



2009

**NEW MEXICO
CHARTER SCHOOL APPLICATION**

Charter Schools Division
New Mexico Public Education Department
CNM Workforce Training Center
5600 Eagle Rock Avenue, Room 227
Albuquerque, NM 87113
(505) 222-4762



STATE OF NEW MEXICO
PUBLIC EDUCATION COMMISSION
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www.ped.state.nm.us

DR. VERONICA C. GARCÍA
SECRETARY OF EDUCATION

CATHERINE SMITH
CHAIR

Dear Prospective Charter School Applicants,

Congratulations on your decision to pursue your dreams of creating a charter school in the state of New Mexico!

This letter serves to introduce you to the process that a charter school must complete before being considered for approval and is designed to provide some general guidance. In the state of New Mexico, the Charter Schools Act [22-8B-1 et. seq. NMSA 1978], governs the application and review process for start-up charter schools. I recommend that you familiarize yourself with this piece of law as it should guide your preparation and ultimate submission of your application.

The Charter Schools Act [22-8B-1 NMSA 1978] is enacted to enable individual schools to structure their educational curriculum to encourage the use of different and innovative teaching methods that are based on reliable research and effective practices or have been replicated successfully in schools with diverse characteristics; to allow the development of different and innovative forms of measuring student learning and achievement; to address the needs of all students including those determined to be at risk; to create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; to improve student achievement; to provide parents and students with an educational alternative to create new, innovative and more flexible ways of education children within the public school system; to encourage parental and community involvement in the public school system; to develop and use site-based budgeting; and to hold charter schools accountable for meeting the department's educational standards and fiscal requirements. (22-8B-3 NMSA 1978)

On behalf of the New Mexico Public Education Commission and the Charter Schools Division, I wish you well in your endeavors; and I believe that the process that we have produced to review and evaluate charter school applications will continue to validate the public trust that we have been given.

Sincerely,

Don Duran, Ed.D.
Assistant Secretary, Charter Schools Division
New Mexico Public Education Department



New Mexico Public Education Commission

THE CHARTER APPLICATION PROCESS AND REVIEW STAGES - 2009

Instructions	All submissions should be prepared utilizing the <u>New Mexico Charter School Application</u> . Brevity, specificity, and clarity are strongly encouraged. Any questions regarding the application and the review process must be directed to Sam Obenshain, , at sam.obenshain@state.nm.us or (505) 795-2374. During this process, applicants are discouraged from contacting Charter Schools Division (CSD) staff, Public Education Department (PED) staff, or Public Education Commission (PEC) members unless specifically authorized by the .
Deadlines	The deadline for receipt of all materials by the New Mexico Public Education Charter Schools Division (CSD) is 5:00 PM on the due date indicated: <ul style="list-style-type: none"> • Letter of Intent.....January 2, 2009 • Charter Application.....July 1, 2009 Facsimiles (FAXes) are not accepted, and any applications received after this time will not be considered (<i>even if postmarked before the due date</i>).
Format	<ul style="list-style-type: none"> • All applications must be submitted to the Department on 8 ½ by 11-inch paper with one-inch margins, and the type font must be 12-point font or larger. Your application must include the <i>Table of Contents</i>. Include page numbers in the bottom right hand corner of each page. Include the proposed school name in the footer of each page of the application that you submit. Each of the nine “main” sections should be separated by tabbed dividers. • Applications must be no more than 200 pages of text. References cited within the text should be listed in a bibliography using <i>APA</i> format as an appendix to the text. An alphabetical listing of all acronyms used in your application must be included in the Appendices, if applicable. (Example: CSD – Charter Schools Division) • The required appendices will not count against the overall page limit for the application. • Submit two (2) paper copies with original signatures to the Charter Schools Division by July 1, 2009. Each copy should be submitted in a three-ring binder. In addition, submit two (2) CDROMs with the application in electronic format (Word-compatible and Excel-compatible). The electronic version <u>must</u> be an exact copy of the paper version.
Where to Mail or Drop-off Letters of Intent and the Application	<p style="text-align: center;">Dr. Don Duran Charter Schools Division New Mexico Public Education Department CNM Workforce Training Center, Room 227 5600 Eagle Rock Avenue, Albuquerque, NM 87113 (505) 222-4762</p>

<p>Technical Assistance Workshops (January – June)</p>	<p>Technical Assistance Workshops will be provided by the Charter Schools Division beginning in January 2009. Interested applicants will be provided with information related to:</p> <ul style="list-style-type: none"> • relevant materials and supports that may be of use in developing and completing the charter school application process; • overview information about applicable laws, regulations, and rules governing the process and content of the application; • contact information for key Division staff; • relevant documents, resources and guidance, and contact information for state and local charter school advocacy and support groups. <p>A Charter School Application Kit will be provided during the first information session and available for pick-up in the Charter Schools Division, as well as online: (http://www.ped.state.nm.us/charter/index.html/).</p>
<p>Submission of the Application (July 1)</p>	<p>The completed application must be received by the Charter Schools Division no later than 5:00 PM on July 1, 2009, in order to be considered for approval in 2009 and to open in the fall of 2010. Any applications received after this time will not be considered (even if postmarked before the due date). Charter Applications will be date stamped by CSD staff at the time of submission. The submission of the application materials will initiate the process of Charter Application review.</p>
<p>Written Application Evaluation (July 6-August 14)</p>	<p>A review team made up of Charter School Division staff, PED staff, and external reviewers will be convened to thoroughly read and evaluate the application. Expertise within this review team will be focused on key areas and/or unique aspects of the application. A tool developed in collaboration with the <i>National Association of Charter School Authorizers (NACSA)</i> and in accordance with the New Mexico Charter Schools Act and its applicable laws and regulations will be used to evaluate the charter application. During this component of the review process, questions may be generated that will seek to better clarify aspects of the application.</p>
<p>Applicant Interview (July 27-August 7)</p>	<p>An applicant interview will be held before the preliminary recommendation is completed. Questions which will clarify and verify information in the application may be asked of the applicant during the applicant interview.</p>
<p>Charter School Division Staff Preliminary Analysis (August 14)</p>	<p>The Charter Schools Division staff will complete a preliminary analysis based on an initial application review team evaluation. This analysis will be sent to the Public Education Commission and to the applicants.</p>

<p>Public Meeting to Obtain Community Input (August 19-28)</p>	<p>As provided by the New Mexico Charter Schools Act, a public meeting will be held by the Public Education Commission to allow the community the opportunity to provide comments on the application, as well as a chance for the applicant to clarify and verify information identified in the preliminary analysis from the Charter Schools Division.</p> <p>The purpose of this meeting will be for The Public Education Commission to obtain information and community input to assist in its decision whether to grant a charter school application.</p> <p>Community input may include written or oral comments in favor of or in opposition to the application from the applicant, the local community and, for state-chartered schools, the local school board and school district in whose geographic boundaries the charter school is proposed to be located.</p> <p>Written comments must be received by the PEC on or before 5:00 p.m. on September 1st, 2009. Written comments must be submitted directly to the PEC at the following addresses:</p> <p style="text-align: center;">Public Education Commission 300 Don Gaspar Santa Fe, NM 87501 or Bev.friedman@state.nm.us</p>
<p>CSD Assistant Secretary's Final Recommendation (September 7)</p>	<p>The Charter Schools Division Assistant Secretary will make a final recommendation based on the outcome of the application review team evaluation. This recommendation will be made to the Public Education Commission with respect to approval or denial of the charter application.</p>
<p>Public Education Commission Decision-making Meeting (September 10-11)</p>	<p>The Public Education Commission holds a public decision-making meeting to approve, approve with conditions, or deny the charter application.</p>

GLOSSARY OF TERMS USED IN THE APPLICATION

Alignment of Curriculum: The curriculum of all public schools must be aligned with the New Mexico Content Standards, Benchmarks and Performance Standards. The alignment process includes: (1) A systematic comparison of the charter school curricula with the New Mexico Standards; (2) Identification of gaps between the New Mexico Standards and the charter school curricula; and (3) Writing additional curricula to address the identified gaps. (*New Mexico State Board of Education Policy on Educational Standards, October 1999*)

Assessment: A method, tool or system to evaluate and demonstrate student progress toward – or mastery of – a particular learning standard or goal. (Examples: A standardized test, short-cycle tests, teacher-developed tests, a portfolio-judging system, etc.)

Class Size, Projected: Number of students per grade level.

Curriculum in Charter Schools: The content of a charter school curriculum must ultimately align with the New Mexico Content Standards, Benchmarks and Performance Standards; however, charter schools may develop alternative and innovative ways of structuring and delivering their educational curriculum to meet the New Mexico Standards. The choice of an alternative curricular approach requires that a scope and sequence be included in the Charter School application to demonstrate what will be taught at what grades levels, grade spans, age levels or sequence based on the alternative curriculum format. Examples of alternative curricular approaches include but are not limited to: Expeditionary Learning; Montessori; International Baccalaureate; thematic instruction; Waldorf; experienced-based curriculum; and digital curriculum.

Goals: (Refer to SMART Goals definition.)

Instructional Hours: Hours in which regular students are in school-directed programs, exclusive of lunch. [22-2-8.1 NMSA 1978]

New Mexico Content Standards, Benchmarks and Performance Standards: The State of New Mexico has established the Content Standards with Benchmarks and Performance Standards to be used by all public schools, including charter schools, and state supported educational institutions to develop, deliver, and assess curriculum. The New Mexico Standards may be accessed at <http://www.ped.state.nm.us/nmStandards.html> .

New Mexico Standards: (refers to New Mexico Content Standards, Benchmarks and Performance Standards)

Partnership: a partner organization that is essential to the existence of the charter school, its governance, key instructional and/or management functions.

Scope and Sequence: A scope and sequence should include the following components:

- Grade levels, grade spans, age spans and/or other sequence;

- The knowledge, content areas and/or organizing themes within the grades levels, grade spans, age spans and/or other sequence.

SMART Goals: Student Performance Expectations must be written as SMART Goals. The criteria for SMART Goals are as follows:

- **Specific.** A well-defined goal must be specific, clearly and concisely stated, and easily understood. Educational goals should be tied to learning standards that specify what students should know and be able to do, for each subject or content area and for each grade, age, or other grouping level.
- **Measurable.** A goal should be tied to measurable results to be achieved. Measurement is then simply an assessment of success or failure in achieving the goal.
- **Ambitious and Attainable.** A goal should be challenging yet attainable and realistic.
- **Reflective of the School's Mission.** A goal should be a natural outgrowth of the school's mission, reflecting the school's values and aspirations.
- **Time-Specific with Target Dates.** A well-conceived goal should specify a timeframe or target date for achievement.

Special Populations: Special populations may include students who have been identified with special needs that require an Individualized Education Plan, a 504 plan, English as a Second Language (ESL) Instruction, Gifted education, or who require access to ancillary services including, but not limited to, counseling and health.

Student Performance Expectations: (Refer to SMART Goals definition.)



NEW MEXICO CHARTER SCHOOL APPLICATION 2009

APPLICATION INSTRUCTIONS

The application has nine sections – please complete all sections:

- I. Table of Contents
- II. Cover Sheet/Abstract
- III. Statement of Assurances
- IV. Charter School Mission and Statement of Need
- V. Educational Plan
- VI. Financial Plan
- VII. Governance/Management Plan
- VIII. Requirements
- IX. Appendices

Each part is divided into sections addressing key provisions of the New Mexico Charter Schools Act (22-8B-1 et.seq. NMSA 1978).

IMPORTANT:

- Read the entire charter application before you begin to prepare your written document. Please answer each prompt completely. In an effort to help you understand the requirements articulated in the application, the Charter Schools Division will hold Technical Assistance Workshops (January-June) in partnership with the New Mexico Coalition for Charter Schools. Dates, times and locations of workshops will be posted on the Charter Schools Division website at <http://www.ped.state.nm.us/charter/index.html>
- Any questions regarding the application and the review process must be directed to Sam Obenshain, Review Coordinator, at sam.obenshain@state.nm.us or (505) 795-2374. During the application review and evaluation process, applicants are discouraged from contacting Charter Schools Division (CSD) staff, Public Education Department (PED) staff, or Public Education Commission (PEC) members unless specifically authorized by the Review Coordinator.
- All applications must be submitted to the Charter Schools Division on 8 ½ by 11 inch paper with one-inch margins, and the type font must be 12-point font or larger. Your application must include the *Table of Contents*. Include page numbers in the bottom right-hand corner of each page. Include the proposed school name in the footer of each page of the application that you submit. Each section should be separated by tabbed dividers.
- Applications must be no more than 200 pages of text. References cited within the text should be listed in a bibliography using *APA* format as an appendix to the text. An

alphabetical listing of all acronyms used in your application must be included in the appendices, if applicable. (Example: CSD – Charter Schools Division)

- The required appendices will not count against the overall page limit for the application.
- Submit two (2) paper copies with original signatures to the Charter Schools Division by July 1, 2009. Each copy should be submitted in a three-ring binder. In addition, submit two (2) CDROMs with the application in electronic format (Word-compatible and Excel-compatible). The electronic version must be an exact copy of the paper version.
- The deadline for receipt of all materials by the Charter Schools Division of the New Mexico Public Education Department is 5:00 PM on July 1, 2009.

Submit all application materials to:

Dr. Don Duran
Charter Schools Division
New Mexico Public Education Department
CNM Workforce Training Center
5600 Eagle Rock Avenue,
Albuquerque, NM 87113

- Facsimiles (FAXes) are not accepted.
- Any charter application materials received after the deadline date and time will not be considered (even if postmarked before the due date).

APPLICATION REVIEW CRITERIA

Charter Application reviewers will use the following criteria to evaluate the quality of each section in your application:

- **Inadequate:** The section lacks significant detail; demonstrates lack of preparation; or otherwise raises substantial concerns about the applicant's understanding of the issue in concept and/or ability to meet the requirement in practice.
- **Approaches:** The section addresses some of the criteria, but lacks meaningful detail and requires important additional information in order to be reasonably comprehensive.
- **Meets:** The section indicates solid preparation and grasp of key issues that would be considered reasonably comprehensive. It contains many of the characteristics of a response that exceeds even though it may require additional specificity, support, or elaboration in places.
- **Exceeds:** The section reflects a thorough understanding of key issues and indicates capacity to open and operate a quality charter school. It addresses the topic with specific and accurate information that shows thorough preparation and presents a clear, realistic picture of how the school expects to operate.

I. TABLE OF CONTENTS

This *Table of Contents* document must be included as the first section of the application with corresponding page numbers in the column to the right. The application submission must contain each of the section and sub-section titles in the same order as indicated below.

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II. APPLICATION COVER SHEET/ABSTRACT

School Information:

Name of Proposed Charter School: CENTER FOR INQUIRY SOUTHWEST

School Address (if known) _____

School Location (City/Town): ALBUQUERQUE

School District within which the school will be located ALBUQUERQUE PUBLIC SCHOOLS

Contact Information:

Primary Contact Person FRANK CHIKI

Address 13213 SUNSET CANYON DR NE

City ALBUQUERQUE State NM Zip 87111

Daytime Tel (505) 264-6530 Fax (_____) _____

Alternate Tel (_____) _____ E-mail CHIKI@CFISW.NET

Secondary Contact Person ROAWN LEE

Address 1920 LAGRANGE PARK DR NE

City ALBUQUERQUE State NM Zip 87123

Daytime Tel (505) 292-4725 Fax (_____) _____

Alternate Tel (505) 220-1508 E-mail ROAWNSKI@MSN.COM

Partner Organizations (if applicable):

Enrollment Information:

NOTE: If the charter school will be located in a school district that has a total enrollment of not more than one thousand three hundred (1,300) students, the charter school's proposed enrollment for all grades, in combination with any other charter school's enrollment for all grades, will neither equal nor exceed ten (10) percent of the total MEM of that school district [6.80.4.9.C.6 NMAC]

Grade span at full enrollment K-5 Total number of students at full enrollment 400-440

Complete the chart, indicating phase-in grades if applicable.

School Year		Grade Levels	Total Projected Student Enrollment
First Year	2010-11	PK-2	160
Second Year	2011-12	PK-3	200
Third Year	2012-13	PK-4	240
Fourth Year	2013-14	PK-5	300
Fifth Year	2014-15	PK-5	320

Abstract of Proposed Charter School:

Provide an abstract (summary) in narrative form that succinctly describes the proposed charter school. Include in the narrative, the school's proposed location, grade levels, enrollment, mission, and educational philosophy and approach. This abstract is to be limited to one page.

To learn... To think... To reflect

Mission—Through high expectations, a vigorous and engaging curriculum, and a supportive environment, the Center for Inquiry Southwest facilitates the development of students to think critically and inquire about the world in which they live.

Inquiry is a learning process in which children, through their natural curiosity about the world around them, are provided opportunities to pose and seek answers to problems about their world. Through this process students learn to recognize that their answers are not an end product, but a stepping-stone to further inquiry.

Short and Burke write that children live in a constant state of curiosity and learning. For them, inquiry comes from exploring and being interested in the world. Through their active explorations of their world, tensions arise which lead them to ask questions about aspects of the world that puzzle them. They systematically investigate those questions, thereby creating new understandings, new questions and new issues (1991).

At the Center for Inquiry Southwest, a K–5 elementary school with a maximum enrollment of 440 students located within the Albuquerque Public School District, we have a core curriculum that assists students in mastering the New Mexico education standards. Using those standards, teachers create a learning environment that taps into the inherent inquisitiveness of children.

Through the use of quality literature, posing real-life problems and nurturing student interests, our single-sex classrooms are a place in which the joy of learning is not only present but also expected. Students come to recognize they are accomplished mathematicians, best selling authors, Nobel Prize-winning scientists, world-class orators, and creative artists. They come to this realization not through superficial praise but through positive hands-on practice and involvement in their own learning.

We have as high expectations of our students as they have of themselves and their teachers.

At the Center for Inquiry Southwest, we believe accountability and assessment are vital components of any learning environment.

We believe students are active participants in their continuous learning journey.

This is accomplished with their teacher through student-led conferences, research projects, self-reflection, observation, posing and solving real life issues, and through other authentic assessments and processes.

III. STATEMENTS OF ASSURANCES

This form must be signed by a duly-authorized representative of the applicant group and submitted with the final application. An application will be considered incomplete if it is not accompanied by the Statements of Assurances.

STATE OF NEW MEXICO)
)
COUNTY OF BERNALILLO)

I, FRANK CHIKI, after being duly sworn, state as follows:

1. My name is FRANK CHIKI and I reside in ALBUQUERQUE, NEW MEXICO.
2. I am the authorized representative of the governing body, or applicant group, for CENTER FOR INQUIRY SOUTHWEST (*name of school*) to be located at ALBUQUERQUE, NEW MEXICO, I certify that, if awarded a charter:
 1. The CHARTER SCHOOL's admission process shall not discriminate against anyone regarding race, gender, national origin, color, ability level, or age.
 2. If more students apply than can be accommodated, The CHARTER SCHOOL shall admit students on the basis of a lottery.
 3. The CHARTER SCHOOL's admission processes shall be in compliance with Section 22-8B-4.1 NMSA 1978.
 4. The CHARTER SCHOOL shall be a nonsectarian, non-religious, and non-home-based public school.
 5. Except as otherwise provided in the Public School Code, the CHARTER SCHOOL shall not charge tuition or have admission requirements.
 6. The CHARTER SCHOOL shall comply with all state and federal health and safety requirements applicable to public schools, including those health and safety codes relating to educational building occupancy.
 7. The governing body shall not contract with a for-profit entity for the management of the CHARTER SCHOOL.
 8. The CHARTER SCHOOL shall comply with all applicable state and federal laws and rules related to providing special education services.
 9. The CHARTER SCHOOL shall avoid apparent and actual conflicts of interest when administering grants and entering into contracts for equipment and services.
 10. The CHARTER SCHOOL shall comply with conflict of interest provisions identified in the New Mexico Procurement Code, Section 13-1-128 et seq. NMSA 1978 and the Prohibited Sales Act, Section 22-21-1 et seq. NMSA 1978; and the federal regulations at 34 CFR 75.525 and 80.36.
 11. The CHARTER SCHOOL shall ensure that criminal background checks are conducted on all employees in accordance with Section 22-10A-5 NMSA 1978.
 12. The CHARTER SCHOOL shall develop written procurement procedures and conduct all procurement transactions in a manner that provides open and fair competition.
 13. The CHARTER SCHOOL shall comply with the Age Discrimination Act of 1975, Title VI

(Statements of Assurances page 2 of 3)

- of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
14. The CHARTER SCHOOL shall provide equitable access to and participation in its federally assisted program for students, teachers, and other program beneficiaries with special needs.
 15. The CHARTER SCHOOL shall be economically sound and the fiscal management shall comply with all applicable federal and state laws, regulations and rules relative to fiscal procedures.
 16. The CHARTER SCHOOL shall provide to the Public Education Commission by the sooner of the end of the planning year or within ten (10) days of receipt of any federal or state stimulus funds a detailed plan indicating how the CHARTER SCHOOL will manage its fiscal responsibilities, the plan will include a description of the internal control procedures that the charter school will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
 17. Meetings of the CHARTER SCHOOL Governing Body shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.
 18. The CHARTER SCHOOL shall adopt policies and procedures of the governing body, that address governance, relationship to staff, professional development, the role of the governing body in policy-making, personnel decisions, budgeting, and operation of the school, including how decisions will be made.
 19. The Governing Body or head administrator of the CHARTER SCHOOL shall recognize and work with employee labor representatives, if any.
 20. The CHARTER SCHOOL shall produce a certificate of occupancy prior to opening a facility for use as a school; the facility shall meet all applicable federal and state health, safety and code requirements and be suitable for use as a school.
 21. The CHARTER SCHOOL shall develop and maintain a plan for addressing code, accessibility, health and safety requirements as well as operation, maintenance and repair of any facility it seeks to use as a school.
 22. The CHARTER SCHOOL shall develop personnel policies that comply with all applicable federal and state labor laws, regulations and rules implementing them and shall submit the policies to the Public Education Department for comment prior to the hiring of any employees.

I hereby certify that the information submitted in this application for a charter is true to the best of my knowledge and belief. I understand that I am the authorized representative of the applicant group, or the governing body, of this charter school.

[Signatures required on next page]

[Signature]

Date

Frank T. Chiki, representative of the applicant group, or governing body member, of the proposed Center for Inquiry Southwest Charter School.

Subscribed and sworn to before me, this ____ day of _____, 20__.

[Notary Seal:]

[signature of Notary]

[typed name of Notary]

NOTARY PUBLIC

My commission expires: _____, 20__.

IV. CHARTER SCHOOL MISSION AND STATEMENT OF NEED

The Charter School Mission Statement should communicate the essence of the school to stakeholders and to the public and should provide the focal point to which all other sections of the school's plans align. In addition, the proposed charter school and its mission must be in the best interest of the students and community that it proposes to serve.

- Provide a clear and compelling **Mission Statement** for the school that includes the following components:
 - Who the school seeks to serve;
 - What the school seeks to accomplish;
 - What methods the school will use.
- Provide a response to the following question: **How will the school know if it is achieving its mission** as stated above? The response must include school level or organizational goals that are measurable and directly support the Mission Statement. *(NOTE: Specific measurable student performance expectations [student goals] should be addressed in section IV, Educational Plan.)*
- Provide an **explanation of need** that describes how the proposed charter school is in the best interest of the students and community that it proposes to serve. Include a demographic description of the student and community population within which the school will be located.

To learn... To think... To reflect

Mission—Through high expectations, a vigorous and engaging curriculum, and a supportive environment, the Center for Inquiry Southwest Community facilitates the development of students to think critically and inquire about the world in which they live.

The Center for Inquiry Southwest (CFISW) will know it is achieving its vision and mission when all students are able to generate working hypotheses, seek and find necessary resources, filter information, and develop a logical solution to their personal inquiry as measured by a combination of project rubrics, progress reports, student portfolios and record keeping for every CFISW student each year at a developmentally appropriate level.

In addition, the CFISW will be a community of learners, including parents. Their participation will be based on the model written about in the Anne T. Henderson, Vivian Johnson, Karen L. Mapp, and Don Davies' book *Beyond the Bake Sale*. Parent participation and satisfaction with

CFISW will rate above 80% based on parent survey's about issues, such as student learning, school climate, and parent involvement.

Explanation of Need

The data from the New Mexico Standards Based Assessment (NMSBA) for APS shows the majority of Albuquerque schools suffer from low academic achievement, especially for minority and economically disadvantaged students.

For the Center for Inquiry Southwest to be successful, location is important. Sites the school is considering are in or near lower socioeconomic neighborhoods, and located near public bus routes and major Albuquerque thoroughfares. This will give families who lack personal transportation better access to the school. The proposed location of the Center for Inquiry Southwest is in central Albuquerque.

The Center for Inquiry Southwest expects to attract students and families primarily from the following elementary schools of the Albuquerque Public Schools. The schools in this area have a high population of low socio-economic and ethnically diverse students and the academic performance of these students is significantly below state levels. A sampling of the academic proficiency of the minority students at these schools is reported below, according to the New Mexico Public Education Department (NMPED) data on Academic Yearly Progress (AYP) for Spring 2008.

School name	% of test-taking population that were Non-Caucasian	% of Non-Caucasian students proficient in math* (AYP Goal: 44%)	% of Non-Caucasian students proficient in reading* (AYP Goal: 59%)	% of test-taking population that was Economically Disadvantaged	% of Economically Disadvantaged students proficient in math (AYP Goal: 44%)	% of Economically Disadvantaged students proficient in reading (AYP Goal: 59%)
Bel-Air	81%	14%	36%	69%	20%	41%
Duranes	95%	20%	27%	100%	22%	30%
East San Jose	98%	38%	42%	100%	39%	43%
Governor Bent	64%	29%	41%	67%	33%	47%
Hodgin	83%	26%	55%	80%	26%	58%
La Luz	98%	26%	35%	100%	27%	35%
Lowell	95%	28%	25%	100%	9%	28%
Our Lady of Fatima	No Data Available					
Reginald Chavez	92%	30%	46%	100%	33%	48%
St. Charles Borromeo	No Data Available					

*Avg of subgroups >24

Based on this data, the CFISW believes the program it will offer would better serve the low socio-economic and ethnically diverse population of these elementary schools. The CFISW will recruit heavily in the neighborhoods served by these schools.

It is the experience of the founders that students who are provided choice within their learning experience and are challenged in their thinking become better learners. At the CFISW, our students will be expected to meet the New Mexico Performance Standards and Benchmarks. However, the students will do so by having their interests at the heart of the curriculum. The CFISW teachers will meet the interests and needs of their students through inquiry projects at all grade levels. Boss and Krauss stated, “Project-based learning [a form of inquiry project]...is a strategy certain to turn traditional classrooms upside down. When students learn by engaging in real-world projects, nearly every aspect of their experience changes. The teacher’s role shifts...Student behavior also changes. Instead of following the teacher’s lead, learners pursue their own questions to create their own meaning (2007).” The goal of the CFISW is to turn the traditional classroom upside down with the students being placed in control of their learning. This methodology of teaching has been in place at the Center for Inquiry, Indianapolis, Indiana, since 1990. It has been so successful that the Center for Inquiry II was opened in 2007 to meet the demand of parents wanting their children educated in this way. These two schools have consistently met AYP goals.

The CFISW will also set itself apart from the traditional school model by facilitating learning through the inquiry process in single-sex classrooms. In *Why Gender Matters*, Dr. Leonard Sax tells us “girls and boys have different educational styles, and different expectations for the teacher-student relationship (2005).” In New Zealand, the Christchurch Health and Development Study-1977, following children from birth to 18, found that students in single-sex classrooms showed significantly higher rates of achievement (Salomone, 2003). Salomone also states that that there is a “growing body of data pointing to the academic and social benefits that disadvantaged minority students above all might derive from single-sex programs (2003).” The NMSBA data above shows that our low socio-economic and ethnically diverse students are in great need for something different to meet their educational needs and allow them to reach their full academic potential. The environment necessary to do so will be provided by the CFISW to ensure students reach their full academic potential.

Location, grades, class size, growth plan and total projected enrollment

The Center for Inquiry Southwest will be a K–5 school located in or near the central area of Albuquerque. It seeks to serve students of diverse backgrounds, and will accept students from the greater metropolitan area. The student-teacher ratio will meet the requirements of NMAC 22.10a.20 and provide additional support for classrooms at all grade levels. We do reserve the right to reduce teacher-to-student ratios to 18 in grades Kindergarten through second, and increase teacher-to-student ratios to 22 in grades three through fifth. It will enroll 160 students in its first year and expand to enroll a total of no more than 400–440 students when operating at capacity. The school will open with grades PK–2, and will add one grade level per year until a complete PK–5 program is achieved. Our long-term goals will be to add a Middle School program.

School Day and School Year

The Center for Inquiry Southwest proposes a school day of 7.2 hours. Calculated on 6.7 instructional hours/1232.8 instructional hours less 20 for progress conferences equaling 1212.8 instructional hours. This is 222.8 hours more per year than offered by most elementary schools in the Albuquerque area. This is an equivalent of 40 additional instructional days and a school year of 184 instructional days with a year round schedule.

Afterschool

The CFISW expects that a large number of its students will have working parents. It also anticipates a need to provide its students with extra tutoring or enrichment activities. Afterschool activities may be provided dependent upon available funding.

Center for Inquiry Southwest Projected Yearly Enrollment

YEAR ONE: TOTAL 160 STUDENTS, 8 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	80	4
Second	40	2

YEAR TWO: TOTAL 200 STUDENTS, 10 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	80	4
Second/Third	80	4

YEAR THREE: TOTAL 240 STUDENTS, 12 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	80	4
Second/Third	80	4
Fourth	40	2

YEAR FOUR: TOTAL 300 STUDENTS, 15 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	100	5
Second/Third	80	4
Fourth/Fifth	80	4

YEAR FIVE:

TOTAL 320 STUDENTS, 16 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	100	5
Second/Third	100	5
Fourth/Fifth	80	4

V. EDUCATIONAL PLAN

The educational plan should describe who the school expects to serve; what the students will achieve; how they will achieve it; and how the school will evaluate performance. It should provide a clear picture of what a student who attends the school will experience in terms of educational climate, structure, materials, schedule, assessment and outcomes.

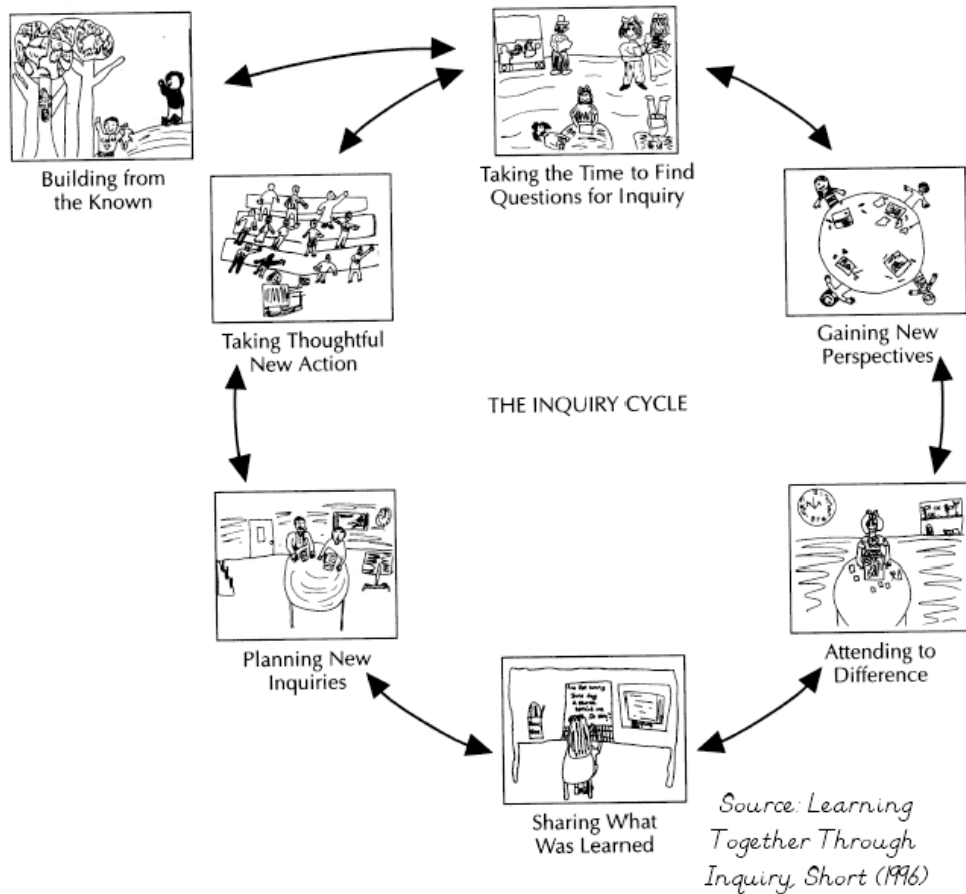
A. CURRICULUM FRAMEWORK

The New Mexico Content Standards, Benchmarks and Performance Standards provide the content requirements and expectations for students in all public schools. The description of the curriculum should provide a sense not only of what the school will teach but also of how and why. (*NOTE: Refer to the Glossary of Terms Used in the Application, page v, to assist in the completion of this section.*) The following components of the curriculum framework must be addressed:

1. Philosophy and Approach to Instruction

- Describe the educational philosophy and curricular approach of the proposed school.
- Describe why the particular educational philosophy and/or approach was selected.
- Provide documentation, research, and/or a rationale that supports the educational philosophy and curricular approach.
- Explain why the educational philosophy and/or approach is/are likely to result in improved educational performance of students.
- Describe how the educational philosophy and/or approach aligns with the school's mission and student needs.

The Inquiry Process, as our name implies, is the center of our educational philosophy and curricular approach.



Inquiry is a learning process in which children, through their natural curiosity about the world around them, are provided opportunities to pose and seek answers to problems about their world. Through this process students learn to recognize that their answers are not an end product, but a stepping-stone to further inquiry.

Short and Burke write that children live in a constant state of curiosity and learning. For children, inquiry comes from exploring and being interested in the world. Through their active explorations of their world, tensions arise which lead them to ask questions about aspects of the world that puzzle them. They systematically investigate those questions, thereby creating new understandings, new questions and new issues (1991).

At the Center for Inquiry Southwest, we will have a core curriculum that assists students in mastering the New Mexico education standards. Using those standards, teachers will create a learning environment that taps into the natural inquiry of children.

Through the use of quality literature, posing real-life problems, and nurturing student interests, our single-sex classrooms will be a place in which the joy of learning is not only present but also expected. Students come to recognize they are accomplished mathematicians, best selling

authors, Nobel Prize-winning scientists, world-class orators, and creative artists. They come to this realization not through superficial praise but through positive hands-on practice and involvement in their own learning.

It is the experience of the founders that students who are provided choice within their learning experience and are challenged in their thinking become better learners. At the CFISW, our students will be expected to meet the New Mexico Performance Standards and Benchmarks. However, the students will do so by having their interests at the heart of the curriculum. The CFISW teachers will meet the interests and needs of their students through inquiry projects at all grade levels. Boss and Krauss stated, “Project-based learning [a form of inquiry project]...is a strategy certain to turn traditional classrooms upside down. When students learn by engaging in real-world projects, nearly every aspect of their experience changes. The teacher’s role shifts...Student behavior also changes. Instead of following the teacher’s lead, learners pursue their own questions to create their own meaning (2007).” The goal of the CFISW is to turn the traditional classroom upside down with the students being placed in control of their learning. This methodology of teaching has been in place at the Center for Inquiry, Indianapolis, Indiana, since 1990. It has been so successful that the Center for Inquiry II was opened in 2007 to meet the demand of parents wanting their children educated in this way. These two schools have consistently met AYP goals.

The CFISW will also set itself apart from the traditional school model by facilitating learning through the inquiry process in single-sex classrooms. In *Why Gender Matters*, Dr. Leonard Sax tells us “girls and boys have different educational styles, and different expectations for the teacher-student relationship (2005).” In New Zealand, the Christchurch Health and Development Study-1977, following children from birth to 18, found that students in single-sex classrooms showed significantly higher rates of achievement (Salomone, 2003). Salomone also states that there is a “growing body of data pointing to the academic and social benefits that disadvantaged minority students above all might derive from single-sex programs (2003).” The NMSBA data provided in Section IV shows that our low socio-economic and ethnically diverse students are in great need for something different to meet their educational needs and allow them to reach their full academic potential. The environment necessary to do so will be provided by CFISW to ensure students reach their full academic potential.

2. Description of the Curriculum

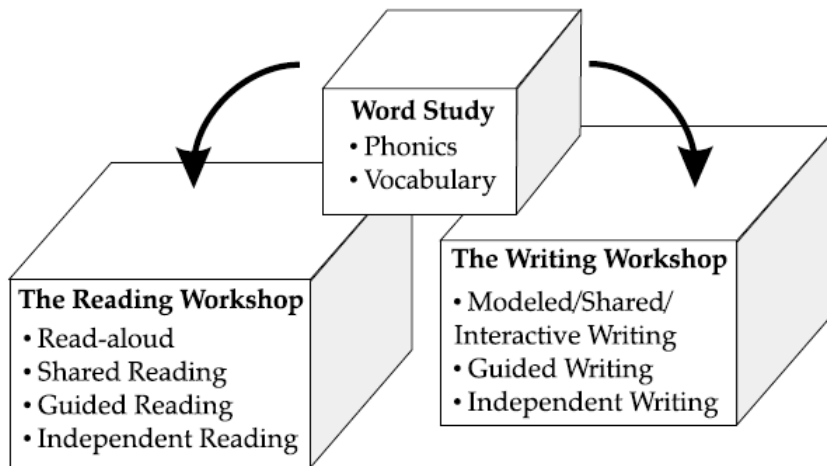
- **If the curriculum has already been selected/developed:** Provide a detailed description of the curriculum that includes a scope and sequence.
- **If the curriculum has yet to be developed:** Provide a description of the proposed curriculum and a specific plan for its development that will include a scope and sequence. The development plan should include a description of the process, a timeline, and resources (including staffing) to be utilized.

Our program is unique in that most of the curriculum is created, reviewed, and revised each year by the teacher based on the needs and interests of the students. We have chosen Singapore Math as our core math curriculum, which will also be supplemented as necessary to achieve the New

Mexico Standards. Balanced Literacy will be our approach to the language arts program, which includes reading, writing and word study instruction.

Using curriculum maps, teachers and staff will develop and integrate the science and social studies curriculum into literacy and math as appropriate. The integration will provide an opportunity for more in-depth learning of concepts and skills. This approach encourages students to see subject matter is not compartmentalized learning, but that all subject matter is interrelated. Students will see how writing is a part of science, that math is also found in social studies, and how reading is a part of every day life and learning. Integration of these curricular areas will also provide more time for in-depth learning of curriculum to better meet the New Mexico Content Standards, Benchmarks and Performance Standards.

Literacy instruction will be conducted through the Balanced Literacy Approach as developed by Fountas and Pinnell (See *Guided Reading Basics*, Appendix G1). This approach is a framework not a program. It encompasses reading, writing and word study instruction in a sequence in which instruction is teacher led, then collaboratively with students, and finally students learning independently based on experiences by and with the teacher (See *Word Study Continuum*, Appendix G2).



Jamison Rog, 2003

Singapore Math is a program that began in Russia, then migrated to and was revised by China. It was finally refined by Singapore, and helped Singapore students rise to the top of the ranks on the Trends in International Mathematics and Science Study (TIMSS) assessment. “Singapore Math textbooks emphasize problem-based development of mathematical concepts and use concrete illustrations to show how to solve multistep problems. The content framework covers topics in increasingly advanced detail in successive grades. It involves problem solving that emphasizes computational skills as well as conceptual and strategic thinking processes (U.S. Department of Education Institute of Education Sciences, n.d.)” The scope and sequence is provided in Appendix G3.

Character development curriculum will utilize the FISH! for School philosophy. “The “FISH! for Schools framework focuses on creating an environment of shared ownership using a common language and establishing strong relationships with and among your students and your school. Research shows that classrooms in which students feel strong relationships to the teacher and peers exhibit over 31 percent decline in behavior and discipline issues (Marzano & Marzano,

2003). FISH! for Schools is about collaborating with students to establish a classroom mission statement, determine behaviors that are in-bounds, create a positive environment that promotes learning, and develop personal responsibility. Through mutual respect and shared ownership, educators work with students to create the classroom where everyone wants to enjoy one another and learn. (Charthouse Learning, 2007).” Please see Appendix G4.

3. Alignment with NM Standards

- The curriculum selected/developed must align to the New Mexico Content Standards, Benchmarks and Performance Standards. Provide a copy of the alignment document if it was completed, OR, if the alignment has not been completed, describe the process and a specific timeline to be used for aligning the curriculum with the New Mexico Standards.

At CFISW, 95% or more of our students will show a minimum of one year’s academic growth for one year of academics. All students will have met the New Mexico Content Standards, Benchmarks and Performance Standards continuum by the end of fifth grade for elementary students. We will meet the New Mexico Content Standards by integrating the required standards curriculum, such as New Mexico history, into student-led inquiries and interests. Curriculum development will be aligned and tailored to meet student needs and areas of interest.

During the planning year, a committee of educators who are experts in the areas of language arts, mathematics, science and social studies will be contracted to align the curricular themes outlined in the New Mexico Standards for each grade level (NMAC 6.30.2.13–17, 19–21; NMAC 6.30.2.18 will be met once CFISW is at full capacity). The process will include naming the common themes from kindergarten through fifth grade. After these themes have been identified, this committee will map out when these themes will be introduced and to what extent to ensure scaffolding of knowledge from grade level to grade level. The possibilities for integration existing within the themes and standards will also be identified. Part of this process will be to identify necessary materials, supplies, and other resources, such as use of technology, field trips, literature, and guest speakers. These curriculum maps will be in place no later than May 30, 2010, to allow time to make and receive any necessary materials. The curriculum maps will be provided to all staff members of CFISW and to any new hires after the deadline date once the curriculum maps are completed.

CFISW teachers will report for the school year several days prior to students. These days will be devoted to teachers preparing their rooms for the year as well as professional development. The curriculum maps created by the above committee will be provided to the teachers. Each grade level will review the maps and edit them as necessary while still maintaining the integrity to the New Mexico Standards. Throughout the first year, and subsequent years, teachers will revisit the maps to revise and edit as necessary based on experiences with the students in their classrooms.

4. Strategies and Methods:

- Provide a description of the strategies and methods to be used in delivering the curriculum.

- Provide an explanation of how the curriculum will address students' needs and assist students in reaching the NM Standards. (*NOTE: Students with special needs, including students who require bilingual education, special education or are limited English proficient, should be addressed in Subsection D: Special Populations*)
- Provide a descriptive example of the curricular strategies and methods in action in the classroom.
- Provide a description of professional development that may be necessary for implementation of the strategies and methods to be used in delivering the curriculum.

The following is an example of a typical day for a student at the CFISW. It is by no means encompassing of exactly what will happen each day at CFISW.

It is a Friday morning in late November. Jorge and Morgan have arrived at CFISW for another great day of learning. The bell has just rung and they are on their way to their classrooms.

As they enter their respective classrooms, their teachers greet them at the door, as they do each morning, to say good morning and conduct a quick check-in. Morgan's family is dealing with the unexpected death of her brother by a drive-by shooting and Morgan has been quite angry which she is showing by acting out at times; Jorge's grandmother, whom he lives with, has been having some health issues and Jorge has been more reserved than usual since he is worried about where he will live if something happens to her. Their teachers know all of this through their daily check-ins and close communication with their students' families.

The students then go through their morning classroom routines of turning in any notes, signing in, hanging up backpacks/jackets, reading morning message and beginning to write in their daily journals. They continue until after announcements at which time they come to circle time. During circle time, the teacher goes over the daily schedule, reads the morning message with the students and discusses any new vocabulary. Some students choose to share their journal writing while others choose to share an event that happened the prior evening and others choose not to share. Since this is Friday, this continues until it is time to attend the whole school community assembly. Every other Friday, the entire school comes together as a community to share and acknowledge accomplishments.

At the assembly, the students or classes that have signed up to share are called to the front in the sign-up order. Today, a kindergarten class shares the alphabet song with props, a small group of fifth graders do a Reader's Theater they created from the book they are reading in class (*Sarah, Plain and Tall*), a group of third graders share their joint inquiry project on why the Sandia's appear to change colors throughout the day, and two pre-school students share a picture they drew of their families. Three new students are introduced and welcomed to CFISW along with any birthdays that are occurring over the next weeks. Award winners and other academic acknowledgements are also announced.

Students return to the classroom. The teacher in Jorge's room begins reading aloud *Diary of a Wimpy Kid*, as it appeals to boys, and Morgan's teacher reads *Amelia's Notebook*, as it appeals to girls, before moving into Invitation time. The invitations are created around what is happening in

the Read Aloud books. They encompass word work, vocabulary development, literature response and independent writing related to the story. While the students are working independently, their teachers call over small groups to work in Guided Reading groups. The groups range from students reading below grade level with comprehension gaps to students reading several grades above conducting literature circles. Each group has chosen their respective books from several presented by the teacher.

Writing Workshop is next. Students work individually, with partners or in small groups in their writing. In walking around, one would see poems, fiction, non-fiction, stories for two, personal narrative, comic books, and other types of writing occurring. Any resource the students may need, such as a dictionary, thesaurus, several types of paper, cardstock for covers, word walls, personal word lists, computers, and more, are available for use. At this time, students meet with the teacher for writing conferences. The teacher may ask what the student(s) is writing, what their peers comments were as all students must conduct peer conference prior to meeting with the teacher (this could include the students requesting a time to read to the whole class for feedback), what is working or not, and what questions the student(s) may have. In addition, the teacher provides direct feedback or asks questions about the writing for the authors to think about as they proceed. When a piece of writing is in its final format, the author(s) share their work with the class at the end of Writing Workshop time. The teacher will also work 1:1 with students needing a little extra assistance with content expectations, which may include using technology to practice necessary skills.

The final part of the literacy time is Drop Everything and Read (DEAR) time. The CFISW is a strong believer in that students learn to read by being read to, being read with and reading independently. Here again, the teacher will also work 1:1 with students needing a little extra assistance with content expectations, which may include using technology to practice necessary skills. At the end of DEAR time and prior to recess, each teacher will read aloud a different genre than the morning reading, such as *Walking the Bridge of Your Nose: Wordplay Poems Rhymes*.

Recess is next, following by rotation classes (PE, Technology, or Music). At this time, the single gender classrooms will become coeducational with half of the students from each class joining with half the students of another class of the same grade level during rotation classes. Although CFISW believes students learn better in single sex classrooms for academics, we also value the importance of the learning and practicing healthy social interaction.

Following rotation classes will be lunch, which is also mixed gender time.

When students return from lunch, there are math problems to solve in math journals. In Morgan's class, they are given as much time as needed to complete and may work collaboratively to solve the problems, after which the class solves the problems together. Jorge's class is given a time limit to complete the task after which all classmates at his table must be able to answer and explain how they solved the problems as a team. Each team receives points for correct answers and how well the team worked together. When finished, the teacher may read a trade book related to the previous or current content, such as *Equal Shmequal*.

The classes then transition into the Singapore Math lesson for the day: multiplying numbers within 10,000 by a 2-digit number. The lesson begins with the teacher conducting direct instruction, followed by reading of the textbook and then practicing what has just been taught. The teacher has also provided invitations for students to work on this content as well as practice previous content in which the whole class needs extra practice. A couple of invitations are also providing scaffolding for upcoming content. While the students work independently, the teacher works with small groups or individual students as needed to re-teach and practice skills as necessary. Students then go out for a short recess after math.

Once students return to class, they will continue working on their inquiry projects related directly to science and/or social studies content areas and indirectly to other content areas. Although students have been doing inquiry during literacy and math, this is where they are able to have more autonomy in choosing their inquiry projects as related to the content area. The teachers have chosen to read *Rifles for Watie* (Jorge) or *Sarah, Plain and Tall* (Morgan); this is their second reading of the books. The first was to allow students to begin thinking of a project based on the books. This second time is to allow students to think on the meaning and subject matter of the books differently based on discussions of the books and their inquiry projects. This is the last day to complete the project so students are doing last minute things, such as fact verification with an expert via iChat or Skype, reviewing the rubric to make sure they've included everything to receive a score of proficient, conducting peer reviews, or practicing for their presentations of their projects the following week. Projects include writing a comparison of Sarah's move to the Kansas plains to a student's move from Seattle to Albuquerque, drawing a layout of one of the conflicts in *Rifles*, designing a website about the Civil War that includes interviews with descendents of Civil War veterans to be placed on the school website as a resource, creating a relocation package for families moving to modern day Kansas, and a comparison/contrast of the Civil War to the Palestinian/Israeli conflict. All presentations are recorded and placed on a password protected website for access by all students for review and to use peers as experts for their own inquiry projects. Parents also have access to the site in case they are not able to come and watch the presentation live.

The last thing of the day is another Read Aloud. The teachers read *Misadventures of Belle and Chloe* while students gather their things to go home until the bell rings.

Since the focus of the CFISW is the inquiry process, classrooms do not look like traditional classrooms. Teachers do not use a pre-written program to deliver instruction. They must conduct their own research to find trade books to assist in teaching content and build lessons around the trade books, such as *The Remainder of One* to teach division and grouping, *Punctuation Takes a Vacation* to teach the importance of punctuation and the different types of punctuation, or *Arnie and the New Kid* to discuss differences, disabilities and character development. Teachers also bring in outside experts, take field trips, utilize technology, and use students and parents to help deliver curriculum.

Curriculum will be delivered in a variety of ways to address the learning needs of our students. Students will be placed in single-sex classrooms to address how students learn best based on how the brain learns research; boys in a more competitive environment and girls in a more collaborative environment. However, all students will receive the same curriculum and be

expected to meet all New Mexico Content Standards. It is the delivery of the instruction that will be modified in these environments.

CFISW teachers will also use best practice to address the language needs of all students in academics through the use of such techniques as scaffolding, preloading of information, informal and formal assessments to gauge background knowledge, and the use of technology.

Other methods and strategies include, but not limited to:

- Inquiry projects/project-based learning focused on student interest and New Mexico Content Standards
- Use of technology such as PowerPoint for presentations, Word for reports, eSurvey for surveys and assessments, Skype or iChat to bring experts into the room from all over the world, and other Web 2.0 applications
- Author's cycle for writing during Balanced Literacy
- Invitations that allow students to choose different learning centers to practice and refine skills introduced in all subject areas
- Mini-lessons to introduce and review concepts
- Whole-group, small group and individual instructions as appropriate
- Guided Reading groups
- Differentiated instruction to meet the individual needs of students based on formal and informal assessments
- Solving of real-life and authentic problems that are posed by the teacher or that a student notices and brings into the classroom environment

All teachers and staff members will receive professional development in the following areas to ensure instructional delivery is done with fidelity and with confidence so that students receive the best academic experience possible:

- Delivery and assessment using the Singapore Math Program
- Delivery and assessment using the FISH! for Schools Philosophy
- Delivery and assessment using the Balanced Literacy approach
- Provide academic learning opportunities using the Inquiry Process
- Collect, report and utilize data collection in the classroom

B. EDUCATIONAL PROGRAM

1. Length of School Day and School Year:

- State the proposed length of the school day, including the number of instructional hours;
- State the proposed length of the school year, including number of days and total number of instructional hours.
- Describe how the proposed length of the school day and school year support the Educational Plan.

The Center for Inquiry Southwest proposes a school day of 7.2 hours. Calculated on 6.7 instructional hours/1232.8 instructional hours less 20 for progress conferences equaling 1212.8

instructional hours. This is 222.8 hours more per year than offered by most elementary schools in the Albuquerque area. This is an equivalent of 40 additional instructional days and a school year of 184 instructional days with a year round schedule. Teachers will also receive an additional 11 days as part of their contract: Eight professional development days throughout the year and three paid preparation days for the beginning and end of year classroom readiness and breakdown time.

2. Grade Levels, Class Size and Projected Enrollment:

- State the grade levels the charter school proposes to serve.
- If a phase-in of grade levels is proposed, indicate plans for the phase in by year and grade levels, and provide a rationale for the phase-in plan.
- State the total projected student enrollment (maximum enrollment for the school).
- State the projected class size.

The CFISW plans to serve children in grades Pre-Kindergarten (PK) through Fifth grades when at full capacity. We will phase in grade levels over the first four years beginning with PK (if funding is approved through the Children Youth and Families Department) through Second grades (see Projected Enrollment tables below). Each year we will add one additional grade, two classes, until reaching Fifth grade. During our fifth and subsequent years, we will phase in additional classrooms until reaching our capacity of 400-440 students.

The phase in of one grade level each year, over the initial four years, is to provide an opportunity to properly provide professional development to a smaller number of teachers and staff in the Inquiry Process, Balanced Literacy approach, Singapore Math, and the FISH! for Schools philosophy of character development adequately. These teachers and staff members will then be able to mentor and assist in training new hires in subsequent years in the CFISW way. The phase in plan also provides the staff and teachers of CFISW the necessary time to work through the ‘kinks’ of any first time endeavor to take corrective action for subsequent years in terms of processes. This plan will also provide the time necessary to complete classrooms and other facilities necessary to fully implement our curriculum. It will also provide the necessary fiduciary oversight based on available funding and time to seek additional funding sources.

We also believe phasing in our program is a realistic approach while we build our reputation and continue to market CFISW to the families of Albuquerque. Additionally, phasing in a new program will allow an opportunity for families and students to help shape our culture, and not provide an overwhelming environment for students who may be meeting one another for the first time. This will provide our ‘founding families’ an opportunity to also become mentors to our next year’s incoming families.

The proposed student-teacher ratio will meet the guidelines as outlined in NMAC 22.10A.20 We do reserve the right to reduce teacher-to-student ratios in grades Kinder through second, and increase teacher-to-student ratio in grades three through five if doing so will improve student achievement.

Center for Inquiry Southwest Projected Yearly Enrollment

YEAR ONE: TOTAL 160 STUDENTS, 8 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	80	4
Second	40	2

YEAR TWO: TOTAL 200 STUDENTS, 10 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	80	4
Second/Third	80	4

YEAR THREE: TOTAL 240 STUDENTS, 12 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	80	4
Second/Third	80	4
Fourth	40	2

YEAR FOUR: TOTAL 300 STUDENTS, 15 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	100	5
Second/Third	80	4
Fourth/Fifth	80	4

YEAR FIVE: TOTAL 320 STUDENTS, 16 CLASSROOMS

GRADE	# OF STUDENTS	# OF CLASSROOMS
Pre-K	40	2
Kindergarten/First	100	5
Second/Third	100	5
Fourth/Fifth	80	4

3. Graduation Requirements (if applicable):

- Describe the proposed credits and requirements for graduation.
- Describe how any proposed requirements that differ from the New Mexico Graduation Requirements [22-13-1.1.] support the school's educational plan.

This section is not applicable as we are an elementary school.

C. STUDENT PERFORMANCE EXPECTATIONS

Student academic performance is central to a school's existence. Student performance expectations must be aligned with the mission and the educational plan. The student performance expectations will:

- Provide student-centered goals that are SMART:
 - **S**pecific;
 - **M**easurable;
 - **A**mbitious and **A**ttainable
 - **R**eflective of the school's mission;
 - **T**ime-Specific with Target Dates
 - Provide student-centered goals that are aligned with the school's mission and the educational plan.
1. At CFISW, every student continuously enrolled in CFISW for at least one academic year will achieve at least one year's worth of growth (as measured by AIMSweb, Fountas & Pinnell Benchmark Assessment System, school-wide writing prompts, school-wide math assessments, New Mexico Standards Based Assessment (3rd–5th Grades), New Mexico English Language Proficiency Assessment (as needed), New Mexico Alternate Assessment (as needed)) in exchange for one year's work of instruction.
 2. Students will actively participate in a standards-focused, inquiry-based curriculum enabling them to see the interrelationships of all learning and academic disciplines. Students will produce a rubric assessed portfolio record of planning, conducting and evaluating a minimum of three inquiry projects of their choosing each year.
 3. All students will be able to generate working hypotheses, seek and find necessary resources, filter information, and develop a logical solution to their personal inquiry as measured by a combination of project rubrics, progress reports, student portfolios and record keeping for every CFISW student each year at a developmentally appropriate level.
 4. All students will meet the elementary New Mexico Content Standards, Benchmarks and Performance Standards continuum by the end of fifth grade as measured by Curriculum-Based Measurement, AIMSweb, Fountas & Pinnell Benchmark Assessment System, school-wide writing prompts, school-wide math assessments, New Mexico Standards Based Assessment (3rd–5th Grades), New Mexico English Language Proficiency Assessment (as needed), New Mexico Alternate Assessment (as needed) and rubric

assessed inquiry project portfolios.

5. Students will develop technology skills appropriate for their respective grade/ability level. Student portfolios, which will follow them from grade to grade, will demonstrate proficiency of each year's technology performance standards.
6. Based on the model of increasing parent participation in schools written about by Anne T. Henderson, Vivian Johnson, Karen L. Mapp, and Don Davies' book *Beyond the Bake Sale*, parent participation and satisfaction with CFISW will rate above 80% based on parent survey's about issues, such as student learning, school climate, and parent involvement.

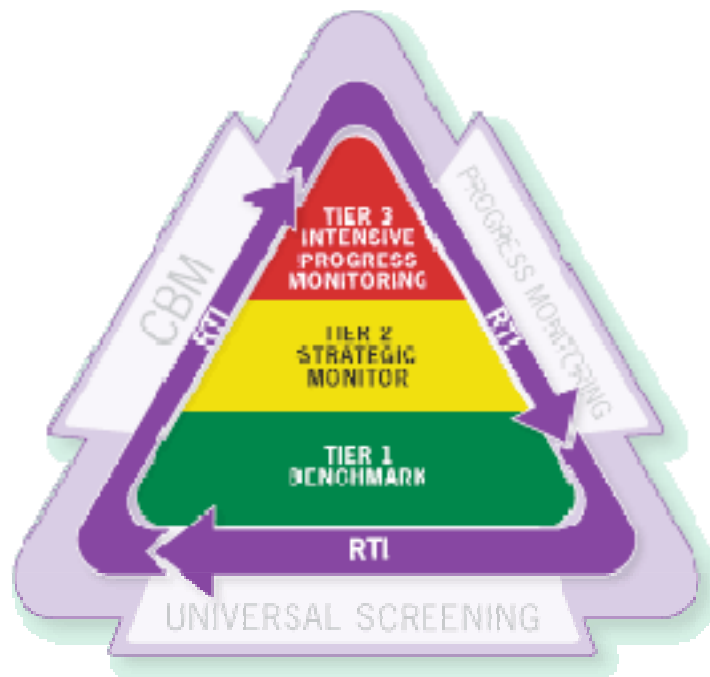
D. PLAN FOR EVALUATING STUDENT PERFORMANCE

A Plan for Evaluating Student Performance must address the following components:

- the types of assessments that will be used to measure student progress toward achievement of the NM Standards and the school's student performance expectations;
- the timeline for achievement of the NM Standards and/or the school's student performance expectations;
- the procedures for taking corrective action in the event that student performance falls below the NM Standards and/or the school's student performance expectations;
- remediation for students not achieving standards, including a timeline for implementation of the remediation plan;
- assessments that might be considered in addition to the statewide-mandated testing;
- documentation and reporting of student data to students and parents.

The Center for Inquiry Southwest will utilize and implement a variety of assessment tools: AIMSweb, Fountas & Pinnell Benchmark Assessment System, school-wide writing prompts, school-wide math assessments, New Mexico Standards Based Assessment (3rd–5th Grades), New Mexico English Language Proficiency Assessment (as needed), New Mexico Alternate Assessment (as needed).

“AIMSweb is a progress monitoring system based on direct, frequent and continuous student assessment. The results are reported to students, parents, teachers and administrators via a web-based data management and reporting system to determine response to intervention.



The AIMSweb system components provide one comprehensive progress monitoring and RTI Solution.

1. Benchmark – Assess all students three times per year for universal screening (early identification), general education progress monitoring, and AYP accountability [short-cycle assessment used as both a formative and summative assessment].
2. Strategic Monitor – Monitor at-risk students monthly and evaluate the effectiveness of instructional changes [formative assessment].
3. Progress Monitor – Write individualized annual goals and monitor more frequently for those who need intensive instructional services (AIMSweb.com) [formative assessment].”

AIMSweb provides the following computer and paper-based assessment areas:

- Reading-Oral Reading Fluency
- Reading-Spanish Oral Reading Fluency
- Maze-Reading Comprehension
- TEL-Test of Early Literacy
- MIDE-Spanish Early Literacy
- Spelling
- Written Expression
- TEN-Test of Early Numeracy
- Mathematics Computation-Math Computation & Math Facts

All third, fourth and fifth grade students will be administered the New Mexico Standards-Based Assessment as a requirement of the Elementary and Secondary Education Act and NMAC 22-2C-4.

The Fountas & Pinnell Benchmark Assessment System will be used to measure and monitor student growth and instructional needs in reading as both as formative and summative

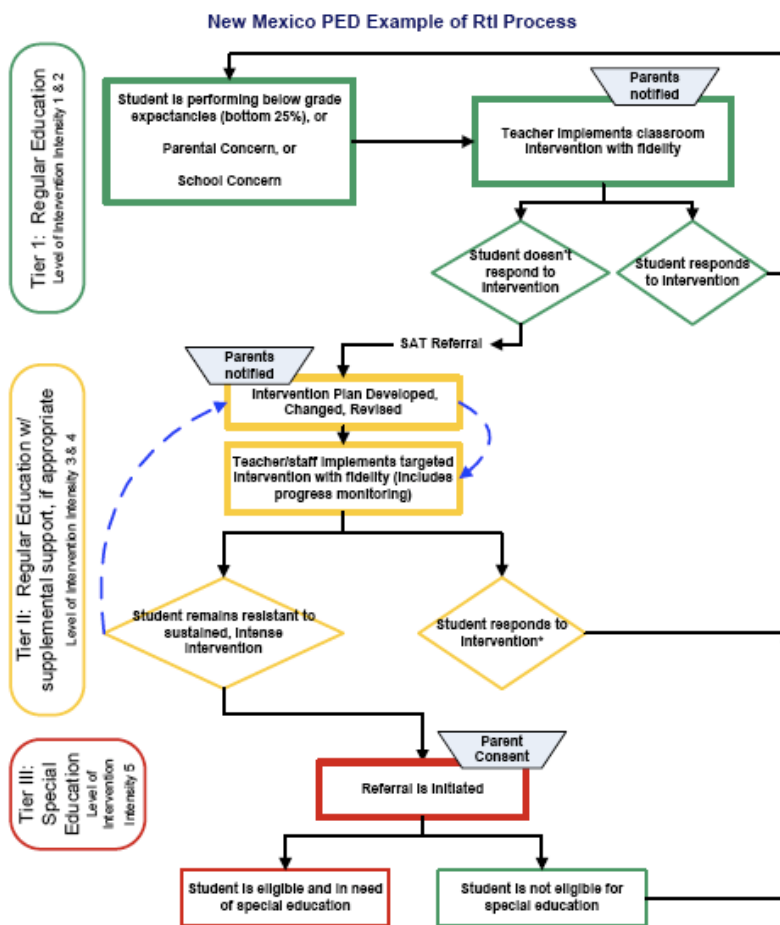
assessment. Features of the Fountas & Pinnell Benchmark Assessment System will enable CFISW to:

- Determine your students' independent and instructional reading levels
- Group students for reading instruction
- Select texts that will be productive for a student's instruction
- Assess the outcomes of teaching
- Assess a new student's reading level for independent reading and instruction
- Identify students who need intervention and extra help
- Document student progress across a school year and across grade levels

Each month, teachers will administer a writing prompt to students and collect a writing sample from the student portfolio to be used as formative assessments. These two pieces will be scored using a rubric created by CFISW faculty that is based upon New Mexico Language Arts Standards. Each trimester, a separate writing prompt will be use as a summative assessment.

CFISW will adhere to the Response to Intervention protocol as outlined by the Public Education Department flowchart:

December, 2006



*If student is responding to interventions, however, the targeted intervention is of such intensity that it cannot be maintained without supplemental support, the student may be referred for an evaluation.

New Mexico PED

Each teacher will maintain student performance data, as discussed above and below, to monitor student performance. These data points will be used to monitor student progress in Tiers I and II. A minimum of four data points will be utilized to determine progress or lack thereof. The data will also be utilized to discuss next steps in terms of continuing current intervention, modifying intervention, or moving to the next step in the flowchart, i.e., referral to Student/Teacher Assistance Team (STAT) or testing and qualifying for Special Education services. The parent, teacher and other appropriate staff members will be involved throughout the process to ensure the students educational needs are being met.

Other forms of assessment and progress monitoring will include a portfolio of student writing, inquiry projects across all subject areas, and other subject area logs and journals. These will be used as both formative and summative assessments.

Formal contact with parents and guardians regarding the academic progress of students will be narrative progress reports on a trimester basis, mid-term progress reports, and weekly reports on behavior and any additional concerns of which the student's parent should be aware. Parents will also receive copies of rubrics used for writing, math and inquiry project, along with their child's reading level and possible ways for the family to help at home.

E. SPECIAL POPULATIONS

A plan must provide a description of the how the charter's school educational program will meet the individual needs of Special Populations, which addresses the following components:

- suggested modifications to the proposed educational program to meet individual student needs, such as bilingual, limited English proficient, and special education;
- an outline of a special education plan (*the final plan of which must be completed and submitted to the charter authorizer by the end of the planning year*) that demonstrates understanding of state and federal special education requirements including the fundamental obligation to provide a free, appropriate education to students identified with disabilities;
- how the charter school will provide access to ancillary services including, but not limited to, counseling and health.

The CFISW 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). Individualized Education Plans (IEPs) will be developed for those students who are identified as eligible for special education services. The CFISW 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

The following is a draft outline of the appropriate sections of the CFISW Special Education Policy and Procedures Manual. During its planning year the CFISW will hire appropriately licensed and knowledgeable special education consultants to fully develop the Special Education Policy and Procedures Manual to assure the school adheres to and addresses all federal and state laws and regulations pertaining to special education students.

1. Child Find/Intervention
2. Procedural Safeguards
3. Full and Individual Evaluation
4. Disabilities/Exceptionalities
5. Individual Education Program (IEP)
6. Additional IEP Requirements
7. Least Restrictive Environment (LRE)
8. Discipline/Behavior
9. General Administration

VI. FINANCIAL PLAN

The Financial Plan should provide a description of how the school leadership intends to manage the school's finances, including assurances that public funds will be used appropriately and in compliance with all applicable federal and state requirements and laws. It should present a clear picture of the school's financial viability including the soundness of revenue projections; expenditure requirements; and how well the school's budget aligns with and supports implementation of the mission and educational plan.

A. BUDGET

- Provide a completed revenue projection form 910B5 (*downloadable from <http://www.ped.state.nm.us/charter/index.html>; include completed form 910B5 in appendices*).
- Provide a balanced proposed operating budget covering each year of the charter term based on current unit value using the Budget Spreadsheet (*downloadable from <http://www.ped.state.nm.us/charter/index.html>; include completed Budget Spreadsheet in appendices*).
- Provide a detailed narrative description of the revenue and expenditure assumptions on which the operating budget is based. The budget narrative should provide sufficient information to fully understand how budgetary figures were determined. Address the following:
 - major start-up expenses, including staffing and benefits; special education services; facility costs; materials and services; and contracted services; and
 - spending priorities that align with the school's mission, educational program, management structure, professional development needs, and growth plan.
- Provide a detailed narrative description of all revenue sources other than SEG funding, to include any federal, state, or private funds and/or grants.
- Provide a detailed narrative description of the expenditure assumptions for these other revenue sources.

See attached 910B5 & Budget Spreadsheet found in Appendix C and Appendix D.

The proposed five year Operating Budget, as presented in the CFISW charter application, provides a fiscal plan intended to meet the general operating expenditure requirements of our proposed annual operations. Our financial planning also takes into consideration other resources available to charter schools in their initial years of operation.

The CFISW proposed Operating Budget included in the application only reflects SEG funding but does consider the following funding sources afforded to charter schools in New Mexico.

Instructional Materials

Although the operating budget proposed by CFISW relies exclusively on SEG funding to address all aspects of our operational activities, the need to provide core instructional and supplementary

instructional materials can be enhanced with other resources such as the Instructional Materials Fund. It is our intention to take advantage of this resource to assist us in our efforts to provide the best educational materials available for students attending CFISW.

State Stimulus

If eligible, CFISW intends to apply for State Stimulus Funds in its initial year of operation in an effort to compliment SEG funding. It is our intention to use these funds to assist in our initial planning efforts, such as Board training, becoming a Board of Finance, educational consultants and financial management efforts. CFISW understands that this funding source is limited and variable in its amount and that use of these funds is subject to compliance with prescribed expenditure guidelines.

Federal Stimulus

It is the intention of CFISW to apply for Federal Stimulus Funds in its initial year of authorization. The use of these funds will significantly enhance our ability to address costs associated with start-up activities and implementation of our educational programs. It will provide us an opportunity to acquire costly furniture, fixtures and equipment necessary to conduct daily classroom activities.

PSCOC Lease Payment Assistance

Although the operating budget proposed by CFISW utilizes SEG funding to address all aspects of its operational activities, one of the most costly expenses, besides salaries and benefits, is rent of a facility. It is our intention to take advantage of any available funds for lease payment assistance. Doing so will enable us to provide a safe and healthy learning environment for the students we serve while freeing up valuable operational funding that could be better utilized directly in the classroom or in other areas of priority.

Although we recognize that these funding sources are not inclusive of all possible public funding opportunities available to charter schools, we do believe that they are the most likely or consistent resources available to charter schools for their initial year and, in some cases, subsequent years of operation. It is our hope that the New Mexico Public Education Department will continue to receive favorable funding consideration from both state and federal legislative bodies so that New Mexico can continue to offer these valuable funding resources.

B. FISCAL MANAGEMENT

- Provide a detailed plan indicating how the charter school will manage its fiscal responsibilities.
- Provide a description of the school's internal control procedures that it will utilize to safeguard assets, segregate its payroll and other check disbursement duties, provide reliable financial information, promote operational efficiency, and ensure compliance with all applicable federal statutes and regulations and state statutes and rules relative to fiscal procedures.
- Provide a description of the manner in which the annual audit of the financial operations of the charter school is to be conducted.

The founding group recognizes the ultimate responsibility for the fiscal oversight and compliance of the school lies with the Board of Governance. The Executive Director will be responsible for the daily operation of the school; the daily fiscal operations will be the responsibility of the Business Manager. The Executive Director will be responsible for ensuring that the staff in the business office, including the Business Manager, are properly trained and implement sound accounting practices and procedures in accordance with the Public School Code, 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 Board of Governance will be responsible for developing and adopting financial policies and assure their implementation. The Board of Governance will seek out the necessary training to understand public school finance, the school budgeting process and applicable laws and rules. As part of its oversight responsibilities, the Board of Governance will require the Business Manager to attend regular Board meetings to report on the status of the school's financial affairs. The Business Manager will be required to prepare written monthly financial reports and to present those reports at the regular meetings. The Treasurer of the Board of Governance will chair the Board of Governance's standing Finance Committee and be the member designated to meet with the Business Manager to prepare appropriate financial reports.

The Board of Governance will consider, in a timely manner, all requests for budget adjustment requests by the Business Manager. They will help prepare, review and approve the school's budget. The Board will approve a policy stating that the Executive Director will immediately report to the Board of Governance any notices from the authorizer or the Public Education Department should the school fail to follow required reporting requirements or commit 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. Pursuant to 6.20.2 NMAC, CFISW will follow Generally Accepted Accounting Principles and New Mexico State laws and regulations in accounting for all funds in its custody and control. CFISW will utilize an accounting program which will accommodate the account structure (fund, function, and object code) and chart of accounts mandated by the Public Education Department. CFISW will hire a licensed business manager pursuant to 6.63.12 NMAC who will ensure the appropriate use of public funds as required by law.

SEG and most other revenues will flow from the State of New Mexico directly to CFISW. The PED will retain 2% of the CFISW SEG for administrative expenses. CFISW will work collaboratively with the PED to assure timely reporting and other financial/fiscal processes. In accordance with the *1999 Charter Schools Act* and good business practices, CFISW will be held accountable for its fiscal performance. When classes begin in 2010, a revised budget will be prepared and submitted to the PED, based on the actual, rather than estimated or projected enrollment numbers for the CFISW student population.

CFISW agrees to maintain appropriate financial records in accordance with all applicable federal, state and local laws, rules and regulations. CFISW also agrees to contract for an independent, outside audit by a certified public accountant of its financial and administrative

operations on an annual basis. The results of the audit shall be provided to the PED in written form and shall be published and posted as required by law. Cost of the audit will be borne by CFISW.

The Public Education Department may adjust the funding based on the 40th and 80th day Student Teacher Accountability Reporting System (STARS) enrollment counts to reflect the actual student count as compared to the estimated numbers used to create the school's first budget. The adjustment in funding flows from the PED, to the charter school, minus the PED's 2% administrative fee. If a student who has been included in the enrollment counts of any other district transfers to CFISW during the school year, the unallocated pro-rata portion of the funding for the student shall be allocated to CFISW, and vice versa. This will require CFISW and respective school districts to share student enrollment information freely.

CFISW will provide Special Education services to its students in complete conformance with all State and Federal regulations. The special education funding will be generated as part of the SEG formula. Special education numbers cannot be anticipated in the formula; therefore the adjustment will be made in the funding formula based on the 40th and 80th STARS enrollment counts.

School Budget Process

The CFISW Board of Governance will present the PED a balanced budget consistent with the CFISW mission, goals and objectives. This budget shall be in a format and on the schedule prescribed by Board and the PED.

The adoption of the annual CFISW operating budget for presentation to the PED is the responsibility of the Board of Governance. The Executive Director will propose a specific budget calendar to the Board for its adoption that meets the deliverable deadlines established by PED. The PED will give CFISW the schedule for submitting the budget to the assigned PED Budget Analyst, and set a meeting to obtain PED budget approval. The Board of Governance will identify priorities and give general instructions to the Executive Director to prepare a balanced budget incorporating school priorities to fulfill its mission articulated in the approved charter.

Budget Formulation

CFISW will submit its budget to the PED for each assigned cost account. If there are requirements for which cost accounts have not been assigned, the PED will be asked to establish additional cost accounts. As a state-chartered school, the *1999 Charter School Act* does not require budget approval via the normal Local School Board review process.

Financial Reporting & Budget Monitoring

CFISW will furnish the authorizer and the PED with Quarterly Revenue and Expenditure Reports as required by law.

Changes to Budget

During the course of the school year, it is probable that budget changes, increases, or transfers will be necessary. CFISW will prepare Board of Governance approved Budget Adjustment Requests (BAR) with the appropriate documentation or revenue source (e.g., a contract from outside agency) and an appropriate expenditure cost account for new and/or change in revenue

streams and submit them to PED for approval. PED approval will be required for any transfers between different budget functions and funds will be spent only after receiving such approval.

Procurement Process

The Provisions of the New Mexico Procurement Code shall be the policy of CFISW. The school shall adhere to all requirements in 13-1-21 et seq. NMSA 1978. All purchases shall be made subject to available budget and adequate segregation of duty.

Signatory Authority on Contracts

The CFISW Board of Governance will determine which two individuals shall have Signatory Authority for the school. However, in no instance shall the party initiating the purchase be the same party who acknowledges receipt of these goods or services; nor shall the party acknowledging or recording receipt, be the same party who authorizes payment to the provider of these goods or services. This separation of accountabilities shall be enforced to protect CFISW from fraudulent use of funds.

Disbursements Process

In no instance shall the party initiating a request for disbursement be the same party who approves that disbursement. Nor shall the party approving the disbursement be the same party who distributes the payment. This separation of accountabilities shall be enforced to protect CFISW from any fraudulent disbursement of monies.

Payroll Procedures

The CFISW Board of Governance will determine the policy and payment schedule for all employee compensation. CFISW payroll payments will be made in the manner defined in CFISW policy in accordance with the appropriate separation of duties and approval of payroll time records to ensure that employees of CFISW are paid only for services rendered. Time records will be maintained for all CFISW employees.

Non-Payroll Disbursements

CFISW shall be responsible for paying all approved and authorized school-related bills in accordance with school policy prescribed in the *Charter Schools Act, as amended*.

Property Management

Management of CFISW property includes ensuring its proper allocation, control, care, use, and safeguarding. Responsibilities include liability for loss, damage, or destruction of school property resulting from mismanagement, or unauthorized use. CFISW personnel must ensure that equipment is protected, conserved, and maintained. CFISW property or equipment will be managed in compliance with 6.20.2 NMAC. Guidelines for recording and reporting fixed assets are provided in the Policies and Procedures Manual of the Department of Finance and Administration, General Services Department. CFISW Property Management Policies and Procedures shall meet these guidelines.

Audit of Inventory Records

A CFISW equipment inventory will be kept and will be available for audit at all times. Applicable equipment will be inventoried as it is received; inventory records will be part of the internal audit.

Grant Applications and Awards

All CFISW grant applications will comply with the policy established by the school's Board of Governance.

In accordance with New Mexico Statute 6.20.2 and Federal OMB Circular A -102, all state, federal, and other monies received by CFISW will be deposited in CFISW accounts within 24-hours or one banking day of receipt at an authorized banking institution per state regulations. The school shall account for public money placed in interest bearing deposits in accordance with Sections 22-8-40 A through G, NMSA 1978; Section 6-10-17, NMSA 1978; Section 6-10-31, NMSA 1978, and other federal and state laws applicable to the investment of public school money.

As a state-chartered charter school, and as required by law, CFISW will take responsibility for acquiring all necessary federal, state, and local tax and employer identification numbers to establish itself as a public school in the state of New Mexico. All bank accounts shall be established to require multiple signatures on checks or other forms of disbursement.

Financial/Business Operations

The CFISW will operate in accordance with state law pertaining to fiscal solvency and responsibility. This will include but not be limited to establishing a control system pursuant to New Mexico state laws.

Charter schools are funded through the state, under the School Finance Act. CFISW will allocate two percent of the SEG funding for the authorizer's administrative costs. Charter schools are responsible for formulating their own budgets in accordance with state audit guidelines.

Cash Management

Appropriate cash management practices will be used to ensure that all CFISW monies are adequately protected against loss or theft. These practices shall include but are not limited to:

- Monthly reconciliation of all cash accounts, including bank accounts, which are part of the responsibility of the CFISW financial officer or the contract provider of fiscal management. Periodic internal audits shall be made on all cash accounts. The frequency of these audits will be determined, but should not be less than twice each year.
- Separation of accountabilities and duties to ensure fiscal control as described in Sections on 'Contracting Practices', 'Disbursements Process', 'Property Management', etc. – the basis of this practice shall be to protect CFISW from fraud by requiring that no one person shall initiate and approve the same transaction in any circumstance.

Accounting Basis

CFISW financial records shall be maintained using a modified accrual basis of accounting with the capacity to convert financial statements and other financial reports, as needed, to a cash basis.

Compliance with GASB 14

In accordance with Governmental Accounting Standards Board (GASB), Statement No. 14, "The Financial Reporting Entity" (Issued 6/91), CFISW will follow the standards defined for a financial reporting entity based on its site-based financial accountability as set forth in the

Charter Schools Act, as amended.

Compliance with Budgeting and Reporting Requirements of the PED

CFISW will utilize a financial system to implement the required chart of accounts and to meet all required budget submissions and reporting deadlines, including quarterly reports and end of the year reporting.

Compliance with the Anti-Donation Clause

In accordance with the Anti-Donation Clause of the New Mexico Constitution, neither the “state nor any county, school district or municipality, except as otherwise provided in the New Mexico Constitution (Article IX, Section 14), shall directly or indirectly lend or pledge its credit or make any donation to or in aid of any person, association or public or Private Corporation.” As a public school, CFISW will comply with this prohibition.

Cash Management

Pursuant to 6.20.2.14 NMAC, CFISW shall establish a cash management program to safeguard all cash in its custody and control. The charter school shall administratively control and restrict accessibility to check stock. Only properly designated employees shall handle impressed funds and disbursement of funds. CFISW plans to utilize a computerized accounting program to print checks. The charter school's blank check stock shall be pre-numbered and adequately safeguarded.

All disbursements (including payroll) except those from petty cash will be made by check. The Executive Director and Business Manager shall approve all checks, disbursements vouchers, and check requests for payment. All checks will be made payable to specified vendors or payees and shall not be made payable to cash.

Independent Audit

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. CFISW will request a list of approved, independent auditing firms from the State Auditor. The firm selected will be recommended by the Board of Governance for the New Mexico 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.

The Executive Director shall comply with all requests of the Independent Auditor to assure a smooth audit process. The Treasurer of the Board will also assist the Executive Director during the audit process. The Treasurer and chair of the Board shall attend the audit exit conference and shall, together with the Executive Director and Business Manager, respond to audit findings with corrective action plans as necessary. The Board is responsible for following up with the Executive Director to assure corrective action plans are implemented to correct any issues that may emerge from the audit.

VII. GOVERNANCE/MANAGEMENT PLAN

The Governance/Management Plan should provide an understanding of how the school will be governed and managed. It should present a clear picture of the school's governance and management practices, what roles and responsibilities various groups and individuals will have, and how those groups will relate to one another. The Plan should outline how decisions are made at the school site and provide a convincing picture of the school leadership's capacity to successfully operate the school. In addition, the governing body of a charter school is, first and foremost, publicly accountable for student academic performance and the expenditure of public funds.

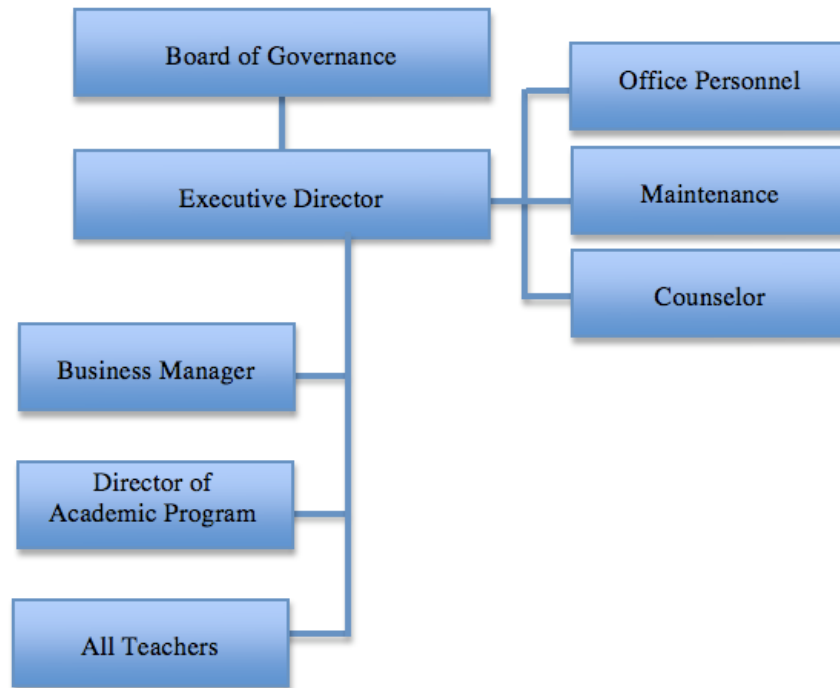
A. GOVERNANCE STRUCTURE

- Describe how the school will be governed.
- Provide an organizational chart for the school and a narrative description of the chart that explains the proposed school site-based personnel reporting structure to the governing body and the relationship of the governing body to the school's leader and administration.
- Delineate the roles and responsibilities of parent councils, advisory committees, and/or community groups in relation to the governing body.
- Provide policies and procedures by which the governing body will operate in compliance with all applicable statutes and regulations, including the open meetings act.
- Policies and procedures will address:
 - board powers and duties;
 - the criteria and the process that will be used to select the school's head administrator;
 - budgeting and operation of the school; and
 - how decisions will be made.

A Board of Governance, who will act as the Board of Finance for the state-approved charter school, will govern the Center for Inquiry Southwest. The Board has a responsibility to ensure that CFISW operates in accordance with all applicable laws and regulations, complies with the Open Meetings Act (NMSA 1978.10.15), and meets its commitments to the PED authorizer as reflected in its charter. In accordance to the 1999 Charter School Act, the CFISW Board of Governance will be held responsible for its fiscal performance.

In addition, the Board's major roles and responsibilities will include approving and overseeing the implementation of the CFISW Strategic Plan, approving all major contracts, facilitate community partnerships, participate in fundraising and grant writing, expedite securing a permanent facility, and selecting and evaluating the school's Executive Director.

Center for Inquiry Southwest Organizational Chart



The Board of Governance will have full fiscal responsibility along with other duties previously mentioned. The Executive Director and Business Manager of the school will have direct communications with the Board pertaining to the fiscal and legal operations of the school. In turn, the Secretary, Counselor, Maintenance, and Director of Academic Program will report directly to the Executive Director pertaining to day-to-day operations, such as personnel issues, student discipline or academic issues, or parent concerns. The Business Manager will report directly to the Executive Director regarding day-to-day operational matters, and indirectly to the Board for fiscal and legal matters. The general education teachers will report directly to the Director of Academic Program for student issues and report to the Executive Director for personnel issues. The educational assistant and ancillary staff will report directly to the Director of Academic Program for all student issues and report to the Executive Director for personnel issues.

B. DESCRIPTION OF THE GOVERNING BODY

- Provide a description of the responsibilities and obligations of the governing body as a whole, individual members, and officers of the governing body.
- List each of the members of the school's governing body.
- Provide a brief description of the qualifications of each governing body member.
- Describe the plans for governing body member recruitment and selection, including the orientation process for new members and ongoing professional development.

- Explain the nature and extent of staff, families, and the community involvement in the governance of the school, and how they will be notified of the opportunity to participate in the school governance.

The purpose of the Board of Governance is to ensure the Center for Inquiry Southwest (CFISW) meets its Charter obligations and mission, all students learn and that CFISW performs in a legal, ethical and prudent manner. The Board's major roles and responsibilities will include approving and overseeing the implementation of the CFISW Strategic Plan, facilitate community partnerships, participate in fundraising and grant writing, expedite securing a permanent facility, and selecting and evaluating the school's Executive Director. The Board of Governance holds collective authority over the school. Individual Board Members do not hold authority over the school.

In accordance with the *1999 Charter Schools Act*, NMSA 1978, Sections 22-8B-1 et seq., the Board of Governance will govern the CFISW in a semi-autonomous manner subject to all other applicable federal and state laws and regulations. The Board of Governance (Board) shall report to the CFISW authorizer, the New Mexico Public Education Department (PED). The Board shall be composed of not fewer than five, and no more than seven, members. Members of the Board are accountable to the PED.

Approved by-laws will describe how the Board governs the school. Officer positions of the Board will include the Chair, Vice-Chair, Secretary and Treasurer. The Board shall follow *Robert's Rules of Order, Newly Revised*, with respect to parliamentary procedure in all cases in which the Board by-laws and applicable state laws and regulations are silent. The Board recognizes that its 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 all actions and deliberations in accordance with the Open Meetings Act.

Governing Board Membership

The Board will formally adopt bylaws based on policies and guidelines as outlined in Appendix H and elect officers no later than August 31, 2009. Thumbnail biographies of current Board members follow.

Mr. Frank Chiki

- Founder, Center for Inquiry Southwest
- BS in Elementary Education, MA in Educational Leadership: Administration
- Instructional Coach, Albuquerque Public Schools; former classroom teacher
- Board Member, Zia Family Focus Center, 2008–2011
- Various school leadership positions including Instructional Council Chair, Math Lead, Technology Lead, and After School Homework/Tutoring Class Co-Lead
- Former experience in private industry including managerial positions
- Designed, implemented and presented professional development in three school districts and national education conferences

Ms. Kim Federici

- BS Degree in Nursing
- Over ten years experience in Pediatric Nursing including Neonatal ICU, Day Surgery, PACU
- President Double Eagle PTA 2006–2007
- Vice President of Curriculum, Double Eagle PTA Executive Board 2007–current
- Parent Member, Instructional Council Double Eagle Elementary 2008–current
- Board Member, Albuquerque Community Foundation Future Fund 2004–2005
- Member, Junior League of Albuquerque 1998–2000
- Mother of three school aged children, ages 17, 13, and 9; one of which has had learning difficulties and mental health issues

Dr. Kathryn Herr

- BS in English Education, MSW in social work, Ph.D. in social work
- Social worker, teacher, school dean, university professor, licensed as individual and family therapist
- Published on practitioner action research and inquiry, single sex schooling, making schools more equitable for populations that have traditionally been disenfranchised

Ms. Roawn Lee

- Founder, Center for Inquiry Southwest
- BS in Medical Technology, MA in Elementary Education
- Licenses and Endorsements: K-8 License in Elementary Education (Level II), TESOL Endorsement
- Albuquerque Public Schools: Classroom Teacher
- Trained in Balanced Literacy, Investigations Math, Everyday Mathematics, and Hands-on Science
- Various school leadership positions including Instructional Council Chair, Collaborative Learning Communities Facilitator, and Career Development Program Mentor Teacher

Ms. Kathy Wakefield

- BA in Elementary Education, MA in Reading and Language Arts
- Reading Recovery Certification
- Albuquerque Public Schools: Instructional Coach/ Reading Recovery Teacher, Classroom Teacher: Title I Reading Teacher
- Teacher Preparation Coach, University of New Mexico, Career Development Program University of New Mexico/APS Partnership Program
- Socorro Consolidated Schools: Title I Reading Teacher
- Milton School District: Classroom Teacher
- Licenses and Endorsements: K–8 Elementary License (Level III), Endorsements in Reading and TESOL; Pre-K–12 Specialty License (Level III), Endorsements in Reading and TESOL

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 CFISW. 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.

From the term that begins upon the approval of this charter, the founding members, as listed in the Charter Application, shall appoint all members of the Board of Governance. Positions that become available on the Board after this term shall be filled by the remaining majority vote of the Board of Governance. The governing body will be selected from the community at-large. Due to the nature of the responsibilities of a Board of Finance, CFISW will actively recruit community members who have finance, business, law, and/or school leadership experience.

Individuals wishing to serve on the Board of Governance need to submit their names, brief resumes, and a short statement outlining their interests, goals, and objectives in serving on the Board of Governance. Newly elected board members will be expected to participate in trainings, review the charter bylaws and content, and review meeting minutes. The Board of Governance will support new members by ensuring they feel prepared to participate in the decision-making process.

The Board of Governance will attend training in charter school law, budget, policy, procurement code, open meetings act, code of ethics, strategic planning.

Recruitment of Board of Governance Members

New Board Members will be invited to apply by current or past Board Members in good standing, as vacancies on the Board occur through expansion, term limits or resignations. New Board Members will be recruited from a variety of communities including CFISW parents and the geographical area in which the school is located. Board applicants will be interviewed by a committee of Board members and elected by the Board based on their experience and skill set, such as legal, financial, real estate, education, business, or workforce development, that respond to current needs of the school's Board of Governance. Those who are not chosen for a seat on the Board will have their application held on file for future consideration. Persons who are the spouse, father, mother, in-law, son or daughter of a current CFISW staff member are not eligible to serve on the Board while the relative holds a position at the school.

The Board Members shall hold office for a term of three (3) years, with the exception of the first members seated on the board. To ensure continuity on the Board, terms for the initial Board of Governance will be staggered: one member will serve a one-year term, two members will serve a two-year term and the remaining Board members will serve a full three-year term. An initial Board Member who chooses to run for an additional three-year term shall automatically do so with a vote of approval by current Board members. Meetings of the CFISW Board of Governance shall comply with the New Mexico Open Meetings Act, Sections 10-15-1 et seq., NMSA 1978.

Meeting schedule and opportunities for staff, family and community involvement

The Center for Inquiry Southwest's Board of Governance is committed to parental and community involvement to further utilize resources needed to maximize student potential for academic success. The Board of Governance, Executive Director, and staff will be responsible for communicating school-related news to parents and the community in a timely manner utilizing various media, such as newspaper, radio, e-mail, and website postings. For individuals wanting to serve on the Board of Governance, vacancies will be posted as stated above, and

prospective applicants will need to submit their names, brief resumes, and a short statement outlining their interests, goals, and objectives in serving on the Board.

C. PARTNERSHIPS (optional)

IF the school has identified a partner organization that is essential to the existence of the charter school, its governance, key instructional, and/or management functions, provide the following information:

- Name of the partner organization.
- Name of the contact person at the partner organization and that person's full contact information.
- A description of the nature and purpose of the school's partnership with the organization.
- An explanation of how the partner organization will be involved in the governance of the school, if applicable.
- Evidence (in the form of a letter of support or intent to partner) that the school has a formal partnership agreement with the partner organization.

D. SCHOOL ORGANIZATIONAL STRUCTURE

- Based on the organizational chart provided under subsection A. *GOVERNANCE STRUCTURE* above, describe the site-based management structure at the school. Include job descriptions that identify key roles, responsibilities and accountability for each position listed on the organizational chart.
- Provide a staffing plan for each year of the first charter term, including the proposed pupil-teacher ratio to support the educational plan.

The Board of Governance will have full fiscal responsibility along with other duties listed in Subsection A of this section. The Business Manager and Executive Director of the school will have direct communications with the Board pertaining to the operations of the school. The Business Manager, Secretary, Director of Academic Program, and all other staff will report directly to the Executive Director pertaining to day-to-day operations. The general education teachers will report directly to the Director of Academic Program for student issues and report to the Executive Director for personnel issues.

The Executive Director will serve as principal of the CFISW. Key roles, responsibilities, and accountability will include those listed in New Mexico Statute 22-10A-19. As part of the highly objective uniform statewide standard of evaluation for teachers, the Executive Director shall observe each teacher's classroom practice to determine the teacher's ability to demonstrate state-adopted competencies. At the beginning of each school year, teachers and the Executive Director shall devise professional development plans for the coming year, and performance evaluations shall be based in part on how well the professional development plan was carried out.

Executive Director (1.0FTE):

- Key roles, responsibilities, and accountability will include those listed in NMAC 22-10A-19

- Observe each teacher's classroom practice to determine the teacher's ability to demonstrate state-adopted competencies
- Assist teachers to devise professional development plans (PDP); evaluate how well the PDP was carried out
- Attend a training program approved by the department to improve evaluation, administrative and instructional leadership skills
- Perform all professional duties within the Competency Framework as outlined in NMAC 6.69.3: Ethical Leadership, Visionary Leadership, Instructional Leadership, Multicultural Leadership, Disability Leadership, Leadership in Community Relations, Political Leadership, Legal and Fiscal Leadership, and Personal and Professional Leadership

Business Manager (1.0FTE):

- Develop, balance, and maintain the annual school budget and present it to the Executive Director and the Board of Governance.
- Prepare and present the Budget Adjustment Requests (BAR)
- Responsible for impressed funds and disbursement of funds
- Prepare payroll, including payments to contracted staff
- Reconcile bank statements
- Prepare requisitions and monitor Purchase Orders
- Keep up-to-date on all state statutes related to finances of a public school pursuant to NMAC, and follow Generally Accepted Accounting Principles (GAAP) standards
- Maintain all employees' earnings, deductions, and leave records
- Complete required PED financial reports and monthly, quarterly, and annual payroll tax-benefit reports required by federal, state, and local government agencies
- Accommodate and assists State Auditor in yearly audit
- Responsible for accurate financial record keeping-collect, record, and deposit money
- Train in using the Operating Budget Management System (OBS) to ensure that data comply with federal and state laws and procedures and the PED
- Work with the Executive Director to obtain additional funding
- Maintain all mandated student reporting to the PED and Board of Governance

Secretary (1.0FTE):

- Computer and book inventory
- Keep history of potential new student inquiries
- Answer phone and record messages
- Maintain inventory of assets
- Prepare agendas for all meetings and send out notification, prepare minutes from meetings
- Provide general information for students, teachers, parents, administrators, and public
- Keep all records organized
- Maintain students' cumulative files and attendance records
- Monitor and input student information and changes
- Assist in preparation of Board of Governance Reports at Executive Director's direction
- Write and draft memos, letters, and communication
- Create forms as needed
- Coordinate the transfer of or request for any records from other schools
- Oversee and maintain office equipment and supplies
- Record and report staff absences and requests for leave

- Assist Business Manager with supply and instructional material orders
- Assist in maintaining student data
- Will be required to work a 40-hour week; occasionally after hours work may be required
- Other duties as may be assigned

Counselor (contracted, 0.5FTE or 1.0 FTE based on student population needs):

- Support students in personal, emotional, and social needs
- Co-coordinate time and place for all standardized testing
- Collaborate with parents and teachers to communicate social or emotional concerns concerning a student
- Help to arrange social or emotional services for students in need
- Discover, coordinate and maintain community partnerships to meet the social, emotional and educational needs of students
- Other duties as may be assigned

General Education Teachers (1.0FTE):

- Implement key foundations in the charter
- Maintain appropriate certification to meet the “highly qualified” requirements of No Child Left Behind (NCLB) and the State of New Mexico
- Maintain current student academic performance level information accurately and concisely
- Collaborate in providing appropriate additional or alternative studies to students who are either not meeting or exceeding benchmarks and standards
- Maintain student learning and project portfolios
- Maintain student data
- Establish classroom procedures and safe appropriate learning environment
- Coordinate enhancement opportunities and volunteers in the classroom
- Communicate regularly with families regarding student progress
- Analyze student data to drive instruction and track student progress; report progress to Executive Director
- Maintain close involvement with the community
- Collaborate in their professional development plan
- Attend CFISW staff meetings
- Attend Board of Governance meetings, if requested
- Implement CFISW policies as approved by the Board of Governance
- Attend school-related community events
- Use technology both professionally and as a tool for student learning
- Will be required to work a 40-hour week; occasionally after hours work may be required

Director of Academic Program (contracted, 0.5FTE or 1.0FTE based on student population needs):

- Maintain compliance of all New Mexico Special Education regulations for the CFISW according to New Mexico Chapter 22, Article 13, Sections 22-13-5 through 22-13-8, New Mexico Chapter 6.31.2 NMAC and 6.11.2 NMAC
- Communicate with administration, parents of students with special needs, their teachers, support staff, and other pertinent personnel regarding special education policies, procedures, and/or technical assistance
- Co-coordinate time and place for all standardized testing
- Create and maintain IEP and STAT forms and meetings for the CFISW

- Manage and maintain special education confidential files
- Help find and recruit special education teachers and contract providers
- Help with applications for state and federal special education funding
- Handle Medicaid school-based services
- Arrange diagnostic testing for qualified students
- Ensure that the appropriate state reports are correct and submitted in a timely fashion
- Ensure that all special education students are receiving their required services in the Least Restrictive Environment
- Assist with professional development as it pertains to all teachers working with special needs students, particularly differentiated instruction
- Will be required to work a 40-hour week; occasionally after hours work may be required
- Other duties as may be assigned

Educational Assistant (0.5FTE or 1.0FTE):

- Support student learning in any way deemed appropriate by the teacher
- Participate in staff and professional development
- Assist with teacher clerical duties
- Maintain flexibility with assigned duties
- Will be required to work a 40-hour week; occasionally after hours work may be required

Maintenance (contracted or 1.0FTE based on facility needs):

- Provide custodial services for CFISW
- Maintain building in good working order
- Keep facility safe according to New Mexico State Statutes
- Communicate with Executive Director about any issues with building maintenance

All CFISW Employees will:

- Model and reinforce appropriate professional attire
- Model and reinforce appropriate behavior
- Maintain consistent supervision and behavioral expectations
- Communicate immediately with parents when problems arise
- Communicate appropriately when problems arise
- Uphold the mission and vision of the CFISW

CFISW anticipates opening at 160 students in grades Pre-K through second grade with class count at 20 per class. During the second year of operation, an additional 40 students will be added, with anticipation of adding an additional 40-60 students per year due to the success of our staff and program until reaching capacity of 400–440 total students. The proposed student-teacher ratio is to be one teacher for every 20 students at all grade levels. We do reserve the right to reduce teacher-to-student ratios to 18 in grades Kinder through second, and increase teacher-to-student ratio to 22 in grades three through five if doing so will improve student achievement.

Year One: The CFISW will serve its students and community during its first year by providing its educational program with the following 1.0FTE staff members:

- Administration: Executive Director, Business Manager, secretary, and health assistant

- Academics: two early childhood teachers and six general education teachers to provide our educational program in our Pre-K, Kindergarten/First grade multiage, and Second grade classrooms; two educational assistants to assist the Pre-K and Kindergarten programs
- Special Education: Director of Academic Program, all other special education staffing will be contracted or hired as needed
- Other staffing: contracted music instructor, Physical Education teacher
- Other staffing (.5FTE): counselor, technology coordinator—these positions may be filled by contracted employees

Year Two: The following positions will be added to meet the expected demand of our educational program:

- Academics: two general education teachers to transition our Second grade classrooms into Second/Third grade multi-age classrooms and adding two classrooms
- Special Education: increase contracted or hired service providers as needed
- Other staffing: increase technology coordinator position to .75FTE, increase counselor position to 1.0FTE
- As funding allows: contract or hire a teacher of Spanish to offer students the opportunity to learn the second language of New Mexico

Year Three: The following position will be added to meet the expected demand of our educational program:

- Academics: two general education teachers as we add two Fourth grade classrooms
- Special Education: increase contracted or hired service providers as needed
- Other staffing: increase technology coordinator position to 1.0FTE

Year Four: The following position will be added to meet the expected demand of our educational program:

- Academics: three general education teachers to transition our Fourth grade classrooms into Fourth/Fifth grade multi-age classrooms and adding two classrooms, one additional Kindergarten/First grade multi-age classroom, plus one additional educational assistant to assist the Pre-K and Kindergarten programs

Year Five: The following position will be added to meet the expected demand of our educational program:

- Academics: one general education classroom to provide one additional Second/Third grade multi-age classroom

E. EMPLOYEE RELATIONS

- Provide an explanation of the relationship that will exist between the school and its employees, including evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any.
- Provide a description of the school's personnel policies and procedures that comply with all applicable federal statutes and regulations, including the School Personnel Act.

- Provide proposed salary schedules for all employees that comply with the minimum salary requirements as identified in the School Personnel Act.
- Describe the evaluation process for staff that will include evaluation of teachers by a licensed Executive Director.
- Explain the school’s staff discipline process that provides for due process.

The Center for Inquiry Southwest shall operate pursuant to the provisions of the School Personnel Act, 22-10A-1 NMSA 1978. The Employee Handbook, including salary schedule, is provided in Appendix A.

F. STUDENT ENROLLMENT PROCEDURES AND DISCIPLINE POLICY

- Describe the school’s enrollment policies and procedures, including an explanation of the enrollment timeline.
- Describe the school’s lottery process that is in accordance with applicable law.
- Provide the proposed student discipline policy that complies with the Student Rights and Responsibilities set forth in the Public Education Department rules and regulations [6.11.2 NMAC].

In accordance with the Charter School Act of 1999, any student, regardless of location, may attend the CFISW. Upon opening enrollment for the 2010–2011 school year, a lottery system will be in place to select the number of proposed students in each grade level. All applications over the projected enrollment will be maintained on a waiting list, and selected at a future date if openings become available.

Enrollment requirements:

Students and/or parents may start by completing Intent to Enroll Form either in hard copy or electronic format and reviewing the CFISW educational philosophy to ensure an appropriate match between the student needs and us. Once Intent to Enroll Form is completed, and the lottery is complete, the administrative team will contact the student’s parents to complete the full registration packet. The following documentation is required for registration:

- Student’s immunization records
- Original birth certificate or certified copy
- Proof of Guardianship (if the student is living with someone other than his/her parent/guardian, a notarized power of attorney from the parent/guardian is required)
- Social Security card
- If the student is currently enrolled at another school, a signed copy of Permission to Request Student Cumulative Folder from current school
- An official withdrawal from the previous school
- 504 or Individualized Education Plan (IEP), if applicable

Enrollment timeline for first school year:

Enrollment period open: Charter approval through May

Lottery selection: June

Late registration: Date school office opens for new school year through the first day of school.

Enrollment timeline for subsequent school years:

Enrollment period open: April – May

Lottery selection: June

Late registration: Date school office reopens for new school year through the first day of school.

The lottery selection shall consist of names of all students for whom we received Intent to Enroll Forms being placed into a selection box by gender and grade level. Any students who may be coming from a school identified as a school in need shall be weighted such that their name will be entered into the selection box twice.

A member of the Board of Governance shall pull names until all available slots have been filled for each grade level. The following exceptions to this will be that, once the CFISW is in operation, siblings of currently enrolled students shall have priority for available slots. If there are more siblings than slots, then a lottery drawing will be held in a manner similar to newly enrolling students.

The CFISW is committed to maintaining a quality-learning environment based on mutual respect between staff, students, parents and the larger community. We expect students to be fully aware of, and to carry out, their duties and responsibilities as a community in the educational process. The CFISW will have policy and procedures for student conduct adopted by the Board of Governance before school opens in August 2010. (See Appendix B for Proposed Student Handbook, which includes the Discipline Policy.)

G. FACILITIES

The facilities plan should demonstrate that the applicant group has carefully considered the school's facilities needs and understands its options for meeting those needs.

If the school site has already been selected/secured:

- Describe the proposed facility, including location, size and layout of space. Explain how the facility will support the implementation of the school's educational plan.
- Explain the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

If the school site has not been selected/secured:

- Explain the needs of a facility that will support the implementation of the school's educational plan, including desired location, size, and layout of space.
- Describe a reasonable plan to identify and secure an adequate facility.
- Provide the proposed capital outlay needs for the facility, including projected requests for capital outlay assistance for the school.

CFISW needs a space between 13,000 square feet and 23,000 square feet on two acres or less of land. However, due to future plans at the time of Charter renewal, CFISW would like to find a

space between 50,000 and 60,000 square feet to allow for that expansion, should this be possible within budgetary constraints. The facility needs to be located in the City of Albuquerque and have good access to major thoroughfares and public transportation since parents will need to provide transportation for their children. The initial layout of the facility will include, but is not limited to, eight classrooms, two student bathrooms, five offices (one administration, one business manager, one special education, one counselor, and one conference room/staff lounge), two therapy rooms, and one gymnasium/multipurpose room. The facility will comply with NMSA 22-8B-4.2 and meet E-Occupancy and Adequacy standards. The five-year budget included in Section VI of this charter provides for additional funds to be spent on expanding the facility through the fourth year to accommodate increased membership.

CFISW's facility design, construction, and maintenance will encourage, promote, and maximize safe, functional, and durable learning environments in order for the state to meet its educational responsibilities and for New Mexico's students to have the opportunity to achieve success.

September–October 2009—Upon approval of the state charter for CFISW, a nonprofit organization will be set up for the school. The purpose of the nonprofit is to accept grant funding and donations for the charter school to be used for facilities for the charter school as per NMSA 22-8B-4.2.

November 2009–January 2010—The school will pursue one of five options:

- Enter in a short-term lease, one- to three-years, while continuing to pursue a permanent location. We have already begun looking to secure a location with an agent of The Vaughan Company.
- Enter into a lease-to-purchase agreement on a building constructed specifically for the school. The construction company would build a facility that meets the statewide adequacy standards developed pursuant to the Public School Outlay Act and meet educational occupancy standards required by applicable New Mexico construction codes and NMAC 6.27.30.1. The builder would be asked to consider financing the project.
- Have a lease-to-purchase agreement in a business park located within the Albuquerque city limits.
- Buy an existing building. The facility would be subject to evaluation and renovation so that it meets the statewide adequacy standards (NMAC 6.27.30.1) developed pursuant to the Public School Outlay Act and meets educational occupancy standards required by applicable New Mexico construction codes. CFISW would follow NMSA22-26A-4 and obtain approval of a lease purchase agreement.
- Find a public building owned by the school district, the state, state institution, political subdivision of state, federal government, federal agency, or tribal government.

February 2010–May 2010—build a facility or renovate existing facility.

May 2010–June 2010—opportunity for local authority or Public School Facilities Authority (PSFA) to inspect facility.

June 2010–July 2010—move into facility.

August 2010—school opens to students.

Prior to the occupancy of the facility, CFISW shall notify the State Facility Council of the intended use, together with such other information as required by rule of the Council. Within sixty days of the notification to the State Facility Council, the public school facilities authority and local inspectors shall assess the public facility in order to determine the extent of compliance with the statewide adequacy standards and the amount of outstanding deviation from those standards. The results of the assessment shall be submitted to CFISW and the Board of Governance. CFISW will provide documentation to PED on meeting health, safety, and code issues when a facility has been identified.

CFISW will apply for facility money from the state of New Mexico Public Schools Facility Authority as well as apply for funding through the U.S. Department of Education and will explore all other available funding for charter school facilities. Should the school obtain a public building, we would apply for capital outlay funds as needed in order to meet adequacy standards- NM22-8B-4.2- by July 1, 2014.

H. OTHER STUDENT SERVICES

- Describe the school's plans for meeting the transportation needs of its students and plans for contracting services for transportation, if applicable.
- Describe the school's plans for meeting the food services needs of its students and plans for contracting services for food services, if applicable.
- Describe the school's plans for providing student access to counseling services and plans for contracting services, if applicable.
- Describe the school's plans for providing student access to health services and plans for contracting services, if applicable.

Students and families at CFISW will be responsible for their own transportation to and from the school unless the student's Individualized Education Plan specifies special transportation requirements. CFISW will develop alternative approaches to provide transportation to students in need. CFISW will use operational, IDEA-B, and Medicaid funds as appropriate. Reimbursement for the transportation of a student as specified by an IEP is available and will be sought as Per Capita Feeder income, per NMAC9.4.1 (12/31/98). The CFISW will explore the need for transportation after the first year of operation based on student population.

Field trips will be contracted with authorized public school transportation contractors. Permission for field trips will be obtained from each student's guardian. The CFISW will negotiate a contract with Durham Transportation and Herrera School Buses and Coaches, Inc. to provide transportation as needed.

Our families will be required to provide lunches for their students. We will explore the option of providing or contracting food services after the first year of operation based on the needs of our student population.

VIII. REQUIREMENTS

The Requirements section of the application addresses the necessary arrangements that school leaders must make to define the respective legal liability and responsibility of the governing body and the Public Education Department. These requirements include, but are not limited to, securing appropriate insurance coverage and identifying waivers that will be sought by the school from the Public Education Department.

A. LEGAL LIABILITY AND INSURANCE COVERAGE

- Provide a statement that the charter school will participate in coverage by the public school insurance authority and will comply with all applicable rules of that authority.

Legal liability and insurance coverage agreements of CFISW will be in accordance with the *1999 Charter Schools Act* and New Mexico Revised Statutes Section 22-2-6.3 NMSA 1978. CFISW will survey insurance companies for quotes for adequate coverage and contract for the lowest premium cost with a company that best suits the needs of CFISW.

Legal Liability

CFISW understands that the local Board of Education, the Public Education Commission, is not liable under the *1999 Charter Schools Act* for any and all acts or omissions made by CFISW or its Board of Governance.

Faith and Credit

CFISW agrees that it will not extend the faith and credit to any third person or entity. The School is limited in its authority to contract by the amount of funds obtained from contracts to which CFISW is a party.

Insurance Coverage

CFISW will participate in the Public Schools Insurance Authority. Coverage will include both Employee Health and Benefits and Risk Insurance Program. To the extent permitted by the State PED, CFISW will arrange for a Risk Insurance Program that encompasses property, liability, automobile, Board of Governance liability, crime and workers compensation Insurance. Coverage will extend to the Board of Governance, employees and school activities.

B. WAIVERS

- List the specific waivers that will be requested from the department's requirements, rules, and provisions of the Public School Code 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 Executive Director duties, driver education, and graduation requirements.
- If any waivers will be requested that are not pertaining to those listed above, cite the applicable statute and/or state rule that the school is requesting to be waived.

B. Waivers (if applicable)

- List of waivers to be requested from PED requirements
- List of waivers to other state statute and/or state rule

NMSA 1978 22-8B-5(2006) provides that the department will waive requirements or rules and provisions of the Public School Code pertaining to individual class load, teaching load, length of the school day, staffing patterns, subject areas, purchase of instruction materials, evaluation standards for school personnel, school Executive Director duties and drivers education.

Pursuant to this provision, CFISW is identifying the automatic waivers it intends to implement and how it will address the waiver from the Public School Code.

The Board of Governance reserves the right to request other waivers from PED codes and regulations during the length of its charter. The Council shall formally approve a request for additional waivers from time to time, and forward such request to the PED and the charter authorizer.

Waivers Requested and the CFISW Plan for Addressing Requirements State Public Education
Department School Code Waivers

Individual class load

6.30.2.10G NMAC

The school proposes to have a student ratio of no greater than 1:20 and consequently class loads will not exceed the mandatory minimum as set forth in NMAC 6.30.2.10G. However, depending on the student enrollment, it is possible that certain classes and individual class loads may require a waiver.

Teaching load

6.30.2.10G NMAC

The school does not anticipate that teaching loads in the core classes will exceed the statutory maximum. However, this waiver is requested so the school administration may have the flexibility to adjust given enrollment and program demands.

Length of school day

6.30.2.10H. NMAC

The school's curriculum requires rigor and extra time to achieve mission and curricular standards. A longer school day will be required to accommodate the program.

Purchase of instructional materials

NMAC 6.75.2. et seq.

The school is requesting a waiver from having to purchase instructional materials from the state adopted list. Materials purchased will align with the materials identified in the curriculum as well as materials that may later be identified by the professional staff ultimately hired by the school. All materials purchased will be justified through the programs offered at the school.

Evaluation of School

Personnel 22-10-6

The Board of Governance shall approve the content of the evaluation of the CFISW administrator and teachers.

The CFISW will request the following waiver not included in NMSA 1978 22-8B-5:

Teacher Evaluation

NMSA 1978 22-10A-19

Teachers will, as required, create and implement an annual professional development plan. With inquiry as a central theme of the CFISW, as part of the professional development plan, each teacher (and all staff members) will conduct a personal inquiry project or projects throughout the year. These projects will be scored using a rubric developed by the staff and faculty with the expectation they will receive a score of proficient or better.

IX. APPENDICES

The contents of the appendices will be evaluated as they pertain to the appropriate sections IV through VIII of the application.

Please provide each of the following documents as an appendix:

- The School's proposed personnel policies;
- The School's proposed student discipline policy;
- A completed Form 910B5;
- A completed Budget Spreadsheet;
- If applicable, a bibliography of citations using the *APA References Citation* format;
- If applicable, an acronyms list (*an alphabetical listing of all acronyms used in the application [Example: CSD – Charter Schools Division]*).

Appendix A. Proposed Personnel Policies

Appendix B. Proposed Student Handbook (includes discipline policy)

Appendix C. Form 910B5

Appendix D. Budget Spreadsheet

Appendix E. Reference Citations and Resources

Appendix F. Acronym List

Appendix G1. Guided Reading

Appendix G2. Word Study Continuum

Appendix G3. Singapore Math Scope and Sequence

Appendix G4. FISH! for Schools

Appendix H. Proposed Board Policies and Guidelines