" type="checkbox"/>
D	*Job Descriptions	<input checked="" type="checkbox"/>
E	Governing Body Personnel Policies	<input checked="" type="checkbox"/>
F	*Student Discipline Policy	<input checked="" type="checkbox"/>
G	*Conflict of Interest Policy/Disclosure Statement	<input checked="" type="checkbox"/>
H	Proposed contract or agreement with partner or contractor (Required if you have one)	N/A
I	*PSFA-approved projected facility plan documentation	
J	*910B5 SEG Computation Revenue Estimate	
K	*5-year budget plan	
L	*Proposed salary schedule for licensed staff	
Waivers	Other Waivers	
Founders	Names and descriptions of qualifications/experience	

ATTACHMENT NUMBER	ATTACHMENT DESCRIPTION	Attached (Check if Yes)
A	RUBIC FOR COLLABORATION	
B	CLASS SCHEDULE	
C	RUBRIC COLLABORATION	
D	HOW PROGRAM DIFFERENT	
E	ORGANIZATION CHART	
F	STAFFING	
G	SCHOOL CALENDAR	
H	RAMMED EARTH SCHOOLS	

I	MOU with Village of Columbus for facilities	
---	---	--

Formatted: Left

Formatted: Centered

	Ranking			
	Exceeds—4	Meets—3	Partially Meets - 2	Does Not Meet—1
App endi ces	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.