

STATE OF NEW MEXICO
CHARTER SCHOOL APPLICATION
2012

COLUMBUS COMMUNITY
SCHOOL

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Village of Columbus
Luna County

Part B: Charter Application
1. Executive Summary

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I. EXECUTIVE SUMMARY

The name of the proposed charter school is Columbus Community School (CCS). Students to be served are 7th through 12th grades living in southern Luna County. This includes students in Columbus, as well as American citizen students living in Palomas, Chihuahua, Mexico. All 7th through 12th grades students are presently being bussed to Deming, New Mexico. The round trip is over 60 miles and takes over two hours daily. Classes will be phased in starting with grades 7, 8, 9, and 10 the first year with an addition grade added each following year. Enrollment projections for the first year is 75 students in grade 7 and 15 students each in grades 8, 9, and 10. We will add grade 11 in our second year and grade 12 in our third year. Our intent is to admit as many students entering grade 7 as wish to attend CCS. Our enrollment will be capped at a maximum of 395 students.

We have chosen to start with the 7th grade because Deming Public Schools District has an elementary school in Columbus, which includes pre-K through the 6th grade. Students will be able to go from the 6th grade into the 7th grade of Columbus Community School. By starting with the 7th grade, we would not be interrupting the study plans of those students already attending classes in Deming. However, a number of parents have requested that we provide high school classes as they want their high school children closer to home under their supervision.

Columbus, New Mexico is a small, incorporated border town of 1664 residents, with a divided ethnic mixture of 85.9% Hispanic and 14.1% White. However, over 99% of all students from Columbus area are Hispanic (<http://nces.ed.gov>).

- Eighty percent of the residents speak Spanish at home. Thirty four percent of residents were born in Mexico.
- 40% of residents over 25 years of age had graduated from high school as compared to 84.6% nationwide (U.S. Census American Community Survey, 2005-2009).
- Many of the residents are low-income recent Mexican immigrant families. 59.2% of families with related children under 18 years of age earn below the US poverty level. 100% of families with only children under 5 years of age earn below the poverty level. (U.S. Census, 2006-2010 American Community Survey 5-Year Estimates).
- Over ninety-six percent of Columbus students are eligible for the free lunch program (PED).
- The principle source of employment for Columbus residents is seasonal work in agriculture. However, once the harvest is over, sometime in December, the only source of income is that of unemployment checks until late spring when agricultural work begins again.
- The family's unemployment check is supplemented by food stamps and agricultural surplus commodities which are distributed by a local non-profit organization.
- The remainder of residents are mainly white retired blue and white-collar workers from other states with no school age children. We plan to recruit this segment of the population for after-

hours tutoring and mentoring of ELL students and students who may be having difficulties in English, math, and reading.

1. AYP statistics for the 2010 -2011 school year indicate that 20.14% of Red Mountain Middle School Hispanic students are proficient in math as compared to 34.02% proficiency for Caucasian students. Hence, Caucasian students at Red Mountain Middle School are 1.69 times more proficient in math than Hispanic students.
2. In reading, 33.86% of Hispanic students at Red Mountain Middle School are proficient as compared to 54.64% proficiency for Caucasian students. Hence, Caucasian students are 1.84 times more proficient in reading than Hispanic students.
3. AYP statistics show that 15.02% of Deming High School Hispanic students are proficient in math as compared to the 25.49% proficiency for Caucasian students. Hence, Caucasian students from the same school are 1.70 times more proficient in math than Hispanic students.
4. Caucasian students are 1.92 times more proficient in reading than Hispanic students at the Deming High School.
5. Although state wide test scores consistently show Hispanic students trailing Caucasian students, however, not nearly to the degree as in Deming.
6. In fact, statewide ratios for middle schools show Caucasian students are 1.56 more proficient than Hispanic students in math as compared to Deming's 1.69 times; and 1.39 more proficient in reading as compared to Deming's 1.84 times.
7. At the high school level, state wide ratios show Caucasian students are 1.55 more proficient in math as compared to Deming's 1.70 times more proficient and 1.40 more proficient in reading as compared to Deming's 1.92 times as proficient.
8. Parents will choose to send their children to the Columbus Community School because they can be more involved with their children's education and will have direct access to their children's teachers. The majority of our students are US citizens from Mexico, many whose parents are Mexican citizens and are not able to go to Deming. Deming is thirty miles away and a US visitor visa only allows one to travel 25 miles into the US.
9. The PED, Habitually Truant School Type Report, School Year: 2009-2010 shows Deming's middle school with a habitually truant rate of 27.7%; and at the high school, the rate was 51.9%. We think that a school based in our community will lead to closer parent and community supervision to resolve this truancy problem.

● Where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Students are being bussed each day to Deming to attend classes, over a 60-mile and two hour round trip. Parents want their children to attend classes at Columbus Community School in Columbus for the following reasons:

- So that parents can better supervise their children.

- So that children do not have to leave home so early in the morning for school.
- So that children do not get home so late.
- So that children have more time to interact with family.
- So that children can participate more readily in extracurricular activities.
- So that children have more time for home work.
- So that children can receive homework assistance from school staff.
- So that children are less tired at the end of the day.
- So that parents can be more involved with the school and have more interaction with children's teachers.
- So that children can be involved in community service projects as part of their education.

• Evidence that there is a community need for a school of this nature in the location proposed. **Note:** NMSA 1978 § 22-8B-6(L)(5) provides, “[a] chartering authority may approve, approve with conditions or deny an application. A chartering authority may **deny** an application if... the application is otherwise contrary to the best interests of the charter school’s projected students, the local community or the school district in whose geographic boundaries the charter school applies to operate.” Evidence of community need is required. Specific data and evidence is required in Section V., therefore, specific statistical information does not need to be provided here.

We live in a Community that has many needs. A Charter School would help to fulfill several of these needs. First and foremost is the educational need. We believe by offering a better education not only to our students but to the parents of our students we will be able to help break the poverty cycle that is in Columbus. Second is Economic, but very much tied to the poverty cycle. The Charter School would be the largest local employer in Columbus and thus be a huge source of Economic Base jobs. It would be our long term goal to only hire people that would live in our community, but, not required. Lastly, we struggle as a community because we do not have a sufficient source of educated leadership. For example, most of the teaching jobs at the Deming Unified School District Elementary school here in Columbus are held by people from Deming. These teachers and administrators do not live here and their children do not go to school here and their community activities are not based here. This does not build an Educational and Economic infrastructure that would help our Community to succeed.

• The key innovative, unique and/or programmatic features the school will implement to accomplish its vision and mission (non-traditional school year, longer school day, partner organizations, etc.)

CCS will function as a year round school. In addition, students will attend school directed programs for seven hours a school day. The school will be open from 8 am to 8 pm. Due to low educational level and language barriers of parents, homework monitors will be available after class hours to assist students with their homework. Integrated STEM project instruction will help provide the needed interest that students must have to excel. Team teaching and learning groups provide additional support for both teachers and students. 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.

CCS's one way dual language program allows students to utilize their cultural heritage to enhance their learning. It will also strengthen their native Spanish as it strengthens their English language skills.

● How you project that the school will be more effective than the schools currently serving the targeted student population, and/or the founder(s)' plans to improve student achievement and exceed the academic performance of these existing public schools in the targeted service area, and provide a brief summary of any data you have to support this assumption.

Our central theme is for parents to be involved in students' educational process and for students to be involved in the community. Under the present school system, where students must leave their community and be bussed over 30 miles to the schools in Deming, parents cannot be involved in the schools and students cannot be involved in the community. The time and expense for parents to travel to Deming is a prohibiting hurdle. 59.2% of families with school age children fall below Federal poverty guidelines. The importance of parental influence on students' academic achievement is well documented. [(Skandera and Sousa (2003); Hoxby (2001); Houtenville & Conway (2008); Henderson (2002)] We will have ongoing home visits by teachers and staff. We will have community volunteers in our school and class rooms. Our students will be in the community with their learning projects, addressing real community issues and needs. With our integrated STEM project based learning students will understand why they are learning core subject matter and how it will serve them in their further education and careers. Our one way dual language instruction has proven to be effective for student achievement in border communities where student populations are over whelming Spanish speaking. [Collier and Wayne (2004); Freeman (2004); Genesee (1999); Genesee, *et. Al.* (2006); Genesee & Lindholm-Leary (2010); and Hamayan & Freeman (2006)].

Columbus Community School will be a place where students' culture and language are highly valued and provides a solid knowledge base for academic and social achievement. It will be a place where teachers project the vision that all students can and will learn.

TO COMPLETE THE FOLLOWING FORM, CLICK ON THE RED PROMPT AND

II. EDUCATION PLAN

This section should not exceed 35 pages.

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	120	7 -10	15/1
Year 2	210	7-11	15/1
Year 3	285	7-12	15/1
Year 4	335	7-12	15/1
Year 5	385	7-12	15/1
At Capacity (Enrollment Cap)	395	7-12	15/1

B. Vision. State the vision for the proposed school.

II B. VISION

Our vision is a school where students, parents, teachers, administrators, staff, and community come together to form a bi-national learning center:

Where the cultures of two nations work to assist our students achieve the skills and academic competences necessary to compete creatively in an ever growing global society.

Where all children have gifts and the work of our school will be to assist those children to develop their gifts by facilitating their learning and growth, connecting them with community members as a part of the process.

Where teachers facilitate, coach, and mentor students' learning.

Where teachers, administrators, and staff work as collaborative teams for enhanced professional development and student learning.

Where all instruction is data-driven so we know where each student is and where their struggles are.

Where the assets of school, families and community create a united movement for an anti-

poverty initiative and strategy for economic development, while improving student learning.

Where every student graduates with career skills and college preparation skills so they will be prepared to work their way through college, when necessary, or move into a decent-paying job.

C. Mission. State the mission of the proposed school.

II C. MISSION

The mission of the Columbus Community School, in alliance with families and the community, is to provide a rigorous, dual language, integrated STEM project-based, student learner instructional program. The new charter school will be a safe and supportive environment where 7th-12th grade students can develop their unique gifts and identify potential academic and job skills that will lead to their future success as responsible citizens in their community.

II D.(1) STUDENT ACADEMIC PERFORMANCE

STUDENT ACADEMIC PERFORMANCE

- 60% of students who have attended CCS for one year will exceed their Hispanic peers' academic performance in the Deming Public Schools.
- 60 % of students who have attended CCS for four years will show academic performance equal to or greater than the average Caucasian student state wide.

(It is assumed that PARCC assessments will be in place by the time our first academic performance is to be measured.)

II D.(2) STUDENT ACADEMIC GROWTH

STUDENT ACADEMIC GROWTH

Upon entering CCS, students will be assessed for both English language and Spanish language skills as well as grade level proficiency in all core academic subjects. Using these baseline assessments CCS' academic growth goals are: *

- By the completion of each full year of attendance, at least 70% of students will show an individual growth of one or more grade levels from their baseline data in all academic areas as measured by the standardized short cycle assessment (such as Measurement of Academic Progress).
- By the completion of each full year of attendance, at least 70% of students attending will show one year's growth on the WIDA ACCESS placement test (W-APT).

- By the completion of each full year of attendance, at least 70% of students attending will show one year's growth on the LAS Links Español (or comparable) assessment tool.

* PARCC assessment tools may sub-plant present tools.

II D.(3) ACHIEVEMENT GAPS IN BOTH PROFICIENCY AND GROWTH BETWEEN STUDENT SUBGROUPS

ADDRESSING ACHIEVEMENT GAPS

- 70 % of non-ELL Hispanic students who have attended CCS for four years will show academic performance in all core subject areas equal to/or greater than the average Caucasian student state wide.
- 50% ELL Hispanic students who have attended CCS for four years will show academic performance in all core subject areas equal to/or greater than the average Caucasian student state wide.

II D.(4) ATTENDANCE;

ATTENDANCE

- Attendance rate will exceed state wide rate by 2 percentage points throughout term of charter.
- School habitual truancy rate will be 25%, less than state wide rate, each school year.

II D.(5) RECURRENT ENROLLMENT;

RECURRENT ENROLLMENT

Recurrent enrollment will exceed 96% each year.

II D.(6) HIGH SCHOOL COLLEGE READINESS (IF APPROPRIATE)

COLLEGE READINESS

College/career readiness is one of the core values of CCS. College readiness activities will be integrated at all levels of the curriculum which will be a project based STEM enriched curriculum. Project based learning requires analysis, investigation, experimentation, cooperation, and written, oral, or graphic presentation of findings. According to the National Survey of Student Engagement (2006) the vast majority of first-year college students are actively engaged in small groups and are expected to work with others inside and outside class on complex problems and projects. Project based learning will be providing students with those skills that are found to be necessary for success in college.

We will be using the ACT College and Career Readiness System which provides integrated series assessment and career planning designed to help students increase their academic readiness for college and careers. Explore college/career assessment will take place in the 8th grade. Plan college/career assessment will take place in the ninth grade and ACT assessment will take place in high school. This will provide us with an over time assessment of students growth in college/career readiness.

75% of all graduating students who have attended CCS for four years will enter post-secondary activities, career and college, without having to take remedial classes.

II D.(7) GRADUATION RATE (IF APPROPRIATE);

GRADUATION RATE

85% of students who have attended CCS for four years will graduate.

II D.(8) ACHIEVEMENT GROWTH OF LOWEST SCORING 25%.

GROWTH FOR LOWEST 25%

By the end of the fourth year of continuous attendance at CCS, 50% of the lowest 25% will be achieving at grade level.

E. Organizational Goals. (*Optional*) State the school's organizational goals that specifically relate to the mission of the school. Goals must be specific, measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument). In addition, the goals should be ambitious, but attainable, as well as aligned to the school's mission. All goals must reference a time frame by which achievement can be accomplished.

II E. ORGANIZATIONAL GOALS (Optional)

ORGANIZATIONAL GOALS

An organizational goal we would like to achieve is that by the end of year 2 we have 21 parents, or community members who are signed up and actively volunteering at the school, and by year 5 we have 40 parents, or community members who are volunteering.

F. Curriculum.

II F.(1) Describe your school's philosophical framework or particular pedagogical approach that supports the school's mission and guides instructional and curricular decisions.

PHILOSOPHY

Every child wants to learn. Every child is creative. Every parent wants her/his child to learn, to be creative. However, 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 which 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 values and 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. Ninety nine percent of our students in Columbus come from Hispanic homes where the vast majority speaks Spanish. A second aspect of our curriculum is that of 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; www.nationsonline.org). A third aspect of our curriculum is that of project based curriculum integration. Here the structure of the curriculum is designed in such a way that projects will embrace the various core subjects. With the integrative curriculum model students are helped to experience their studies as more coherent and more connected with the adult world.

We believe that curriculum and instruction, to best promote learning, must be planned and developed recognizing the uniqueness of students' place, culture, and language. We further believe that curriculum and instruction planning and development should be a participatory process where teachers, students, administrators, parents, and community are productively involved.

II F.(2) Provide research and/or data that substantiate how this philosophy/approach will help the school achieve high outcomes for students.

RESEARCH/DATA

FAMILY: Skandera and Sousa (2003) devoted a chapter to parent involvement and after looking at the data their conclusion was that "when it comes to a good education, family may matter most." Hoxby (2001) in her study of school achievement found that families mattered more and schools mattered less when it came to measuring the impact on student achievement. Houtenville & Conway (2008) in their study found that schools that heavily invested in the involvement of parents in the decision making process were the only schools that showed advancement. 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." When schools and parents cooperate children tend to do better in school, stay in school longer, and like school better.

SCHOOLS AND ECONOMIC DEVELOPMENT: The Columbus community is an impoverished community which lacks community based schools. Poverty is a known factor which hampers student's academic achievement. Research shows that the presence of community schools is one of the determining factor for the promotion of economic development as well as student learning. Our linking student learning with community economic development is supported by a number of authors. [Hinz (2002); Federal Reserve Bank of Cleveland Research Conference Proceedings (2004); Chung (2005); Weiss (2004); Bingler (2003).]

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 student voice and choice, and will be carefully planned, managed, and assessed to connect rigorous academic content to 21st Century Skills (such as collaboration, communication & critical thinking) through student development of high-quality, authentic products and presentations. Project-based learning allows for integration of core content and for differentiated instruction, allowing students to work at their own pace and according to their particular learning needs. Each of these elements has a strong base of research. [Bransford, Brown, & Cocking (1999); Darling-Hammond et al.(2008); Mergendoller, *J. R., Markham, T., Ravitz, J., & Larmer, J. (2006);* Shear, Novais, Means, Gallagher & Langworthy (2010).]

INTEGRATED STEM EDUCATION: Current research in project-based learning demonstrates that projects can increase student interest in science, technology, engineering, and math (STEM) because they involve students in solving authentic problems, working with others, and building real solutions (Fortus, Krajcikb, Dershimerb, Marx, & Mamlok-Naamand, 2005). Through an integrated approach to STEM education 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 shows that teachers' collaboration, in both teaching and professional learning, enhances their understanding of content knowledge as well as in pedagogical strategies. In addition, teacher attention to students' reasoning and understanding increases and they engage students in more diverse modes of problem solving. (Carroll, et. Al., 2010; Vescio, et. Al., 2008; Slavit, et. Al., 2009)

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

II F.(3) Provide a general description/design of the curriculum to be used that supports and is aligned with the school's vision, mission, and stated goals.

CURRICULUM DESCRIPTION

“Without a voice, you do not have power. If you are oppressed you do not have a voice. I had forgotten how powerful education is when it works... People only feel powerful when they are able to be partners in the process and are able to see change. This is a participatory process.” (Morrish, 1997)

We believe that the term curriculum “describes all the ways in which a training or teaching organization plans and guides learning. This learning can take place in groups or with individual learners. It can take place inside or outside a classroom. It can take place in an institutional setting like a school, college or training center, or in a village or a field. Curriculum development is central to the teaching and learning process.” Rogers and Taylor (1998)

Our curriculum will emphasize science, technology, engineering, and mathematics (STEM). It is project based with all NMPED required core subject content integrated throughout project assignments and aligned with State Common Core Standards, which the state will have adopted by the time CCS would begin classes. Projects will be selected jointly by students, staff and parents/community. Included are projects devoted to economic and community development as well as other issues such as business, health, nutrition, aging, poverty, governance, scientific issues, and social well-being. Projects give students opportunities to build such skills as collaboration, communication, critical thinking, and the use of technology, which will serve them well in college, the workplace, and life. Instruction will be one way dual language English and Spanish.

The curriculum will address multicultural history and issues, in particular that of the United States and Mexico as we are a border community with students from both sides of the border. We believe that curriculum should be developed with the participation of teachers, students, school staff, parents, and the community. This way it helps motivate students as it gives them a sense of ownership. We believe that rather than a list of content, curriculum development is a continuous process which aims to guide all learning in the education process.

II F.(4) Provide evidence that the proposed curriculum is research-based and has been or will be effective with the student population the school plans to serve.

CURRICULUM RESEARCH

INTEGRATED STEM EDUCATION: Current research in project-based learning demonstrates that projects can increase student interest in science, technology, engineering, and math (STEM) because they involve students in solving authentic problems, working with others, and building real solutions (Fortus, Krajcikb, Dersheimerb, Marx, & Mamlok-Naamand, 2005).

Through an integrated approach to STEM education 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.

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SCHOOLS AND ECONOMIC DEVELOPMENT: The Columbus community is an impoverished community which lacks community based schools. Poverty is a known factor which hampers student's academic achievement. Research shows that the presence of community schools is one of the determining factor for the promotion of economic development as well as student learning. Our linking student learning with community economic development is supported by a number of authors. [Hinz (2002); Federal Reserve Bank of Cleveland Research Conference Proceedings (2004); Chung (2005); Weiss (2004); Bingler (2003).]

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II F.(5) Provide an overview of the planned curriculum including a course scope and sequence by subject for each grade level the school plans to serve. Insert Course Scope and Sequence as Appendix “A”.

CURRICULUM OVERVIEW

We believe that curriculum is more effective when it is developed by teachers, students, school staff, parents, and the community. Such an approach is known as “participatory curriculum development”. We have chosen this approach because we believe:

- That it helps to motivate the students if they feel that they ‘own’ the program of learning.
- It makes the material more relevant if the students can have a say in what they feel they need to learn.

- It helps to make the learning process more permanent and will encourage the students to continue to learn independently after the course is over.
- By involving the parents it helps them to learn and understand what their children are learning and can better encourage and assist them with their learning.
- By bringing the community into the process we create a team which supports the students learning process, the school, and further development of the community.

II F.(6) If the curriculum is not fully developed (beyond the scope and sequence and/or courses), provide a timeline outlining the curriculum development process during the school's planning year.

DEVELOPMENT TIMELINE

Five months prior to school opening we will contract with the Head Administrator. Three months prior to school opening we will contract with four teachers to begin developing the curriculum.

II F.(7) What will the school do between the charter approval and the school's opening to develop the instructional program, and who will do it?

INSTRUCTIONAL PROGRAM

We will plan to contract with our head administrator and teachers in advance of opening the school to develop an instructional program.

II F.(8) Provide a timeline for alignment of the curriculum with NM State Standards, if alignment has not been completed at the time the application is submitted.

ALIGNMENT TIMELINE

Curriculum will be simultaneous aligned with State Common Core Standards as the curriculum is being developed. As the curriculum is a living process so is the alignment process. Students will be involved in the process so that they will better understand their learning goals.

G. Graduation Requirements.

II G.(1) Identify the school's proposed requirements for graduation, if applicable, and explain any additional requirements that vary from state minimum requirements.

GRADUATION REQUIREMENTS

Columbus Community School's students are required to successfully complete a minimum of 24.5 course units, as illustrated below. They will be assessed through portfolios which meet or exceed State Common Core Standards.

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. ** Note for future classes: For students entering the eighth grade in the 2012–13 school year, a course in health education is required.*

**Districts may offer these courses through IDEAL-NM.*

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

II G.(2) If you are seeking a waiver from mandated minimum graduation requirements, state what the waiver is and why you are seeking it. Explain how the graduation requirements will support the school's mission, and ensure student readiness for college or other postsecondary opportunities. **BE SURE TO INDICATE ANY WAIVER SOUGHT IN SECTION III K. BELOW, BY REFERRING TO THIS SECTION.**

GRADUATION WAIVER

We do not anticipate a need for a graduation waiver.

H. Instruction.

II H.(1) Provide an overview of the instructional strategies and methods the school will implement that support and are aligned with the school's mission, vision and educational plan, and are directly relevant and/or necessary to successfully implement the curriculum.

INSTRUCTIONAL STRATEGIES

School will begin each day with an opening assembly of 45 minutes where school values will be discussed and refined, where recognition of effort and achievement of individuals and

groups will be given, where school issues will be discussed, and where student presentations will be given. The final 20 minutes will be a period of physical stretching and exercises where both staff and students will participate. The assembly will be hosted by a different person each day, including staff and students.

There will be 7 instructional hours in the school day. Three and one half of those hours will be in English and the other three and one half hours will be in Spanish. There will be no translating allowed. The assembly dynamics will rotate between the two languages.

We will use the 9 instructional strategies identified by Marzano, Pickering, & Pollock (2001) and further explored by Dean, Hubbell, Pitler, & Stone (2012). They include:

1. Setting Objectives and Providing Feedback.
2. Reinforcing Effort and Providing Recognition.
3. Cooperative Learning.
4. Cues, Questioning, and Advanced Organizers.
5. Nonlinguistic Representations.
6. Summarizing and Note Taking.
7. Assigning Homework and Providing Practice.
8. Identifying Similarities and Differences.
9. Generating and Testing Hypotheses.

The instructional program is project base. Integrated into the projects will be all of the core course contents required by the state. In addition, the student body will be broken down into teams. Each team will consist of from 3 to 5 students. Research shows that this is the optimum size of a team which allows all the students to participate at their own pace. Teams will be formed in different ways, jointly by students and teachers, which will include interest, achievement level, age level, at random, or other effective means. Each team will be composed of students of different achievement and age levels which will allow the more advanced students to assist those less advanced through peer teaching/mentoring.

All school staff will make up the school instructional team. They will work as a team in both instruction and curriculum development. They will meet minimally weekly, or more often if there is a situation that requires it, to evaluate student progress or issues, to address curriculum and instructional issues, and to engage in site based professional learning. The teacher's role is more of a coach, mentor, and counselor than that of a lecturer or the traditional solo classroom teacher.

Examples of projects that students might address includes such projects as:

- Design and construction of a sustainable home using rammed earth and adobe with solar passive design.
- Design and construction of solar panels and integrating the solar produced electricity into the local electricity grid.
- Design and build a robotics model which could provide a solution for a local need.
- Design and implement a recycling program for local waste which will take waste from the land fill and generate an income for school activities.

- Design and implement a recycling program for Columbus' waste water system which will once again attract migrating birds. This will attract tourists as it had in the past.

II H.(2) Provide an explanation of how these methods/strategies are effective with your target population.

EFFECTIVENESS

The dual language approach allows students to effectively use their previous knowledge gained through their native language and cultural background. The use of projects with required course content integrated into the projects allows students to realize how they might actually use that learning in their adult life. Team teaching allows teachers to pool their skills and knowledge as well provide students more of a variety of personal relationships with teachers which can have positive affective experiences for students.

II H.(3) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

DIFFERENTIATED INSTRUCTION

During the first month of school teachers, through observation, assessments, and questioning students will gain some understanding of each student's particular learning styles and interests as well as academic achievement level. Teachers will share their observations with the other members of the teaching team so as to better evaluate and meet each students' learning needs.

Areas of differentiation will include content, instructional style, classroom management, and student products. For example, in reading, advanced, self-selected reading materials would challenge talented readers; and high-interest content would be used to engage struggling readers and produce higher achievement. Other strategies would include problem-based learning, simulations, and independent study. Teachers will use a combination of interest and learning centers and organize study areas, computer stations, and work areas for different activities such as artistic, literary, and scientific work.

I. Special Populations. Describe the school's overall plan to serve students with special needs, including those with Individualized Education Programs (IEPs), students with Section 504 plans, and English Language Learners.

(1) Special Education:

II I.(1)(a) Explain the practices and strategies the school will employ to provide a continuum of services, and ensure students' access to the general education curriculum.

ACCESS TO SERVICES

CCS will contract with licensed ancillary services specialists, including Speech Therapists, Occupational Therapists, Physical Therapists, School Psychologists and Diagnosticians. Individualized Education Plans (IEP) will be developed for those students who are identified as eligible for special education services. CCS will comply with the IEP process established by state and federal law to ensure that all students are properly identified, assessed and services delivered. Students previously identified as qualifying for special education services will receive the special education services outlined in their current IEP, which will be reviewed annually, or the student will be reevaluated as determined by the student's current IEP. This process will assure:

- Equal access to all students
- Individualized Education Plans
- Free Appropriate Public Education (FAPE)
- Least Restricted Environment (LRE)
- Due process and parental involvement
- Nondiscriminatory evaluation

II I.(1)(b) Describe how the school will regularly evaluate and monitor the progress and success of special education students to ensure the attainment of each student's goals set forth in their IEPs.

IEP MONITORING

CCS will use the NM PED "Student Assistance Team Manual" as guidance for providing student support. As recommended in the manual, a three-tiered approach will be implemented.

TIER I

If a teacher recognizes that a student is either struggling to learn the standard curriculum, working beyond the standard curriculum, or having difficulty maintaining appropriate behavior in the general education classroom, then the teacher will conduct general screening and will implement classroom based interventions. If the student does not respond to the interventions, then the student is referred to the Student Assistance Team (SAT).

TIER II

The Student Assistance Team (SAT), a school-based group of people whose purpose is to provide student support, will recommend targeted individual interventions. It may be a specialized school program that includes small group instruction. Tier II interventions are implemented in addition to the Tier I interventions. Should the student not demonstrate a positive response to intervention, then the student moves to Tier III.

TIER III – Special education referral process

Students referred to this tier have begun the special education referral process. CCS will follow the rule that informed parental consent must precede initial evaluation, and the parent's consent to initial

evaluation will not be construed as consent for special education services. The initial evaluation will be completed within 60 days from the date of parental consent, as per IDEA 2004.

Upon completion of the initial evaluation, a Multidisciplinary Team Meeting (MDT) will be scheduled. A written notice to parents will be sent to inform them of, and inviting them to the meeting. Parents will be afforded sufficient time for response and opportunity to request another time in order to accommodate their schedules.

The MDT team is composed of parents, students, and educational professionals such as general and special education teachers, a diagnostician, related service providers if they conducted an evaluation, and a school administrator. The purpose of the meeting is to determine if the child is a “child with a disability and to determine the educational needs of the child.” The team develops an Individualized Education Plan (IEP) at that point. The IEP team will meet annually to update and develop the IEP for the succeeding year.

II I.(1)(c) If applicable, describe the school’s plan for graduating students with special education needs.

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 is determined by the student’s IEP team jointly with the student’s parents and the student. The details for these plans and their options are contained in the Special Education Bureau Technical Manuals.

II I.(1)(d) Describe the school’s plan for budgeting and staffing for meeting the identified needs and educational plans for students needing special education support/services. Include how the school plans to provide ancillary staff support.

ADDRESS STAFFING NEEDS

Students will be integrated with the rest of the school’s students. We plan to hire a teacher with special education endorsement who will have general education assignment as well as act as a consultant with the rest of the staff if her/his expertise is required. As the school’s special education population grows this teacher may have to drop her/his general education responsibility and concentrate on the needs of special education students.

However, we will not know the specific needs of students until their IEPs are developed. Once IEPs are developed we will be eligible for both SEG funds from the state as well as federal funds, which require an application process. We plan to contract for ancillary support staff.

(2) Students with Section 504 Plans.

II I.(2) Describe 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, which 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.

(3) English Language Learner (ELL) Students.

II I.(3)(a) Explain how the school will identify English Language Learners.

IDENTIFYING ELL

All students who enroll at CCS will be asked to complete a Home Language Survey to determine if the Language Assessment Scales (LAS) or NMELPT need to be administered. CCS will administer these assessments to determine whether the student is a Limited English proficient (English Language Learner).

II I.(3)(b) Explain how the school will provide services/supports to identified students.

SERVICES

English Language Learners are students who have not yet scored “Advanced” (proficient) on the W-APT. English Language Learners who are struggling in the one way dual language program will be evaluated through the three tier SAT process (see II I. (1)(b) above). As with any other student that might be struggling, a differentiating plan will be implemented. If the student continues to struggle in spite of the “Tier 1” modifications, the second “Tier II” will be implemented for additional adjustment to the student’s program. If adequate progress does not occur then “Tier III” will be implemented to determine if a special education referral needs to be implemented. The overall goal is to ensure that all ELLs develop both English and Spanish proficiency and meet the same academic content and academic achievement standards that all New Mexico students are expected to meet.

II I.(3)(c) Describe how the instruction will be differentiated based on identified student needs. Provide specific examples.

DIFFERENTIATED INSTRUCTION

The vast majority of our students have Spanish as their home language. Research shows that dual language programs are an effective way to meet the needs of Hispanic ELLs and close the achievement gap. (Thomas & Collier 2002). Areas of differentiation will include content, instructional style, classroom management, and student products. For example, in reading, advanced, self-selected reading materials would challenge talented readers; and high-interest content would be used to engage struggling readers and produce higher achievement. Other strategies would include problem-based learning, simulations, and independent study. Teachers will use a combination of interest and learning centers and organize study areas, computer stations, and work areas for different activities such as artistic, literary, and scientific work.

II I.(3)(d) Describe how the school will regularly evaluate and monitor the progress and success of English Language Learners?

MONITORING

Columbus Community School plans to have a program of process monitoring on a monthly schedule which will be used to assess students' academic performance. It will also be used to quantify student rates of improvement or responsiveness to instruction and to evaluate instructional effectiveness. Students who are found to be facing significant challenges will be evaluated by the Student Assistant Team as a preliminary Response To Intervention.

II I.(3)(e) Describe how the school plans to budget and staff itself to meet the needs of ELL students.

STAFFING

All teachers will have bilingual endorsements and all staff will speak both Spanish and English. One or more teachers will have dual bilingual/ESL endorsements or comparable for those students who may benefit from those skills. All of this is reflected in the budget. Research shows that a one way dual language program benefits ELL students. [Collier and Wayne (2004); Freeman (2004); Genesee (1999); Genesee, *et. Al.* (2006); Genesee & Lindholm-Leary (2010); and Hamayan & Freeman (2006).]

J. Assessment and Accountability.

II J.(1) *Optional* (Answer only if you listed organizational goals under II.E.) Explain how the school will measure and evaluate progress in organizational goals throughout the year. Explain how the school will measure progress towards achieving its organizational goals and how that aligns with the school's mission.

MEASURING ORGANIZATIONAL GOALS

If we divide the first goal into 24 months, then we should be attaining 1/24th of our goal each month. The same follows for the goal by the end of year 5.

Our mission is to provide a world class education in alliance with parents and the community.

II J.(2) In addition to the state-mandated Standards Based Assessment, identify any valid and reliable formative and/or summative assessments, universal screening tools and progress monitoring tools the school will use to determine whether students are meeting academic goals. Identify the grade levels at which the assessment(s) will be used with an anticipated schedule or frequency of assessing.

MEASURING ACADEMIC GOALS

Name of Assessment	Acronym	Grades Levels	Content	Frequency
New Mexico Alternate Performance Assessment	NMAPA (and AAHSG)	7 th and 11 th	Language Arts Writing, Math, and Science; Social Studies for 11 th	Spring with retakes during the fall and winter
ELL Placement Test	W-APT	All students who have a primary or home language other than English.	Placement test for English Language Proficiency, Writing Conventions, Reading, Writing, and Speaking	Assessment and Placement within 30 days of enrollment
ACCESS for ELLs (English Language Proficiency Assessment)	ASSESS for ELLs	Students who are not yet proficient in English	English Language Proficiency modalities: Reading, Writing, and Speaking	Frist of the calendar year
MAP short cycle assessments	MAP	7 th – 11 th	Academic proficiency	3 times per year
Teacher – student designed formative assessments	TSDFA	7 th – 12 th	To ascertain student's academic achievement progress in all content areas	Throughout all units and throughout the school year
Partnership for Assessment of Readiness for College and Careers	PARCC	7 th – 12 th	All content areas	In process of development
LAS Links Español	LAS Links Español	7 th – 12 th	Spanish proficiency in speaking, listening, reading, writing, and comprehension	Throughout the year

II J.(3) Describe how the school will use multiple valid and reliable assessments to evaluate student progress and proficiency, and how the results will be used to improve teaching and learning.

USE OF ASSESSMENTS

We believe that the assessment process is a partnership between teachers and students. Most of the formative assessments and rubrics will be designed jointly and evaluated jointly. The assessments will be used to:

- Identify long-term learning targets on which academic achievement will be assessed.
- Determine overall progress toward long term learning targets.
- Provide school with procedure for determining final academic standing.
- Provide teachers and students formative tools to assess short period achievement.
- Provide teachers and students with information to assist in teaching and learning.
- Use of Portfolios will provide a more in-depth view of academic performance and skill development.

Columbus Community School will be using a portfolio system in which students will collect and display their learning. Portfolios will be built throughout the school year and students will use their portfolios to share with the school community, parents, and the community at large their accomplishments and growth. Within the portfolios, observers will be able to identify where and how students have met targets / standards. This will be an annual occurrence.

II J.(4) Describe the corrective actions the school will take if it falls short of achieving student academic achievement expectations or goals at the individual (remediation/at-risk students) AND school-wide levels. Explain what would trigger such corrective actions, who would be responsible for implementing them, and how the school will assess their effectiveness.

SELF MONITORING

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 where it is analyzed and summarized and presented in a form that all stake holders will be able to understand as to 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 which 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 keep informed and aware, independently of the administrator, of any issues which arises in that area. It is the responsibility of the administrator to bring issues of policy or resources to the Board which may be causing problems. 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 that students are receiving the highest quality education possible.

II J.(5) Describe how the school will report student achievement results to parents, the school's Governing Body, the school's authorizer and the broader community.

REPORTING ON PROGRESS

Columbus Community School will use a variety of mechanisms to report student

achievement results to the varied 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 quarterly, on its website, overall achievement data.
- 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.

III. ORGANIZATIONAL PLAN AND GOVERNANCE

- Governing Body Creation/Capacity.

III A.(1) Summarize the key components of your governance structure, including without limitation, the roles and responsibilities of the governing body, number of members, length of terms, offices to be created, committees, grounds for removal from office, and relationship with the school's administration. Explain how and when the governing body will develop its governing documents or "bylaws" if not submitted with application. If complete, attach governing documents as [Appendix "B"](#).

GOVERNANCE DESCRIPTION

Columbus Community School will be governed pursuant to the bylaws adopted by its Governing Board. The Governing Board is the governing body of the school. The Governing Board's major roles and responsibilities will include approving all major educational and operational policies, approving all major contracts, approving the school's annual budget, providing for an annual audit, overseeing the school's fiscal affairs, and selecting and evaluating the Administrator. The Governing Board of Columbus Community School shall request to be designated a Board of Finance by the State of New Mexico.

As a community-based school, our intention is to build a network of strong collaborative partnerships with students, families, teachers, administration, the Governing Board and the greater community. We envision a school community that will inspire students to achieve their academic and creative potential; professional staff to strive for the highest standards of excellence; and a supportive parent community. The goal of our governance structure is to maximize the participation of all constituencies within the school community, while maintaining the organization's ability to make decisions and operate effectively. The Governing Board will delegate operational responsibilities to the Administrator. Responsibilities of the Governing Board will include:

- Hire, supervise, and evaluate the Administrator.
- Approve school policy manual and any updates to it.
- Approve budget and major contracts.

- Approve major educational and operational policies.
- Renew charter.
- Fundraising.
- Bank account.
- Fiscal oversight.
- Become a Board of Finance.
- Resolve disputes.
- Enter into contracts.
- Amend the charter.
- Accept gifts on behalf of the school.
- Provide for and approve the annual audit.

Description of the Governing Body

The Board will utilize a traditional model of governance. Proposed by-laws describe how the Board will govern the school. Officer positions of the Board will include Chair, Co-Chair, Secretary and Treasurer. The Governing Board will operate in accordance with applicable federal and state law and the proposed school's contract with the NMPEC. The Board's meetings are subject to public notice and it is the responsibility of the Board to provide notices and agendas to the public per applicable laws. The Board will take actions and deliberations in accordance with the Open Meetings Act. Founders will select the original Governing Board Members. The Governing Board Officers shall be chosen from among the representatives of the Governing Board. Election of Governing Board officers, term limits, and term rotation will conform to the proposed school's by-laws, which are being developed with the goal of ensuring continuity of leadership. The by-laws will also provide a method for the expansion of the Governing Board if that proves desirable.

All meetings of the Governing Board and its committees will be public meetings, except where required by law to be closed. The Governing Board will conduct regular business at least once a month or at the call of the Chair or majority of Governing Board members. The Governing Board also will meet periodically to implement an outcomes-based evaluation and training program. The program will be designed to develop Board capacity in order to allow the Governing Board to more effectively advance the proposed school's mission and vision. The Governing Board will, at the beginning of each year, identify a set of development goals that are linked to improvement in student achievement, and create an annual calendar of Board study and training sessions designed to attain those goals.

Governing Body Recruitment

New Governing Board representatives will be invited to apply by standing Board members, or past members in good standing, as vacancies on the Board occur through expansion, through term limits or through resignations. New members will be recruited from the community, including parents, the arts community, the greater educational community and the geographical community where the school is located. The openings on the Board will be advertised on the school's website, in the school newsletter, as well as in the local newspaper and on local radio stations. Board applicants will be interviewed by a committee of Board members and elected by the Board based upon their experience relevant to the current needs of the school's Governing Board.

Persons who are the spouse, parent, in-law, or offspring of a current school staff member are not eligible to serve on the Governing Board while the relative holds a position at the school. Election of Governing Board officers, term limits, and term rotation will conform to the proposed Board's by-laws. The by-laws will also provide a method for the expansion of the Governing Board if that proves desirable. The Board Members shall hold office for a term of four years. A Board Member who chooses an additional four-year term must go through the same application process as a new applicant.

Board Members will be elected by other members according to the following criteria:

- Possess skills valuable to the Board.
- Committed to Columbus Community School and the educational mission of the school.
- Commit to a term of four years.
- Be willing to work collaboratively with a group.

Orientation Process for New Members and Ongoing Professional Development

The Chair is responsible for orienting new members to the Board. Members will be expected to be familiar with the by-laws, policy manual, and charter of Columbus Community School. The Board will be trained in the Open Meetings Act, charter law, roles and responsibilities, ethics, conflicts of interest and financial procedures. Membership in the New Mexico Charter School Coalition will give the Board access to regular professional development opportunities.

Meeting Schedule and Opportunities for Staff, Family and Community Involvement

Meetings of the Governing Board will be held monthly with special meetings called as needed. Meetings will be advertised in the school office and through the school newsletter and website, and will be conducted in accordance with the Open Meetings Act. Each meeting will have a portion dedicated to public comment. One of the most important goals of Columbus Community School is to involve parents and other community members as partners in the learning process. The school will ask for family involvement for all students. Involvement is defined very broadly, yet significantly, so that all families will be able to participate in some meaningful capacity. A Parent Handbook will be developed, prior to the opening of the school, to specify what is expected of parents of Columbus Community School students. One very meaningful way for parents to be involved is to have parents come to school and help during the day. One typical obstacle to this is teachers and administrators who are not welcoming enough to parents and not prepared to incorporate parent involvement. Therefore, an integral part of our teacher training will be to teach teachers how to involve parents at school. We will ask for each class to have a volunteer lead parent who will be given responsibility for coordinating that class' parent involvement. Meetings of the Governing Board will be held monthly with special meetings called as needed. Meetings will be advertised in the school office and through the school newsletter and website, and will be conducted in accordance with the Open Meetings Act. Each meeting will have time dedicated to public comment.

III A.(2) Describe the expertise of the founding member(s) and his/her/their qualifications and/or experience that is relevant to developing a charter school plan and implementing a charter school's operations.

DESCRIPTION OF FOUNDERS' EXPERTISE

Jack Long, 77, has been a local resident and community organizer for 29 years. He has extensive community and bi-national cultural experience. Jack has been involved in several local businesses and has been a leader in the sustainable building field here in Southern New Mexico for over 30 years. Sustainable building and related areas are going to be part of the project based curriculum at Columbus Community School. Jack Long has been a lifelong advocate for local autonomy in the education field and has had the opportunity to put into practice his theories in several countries around the world.

Philip Skinner, 65, has been a businessman and entrepreneur for the last 40 years. One of the area's leading experts on business and management he brings an extensive background in finance, human resources and lean manufacturing techniques.

III A.(3) Provide a list of your proposed initial governing body members and describe the expertise represented on this governing body that demonstrates capacity to initiate the opening of the charter school.

DESCRIPTION OF PROSPECTIVE GOVERNANCE EXPERTISE

At this time we have a list of 7 potential Governing Boardmembers of which 5 will be selected:

1. Jack Long
2. Philip Skinner
3. Paul Nimick
4. Win Mott
5. Rocio Sierra
6. Kristy Thomas
7. Yulisa Mendes

The first qualification we look for in potential Governing Boardmembers was a love for their community and a passion for the Mission and Vision of Columbus Community School. We have tried to find people to serve that have a background in all the areas that are needed to run a public school. These candidates have experience in education, business, health, accounting, government, and non-profit board service. The make-up of the first governing board will ultimately be determined at the first organizational meeting, thus the proposed members identified above may change.

III A.(4) Describe how future governing body members will be selected as vacancies arise. Enumerate the qualifications desired for members that will assure the school's governance is competent to operate a public school.

SELECTION OF MEMBERS

In future years or when vacancies arise the process for selecting new members to the

Governing Board will be by a majority vote of the then seated Governing Board members from a slate of candidates presented to the Governing Board by a nominating committee during a public meeting. The qualifications that are desired for Governing Board members are:

1. Strong belief in the Mission and Vision of the school.
2. Entrepreneurial and Business leadership experience.
3. Financial experience.
4. Legal Background.
5. Accounting experience.
6. Familiarity with educational programs.
7. Understanding of the bi-national culture of our community.

III B.(1) Describe your plan for ensuring the governing body receives the required training and how the school will include these costs in the budget. How will you ensure that the training provided is relevant to the school's governance and oversight requirements?

GOVERNANCE TRAINING

All Governing Board members of Columbus Charter School will be required to attend 5 hours of training at least annually on topics that include department rules, policies and procedures, statutory powers and duties of governing boards, 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 5 year budget.

III B.(2) Provide a plan for an annual self-evaluation of the governing body that reflects an evaluation of its overall effectiveness.

GOVERNANCE EVALUATION

The Board will contract with a firm which specializes in governing board assessments to do an online survey of Board members. Each individual Board member completes a 30-minute self-assessment which is compiled and analyzed. The results will help the Board understand its;

- Current position
 - Accomplishments
 - Weaknesses
 - Strategic goals for the future.
-
- Leadership and Management.

III C.(1) Describe how the governing body will monitor operational, financial and academic outcomes on an ongoing basis to ensure that the school is meeting its mission and vision.

MONITORING

The governing body, in conjunction with the Head Administrator, will develop a report

system that will provide data on financial, operational, and students. These reports would include, but are not limited to, the following:

Financial reports;

- Budget projections
- Check registers
- Cash balances

Operational reports;

- Supplies
- Materials
- Status of our technology
- Status of our campus
- Complaints
- Parent-community involvement
- Professional development
- Personnel status

Student reports:

- Attendance
- Truancy
- Academic progress
- New enrollees
- Recurrent enrollment
- Graduation rates.

III C.(2) Identify the qualifications and leadership characteristics the governing body will seek when employing the head administrator. Describe the job search process and timelines for this process. If the proposed head administrator is a founder or already identified, provide a summary of his/her background and qualifications for this position.

HEAD ADMINISTRATOR SELECTION

Qualifications for Head Administrator:

1. The first and most important qualification will be an understanding and passion for Columbus Community School 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 a continuing student achievement.
8. Teaching skills
9. State license and certification

The time line for hiring a head administrator is 5 months before school opens or

approximately mid February 2013. We will try to 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.

III C.(3) Describe how the governing body will convey to and delineate the roles and responsibilities of the school's head administrator and how will he/she be evaluated and held accountable for the operations for the school's success. 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"](#).

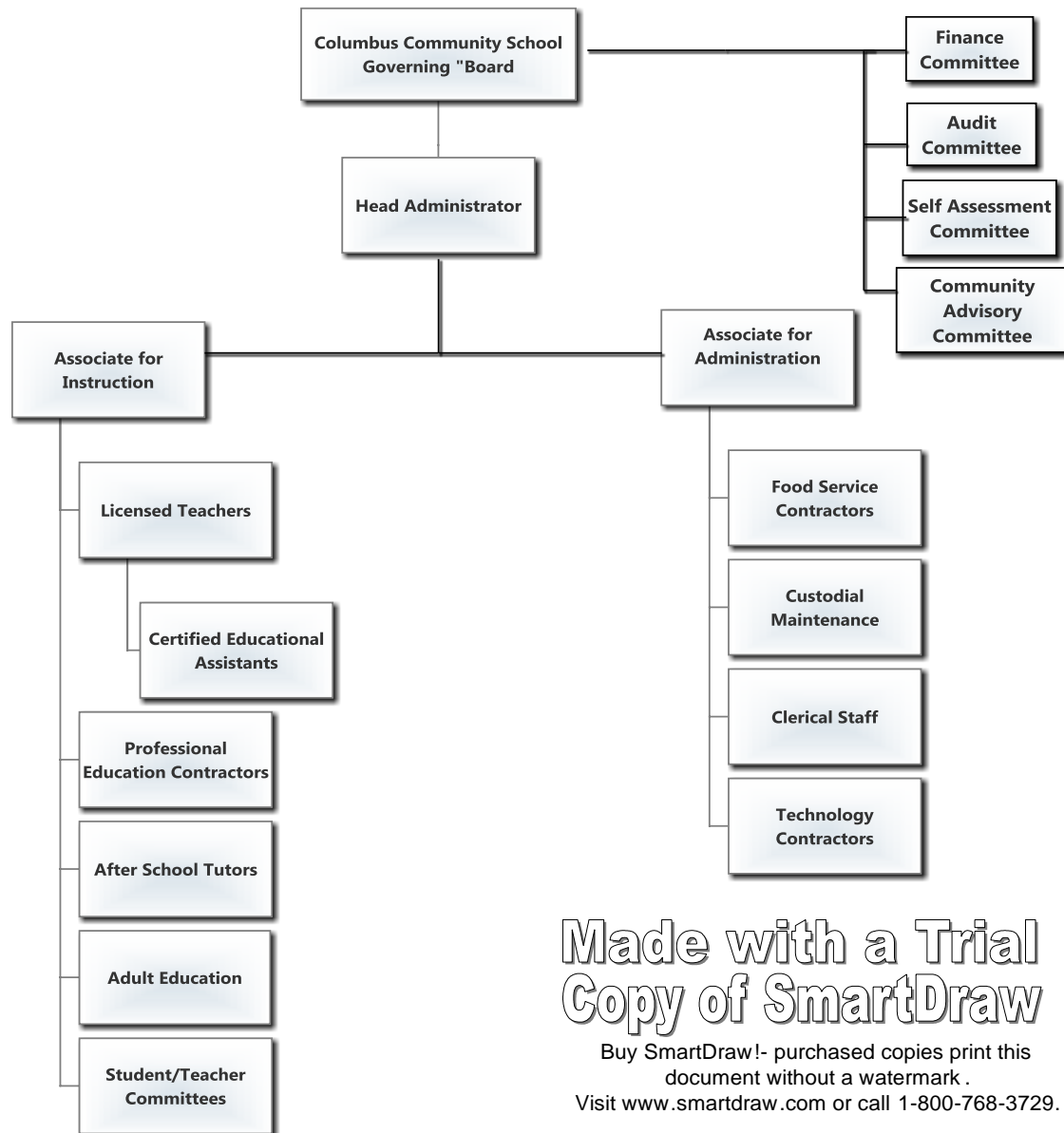
HEAD ADMINISTRATOR EVALUATION

During the recruitment process for the head administrator a description of the roles and responsibilities will be include in recruitment material. During the interview process 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 take place. Board members will dialogue with the administrator during that retreat clarifying roles and responsibilities as well as dialoguing on the accountable and evaluation process. The roles, responsibilities, accountable, 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.

Organizational Structure of the School.

III D.(1) Describe the organizational structure of the school and provide an organization chart that clearly delineates the relationships between all parties including the administering of the day-to-day activities of the school.

ORGANIZATIONAL STRUCTURE



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III D.(2) Include proposed job descriptions of certified and licensed staff. In addition, if your organization structure included non-traditional roles or positions, explain why these roles are important in implementing the school's mission and educational program. Attach staff job descriptions as [Appendix "D"](#).

JOB DESCRIPTIONS

The Head Administrator will serve 50% in administrative capacity and 50% in teaching capacity. Much of his routine administrative duties will be delegated to the Instructional Associate and Administrative Associate.

Teachers will communicate articulately and accurately the content area(s) for which they are responsible in accordance with New Mexico Content Standards, Benchmarks, and Performance Standards/State Common Core Standards. They will use a variety of teaching methods, resources, and assessments. They will work as a team so as to better provide that collective knowledge and skills essential to student success. Instructional staff will encourage consistent student participation with positive feedback. They will create a climate for students in which all students can learn and practice critical thinking skills. Teachers will foster student thought, speculation, and creativity. In addition, teachers will nurture student self-discipline, effort, and the growth of realistic and positive student self-concepts.

On a weekly basis, teachers are required to prepare plans, with student involvement, which clearly outline instructional content, methods, and learning goals and which are aligned with New Mexico content standards. Teachers will model respectful behavior and maintain mutually respectful classrooms. They will manage instructional time effectively for maximum learning. Teachers will support and participate in student activities, welcome parents into the classroom, and will visit students' families at least one time a year. The teaching staff serves on school committees and performs other duties as assigned. They will help identify professional development needs and participate in ongoing professional activities.

III D.(3) Provide a description of a comprehensive evaluation process for educational staff, and how it will be tied to student performance and the school's mission and goals.

STAFF EVALUATION

Columbus Community School will evaluate its licensed teaching staff in accordance with the Public Education Department's 6.69.4 regulations. Columbus Community School aims to create a working environment that is supportive, enabling, and fosters development and constructive change for its employees, which it believes will translate directly to student achievement. Notwithstanding its commitment to this enabling environment, Columbus Community School will provide its employees with traditional performance evaluations conducted by the Head Administrator. To enhance the School's special environment and the development of all employees, the School will implement a multi-source feedback system to appraise the performance of its entire staff. The Charter School will base this second performance evaluation process on feedback from employees' supervisors, peers, team members, parents and students. The feedback will be used to supplement its traditional evaluation system, enabling Columbus Community School to engage its employees in developmental activities, thereby enlisting its entire staff in continuous learning based on quality feedback.

All Columbus Community School's employees will receive formal evaluations at least one time per year, or more frequently as determined by the Head Administrator. The evaluation provides both the employee and the Head Administrator the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. The evaluation will be in writing and employees will be asked to sign their evaluation forms to acknowledge having reviewed it. Employees should feel free to comment on any statement they do not understand or with which they disagree, either verbally or in writing.

In addition to the annual formal evaluation, the Head Administrator will briefly circulate throughout the instructional areas, one or two times a week, observing both instructional staff and student activities. This will be an informal visit, greeting students and teachers, asking questions, and giving recognition. The Administrator will schedule monthly 30 minute informal meetings with each instructional staff to discuss her/his observations and give feed back to the staff person.

III D.(4) Provide a staffing plan that demonstrates a sound understanding of staffing needs and that is viable and adequate for effectively implementing the educational program/curriculum

STAFFING PLAN

COLUMBUS COMMUNITY SCHOOL FIVE YEAR STAFFING PLAN

School Year	Year 1	Year 2	Year 3	Year 4	Year 5
Number of Students	120	210	285	335	385
Student Ratio	15/1	15/1	15/1	14.5/1	15/1
Teachers	8	14	19	23	25.5
Summer School/After School	2	4	6	8	10
Instructional Assistants	4	6	8	10	12
Head Administrator	.5	.5	.5	.5	.5
Secretary, Clerical, Technical Assistants	0	1	1.5	2	2
Administrative Associates	0	0	1	1	1
Business Manager	1	1	1	1	1
Secretary, Clerical, Technical Assistants	0	0	1	1	1

Custodial	.5	1	1.5	2	2
Adult Education	2	2	3	3	3
Recreation	1	1	2	2	2
Total staff	19	30.5	44.5	53	59.5

III D.(5) State the length of the school day and school year (including a total number of days/hours of instruction). Describe in detail how this schedule supports the school's educational program and how the calendar is optimal for achieving high outcomes for your target student population.

SCHOOL DAY/YEAR

School day is 7 instructional hours. There are 180 school days and 1260 instructional hours in the year. 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.

III D.(6) Describe your professional development plan that supports the successful implementation of the educational plan, mission, and goals and that meets state requirements.

PROFESSIONAL DEVELOPMENT PLAN

Professional training is an integral part of our teaching/learning scenario. Some of the scheduled topics of professional development include:

- Development and Promulgation of Core Values Training
- Team Teaching Training
- Integrated STEM Curriculum Training
- One Way Dual Language Training
- Project Based Instruction Training
- Portfolio Assessment Training
- Student Collaborative Training

- Build Your Own Curriculum Software Training
- Next Step Plan Development Training
- School Policies & Procedures Training
- School Discipline Procedures Training
- Differential Instruction Training
- Formative and Summative Assessment Training
- Response to Intervention (Rti) Training
- Student Management Software Training

As other areas of professional development are identified, to increase student academic performance, relative training programs will be scheduled.

- Employees.

III E.(1) Provide an explanation of the relationship that will exist between the charter school and its employees. This explanation should include a general description of the terms and conditions of employment for each class of employee (administration, professional staff and administrative staff) and how the school 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 200 days, 180 of which are to be used for instruction and 20 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.

III E.(2) Provide proposed governing body personnel policies that comply with all applicable federal and state statutes and regulations (attach as [Appendix "E"](#)); or state how and when employment policies and procedures will be developed and how you will ensure that they comply with applicable federal and state labor laws, regulations and rules.

PERSONNEL POLICIES

See Appendix "E"

III E.(3) Describe a staff discipline process that provides for due process in accordance with state law.

STAFF DISCIPLINE PROCESS

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

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

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

III E.(4) Outline a proposed process for addressing employee grievances.

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 grievant 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.

- Community/Parent/Employee Involvement in Governance.

III F.(1) Explain the nature and extent of parental, professional educator, and community involvement in the governance and the operation of the school and how their involvement will help to advance the school's mission and vision.

COMMUNITY INVOLVEMENT

Columbus Community School recognizes that a student's needs are best met when there is a partnership between parents, teachers, and the greater community. It will be our goal to form and promote a Governing Board advisory council made up of parents, teachers, and members of the community. The purpose of the council is to cultivate a grassroots base of stakeholder support of the school so as to better meet the learning needs of students. The advisory council will report regularly to the Governing Board and meet with the Governing Board in a working session at least twice per school year.

III F.(2) How will you address complaints from the community, parent, or students about the school? Describe a clear resolution process for complaints.

COMPLAINT RESOLUTION

It is the policy of Columbus Community School that all complaints from parents, students, and the community be taken seriously and addressed in such a manner to resolve the complaint as fast as possible. This means that it is the responsibility of the Board or staff member, receiving the complaint to address the complaint and resolve it, and the matter will go no further. However, if the Board or Staff person cannot resolve the complaint it will then go to the Head Administrator to be resolved and the complaint will go no further. If the Head Administrator cannot resolve the complaint then it will be brought to the Governing Board to be resolved. We believe that this issue is very important and we will be providing Board and Staff training in complaint resolution and providing a culture where the school is proactive to parental, staff, and community complaints rather than reactive.

Complaints of violation of a state or federal statute or regulation that applies to an applicable or covered program will be resolved through procedures required by state regulation 6-10-3 NMAC

- Student Policies.

III G.(1) Attach as [Appendix “F”](#) a proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations at 6.11.2 (NMAC).

STUDENT DISCIPLINE POLICY

See Appendix “F”

III G.(2) Describe how you will provide alternative educational settings for eligible students who are long-term suspended or expelled.

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 to be dangerous. In this case the long term suspension may be prescribed but 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 with 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.

Student Recruitment and Enrollment

III H.(1) Explain the plan and specific strategies for student recruitment and marketing to attract students from the school's targeted population and that will provide for broad circulation of information about the new school. Include a proposed timeline for recruitment and enrollment.

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 fliers 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. Following is the timeline for recruitment and enrollment:

- Initial outreach, December 2012 – January 2013.
- Establishment of phone number, mailing address, and website – January 2013.
- 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, 2013 with lottery incase more students enroll than available slots.
- Second enrollment period from March 31 to May 1, 2013 encase slots are still available.
- Third enrollment period from May 2 to July 1, 2013.

III H.(2) Describe the lottery process to be used by the school to allocate seats including tentative timeframes and procedures for conducting the lottery and for maintaining and using a wait list.

LOTTERY PROCESS

Opportunities for enrollment will be advertised in local newspapers, on the school's website, 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 2013. 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 had applied than available slots and 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 they are drawn. All names are 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 confirmation of the Open Meetings Act. Both Governing Board members and school staff will be present for the drawing.

Subsequent lotteries will be conducted based upon enrollment needs. Students who are accepted are 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.

III H.(3) Describe the enrollment process including withdrawals, dis-enrollments, re-enrollments, and transfers that comply with NMSA 1978 Section 22-8B-4.1, and Subsection D of 6.80.4.12 NMAC.

ENROLLMENT PROCESS

Columbus Community School will begin accepting applications in January 2013. Enrollment for the first year is completely based on non-preferential enrollment. Students will be enrolled on a first come bases, unless there are more students than slots. If more students sign up than slots then a lottery will be implemented. At that point all students' names must be put into the lottery. The first come bases will no longer be in effect.

We have designated openings of 75 slots for the 7th grade, and 15 each for the 8th, 9th, and 10th grades for the first year. We have built some flexibility as to the number of students in each class category. For example, if only 70 students sign up for the 7th grade slots but more students sign up for the other three grades than there are slots for those three grades, then we will shift those five slots to the other three grades. A second enrollment period will be opened up in May if vacancies still exist. If more students apply, than available slots, then we will resort to a lottery. In the second and subsequent years, preference will be given to re-enrolling students and their siblings. If there is a withdrawal or dis-enrollment then a slot becomes available for any students that may be on a waiting list as a result of the lottery. Transfer students will be subject to the lottery process without any preference as will be students who have formally left the school and wish to return.

Legal Compliance

III I.(1) Describe how your governing body will ensure compliance with NMSA 1978 §22-8B-5.2(2011), which deals with conflicts of interest. Attach as [Appendix “G”](#) a copy of your proposed Conflict of Interest Policy and 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.

III I.(2) Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

TRANSPARENCY

In order to promote transparency and accountability, the Governing Board will:

1. Make available in advance the notices and agendas of public meetings:
 - A. At a publicly accessible area in the proposed charter school’s office and/or the Administrator’s Office so as to be available for review during regular business hours; and
 - B. On the proposed charter school’s website not less than six calendar days prior to the public meeting, unless a waiver is granted by the chair in the case of an emergency.
2. Make available the minutes from public meetings on a timely basis:
 - A. At a publicly accessible area in the Administrative Office so as to be available for review during regular business hours; and
 - B. On the proposed charter school’s Internet website.
3. Assign a Custodian of Records to insure that all public documents are accessible to the public.

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

III J.(1) If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information: name of the entity or person; contact information; a description of the nature and purpose of the relationship with the charter school; and involvement in the school’s governance. (If applicable.)

THIRD PARTY RELATIONSHIPS

N/A

III J.(2) Attach a copy of the **proposed** contract or evidence of the terms of the proposed agreement with the partnership or contractor as Appendix “H”.

N/A

Waivers.

III K.(1) Identify the waivers as provided for in NMSA 1978 § 22-8B-5(C) that you are requesting and describe how use of this waiver will support the school’s plan.

NMSA 1978 § 22-8B-5(C) Waiver		Requested?	
	yes	no	
Individual class load		No	Insert
Teaching load		No	Insert
Length of school day	Yes		<p>insert</p> <p>Length of school day is to be 7 instructional hours. In addition, school will be open to 8pm allowing students to complete homework, do research, etc. under supervision of a school monitor.</p> <p>Project based learning requires fallible class management do for the need to engage in additional research, collaboration, and work outside of class structure.</p>
Staffing pattern	Yes		<p>Insert</p> <p>We plan to use both team learning and team teaching. Teachers will not be isolated in their separate classrooms. They will be pooling their skills and content knowledge working with different student learning teams. They will be moving from team to team answering questions, asking questions, and generally monitoring the progress of individuals and teams in their collaborating efforts.</p>

			<p>Research shows that teachers' collaboration, in both teaching and professional learning, enhances their understanding of content knowledge as well as in pedagogical strategies. In addition, teacher attention to students' reasoning and understanding increases and they engage students in more diverse modes of problem solving. (Carroll, et. Al., 2010; Vescio, et. Al., 2008; Slavit, et. Al., 2009)</p>
Subject areas	Yes		<p>Insert</p> <p>We are using integrated STEM project based Curriculum and instruction where subject matter is integrated as part of instruction and learning.</p> <p>. Project-based learning allows for integration of core content and for differentiated instruction, allowing students to work at their own pace and according to their particular learning needs. Each of these elements has a strong base of research. [Bransford, Brown, & Cocking (1999); Darling-Hammond et al.(2008); Mergendoller, <i>J. R., Markham, T., Ravitz, J., & Larmer, J. (2006);</i> Shear, Novais, Means, Gallagher & Langworthy (2010).]</p>
Purchase of instructional materials	Yes		<p>Insert</p> <p>To receive instructional materials funding, of instructional materials must be purchased from the state adopted materials list and can be direct purchases off-list. CCS requests 100% of school instructional materials funding without having to meet the requirement.</p> <p>Columbus Community School's integrated STEM project based curriculum/instructional program requires a wide array of material not generally used in tradition school settings. We wish to use this resource judiciously to meet our program's special needs.</p>
Evaluation standards for school personnel		No	<p>Insert</p>
School principal duties	Yes		<p>Insert</p> <p>We will have the Head Administrator devote 50% of his/her time to teaching. Routine administrative duties will be delegated to the Administrative Associate and the Instructional Associate.</p>

			The driving interest of Columbus Community School is the learning and teaching that takes place. We believe that for the Head Administrator to truly influence that process she/he must be intimately involved in it.
Drivers education	Yes		<p>Insert</p> <p>Drivers Education NMSA 22-13-12</p> <p>The school does not offer drivers education per se. However, the school may assist students local local driving schools/instructors, but the students will be responsible for locating and utilizing such services.</p>

<p>III K.(2) Identify any discretionary waivers as provided for in NMSA 1978 § 22-8B-5(C) or elsewhere in the Public School Code that you are requesting and describe how use of this waiver will support the school's plan. If this is an application to a local district, you must identify all waivers you are requesting from local board policies. (If you require additional space, attach as an Appendix.)</p>			
<p>C. The department shall waive requirements or rules and provisions of the Public School Code [22-1-1 NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.</p>			
insert			
insert			
insert			

insert

Additional Waivers

- Transportation and Food.

III L.(1) Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation. (If applicable.)

TRANSPORTATION

Upon approval of our 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.

III L.(2) Describe the school's plan for meeting the food services needs of its students and any plans for contracting with approved/appropriate food services vendors. (If applicable.) What are the school's plans for providing food services to students who qualify for the Free and Reduced Lunch program?

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. 96% of our students qualify for the Free and Reduced Lunch Program.

- Facilities.

III M.(1) Attach documentation that the school's detailed description of the charter school's projected facility needs, including projected request for capital outlay assistance, has been approved by the director of the New Mexico Public Facilities Authority at Appendix "I".

PROJECTED FACILITY NEEDS

See attached letter from Public Schools Facilities Authority.

III M.(2) Describe the efforts you have taken to identify a facility for your proposed school. (It is not required that you disclose a specific facility that is under consideration.)

FACILITY PLAN

We have taken an inventory of available sites in our community and selected a site that we think fits an overall educational and community plan.

III M.(3) What is the applicant's plan for funding the school's facility, including rent, maintenance, equipment and repairs?

PROJECTED FACILITY COSTS

We have included money in our budget for these items. We will also be applying for the \$700 per student funding to pay rents.

IV. BUSINESS PLAN

A. Budgets.

IV A.(1) Provide a completed 910B5 State Equalization Guarantee (SEG) Computation Revenue Estimate Worksheet for each year of the proposed 5-year charter term that will determine the amount of SEG funding the school will receive based on the **current** unit value, and which will be used to propose the 5-year budget plan. Attach as [Appendix "J"](#).

IV A.(2) Provide a proposed 5-year budget plan based on the 910B5 SEG Revenue Worksheet completed based on the current unit value. The plan must align with the school's 5-year growth plan including staffing, facilities, educational program and mission. Attach as [Appendix "K"](#).

IV A.(3) Provide a detailed narrative description of the revenue and expenditure assumptions on which the proposed 5-year budget plan is based. Present budget priorities that are consistent with and support key parts of the plan including the school's mission, educational program, staffing and facility. Present realistic evidenced-based revenue and expenditures assumptions.

BUDGET NARRATIVE

REVENUE: We feel we 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 75 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.

We 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

1. We would like the Head Administrator to also teach part time. We have put 1/2 of his/her salary in Instruction.
2. Summer School/ After School are to pay tutors to help students.
3. Under Student Travel this money is budgeted for field trips.
4. Property: we have included money here for desks, chairs, computers and other equipment that will be needed in the classroom.

FUNCTION 2100 Support Services Students

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

FUNCTION 2200 Support Services Instruction

Item 53414 will be to contract for Information Technology Services.

FUNCTION 2400 School Administration

Item 55915 will be to contract for office machines.

FUNCTION 2500 Central Services

Item 55915 will be to contract with New Mexico Coalition of Charter Schools or other similar organization to do our accounting functions.

FUNCTION 3100 Food Services

Item 55915 is money for a special piece of equipment needed at the school to store meals.

FUNCTION 3300 Community Services Operations

Item 55915 is for trainers or other technical help we may need in our Adult Education Program.

IV A.(4) Present viable strategies for meeting potential budget and cash-flow shortfalls, particularly for the first year of operation.

STRATEGIES FOR BUDGET CONTROL

We will be reducing 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 a 15 to 1 student-teacher ratio to a 20 to 1 ratio.

IV A.(5) Attach a proposed salary schedule for licensed or certified staff as [Appendix “L”](#).

See attached APPENDIX “L”

B. Financial Policies, Oversight, Compliance and Sustainability.

IV B.(1) Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities that is aligned with and supports the school’s educational program, staffing plan and job descriptions, and that demonstrates an understanding of the school’s financial management obligations.

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 Office Manager. The Head Administrator will be responsible for ensuring that the staff in the business

office, including the Office 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 Office Manager or his/her designee to attend regular Governing Board meetings to report on the status of the schools financial affairs. The Office 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 Office Manager to prepare appropriate financial reports. The Treasurer will also chair the Audit Committee. The Governing Board will consider in a timely manner all requests for budget adjustment requests by the Office Manager. They will help prepare, review and approve the school's 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 Office 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 Office 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 to ensure the repeat finding do not occur.

IV B.(2) Provide a description of the internal control procedures the 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 the 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 reviewed and 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 Office Manager or other senior administrative staff in terms of this policy, the Head Administrator retains overall control and authority over the Office 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 deems 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 Office 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 Office 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 Office 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 Office Manager. The Office Manager is responsible for ensuring the requested purchase is appropriate and necessary and that funds are available. Upon such preliminary approval, the Office 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 Office Manager must sign all PO's. Once the PO has been signed, the order will be placed by either the Office 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 Office 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 Office 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 Office Manager is responsible for verifying that all shipments meet PO requirements. Upon payment, the PO is cleared by the Office 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. Office 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 Office Manager will ensure that the invoices are batched for the next check run. All checks and the related invoices are forwarded to the Office Manager for purposes of obtaining the required signatures. The Office 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 Office Manager and the Office Manager shall retain all cancelled checks, voided checks, and original bank

statements at CCS onsite business office. The Office Manager shall reconcile all bank accounts on a monthly basis. The Office 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 Office 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 Office 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 Office Manager is responsible for billing and monitoring the collection of all amounts due from outside agencies under the direction of the Office Manager. The Office Manager is responsible for tracking and verifying the cash balances for all Federal, State, and other grants and contracts awarded to CCS. The Office 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 Office Manager shall establish a procedure for ensuring that all CCS fixed assets are properly entered into the system upon acquisition. An annual inventory will be taken at the school and a certification will be signed by the Office Manager. All requests for removal of surplus property, deletions, and discards must be approved by the Office 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 Office 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 Office 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 Office 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 Office Manager for deposit by the end of the day 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 Office Manager, and are accounted for by the Office 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 Office 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 Office 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 Office 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

When collecting money from students, the sponsor should either issue a miscellaneous receipt or maintain a system of accountability of all monies received. Receipt books and collection logs are available from the Office Manager. To maintain compliance, the sponsor must submit all cash to the Office Manager for deposit within 24 hours. The sponsor is liable for funds lost or stolen. Remittances to the Office Manager must include: the miscellaneous receipts or Collection Log, the Tally Sheet, and cash register tapes. The Office 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 Office Manager's copy of the office receipt. The Office 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 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. Distribution of receipt copies will be determined by the Office 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 Office Manager immediately. Receipts, Bank Deposit Slip and Deposit Recap amounts must balance. 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 Office 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 Office 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.

IV B.(3) Identify the plan for placing adequate personnel in place to perform financial tasks that is supported by the school's organizational structure and budget. Include job qualifications and responsibilities.

FINANCIAL PERSONNEL

Columbus Community School will hire a school secretary and Office Manager that will be trained to provide reports and financial information to our school State Certified business manager. These positions are supported by the budget. We plan to contract with the New Mexico Coalition of Charter School for these services.

IV B.(4) Provide a description of how the governing body will provide the proper legal fiscal oversight to ensure compliance and financial stability. Demonstrate a commitment to maintaining the financial viability of the school.

FINANCIAL OVERSIGHT

Monthly Board of Director meetings will include a report from the Office 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 a yearly reports per the specifications of that contract.

IV B.(5) Describe the school's strategic vision (long-range planning) for the sustainability of the school. Discuss the plans for addressing enrollment that does not meet the projections stated in your application.

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.

V. EVIDENCE OF SUPPORT

V A. Describe the type of outreach the applicant(s) conducted to make students and families aware of the proposed charter school and give evidence of the support you received in response.

OUTREACH ACTIVITIES

We held community meetings, we attended various community events and we attended all Village Council meetings the past year. Our main outreach was by home visits. We had families fill out a letter of interest.

V B. 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

. We provided forms to the public so that parents can show their interest in having their children attend Columbus Community School. The following table provides a list of interested parents broken down to number of children and their grade level.

<u>GRADE LEVEL</u>	<u>NUMBER OF STUDENTS</u>
--------------------	---------------------------

- | | |
|---------------------------------|----------|
| • Special Education: | 1 |
| • 1 st grade: | 3 |
| • 2 nd grade: | 4 |
| • 3 rd grade: | 8 |
| • 4 th grade: | 20 |
| • 5 th grade: | 29 |
| • 6 th grade: | 25 |
| • 7 th grade: | 10 |
| • 8 th grade: | 3 |
| • 9 th grade: | 1 |
| • <u>11th grade:</u> | <u>2</u> |

<u>Total</u>	<u>106</u>
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V C. Explain the founder(s)' ties to and knowledge of the community the school is intended to serve.

COMMUNITY TIES

Founders are Philip Skinner and Jack Long. Both have lived in the area approximately 30 years. Mr. Skinner is the owner of a furniture maquiladora in Palomas, which he has owned and managed for the complete time that he has lived in Columbus. In addition, he owns two businesses in Columbus. He provides equipment storage and documentation for exporters to Mexico. His second business is a small sub-sandwich shop in Columbus. 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 bases once he leaves the elementary school.

Jack Long is also involved on both sides of the border. Mr. Long was co-publisher of a bilingual newspaper in Columbus with circulation in Luna County and the state of Chihuahua, Mexico. He was co-owner of a real estate firm and an export firm in Columbus. Mr. Long taught adult classes of English, GED, and citizen ship in Columbus. He also taught English

classes in Palomas and was active in the formation of the high school in Palomas, where he taught computer classes. Mr. Long was a contractor in California before coming to Columbus. While in Columbus he became an accomplished builder of sustainable rammed earth-adobe housing. Mr. Long has advocated for a middle and high school in Columbus for the past 20 years.

V D. Explain any partnerships, networking relationships, and/or any resources or agreements that are planned with these persons or entities.

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 plan to obtain an agreement with the Village of Columbus to use some of their buildings for classroom and meeting space. We plan to contract with Ben Archer Health Center for school nursing services.

V E. If there are other public schools in the geographic area within which you are seeking to locate, describe why your proposed school is a needed option for the students served by the existing school(s).

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 students' 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 affects their adult life and helps to prepare them with skills which are important in the work force of the 21th century.

V F. ***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

**COMMITTEE ON
FINANCIAL SERVICES**
SUBCOMMITTEES:
CAPITAL MARKETS AND
GOVERNMENT SPONSORED ENTERPRISES
FINANCIAL INSTITUTIONS AND CONSUMER CREDIT
OVERSIGHT AND INVESTIGATIONS

WESTERN CAUCUS
CHAIRMAN

UNITED STATES
HOUSE OF REPRESENTATIVES



2432 RAYBURN HOUSE OFFICE BUILDING
WASHINGTON, DC 20515

OFFICE NUMBERS
(575) 522-0771 NEW MEXICO
(202) 225-2365 WASHINGTON, D.C.

WWW.PEARCE.HOUSE.GOV
WWW.FACEBOOK.COM/REPSTEVEPEARCE
WWW.TWITTER.COM/REPSTEVEPEARCE
WWW.YOUTUBE.COM/NMSTEVEPEARCE

June 26, 2012

STEVE PEARCE

Second District, New Mexico

Kelly Callahan
New Mexico Public Education Department
Charter Schools Division
300 Don Gaspar Avenue, Room 301
Santa Fe, NM 87501

Dear Ms. Callahan,

It is my understanding that the Columbus Community School has applied to be a charter school in New Mexico. I ask that you please give this school your every consideration.

Education is one of the most important investments we can make in our children. Every student deserves an enriching school experience. The creation of a charter school in Columbus, New Mexico will ensure that New Mexico honors its commitment to ensuring every child has the opportunity to excel through education.

The Columbus Community School will serve students from 7th to 12th grade, featuring a dual language program. With this program in place, the school will teach half the day in English and the other half in Spanish. In addition, the school will provide its students with a low student to teacher ratio ensuring all students receive the individual attention they need to succeed.

The project-based community school will offer education through hands-on experience in Science, Technology, Engineering and Math. This STEM curriculum, paired with tactile learning, hopes to prepare students for a wide-range of future careers.

Additionally, taking advantage of the two hours that will be saved in transit time, Columbus plans to extend its day by one hour. This extra hour in the classroom will provide students not only the time, but help, to complete their assignments before returning home.

The creation of this school will provide expanded local control of the educational programs, ensuring the best programs will be offered to address the specific needs of the community it will serve. Again, I ask that you provide this school with your every consideration.

Respectfully,

Steve Pearce
Member of Congress

570 N TELSHOR BLVD
LAS CRUCES, NM 88011

1717 W 2ND ST, STE 110
ROSWELL, NM 88202

200 E BROADWAY, STE 200
HOBBS, NM 88240

1101 NEW YORK AVE, RM 115
ALAMOGORDO, NM 88310

3445 LAMBROS LOOP NE
LOS LUNAS, NM 87031

111 SCHOOL OF MINES RD
SOCORRO, NM 87801




**Village of Columbus
PO Box 350, Columbus, NM 88029
575-531-2663; fax 575-531-2633**

A Proclamation of the Village of Columbus

We believe that one of the paths out of poverty is education, and that all children deserve the most and best educational opportunities that we can provide. Thus the Village of Columbus expresses its support for the Columbus Community School charter school to be located in Columbus, New Mexico.

Please join us in our endorsement of this pivotal venture.

On behalf of the Governing Body of the Village of Columbus:


Nicole S. Lawson
Mayor

**Mayor: Nicole S. Lawson
Trustees: July McClure, Xavier Munoz, Laura Ramos, Martha Skinner**

Academic Opportunities Academy

817 East Missouri Avenue, Suite B

El Paso, Texas 79902

July 10, 2012

NM Public Education Department

Charter Schools Division

Kelly Callahan

300 Don Gaspar Avenue, Room 301

Santa Fe, NM 87501-2786

We have had the pleasure of meeting Mr. Philip Skinner and Mr. Long who have worked long and hard for their vision of a charter school for the community of Columbus, New Mexico. I have been impressed with their care and concern for the Columbus, New Mexico community.

During my studies for my masters degree in school administration we studied the students who traveled from Big Bend, Texas to Alpine, Texas each day to school. When their new school opened, we drove the trip on a school bus. An experience that deprives students of any extracurricular activities and is long and boring. This is a trip they have been making for years.

Parents of these children are not able to participate in their children's education. If they are able to make the trip to see their children's teachers, they do so at a significant sacrifice. Columbus Community School will be a great improvement in the lives of each child and their family.

We encourage you to give Columbus Community School the opportunity to serve the educational needs of their children in their own community. Consider the risk of a bus crash traveling all those miles to Deming, New Mexico and the impact on all those families. I have made that trip on the highway from Deming to Columbus and I would not want my children making that trip.

You are putting the children of Columbus in the very good hands of Mr. Skinner and Mr. Long. I would gladly put my two daughters in their school.

A stylized, handwritten signature in blue ink. It begins with a tilde (~) followed by a large capital letter 'L'. After the 'L', there are three dots, a comma, and another three dots, followed by a diagonal slash (/).

Mark Casavantes M.Ed.

Superintendent

Academic Opportunities Academy

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VI. REQUIRED APPENDICES

Appendix Number	Appendix Description (* indicates required appendix)
REFERENCES	
A	*Course Scope and Sequence
B	*Governing Documents (Bylaws)
C	*Head Administrator job description
D	*Job Descriptions (of licensed and certified staff)
E	Governing Body Personnel Policies
F	*Student Discipline Policy
G	*Conflict of Interest Policy/Disclosure Statement
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
M	Waiver Request Forms



New Mexico Public Education Department

Charter School

WAIVER REQUEST

Instructions: Please complete this form electronically and submit it via e-mail to Julia Rosa Emslie, juliarosa.emslie@state.nm.us from the Superintendent's or designee's e-mail. Note: the boxes automatically expand as you add text.

Superintendent/Director: Jack Long, Founder
District/School: Columbus Community School
Mailing Address: P.O. Box 529, Columbus ST: NM Zip: 88029
Columbuscommunityschool@gmail.com
Phone: 575-694-3171 Fax: _____ Email: com
Secondary Contact: Philip Skinner Title: Founder
Mailing Address: P.O. Box 810, Columbus ST: NM Zip: 88029
Phone: _____ Fax: _____ Email: Philipskinner47@gmail.com
Date of Submission July 2, 2012

Does local school board and/or governing council policy require board and/or governing council approval prior to this request?

X Yes ☐ No

If yes, has board/governing council approval been obtained?

X Yes ☐ No

Date of board/governing council approval.

June 28, 2012

IF REQUESTING MULTIPLE WAIVERS, PLEASE USE A SEPARATE FORM FOR EACH.

This request is for which of the following topics. Please select one only.

- | | |
|--|---|
| <input type="checkbox"/> Individual Class Load | <input type="checkbox"/> Teaching Load |
| <input type="checkbox"/> Length of School Day | <input type="checkbox"/> Staffing Patterns |
| <input type="checkbox"/> Subject Areas | <input type="checkbox"/> Purchase of Instructional Material |
| <input type="checkbox"/> Evaluation Standards for School Personnel | <input type="checkbox"/> School Principal Duties |
| <input checked="" type="checkbox"/> Driver Education | <input type="checkbox"/> Graduation Requirements |



APPLICABLE STATUTE AND/OR STATE RULE:

[22-8B-5. Charter schools; status; local school board authority. \(Effective July 1, 2007.\)](#)

- A. The local school board may waive only locally imposed school district requirements for locally chartered charter schools.
- B. A state-chartered charter school is exempt from school district requirements. A state-chartered charter school is responsible for developing its own written policies and procedures in accordance with this section.
- C. The department shall waive requirements or rules and provisions of the Public School Code [[22-1-1](#) NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.

This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

Drivers Education NMSA 22-13-12

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

The school does not offer drivers education per se. However, the school may assist students local local driving schools/instructors, but the students will be responsible for locating and utilizing such services.

This box auto-expands.



FOR PED INTERNAL USE ONLY:	PED PS #
Reviewed by:	Date:
<i>RATIONALE FOR APPROVAL:</i>	Date:
Concur with staff recommendations for approval:	Date:
Hanna Skandera Secretary of Education	
<i>RATIONALE FOR NON-APPROVAL:</i>	Date:
Concur with staff recommendations for non-approval:	Date:
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Returned to Superintendent/Charter School by:	Date:



New Mexico Public Education Department

Charter School

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Secondary Contact: Philip Skinner Title: Founder
Mailing Address: P.O. Box 810, Columbus ST: NM Zip: 88029
Phone: _____ Fax: _____ Email: Philipskinner47@gmail.com
Date of Submission July 2, 2012

Does local school board and/or governing council policy require board and/or governing council approval prior to this request?

X Yes ☐ No

If yes, has board/governing council approval been obtained?

X Yes ☐ No

Date of board/governing council approval.

June 28, 2012

IF REQUESTING MULTIPLE WAIVERS, PLEASE USE A SEPARATE FORM FOR EACH.

This request is for which of the following topics. Please select one only.

- | | |
|--|---|
| <input type="checkbox"/> Individual Class Load | <input type="checkbox"/> Teaching Load |
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| <input type="checkbox"/> Subject Areas | <input type="checkbox"/> Purchase of Instructional Material |
| <input type="checkbox"/> Evaluation Standards for School Personnel | <input type="checkbox"/> School Principal Duties |
| <input type="checkbox"/> Driver Education | <input type="checkbox"/> Graduation Requirements |



APPLICABLE STATUTE AND/OR STATE RULE:

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This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

Length of school day is to be 7 instructional hours. In addition, school will be open to 8pm allowing students to complete home work, do research, etc. under supervision of a school monitor.

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

Project based learning requires fallible class management do for the need to engage in additional research, collaboration, and work outside of class structure.



This box auto-expands.

FOR PED INTERNAL USE ONLY:	PED PS #
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New Mexico Public Education Department

Charter School

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X Yes ☐ No

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Date of board/governing council approval.

June 28, 2012

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- | | |
|--|--|
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This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

To receive instructional materials funding, of instructional materials must be purchased from the state adopted materials list and can be direct purchases off-list. CCS requests 100% of school instructional materials funding without having to meet the requirement.

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

Columbus Community School's integrated STEM project based curriculum/instructional program requires a wide array of material not generally used in tradition school settings. We wish to use this resource judiciously to meet our program's special needs.



--

This box auto-expands.

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New Mexico Public Education Department

Charter School

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Date of Submission July 2, 2012

Does local school board and/or governing council policy require board and/or governing council approval prior to this request?

X Yes ☐ No

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Date of board/governing council approval.

June 28, 2012

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| <input type="checkbox"/> Evaluation Standards for School Personnel | <input checked="" type="checkbox"/> School Principal Duties |
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This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

We will have the Head Administrator devote 50% of his/her time to teaching.
Routine administrative duties will be delegated to the Administrative Associate and the Instructional Associate.

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

The driving interest of Columbus Community School is the learning and teaching that takes place. We believe that for the Head Administrator to truly influence that process she/he must be intimately involved in it.



--

This box auto-expands.

FOR PED INTERNAL USE ONLY:	PED PS #
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Concur with staff recommendations for approval:	Date:
Hanna Skandera Secretary of Education	
<i>RATIONALE FOR NON-APPROVAL:</i>	Date:
Concur with staff recommendations for non-approval:	Date:
Hanna Skandera Secretary of Education	
Returned to Superintendent/Charter School by:	Date:



New Mexico Public Education Department

Charter School

WAIVER REQUEST

Instructions: Please complete this form electronically and submit it via e-mail to Julia Rosa Emslie, juliarosa.emslie@state.nm.us from the Superintendent's or designee's e-mail. Note: the boxes automatically expand as you add text.

Superintendent/Director: Jack Long, Founder
District/School: Columbus Community School
Mailing Address: P.O. Box 529, Columbus ST: NM Zip: 88029
Columbuscommunityschool@gmail.com
Phone: 575-694-3171 Fax: _____ Email: com
Secondary Contact: Philip Skinner Title: Founder
Mailing Address: P.O. Box 810, Columbus ST: NM Zip: 88029
Phone: _____ Fax: _____ Email: Philipskinner47@gmail.com
Date of Submission July 2, 2012

Does local school board and/or governing council policy require board and/or governing council approval prior to this request?

X Yes ☐ No

If yes, has board/governing council approval been obtained?

X Yes ☐ No

Date of board/governing council approval.

June 28, 2012

IF REQUESTING MULTIPLE WAIVERS, PLEASE USE A SEPARATE FORM FOR EACH.

This request is for which of the following topics. Please select one only.

☐ Individual Class Load

☐ Teaching Load

☐ Length of School Day

x Staffing Patterns

☐ Subject Areas

☐ Purchase of Instructional Material

☐ Evaluation Standards for School Personnel

☐ School Principal Duties

☐ Driver Education

☐ Graduation Requirements



APPLICABLE STATUTE AND/OR STATE RULE:

[22-8B-5. Charter schools; status; local school board authority. \(Effective July 1, 2007.\)](#)

- A. The local school board may waive only locally imposed school district requirements for locally chartered charter schools.
- B. A state-chartered charter school is exempt from school district requirements. A state-chartered charter school is responsible for developing its own written policies and procedures in accordance with this section.
- C. The department shall waive requirements or rules and provisions of the Public School Code [22-1-1 NMSA 1978] pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instructional material, evaluation standards for school personnel, school principal duties and driver education. The department may waive requirements or rules and provisions of the Public School Code pertaining to graduation requirements. Any waivers granted pursuant to this section shall be for the term of the charter granted but may be suspended or revoked earlier by the department.

This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

We plan to use both team learning and team teaching. Teachers will not be isolated in their separate classrooms. They will be pooling their skills and content knowledge working with different student learning teams. They will be moving from team to team answering questions, asking questions, and generally monitoring the progress of individuals and teams in their collaborating efforts.

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

Research shows that teachers' collaboration, in both teaching and professional learning, enhances their understanding of content knowledge as well as in pedagogical strategies. In addition, teacher attention to students' reasoning and understanding increases and they engage students in more diverse modes of problem solving. (Carroll, et. Al., 2010; Vescio, et. Al., 2008; Slavit, et. Al., 2009)



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New Mexico Public Education Department

Charter School

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This box auto-expands.

APPLICABLE DISTRICT OR CHARTER SCHOOL POLICY:

Instructions: Insert specific local policy here.

We are using integrated STEM project based Curriculum and instruction where subject matter is integrated as part of instruction and learning.

This box auto-expands.

RATIONALE FOR REQUEST:

Instructions: Explain what the Charter School wants to do and how a waiver will be of assistance. Include how the waiver's overall intent fits into school and district policy. Identify any supporting documentation on file.

. Project-based learning allows for integration of core content and for differentiated instruction, allowing students to work at their own pace and according to their particular learning needs. Each of these elements has a strong base of research. [Bransford, Brown, & Cocking (1999); Darling-Hammond et al.(2008); Mergendoller, J. R., Markham, T., Ravitz, J, & Larmer, J. (2006); Shear, Novais, Means, Gallagher & Langworthy (2010).]



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