



Part A—Progress Report
(A Report on the Current Charter Term)

COTTONWOOD CLASSICAL PREPARATORY SCHOOL



Part A Progress Report

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Part A—Progress Report

I. Report on Progress

The Charter School Act requires that each school seeking to renew its charter must submit a report on the progress of the charter school in achieving the goals, objectives, student performance outcomes, state minimum educational standards, and other terms of the current charter, including the accountability requirements set forth in the Assessment and Accountability Act.

The Report on Progress is divided into four parts which correspond to the findings in law that a chartering authority must determine a charter school has violated in order to refuse to renew a charter. The questions and information requested in the Report on Progress are intended to provide data to assist in the analysis of the progress of the charter school over the term of the charter.

A. Material Violations

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...committed a material violation of any of the conditions, standards or procedures set forth in the charter. (22-8B-12 NMSA 1978)

Please answer the following questions:

Question	School's Response	
	Yes	No
1. Are there terms of the school's charter contract that the school has changed or that the school has not yet implemented over the past four years?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<i>If "Yes," please provide details.</i> CCPS has had 2 amendments approved by the PEC over the course of the first term. 1) Removing references to Advanced Placement (AP) courses in the charter. 2) Increasing the enrollment cap		
2. Over the past four years were there any material terms of the school's charter contract with which the chartering authority determined that the school was not in compliance and the chartering authority notified the school of the compliance violation?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<i>If "Yes," please provide details.</i>		

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B. Achievement

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school... failed to meet or make substantial progress toward achievement of the department's minimum educational standards or student performance standards identified in the charter contract at Paragraph 2 of Subsection K of 22-8B-12 NMSA 1978.

1. New Mexico Educational Standards—as measured by the New Mexico Standards Based Assessment (SBA) results

- ☐ Using the PED School Accountability Reports complete the following chart using the links below:

<http://webapp.ped.state.nm.us/aypd1/%28S%28xs0m4vqb5zprxr3fqlw1hz2%29%29/DocLibrary.aspx?Year=2011&LibraryType=NMSBA> and

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.aspx>

Please Note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

NMSBA School Summary—All Students

Year of Charter Term	School Year Tested	State Grade	Date of NMPED School Accountability Report	Math			Reading		
				AMO	% proficient	Met proficiency goal?	AMO	% Proficient	Met proficiency goal?
1	08-09		9/2010	45	58.5	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	60	71.3	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
2	09-10		10/09	45	60.2*	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	60	72.7*	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
3	10-11		9/2012	52	65*	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	64	77.2*	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
4	11-12	A	7/2011	67.4	66*	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	75	80.7*	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

Statement of progress and additional information:

CCPS has met the proficiency goal in both reading and math each year it has been in existence.

*CCPS did notice a discrepancy between the reports that are listed under the NMSBA link above and the composite information compiled in the School grading report on the second link. The proficiency scores for the school are increased in the school grading report and are listed below:

Math 09-10 – 65% Reading 09-10 - 77.2%
 Math 10-11 - 67.5% Reading 10-11 - 80.1%
 Math 11-12 – 73.1 % Reading 11-12 - 85.5%

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2. Student Academic Performance Standards/Goals identified in the Current Charter—as measured by the school’s selected short-cycle assessments and/or other standards-based instruments.

- ☐ List Student Academic Performance Standards/Goals contained in the current charter, the results of short-cycle assessment, or other standards-based instrument(s) used to measure student progress, the average annual data obtained using those assessments, and the school’s statements of student progress towards the standards.
- ☐ Copy and paste additional sections as needed to include all Student Academic Performance Standards/Goals contained in the current charter.

Please note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

Student Academic Performance Standard/Goal #1: All Cottonwood students will perform at the proficient level on the NMSBA. CCPS will annually make Adequate Yearly Progress (AYP) as defined by the NMPED on the NMSBA				
Standardized Short-Cycle Assessment or other Standards-based Instrument(s) Used (Identify level of scores that indicate proficiency): New Mexico Standards Based Assessment (NMSBA)				
Data—Average Scores: CCPS has met AYP every year that the school has been in existence.				
Grade Level	Year 1	Year 2	Year 3	Year 4
6	60% reading 58% math	65.6% reading 65.6 % math	82.9% reading 65.2% math	no grade breakdown given
7	93% reading 50% math	75.4% reading 56.5% math	77.8% reading 68.2% reading	in PED report for 11-12
8	84% reading 68% math	100% reading 81.1% math	75.9% reading 68.5% reading	See attached School grade
11	NA	80% reading 60% math	78.9% reading 79% math	report * Appendix A
<i>Provide an analysis or explanation of the school data.</i> <p>As indicated in the data previously, CCPS has met the state targets for proficiency every year that it has been in existence. The data that is provided comes off of the PED website and there are some discrepancies between what was provided to the school from the testing company and what is provided from the Assessment and Accountability website. In the cases where we could locate the data on the website, we have indicated the difference.</p> <p>Although the goal as written indicated that all of the students at Cottonwood would achieve proficiency, this was stated as an aspiration, and not written with any baseline data to pull from. As is the case with start-up charter schools, the students who attend are pulled from a variety of schools and there is no clear way of identifying a baseline for the initial testing year. The measure that was provided is the state’s indicator of MYP status.</p>				

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3. Other Student Performance Standards/Goals identified in the Current Charter

- ☐ List Other Student Performance Standards/Goals contained in the current charter, the measure(s) used to assess student progress; the average annual data obtained using those measures, and the school's statements of student progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Student Performance Standards/Goals contained in the current charter.

Please note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

Student Performance Standard/Goal #1:

Cottonwood Classical will have exceptional graduation rates.

Measure(s) Used:

Cottonwood Classical will have a 90% graduation rate.

Data—Average Annual Data

Grade Level	Year 1	Year 2	Year 3	Year 4
12	NA	NA	62.9%*	100%*

Provide an analysis or explanation of the school data.

* Graduation rates are difficult to articulate given the cohort calculations that PED uses. The 62.9 % rate is confusing given that students are making decisions about their ability to be successful in the International Baccalaureate (IB) Program that CCPS offers to all 11th and 12th grade students.

We are extremely proud of the graduation rates that we have had with those seniors who begin their IB course of study in the junior year and stay with the program through graduation.

The past two years we have had 5 seniors graduate out of 6 who started the year in 2010-2011 and 18 seniors graduate out of 18 seniors who started the year in 2011-2012.

We believe that keeping our academic expectations high will serve our students well and anticipate as we continue to prepare students for the IB program in the lower grades, they will be able to complete the IB program successfully.

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4. Other Organizational Performance Standards/School Goals identified in the Current Charter

- ☐ List any Other Organizational Performance Standards/School Goals contained in the current charter, the measure(s) used to assess progress; the data obtained using those measures, and the school's statements of progress towards the standard/goal.
- ☐ Copy and paste additional sections as needed to include all Other Organizational Performance Standards/School Goals contained in the current charter.

Please note: If you have another means of representing the data requested below, you may attach that alternative representation (e.g., charts, graphs etc.).

Organizational Performance Standard/School Goal #1:
Measure(s) Used:
Data:
Statement of Progress:

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C. Fiscal Management

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...failed to meet generally accepted standards of fiscal management at Paragraph 3 of Subsection K of 22-8B-12 NMSA 1978.

- ☐ Provide a financial statement that discloses the costs of administration, instruction, and other categories for the charter school that is understandable to the general public and that allows comparison of costs to other schools or comparable organizations. Please include in the appendix.
- ☐ Complete the following chart by providing any negative findings from independent audits for each fiscal year, and how the school responded.

Audit Report Summary

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response
1		See attached Appendix B	
2			
3			
4			
Planning Year			

See attached Appendix B.

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D. Compliance Review

The Charter School Act provides as follows:

A charter may be suspended, revoked, or not renewed by the chartering authority if the chartering authority determines that the charter school...violated any provision of law from which the charter school was not specifically exempted at Paragraph 4 of Subsection K of 22-8B-12 NMSA 1978.

Please answer the following questions:

Civil Rights and Special Populations

1. Was the charter school given a citation by or including but not limited to the Office for Civil Rights, the Office of Special Education Programs, or the U.S. Department of Education, the U.S. Department of Labor, any state or federal agency or the New Mexico Department of Workforce Solutions for noncompliance with any statute or regulation over the past four years?

☐ Yes ☒ No

If "Yes" describe the nature of the noncompliance and how the matter was resolved.

2. Were any complaints filed with the PED or the federal Office for Civil Rights over the past four years?

☐ Yes ☒ No

If "Yes," describe the nature of the complaint and how the matter was resolved.

3. Have any special education state-level complaints or due process hearings been filed against the school over the past four years?

☐ Yes ☒ No

If "Yes", how many complaints were filed?

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Describe how each state-level special education complaint or due process hearing was resolved.

4. Has the school provided a Home Language Survey for incoming students over the past four years?

☒ Yes ☐ No

If "No," please explain.

5. Has the school tested students for English Language Proficiency using the state-required assessment over the past four years?

☒ Yes ☐ No

If "No," please explain.

Governance

1. Over the past four years, have the governing body's draft and final meeting minutes been available for public review in compliance with the Open Meetings Act?

☒ Yes ☐ No

If "No," please explain.

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2. Has any governing body member or their spouse or child(ren) received any compensation from the school over the past four years?

☐ Yes ☒ No

If "Yes," describe the circumstances for and amount of such compensation.

3. Did the governing body receive regular written reports from the school leadership in regards to key indicators of the school's progress?

☒ Yes ☐ No

If "No," describe the approaches and interventions being taken to resolve this issue.

4. Did the governing body conduct annual evaluations of the school's head administrator performance?

☒ Yes ☐ No

If "No," please explain.

5. Has the governing body developed and implemented for itself a comprehensive conflict of interest policy and a code of ethics to comply with 22-8B-5.2 NMSA 1978?

☒ Yes ☐ No

If "No," please explain.

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6. Has the governing body consistently abided by its conflict of interest policy and a code of ethics through the term of the school's charter?

☒ Yes ☐ No

If "No," please describe any infractions, deviations, and corrective actions.

7. Has the school instituted a process for dealing with complaints, made that policy clear to all stakeholders, and followed that policy, including acting in a timely fashion, on such complaints?

☒ Yes ☐ No

If "No," please explain.

8. Has the governing body abided by its by-laws, including, but not limited to, provisions regarding member elections, removals, and filling of vacancies?

☒ Yes ☐ No

If "No," please explain.

9. Has the governing body put in place a set of governing body policies that are reviewed regularly and updated as needed?

☒ Yes ☐ No

If "No," please explain.

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10. As per 22-8B-5.1 NMSA 1978, has every governing body member participated in approved, mandatory governing body training?

☒ Yes ☐ No

If "No," please explain.

11. Has your governing body changed if so, how? If your governing body has changed, have you always had a sufficient number of governing body members to constitute a quorum?

☒ Yes ☐ No

If "No," please explain.

Administration

1. Did the administration develop annual plans derived from the school needs assessment, based on identified instructional weaknesses, teacher interests, and analysis of student performance outcomes?

☒ Yes ☐ No

If "No," please explain.

2. Has the administration developed academic and financial priorities that are responsive to, and consistent with, achieving the school's academic goals and that address deficiencies which are communicated to the school's instructional staff?

☒ Yes ☐ No

If "No," please explain.

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3. Did the school provide support and training to mentor beginning teachers (e.g., first-year mentorship program)?

☒ Yes ☐ No

If "No." please explain.

4. Have the administration and the governing body put into place the required PED policies?

NMAC Requirement	Completed	Board Approval Date	School and Family Support Bureau (SFSB) Approval (if applicable)
Asthma	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Safe Schools Plan	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes at site visit	Request from SFSB pending
Compulsory School Attendance (Truancy)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	Request from SFSB pending
Diabetes	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Emergency Drills	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Health Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	Request pending
Wellness Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	Request pending
Homeless Education	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Immunizations	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Pest Control	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Physical Education (curriculum aligned with benchmarks and performance standards)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
School Athletic Equity	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		
School Health Advisory Council (SHAC)	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		
Tobacco, Alcohol, and Drug Free School Districts	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	Request pending
Dual Credit	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Complaint Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Finance Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Audit Committee	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Distance Learning	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Conflict of Interest Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Internal Controls	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	

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Procurement Procedures	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Nepotism	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Open Meetings Act	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Student Discipline Policy	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Governing Body Personnel Policies	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Gifted Education Advisory Committee	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	See Board Minutes	
Student Intervention System: The Three Tier Model of Student Intervention	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	See Board Minutes	
Please list any other policies the governing body has approved and not included on this list.			
See attached list of policies Appendix C			

If any policy is checked "No," please explain.

CCPS does not provide athletics; therefore a policy has not been developed for the School Athletic Equity.

Because CCPS does not provide any pull-out programs for gifted students. We provide differentiation across the curriculum for all students identified with exceptionalities and disabilities.

Curriculum

- Is the school's curriculum aligned with New Mexico Standards and Benchmarks and do the core academic subjects contain the essential knowledge and skills that are aligned with and as rigorous as the relevant state performance standards?

☒ Yes ☐ No

If "No," please explain.

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2. Have all courses required for graduation been offered and taught over the past four years?

☒ Yes ☐ No ☐ Not Applicable

If "No," please explain.

3. Does the school have an active Dual-Credit agreement(s) with higher education institution(s)?

☒ Yes ☐ No ☐ Not Applicable

If "No," please explain.

Licensure

1. Has the Director/Principal/Administrator held a PED-issued administrative license over the past four years?

☒ Yes ☐ No

If "No," please explain.

2. Have all teachers held the appropriate PED-issued license(s) for the classes that they have taught over the past four years?

☒ Yes ☐ No

Part A—Progress Report

If "No," please explain.

3. Have background check authorizations and results been on file for all staff members, contractors, and instructional support providers who have had unsupervised access to students over the past four years?

☒ Yes ☐ No

If "No," please explain.

E-Occupancy Certificate

1. Has the school maintained an Educational Occupancy (E-Occupancy) certificate for its facilities over the past four years? Include a copy of the E-Occupancy certificate in the appendix.

☒ Yes ☐ No

If "No," please explain.

Part A—Progress Report

II. Petition of Support from Employees

A certified petition in support of the charter school renewing its charter status signed by not less than 65 percent of the employees in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as an appendix, a certified petition from not less than 65 percent of the **employees** of the charter school that indicates their support of the renewal of the charter.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

I am the head administrator of the Cottonwood Classical Preparatory Charter School and hereby certify that: the attached petition in support of the Cottonwood Classical Preparatory Charter School renewing its charter was circulated to all employees of the Cottonwood Classical Preparatory Charter School. There are 45 persons employed by the Cottonwood Classical Preparatory Charter School. The petition contains the signatures of 44 employees which represents 98 percent of the employees employed by the Cottonwood Classical Preparatory Charter School.

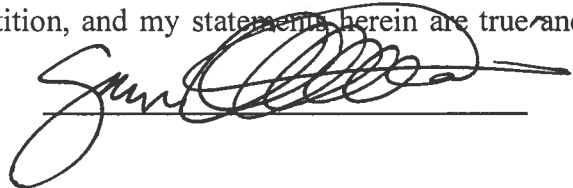
STATE OF NEW MEXICO)

ss.


COUNTY OF Bernalillo)

I, Sam Obenshain, being first duly sworn, upon oath state:

That I have read the contents of the attached Petition, and my statements herein are true and accurate to the best of my knowledge and belief.



Subscribed and sworn to before me this 1st day of October 2012.


Notary Public

My Commission Expires:

6.25.2014



Part A—Progress Report

III. Petition of Support from Households

A certified petition in support of the charter school renewing its charter status signed by not less than 75 percent of the households whose children were enrolled in the charter school at Subsection J of 22-8B-12 NMSA 1978.

Include, as an appendix, a certified petition in support of the charter school renewing its charter status from not less than 75 percent of the **households** whose children were enrolled in the charter school.

Following is a suggested form to **certify** the petition. This form may be attached to the petition.

I am the head administrator of the Cottonwood Classical Preparatory Charter School and certify that: the attached petition in support of the Cottonwood Classical Preparatory Charter School renewing its charter was circulated to households whose children were enrolled in our charter school. It contains the signatures of 450 households which represents 83 percent of the households whose children were enrolled in the Cottonwood Classical Preparatory Charter School.

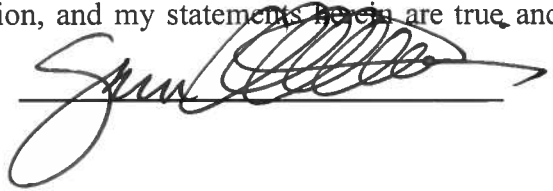
STATE OF NEW MEXICO)

ss.


COUNTY OF Bernalillo)

I, Sam Obenshain, being first duly sworn, upon oath state:

That I have read the contents of the attached petition, and my statements ~~herein~~ are true and accurate to the best of my knowledge and belief.

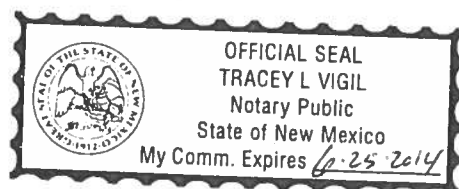


Subscribed and sworn to before me this 1st day of October 2012.


Notary Public

My Commission Expires:

6.25.2014



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IV. Facilities

A description of the charter school facilities and assurances that the facilities are in compliance with the requirements of Section 22-8B-4.2 NMSA 1978

Provide a letter from the Public Schools Facilities Authority (PSFA) indicating that the school facility meets the requirements at Subsection C of 22-8B-4.2 NMSA 1978. Include a copy of the letter in the appendix.

On or after July 1, 2011, a new charter school shall not open and an existing charter school shall not relocate unless the facilities of the new or relocated charter school, as measured by the New Mexico condition index, receive a condition rating equal to or better than the average condition for all New Mexico public schools for that year or the charter school demonstrates, within eighteen months of occupancy or relocation of the charter, the way in which the facilities will achieve a rating equal to or better than the average New Mexico condition index.

See attached letter from PSFA and e-occupancy certificates for both campuses. **Appendix F**

V. Term of Renewal

A statement of the term of the renewal requested, if less than five years. If a Renewal Application does not include a statement of the term of the renewal, it will be assumed that renewal is sought for a term of five years.

State the term of renewal requested if less than five years.

Cottonwood Classical Preparatory Charter School is requesting a renewal term of 5 years.

VI. Appendices

Provide each of the following documents as Part A Appendix:

- School Grade from PED – **Appendix A**
- Financial Statement – **Appendix B**
- List of Approved Policies – **Appendix C**
- E-Occupancy Certificate – **Appendix F**
- Letter from the PSFA indicating that the school facility meets the requirements of Subsection C of Section 22-8B-4.2 NMSA 1978 – **Appendix F**
- Petition of Support from Employees – **Appendix D**
- Petition of Support from Households – **Appendix E**



Part B—The Charter Renewal

COTTONWOOD CLASSICAL PREPARATORY SCHOOL



Part B

The Charter Renewal

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Part B—The Charter Renewal

2012–2013 Renewal Application

I. Executive Summary

Provide the enrollment and demographic information for the current charter term. In addition, provide a brief (1–2 pages maximum) description of the school, including an overview of the mission/vision, educational program, community and local connections, and leadership and governance.

Enrollment Cap: 600

Enrollment	2008–2009	2009–2010	2010–2011	2011–2012
Total Enrollment	140	245	359	447
Number of Students on Waiting List	99	242	261	308
Ethnicity/ Race				
Asian	6	5	8	8
Black	3	9	8	8
Hispanic	37	69	127	129
Native American	—	1	1	5
White	94	163	211	297
Other				
English Language Learners	0	2	3	7
Students with Individualized Education Programs (IEP)	4	8	20	33
Eligible for Free and Reduced Lunch	0	37	24	35

Part B—The Charter Renewal

II. Renewal Performance Plan

The following sections provide an opportunity for the school to discuss plans for the next charter term. In addition to providing basic data, schools should treat the following sections as an opportunity to outline a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring the ongoing viability of the organization.

Please Note: The response to Part B will not affect the Renewal Findings from Part A or the recommendation for renewal or non-renewal. It may, however, affect the length of the new charter term awarded to the school and will inform the terms of a new charter contract. Should the chartering authority grant renewal for an additional term, the plans presented below will serve as a blueprint for relevant sections of the charter contract for the new term and the performance contract as required under the SB 446 legislation (enacted by Laws of 2011, chapter 14, section 3).

A. **Mission:** Provide a mission for the school.

Mission:

The mission of Cottonwood Classical Preparatory School is to develop highly skilled learning activists who, through a broad knowledge base, can analyze, synthesize and evaluate new information. Students will receive the same or higher standard of education offered by the most academically distinguished public or private schools in New Mexico. CCPS graduates will be prepared to enter and thrive at the world's finest colleges and universities and will also become driving forces in their local, regional, national and global community. Students will be prepared for a fluid and dynamic 21st century workforce where cultural differences are studied, respected, and valued. CCPS students will demonstrate social responsibility and integrity through active community involvement and service learning opportunities. Students will be well versed in communicating through reading, speaking, writing, and listening with diverse audiences. In essence, Cottonwood Classical Preparatory School students will learn "how to learn," thus enabling them to transfer any skills or knowledge into a post-secondary setting and ultimately the global marketplace.

- B. **Performance Plan:** Per SB446, it is helpful if you submit a performance plan that will be the basis for the Charter Performance Contract (22-8B-9 NMSA 1978) and subsequent monitoring processes utilizing the Performance Framework (22-8B-9.1 NMSA 1978). State the student performance indicators that specifically relate to the mission of the school. We encourage you to submit a plan that is specific and measurable (based on identified indicators and expected performance levels that can be measured by a reliable instrument), and ambitious, but attainable, and aligned with a time frame by which achievement is expected to be accomplished.

1. **Student academic performance**

Student academic performance indicator:

Meets Standard:

☐ **The school received a B on the state's grading system.**

Part B—The Charter Renewal

2. Student academic growth

Student academic growth indicator:

Meets Standard:

☐ School meets or exceeds the annual statewide target by up to 10 percentage points

3. Achievement gaps in both proficiency and growth between student subgroups

Achievement gaps in both proficiency and growth between student subgroup indicator:

CCPS will decrease its achievement gap in proficiency levels between the lowest performing subgroups and the overall proficiency levels at a rate of 5% each year of the charter term.

Because CCPS has proficiency rates that are already well above the state-wide average, the growth for our highest performing subgroups will be limited by the high end of the performance range and will not demonstrate a realistic comparison of growth.

Meets Standard:

☐ School meets or exceeds the annual statewide target by up to 10 percentage points (?)

4. Attendance

Attendance indicator:

Cottonwood Classical will maintain an attendance rate of 95% or better over the course of the charter term.

5. Recurrent enrollment

Recurrent enrollment indicator:

Cottonwood will maintain recurrent enrollment percentages for the following grades:

- Grade 6-7 – 90%
- Grade 7-8 – 90%
- Grade 8-9 – 80%
- Grade 9-10 – 75%
- Grade 10-11 – 70%
- Grade 11-12 – 95%

Because of the nature of the International Baccalaureate Program, CCPS consistently drops in attendance numbers between the major transitions (i.e. from mid to high in grade 8 to grade 9 and from non-IB classes to IB classes in grade 10 to grade 11).

Part B—The Charter Renewal

6. High school college-readiness (if appropriate)

High school college-readiness indicator:

Meets Standard:

- ☐ 20-29.9 percent of graduates attending post-secondary institutions required remediation

7. Graduation rate (if appropriate)

Graduation rate indicator:

Meets Standard:

- ☐ 60-69.9 percent of students graduate from high school within four years of starting the 9th grade

Part B—The Charter Renewal

8. Growth of the lowest scoring twenty-fifth percentile of students in the public school in reading and mathematics.

Growth of the lowest scoring 25th percentile of students in the public school in reading and mathematics indicator:

CCPS will increase the proficiency levels of the students in the lowest 25th percentile at a rate of at least 5% each year of the charter term.

C. Additional Indicators (Optional): Briefly state any rigorous, valid, and reliable indicators that should be considered for incorporation into a charter agreement, if renewed.

Please Note: The performance framework shall allow for the inclusion of additional rigorous, valid, and reliable indicators proposed by a charter school to augment external evaluations of its performance, provided that the chartering authority shall approve the quality and rigor of such proposed indicators and the indicators are consistent with the purposes of the Charter Schools Act. (22-8B-9.1 NMSA 1978)

Additional Indicators No. 1:

Additional Indicators No. 2:

Additional Indicators / Goal, No. 3:

III. Amendments

Provide “State Charter School Change/Amendment Request Form” for any material or substantial change(s) to the charter. (e.g. adding grade levels, increase enrollment cap, curricula change, instructional model, etc.) The amendment forms should be in the Part B Appendix.

See Appendix F

Part B—The Charter Renewal

IV. Financial Plans

- A. Provide a financial statement that discloses the cost of administration, instruction and other spending categories for the charter school that is understandable to the general public, that allows comparison of costs to other schools or comparable organizations and that is in a format required by the PED.

See attached Financial Projection for the next five years. Appendix G

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

The Governing Council will continue to utilize the state-mandated Financial Oversight Committee structure to provide fiscal oversight for Cottonwood. Additionally, the GC will provide oversight via the Audit Committee that has been established internally. The GC will continue to maintain a membership that involves business professionals who maintain a public accounting background.

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

As indicated in the Five-Year budget projections, CCPS has planned for an enrollment that will provide the appropriate number of students to maintain both the optimal pupil-teacher ratio (PTR) in the classroom and the optimal financial revenue to provide the instructional support for students and faculty alike. CCPS expects to continue to offer the International Baccalaureate Diploma Programme that will draw students from across the city of Albuquerque and the County of Bernalillo.

As has been demonstrated in the initial charter term, CCPS has long maintained a waiting list from which to draw students should the projections that we provided not materialize in a specific grade level. CCPS will continue to maintain a waiting list at all grade levels and expects that the relocation to a new facility will only add to the number of students requesting to be enrolled in the school at all grade levels.

Part B—The Charter Renewal

V. Organizational Plans

- A. **Enrollment Plan:** Complete the enrollment plan for the next charter term. If the school has determined a need to change the enrollment numbers from the current charter, discuss and demonstrate that need.

Grade	2013–2014	2014–2015	2015–2016	2016–2017	2017–2018
6	120	120	120	120	120
7	120	120	120	120	120
8	120	120	120	120	120
9	90	95	100	100	100
10	70	70	75	75	75
11	46	50	75	50	50
12	30	45	50	50	50
TOTAL	596	620	635	635	635

The reason for requesting a change in the student enrollment numbers:

Because of Cottonwood's academic success, we have seen an increase in the number of families requesting admittance to our school. Additionally, the school will be moving to a new facility for the next charter term and will have the room to expand at all grade levels.

CCPS has had a waiting list that has grown to over 3020 families in the past two years. With a new facility, the school also anticipates that more students will request to attend the school as the facility is in an optimal location for drawing new families.

B. **Governance:**

1. Provide a plan for an annual self-evaluation of the governing body that reflects an assessment of its overall effectiveness.

The Governing Council will continue to attend the trainings provided by both the New Mexico Coalition of Charter Schools and the New Mexico Public Education Department.

Part B—The Charter Renewal

The Governing Council will utilize both self-assessment protocols and external stakeholder surveys to assess their overall effectiveness.

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

The Governing Council will continue to provide oversight of the charter school through its monthly report outs from the stakeholder groups represented at the GC meetings, through the budget approval process, through the financial and audit committees, and through the evaluation of the head administrator.

The Governing Council will continue to request and review information from the head administrator that compares Cottonwood Classical to other state charter schools, district charter schools, and the highest performing schools both public and private throughout the state.

3. Describe what steps your governing body and school will take to ensure that the operations of the school and governing body are transparent and open to the public.

The Governing Council will continue to follow the Open Meetings Act and will abide by its by-laws. The Governing Council will continue to address issues as they arise and adjust their policies and protocols as needed to ensure that the public has access to the meetings and to ensure that the decision-making process is transparent.

C. Waivers:

1. Identify the waivers as provided for in Section 22-8B-5 NMSA 1978 that you are requesting and describe how use of this waiver will support the school's plan. Additional information should be added as Appendix B.

No.	Requested Waiver	Description of how use of this waiver will support the school's plan
1.		
2.		
3.		
4.		
5.		

2. Identify any *discretionary* waivers as provided for in Section 22-8B-5 NMSA 1978 or elsewhere in the Public School Code that you are requesting; and describe how use of this waiver will support the school's plan. Upon approval of the charter, the PED waiver request process must be completed. The following link provides forms for the various waiver

Part B—The Charter Renewal

options. http://ped.state.nm.us/admin.personnel/waiver_requests.html. If this is an application to a local district, you must identify all waivers you are requesting from local board policies.

No.	Requested Discretionary Waiver	Description of how use of this waiver will support the school's plan
1.		
2.		
3.		
4.		
5.		

D. Partnerships: If the school has identified a partner organization or a contractor that is essential to the existence of the charter school, its governance, key instructional, or management functions, provide the following information:

- ☐ name of the entity or person
- ☐ contact information
- ☐ description of the nature and purpose of the relationship with the charter school
- ☐ involvement in the school's governance (if applicable)

Attach copies of contracts, memorandums of understanding (MOU), or evidence of the terms of the proposed agreement with the partnership as *Appendix C*.

No.	Name of Entity or Person	Contact Information	Description of the nature and purpose of the relationship and involvement with the school's governance (if applicable)
1.	Richie Flowers	richieflowers@me.com	President of the CCPS Foundation – The CCPS Foundation is providing all of the financing to purchase the new facility for Cottonwood Classical.
2.			
3.			

E. Third-Party Relationships: Attach a copy of the proposed contract, MOU, or evidence of the terms of the proposed agreement with the Third-Party Relationship or contractor as an Appendix.

The Foundation has not yet reached a purchase agreement for the new facility. When that is concluded, the Foundation and The GC will create an MOU regarding the leasing arrangements for the newly acquired facility.

Part B—The Charter Renewal

VI. Facilities

Provide a description of the charter school facilities and assurances that the facilities are in compliance with the requirements of 22-8B-4.2 NMSA 1978. Attach a copy of approval from the Public School Facilities Authority regarding your facilities index rating.

Letter Pending from PSFA – Richard Romero – will be forwarded on as soon as it is received.

Because Cottonwood is moving into a different facility next year, we are awaiting the closing of the purchase before PSFA and the architects will begin adequacy evaluations. Richard Romero is working on getting us a letter based on his inspection of the property for another charter school that was looking at the same property.

All indications are that the facility will more than meet the adequacy standards and will be well above the New Mexico Conditions Index.

Part C—Most Current Charter Application/Contract



Part C—Most Current Charter Application/Contract

Part C
Most Current Charter Application/Contract

Table of Contents

Indicate the page numbers for each section in the designated column. Please include not only a copy of your most current charter application/contract, but also copies of all approved amendments to this charter.

Most Current Charter Application/Contract—Reference	Page(s)
I. Most Current Charter Application/Contract	190 Appendix I
II. Approved Amendments	2 Appendix J



School Grade Report Card 2012

Certified

Final Grade

A

Cottonwood Classical Preparatory Charter

District: Cottonwood Classical Prep Charter

Grade Range: 06-12

Code: 502001

Performance in Math and Reading	School Statewide C Grade	Grade	School Points	Possible Points
Current Standing How did your students perform in the most recent school year? Students are tested on how well they met targets for their grade level (Proficient).	12.5	A	27.4	30
School Growth of Highest Performing Students How does your school's 11th graders' performance improve over time? The highest performing 11th graders' scores places them in the top three quarters (Q3) of your school. This group consists of different students each year. This measure monitors your school's ability to increase the performance of subsequent groups of 11th graders over time.	8.8	B	13.0	15
School Growth of Lowest Performing Students How does your school's 11th graders' performance improve over time? The lowest performing 11th graders' scores places them in the bottom quarter (Q1) of your school and consists of different students each year. This measure monitors your school's ability to increase the performance of subsequent groups of 11th graders over time.	7.3	B	8.8	15
Opportunity to Learn Does your school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school?	6.0	B	6.7	8
Graduation How does your school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer	12.8	^		17
College and Career Readiness Are your students prepared for what lies ahead after high school? Your school receives credit when your students participate in college entrance exams, dual credit coursework, and coursework leading to vocational certification. Your school receives additional credit when students meet success goals.	9.0	^		15
Bonus Points Does your school provide exceptional encouragement for involving students and parents in education? Examples include community outreach and mentoring programs.	1.6		0.5	5

^ This school was not open all years of the Cohort of 2011. The calculation of their grade was adjusted to use only non-cohort indicators, eliminating CCR and Graduation.

The state standard goal for attendance (95%) can be surpassed by some schools. Also, SAM schools' graduation rates are augmented. These factors result in some schools earning higher than the maximum possible points for Opportunity to Learn.

Final School Grade	Total Points	Grade	Total Points
Grades are established at the 90th percentile and 50th percentile, which represent 75 and 50 points, respectively	51.0 to 68.0	A	56.3
	44.2 to 50.9	B	
	34.0 to 44.1	C	
	23.8 to 33.9	D	
	0.0 to 23.7	F	

Cottonwood Classical Preparatory Charter

These tables divide your school's results into smaller subgroups to show how specific groups of your students are doing. Keep in mind that each student counts in several groups. For example, one student can be counted three times - in the Hispanic, English Language Learner, and Female subgroups. When your grade is calculated each student counts only one time, so these numbers cannot be used to arrive at your school's score or grade. Just the same, this information shows how your school compares to other schools, determines groups within your school that are performing well, and identifies groups that need additional instructional support based on achievement.

Current Standing

Knowing how many students are proficient in a given year is a measure of your school's overall success. Even so, single-year performance will vary with differing classes of students. It is not unusual for a school to occasionally have an exceptionally talented or unusually challenging class of students. Therefore, Current Standing uses additional years of data, up to 3 years whenever possible, in order to provide a more accurate picture of your school's achievement.

Current Standing is augmented with Value Added Modeling (VAM) by capturing your school's size, student mobility, and prior students performance. Details of VAM can be found in the PED's School Grading Technical Manual at:

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.asp>

	All Students	Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading												
Proficient and Advanced (%)	85.8	90.9	80.6	88.4	72.7	84.6	73.3		84.6	57.1		
Proficient and Advanced (Pts)	10.7											
Value Added Model (Pts)	8.6											
Math												
Proficient and Advanced (%)	74.1	74.5	73.7	76.5	45.5	72.8	80.0		69.2	42.9		
Proficient and Advanced (Pts)	9.3											
Value Added Model (Pts)	7.4											

School Growth

School Growth compares your students enrolled in the current year to students from prior years. While these are different sets of students, the school that is improving will do a better job each year of impacting their achievement. Unlike Current Standing, your school growth accounts for improvement of all students, not just those reaching proficient.

For high schools, school growth is divided into two groups of students, higher achieving (highest 75%, also known as Q3) and lowest achieving (lowest 25%, also known as Q1). In 2013, the PED will have data for student growth in place of school growth for high and low performing groups.

School Growth is augmented with Value Added Modeling (VAM) by capturing your the school's size, student mobility, and prior student performance. Details of VAM can be found in the PED's School Grading Technical Manual at:

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.asp>

	Reading	Math
Highest 75% of Students (Scaled Score Points/Yr)	0.0	0.0
Highest 75% of Students (Points Earned)	6.8	6.1
Lowest 25% of Students (Scaled Score Points/Yr)	0.0	0.0
Lowest 25% of Students (Points Earned)	4.0	4.8

School Growth is shown in scaled score points, which can range from 0 to 80 for both reading and math. For example, a school that grows an average of +2 scaled score points a year shows that the school is improving their ability to increase student achievement.

Graduation

Your students are expected to graduate in 4 years. However, some students require longer and are captured in 5-year and 6-year rates. Similar to School Growth, the expectation is that your school increase the percent of your successful 4-year graduates over time.

SAM schools (Supplemental Accountability Model) are a subset of schools that target returning dropouts or students with disabilities. These schools receive an additional rate that reflects their ability to graduate any student, not just cohort members, in a given year.

Details of the federally approved graduation rules are in the Graduation Technical Manual on the PED website at:

<http://ped.state.nm.us/Graduation/index.html>

	All Students	Gender		Race / Ethnicity					Am Indian	Economically Disadvantaged	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian						
Cohort of 2011 - 4-Year Rate													
Percent Graduating	-	-	-	-	-	-	-	-	-	-	-	-	-
Points Earned	-	-	-	-	-	-	-	-	-	-	-	-	-
Cohort of 2010 - 5-Year Rate													
Percent Graduating	-	-	-	-	-	-	-	-	-	-	-	-	-
Points Earned	-	-	-	-	-	-	-	-	-	-	-	-	-
Cohort of 2009 - 6-Year Rate													
Percent Graduating	-	-	-	-	-	-	-	-	-	-	-	-	-
Points Earned	-	-	-	-	-	-	-	-	-	-	-	-	-
Growth in 4-Year Rates													
Growth Index (Increase)	-												
Value Added Modeling takes into account the school's prior 3 years													
Points Earned	-												
SAM Rates													
SAM Graduation (%)	-												
This school did not qualify to be a SAM school													


Opportunity to Learn (OTL)

The successful school invites students to be part of a thriving learning culture that uses proven teaching methods. A school's learning environment is reflected in a survey of classroom practices (OTL Survey) and in student attendance.

	All Students	Gender		Race / Ethnicity						Economically Disadvant	Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian					
Attendance (Student Average)	95.9	95.8	96.0	95.9	98.4	95.7	96.5	-	97.1	94.7	-	-	
Attendance (Points)	3.0												
OTL Survey (Average Total Score)	37.4	38.4	36.0	39.2	32.0	32.5	34.0	-	35.0	32.7	-	-	
OTL Survey (Points)	3.7												

<i>OTL Survey Questions</i>		The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.											
1 My teacher introduces a new topic by connecting to things I already know.	3.9	4.1	3.6	4.1	3.0	3.5	3.5	-	4.0	3.0	-	-	-
2 My teacher explains why what we are learning is important.	3.2	3.3	3.1	3.5	2.0	2.8	2.0	-	3.0	3.0	-	-	-
3 My teacher explains how learning a new topic is a foundation for other topics.	3.4	3.7	3.1	3.9	1.0	2.8	2.0	-	3.0	3.3	-	-	-
4 Every student gets a chance to answer questions.	4.1	4.4	3.7	4.4	4.0	2.8	4.5	-	5.0	3.7	-	-	-
5 My teacher wants me to explain my answers.	4.6	4.9	4.3	4.7	4.0	4.5	4.5	-	5.0	3.7	-	-	-
6 My teacher knows when I understand, and when I do not.	3.8	3.7	3.9	3.9	2.0	3.8	3.5	-	3.0	3.3	-	-	-
7 My teacher explains things in different ways so everyone can understand.	3.7	3.5	3.9	3.7	5.0	3.5	3.0	-	3.0	3.7	-	-	-
8 My teacher gives me helpful feedback on work I turn in.	4.1	4.0	4.3	4.2	5.0	3.8	3.5	-	4.0	3.3	-	-	-
9 My teacher checks our understanding.	4.0	4.1	3.8	4.1	4.0	3.5	4.0	-	3.0	3.7	-	-	-
10 My teacher takes the time to summarize what we learn each day.	2.6	2.8	2.3	2.7	2.0	1.8	3.5	-	2.0	2.0	-	-	-

Color Key:

	0 or 1 Low
	2 or 3, Medium
	4 or 5, High

College and Career Readiness (CCR)

Your high school students are expected to participate in at least one college or career ready program. These activities include one of the following:

- 1) College entrance assessments (SAT, PSAT, ACT, PLAN, or Accuplacer)
- 2) Evidence that the student can pass a college level course (Advanced Placement, Dual Credit, or International Baccalaureate Diploma)
- 3) Eligibility for an industry recognized certification (Career Technical Education)

Points are given separately for your students' Participation and for their Success. To be considered successful your students must meet established benchmarks. Details are in the School Grading Technical Guide on the PED website at

<http://webapp2.ped.state.nm.us/SchoolData/SchoolGrading.asp>

CCR follows the Shared Accountability model used for cohort graduation rates. Cohorts are fully described in the Graduation Technical Manual on the PED website at

<http://ped.state.nm.us/Graduation/index.html>

	All Students	Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Participation (% of Cohort)	-	-	-	-	-	-	-	-	-	-	-	-
Participation (Points)	-											
Success (% of Participants)	-	-	-	-	-	-	-	-	-	-	-	-
Success (Points)	-											
Percent of School's Cohort of 2011												
Participation in Each CCR Program	ACT	-	-	-	-	-	-	-	-	-	-	-
	PLAN	-	-	-	-	-	-	-	-	-	-	-
	SAT	-	-	-	-	-	-	-	-	-	-	-
	PSAT	-	-	-	-	-	-	-	-	-	-	-
	AccuPlacer	-	-	-	-	-	-	-	-	-	-	-
	Advanced Placement	-	-	-	-	-	-	-	-	-	-	-
	Dual Credit	-	-	-	-	-	-	-	-	-	-	-
	International Baccalaureate	-	-	-	-	-	-	-	-	-	-	-
	Career Technical Education	-	-	-	-	-	-	-	-	-	-	-

Bonus Points

While most schools provide a sampling of athletics, club participation opportunities, and parent meetings, a few schools stand out among the rest. These schools are recognized for their extraordinary dedication to keeping students invested in school, and their efforts in empowering parents to engage actively in their child's education. Bonus points indicate those schools that have gone above and beyond the others.

This school received bonus points for improvement in habitual truancy rates

Similar Schools

While statewide comparisons are helpful, schools may want to see how they rank next to their peers that have similar students and settings. The figures below show how your school contrasts with other schools in the state that are most like it in student characteristics.

Schools are grouped into categories that have similar proportions of English language learners (ELL), students with disabilities (SWD), ethnicities, economically disadvantaged (ED), and mobile students. Different schools are in each category set. A composite score incorporates all categories into a general measure of at-risk students.

School Rank

	ELL	SWD	Ethnicity	ED	Mobility	Composite
Current Standing	2 (26)	3 (47)	2 (47)	3 (47)	2 (47)	3 (47)
School Growth, Highest 75%	4 (26)	5 (47)	4 (47)	5 (47)	3 (47)	5 (47)
School Growth, Lowest 25%	3 (26)	13 (47)	9 (47)	10 (47)	12 (47)	6 (47)
Opportunity to Learn	3 (26)	14 (47)	16 (47)	8 (47)	8 (47)	11 (47)
Graduation	- (20)	- (39)	- (41)	- (34)	- (41)	- (36)
Career College Readiness	- (20)	- (41)	- (41)	- (34)	- (41)	- (36)

The first number shows the school's rank (1= highest, most points) within their category of similar schools. The second number in parentheses shows the total number of schools that were ranked in that category.

School Growth Targets (SGTs)

Customized targets, called School Growth Targets (SGTs), guide your school's path toward proficiency. These goals increase every year and challenge schools to identify student groups that might be struggling to keep up with their peers. Students who are not proficient but have made large enough gains to become proficient in 3 years are considered successfully "on track" to proficiency. While this information does not contribute to your school's grade, it is helpful in guiding your school toward identifying and closing any achievement gaps between subgroups.

		Gender			Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
		All Students	F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading Goal for This Year is 52.3% Proficient													
Proficient and On Track (%)	Highest 75%	91.5	93.2	89.5	93.1	71.4	90.0	100.0	50.0	100.0	77.8	100.0	-
	Lowest 25%	78.5	75.0	80.5	81.1	75.0	73.3	71.4	100.0	66.7	58.3	100.0	-
Math Goal for This Year is 45.0% Proficient													
Proficient and On Track (%)	Highest 75%	75.5	75.2	75.8	79.5	50.0	69.3	72.7	100.0	100.0	62.5	0.0	-
	Lowest 25%	48.4	51.6	45.5	48.6	0.0	55.0	66.7	0.0	33.3	23.1	100.0	-
Graduation Goal for This Year is 69.9% Graduating													
All Students (%)		62.9	-	-	-	-	-	-	-	-	-	-	-

Enrollment Schools must include all of their enrolled students in the annual statewide assessment. If the percentage of the All Students group is less than 95%, your school's letter grade is reduced by one grade. Supplemental Accountability Schools (SAM) and small schools with fewer than 100 students receive special consideration.

	All Students	Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Schoolwide Enrollment (%)	100	52	48	64	3	28	4	1	5	6	1	-
Participation in State Assessments												
Reading (%)	100	99	100	100	100	100	100	-	100	100	-	-
Math (%)	100	100	99	100	100	99	100	-	100	100	-	-

School History Student performance over time can demonstrate the success of interventions and school reform. Wherever possible, up to three years worth of information are used for the indicators that lead to your school's grade. For a more detailed history see the NMPED website:
<http://www.ped.state.nm.us/AssessmentAccountability/AcademicGrowth/NMSBA.html>

	All Students	Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Reading Proficiency												
2012, All Students (%)	85.5	90.7	80.1	88.3	72.7	84.4	71.4			57.1		
2011, All Students (%)	80.1	83.3	77.2	84.7		76.0				69.2		
2010, All Students (%)	77.2	82.6	72.3	82.8		67.3						
2009, All Students (%)	71.3	85.7	59.6	75.4		57.7						
Math Proficiency												
2012, All Students (%)	73.1	73.8	72.3	76.1	45.5	70.8	78.6			42.9		
2011, All Students (%)	67.5	65.2	69.7	76.7		56.0				38.5		
2010, All Students (%)	65.0	59.3	70.2	73.3		49.1					65.0	
2009, All Students (%)	58.5	66.7	51.9	67.2		34.6					58.5	

Student Promotion Students that are prepared and progress to a higher grade each year (matriculate) indicate that your school is successfully moving students toward graduation. However, if your school's achievement in Reading and Math is subpar, and yet most students are being promoted, your school may be inattentive to students' need to repeat grade-level instruction before moving on. Student promotion and retention should be viewed within the context of your school's overall achievement. While this information does not contribute to your school's grade, it shows whether schools are preparing students to be ready for success.

	All Students	Gender		Race / Ethnicity						Students with Disabilities	English Language Learners	Redesignated English Proficient
		F	M	White	Afr Amer	Hisp	Asian	Am Indian	Economically Disadvantaged			
Grade 9 to Grade 10 (%)	>98.0	>98.0	>98.0	>98.0		N/A	>98.0		>98.0			N/A
Grade 10 to Grade 11 (%)	>98.0	>98.0	>98.0	>98.0	>98.0	N/A			>98.0	>98.0		N/A
Grade 11 to Grade 12 (%)	>98.0	>98.0	>98.0	>98.0	>98.0	N/A	>98.0		>98.0	>98.0		N/A

Audit Report Summary –Cottonwood Classical Preparatory School

Identify information from the <u>Component Unit Section</u> of the Annual Audit specific to the Charter School			
Year	Total # of Findings	Nature of Findings	School's Response

Planning Year -0-

Year 1, 2009 5

Finding 09-13 Compliance over timely cash deposit. Deposits of cash exceed the 24 hour requirement. School response – The school works with the parent organization to aid in the collection of funds. Procedures have been implemented to ensure timely deposit

Finding 09-14 Significant deficiency over supporting documentation. Management could not provide the following items for audit testwork: 9 cash receipts, 1 request for reimbursement, 1 timesheet, and 1 employee expense reimbursement. School response – The school relocated its administrative offices during a major construction period. All documentation is maintained as required.

Finding 09-15 Control deficiency over Payroll review. One employee was paid 8 hours less than actually worked as verified by approved employee timesheet. School response – Payroll review procedures have been implemented to ensure accuracy. The error noted was a keying error.

Finding 09-16 Control deficiency over Purchase Order Modifications. One purchase order as not updated for additional services provided. School response – The school's procedures require issuance of an amended purchase order when additional amounts are needed. The procedures will be reemphasized to ensure compliance.

Finding 09-18 Compliance Finding over Over-Expended Funds. The following fund functions were over expended: Charter School Fund, Non Instructional Support Fund, Technology for Education Fund. School response – The PED awarded a Title I allocation to the school and instructed school personnel to expend the funds. After the funds were expended the PED rescinded the award. The PED subsequently awarded funds to the school to fix this PED Title I error. Non-Instruction Support Funds (Activity Funds) are not required to be budgeted and the technology grant had no expenditures for the fiscal year.

Finding 10-17-CS Significant Deficiency over Personnel File Maintenance. During the internal control test work for payroll, it was noted that 1 out of 20 personnel files for the only individual employed for the school did not include a completed Certificate of Eligibility for Exchange Visitor (J-1) Status form and did not have a copy of the employee's contract. School response – The school will implement procedures to ensure personnel files are complete

Finding 10-18-CS Lack of Approval for Expense Reimbursement, Control Deficiency – During our expense reimbursement test work, we noted that 1 out of 20 samples tested had an itemized expense schedule that was submitted and was not approved by the supervisor. The total amount of the expense reimbursement that was not approved but paid was \$20. School response – Procedures are in place which require approval documentation. The procedures will be emphasized.

Finding 10-22-CS Significant Deficiency over Monthly Reporting for Payroll and Retirement Contributions. – During the payroll test work, it was noted that the school submitted monthly RHC and ERB reports untimely and the reports did not reconcile to the general ledger. School Response – The school has implemented procedures to ensure all reports are submitted on time and agree to the general ledger.

Finding 10-28-CS Compliance Finding over Mileage Reimbursements – During the Per Diem test work, we noted that the schools reimbursed employees' with the incorrect State mileage rates. The schools either underpaid or overpaid their employees by approximately \$.10 per mile. School response – The school used the rate provided during NMASBO training. Subsequent to this audit the rate was determined to be correct by the auditors.

Finding 10-30-CS Control Deficiency over Excess Amount Budgeted from Unavailable Beginning Cash Balance – During the budget test work, it was noted that the school had budgeted unavailable cash balance. School Response – the school budgeted in accordance with PED directions. A review of budget procedures will be completed to ensure compliant budgets

FS11-01 Anti Donation – During the audit we noted the following: the school purchased gift baskets for teacher appreciation totaling \$141; the school purchase gift cards for parent appreciation totaling \$214; the school donated \$706 to the Watermelon Mountain Ranch; and the school purchased Barnes and Noble gift cards for staff appreciation totaling \$1520. School response - The school values its staff. However, the total amount of gifts to each staff member was less than \$50. The amounts spent to recognize volunteers is far less than the amount of service realized thereby complying with the anti-donation interpretations issued by the NM Office of Attorney General. Lastly, the Watermelon Mountain Ranch donation

was a specific fundraiser held by the school for that specific purpose. These issues would not violate the anti-donation clause.

FS11-02 Internal Control Structure -- During our fieldwork we noted the following: maintenance and repair expense were incorrectly coded to rent expense; we noted an entry to reverse a prior year accrued liability was posted to a revenue account; we noted two disbursements where the purchase orders were completed and approved after the invoices were received; a cash receipt for fund 24106 IDEA B was posted to fund 24206 IDEA B Stimulus. School response -- Procedures are in place to review all postings. However, multiple changes to the rules and regulations over federal stimulus funds cause issues. In addition the entries to reverse prior year liabilities were discussed prior to finalization.

FS 11-03 Stale Dated Checks - During cash test work, we noted one outstanding check in the amount of \$327. School response - The school listed the outstanding checks for the auditors on its bank reconciliations. The school worked with staff and vendors to determine why the checks had not cleared. Until final resolution is complete it would be inappropriate to void the check.

FS 11-04 PED Reports - During our testwork of the cash report, we noted the following: 1) The beginning cash balance for the operational fund and state flow through funds did not agree to the prior year audited balances. 2) We noted that the revenue on 25000 Federal Direct did not agree to the general ledger. 3) We noted the final cash balance for the operational fund did not agree to the general ledger. School response - We disagree. We note that the NM PED changed the report template and accepted the report submitted. The beginning numbers were entered as required by the schools PED budget analyst. The report was based on the schools general ledger.

The school received the audit findings above from the independent external auditors. The audits allowed the school to refine its procedures. The procedures were also emphasized to staff to ensure compliance with state laws and regulations.

Cottonwood Classical Preparatory **Statement of Net Activities**

	Audited	Audited	Audited	Audited
Fiscal Year	2007-08	2008-09	2009-10	2010-11
Net 6-8 Student Count		102	185	264
Net 9-12 Student Count		38	53	86
Total Net Student Count		140	238	350

REVENUE

Local Revenue		\$ 213,216	\$ 172,953	\$ 42,585
State Lease Reimbursement		87,967	89,139	178,648
State Equalization Guarantee		1,277,501	1,936,529	2,666,077
Federal / State Grant Revenue	\$ 22,760	369,211	521,432	164,847

Total Revenues

\$ 22,760	\$ 1,947,895	\$ 2,720,053	\$ 3,177,340
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EXPENDITURES

Instruction	\$ 1,178,079	\$ 1,735,705	\$ 1,814,031
Support Services			

Student Support	109,996	93,106	69,507
Instructional Staff Support	15,492		761
General Administration	22,957	68,367	47,169
School Administration	271,854	336,739	335,384
Central Services: Bus Off/TT/Print Shop	124,396	114,454	72,519
Maintenance and Operation	142,575	332,245	434,735
Other support services		49	
Capital Outlay	87,967	89,139	178,648

Total Expenditures

\$ 22,760	\$1,953,316	\$2,769,804	\$2,952,754
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Excess (Deficiency) of Revenues over(under) Expenses	\$ -	\$ (5,421)	\$ (49,751)	\$ 224,586
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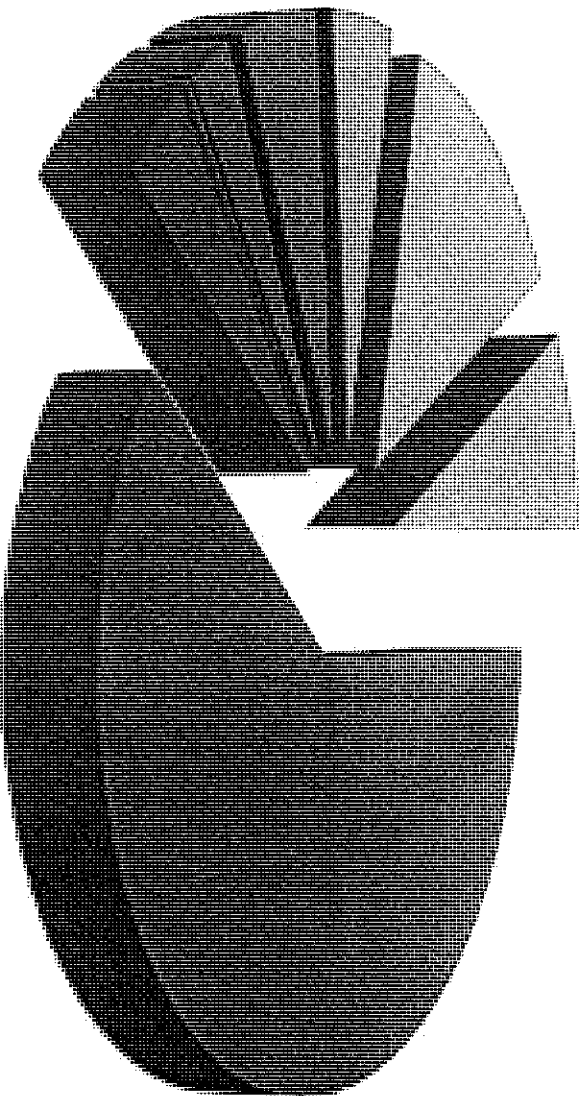
Cottonwood Classical Preparatory

Statement of Net Activities

June 30, 2012

	Fiscal Year	2011-12
REVENUE		
Beginning Unreserved Fund Balance		317
Local Revenue		120
State Lease Reimbursement		437
State Equalization Guarantee		
IDEA-B [Federal S/E]		
Title 2 - professional development		
Instructional Material		
Other misc		
Federal / State Grant Revenue - Subtotal		
Total Revenues		\$ 3,177,340
EXPENDITURES		
Instruction		\$ 1,925,000
<u>Support Services</u>		
Student Support		135,520
Instructional Staff Support		3,293
General Administration		87,866
School Administration		176,880
Central Services: Bus Off/IT/Print Shop		150,433
Maintenance and Operation		430,138
Lease reimbursement		254,839
Total Expenditures		\$ 3,163,969
Excess of Revenues over Expenditures		\$ 13,371

COTTONWOOD CLASSICAL PREPARATORY SCHOOL



■ Instruction

■ Student Support

■ Instructional Staff Support

■ General Administration

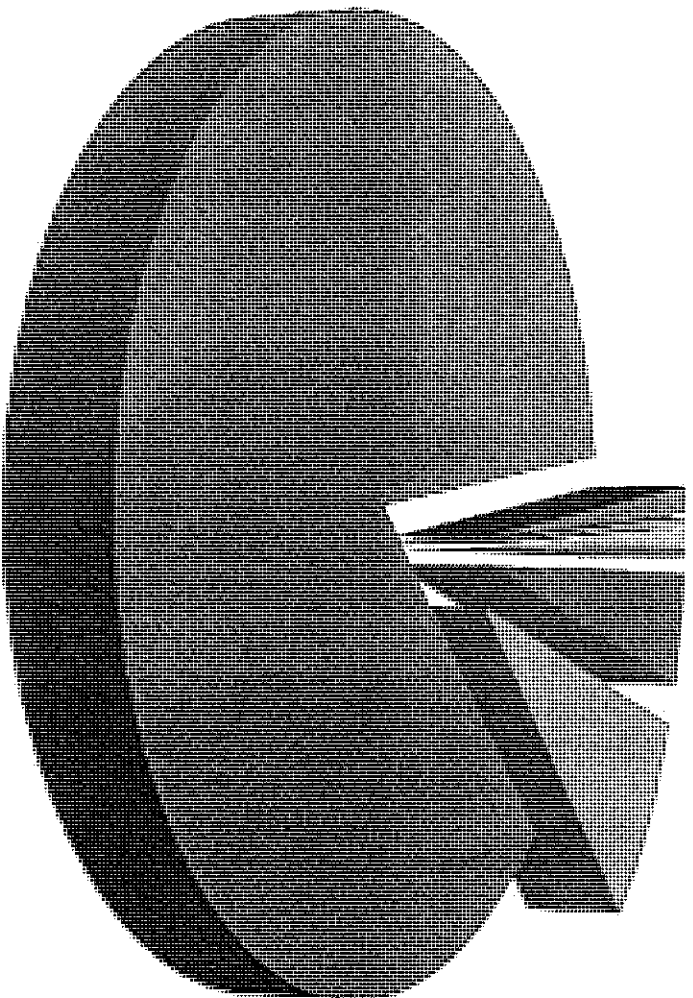
■ School Administration

■ Central Services: Bus Off/IT/Print Shop

■ Maintenance and Operation

■ Lease reimbursement

COTTONWOOD CLASSICAL PREPARATORY SCHOOL



- Beginning Unreserved Fund Balance
- Local Revenue
- State Lease Reimbursement
- State Equalization Guarantee
- IDEA-B [Federal S/E]
- Title 2 - professional development
- Instructional Material
- Other misc

Cottonwood Classical Preparatory School Policies and Procedures

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- B-003 Policy Adoption, Suspension, Revocation, or Repeal CCPS Policy
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K-007 Financial Solicitations in School CCPS Policy

K-009 Custodian of Public Records CCPS Policy

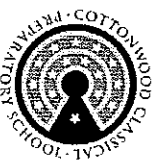
CCPS Part-Time Resolution document

Governing Board By-Laws

Governing Board Training



PETITION OF SUPPORT FOR THE RENEWAL
OF COTTONWOOD CLASSICAL PREPARATORY SCHOOL



We, the undersigned, support the renewal of the charter for Cottonwood Classical Preparatory School. By signing this petition, we are indicating that we are in favor of Cottonwood Classical submitting a charter school renewal application to the Public Education Commission for approval.

Staff Name - printed	Staff Signature
Christina North	Christina North
Rebecca Martinez	Rebecca Martinez
Stephanie Jones	Stephanie Jones
Trent Delaney	Trent Delaney
REDACTED	REDACTED
Kelli Prince	Kelli Prince
Patricia Spitz	Patricia Spitz
Juanita Roberts	Juanita Roberts
Katharine A. Riker	Katharine A. Riker
Elizabeth Marie Berry	Elizabeth Marie Berry
Victoria Ponomarenko	Victoria Ponomarenko
David Kline	David Kline
Kenneth G. Jehle	Kenneth G. Jehle



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OF COTTONWOOD CLASSICAL PREPARATORY SCHOOL



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Staff Name - printed	Staff Signature
MaryKay Herold	MaryKay Herold
Lisa Mallhagen	Lisa Mallhagen
Christine Rigal	Christine Rigal
Aaron Geiskopf	Aaron Geiskopf
LAURE P. Thompson Sr.	LAURE P. Thompson Sr.
Karen Pacini	Karen Pacini
Joshua LaLonde	Joshua LaLonde
James C. Pacini	James C. Pacini
Jan Sundaland	Jan Sundaland
Melissa Robison	Melissa Robison
Marshall Hastings	Marshall Hastings
Fred Adler	Fred Adler
William J. Garrett	William J. Garrett



PETITION OF SUPPORT FOR THE RENEWAL
OF COTTONWOOD CLASSICAL PREPARATORY SCHOOL



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Staff Name - printed	Staff Signature
Kevin Barrons	
Charles Blanco	
Alberto Escobar	
Darrell Garais	
Denise P. Giannopoulos	
Ann Zellhoefer	
Shay Todaro	
Riisa Jager	
Arnold D. Redington	
Jonathan Weber	
Margaret Bradney	
Meghan Lowe	
Edwin Spitz	

Malice Geers	Malice Geers
Vernae White	Vernae White
Zantag Contreras	Zantag Contreras
John B. Galt	John B. Galt
Collise Lehan	Collise B. Lehan
Sam Obenshain	Sam Obenshain

- ☐ Allow users to edit responses [What's this?](#)
- ☐ Require **Cottonwoodclassical.org** sign-in to view this form
- ☐ Automatically collect respondent's **Cottonwoodclassical.org** username.

CCPS Renewal Petition

This petition is a required part of CCPS's charter renewal.

All responses must be entered by Friday, September 28, 2012 at 4:00 pm.

Question Title

Do you support the renewal of the charter for Cottonwood Classical

☐☐☐

Help Text

Question Type

Multiple choice ☒ ☐ Go to page based on answer

☐

YES

☐

NO

☐

Click to add option

or [add "Other"](#)

Done

☒ Make this a required question

Number of children attending Cottonwood Classical Preparatory School *

☐

1

☐

2

☐

3

☐

4

☐

5

Parent Signature *

By inputting your name and the date below you agree to the above information and petition and this confirmation of a digital signature.

Date *

MM/DD/YY

Timestamp	Do you support the renewal of the charter for Cottonwood Classical Preparatory for the next 5 years?	Number of children attending Cottonwood Classical Preparatory School	Parent Signature	Date
9/25/2012 15:57:51	YES	3	Jennifer J Crepeau	1/25/2012
9/25/2012 16:31:38	YES	3	Rose Cox	9/25/2012
9/25/2012 16:38:17	YES	3	Beth Spafford	9/25/2012
9/25/2012 16:50:23	YES	3	Denise Johnson	9/25/2012
9/25/2012 19:29:40	YES	3	Brandon Flatt	9/25/2012
9/25/2012 21:16:54	YES	3	Brandon Flatt	9/25/2012
9/25/2012 22:39:27	YES	3	Rose Cox	9/25/2012
9/25/2012 23:12:02	YES	3	Maude S. May	9/25/2012
9/26/2012 20:23:57	YES	3	marcie Amendolagine	9/24/2012
9/25/2012 15:14:01	YES	2	Sandip Patel	9/25/2013
9/25/2012 15:15:09	YES	2	Richard Flowers	9/25/2012
9/25/2012 15:15:30	YES	2	Michael Herrick	9/25/2012
9/25/2012 15:17:28	YES	2	M. Anne Kelly	9/25/2012
9/25/2012 15:19:20	YES	2	Frank Peña	9/25/2012
9/25/2012 15:26:53	YES	2	Mark Grothe SR	9/25/2012
9/25/2012 15:34:04	YES	2	lisa s. friedman	9/25/2012
9/25/2012 15:34:05	YES	2	Trish Marquez	9/25/2012
9/25/2012 15:40:51	YES	2	Lang Ha Pham	9/25/2012
9/25/2012 15:41:25	YES	2	David Urias	9/25/2012
9/25/2012 15:42:35	YES	2	Andrea Talmadge	9/25/2012
9/25/2012 15:42:35	YES	2	Louis G. Papponi	9/25/2012
9/25/2012 15:43:02	NO	2	Janet Fallick	9/25/2012
9/25/2012 15:43:55	YES	2	Lisa M. Wade	9/25/2012
9/25/2012 15:50:30	YES	2	Jason W Harlan	9/25/2012
9/25/2012 16:01:21	YES	2	Leah Acton	9/25/2012
9/25/2012 16:04:44	YES	2	Dean Gianopoulos	9/25/2012
9/25/2012 16:06:00	YES	2	Marvin Gurule	9/25/2012
9/25/2012 16:09:21	YES	2	Davine Sanchez	9/25/2012
9/25/2012 16:10:40	YES	2	Carol Kaufman	9/25/2012
9/25/2012 16:12:07	YES	2	Ian Ford	9/25/2012
9/25/2012 16:18:31	YES	2	Renee Mtz. Candelaria	9/25/2012
9/25/2012 16:25:49	YES	2	Kimberly Arroyo	9/25/2012
9/25/2012 16:31:03	YES	2	Dusti Smart	9/25/2012
9/25/2012 16:39:30	YES	2	Cristina Del Toro	9/25/2012
9/25/2012 16:52:05	YES	2	Mark Lobitz	9/25/2012
9/25/2012 16:55:07	YES	2	Chris Batta	9/25/2012
9/25/2012 16:56:21	YES	2	Marta Bauman	9/25/2012
9/25/2012 16:57:35	YES	2	Andrea Bass	9/25/2012
9/25/2012 17:12:01	YES	2	Dolores Sala	9/25/2012
9/25/2012 17:20:25	YES	2	Karen Martinez	9/25/2012
9/25/2012 17:21:29	YES	2	Lisa Swanberg	9/25/2012
9/25/2012 17:26:19	YES	2	Quinn C Fekete	9/25/2012
9/25/2012 17:31:32	YES	2	kelli sheldon	9/24/2012
9/25/2012 17:39:21	YES	2	Yolanda Urias	9/25/2012
9/25/2012 17:54:55	YES	2	Bernadette J Cruz	9/25/2012
9/25/2012 17:55:43	YES	2	colleen koenig	9/25/2012
9/25/2012 17:56:43	YES	2	Queneesha M. Meyers	9/25/2012
9/25/2012 18:10:15	YES	2	Carol M Pierce	9/25/2012
9/25/2012 18:16:36	YES	2	Jeanette Harris	9/25/2012
9/25/2012 18:27:42	YES	2	Peg Freisinger	9/25/2012
9/25/2012 18:28:53	YES	2	Michael Ross	9/25/2012
9/25/2012 18:37:38	YES	2	Barbara Franklin	9/25/2012
9/25/2012 18:54:10	YES	2	Richard Blanke	9/25/2012
9/25/2012 19:32:41	YES	2	Tami Garcia	9/25/2012
9/25/2012 19:37:11	YES	2	Kimberly Montoya	9/25/2012
9/25/2012 19:49:42	YES	2	Angleina Garbett	9/25/2012
9/25/2012 20:17:53	YES	2	Cary Thomas	9/25/2012
9/25/2012 20:29:02	YES	2	sonia lira	9/25/2012
9/25/2012 20:41:21	YES	2	Jennifer Landman	9/25/2012
9/25/2012 20:44:51	YES	2	DSBaillet	9/25/2012
9/25/2012 21:13:02	YES	2	Nisha Patel	9/25/2012
9/25/2012 21:15:01	YES	2	Linda A. Graff	9/25/2012
9/25/2012 21:19:11	YES	2	Eleasia Ross	9/24/2012
9/25/2012 21:23:46	YES	2	Laurel R. Kehoe	9/25/2012
9/25/2012 21:51:33	YES	2	James Bandy	9/25/2012
9/25/2012 23:21:57	YES	2	Mama Herrick	9/25/2012
9/26/2012 5:26:25	YES	2	Dawn R. Hart	9/26/2012
9/26/2012 7:29:57	YES	2	Sonya Whitmire	9/26/2012
9/26/2012 7:54:13	YES	2	Heather B Griesel	9/26/2012
9/26/2012 8:28:34	YES	2	iris chavez	9/26/2012
9/26/2012 8:29:14	YES	2	Christopher G. Kenny	9/26/2012

Timestamp	Do you support the renewal of the charter for Cottonwood Classical Preparatory for the next 5 years?	Number of children attending Cottonwood Classical Preparatory School	Parent Signature	Date
9/26/2012 8:33:41	YES	2	Heidi Walker	9/26/2012
9/26/2012 8:57:38	YES	2	Pamela England	9/26/2012
9/26/2012 9:06:45	YES	2	Mariel Campbell	9/26/2012
9/26/2012 9:24:21	YES	2	Danielle Harrell	9/26/2012
9/26/2012 9:25:32	YES	2	Jacob Brundige	9/26/2012
9/26/2012 9:27:3	YES	2	Dina Araujo	9/26/2012
9/26/2012 9:43:03	YES	2	Joan Salisbury	9/26/2012
9/26/2012 10:30:40	YES	2	Felice Wheeler	9/26/2012
9/26/2012 10:44:54	YES	2	Vanessa Torrez	9/26/2012
9/26/2012 10:45:13	YES	2	Lance Palmer	9/26/2012
9/26/2012 12:00:24	YES	2	Lourdes Del Frate	9/26/2012
9/26/2012 13:27:01	YES	2	Tiffany Ritchie	9/26/2012
9/26/2012 16:07:50	YES	2	Gina Nieto	9/26/2012
9/26/2012 16:20:41	YES	2	kaisi ingersoll	9/26/2012
9/26/2012 17:32:44	YES	2	Laurel Kehoe	9/26/2012
9/26/2012 17:52:57	YES	2	Malinda Bonaccorsi	9/26/2012
9/26/2012 18:58:26	YES	2	Mark Snapp	9/26/2012
9/26/2012 20:00:19	YES	2	Jody Garcia	9/26/2012
9/27/2012 8:19:02	YES	2	Sherrl Magana	9/27/2012
9/27/2012 13:31:04	YES	2	Jeffrey Buell	9/27/2012
9/27/2012 16:22:59	YES	2	Melanie Nixon	9/27/2012
9/27/2012 20:20:29	YES	2	Kristina Gonzales	9/26/2012
9/27/2012 21:03:49	YES	2	Donna Sullivan-Newkirk	9/27/2012
9/28/2012 4:42:17	YES	2	Jennifer Landman	9/28/2012
9/28/2012 10:25:18	YES	2	Monica Waquie	9/28/2012
9/29/2012 13:19:20	YES	2	Maria O'Brien	9/29/2012
9/29/2012 21:33:39	YES	2	Mona Purvis	9/29/2012
9/25/2012 15:12:49	YES	1	Vernae White	9/25/2012
9/25/2012 15:12:54	YES	1	Holly Womack	9/25/2012
9/25/2012 15:13:20	YES	1	Allison Ward-Osborne	9/25/2012
9/25/2012 15:13:37	YES	1	Michelle Bloodworth	9/25/2012
9/25/2012 15:13:39	YES	1	Wesley K. Young	9/25/2012
9/25/2012 15:14:03	YES	1	Peter Rehn	9/25/2012
9/25/2012 15:14:31	YES	1	Wendy Wofford	9/25/2012
9/25/2012 15:15:08	YES	1	Monique garcia	9/25/2012
9/25/2012 15:16:18	YES	1	Susan George	9/25/2012
9/25/2012 15:17:34	YES	1	Lauri Lineweaver	9/24/2012
9/25/2012 15:18:08	YES	1	Stephanie Boutz	9/25/2012
9/25/2012 15:18:38	YES	1	Bianca D. Santistevan	9/25/2012
9/25/2012 15:19:28	YES	1	Kara Vanetsky	9/25/2012
9/25/2012 15:20:14	YES	1	Donna Winter	9/25/2012
9/25/2012 15:23:35	YES	1	Glenn Nicol	9/25/2012
9/25/2012 15:24:48	YES	1	John Martinez	9/25/2012
9/25/2012 15:34:47	YES	1	Angela D. Alfaro	9/25/2012
9/25/2012 15:36:38	YES	1	Teresa Tafoya	9/25/2012
9/25/2012 15:39:41	YES	1	Nancy Tipton Ervin	9/25/2012
9/25/2012 15:41:06	YES	1	Douglas Gibson	9/25/2012
9/25/2012 15:41:45	YES	1	Glenn Meizlesh	9/24/2012
9/25/2012 15:42:02	YES	1	Erin Hagenow	9/25/2012
9/25/2012 15:42:34	YES	1	Timothy Shultz	9/25/2012
9/25/2012 15:43:40	YES	1	Misty Palmer	9/25/2012
9/25/2012 15:43:47	YES	1	Brenda M. Salz	9/25/2012
9/25/2012 15:43:58	YES	1	Doreen Avila	9/25/2012
9/25/2012 15:44:23	YES	1	Steven D. Maes	9/25/2012
9/25/2012 15:44:43	YES	1	Sean White	9/25/2012
9/25/2012 15:45:17	YES	1	Brandon Lootens	9/22/2012
9/25/2012 15:45:22	YES	1	Joran Viars	9/25/2012
9/25/2012 15:45:51	YES	1	Cael Chappell	9/25/2012
9/25/2012 15:46:12	YES	1	Jennifer Olson	9/25/2012
9/25/2012 15:46:27	YES	1	Missy Ashcraft	9/25/2012
9/25/2012 15:46:29	YES	1	Felicia Pugh	9/25/2012
9/25/2012 15:46:47	YES	1	Patrick Pugh	9/25/2012
9/25/2012 15:46:48	YES	1	Michael Chesley	9/25/2012
9/25/2012 15:47:47	YES	1	Lee Ann Pautz	9/25/2012
9/25/2012 15:49:08	YES	1	Melissia Poter	9/25/2012
9/25/2012 15:49:58	YES	1	Christine Harvey	9/25/2012
9/25/2012 15:50:23	YES	1	donovan leurance	9/25/2012
9/25/2012 15:55:04	YES	1	Alicia Meraz	9/24/2012
9/25/2012 15:55:19	YES	1	Lauren Morgan-Smith	9/25/2012
9/25/2012 15:55:31	YES	1	marnie havenor	9/25/2012
9/25/2012 15:57:29	YES	1	Jeremy Fishbein	9/24/2012

Timestamp	Do you support the renewal of the charter for Cottonwood Classical Preparatory for the next 5 years?	Number of children attending Cottonwood Classical Preparatory School	Parent Signature	Date
9/25/2012 15:57:45	YES	1	Roberta L. Stone	9/25/2012
9/25/2012 15:58:11	YES	1	Eziquiel Apodaca	9/25/2012
9/25/2012 15:58:18	YES	1	Margaret T. Oliver	9/25/2012
9/25/2012 15:58:37	YES	1	David A. Gonzales	9/25/2012
9/25/2012 15:58:58	YES	1	Jody Vialpando	9/25/2012
9/25/2012 16:01:15	YES	1	David P. Leachman MD	9/25/2012
9/25/2012 16:03:00	YES	1	eileen alarid	9/25/2012
9/25/2012 16:03:46	YES	1	Bob & Karen D'Arezzo	9/25/2012
9/25/2012 16:03:56	YES	1	John M. Guy	9/25/2012
9/25/2012 16:04:19	YES	1	Christine Dillow	9/25/2012
9/25/2012 16:04:34	YES	1	Gail Oliver	9/25/2012
9/25/2012 16:07:02	YES	1	Patrick J. Redmond	9/25/2012
9/25/2012 16:07:10	YES	1	Gail Evans	9/25/2012
9/25/2012 16:09:06	YES	1	Albert Lozoya	9/25/2012
9/25/2012 16:10:03	YES	1	Maren C. C. McLaren	9/25/2012
9/25/2012 16:10:08	YES	1	Elaine Starace	9/25/2012
9/25/2012 16:10:15	YES	1	Kristine Denman	9/25/2012
9/25/2012 16:12:14	YES	1	Daniel Gaul	9/25/2012
9/25/2012 16:12:25	YES	1	Cara Flynn	9/25/2012
9/25/2012 16:13:58	YES	1	Catherine Alonzo	9/25/2012
9/25/2012 16:16:00	YES	1	megan obrien	9/26/2012
9/25/2012 16:17:41	YES	1	Jill Griggs	9/25/2012
9/25/2012 16:18:44	YES	1	Dominic W. Smith	9/25/2012
9/25/2012 16:18:56	YES	1	Lydia Flores	9/25/2012
9/25/2012 16:20:00	YES	1	Jessica Shaffer-Gant	9/25/2012
9/25/2012 16:24:06	YES	1	Paul Tashjian	9/25/2012
9/25/2012 16:26:21	YES	1	Marnie Sadek	9/25/2012
9/25/2012 16:27:16	YES	1	Cristy J. Carbon-Gaul	9/25/2012
9/25/2012 16:30:56	YES	1	Maude Andrade	9/25/2012
9/25/2012 16:33:12	YES	1	Davisa Whittemore	9/25/2012
9/25/2012 16:33:49	YES	1	Meg Stearns	9/25/2012
9/25/2012 16:34:36	YES	1	Danyel Mayer	9/25/2012
9/25/2012 16:34:42	YES	1	Kelly Martin	9/25/2012
9/25/2012 16:35:28	YES	1	Maria Leahigh Poore	9/25/2012
9/25/2012 16:35:39	YES	1	Michael J. Madrid	9/25/2012
9/25/2012 16:35:49	YES	1	Jennifer Rojo	9/25/2012
9/25/2012 16:37:11	YES	1	Andrea Trowbridge	9/25/2012
9/25/2012 16:38:00	YES	1	Eric Trowbridge	9/25/2012
9/25/2012 16:39:56	YES	1	Nikeya Gerber	9/25/2012
9/25/2012 16:40:33	YES	1	Alice N. Page	9/25/2012
9/25/2012 16:41:09	YES	1	Josh Rider	9/25/2012
9/25/2012 16:42:21	YES	1	Elizabeth Jackson	9/25/2012
9/25/2012 16:43:15	YES	1	jeannedoucette	9/25/2012
9/25/2012 16:44:00	YES	1	Marilynn Ruybal	9/26/2012
9/25/2012 16:44:55	YES	1	Annette Tixier	9/25/2012
9/25/2012 16:45:44	YES	1	karen ann karina	9/25/2012
9/25/2012 16:47:57	YES	1	Darcee Myers-Lazo	9/25/2012
9/25/2012 16:51:52	YES	1	Patricia O'Connor	9/25/2012
9/25/2012 16:53:38	YES	1	Amy Gallegos	9/25/2012
9/25/2012 16:57:31	YES	1	cord calderwood	9/25/2012
9/25/2012 16:58:26	YES	1	Claudette Archuleta	9/25/2012
9/25/2012 17:00:38	YES	1	Lisa Anselmo	9/25/2012
9/25/2012 17:01:18	YES	1	Loren Risenhoover	9/25/2012
9/25/2012 17:06:16	YES	1	Stacy Selvage	9/25/2012
9/25/2012 17:06:57	YES	1	Kurt A. Larson	9/25/2012
9/25/2012 17:12:51	YES	1	Senait Fuller	9/25/2012
9/25/2012 17:14:34	YES	1	Jane Marx	9/25/2012
9/25/2012 17:15:37	YES	1	Jaime Sparkman	9/25/2012
9/25/2012 17:18:04	YES	1	Paula Solano	9/25/2012
9/25/2012 17:19:21	YES	1	Jenny Trinh	9/25/2012
9/25/2012 17:19:53	YES	1	Meghan Armenta	9/25/2012
9/25/2012 17:21:23	YES	1	Suzanne M. Schadt	9/25/2012
9/25/2012 17:22:07	YES	1	Laura Kaibel	9/25/2012
9/25/2012 17:24:58	YES	1	Laura Wood	9/25/2012
9/25/2012 17:33:58	YES	1	Kara Kochenderfer	9/25/2012
9/25/2012 17:34:46	YES	1	Miriam Bennett	9/25/2012
9/25/2012 17:35:24	YES	1	DAREN CRESPI	9/25/2012
9/25/2012 17:39:11	YES	1	Melissa A. Lozoya	9/25/2012
9/25/2012 17:45:26	YES	1	Raquel Herrera	9/25/2012
9/25/2012 17:45:34	YES	1	Loren Risenhoover	9/25/2012
9/25/2012 17:46:51	YES	1	Patricia Spitz	9/25/2012

Timestamp	Do you support the renewal of the charter for Cottonwood Classical Preparatory for the next 5 years?	Number of children attending Cottonwood Classical Preparatory School	Parent Signature	Date
9/25/2012 17:52:22	YES	1	Tony Salazar	9/25/2012
9/25/2012 17:58:05	YES	1	Christy Baitz-Evans	9/25/2012
9/25/2012 17:59:25	YES	1	Colleen Whittham	9/25/2012
9/25/2012 18:00:08	YES	1	Rose Walsh White	9/25/2012
9/25/2012 18:00:36	YES	1	Annette M. Rodden	9/25/2012
9/25/2012 18:05:03	YES	1	Lynne Hunt	9/25/2012
9/25/2012 18:05:05	YES	1	Lisa Barresi	9/25/2012
9/25/2012 18:08:34	YES	1	Michelle Lucero	9/25/2012
9/25/2012 18:14:20	YES	1	Jamie Merrill	9/25/2012
9/25/2012 18:28:32	YES	1	Kristine C. Kaziliunas	9/25/2012
9/25/2012 18:35:11	YES	1	Jillene Mccarty	9/25/2012
9/25/2012 18:52:39	YES	1	C. RAchael Howell	9/25/2012
9/25/2012 18:53:19	YES	1	Amber Wilson	9/25/2012
9/25/2012 18:56:06	YES	1	andrea Barmash	9/25/2012
9/25/2012 19:00:32	YES	1	Ron Worley	9/25/2012
9/25/2012 19:02:43	YES	1	Erin Keener	11/3/1974
9/25/2012 19:03:25	YES	1	Metta Stahl	9/25/2012
9/25/2012 19:08:42	YES	1	Elizabeth Hyde	9/25/2012
9/25/2012 19:13:32	YES	1	Jaurie christoffersen	9/25/2012
9/25/2012 19:20:08	YES	1	Rebekah Padilla	9/25/2012
9/25/2012 19:21:10	YES	1	Shiney Shaji	9/25/2012
9/25/2012 19:22:06	YES	1	Susan L R Thompson	9/25/2012
9/25/2012 19:40:06	YES	1	Yvette Chavez	9/25/2012
9/25/2012 19:46:43	YES	1	Lisa Shull Onor	9/24/2012
9/25/2012 19:47:30	YES	1	David L. Bartlett	6/26/1958
9/25/2012 19:57:01	YES	1	Loyce Ruybal	9/25/2012
9/25/2012 19:57:05	YES	1	Laurie J. Johnson	9/25/2012
9/25/2012 19:58:32	YES	1	Julia Green	9/25/2012
9/25/2012 20:03:00	YES	1	Raquel Pallares	9/25/2012
9/25/2012 20:03:30	YES	1	Connie Chavez	9/25/2012
9/25/2012 20:04:10	YES	1	Ann Swanberg-Mee	9/25/2012
9/25/2012 20:06:23	YES	1	Kristine Tenorio	9/25/2012
9/25/2012 20:07:45	YES	1	Carol Estes Nowlin	9/25/2012
9/25/2012 20:10:59	YES	1	Kelly L. Martin	9/25/2012
9/25/2012 20:11:39	YES	1	Mariette Labonville	9/25/2012
9/25/2012 20:19:54	YES	1	Monica Hansen	9/25/2012
9/25/2012 20:22:45	YES	1	Debra Asher	9/25/2012
9/25/2012 20:23:38	YES	1	Tamela M Patterso	9/26/2012
9/25/2012 20:37:56	YES	1	Eleanor Radius	9/25/2012
9/25/2012 20:38:23	YES	1	David Radius	9/25/2012
9/25/2012 20:41:29	YES	1	Patricia Murphy	9/25/2012
9/25/2012 20:42:32	YES	1	Karen Kelso	9/25/2012
9/25/2012 20:42:53	YES	1	Lawrence Herrera	9/25/2012
9/25/2012 20:43:07	YES	1	Russ Kelso	9/25/2012
9/25/2012 20:46:39	YES	1	Connie Compton	9/25/2012
9/25/2012 20:51:28	YES	1	Karen Mazur	9/25/2012
9/25/2012 20:56:39	YES	1	Debbie Alarcon	3/26/1972
9/25/2012 21:02:30	YES	1	Terry Hummel	9/25/2012
9/25/2012 21:13:40	YES	1	Laurie Gonzales	9/25/2012
9/25/2012 21:30:55	YES	1	Banti Otero	9/25/2012
9/25/2012 21:56:01	YES	1	Sabrina Peake	9/25/2012
9/25/2012 21:59:13	YES	1	Carol Brusca	9/25/2012
9/25/2012 22:19:19	YES	1	Marybeth Barkocy	9/25/2012
9/25/2012 22:20:05	YES	1	Jamie Benefield	9/25/2012
9/25/2012 22:25:59	YES	1	Susan Jessup	9/25/2012
9/25/2012 23:11:20	YES	1	Rebecca E Ferguson	9/25/2012
9/25/2012 23:24:44	YES	1	Debbie Salazar	9/25/2012
9/26/2012 4:42:47	YES	1	Theresa Salmon	9/26/2012
9/26/2012 5:26:12	YES	1	Karen Tatum	9/26/2012
9/26/2012 6:11:42	YES	1	Kim.cox	9/26/2012
9/26/2012 6:44:37	YES	1	Loylynn Quintana	9/25/2012
9/26/2012 7:35:05	YES	1	Leighton Redhouse	7/26/2012
9/26/2012 7:44:25	YES	1	Jean C. DeAngelis	9/26/2012
9/26/2012 7:44:57	YES	1	Robert Spitz	9/26/2012
9/26/2012 7:56:44	YES	1	Lorry Lucero	9/26/2012
9/26/2012 8:22:16	YES	1	Curtis Johnson	9/26/2012
9/26/2012 8:26:42	YES	1	Joanna Garcia	9/21/1977
9/26/2012 8:27:52	YES	1	Elizabeth G. Lopez	9/25/2012
9/26/2012 8:33:10	YES	1	Debra Benze	9/26/2012
9/26/2012 8:34:29	YES	1	Claudia Tesche	09/26/2012
9/26/2012 8:39:53	YES	1	Tamra Romo	9/26/2012

Timestamp	Do you support the renewal of the charter for Cottonwood Classical Preparatory for the next 5 years?	Number of children attending Cottonwood Classical Preparatory School	Parent Signature	Date
9/26/2012 8:53:18	YES	1	Denise Warner	8/26/2012
9/26/2012 8:58:19	YES	1	Emily Cervantes	5/25/1970
9/26/2012 8:58:33	YES	1	Judy Hendricks	9/26/2012
9/26/2012 9:02:59	YES	1	Carla G-Santistevan	9/26/2012
9/26/2012 9:12:27	YES	1	Roxanne Gonzales	9/26/2012
9/26/2012 9:55:28	YES	1	Lawanna Johnson	9/26/2012
9/26/2012 10:02:14	YES	1	Chris brown	09/26/11
9/26/2012 10:36:13	YES	1	Dorothy Montano	9/26/2012
9/26/2012 10:37:03	YES	1	David C. Hooks	9/26/2012
9/26/2012 10:45:33	YES	1	Roman Sanchez Jr.	9/26/2012
9/26/2012 10:49:48	YES	1	Dayne C. Myers	9/26/2012
9/26/2012 10:55:49	YES	1	Celina Esquibel Cordoni	9/26/2012
9/26/2012 11:00:41	YES	1	Tennille Garcia	9/26/2012
9/26/2012 11:36:08	YES	1	Misty Littlejohn	9/26/2012
9/26/2012 11:49:39	YES	1	Joey Pearson	9/26/2012
9/26/2012 12:28:34	YES	1	debra garrett	9/26/2012
9/26/2012 12:33:28	YES	1	Karen Morant	1/26/1973
9/26/2012 12:33:51	YES	1	Karen Morant	9/25/2011
9/26/2012 12:34:38	YES	1	Karen Morant	9/25/2012
9/26/2012 13:05:24	YES	1	Jennifer Herrera	9/26/2012
9/26/2012 13:38:08	YES	1	Melanie Mullens	9/27/2012
9/26/2012 14:45:05	YES	1	Valerie Gonzales	9/26/2012
9/26/2012 14:48:30	YES	1	Velinda Pearson	9/26/2012
9/26/2012 15:19:35	YES	1	Michelle K Morrison	9/26/2012
9/26/2012 15:50:02	YES	1	Lundy Tvedt	9/26/2012
9/26/2012 16:10:16	YES	1	F M Calvert	9/26/2012
9/26/2012 16:21:11	YES	1	Raeline Latimore	9/26/2012
9/26/2012 16:24:06	YES	1	ruby sedillo	9/25/2012
9/26/2012 17:16:30	YES	1	Lainee Goldman	9/26/2012
9/26/2012 17:43:51	YES	1	Sherri North	9/26/2012
9/26/2012 18:47:51	YES	1	Lezlie Garcia	9/26/2012
9/26/2012 19:30:09	YES	1	Bernadette Larason	9/26/2012
9/26/2012 21:09:26	YES	1	Diane L. Garcia	9/26/2012
9/26/2012 21:48:13	YES	1	Paula Azua-Storleth-	9/26/2012
9/26/2012 23:21:28	YES	1	Heather Crespín	9/26/2012
9/27/2012 7:21:49	YES	1	Brian Tucker	8/2/1963
9/27/2012 7:26:45	YES	1	Charles Trujillo	9/27/2012
9/27/2012 8:29:31	YES	1	Darlene Alvarado	9/27/2012
9/27/2012 8:45:07	YES	1	Mark Bryan	9/27/2012
9/27/2012 9:05:08	YES	1	Joreen Self	9/27/2012
9/27/2012 10:50:33	YES	1	Vaisu Desai Bronk	9/27/2012
9/27/2012 16:37:59	YES	1	Michael Huffman	9/27/2012
9/27/2012 16:38:04	YES	1	Justin Burgess	9/27/2012
9/27/2012 16:55:07	YES	1	bill lloyd	3/29/1973
9/27/2012 17:18:49	YES	1	Lea Ann Martinez	9/27/2012
9/27/2012 18:34:37	YES	1	Jeff Duff	9/27/2012
9/27/2012 18:35:02	YES	1	Gabriela Vela	9/27/2013
9/27/2012 19:44:18	YES	1	felicia mancini	9/27/2012
9/27/2012 20:49:57	YES	1	Glenn Zachry	9/27/2012
9/27/2012 20:56:34	YES	1	Susan Camenisch Lueras	9/27/2012
9/27/2012 21:03:07	YES	1	Marco A Farias	9/27/2012
9/28/2012 8:15:57	YES	1	paul weber	9/28/2012
9/28/2012 8:22:29	YES	1	Wendy Fronterhouse	9/28/2012
9/28/2012 9:00:10	YES	1	Joanna Ortiz	9/28/2012
9/28/2012 21:16:52	YES	1	Brian Jeantete	9/28/2012
9/28/2012 21:27:01	YES	1	Tanya Griego	9/28/2012
9/29/2012 13:20:10	YES	1	lisa wauneka	9/29/2012
9/30/2012 17:02:46	YES	1	wendy skeets	9/30/2012
9/30/2012 23:01:38	YES	1	Wade Mans	9/30/2012

Certificate of Occupancy



County of Bernalillo

Zoning, Building and Planning Department

This Certificate is issued in accordance with the requirements of the Bernalillo County Code and certifies that at the time of issuance this structure was in compliance with County ordinances regulating building construction or use.

Owner of Building: VILLAGE OF LOS RANCHOS DE ALBU

Building Permit No: BCBP 80060

Occupancy Group: E/03

Type of Construction: V B/03

Land Use Zone: A-1

Use of Building: NEW COMMERCIAL BUILDING/COTTONWOOD CHARTER SCHOOL Building Address: 1776 MONTANO RD NW ALBUQUERQUE, NM

Legal Description: TR 8-A-1-A-1-A MECD MAP #31 LOS POBLANOS RANCH CONT 4.97 AC M/L

Approved By:

Walt Serrano

Authorized Building Official

Date: August 21, 2008

Certificate of Occupancy

City of Albuquerque
Planning Department
Building Safety Division

This Certificate, issued pursuant to the requirements of Section 308 of the Albuquerque Uniform Administrative Code, certifies that at the time of issuance this structure was in compliance with the above code and other technical codes and city ordinances regulating building construction or use.

Building Address 1730 Montano RD NW

Portion of Building Suite D E J

Use Classification Commercial Project

Bldg. Permit No. 200991168

Occupancy Group E

Type of Construction II B Fully Spkled

Land Use Zone

Owner of Building Robert Sanchez

Address 1730 Montano RD NW

By: [Signature]

Date: August 13, 2009

Chief Building Official

POST IN A CONSPICUOUS PLACE

**State of New Mexico
Public School Facilities Authority**



Robert A. Gorrell, Director
Tim Berry, Deputy Director

Santa Fe Office
2019 Galisteo, Suite B-1
Santa Fe, NM 87505
(505) 988-5989
(505) 988-5933 (Fax)

Albuquerque Field Office
1312 Basehart Drive, SE
Suite 200
Albuquerque, NM 87106
(505) 843-6272
(505) 843-9681 (Fax)

Website: www.nmpsfa.org

MEMORANDUM

To: Mr. Sam Obenshain, Cottonwood Classical Preparatory School
Through: Martica Casias, PSFA Planning & Design Manager
From: Richard A. Romero, Facilities Specialist
Date: October 20, 2011
RE: Facility Assessment: 1776 Montañó Boulevard NW, Albuquerque, NM



At your request, I visited the referenced address on September 20, 2011. The purpose of my visit was to conduct an adequacy analysis and change of occupancy assessment of a proposed facility expansion of the current facilities of the Cottonwood Classical Preparatory School (CCP), a state-chartered school.

The following assessment is based on a visual inspection of the premises and no testing of any kind was conducted and no invasive or destructive inspection methods were employed.

BACKGROUND

The CCP is a state-chartered school that was authorized in 2007 and began operating for the 2008-09 school year. CCP serves students in grades 6 through 12. The current enrollment cap is 500 students and the school has reported enrollment at about 450 students as of the date of this assessment. CCP is currently housed in portions of the Unser Discovery Campus, sharing space with that organization as well as the Challenger Learning Center of New Mexico. The proposed facility expansion is within this existing facility.

FACILITY DESCRIPTION

The proposed facility was constructed in approximately 2004 and currently houses the NASA Challenger Center and other features of the Unser Discovery Campus. Although not currently classified as an 'E' Occupancy, the proposed facility is also housing some CCP classes.

This two-story building appears to consist of a spread footing foundation and stem wall system with concrete slab-on-grade floors on the first floor and concrete floor slabs on the second story. The foundation and floor slab appears to be in good condition and do not exhibit evidence of differential settlement or other problems. Exterior bearing walls are of steel frame construction. The facility exterior is finished with stucco that is in good condition.

The roof covering appears to be TPO and is in good condition.

The building's heating, cooling and ventilation system appears to be functioning normally and is in good condition.

The exterior doors are predominantly metal in hollow metal frames and are in good condition.

The exterior windows in this facility are double pane windows in metal frames. The exterior windows appear are in good condition.

The interior floors are finished with carpet, vinyl composite tile and exposed concrete. The floor finishes are all in good condition.

The interior walls are assumed to be of metal frame construction and are finished with drywall and paint. The wall finishes are in good condition.

The ceiling consists of a suspended grid and acoustical tiles, as well as areas of exposed, painted metal decking. Ceiling finishes are in good condition.

ADEQUACY ANALYSIS

The Public School Capital Outlay Council has waived many of the requirements of the Statewide Adequacy Standards for charter schools in recognition of the fact that charter schools, by their very nature, deliver education in a non-traditional manner. As such, this analysis is based only on those areas of the Standards that have not been waived.

GENERAL REQUIREMENTS

Based on visual inspection, only, the building appears to be structurally sound.

The exterior envelope appears to be weather-tight.

Interior surfaces are in good condition throughout the facility.

It is unknown if the interior finishes of the building contain harmful elements such as lead or asbestos. Given that this is very recent construction, it is highly unlikely that such elements are present in this construction.

The electrical, heating, ventilation, air conditioning and plumbing systems appear to be functioning normally, as did the fire detection system. The fire suppression system was not tested, but was reported to be operational, as well.

A two-way communication system is not presently installed in the facility, but will be required.

SITE

There is the ability to provide a student drop-off pedestrian pathway on site.

Site drainage appears to be adequate to protect the structural integrity of the building.

No evidence of past flooding, ponding or erosion on the site was observed.

ACADEMIC CLASSROOMS

The following student indicates the minimum net square footage per student required for an adequate general classroom.

GRADE LEVEL	REQUIRED NET SQUARE FT./STUDENT
Kindergarten	50
1 st Grade – 5 th Grade	32
6 th Grade – 8 th Grade	28
9 th Grade – 12 th Grade	25

This next table provides the required general classroom square footage per grade required for your school, based on 64 students per grade level for a capacity of 450 students, and 71 students for a design capacity of 500.

GRADE	NET SF Required – Design Capacity 450	NET SF Required – Design Capacity 500	NET SF Provided	Adequate?
Kindergarten				
1 st				
2 nd				
3 rd				
4 th				
5 th				
6 th	1,792	1,988	The proposed facility expansion will include 25 new classrooms. Coupled with the 5,401 square feet of current general classroom space, the facility should have adequate general classroom space.	A final determination about the educational adequacy of this facility will be made when plans for the renovation of the proposed space are finalized
7 th	1,792	1,988		
8 th	1,792	1,988		
9 th	1,600	1,846		
10 th	1,600	1,846		
11 th	1,600	1,846		
12 th	1,600	1,846		
TOTAL	11,776	13,348		

Lighting must be provided at 50 foot-candles of well-distributed lighting. This is to be measured at a work surface at the center point of the classroom between clean light fixtures. The facility lighting was not tested, but appeared adequate.

Classroom temperatures must fall between 68 and 75 degrees Fahrenheit at full occupancy. The temperature shall be measured at the approximate center of the classroom. At the time of my visit, the temperature was adequate.

Classroom acoustics shall not exceed a one-hour A-weighted level of 55 decibels measured at a work surface at the approximate center of the classroom. Based on observation, only, the classroom acoustics appeared adequate.

The HVAC system must provide continual air movement and shall maintain a CO₂ level of not more than 1,200 parts per million. This was not tested, but my observation was that air quality was adequate.

CHANGE OF OCCUPANCY ANALYSIS

Because this facility currently is part of a museum, we can reasonably assume that it is classified as an 'A-3' assembly occupancy in accordance with the current building codes. As such, a change of occupancy to an 'E' educational occupancy will be required. While every effort has been made to provide you with a detailed analysis of the requirements to affect this change, you are strongly advised to contact the City of Albuquerque Building Safety Division (BSD) as soon as possible. This is the authority having jurisdiction over the change of occupancy and they may have additional requirements of which I am not aware.

The following information is based on the 2009 International Existing Building Code (IEBC), the 2009 International Building Code (IBC) and the New Mexico amendments to these codes.

General Requirement

Please provide a copy of the required certificate of occupancy to PSFA once the change of occupancy has been approved and the new certificate issued by the City of Albuquerque Building Safety Division.

Electrical

The change of occupancy will require that any unsafe conditions, as determined by the BSD, be remedied. However this requirement does not entail complete upgrade of the system.

The electrical service may be required to be upgraded to comply with current electrical code requirements for the new occupancy, as determined by the BSD. This scenario is unlikely in this case, but is dependent on the BSD's analysis and requirements.

The number of electrical outlets may be required to be increased, if required for the new occupancy. This scenario is unlikely in this case, but is dependent on the BSD's analysis and requirements.

Mechanical

If the new occupancy is subject to increased mechanical ventilation requirements in accordance with the currently adopted mechanical codes for the new occupancy, these increased requirements must be met, as determined by the BSD. The same is true of kitchen exhaust requirements.

Plumbing

It is not possible to perform an accurate plumbing fixture analysis until all spaces are assigned specific uses and until scaled drawings of the proposed renovations are provided.

A detailed analysis can be performed once the uses of the individual spaces in this facility are determined.

Change of Occupancy Classification

This is a change of occupancy classification for an entire building.

This building is fully sprinkled. No additional fire protection requirements are applicable.

Any new interior finishes that are installed in the facility must comply with Table 803.5 of the International Building Code (IBC).

Since this facility is undergoing a change from an A-3 to an E occupancy, section 912.4 of the IBC requires that the means of egress system be provided with artificial lighting from the highest level where there is a work area. In this case, renovations are proposed for the entire facility and, therefore, this requirement applies throughout. The facility currently complies with this requirement and any renovations must maintain that compliance. The same requirements apply to exit signage. Again, the facility currently complies with this requirement. Any future renovations must maintain the same level of compliance. A minimum of two exits are proposed from the proposed work areas on each floor of this facility and, therefore, comply with that requirement of the IBC. All doors are required to swing in the direction of egress travel based on IBC section 705.4.2.1. Because the proposed work area will exceed 50% of each floor level, all doors opening onto an exit passageway at grade level, or at an exit stairway shall be self closing or automatically closing.

The facility complies with allowable heights and areas for an E occupancy for all types of construction when you factor in the allowable area increase afforded by the sprinkler system. The facility also is eligible for an area increase due to frontage in accordance with the IBC. The most appropriate classification of this building would be a Type II-B construction. This

would eliminate the need to enclose the main stairway in the facility with fire rated construction since floors in this type of construction are not required to be rated.

No change to the fire rating and opening protective requirements of the IBC is necessary for this facility because there is no increase in the Exposure of Exterior Walls Hazard Category in Table 912.6 of the IBC.

The stairways are not required to be enclosed with fire-rated construction in a building of type II-B construction.

Any other vertical shafts are required to be enclosed with fire-rated construction in accordance with Section 912.7.3 of the IEBC.

The facility is handicapped accessible, with the exception of signage, which must comply with Section 1110 of the IBC.

CONCERNS

A change of Occupancy from the current A-3 occupancy to an E occupancy will be required prior to CCP occupying this facility.

WEIGHTED NEW MEXICO CONDITION INDEX (wNMCI)

Once the plans for renovation of this facility are finalized, PSFA will be able to provide you with a wNMCI score for this building.

CONCLUSION

In general, the condition of the facility is very good and, based on the preliminary plans for renovation of the facility, appears adequate to meet the needs of CCP. If attention is paid to the areas of concern noted above, the facility should serve CCP well for the foreseeable future.

Please be sure to provide a copy of the Certificate of Occupancy to PSFA so that we can confirm the facility's classification as an 'E' occupancy to the Public Education Department's Charter School Division.

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

**An approved charter application is a contract between the charter school and the chartering authority. (22-8B-9 [A] NMSA 1978)*

**Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (22-8B-9 [E] NMSA 1978)*

Please complete and submit this form to: **Kelly Callahan, General Manager – Options for Parents/Charter School Division** (kelly.callahan2@state.nm.us)

Or, mail to:

Public Education Department
Charter Schools Division, Room 301
300 Don Gaspar
Santa Fe, NM 87501-2786

Name of State-Chartered School: Cottonwood Classical Preparatory School

Date submitted: 10-1-12 Contact Name: Sam Obenshan E-mail: sam.obenshan@cottonwoodclassical.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
<u>For Renewal Charter:</u> This request expands our enrollment cap from a previous amendment approved by the PEC in 2011-12	The Cottonwood Classical Preparatory School enrollment will not exceed 600 students	The Cottonwood Classical Preparatory School enrollment will not exceed 800 students.	CCPS has seen an increased number of requests for incoming students over the course of its four years. When the initial enrollment cap amendment was requested, the school was looking at locating in the current facility, however, because of the circumstances with that facility, CCPS had to look for another site. The site that CCPS is currently exploring has the capacity to expand. Additionally, the attrition rate for students at CCPS has declined as more students are taking advantage of the International Baccalaureate Program.	Through the renewal process, the GC has approved the submission of the Renewal Application including changes to the enrollment cap, however, the GC is waiting to hear from the PEC with regard to the negotiation of material terms in the renewal charter.

Cottonwood Classical Preparatory School
5 year Budget plan FY2014-FY2018

	Fiscal Year	2013-14	2014-15	2015-16	2016-17	2017-18
REVENUE						
Local Revenue	Net 6-8 Student Count	360	360	360	360	360
State Lease Reimbursement	Net 9-12 Student Count	246	260	275	275	275
State Equalization Guarantee	Total Net Student Count	606	620	635	635	635
IDEA-B [Federal S/E] (estimate)						
Transportation (estimate)						
Title 2 - professional development (estimate)						
Instructional Material (estimate)						
IRS Revenue		0	0	0	0	0
Other misc		43,362	48,000	54,500	51,900	51,900
Federal / State Grant Revenue - Subtotal		315,000	339,176	384,084	389,039	389,039
Cash Carryover		0	44,655	34,543	52,740	167,504
Total Revenues		4,214,474	4,339,362	4,567,559	4,687,323	4,877,096
EXPENDITURES						
Instruction		2,200,850	2,260,850	2,380,850	2,380,850	2,380,850
<u>Support Services</u>						
Student Support		79,000	119,000	159,000	159,000	159,000
Instructional Staff Support		20,000	25,000	30,000	30,000	30,000
General Administration		30,000	35,000	35,000	35,000	35,000
School Administration		280,000	280,000	280,000	280,000	280,000
Central Services: Bus Off/IT/Print Shop		150,000	150,000	150,000	150,000	150,000
Maintenance and Operation (School)		175,000	175,000	175,000	175,000	175,000
Lease Payment No Expansion		754,909	754,909	754,909	754,909	754,909
Facility Maintenance (47,160 sq. ft.) @3.5/sq. ft.		165,060	165,060	165,060	165,060	165,060
Pupil Transportation (HS only)		183,233	195,000	225,000	225,000	225,000
Federal/State Grant Expenditures		131,767	145,000	160,000	165,000	165,000
Total Expenditures		4,169,819	4,304,819	4,514,819	4,519,819	4,519,819
CASH SURPLUS (DEFICIT) FOR YEAR		\$ 44,655	\$ 34,543	\$ 52,740	\$ 167,504	\$ 357,277



COTTONWOOD CLASSICAL PREPARATORY SCHOOL

8100-M4 Wyoming Blvd. NE #214

Albuquerque, New Mexico 87113

cottonwoodclassical@comcast.net

Fax: 505.889.2748

Please accept this application from Cottonwood Classical Preparatory School to establish a new charter in the greater Albuquerque area to open in the fall of 2008. The following contacts are available for further information or clarification.

Lynn Barr

14106 Arcadia rd NE

Albuquerque, NM 87123

505.294.5808 (home)

505.730.5966 (cell)

barr_l@aps.edu

Lynn Carey

6200 Eubank Blvd. NE #1714

Albuquerque, NM 87111

505.238.1648 (cell)

505.857.9282 ext. 511 (office)

socraticqueen@comcast.net

The following persons assisted in the creation of this charter and may be referred to for specific questions.

Dana Richardson

Lisa Nix

Janet deVesty

Sincerely

Lynn D. Barr

Lynn H. Carey

Cottonwood Classical Preparatory School Founders



Educating the whole child for the whole world

COTTONWOOD COYOTES

BLUE, GOLD, AND BLACK

EXECUTIVE SUMMARY

The mission of Cottonwood Classical Preparatory School (CCPS) is to develop highly skilled learning activists who, through a broad knowledge base, can analyze, synthesize and evaluate new information. Students will receive the same or higher standard of education offered by the most academically distinguished public or private schools in New Mexico. CCPS graduates will be prepared to enter and thrive at the world's finest colleges and universities and will also become driving forces in their local, regional, national and global community. Students will be prepared for a fluid and dynamic 21st century workforce where cultural differences are studied, respected, and valued. CCPS students will demonstrate social responsibility and integrity through active community involvement and service learning opportunities. Students will be well versed in communicating through reading, speaking, writing, and listening with diverse audiences. In essence, Cottonwood Classical Preparatory School students will learn "how to learn," thus enabling them to transfer any skills or knowledge into a post-secondary setting and ultimately the global marketplace.

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MISSION STATEMENT



A. MISSION STATEMENT

A-1 Who will Cottonwood Classical Preparatory School serve?

At Cottonwood Classical Preparatory School (CCPS) we will provide a free educational choice to students of all ability levels and backgrounds, including those with special needs, from grades six through twelve. CCPS intends to open its doors in the fall of 2008 with grades six through nine, anticipating 125 to 150 students. A grade (10 through 12) each year will be added until there is a full complement of middle and high school grade levels by fall 2011, with a cap of 500 as total enrollment. If, in the future, there is a need for a waiting list, new students will be selected by lottery as prescribed by New Mexico state law.

As CCPS will embrace diversity in its student population, it will also seek motivated students from the greater Albuquerque area who are interested in a smaller learning community that offers the rigor of a private school while addressing the student as a whole – academically, socially, emotionally, and physically. Students will have access to personalized learning and caring adults in a physically and emotionally safe environment.

A-2 What will CCPS seek to accomplish?

The school's vision is to offer a challenging curriculum for all learners so they can access any type of post-secondary opportunity whether employment, college, or technical school. By meeting individual needs and addressing different learning styles, CCPS we will produce a diverse and sensitive population of Renaissance learners who have a broad knowledge base about a variety of subjects and will be able to use newly acquired knowledge in creative and innovative ways. Because of imbedded technology in the CCPS curriculum, the students will be prepared to contribute to and interact with a global economy.

CCPS will produce socially and emotionally well-rounded citizens who will seize

opportunities to give back to the community. CCPS will have a positive school culture which will stress personalization and relationships. Each student will have an adult advocate who will help them understand they have a responsibility to be active and engaged participants in their environment. The school's learning community will be positively affected by interaction with parents as well as community groups, city agencies, nonprofit and for-profit organizations, and other like-minded schools.

CCPS students will actively engage in a world-class curriculum through the International Baccalaureate (IB) program as well as interactive seminars and coached projects, and will learn through relevant feedback. They will also be able to access Advanced Placement (AP) classes with the potential for earning college credit while still in high school. Through experiential opportunities, CCPS students will wrestle with real-life problem solving while honing their critical-thinking skills. Students will communicate and interact nationally and internationally to solve issues that affect global communities. Therefore, Cottonwood Classical Preparatory School will strive to educate the whole child for the whole world.

A-3 What methods will CCPS use?

Core curriculum will predominantly be taught using the Paideia method (from the Greek *paídos* meaning 'the upbringing of a child') which incorporates three approaches to learning: the Socratic Seminar, Didactic Teaching, and the Coached Project. This method focuses on building a strong foundation of basic skills, thinking skills, and personal qualities.

The Socratic Seminar, used approximately 15-20% of the time, is a formal discussion based on a text (often an original text) in which the leader asks only open-ended questions. The purpose is two-fold: 1) students are asked to practice traditional communication skills of reading, writing, speaking, listening, and thinking 2) students are engaged in higher-order thinking through summarizing, analyzing, synthesizing, comparing, contrasting, and defending and challenging their own ideas and those of

others.

Didactic Teaching, used only 10-15% of the time, introduces and organizes new information through lecture, reading for content, demonstration, and the utilization of the most current multi-media methods and tools. Through this method, an organized body of facts can be succinctly presented.

The third and most utilized component is the Coached Project which comprises 60-70% of teaching/learning time. Students are asked to produce a quality product involving several academic disciplines. While this approach is primarily advantageous to the individual student's learning, the Coached Project will also benefit and inform other students. This real-world project allows students to manipulate and apply classroom knowledge in a self-reliant way that leads to life-long learning.

To complement the Paideia method, all 11th and 12th grade students will have the opportunity to access the International Baccalaureate (IB), a world-class program recognized internationally for its methodology and curriculum. Through this program, juniors and seniors will continue to learn to express themselves orally in a formal setting, defend their views in a rational manner, and become active in their own learning process as they manipulate a body of knowledge in six specific curricular areas including foreign language and international studies. Students will also have access to College Board's Advanced Placement (AP) Program. The AP program offers 37 college level courses and exams in 22 subject areas. AP courses have become increasingly popular across the nation and are aiding in decreasing the achievement gap between majority and minority populations. The pre-AP program, which prepares middle-school students and high school freshmen and sophomores for future AP coursework, is also a valuable component which CCPS will incorporate into the curriculum. AP exams will be administered during 11th and 12th grades. Both the IB and AP curricula could allow students to earn college credit while still in high school.

Cottonwood Classical Preparatory School will look at creating a partnership with the

Coalition for Essential Schools (CES) founded by TedSizer, a leading educational reformer in the United States. This network of hundreds of diverse schools purports a set of common principles and goals, the overarching one being the practice of small, personalized learning communities where teachers and students know each other well in a climate of trust, decency and high expectations for all. Instructional practices include multiple assessments based on performance of authentic tasks, democratic and equitable school policies and practice, close community partnerships, small schools and classrooms, and personalized instruction to address individual needs and interest. These CES principles will go hand in glove with the mission and vision of Cottonwood Classical Preparatory School.

Through the use of cross-curricular activities including experiential education, outdoor classrooms, inquiry-based problem solving, and community-based learning, CCPS students will take their knowledge base from the classroom and apply it to real-life situations. They will pose questions, investigate and experiment, solve problems, assume responsibility, be creative, and construct meaning out of their experiences. They will also analyze, synthesize, and reflect upon these tangible and personal experiences.

Data-driven decision making and brain-based research will drive CCPS's approach to learning which will offer an enriched environment filled with challenge and feedback opportunities. Differentiated instructional techniques will be incorporated and Gardner's Multiple Intelligences will be applied to meet a variety of learning modalities. McTighe and Wiggins' *Understanding by Design* model will provide guidance in how CCPS leadership chooses, structures, and presents standards, while focusing on essential questions and enduring understandings throughout and across the curricular areas.

The words of Benjamin Franklin, "Tell me and I forget. Teach me and I may remember. Involve me and I will learn," will inspire CCPS to incorporate service to others as a central part of education. Required service learning will be built into every grade level. Through this component, students will consider the relationship between the curriculum in the classroom, their service, and its impact on their personal values and professional

goals. This vital component will become part of each student's life experience as they understand the need to "give back" to the community at large.

All underclassmen will participate in service learning assignments in which they will experience firsthand a variety of career options as they begin to plan their post-secondary future. In addition, they will begin to establish vital ties to the business community and other career links for possible future employment. Mentoring opportunities within the community will be made available to the upperclassmen. Students will spend the second semester of their senior year immersed daily in a mentorship assignment to facilitate real-world understanding of the community and workforce they will serve in the future.

A-4 What criteria will determine whether the CCPS mission is being achieved?

Cottonwood Classical Preparatory School will utilize a variety of assessments and feedback methods to determine whether the stated mission is being achieved. All entering students will be administered a placement exam to help CCPS leadership better plan for academic needs and staffing. This assessment will identify content level ability primarily in reading and math. If deficits are evident, CCPS will then create an intervention plan to bring the student to the level in which he/she can access the general school curriculum.

Students are required by the state of New Mexico to take the Standards Based Assessment (SBA) at the 6th, 7th, 8th, and 9th, and 11th grade levels. Annual Yearly Progress (AYP) will be achieved showing student ability to master these standards. The most recent data reports that 45.9% of New Mexico schools are meeting AYP. Because of the strong college preparatory curriculum at CCPS, the school will strengthen the data representing the state by achieving 95% or greater testing participation and proficient SBA scores in all testing populations. Throughout the year, regularly scheduled short-cycle (formative) assessments will occur. These assessments will allow teachers to guide students in frequent self-reflection and improved learning. In addition, end of semester tests will be given in all subject areas in the upper grades for the assignment of high school credits. All high school students must pass the New Mexico High School

Competency Exam before graduating, which can be taken in 10th, 11th, and 12th grade.

CCPS students will take the pre-ACT (PLAN), pre-SAT (PSAT) and be encouraged to take the ACT and SAT at the appropriate times in preparation for college entrance requirements. They will also be encouraged to take all Advanced Placement (AP) examinations that correspond with their course work. In addition, steady growth in overall enrollment each year will indicate the success of Cottonwood Classical Preparatory School.

Using a criterion-based grading system, International Baccalaureate (IB) employs a variety of assessment methods to acknowledge both the content and the process of academic achievement and takes into account different learning styles and cultural patterns. Assessments range from examinations, both written and oral, to more specialized forms such as the “candidate record booklet” containing photographs of student work for a visual arts course or recordings of performances for a music course. In addition, an extended essay of approximately 4,000 words is required allowing a student to investigate a topic of special interest to become acquainted with the kind of independent research and writing skills expected at the university level. IB coursework is scored by the classroom teachers and also sent to qualified IB examiners.

The granting of college credit for AP exams and IB assessments will guide CCPS leadership in assuring the school's mission of producing motivated learners is being met. CCPS graduates will not only access the state's finest college system but also many of the world's leading universities. Acceptance rates in these colleges and universities will also serve as a measure of CCPS's success in preparing students for real-world success.

Similar to the Baldrige (Plan, Do, Study, Act) continuous improvement process, assessment within a Paideia classroom also becomes an ongoing, cyclical process involving four steps: 1) determining the goal 2) establishing each student's status in relation to the goal and objectives 3) progressing toward the goal, and 4) measuring progress and performance. However, in addition to traditional methods of assessment,

teachers of the Paideia method also use a variety of rubrics, checklists, portfolios, and narrative writings to provide more extensive individualized feedback and to involve students in their own assessment effort.

Because of the strong ties among CCPS, the community, and business in particular, feedback will be sought through surveys and other forms of inquiry to determine success in reaching its overall mission. Continual dialogue will occur with parents to determine areas in need of adjustment and to better assess how CCPS might serve and educate their children. Standing committees comprised of a variety of stakeholders will provide ongoing feedback to school personnel, thus ensuring continuous improvement in all facets of the school community. CCPS will look to its students to share ideas as to how they might be better prepared for a global world. Through valid, open communication between and among students, teachers, parents, and the community at large, CCPS will focus on intellectual growth as its goal.

Professional development (PD) will also be a vital component in ongoing assessment to demonstrate how successfully CCPS leadership interacts with its students. Time, personnel, and financial resources will be dedicated to preparing an excellent teaching staff who can effectively utilize the Paideia method, the International Baccalaureate program, Advanced Placement coursework and other methods mentioned earlier. PD will also serve as an ongoing form of assessment to measure student achievement and to assure the school community that CCPS's curriculum is rigorous and relevant.

A-Other

What will CCPS do to complement or supplement education provided by the district or other charter schools?

Cottonwood Classical Preparatory School will complement and supplement the Albuquerque Public School district, surrounding districts, and other charters in the area in a variety of ways. George Bernard Shaw, as paraphrased by Robert F. Kennedy, stated the following: “There are those that look at things the way they are, and ask, ‘Why?’ I dream of things that never were, and ask ‘Why not?’” Cottonwood Classical will dare to

do things differently and do different things. CCPS dreams of creating a world class school which has the benefits of a private school by offering small classes, the highest quality teachers, and a rigorous curriculum, yet is free to all. In the Albuquerque Public School district, a substantial percentage of students are lost, especially at 6th and 9th grade, to private schools because of these benefits. CCPS will fill that need by introducing to this community the International Baccalaureate program that is used in many American schools around the world. An atmosphere will be created in which students are totally engaged in their own learning and will become responsible citizens, both locally and globally. CCPS strives to be a school that others would want to replicate at their sites and also intends to become a regional training site for the International Baccalaureate program and the Paideia method of teaching.

CCPS feels that keeping the best and brightest in New Mexico is very important for the economy and the community at large. As such, CCPS will establish partnerships with the state university system to act as a pipeline for students to continue their post-secondary education within the state. Because of the ties CCPS will form among business, community, and students through service learning and mentorship opportunities, students will be more likely to stay within the state as productive working citizens. These bright, forward-thinking and innovative workers will attract forward-thinking, innovative companies. Because CCPS students will be skilled in communicating and problem-solving at the international level, they will hopefully attract international companies and businesses to New Mexico as well.

Additionally, Cottonwood Classical Preparatory School would like to form alliances with like-minded charters in the vicinity to co-sponsor service learning programs, community-based projects, trips abroad, and teacher training. CCPS would especially welcome a collaborative effort with Moreno Valley High School in Angel Fire to provide meaningful professional development for teachers using the Paideia method of teaching. As Moreno Valley has been recognized as a leading charter high school in the nation by *Newsweek* magazine, CCPS would strive to emulate many of their successful practices, particularly the Paideia method and Advanced Placement coursework.

GOALS, OBJECTIVES, AND STUDENT PERFORMANCE STANDARDS



B. GOALS, OBJECTIVES, AND STUDENT **PERFORMANCE STANDARDS**

The City of Albuquerque's need for an educated workforce, and the community's desire for more rigorous educational standards, has led to the creation of Cottonwood Classical Preparatory School. As a charter school, CCPS will be an accredited middle and high school in compliance with the New Mexico Statutes, and its interdisciplinary curriculum will be aligned with the New Mexico Content Standards and Benchmarks and performance standards. Additionally, students will be expected in their junior and senior years to complete college level courses through concurrent enrollment at the University of New Mexico (UNM), Albuquerque's Central New Mexico Community College (CNM) or other New Mexico higher education institutions.

B-5 How do school goals, objectives and student performance standards comply with state content standards, benchmarks, performance standards and plan for facilities Statewide Adequacy Standards? Are they measurable and student centered?

The goals, objectives and student performance standards of CCPS will cover and exceed all state content standards. The school's curriculum and assessments will be aligned with state standards and progress will be reported through standards based report cards for all grades. Traditional grades will be added at the upper grade levels for the establishment of a grade point average. The CCPS curriculum will also reflect the latest brain-based research and best practices for differentiated instruction, critical thinking, and inquiry-based problem solving. As stated in the CCPS Mission Statement, students will primarily be taught content through the Paideia method which emphasizes student-centered instruction. Students will then demonstrate standards acquisition through a variety of authentic, summative, and formative assessments in which performance standards are met. A goal of CCPS at the lower grades will be to require proficiency in each content area before students move to the next standards level. Therefore, it is possible a student may be concurrently performing at the sixth grade language arts level, but the seventh

grade math level. With the added attention to 6th, 7th, and 8th grade students' specific academic needs, higher grade level students will perform at grade level or above more consistently.

B-6 How do school goals, objectives, and student performance standards comply with state accreditation? Are they measurable and student-centered?

If, at such time, the Public Education Department (PED) does create state accreditation requirements, CCPS will work with the authorizer to comply with those requirements. Meanwhile, CCPS will use formal and informal evaluative assessments to measure student achievement and close any gap that may exist. CCPS will use the Paideia method of ongoing, cyclical improvement to continuously fine-tune delivery and reach all goals and objectives. In addition, CCPS will utilize the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tools that align with state assessments to accurately reflect the instructional level of each student and measure growth over time. Other evaluative data that could be used for state accreditation will include parent, student, community, and business surveys to determine effectiveness of the systems and programs in place. Also, continued growth in school enrollment, pupil and staff retention, and self-assessments will provide evidence of CCPS's compliance and success toward accreditation.

B-7 How do school goals, objectives, and student performance standards comply with state standardized testing and the school report card?

Because New Mexico is one of only 11 states to have all of its standardized tests aligned with grade level standards, and because the CCPS curriculum will cover and exceed these standards, the goals, objectives, and student performance standards should more than adequately comply with all the state testing. Content area teachers will conscientiously follow New Mexico State Standards when available. In those content areas in which state standards have not yet been created, the National content standards will be used to design curriculum which will most closely align with state standards. Student report cards will be standards-based and represent ongoing standards acquisition with performance standards detailed. Upper grade levels will also receive a standards-based report card, but traditional letter grades correlated with standards mastery will also be

assigned.

Students will be administered short-cycle standards-aligned assessments such as MAP. These assessments will be used to drive instruction and create individual student goals. State testing will include standards based exams in math, science, and English, three components of both the Paideia program and IB curriculum. CCPS will anticipate that 75% of 6th, 7th, 8th, and 9th graders will be in the proficient range on the SBA and at least 20% of the student body will be in the advanced range. Other factors inherent to school success will be a part of CCPS; the high school graduation rate will be 100%, daily attendance will be emphasized for students to fully access curriculum, only highly qualified teachers will teach content classes, and Quality of Education surveys will be given to parents to generate constructive feedback.

**EDUCATIONAL PROGRAM
STUDENT PERFORMANCE
STANDARDS AND CURRICULUM**



C. EDUCATIONAL PROGRAM, STUDENT PERFORMANCE STANDARDS AND CURRICULUM

C-8 Documentation, research or rationale that supports all curricular approaches (distinguish between philosophy and curriculum)

All of the curricular approaches at Cottonwood Classical Preparatory School are complementary with each other and support the mission and vision of educating the whole child for the whole world.

The Paideia Program at CCPS is a whole school reform model that was originally presented by Mortimer Adler and the Paideia Group in 1982 and is designed to provide a quality education for students of all abilities and backgrounds. The explicit aim is to offer dynamic learning opportunities and challenging subject matter that are of equal value to all students, whether their post-graduation plans include employment, vocational/technical school, or college. This philosophy and methodology maximizes the active engagement of the minds of students, including special education students and those deemed to be “at-risk,” so that all may become confident critical thinkers. The program aims for a degree of mastery in all subjects and skills that will be proportionate to the capacity of each student.

The Paideia model is implemented using the three different types of teaching: Didactic Instruction, Socratic Seminar, and Academic Coaching. In varying degrees, all three types of teaching take place in all classes, and all three are needed to produce citizens ready for the 21st century workforce. These three approaches are together a powerful means for enabling each student to meet or exceed the New Mexico Standards. Teachers employed by CCPS will be certified by the state of New Mexico and will also receive training in the Paideia method.

Didactic Instruction allows the teacher to succinctly present an organized body of facts while sustaining student interest and enhancing retention. Teachers employ lecture, demonstration, dialogue, question and answer sessions, problem solving, and

audiovisuals to motivate students to actively listen.

The Socratic Seminar is defined as conversation based on a challenging text in which all students participate while the teacher's primary role is that of asking questions. These seminars give students the opportunity to enjoy learning and take responsibility for it, to develop critical thinking skills, and to develop constructive teamwork habits. Through these discussions, students will develop the ability to solve abstract problems, discuss and understand ideas and values, make more mature and sophisticated decisions, and resolve conflicts between people and ideas.

Academic Coaching is defined as an interaction between students and teacher in which learned skills are practiced repeatedly in order to develop effective mental habits. Drawing on progressive traditions established by John Dewey, coaching requires careful observation on the part of the teacher in order to determine the exact limit of the individual student's mastery. Honest feedback guides the student to the next step in this mastery. Academic coaching assists the student in developing solid habits in the areas of reading, writing, speaking, listening, calculating, problem-solving, observing, measuring, estimating, and exercising judgment. Through these coached activities, students can manipulate and apply information to make it more meaningful and transferable. Students can learn how to work with others, value team effort, develop leadership skills, and understand their responsibility to the community.

Bloom's Taxonomy of Learning Domains, recently retooled to reflect relevance to the 21st century workplace, now focuses higher order thinking skills on creating and innovating. Through the three Paideia processes, students will become life-long learners who can transfer, innovate and create in today's competitive world.

A study conducted in the spring of 2006 by The Conference Board, Corporate Voices for Working Families, Partnership for 21st Century Skills, and the Society for Human Resource Management looked at the readiness of new entrants to the workforce. Surveying over 400 U.S. employers, the study arrived at the most important skills needed

for success in the current and future workforce. Results indicated that “applied skills” dramatically superseded “basic knowledge”. These skills were exclusively ranked in the top five – critical thinking/problem solving, information technology application, teamwork/collaboration, creativity/innovation, and diversity. Numbers six through eleven also included other applied skills like leadership, ethics/social responsibility, and lifelong learning. Through Didactic Instruction, Socratic Seminar and Academic Coaching, these “applied skills” will be directly addressed.

The impact of Paideia can be seen in academic achievement, student affect, and school climate. In 2000, a four-year study of Paideia implementation in Guilford County, North Carolina concluded that “the achievement effects in schools committed to Paideia increased at a faster rate than the other schools”. Herman and Stringfield observed in their 1995 article *Ten promising programs for educating disadvantaged students: evidence of impact*, published by the American Educational Research Association, that “students in the Paideia program seemed to express and support their ideas better than comparison students, based on scored writing samples.” Additionally, the same authors reported that these students had a higher average daily attendance (84% and 91% versus 78% and 85%). The Guilford County school report also noted that Paideia schools saw “a reduction of negative effects of social comparison, especially for minority students.” The report concludes that school climate in these classrooms as expressed by a Paideia middle school student showed “classes with reduced friction – there is little fooling around, students are calm and not mean, and students feel safe.”

The **International Baccalaureate (IB)** program is known world wide for its holistic and challenging curriculum that includes the arts, sciences, humanities, and languages. In addition, students in the IB program are expected to provide service to the community, participate in athletic activities, and pursue creative endeavors outside of school hours. CCPS students who successfully complete all of the requirements can earn the prestigious IBO Diploma that is recognized by colleges and universities throughout the world as signifying that they have achieved at the highest academic and personal level. This program not only establishes a common curriculum for students moving from one

country to another but also purports a vision that they should share an academic experience that emphasizes critical thinking, intercultural understanding, and exposure to a variety of points of view, exactly the qualities needed to be successful in a global workforce.

C-9 A specific, detailed description of all curriculum (whether in one or two languages) including scope and sequence and student performance standards.

For this initial application, Cottonwood Classical Preparatory School will present an outline of the curriculum so that staff hired over the course of the next school year will have an opportunity to provide input into the actual body of each curricular area. CCPS's curriculum will align with current New Mexico State Standards and will meet or exceed state graduation requirements. It will also incorporate recently passed legislative pieces connected with House Bill 584 - **High School Redesign**. In that regard, required math and science credits for CCPS high school graduation will exceed the state requirements, Advanced Placement courses will be offered, concurrent enrollment and online opportunities will be available, and all high school, college and career readiness assessments required by the state will be given. CCPS's technologically- rich curriculum will be a blend of theory and practicality. Students will need to know broad principles and concepts across a number of disciplines and be able to apply them to real-life situations involving innovation and creativity.

The lower school curriculum will focus on a holistic, interdisciplinary approach by establishing a broad base of general knowledge across the curriculum that can be built upon as CCPS middle school students move up through the grades. Students will weigh evidence, consider varying viewpoints, see connections, identify patterns, evaluate outcomes and find creative paths to resolve problems. They will know they have a voice and value with their peer group and within the classroom. They will learn to work cooperatively, express themselves in constructive ways, and become contributing citizens within the school setting and the community at large. Curriculum will include:

Syllabus

Lower School--Grades 6, 7, 8

Grade 6:

Math	Foundations
Earth Science	Weather and climate, rock formations, solar system, earth's history and fossil record, atmosphere
Social Studies	Ancient civilizations of Rome, Greece, China, Egypt
English	Grammar, spelling, reading and writing strategies, vocabulary
Foreign Language (Spanish)	Basic structure of language and culture
Physical Education	Develop skills, attitudes, behaviors leading to physically active, healthy lifestyles, individual and team sports
Fine Arts	Musical (voice, individual instruments) Visual (drawing, painting, photography, broadcasting, production) Theater (stagecraft, drama, dance)

Grade 7:

Math	Introduction to algebra
Life Science	Habitats, classification of organisms, heredity, evolution, cells, tissues, organs, resources to sustain life
Social Studies	History of the southwest with focus on New Mexico
English	Grammar, writing conventions, editing, listening, speaking skills, vocabulary, short story, poetry, biography, folktales
Foreign language (Spanish)	Develop listening, speaking, reading, and writing skills; traditions, customs
Physical Education	Overall fitness, sportsmanship, individual and life-long sports activities
Fine arts	Musical (voice, individual instruments) Visual (drawing, painting, photography, broadcasting, production) Theater (stagecraft, drama, dance)
Health	Explore all aspects of health and wellness, healthy choices (physical, mental, social) awareness of body systems, first aid, nutrition, human growth and development, human sexuality, prevention of disease, stress management, drug education

Grade 8:

Math	Algebra I, geometry
Physical Science	Matter, energy, motion, atoms, compounds, chemical reactions, sound, magnetic forces, light/radio waves
Social Studies	U.S./American studies
English	Writing for different purposes, interpretive and critical reading skills using many <i>genres</i> of literature, creative expression, literary analysis, vocabulary
Foreign language (Spanish)	Oral and written communication, expression, comprehension, language functions, connections
Physical Education	Advanced skills, knowledge and techniques through instruction, drill and competition, individual and team sports, general fitness
Fine arts	Musical (voice, individual instruments) Visual (drawing, painting, photography, broadcasting, production) Theater (stagecraft, drama, dance)

The 9th and 10th grade curriculum at Cottonwood Classical Preparatory School will prepare students for Advanced Placement courses and the International Baccalaureate program. Courses will continue to be collaborative, interdisciplinary, differentiated, and rigorous.

Syllabus Upper School – Grades 9 and 10

English	2 credits
Mathematics	2 credits
Sciences	2 credits
Social Studies	2 credits
Foreign Language	2 credits
Physical Education	1 credit
Fine Arts	1 credit
Health	.5 credits

Course offering description

English 9 and 10 will be comprised of a wide sampling of literature and original text from around the world. CCPS students will recognize and understand the various literary concepts, explore different *genres* of writing and their unique characteristics, and read numerous selections by a diverse group of authors from varying time periods. Students will hone their critical thinking and communication/presentation skills through reading, speaking, viewing and listening, and researching. The English curriculum will emphasize proper grammar skills and advanced writing techniques for a variety of audiences. Technology skills as well as communication skills will be interwoven throughout the curriculum. All of these skill areas are directly tied to the state standards for reading and language arts.

Math 9 and 10 will encompass concepts of geometry and algebraic models. Lines, planes, polygons, circles, and three-dimensional figures will be used to represent and solve a variety of geometric problems. Students will use inductive and deductive reasoning to learn abstract and logical thinking. Other areas to be covered will include number sense and operations, statistics and probability, patterns, functions, algebraic concepts, and data analysis. CCPS students will continue to learn algebraic topics such as relations, conic sections, and exponential and logarithmic functions. Attention will be given to the study of equations including quadratic systems, inequalities, and absolute value relations. Problem-solving and critical thinking techniques as well as technological applications will be integrated throughout the math curriculum.

Science 9 and 10 will cover concepts in biology and chemistry. Along with safe and proper laboratory procedures, biology topics will include heredity and genetics, molecules and cells, evolution, organisms, populations, and ecology and environmental studies. Chemistry will encompass scientific measurement, properties and structures of matter, atomic theory, classification and periodic trends, bonding theory, chemical reactions, and solubility. Other topics could include kinetic theory of gases, chemical kinetics, and basic concepts of thermodynamics. Scientific thinking and practice,

science and society, ethics in science, and technology will be integrated into all science classes.

Social Sciences 9 and 10 will address world and U.S. history. The study of geography will be infused into these curricula with direct application to the subject at hand. World history will highlight the nature of change and continuity in international frameworks along with their causes and consequences. CCPS students will use critical-thinking skills to demonstrate an understanding of major ideas, eras, themes, developments, and turning points in world history. Curriculum will also include interaction between different types of human societies, their cultures, institutions, and technological advances. Within United States history, CCPS students will study American society, culture, politics and economics from the settlement of the New World to the present. Close attention will be given to the diverse cultures and ethnic groups that contributed to the making of America and its development of democracy. Students will examine trends and turning points to look for common themes across a large period of history. One semester will be devoted to New Mexico history, particularly in how the state has played a role in national and international arenas. Students will draw on a historical perspective while examining relationships of political, economic, social, and cultural issues of today.

Foreign Language will continue through the study of Spanish for 9th and 10th grade. Emphasis will be on applying oral and written communication skills to personal, academic and cultural activities. Deeper study of the Spanish language through reading, writing, speaking, and listening will encourage a greater appreciation of the language and its people. Foreign exchange and travel to Spanish-speaking countries will be explored.

Physical Fitness will continue to focus on the well-being of the whole child. Students will work on conditioning of the body as well as mental wellness. Intramural and competitive sports will be options at the high school level.

Fine Arts will continue through the visual, musical and theatrical strands. To offer diverse opportunities for students at CCPS, guest experts will be contracted to bring in

and share their unique gifts and talents. Other opportunities could include classes in journalism, newspaper and yearbook, manipulation of multi-media, and TV production.

The 11th and 12th grade International Baccalaureate curriculum will focus on providing students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community. This program will equip CCPS students with the skills and attitudes necessary for success in higher education and employment in the world economy.

Syllabus
Upper School - Grades 11 and 12
(International Baccalaureate curriculum)

Language A1 (first language)	2 credits
Second Language (foreign language)	2 credits
Individuals and Societies (the humanities and social sciences)	2 credits
Experimental Sciences (laboratory sciences)	2 credits
Mathematics (offered at several levels) and computer science (elective)	2 credits
The Arts (visual, music, theatre)	2 credits
Physical Education	1 credit

Course descriptions:

Language A1 encourages students to develop strong written and oral skills, to respect literary heritage of their first language, and to enhance an international perspective. The range of readings is broad and often uses original text for Socratic Seminar discussions. CCPS students will grow to appreciate a language's complexity, wealth, and subtleties in a variety of contexts. Confidence and competence in oral and written communication skills will be fostered. Through the 4,000 word extended essay, students will research and write about a topic of interest as they become acquainted with the kind of independent research and writing skills expected at the university level.

The **Second Language** course will develop students' powers of expression, will provide them with a resource for the study of other subjects, and will bring them into contact with ways of thought which may differ from their own. Students will use this second language

in a range of contexts and for many purposes – the course focuses on written and spoken communication.

The **Individuals and Societies** group spans the humanities and social sciences and covers the following topics: geography, history, Islamic history, information technology in a global society, business and management, economics, philosophy, psychology, social and cultural anthropology. Studies of local situations and of global perspective will foster an appreciation of change and continuity as well as of similarity and difference. CCPS students will evaluate the major theories, concepts and research findings of these respective disciplines and learn each one's methodology.

Because this subject matter is contestable, students will learn to tolerate some uncertainty--a useful skill when working in an ever-changing global economy. Included within this general curriculum will be a study of U.S. government which will focus on the purposes, principles, and practices of American government as established by the United States Constitution and the Bill of Rights. Additionally, CCPS students will examine roles of the three branches of government and explore their own responsibilities as citizens at the local, state, and national level.

The course of study for economics will include emphasis on the allocation of scarce resources and the economic reasoning used by government agencies and people in various economic roles. Topics of supply and demand, market structures, scarcity, the role of government and financial institutions, money, and international trade will be examined. CCPS students will compare and contrast the American government and economic structure with that of other countries.

The **Experimental Sciences** group encompasses biology, chemistry, physics, anatomy and physiology, environmental systems, and design technology. Students develop practical laboratory skills as well as the ability to work collaboratively through participating in an interdisciplinary group project. CCPS students will study the concepts, principles and applications of these respective disciplines while developing an

appreciation of the methodology of the experimental sciences in general. In addition, students will develop an awareness of moral and ethical issues and learn to promote social responsibility.

The **Mathematics** course has a variety of options for different abilities and levels of interest. Each course aims to deepen a student's understanding of mathematics as a discipline and to promote confidence and facility in the use of mathematical language. These courses range from math application for real-life situations to higher calculus and trigonometry skills as they relate to other subjects in the workplace, i.e. physics or engineering.

The **Computer Science** course offered through the IB curriculum is an elective and is not compulsory for the IB diploma. At CCPS, students will become adept at using technology through a variety of media choices as it will be infused in all curricular courses. Students will also have many opportunities to address technology on **CID** (Collaboration, Interdisciplinary, Differentiated) Fridays (See **Applied Skills/Advisory** later in this section) through interdisciplinary projects, activities, and presentations.

Within **The Arts** group (visual arts, music and theatre arts), emphasis will be placed on practical production by the student and exploration of a range of creative work in a global context.

In addition to these world class course offerings, the IB program also has three unique components required for their diploma – **Theory of Knowledge, the Extended Essay, and CAS (Creativity, Action, Service)**. All three components are inherently built into the philosophy and curricular coursework at Cottonwood Classical Preparatory School.

Theory of Knowledge is designed to provide coherence of coursework by exploring the nature of knowledge across disciplines and encouraging an appreciation of other cultural perspectives.

The Extended Essay with a prescribed limit of 4,000 words offers students the opportunity to investigate a topic of individual interest. Writing and research skills will be challenged as students prepare for university level writing projects.

The CAS program encourages student involvement in artistic pursuits, sports, and community service work, thus fostering awareness and appreciation of life outside the classroom.

Advanced Placement

In addition, students could have the opportunity to access AP courses, which may include the following:

AP Literature

AP Physics

AP Language

AP Calculus

AP Biology

AP Spanish

AP Chemistry

Students with acceptable scores (usually 3, 4, or 5) on the Advanced Placement tests will earn college credit at most universities. Also, acceptable scoring on the International Baccalaureate assessments can earn credits at some colleges and universities and can certainly assist with initial acceptance at these universities.

Other options to access curriculum

Cottonwood Classical Preparatory School students will be able to earn high school credits through online distance learning opportunities connected with colleges and universities around the nation. In particular, Brigham Young University, Texas Tech University, Indiana University, and University of Oklahoma offer easy-access, respected online high school classes. A variety of curriculum areas are offered through distance learning which include but are not limited to English, health, math, science, social studies, and Spanish. In addition, many of these universities offer “dual credit” classes, that is, undergraduate level courses that high school students can take to earn both high school and college credit at the same time. Classes encompass all curriculum areas.

Cottonwood Classical Preparatory School students will also be able to take concurrent classes with the University of New Mexico (UNM), Central New Mexico Community College (CNM), and other specialty colleges in the local area.

ADDITIONAL CURRICULUM Grades 6-12

Through the venue of **CID Fridays (Cooperative, Interdisciplinary, Differentiated)** (see item 12 for schedule), the staff at Cottonwood Classical Preparatory School will address areas of interpersonal communication, goal setting, career exploration and planning, conflict management, and team building with the entire student body.

The June, 2007 issue of *Education Week* discusses the skills students will need for upward mobility in the new economy. Ken Kay, president of the business and education group Partnership for 21st Century Skills, states, “In an increasingly global, technological economy, it isn’t enough to be academically strong. Young people must also be able to work comfortably with people from other cultures, solve problems creatively, write and speak well, think in a multidisciplinary way, and evaluate information critically. And they need to be punctual, dependable, and industrious.” These applied skills will be directly addressed through the Friday activities of advisory, interdisciplinary projects, whole group presentations and activities, and whole world preparation.

These well-planned Fridays will also be used for field trips, service-learning projects, guest speakers, health and wellness activities and field-based learning. Tutoring and intervention strategies will be available for those students in need of academic assistance.

FITNESS/SPORTS PROGRAM

Because Cottonwood Classical Preparatory School addresses the whole child, fitness will be a key component in the overall well-being of its students. As such, physical education will be required every year. Grade level or “family” competitions and other team

building activities will be planned throughout the school year. In addition, a variety of intramural sports will be offered. CCPS staff was able to visit Monte del Sol Charter School in Santa Fe this spring and talked at length with their Athletic Director about the school's sports program. Based on that meeting and other community input, it is the plan for Cottonwood Classical Preparatory School to join the New Mexico Athletic Association (NMAA) and offer sanctioned sports throughout the year. Initially, CCPS hopes to offer cross-country, golf, tennis and track with the anticipation of adding other sports as the school population grows.

CCPS students in grades seven through twelve will be allowed to participate in extracurricular activities at the public school in their attendance zone. Any student that meets eligibility requirements can participate in any sports activities that CCPS does not offer. This clause is stated in Senate Bill 789 that is a new section to the 1999 Charter Schools Act. It reads as follows:

“CHARTER SCHOOL STUDENT PARTICIPATION IN PUBLIC SCHOOL
EXTRACURRICULAR ACTIVITIES—

- a. The New Mexico activities association and the local school board in the school district in which a charter school is located shall allow charter school students in grades seven through twelve to participate in school district extracurricular activities sanctioned by the New Mexico Activities Association if they meet eligibility requirements other than enrollment in a particular public school and if the charter school does not offer such activities sanctioned by the New Mexico Activities Association or any other association.
- b. A charter school student otherwise eligible to participate in an extracurricular activity shall participate in the public school in the attendance zone in which the student lives, provided, however, that the student may choose only one public school in which to participate.”

Cottonwood Classical Preparatory School will do everything to assure that those students who wish to play sports for their “home” middle or high school will have that opportunity. The school day will be structured to allow for these students to arrive at the home school at the appropriate time for practice and not be penalized academically.

CCPS feels that this facet of student life is very important and wants to give its students every opportunity to access sports at the home school as well as sports sponsored by CCPS. Cottonwood Classical Preparatory School will initiate dialogue with key administrators and coaches at the respective home schools to build the relationships necessary for this to happen.

CHARACTER EDUCATION

An infused component in all of the curricular approaches will be character education which is drawn from the Character Counts! Program founded by Michael Josephson. A nationally known program, its mission is to improve the ethical quality of society by changing personal and organizational decision making and behavior. Embraced by thousands of schools, this mission will be accomplished at CCPS by purporting the six pillars of character – trustworthiness, respect, responsibility, fairness, caring, and citizenship. CCPS staff will endeavor to help students build on these traits through leadership and service learning opportunities, principled reasoning, and ethical decision-making. Strengthening the character of all individuals at CCPS will be embedded in the overall mission and vision of the school.

C-10 A timeline for alignment of the curriculum with the Public Education Department's content standards, benchmarks and performance standards

As demonstrated in Item 9, the CCPS curriculum will be fully aligned with the PED's content standards, benchmarks and performance standards at the initial opening of school.

C-11 Strategies and methods to be used in delivering the curriculum and how the curriculum will address each student's needs and assist the student in reaching those standards. Include how proposed academic programs impact Statewide Adequacy Standards requirements

Brain research shows that no two students are alike, no two students learn in the identical way, an enriched environment for one student is not necessarily enriched for another, and

in the classroom we should teach students to think for themselves. Although brain research is not a methodology or strategy, as a best practice, it will play a large part in the way Cottonwood Classical Preparatory School delivers curriculum. In particular, the brain research that has been done by Eric Jensen, noted researcher and author, indicates:

- *Learning is improved in enriched environments and diminished in impoverished ones.* The environment at CCPS will have appropriate challenge and timely feedback which will be specific and learner-controlled when possible.
- *Within every moment, there is a myriad of stimuli to which an individual could attend.* Staff at CCPS will capture and maintain attention by switching gears to an activity with a strong contrast from what students were previously doing and will provide them time to process the material just covered.
- *Emotions are important in learning situations because they drive attention, establish personal meaning and have their own memory pathways.* CCPS teachers will create safe environment for expressing emotions, will establish positive emotional states through classroom success, celebrations, music, acknowledgments and fun, and will encourage journaling, sharing, and personal stories.
- *In brain-compatible learning, intrinsic motivation stems from having compelling goals, establishing positive beliefs and emotions about ones abilities, and striving to relate new learning to former learning.* Teachers at CCPS will eliminate threat by establishing expectations, promoting positive self-image and self confidence, and providing feedback.
- *To make meaning, the brain needs relevance, emotion, context, and pattern making. The greater the numbers of different links and associations, the more dendrite pathways are formed.* CCPS teachers will help make meaning for students by linking new learning to “old mental hooks” and by using cooperative/collaborative learning strategies. Teachers will also help students

develop patterns by using hands-on, experiential, and relevant activities and by asking “how” questions that draw out the patterns as students relate the steps in the process.

- *Finally, brain-based research shows that a primary way to trigger memory and recall is by association which includes the corresponding sights, smells, sounds, places, and emotions.* Teachers at CCPS will promote memory and recall by chunking ideas versus covering material in a piecemeal fashion, by conducting both oral and written review, by allowing for reflective time, by arranging information in a structured and meaningful way, and by first covering the whole and then the parts.

Based on these findings of brain-compatible learning, Cottonwood Classical Preparatory School will employ a variety of strategies and methods to address implications as they apply to the classroom and the varying social, emotional and educational needs of students. Strategies may include, but are not limited to, the following:

a. Flexible Grouping

This strategy will allow CCPS students to be appropriately challenged while avoiding labels of readiness. This readiness or ability depends on personal talents and interests as well as knowledge of prerequisite skills. As such, teachers at CCPS will be open to the concept that a student may be below grade level in one subject while at the same time be above grade level in another subject. Consequently, students should be in fluid and ever-changing groups rather than static groups. In flexible groupings, struggling students will accelerate from time to time and learn from peers. Even highly talented students can benefit from flexible grouping. In some groups they will grow from working with intellectual peers while in other groups they may surface as the leader and learn from that experience. In fact, peer teaching may be as valuable for the student who is “teaching” as for the “learner”. One has to thoroughly understand something to teach it. In either case, peer-teaching is a valuable strategy within the boundaries of flexible grouping, and it encourages students to utilize problem-solving techniques both as individuals and teams.

Hand in hand with flexible grouping is the concept of **cooperative interaction** where students are trained in the different roles that make up a team. Through this strategy students tend to interact in a more equal fashion regardless of how they have been grouped.

b. Tiered Assignments

This strategy refers to providing different levels of interaction using the same standards. All activities relate to essential understandings and key skills that students need to acquire. These related tasks of varying complexity are assigned by the teacher as alternative ways of reaching the same goals taking into account individual student needs and abilities.

c. Curriculum Compacting

Along with assessing readiness, teachers at CCPS will need to assess student knowledge, skills, and attitudes and provide alternative activities for those who have already mastered curriculum content. Curriculum compacting can be achieved by pre-testing basic concepts or using performance assessment methods. Students who demonstrate that they have already mastered a subject can then move on to tiered problem-solving activities while others receive instruction.

d. Adjusting Questions

During large group discussion activities, teachers direct the higher level questions to the students who can handle them and adjust questions accordingly for students with greater needs. All CCPS students are answering important questions that require them to think but the questions are targeted at each student's ability or readiness level.

e. Anchor Activities

These activities can be done at any time when CCPS students have completed their present assignments or it can be assigned for a short period at the beginning of each class as students organize themselves. These activities can relate to specific needs or serve as enrichment opportunities. They could also be part of a long-term project. These anchor activities allow students to work at their pace but also be productive. However, they must be worthy of one's time and appropriate to individual learning needs.

f. Field-Based Learning

CCPS students will be provided with out-of-school opportunities to apply their learning. They can observe real applications of information learned across the disciplines. These experiences will provide relevance to in-class activities and expose students to primary sources of raw data and information. Especially for struggling students, these hands-on activities will have a certain “stickiness” such that students can relate them to previous history and experience and internalize them.

g. Multiple Intelligences

For the educator at CCPS, the process of differentiating curriculum and instruction to meet individual student needs and assisting each student in reaching state standards begins by knowing all students – their social and academic abilities, strengths, and learning concerns. These facts about students can reveal potential strategies for effective teaching. Howard Gardner, professor at Harvard Graduate School of Education and noted author, presents a framework for understanding and finding strengths in all students through his Theory of Multiple Intelligences. Gardner concludes that intelligence has been too narrowly defined. Indeed, he believes that intelligence is multifaceted as he demonstrates eight separate intelligences for teachers to derive useful information about their students:

- Verbal/linguistic – is word-oriented
- Logical/mathematical – is concept-oriented
- Visual/spatial – is image and picture oriented
- Musical – is rhythm, pitch, and multiple forms of musical expression
- Bodily kinesthetic – is physically oriented
- Interpersonal – is socially oriented
- Intrapersonal – is intuitively oriented
- Naturalist – has capacity to classify nature

The teachers at CCPS will capitalize on students’ individual strengths and intelligences to optimize responsiveness from a wide spectrum of abilities.

h. Habits of Mind

Another strategy that may be employed for all students at Cottonwood Classical Preparatory School is Habits of Mind, a thought process identified by Arthur Costa and Bena Kallick, which establishes over time 16 habits of thinking that draw from certain

patterns of intellectual behavior. The famous American educator, Horace Mann, said “Habit is a cable; we weave a thread of it each day, and at last we cannot break it.” By developing these habits of mind, students will know how to behave intelligently when they don’t know the answer or are confronted with problems, dilemmas, enigmas or uncertainties. CCPS will focus on performance under challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, craftsmanship, and critical skills young adults will need for university work and the work force in general. Students of all abilities will benefit from creating for themselves these habits which encompass the following skills and attitudes.

- **Value** – Choosing to employ a pattern of intellectual behaviors rather than other, less productive patterns.
- **Inclination** – Feeling the tendency toward employing a pattern of intellectual behaviors.
- **Sensitivity** – Possessing the basic skills and capacities to carry through with the behaviors.
- **Capability** – Possessing the basic skills and capacities to carry through with the behaviors.
- **Commitment** – Constantly striving to reflect on and improve performance of the pattern of intellectual behavior.

As CCPS asks its students to think more deeply, to discuss and defend opinions, and to create new end products, Habits of Mind will only enhance their ability to take on these higher order thinking skills while accessing challenging and enriched curriculum. The 16 Habits of Mind include:

- Persisting
- Thinking and communicating with clarity and precision
- Managing impulsivity
- Gathering data through all senses
- Listening with understanding and empathy
- Creating, imagining, innovating
- Thinking flexibly
- Responding with wonderment and awe
- Thinking about thinking (metacognition)
- Taking responsible risks
- Striving for accuracy
- Finding humor
- Questioning and posing problems
- Thinking interdependently
- Applying past knowledge to new situations
- Remaining open to continuous learning

i. Thinking Maps

This organizational strategy developed by Dr. David Hyerle uses eight visual teaching tools that correspond to eight fundamental thinking processes to help students organize their thoughts. Based on thorough and well-accepted academic study and brain research, these thinking processes and their corresponding maps are:

- **Circle Map** – for defining context
- **Bubble Map** – for describing with adjectives
- **Flow Map** – for sequencing and ordering
- **Brace Map** – for identifying part to whole relationships
- **Tree Map** – for classifying/grouping
- **Double Bubble Map** – for comparing and contrasting
- **Multi-Flow Map** – for analyzing cause and effect
- **Bridge Map** – for seeing analogies

Many students, especially those at-risk or with special needs, struggle with organization of time, materials, and thoughts. Imagine the power of this organizational tool at CCPS where every teacher utilizes these consistent visual tools across all grade levels and disciplines such that all students could learn more effectively and more efficiently. Objectives could be covered in less time and with greater retention. By giving students these organizational tools they will use throughout their school careers – tools that can be applied in increasingly sophisticated ways as they mature – CCPS will be promoting continuous cognitive development. By providing tools that can be used consistently across disciplines, CCPS will also promote integrated thinking and interdisciplinary learning. This “common visual language” would become such a familiar part of student education that it would remain an effective learning tool throughout their academic careers and beyond.

j. Constructivist Learning

Learning that is constructivist in nature allows students to be actively engaged in meaningful, concrete experiences. Constructivist learning is a process of invention where students construct their own knowledge and become intrinsically motivated to learn. Constructivism uses curricula customized to student’s prior knowledge and emphasizes hands-on problem solving. CCPS educators will focus on facilitating student

connections between previously learned facts and new understandings. They will tailor their teaching strategies to student responses and encourage them to analyze, interpret, and predict information. Teachers will facilitate open-ended questioning and promote extensive dialogue among students, in the same vein as Socratic Seminar discussions. As part of the learning process, assessment will allow students to play a large role in judging their own progress.

k. Understanding by Design

As Steven Covey states in *The 7 Habits of Highly Effective People*, “To begin with the end in mind means to start with a clear understanding of your destination.”

Understanding by Design, an approach created by Grant Wiggins and Jay McTighe, is about good design of curriculum, assessment and instruction. As such, this approach to planning will become the overarching guide when designing curricular units at CCPS. Using backwards planning – beginning with the end in mind – teachers at CCPS will identify desired results, determine acceptable evidence, and plan learning experiences and instruction. In addition, they will identify big ideas and enduring understandings from state standards across the curriculum. The end result will not just be knowledge acquisition, but will be true understanding, which, as John Dewey summarized in *How We Think*, “is the result of facts acquiring meaning for the learner.”

Through all of these strategies, common threads should surface as CCPS students develop various forms of communicating, learn to think flexibly and creatively, discover how to take past knowledge and apply it to unique situations, use multiple modalities to access information, and simply learn “how to learn” and understand.

In addition, Cottonwood Classical Preparatory School will utilize the nine research-based classroom strategies for teachers that have statistically proven to increase student achievement as presented by Robert Marzano in *Classroom Instruction that Works*. CCPS will also look at what it means to be an effective teacher by addressing classroom management, instructional organization, and implementation as expressed in James Stronge’s text, *Qualities of Effective Teachers*.

State Adequacy Standards

The curriculum, methods, and strategies employed at Cottonwood Classical Preparatory School will have no impact on State Adequacy Standards. CCPS curriculum will allow for acceptable standards of the physical condition and capacity of the facility, will be educationally suitable, and will support technological infrastructure needed to deliver this curriculum and utilize methods and strategies mentioned earlier in this section.

C-12 Length of school day and school year

Cottonwood Classical Preparatory School

2008-2009

Academic Year Calendar



July 08						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 08						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 08						
Su	M	Tu	W	Th	F	Sa
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21	22	23	24	25	26	27
28	29	30				

October 08						
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26	27	28	29	30	31	

November 08						
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23	24	25	26	27	28	29
30						

December 08						
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January 09						
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February 09						
Su	M	Tu	W	Th	F	Sa
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March 09						
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15	16	17	18	19	20	21
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29	30	31				

April 09						
Su	M	Tu	W	Th	F	Sa
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26	27	28	29	30		

May 09						
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31						

June 09						
Su	M	Tu	W	Th	F	Sa
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July 09						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
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12	13	14	15	16	17	18
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August 09						
Su	M	Tu	W	Th	F	Sa
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Year at a Glance

August 11-Staff Reports
 August 18-First Day for Students
 Sept. 1--Labor Day/Holiday
 October 17-End of Quarter 1
 October 20-31-Fall Break
 October 27-Staff returns
 November 3-Students return
 Nov. 26-28-Thanksgiving Break
 December 22-Jan.2--Winter Break
 January 5-Staff/Students Return
 Jan.19-Martin L. King/Holiday
 January 23-End of Semester 1
 January 26-Begin Quarter 3
 Feb.16--President's Day/Holiday
 March 27-End of Quarter 3
 March 30-April 10--Spring Break
 April 6-Staff Returns
 April 13-Students Return
 May 25-Memorial Day/Holiday
 June 5-Last Day of Classes
 August 17-Staff Reports
 August 24-First Day for Students

Student School Day

8:15-3:45 Monday-Thursday
8:15-2:30 Friday

Monday-Thursday Daily Class Schedule

Class	8:15am	9:22am
Class	9:24am	10:31am
AM Break	10:31am	10:43am
Class	10:43am	11:50am
Class	11:52am	12:59pm
Lunch	12:59PM	1:29pm
Class	1:29pm	2:36pm
Class	2:38pm	3:45pm

402 minutes per day x 138 days

CID Friday (collaborative, interdisciplinary, differentiated) Class Schedule

Advisory/Social Development/Tutoring-Interventions	8:15am	9:30am
Interdisciplinary Projects	9:30am	11:30am
Student-Staff Lunch	11:30am	12:15pm
Whole Group Presentations/Activities	12:15pm	1:30pm
Whole World Preparation	1:30pm	2:30pm

328 minutes per day x 35 days

Traditional Friday Schedule

Class	8:15am	9:10am
Class	9:12am	10:07am
Class	10:09am	11:04am
Class	11:06am	12:01pm
Lunch	12:01PM	12:38pm
Class	12:38pm	1:33pm
Class	1:35pm	2:30pm

Total Instruction Time Per Year-Students

1115.933 Hours

C-13 Grades, projected class size by grade, and yearly total projected student enrollment projected out five years

School year	Grade level	Additional students	Total enrollment
2008-2009	6		50
	7		20
	8		20
	9		35
			Total 125
2009-2010	6	40	40
	7	15	65
	8	10	30
	9	25	45
	10	9	44
			Total 234
2010-2011	6	50	50
	7	15	65
	8	10	75
	9	25	55
	10	5	50
	11	4	48
			Total 343
2011-2012	6	50	50
	7	15	65
	8	10	75
	9	27	102
	10	10	65
	11	5	55
	12	2	50
			Total 462
2012-2013	6	50	50
	7	5	55
	8	5	70
	9	20	95
	10	4	106
	11	2	67
	12	2	57
Capped number			Total 500

C-14 Proposed requirements for graduation

Grades 9 and 10

English	2 credits
Mathematics	2 credits
Sciences	2 credits
Social Studies	2 credits
Foreign Language	2 credits
Physical Education	1 credit
Fine Arts	1 credit
Health	.5 credits

Upper School - Grades 11 and 12 International Baccalaureate curriculum

Language A1 (first language)	2 credits
Second Language (foreign language)	2 credits
Individuals and Societies (the humanities and social sciences)	2 credits
Experimental Sciences (laboratory sciences)	2 credits
Mathematics (different levels) and computer science (elective)	2 credits
The Arts (visual, music, theatre)	2 credits
Physical Education	1 credit

Total credits for CCPS graduation **25.5 credits**

“NEXT-STEP” PLAN

The “Next Step” Plan will be a program for CCPS students to focus on the opportunities and requirements of their high school curriculum. The program is designed for students to think about their future, post-secondary education, and possible careers. Advanced Placement exams, work toward the IB diploma, college essays, college requisites, and admission applications will be incorporated into the plan which will be included in each student’s cumulative folder.

Chapter 22.13.1.1 NMSA 1978 sets graduation requirements for each student. This law states that by the end of grades eight through eleven, each student will prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year’s plan will explain any differences from previous interim next-step plans, will be filed with the principal, and will be signed by the student, the parent, and the student’s guidance counselor or other school official charged with coursework planning for the CCPS student body.

Every year, eighth through eleventh grade students will also take an interest inventory to explore pathways for careers that match their interest and ability with the high school curriculum. The inventory will highlight post secondary training needed for these specific careers. CCPS students will compare educational levels with national salary averages and look at the demand for specific careers nationally and internationally.

Each student will complete a final next-step plan during the senior year and prior to graduation. All students will be counseled on curricular and course options, opportunities available that lead to different post-high school options and alternative paths available to the student.

Special Education students may use their IEP as the “Next Step” Plan. An individualized education program that meets the above mentioned requirements and that meets all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act for a student with a disability, shall satisfy the Next Step Plan requirements.

A CCPS student will only receive a high school diploma upon passing a state examination in the subject areas of reading, English, math, writing, science, and social science. The state graduation examination on social science will include a section on the constitution of the United States and of New Mexico.

In accordance with House Bill 584, Cottonwood Classical Preparatory School will be aligned with the PED for giving readiness assessments in the fall of each school year. In particular, CCPS will assess high school readiness in English, reading, mathematics and science in the fall of grade nine. CCPS will assess college readiness in English, reading, mathematics, and “locating” information in the fall of grade ten. CCPS will assess workplace readiness in applied skills in reading, mathematics, and “locating” information in the fall of grade eleven. Any other readiness assessments created by the PED will be implemented at CCPS in a timely manner.

C-Other

Proposed method of storing and making available to appropriate people students' records, including but not limited to transcripts, health information, special education information, student attendance and drop-out data and teacher information including attendance and licensure

All student records at Cottonwood Classical Preparatory School will be kept in two formats. One "hard copy" will be stored in a locked, fire-proof cabinet in the Administrative Assistant's office which will always be locked when the Assistant is not in residence. Included in these files will be a folder that contains all legally required documents for each student and staff member.

Back-ups of these files will be maintained on a professional student data-base such as *PowerSchool*. The Administrative Assistant will have total access to these files. Teachers will have access to the electronic files of students enrolled in one of their classes. With permission of the Executive Director or the Associate Director, all teachers can access the hard copy files. Information in these files will be available to the parents of a student when a request is made in writing. Transcripts will only be released to another school or college with signed consent of the parent. Students who are of the age of majority can, with a written request, access this information. The CCPS data program will allow the school to file all reports through STARS as required by the New Mexico PED. Synergy Inc. will be able to access certain data from the school STARS reports also through the PED. Individual information is not reported on the school report card.

MEETING INDIVIDUAL STUDENT'S NEEDS



D. MEETING INDIVIDUAL STUDENT NEEDS

D-15 Description of the way a charter school's educational program will meet the individual needs of students, including those students determined to be at risk

Staff at Cottonwood Classical Preparatory School fully acknowledges the diversity of culture, race, language, disability, learning preference, motivation, economics, and “readiness to learn” that students bring to the classroom. Faced with the daunting task of educating these children with differing academic, social, and emotional needs, CCPS teachers realize that they cannot teach only one way and expect all students to learn. As such, CCPS will embrace a variety of methods and delivery models to meet the diverse educational needs of all students, including those determined to be at-risk or with special needs.

Because the Paideia method is a conversation-based program, it allows the curriculum to be both challenging for the gifted student and therapeutic for the at-risk student. Through Socratic Seminar, students of all abilities and backgrounds will participate in oral discourse, learning over the course of their middle and high school careers several essential skills such as reading comprehension, social interaction, teamwork, and critical thinking. The different texts cover ideas and issues of enduring importance allowing students to find for themselves their values and voice.

The Coached Project is a built-in model for meeting individual needs as it is a personalized interaction between student and teacher. Through modeling and questioning, the teacher observes student's level of mastery and guides them to the next step for acquisition of skills and knowledge. Because this particular approach is so highly individualized, all CCPS students will be afforded a tailor-made plan to meet all standards in a timely fashion.

Through Didactic Instruction, students are presented information through lecture, demonstration, dialogue, question and answer sessions, problem-solving and multimedia

tools. Because the teachers will use a variety of learning modalities and multiple intelligences, students will actively be involved in assimilating an organized body of facts by tapping into their respective strengths. Students will grow according to their individual needs and interests and will provide input as to what works best for them to access their education. Through the three approaches of the Paideia method along with a small pupil-teacher ratio of fifteen to one, students of all abilities will not only meet and exceed state standards but will also grow as young adults into productive citizens in the working world.

For students who are identified gifted, are academically advanced, or are simply in need of challenge and rigor, the IB curriculum and delivery model will offer enrichment and provide a depth of knowledge that can be used in the world setting. CCPS will prepare students to build arguments, defend points of view, make sense of data, write persuasively, and think critically. The IB curriculum will also push students to develop empathy, raise social awareness, build tolerance, and take on personal responsibility.

Sturgis Charter Public School, an International Baccalaureate Diploma school in Hyannis, Massachusetts, espouses “IB for all.” Twelve percent of their student population consists of students in need of special education services. Those students’ disorders include specific learning disability, Asperger’s syndrome, emotional disorders, attention deficit hyperactivity disorder, non-verbal learning disorder, and auditory learning disability.

With adaptations, all of these students are included and successful in the IB curriculum because their individual needs are identified and met – what is the disability, how does it influence academic and emotional performance, what has worked in the past, and what are the strengths. Communication is emphasized through multi-modal means, and students are encouraged to move beyond their comfort zone but within a safe environment. The 2006 IB testing statistics showed that 84% of the total student body earned a “pass” rating on the exams administered (scale of one to seven with three or higher considered passing). Seven special education students attempted 19 IB exams and

passed 12. One special needs student from the class of 2005 scored a 7, the highest score, on the Latin exam. Sturgis School statistics show that this rigorous IB curriculum can be tailored through accommodations and modifications to meet individual student needs. The staff at CCPS will work toward building an atmosphere of safety and acceptance while encouraging students through the IB curriculum to stretch and grow academically and socially.

CCPS students will be able to tailor their academic program by accessing Advanced Placement curriculum in many content areas and testing for potential credit at most of the nation's colleges and universities. Through the AP program, high-achieving CCPS students will develop study habits necessary for tackling rigorous course work, will improve their writing skills and sharpen their problem-solving techniques, and will get a head start on college-level work. Students only need a strong curiosity about the subject they intend to study and a willingness to work hard.

Students at CCPS will have opportunities to take online courses both for high school credit and college credit in some cases. Concurrent enrollment at the University of New Mexico, Central New Mexico Community College, and other local colleges will allow for individual needs and interests.

Through the Friday advisory time (See section C, #9) adults will have opportunities to work with students on social, emotional, behavioral, and career-related topics. Because some anxiety usually exists over a variety of issues in the middle and high school years, the CCPS counselor and teachers will spend time each Friday laying solid groundwork in a variety of areas to enable students to make healthy and positive choices throughout their lives.

The connection between child, school and home is critical in the overall success of students. Communication through teacher notes, e-mail, phone calls, parent conferences and teacher team meetings will allow all significant adults in the life of the CCPS student to remain up to date with academic progress. Through mentorships and service-learning

projects, contacts with the business community will add another adult component from which students can draw advice and experience.

All students at Cottonwood Classical Preparatory School, including those at-risk, will be a part of the general education setting and curriculum. Those students needing additional help with coursework will receive tutoring and/or remediation each Friday both by adults and peer mentors. If more intervention is needed, a specific plan will be drawn up to address that student's individual academic needs. This plan could include an intervention program or a student discussion within the Student Assistance Team (SAT). Both approaches, which are mandated by the New Mexico PED (See section E, # 19), will be used to develop strategies using the Three-Tiered Model of Student Intervention. Students who qualify for special education services will have a current Individual Educational Program (IEP) in place to address their disabilities or giftedness. Plans for successful access to curriculum for Limited English Proficient (LEP) students and English Language Learners (ELL) will also be in place as described in #16.

D-16 Suggested modifications to meet individual student needs, including bilingual, limited English proficient, and special education (including testing accommodations)

The overarching strategy for addressing individual student needs at Cottonwood Classical Preparatory School will be the use of Differentiated Instruction (DI) infused with Universal Design (UD).

a. Differentiated Instruction

Differentiated instruction enhances learning for all students by engaging them in activities that better respond to their particular learning needs, strengths, and preferences.

DI purports to:

- Develop instructional activities based on essential topics and concepts, significant processes and skills, and multiple ways to display learning
- Provide flexible approaches to **content, process, and product**

- Respond to students’ readiness, instructional needs, interests, and learning preferences
 - Provide opportunities for students to work in varied instructional formats
 - Meet curriculum standards and requirements for each learner
 - Establish learner-responsive, teacher-facilitated classrooms
- i. **Differentiating Content** looks at the “what” of teaching. It involves concentrating on the most relevant and essential concepts, processes, and skills or by increasing the complexity of learning. Some students need more instruction and practice, and some need less. Teachers can pre-assess students’ skills and knowledge and then match learners with appropriate activities according to readiness. They can give students choices about topics to explore in greater depth. And teachers can provide students with advanced resources that match their current levels of understanding.
- ii. **Differentiating Process** looks at the “how” of teaching. The way one teaches should reflect the learning styles and preferences of the students. Teachers can modify process by adding greater complexity or abstractness to tasks, by engaging students in critical and creative thinking, or by increasing the variety of ways in which they learn.
- iii. **Differentiating Product** looks at the end result of learning. A product may be something tangible like a report, brochure or model. It may be verbal like a dialogue, speech or debate. Or it may involve action like a skit, mock trial or dance. Products should reflect what students have understood and been able to apply and should allow them to show new ways of thinking. Students become involved when they are allowed to tap into the multiple intelligences that show their preference of presentation.

b. Universal Design

Created by Ronald Mace, internationally respected architect, product designer and educator, **Universal Design** is defined as “the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.” In the educational setting, UD can address students of varying abilities, differing racial and ethnic backgrounds, different learning styles, English language learners and limited English learners by considering built-in accommodations to instructional design. That is, the adaptations are built in at the “front end” such that they are accessible to everyone at the beginning rather than adjusted as add-ons at a later time. These adaptations will be achieved through the principles of Universal Design:

- **Equitable Use** – the design is useful and marketable to people with diverse abilities
-
- **Flexibility in Use** – the design accommodates a wide range of individual preferences and abilities
- **Simple and Intuitive** – use of the design is easy to understand regardless of user’s experience, knowledge, language skills or concentration level
- **Perceptible Information** – the design communicates necessary information effectively to the user regardless of the user’s sensory abilities
- **Tolerance for Error** – the design minimizes hazards and adverse consequences of accidental actions
- **Low Physical Effort** – the design can be used efficiently and comfortably
- **Size and Space for Approach and Use** – Appropriate size and space is provided for approach, reach, and manipulation regardless of user’s body size, posture or mobility

c. Modification

Through Differentiated Instruction and Universal Design, modifications in the classroom for all students with learning differences could include the following:

- i. Presentation - Content could be presented using multiple media such as oral lectures, textbooks, charts or diagrams, audio tapes, and videos.

- Content could be changed from one medium to another, such as oral output for students with reading difficulties or pictures and illustrations for students who need a visual image.
- Materials would have adjustable presentation characteristics — changeable font style and size, highlighting of main concepts, or variable volume and speed controls.
- Material could be adjusted to match students' cognitive styles. For example, students who prefer sequential, factual information might learn a history lesson from a timeline-style presentation. Students who learn better with a base of broader concepts might choose to have the same lesson presented from a big picture, or cause-and-effect perspective, with details filled in later.

ii. Participation - Since one task or teaching method may engage and motivate some students but bore or frustrate others, DI and UD allow flexibility in how students interact with the material. It also lets teachers tailor the level of difficulty of assignments, ensuring that each student is sufficiently challenged while meeting the overall goals of the lesson.

- Students could choose their preferred method of learning new material. One child might learn vocabulary by playing a game in a race against the clock; another might create stories or even artwork to incorporate the new words.
- Content could be tailored to match students' interests. For example, math principles could be taught using topics ranging from hockey to horses.
- Materials would provide extra support where students need it. For reading practice, independent readers could read silently from a book. Students needing more support might read computer-based stories where they could click on a troublesome word to hear it pronounced or have the entire text read aloud.
- Materials might have adjustable challenge levels such as educational computer games with several levels of difficulty.
- Materials might allow students to add their own words, images, or ideas, such as reading software that encourages learners to customize the stories or illustrations.
- Assignments could be varied according to each student's skills. If the goal of a project is to learn research skills, more advanced students might be required to produce a longer report or cite more references. Students with less developed research skills might gain as much from creating a report using fewer references to cover a limited number of key points.

iii. Expression - Students are not limited to one way of completing assignments.

Instructors can match the curriculum to each child's strengths.

- Assignments could be accepted in various formats. A student who finds written expression difficult might show his knowledge orally; another might turn in a report, write a play, or develop a project or PowerPoint to demonstrate learning
- "Paper and pencil" exercises could become "computer and printer" exercises for students who are slowed down by the physical effort of writing, or for any student who prefers using a keyboard

iv. Organization – Students could use a variety of organizational skills and tools to keep abreast of assignments and projects.

- Students could highlight key facts in the textbook
- The use of note-taking strategies such as Cornell could be used to organize information
- Students could use an organizational day timer or agenda notebook to write homework assignments, due dates, project progress. This would go home every day to be reviewed by student and parent
- The teacher could assist with the organization of a folder or notebook system for keeping track of papers and assignments.
- When appropriate, allow additional time to complete a task
- Allow for an extra set of textbooks at home
- Send daily or weekly progress sheets home
- Conference regularly with the student to address concerns, work production or evaluation of progress
- Parent/teacher conferencing to generate additional ideas for improving organization

v. Test taking – Many students experience test anxiety or simply are not able to demonstrate their knowledge for various reasons on tests that are given in a standard fashion. However, with small adaptations, most students can show their understanding of crucial information, essential understandings and key concepts.

- Allow the student extra time for completion of the test
- Open book or open note test for a student with poor short-term memory
- The distractible student might wish to take the test in a different setting – a smaller room, a quieter environment, with a special education teacher.
- The examination could be in the form of a take-home test

- Use of curriculum compacting by allowing the advanced student to take the end-of-chapter test initially to free up time for special interest or anchor activities
- Give frequent quizzes with chunked information rather than long exams covering lengthy material
- Offer the test orally for those who struggle to put their thoughts in writing
- Offer the use of an adult as a scribe to write answers verbally given by the student for those with poor handwriting or legibility issues
- Allow use of assistive technology hardware and software
- Allow for different types of end products besides the traditional paper-pencil test.

Cottonwood Classical Preparatory School teachers will analyze the degree of challenge and variety in instructional plans and will modify, adapt, or design new approaches to instruction at the front end in response to student needs, interests and learning preferences. By changing the pace, level, or kind of instruction, CCPS teachers will respond to learning differences of special needs students, ELL students, LEP students, at-risk students, and gifted students. The curriculum will remain rigorous, relevant, flexible and varied. Through the integration of UD and DI, Cottonwood Classical Preparatory School teachers will ensure that all students learn skills and understand the subject matter while seeking relevance for their lives.

d. Strategies for Second Language Learners

In addition, to ensure the acquisition of social and academic language by English Language Learners and Limited English Proficient learners, teachers at CCPS will use an active learning model in conjunction with sheltered content. Active learning, similar to constructivist learning, requires a level of engagement by the student in the instructional process as well as a commitment of shared vision and responsibility by the teacher and student. In this environment, students will learn content, develop concept knowledge, and acquire language through a discovery-oriented approach. Essential to this model is the view of the learner as responsible for the discovery, construction, and creation of something new with the teacher as resource and facilitator. Students are empowered because the presented content and the discussed ideas are relevant to their personal experiences and histories. This model is also mirrored in the coached project piece of the Paideia method.

For these particular learners, CCPS teachers will:

- Have an awareness of cultural and linguistic differences among students
- Provide a safe and predictable environment
- Teach sociolinguistic behaviors
- Incorporate essentials of Differentiated Instruction and Universal Design

And because LEP learners take years to acquire and understand the English language, CCPS teachers will use the **Sheltered Instruction Observation Protocol** (SIOP) as a lesson plan checklist.

i. Preparation

- Write content objectives clearly for students
- Write language objectives clearly for students
- Choose content concepts appropriate for age and educational background level of students
- Identify supplementary materials to use (graphs, models, visuals)
- Adapt content (text, assignment) to all levels of student proficiency
- Plan meaningful activities that integrate lesson concepts (surveys, letter writing, simulations and constructing models) with language practice opportunities for reading, writing, listening, and/or speaking

ii. Instruction

Building Background

- Explicitly link concepts to students' backgrounds and experience
- Explicitly link past learning and new concepts
- Emphasize key vocabulary (introduce, write, repeat, and highlight) for students

Comprehensible Input

- Use speech appropriate for student's proficiency level (slower rate, enunciation, and simple sentence structure for beginners.)
- Explain academic tasks clearly
- Use a variety of techniques to make content concepts clear (modeling, visuals, hands-on activities, demonstrations, gestures, body language)

Strategies

- Provide ample opportunities for students to use strategies (problem solving, predicting, organizing, summarizing, categorizing, evaluating, self-monitoring)
- Use scaffolding techniques consistently (provide the right amount of support to move students from one level of understanding to a higher level) throughout the lesson
- Use a variety of question types including those that promote higher-order thinking skills throughout the lesson (literal, analytical, and interpretive questions)

Interaction

- Provide frequent opportunities for interaction and discussion between teacher and other students about lesson concepts and encourage elaborated responses
- Use group configurations that support language and content objectives of the lesson
- Consistently provide sufficient wait time for student responses
- Give ample opportunities for students to clarify key concepts in language as needed with aide or peer support

Practice/Application

- Provide hands-on materials and/or manipulatives for students to practice using new content knowledge

- Provide activities for student to apply content and language knowledge in the classroom
- Provide activities that integrate all language skills (reading, writing, listening, and speaking)

Lesson Delivery Support

- Support language objectives clearly
- Engage students approximately 90-100% of the period (most students taking part and on-task throughout the lesson)
- Pace the lesson appropriately to student's ability level

iii. Review /Evaluation

- Give a comprehensive review of key vocabulary
- Give a comprehensive review of key content concepts
- Provide feedback to students regularly on their output (language, content, work)
- Conduct assessments of student comprehension and learning throughout lesson on all objectives (spot checking, group response)

D-17 Specific Special Education Plan

At Cottonwood Classical Preparatory School, all students belong to all teachers. All teachers are responsible for the learning of all students. As such, students with disabilities as well as gifted students will be included in the general classroom setting as much as is educationally feasible. They will have full access to the general education curriculum in a manner consistent with federal and state laws and regulations, and consistent with the mission and vision set forth in the CCPS Charter. However, if a special needs student requires more intensive or direct support, he or she will receive that service in a different way which could include small groups or one on one instruction.

The Cottonwood Classical Preparatory School Special Education Policy and Procedure Manual will serve as a vehicle of communication between families, CCPS faculty and staff, and state and agency personnel regarding local protections and services for students with disabilities. Special education services at CCPS will focus on the needs and strengths of each student and develop programming and support so he or she can experience educational success through implementation of the Individuals with Disabilities Act (IDEA '04-'06). CCPS shares the philosophy and purpose of the stated intent of IDEA. CCPS believes that all students, including those with disabilities, should receive the educational tools they need to lead productive and independent adult lives. To this end, the Governing Council, staff and faculty of CCPS will be dedicated to whole-school approaches that support all students. Furthermore, the same high expectations for achievement will apply to all CCPS students, including those with disabilities.

The Cottonwood Classical Preparatory School Special Education Policy is congruent with both the New Mexico State Public Education Department Special Education Regulations, 6.31.2 NMAC, the Standards for Excellence, 6.30.2 NMAC, Non-Regulatory Guidance IDEA 2004 (issued August 1, 2005), and the federal Individuals with Disabilities Education Act 2004 (IDEA), 20 U.S.C section 1414, the No Child Left Behind Act of 2001, 20 U.S.C. section 6301 et seq., Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. section 794 et seq., and the Family Educational Rights and Privacy Act, 20 U.S.C. section 1232 et seq.

The applicable New Mexico State laws establish a structure in which a charter school is semi-autonomous while functioning under the overall supervision of the New Mexico PED. Under new guidelines where the Charter can submit application to the state PED as of July 1, 2007, and under IDEA's classification, CCPS will be considered a Local Educational Agency (LEA) which is overseen by the New Mexico PED for general education and special education purposes.

The CCPS Special Education Policy and Procedure Manual specifically reflects 34 C.F.R. 300.241 (Treatment of Charter Schools and their students), and section 300.312 (Students with disabilities in public charter schools). Under this law, CCPS understands that PED shall provide IDEA Part B funds and insure that CCPS students with disabilities are properly served. CCPS will file sufficient information with the PED to demonstrate that the requirements of the IDEA and all rules regarding Charter Schools are met.

All students with disabilities attending CCPS and their parents retain all rights under the

IDEA. CCPS is primarily responsible for determination and delivery of needed services to its students with disabilities and for compliance with all laws and regulations. However, the PED remains secondarily responsible if CCPS should fail to perform one or more of its IDEA obligations.

Cottonwood Classical Preparatory School understands that the PED is currently reviewing parts of the special education statutes, particularly topics on discipline and giftedness, and will make any adjustments to the program and delivery of services to special education students that are deemed necessary by the PED.

The special education process includes:

1. Pre-referral/referral interventions
2. Initial evaluation
3. Determination of eligibility
4. IEP development
5. IEP implementation
6. IEP review/revision
7. Reevaluation
8. Determination of eligibility
9. Exit from services or continuation of services

(If the latter, repeat steps 4 through 9)

Any student with disabilities who otherwise qualifies for admission to CCPS will not be denied admission, services or benefits because of his/her disability or exceptionality, or need for special education and related services. Please note that in this Manual, the words “parent” or “parents” means “a parent or legal guardian,” and includes grandparents, stepparents, other relatives, or foster parents.

COTTONWOOD CLASSICAL PREPARATORY SCHOOL
SPECIAL EDUCATION POLICY AND PROCEDURE MANUAL

JULY 1, 2007

I. Child Identification

In compliance with 6.31.2.10 NMAC and 6.30.2 NMAC, Cottonwood Classical Preparatory School will conduct activities to locate and evaluate children who are in need of special education and related services.

A. Child Find

CCPS will conduct Child Find activities by conducting public awareness programs and notifying the public of the availability of special education testing and other services at the school. All students with disabilities attending CCPS, regardless of the severity of the disability, and who are in need of special education and related services, are identified, located and evaluated. Pursuant with the New Mexico state statute 6.31.2.10B NMAC, CCPS will conduct general screenings as part of its overall school success plan to identify existing or potential student needs in all education and related areas. CCPS will assist in identifying unique populations such as homeless children, migrant children or home-schooled children and will make appropriate efforts to inform them of special education services at the school.

B. General Screening

CCPS will conduct a general screening as part of its Student Assistance Team process to identify student needs in all educational and related areas, including potential needs for special education and related services. CCPS follows the SAT guidelines as set out in the New Mexico PED SAT Handbook.

C. Request for Initial Evaluation

Parents, CCPS faculty, or the Student Assistance Team (SAT) may request a screening or initial evaluation.

II. EVALUATIONS

An evaluation must be completed and an eligibility determination made by the Multi-Disciplinary Team before any student can receive special education services.

A. Determining the Need for an Evaluation

Cottonwood Classical Preparatory School will identify those students in need of an evaluation through screening, review of previous records, and parent information. The information shall include:

- The results of screening
- Reports from outside agencies
- A statement of language proficiency and dominance
- A case history from the parents
- A vision and hearing screening
- An informal observation of the student
- Medical information when appropriate

B. Evaluations in General

When a student has been identified as needing an evaluation, CCPS shall obtain the services of a contract diagnostic agency or diagnostician. Evaluations will take place within 60 days and will be conducted at no cost to parents in compliance with 34 CFR sections 300.532-300.535. The evaluation will include any and all assessments that are deemed necessary and appropriate to a child's individual situation in all areas of suspected disability. Evaluations will be conducted in such a manner so as not to be discriminatory on a racial or cultural basis and will be administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so.

C. Contents of Evaluation Files

- The Parent Notification Referral
- Parent Consent for Evaluation
- Parent perception of problems and interventions
- A summary of the student's attendance history

- A statement regarding any cultural, linguistic, environmental or socio-economic factors impacting the student's ability to gain from his/her educational experience
- A statement regarding any cultural, linguistic, environmental or socio-economic factors impacting the student's test performance
- An observation of test behavior
- An Evaluation Report, which conforms to diagnostic standards
- A statement indicating the need for specialized instruction
- A recommendation for general teaching or environmental strategies
- A recommendation for specific general education modifications
- Notification of a Multi-Disciplinary Team meeting sent prior to the meeting
- Documentation of MDT determination of eligibility
- Current IEP, if any
- Current Evaluation
- Transition Plan

D. Independent Evaluations

Parents who disagree with evaluation results and/or interpretations have the right to obtain an independent educational evaluation of the child at public expense.

E. Re-evaluations

Re-evaluations will be conducted no less than once every three years. They may be conducted at the request of the student's parent or legal guardian at any time further information will benefit the student's educational program.

III. ELIGIBILITY DETERMINATIONS

A. Current CCPS students

Please note that CCPS students who are referred by a Student Assistance Team (SAT) for special education eligibility determination will have received Tier One and Tier Two instruction and interventions before referral. The SAT will submit a complete file prior to the request for screening or initial evaluation as required by 6.13.2.109 (C) NMAC 2005. (Refer to Section E #19)

Upon completing the administration of tests and other evaluations, the Multi-Disciplinary Team (MDT), a group of qualified professionals, and the parent/guardian of the student, will determine if the student is one with a disability and thus qualifies for special

education services, as defined in 34 CFR Sec. 300.7 and Paragraph B (1) of 6.31.2.7 NMAC. The student's disability must adversely affect his or her academic performance. This determination shall be made following the procedures set out in 34 CFR Sections 300.534 – 300.535 and any other Special Education Bureau rules and regulations. The Eligibility Determination shall include a statement regarding the specific educational needs of the student.

B. 504 Plans

If a student has a disability but the disability does not adversely affect educational performance, the student will not be eligible for special education services under IDEA but may be eligible for protections under Section 504 of the Rehabilitation Act. To be eligible, the student must have a physical or mental impairment that substantially limits at least one major life activity. Major life activities include walking, seeing, hearing, speaking, breathing, sitting, standing, learning, reading, writing, performing math calculations, working, caring for oneself, or performing manual tasks. Under Section 504 the student with a disability may receive accommodations and modifications. An IEP team, SAT, or a parent may request a 504 Plan.

C. Transfers

In the case of a student with a disability who transfers from another school district either in New Mexico or from another state to CCPS within the same academic year, and who has an IEP, CCPS will provide that student with special education services comparable to those described in the previously held IEP, in consultation with the parents/guardians, until CCPS either adopts that IEP or develops a new IEP.

D. Change of Eligibility

Before a student who has had an IEP can be found to be ineligible for special education services, CCPS will have that student reevaluated and will convene a meeting with the student, the student's parents, and all necessary professional therapists and teachers as appropriate, to discuss progress and subsequent program. If a student's eligibility for special education is terminated, CCPS will provide the student with a summary of his or

her academic achievement and functional performance and will make recommendations on how to assist the student in meeting postsecondary goals. A student is no longer eligible for special education services upon his/her twenty-second birthday, or upon graduation.

E. Special Rule Regarding Eligibility

If, after evaluation procedures, the Multi-Disciplinary Team and/or IEP team determine that the student's academic delays are due to a lack of teaching in reading or math or due to limited English proficiency, that student will not be eligible for special education services. However, other solutions will be sought to remediate the deficiencies.

F. Rule Regarding Medication

No student will be required to obtain a prescription for a medication covered by the Controlled Substances Act as a condition of attending school, receiving an evaluation, or for eligibility for special education services.

IV. PLACEMENTS

After a student is determined to be eligible for special education services, a determination of placement will be made. CCPS insures that each student's educational placement and services will be provided in the least restrictive environment.

A. Placement at CCPS

As stated in 6.31.2 (2)(c) NMAC, the presumption is that the student will be educated in the school that he or she would attend if non-disabled unless the student's IEP requires some other arrangement. Since CCPS is a charter school providing school choice for students from the greater Albuquerque area, CCPS will provide placement for a student with disabilities unless the student's IEP clearly requires some other arrangement.

B. Placement Files must include

- Documentation of any special factors affecting school placement

- The student's IEP goals and objectives aligned to state standards and written in specific, measurable terms, including references to the measurement tool or tools to be used to determine progress.
- Clear justification for the program placement.

C. Other Placements

If a student's IEP requires another placement, a student may be placed in an appropriate private school or facility in order to fulfill the requirement of the student's IEP at no cost to the student's parents.

D. Private Schools

If parents believe that CCPS has failed to provide a free appropriate public education to their disabled child and they independently place that child in a private school, CCPS and the PED will not be responsible for the student's tuition unless the parent has followed the state and federal guidelines governing this situation. Parents must first notify CCPS of their concerns and of their intention to enroll their child in a private school at public expense. (Refer to state and federal regulations that specifically address this situation)

E. Placements during Due Process

Pending a meeting or hearing regarding conflict resolution, a student will remain in his or her current placement unless otherwise determined by the IEP Team or a hearing officer.

V. INDIVIDUALIZED EDUCATION PROGRAM (IEP)

An "individualized education program" (IEP) means a written statement or educational plan for a student with a disability that is developed, implemented, and revised in compliance with state and federal law. This program is designed by the IEP team which consists of the special education teacher, general education teachers, parents, other professionals with expertise in appropriate areas, and the student if possible or appropriate.

A. Responsibility for IEP

Cottonwood Classical Preparatory School is responsible for developing and implementing an IEP for each student in need of special education services. As such, CCPS insures that an IEP will be developed and implemented for each enrolled student in need of special education who is placed in or referred to a private school by CCPS or who is enrolled in a parochial or home school, and who receives special education or related services from CCPS.

B. When IEP's Must Be in Effect

- At the beginning of each school year CCPS will have an IEP in effect for each student with a disability who is receiving special education from the school.
- An IEP will be in effect before special education and related services are provided to a student.
- An IEP will be implemented as soon as possible following the IEP meetings except when the meetings occur during the summer or a vacation period or where there are circumstances that require a short delay. There will be no undue delay in providing special education and related services to a student.

C. Meetings

CCPS will be responsible for initiating and conducting meetings for the purpose of developing, reviewing and revising a student's IEP. A meeting to develop an IEP will be held within 30 calendar days of a determination that the student needs special education and related services. A meeting to review a student's IEP will be held each year or anytime there is new information that would substantially alter the student's educational plan. However, if CCPS and the parents agree, an amendment may be made to the IEP in writing and without the requirement of a meeting.

Participants

The IEP team shall consist of the student, if appropriate, one or both of the student's parents, the CCPS special education teacher, at least one regular education teacher, a person who can interpret the educational implications of test results, a school administrator or designee, any appropriate therapists or other service providers, or transition services personnel as appropriate, and any other advocate or support person the

parent chooses to invite. An IEP team member may be excused from attendance at a meeting if the parents agree. Members who do not attend may provide written input prior to the meeting.

Special Provisions for Parents

CCPS will do its best to insure that one or both of the parents of the student with a disability can be present at each meeting or are afforded the opportunity to participate. CCPS will attempt to schedule meetings at a mutually agreed upon time and place.

CCPS will provide written notice to the parents at least a week prior to the meeting to ensure they will be able to attend. The written notice will specify the purpose, time, and location of the meeting and who will be in attendance. If the parents cannot attend, CCPS will offer other means of attendance such as conference calls.

If necessary, CCPS will ensure that an appropriate interpreter will be at the meeting so the parents and/or student can understand what is being said.

CCPS will provide a copy of the Parent's Rights and Responsibilities to parents and will get a signed acknowledgment of receipt. CCPS will provide a copy of all evaluation results to the parents before the meeting and will provide a copy of the completed IEP at the conclusion of the meeting.

If a Parent Will Not Attend

A meeting may be conducted without a parent present if CCPS is unable to convince the parents they should attend. In this case, CCPS will maintain a detailed record of all attempts to arrange a mutually agreed upon time and place. CCPS will institute procedures to protect the rights of the student when the student's parents are not known.

VI. CONTENT OF THE IEP

The IEP team will take the following into consideration: the student's strengths, the parent's concerns and desires, the student's concerns and desires, the evaluation results,

the student's academic, developmental and functional needs, the recommendations of regular and special education teachers, input from therapists and other professionals, and any special social, behavioral or communication factors.

The IEP for each student will include the following

- A statement of the student's present levels of educational performance which accurately describes the impact of the student's disability on his or her performance in the general education curriculum
- A statement of measurable annual goals, both academic and functional, designed to meet the student's needs that result from his or her disability and which enable the student to be involved in and make progress in the general education curriculum
- A statement of how the student's progress will be measured and when progress reports will be issued
- A statement of special education and related services and supplementary aids and services, based on peer-reviewed research, if possible
- A statement of program modifications and supports to be provided to the student in the Least Restrictive Environment (LRE), and the extent to which the student will participate in the general education curriculum
- An explanation of the extent, if any, to which the student will not participate with non-disabled students in the regular classroom
- A statement of accommodations the student needs when participating in district-wide or statewide assessments, or in the event the student must take an alternate assessment, a statement as to why the alternate assessment is necessary in accordance with New Mexico law and guidelines.

According to 6.31.2.11 (E) NMAC, students may participate in alternate assessments only if it can be documented that their past and present levels of performance in multiple settings indicate the presence of a significant cognitive disability. These students require intensive, pervasive, or extensive levels of support in home, school and community settings. These students' current cognitive and adaptive skills and performance levels require direct instruction to accomplish the acquisition, maintenance, and generalization of these skills in multiple settings.

- A statement regarding the extent to which the student will be subject to the standard behavioral policies of the school and if individualized behavioral techniques should be used
- The projected date for the beginning of services and the projected frequency, location, and duration of those services
- A statement that the student and parents were informed that the student's rights under IDEA will transfer to him or her upon the age of majority. CCPS will place this statement in the IEP no later than one year before the student becomes 18. If the parents follow legal procedures to maintain full or partial guardianship, this information will be included in the student's file
- A signature page where each participant present during the IEP meeting will sign, date, and indicate their position
- When the student is 16, a statement of appropriate measurable postsecondary goals related to training, education, employment, and if appropriate, independent living skills. Also included will be a plan to provide transition services, including course of study
- A statement describing restrictive environment. To the maximum extent possible, CCPS students with disabilities will be educated with students without disabilities. CCPS insures that special classes, separate schooling, or other removal of students with disabilities from the general education environment will occur only when the nature and severity of the disability is such that education in general classes, even when supplementary aides and supports are used, cannot be satisfactorily achieved.

VII. PROGRAM DELIVERY

A. Continuum of Service Delivery

CCPS will utilize the "consultant" model as much as is educationally feasible and sound for the special needs student. The special education teacher, along with appropriate ancillary staff, will collaborate with the general education teacher to serve as consultants by providing assistance so all students can be taught in an inclusive setting. The service will be brought to the student rather than the student to the service. When stipulated in the IEP, the special education teacher will provide modifications or direct support to the

student in the general education setting. Educational assistants will be used to provide additional support for the implementation of modifications and to act as a critical link between the general and special education teacher.

A full continuum of alternative service delivery models for special education and related services will be available to meet the needs of students with more significant disabilities. If a more direct model is needed, CCPS will provide services in a small group or one to one setting.

B. Individualized Education Placement

CCPS will insure that the IEP team creates a plan individualized to the student's needs and will execute that plan. Special education and related services as well as supplementary aids and services will be based upon peer-reviewed research, to the extent feasible.

C. Teacher Qualifications

CCPS will insure that any special education teacher employed by CCPS will be highly qualified, and that all related service personnel and educational assistants will be certified and licensed according to New Mexico standards. CCPS will insure that all general education teachers will have ongoing professional training for the issues and teaching methods specific to CCPS students with special needs.

VIII. BEHAVIOR AND DISCIPLINE

A. Comparable Disciplinary Rules

Unless otherwise stipulated by law, a student with an IEP shall be subject to the same disciplinary rules and requirements as other CCPS students.

B. Functional Behavioral Assessments

When creating or revising an IEP, the IEP team will consider whether a functional behavioral assessment or other behavioral strategies will be necessary to optimize student

learning. If, at any time, a student with a disability demonstrates behavior that impedes his or her learning or that of others, CCPS will convene a meeting to determine strategies to address that behavior or initiate a functional behavioral assessment.

C. Suspension or Expulsion

If a student with a disability subject to the standard CCPS disciplinary code commits an act that requires suspension or expulsion, CCPS will insure that the student continues to receive a free appropriate public education and related services. If appropriate, the student will receive a functional behavioral assessment or other psycho-educational evaluations.

D. Qualifications of Evaluator

If, at any stage of a student's educational career, it is determined that a psycho-educational evaluation is necessary, CCPS will insure that the evaluator has expertise in that student's particular disability.

E. Violations of Disciplinary Code

Except as noted in subsection G below, CCPS will not remove a student with a disability who violates the disciplinary code from his/her current placement to another interim alternative educational setting or suspend that student for more than ten school days.

F. Manifestation Determination

Within ten school days of any decision to change the placement of a student with a disability because of a violation of the school's disciplinary code, the IEP team shall convene a Manifestation Determination meeting. At this time they will review all relevant information including that provided by the parents concerning the student to determine if the negative behavior was caused by the student's disability. The IEP team will determine whether the negative behavior was caused by or had a direct and substantial relationship to the student's disability and/or if the negative behavior in question was the direct result of the school's failure to implement the IEP.

If the IEP Team determines that the student's negative behavior was a manifestation of the student's disability, CCPS will initiate a functional behavioral assessment for that student and implement a behavior intervention plan based on that assessment.

In the situation where a behavioral plan is already in place and a student's negative behavior continues, CCPS will review the behavior intervention plan and modify it to address the behavior.

If the IEP team determines that the student's negative behavior was not a manifestation of the student's disability, the same disciplinary procedures applicable to children without disabilities will apply in this situation.

G. Special Disciplinary Circumstances

CCPS may remove a student to an interim alternative educational setting for not more than 45 school days without regard as to whether the behavior is a manifestation of the student's disability if the student:

- Carries or possesses a weapon to or at school or any school function
- Knowingly possesses or uses illegal drugs or sells or solicits the sale of a controlled substance on school premises or at a school function, except as noted in section H.
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function.

H. Prescription Drug Exception

If a CCPS student with a disability has been prescribed a controlled substance by a doctor and the student has possession of the medication at school, this is not an illegal possession or use. However, all prescription or over-the-counter medications used by students will be stored in the administration office or health room during school hours.

I. Interim Educational Setting

When a student with a disability needs to be removed from the regular educational placement to an interim alternative educational setting, the IEP team will determine that setting.

J. Reporting of Crimes

CCPS may, at its discretion, report a crime committed by a student with a disability to the appropriate authorities. If the school does so, it will insure that the authorities receive copies of the special education and disciplinary records of the student.

K. Disciplinary Provisions for Students in IEP Process

A CCPS student who has not yet been found eligible for special education will receive the same treatment in disciplinary matters as those who have IEP's if the parent of the student has expressed concern in writing that the student may need special education or has requested an evaluation, if the student's teacher has expressed specific concerns about the student's pattern of behavior, or if the student is in the SAT process.

L. Due Process in Disciplinary Issues

If a parent of a student with a disability disagrees with any decision regarding placement or the manifestation determination, that parent may request a hearing.

M. Determination of New Placement

The IEP team may determine that CCPS is unable to meet the needs of the student and refer the student to another placement. CCPS will follow the procedures as set out in 6.31.2.J – L NMAC and all relevant federal rules.

IX. GIFTED STUDENTS

A. In General.

CCPS will provide services to all students that qualify as gifted, as defined in 6.31.2.12 NMAC and Sec. 22-1-1(O) NMSA 1978.

Assuming appropriate evaluations have been completed, a student may be determined to be both gifted and have a disability. The student will be entitled to a free appropriate public education for both reasons and both needs will be addressed in the IEP.

CCPS may offer gifted programs and services to students who fail to meet state eligibility

criteria. However, the state will only provide funds for PED-approved gifted programs for those students who meet the criteria established by the state.

All provisions regarding the initiation and evaluation of IEP's, procedural safeguards, and rights apply to gifted students. However, provisions that specify special disciplinary protections and placements to students with disabilities do not apply to gifted students.

B. Definition

A "gifted student" is a school-aged person whose intellectual ability paired with subject-matter aptitude/achievement, creativity/divergent thinking, or problem-solving/critical thinking, meets the eligibility criteria determined by the state.

C. Evaluation Procedures

A student's parents, the student, a CCPS teacher or counselor, or SAT may request an evaluation to determine if a student is gifted and in need of special education services to meet the student's educational needs.

The Special Education Director will contract with a testing service or qualified diagnostician to administer the testing instruments required by law. The Director will also be responsible for gathering all information required to make an evaluation.

An IEP team will be created. One member should be a person knowledgeable about gifted programs and the needs of gifted students. In all other ways the constituents of the IEP team will be equivalent to one created for a student with a disability.

The IEP Team will consider documentation and data from multiple sources including:

- Standardized measures.
- Information regarding the student's activities from other sources such as collections of work, audio/visual products, judgment of work by qualified individuals knowledgeable about the student's performance (artists, musicians, scientists, etc.), interviews and observations.

- An accurate assessment of a student's ability may be affected by factors including cultural background, linguistic background, socioeconomic status, or disability conditions. The impact of these facts on the evaluation shall be documented and carefully considered when determining whether a student is gifted.
- The student's ability in all four areas specified in the above definition will be tested and considered.

D. Eligibility

A CCPS student will be considered gifted by the IEP team if any of the following are true:

The student shows a score of two standard deviations above the mean (130 or above) on a properly administered measure of intellectual ability, and the student meets eligibility criteria in one of the following three areas:

- Superior score on a total subject area section of a standardized measure, or as documented from other sources
- Outstanding performance on a test of creativity/divergent thinking, or as documented from other sources
- Outstanding performance on a test of problem-solving/critical thinking, or as documented from other sources

If the IEP team determines that a student is gifted, it will create and implement an IEP that meets the student's needs.

X. STUDENT RECORDS

A. Transfers

Whenever a student from CCPS transfers to another school, CCPS will insure that all records, including IEP's, will be forwarded promptly upon proper request by the parents or the receiving school.

B. Confidentiality of Personally Identifiable Information

CCPS insures that the following practices and policies regarding personally identifiable

information are in place:

- Parental consent is obtained before personally identifiable information is disclosed to anyone other than officials of public education agencies collecting or using the information.
- CCPS is required by the NCLB Act to disclose information regarding CCPS students to the Pentagon for use in recruiting students into the Armed Forces.
- CCPS protects the confidentiality of student records in the collection, storage, disclosure and destruction stages.
- One official at CCPS is responsible for insuring the confidentiality of student records.
- All persons collecting or using student records will receive training or instruction regarding FERPA.
- CCPS maintains for public inspection a current listing of the names and positions of those CCPS employees who have access to student records.

C. Access Rights

Upon parental request, CCPS will provide a list of the types and locations of educational records collected, maintained, or used by the school and will permit parents to inspect and review any educational records relating to their students that are collected, maintained, or used by the school. CCPS will comply with a request without unnecessary delay and before any meeting regarding an IEP.

CCPS presumes that parents have the authority to inspect and review records relating to their student unless CCPS has been advised otherwise under applicable state laws governing such matters as guardianship, custody, separation, and divorce.

- The right to inspect and review educational records includes
- The right to a response from CCPS to reasonable request for explanations and interpretations of records

- The right to request that CCPS provide copies of the records if failure to provide copies would effectively prevent the parents from exercising the right to inspect and review the records
- The right to have a representative of the parents inspect and review the records

CCPS keeps a record of parties who obtain access to educational records collected, maintained, or used (except access by parents and authorized employees of CCPS), including the name of the party, position or credential of the party, the date, and purpose access was given.

D. Records on More Than One Student

If any educational record includes information on more than one student, the parents of those students have the right to inspect and review only the information relating to their student or to be informed of that specific information.

E. Fees

CCPS does not charge a fee to search for or retrieve information for parents, nor does it charge a fee for copies of records if failure to provide copies or to pay a fee would effectively prevent parents from their right to inspect and review the records.

F. Amendment of Records At Parent's Request

Parents who believe that information in their student's record is inaccurate or misleading, or that it violates the privacy or other rights of the student, may request in writing that CCPS amend the information.

CCPS will answer the request in a reasonable period of time following the receipt of the request. If CCPS decides not to amend the information in accordance with the request, CCPS will inform the parents in writing of the refusal and will advise the parents of their right to a hearing.

G. Hearings

Upon written request, CCPS will provide a hearing to parents to challenge information in the educational records of their student to insure that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student.

The hearing will be conducted according to the procedures under the Family Educational Rights and Privacy Act (FERPA), 34 CFR 99 and 6.5.2 NMAC.

If, as a result of the hearing, CCPS determines that the information needs to be changed, it will amend the information accordingly and inform the parents in writing. If, as a result of the hearing, CCPS decides that the information does not need to be changed, it will inform the parents of their right to place a statement commenting on the information in the student's record. Any explanation placed in the record of the student will be maintained by CCPS as part of the school record as long as it is kept by CCPS. If the record of the student is disclosed to any party, the explanation will also be disclosed with the record.

H. Destruction of Records

As a matter of policy, CCPS will destroy a student's records when they are no longer needed to provide educational services to that student. However, the records of a student with a disability may be retained permanently unless the parent of the student or the student at age of majority requests that the record be destroyed. Although destruction of records is the best protection against improper and unauthorized disclosure, the records may someday be needed for other purposes such as to obtain social security benefits or other services.

If CCPS receives a request in writing to destroy the records of a student with a disability, it will give the records to the person making the request. However, CCPS will keep a permanent record of a student's name, address, phone number, attendance, grade transcript, grade level completed, and year completed.

I. Notice to Parents

The Special Education Director or designee will provide a written notice to parents fully informing them about the requirements pertaining to the confidentiality of student records and their rights under the law in regard to those records.

XI. CONFLICT Management and Resolution

A. In General

Cottonwood Classical Preparatory School staff is committed to establishing and maintaining productive working relationships with the parents of all students at CCPS since we believe that such a relationship contributes to the quality of the student's educational experience. To formalize this commitment, CCPS will ask for a signed commitment of parental involvement in school life and activities. Furthermore, CCPS will establish procedures in the Employee Handbook and Student Handbook that provide students and parents with a process through which they can address their concerns.

This is no different for students with disabilities. However, in addition to the school procedures, CCPS will abide by the state and federal regulations regarding dispute resolution in matters pertaining to special education students.

First, as a proactive measure, the Special Education Director at CCPS will maintain open and frequent communication with the parents of students with disabilities to discuss ongoing concerns and accomplishments.

Secondly, CCPS will insure the maintenance of a continuum of dispute resolution options for parents and students with disabilities to include Informal Dispute Resolution procedures, Third-Party assisted intervention, and Formal Dispute Resolution options. The Special Education Director will provide a notice listing the rights of parents to Due Process at every IEP meeting or whenever a parent requests one.

B. Informal Dispute Resolution Procedures

If a disagreement arises between parents and CCPS over a student's IEP or educational

program and it cannot be resolved through an informal conference, either the parents or CCPS may convene a new IEP meeting at any time to attempt to resolve the issues in question.

C. Third-Party Assisted Intervention

1. To resolve a disagreement, the parents and CCPS may elect to meet with a neutral party who is under contract with Parents Reaching Out or an alternative dispute resolution provider.
2. To resolve a disagreement, the parents and CCPS may choose mediation. In that case the Special Education Bureau of the Public Education Department ensures that mediation is available to parents and schools who request intervention before filing a state-level complaint or a request for a due process hearing. CCPS will honor any parent's request for mediation and will assist in the process of arranging the meeting. CCPS will also inform the parents of the procedures involved in a mediated intervention.

D. Mediation

In compliance with 6.31.2 (b) NMAC, the parents and CCPS will file with the Bureau a mutual request in writing, signed by both parties, which will contain a statement of the matter in dispute and a description of all attempts to resolve the matter. The Bureau will then contact CCPS to set up a meeting.

In general:

- Mediation is voluntary on the part of the parties
- The mediation process will not be used to deny or delay a parent's right to a due process hearing
- All discussions that occur during the mediation process must be confidential and may not be used in any subsequent due process hearing or civil proceeding
- A mediated agreement will be signed by both parties and will be binding and enforceable in any state court or district court of the United States.
- If the mediated agreement involves IEP issues, the agreement must state that CCPS will convene a meeting to inform the student's service providers of their responsibilities under the new agreement.
- The mediator will transmit a copy of the written mediation agreement to each party within seven days of the meeting.

- Each session in the mediation process will be scheduled in a timely manner and held in a location that is convenient to the parties involved in the dispute.

E. Formal Dispute Resolution

1. Complaint

A state level complaint may be filed with the Special Education Bureau of the Public Education Department. The Bureau will accept and investigate complaints from organizations or individuals that raise issues covered by state law 6.31.2.13 NMAC. The Complaint must be in writing and submitted to the Special Education Bureau or the secretary of education in the case of a complaint against the Public Education Department.

The complaint must include a statement that the PED or CCPS has violated an applicable state or federal law or regulation. It must contain a statement of the facts on which the allegation is based and a description of any efforts made to resolve the complaint issues with CCPS. The alleged violation must have occurred not more than one year before the parent knew or should have known about the violation. Finally, the complaint must be signed. The requirements of a complaint are specifically set out in 6.31.2.13 (H) NMAC.

After receipt of a complaint, the state will offer to hold a preliminary meeting, an IEP meeting, or mediation. The parents may accept or decline the offer. After an investigation, the Special Education Bureau will issue a written decision that includes findings of the facts, conclusions, and the reasons for the decision. The decision will be mailed to all parties of the dispute.

According to state law, after a complaint has been filed, the PED will offer to convene a Complaint Assistance IEP meeting with the parents to address IEP-related issues. The parents may accept or decline this offer.

2. Due Process Hearing

Parents, their authorized representative, or CCPS may request a Due Process hearing which is a procedure in which a Hearing Officer hears both sides of an issue and decides the case according to law.

A Due Process hearing may be requested for relief regarding any issue involving an IEP including claims for gifted services. However, a Due Process hearing may not be used to hear claims asserting that the Public Education Department should be required to provide direct services to a child or that the Public Education Department has failed to adequately perform its duty of general supervision over the educational programs for children with disabilities in New Mexico. A Complaint should be filed for those issues.

A request for a hearing must fulfill the legal requirements set out in 6.31.2. (I)(5) NMAC. The request should state all relevant facts of the dispute, a statement of the efforts made to resolve the dispute, a proposed resolution, and a request for a Hearing or an Expedited Hearing. The written notice shall be sent to CCPS and to the Special Education Bureau. Upon receipt, CCPS will send a written response specifically addressing the issues raised in the hearing request. When the Special Education Bureau receives the request, it will appoint a qualified and impartial Hearing Officer who will arrange the hearing time and place. The hearing will take place according to the rules set out by law.

3. Legal Action

Any party aggrieved by a decision in a Due Process Hearing may file suit in state or federal court.

XII. FUNDS

A. Excess Cost

CCPS assures the New Mexico Public Education Department that it will use funds provided under IDEA only for costs which exceed state and local revenue and which are directly attributable to the education of students with disabilities.

CCPS will file annually an excess cost calculation that is available for review.

B. Non-Supplanting

CCPS assures the New Mexico Public Education Department that it will use funds provided under IDEA to supplement, and to the extent practical, increase the level of state funds expended for the education of students with disabilities and in no case will supplant those state funds.

To meet this requirement, the total amount or average per capita amount of state funds budgeted by CCPS for the second fiscal year and subsequent year expenditures for the education of students with disabilities will be at least equal to the total amount or average per capita amount of state school funds actually expended for the education of students with disabilities in the preceding fiscal year for which the information is available.

Allowance may be made for decreases in enrollment of students with disabilities and unusually large amounts of funds expended for such long-term purposes as the acquisition of equipment and the construction of school facilities.

CCPS will not use IDEA funds to displace state funds for any particular cost. The intent of this requirement is to insure that IDEA funds are used to increase state efforts and are not used to take their place.

Compliance with this requirement is judged with this aim in mind. The supplanting requirement is not intended to inhibit better services to students with disabilities. CCPS will annually file maintenance of effort calculation that will be available for review.

D-18 Access to other services including but not limited to counseling and health.

Cottonwood Classical Preparatory School will provide access to all necessary support persons including counseling and health services. For special needs students as specified on their IEP or those students who are at-risk, CCPS will also make available, as they are needed, a diagnostician, speech therapist, social worker, occupational therapist, adaptive physical education teacher, school psychologist, assistive technology expert, and physical therapist. These support people will initially be contracted out unless or until their services are required on a full-time basis. Additionally, transition services and community connections will be addressed throughout the life of a CCPS student.

D-Other (for renewal only)

Not applicable for CCPS.

EVALUATION OF STUDENT PERFORMANCE



E. Evaluation of Student Performance

E-19 Specific remediation plan for students not achieving standards, including a timeline and process for parent notification and for implementation of the remediation plan.

In the event that a student at Cottonwood Classical Preparatory School is not making adequate progress or achieving standards in the timeframe set out by the school, remediation and academic improvement plans will be created. For 6th and 7th grade students who are nearing proficiency, and 8th - 12th grade students who have less than a 75% in any class at the 4 ½ week time period (mid-quarter), a referral will be made to the Ongoing Progress Team (OPT). A meeting will be scheduled to include the parents, the student and OPT. Parents will initially be notified by letter with a phone or e-mail follow-up. Subsequent notification of meetings concerning the student will be in the form the parent prefers, but documentation of the notice will be recorded by the school. Together this group will develop an Academic Improvement Plan (AIP). The student's ongoing assessment will help the team to:

- Establish baselines of the student's academic background
- Measure ongoing progress
- Determine the relevance of educational goals and make adjustments as needed

The team will look at the student's New Mexico Standards Based Assessment data, formative and summative assessments, criterion-referenced tests, portfolios and projects, teacher observations, and other authentic documentation of mastery. The team will then develop an improvement plan to include the following:

- A description of academic deficiencies
- Academic expectations
- Remediation strategies such as tutoring, daily progress reports, computer-based tutorials, small group instruction
- Timeline of strategy implementation
- Measurement and assessment tools to verify achievement of expectations

- Post-remediation plan for monitoring
- Responsibilities of the parties attending the meeting

Responsibilities of each party and the actual Academic Improvement Plan will be recorded on the following forms:

Academic Improvement Plan Responsibilities

Student Name _____

Grade _____ **Teacher(s)** _____

Goals _____

Target Date (for mastery) _____

Student Responsibilities:

a. _____

b. _____

c. _____

Parent Responsibilities/Provisions:

1. _____

2. _____

3. _____

School/Teacher/Administrator Responsibilities/Provisions:

1. _____

2. _____

3. _____

Signatures:

Student _____ **Date** _____

Parent _____ **Date** _____

Teacher _____ **Date** _____

School Representative _____ **Date** _____

COTTONWOOD CLASSICAL PREPARATORY SCHOOL ACADEMIC IMPROVEMENT PLAN

Student _____ Date _____

Parties present _____

A description of academic deficiencies (in which content area(s) and why -- missed assignments, poor performance etc.) _____

Academic expectations: _____

Remediation Strategies	Who provides academic support	When academic support occurs	Measurement/assessment to verify achievement
Individualized instruction; Computer-based tutorials; Small group; digitized media etc.	Teacher, advisor, outside tutor etc.	Before school, during school day, lunchtime, after school	Teacher-designed classroom assessments, classroom grade, observation, attendance at support sessions, completion of coursework & homework

Student progress will be reviewed every other week by OPT. As part of the mission of CCPS, the school feels that it is vital for students to fully understand the concept of cause and effect, their role in the current situation, and how to remedy it. Students can “opt” to make a change or “opt” out. Students who are in danger of failing or not meeting state standards may not progress with their peer group to the next grade. Students at CCPS will only progress to the next grade when they have met all standards at the present grade level.

Progress will be monitored until such time that the student shows mastery of the content by reaching proficiency in a given standard (6th and 7th grade) or maintains a grade of 75% or higher over a six week period (8th through 12th grade). At that point, progress will be monitored every month for the remainder of the first semester or the end of the school year. As often as the team meets, parents will be notified at the same time period of their student’s progress. At any time, parent input will be welcomed and sought by OPT and school.

In accordance with State Statute 22.2.8.6 (Educational content standards; remediation programs; promotion policies; restrictions), CCPS will follow the School Assistance Team (SAT) process to identify and support students who are experiencing difficulties that prevent them from benefiting from their current educational program. This process is in compliance with state and federal mandates and follows the New Mexico State PED Handbook. Teachers and support personnel will be trained each year in this process. The basis for this plan is a three-tiered model of intervention which provides for intervention and support at three distinct levels for students within our learning environment.

TIER I – GENERAL SCREENING

Students on a school-wide level will be screened using formative assessments in reading and math. A Home Language Survey will be used to determine whether or not a child should be screened for English Proficiency. Information will be collected regarding general health and well-being, and screenings for vision, hearing, and speech and

language will be conducted for all students in grades six and nine, and on an “as needed” basis for all other students.

Those students who are having problems achieving at grade level or having behavioral difficulties may be referred to OPT. This team assists the teacher and student in the classroom by conducting a screening and identifying possible supports and interventions for success. Initial assistance will first be addressed at the classroom level through behavioral cues or instructional methods.

As part of the general application process for CCPS, all incoming students will take a math and reading screening test to determine their academic levels in these subject areas. Correct placement is considered an appropriate proactive intervention. Short-cycle assessment and all state mandated achievement tests may also be used to assess the student’s academic progress. Other support services such as Bilingual Education, Title I, Indian Education, community agencies, and counseling can be considered in order to help the student be successful.

OPT then meets with the student, parents, and teachers to develop the AIP which will identify specific areas of need(s) for the student, what types of intervention and support will be given, who will implement and document outcomes, the criteria for success, and how that will be evaluated. Students who require further interventions or are not achieving within the AIP will be referred to the Student Assistance Team (SAT).

TIER II – THE CHILD STUDY PROCESS

STUDENT ASSISTANCE TEAM: CCPS will utilize the New Mexico Public Education Department Technical Assistance Manual: Student Assistance Team, for student intervention. The team is composed of multidisciplinary staff members who include but are not limited to general education teachers, special education staff, paraprofessionals, nursing or health staff, and mental health staff. Parents play an integral role in the SAT process and must be a part of this team.

Information and details of underlying elements and factors are examined as they impact the student's learning. The culture of a student - ethnicity, language, gender, and socioeconomic background, has an important impact on that student's learning style, motivation, and aspirations. The team will take these issues into account when considering influences on the student's learning and behavior at school. The SAT will identify those aspects of the student's culture that may enhance his or her learning.

Pre-referral strategies and interventions from the AIP are reviewed and revised as needed. A plan is then devised to support the student which will include a timeline for following progress. The state handbook recommends nine to eighteen weeks to allow interventions to take effect, but this will vary according to circumstances. CCPS is dedicated to creating individualized interventions that use the student's strengths and talents in the process. If, after the designated time period of no sooner than 9 weeks and no later than 18 weeks, interventions are deemed not effective by SAT and the parents, the student is referred for a Multidisciplinary Evaluation, Section 504, Title I or other programs.

The SAT team will document all communications, meetings, decisions, plans and follow-up procedures. A record of phone calls and e-mail correspondence will be kept in a log. Designated PED forms will be used to notify team members of a meeting, to obtain parental consent, and to document meetings and progress.

TIER III – MULTIDISCIPLINARY EVALUATION PROCESS

If the Tier 2 interventions are not successful in addressing the student's needs, the student may be referred for evaluation to determine eligibility and possible need for special education and related services. A referral of this type should only be made in cases where there is a crisis, obvious evidence of an exceptionality, or when interventions have not been successful over a period of time for the student.

- a. If a student is found not eligible for Special Education or related services, they are referred back to OPT and/or SAT where an Intervention Plan will be developed in order to support the student in the learning environment. Recommendations and

strategies from the Multidisciplinary Evaluation will be integrated into the Intervention Plan.

- b. If a student is found eligible for Special Education and/or related services, an Individual Education Program (IEP) will be developed and implemented in an expedient manner.

(Refer to the State PED SAT manual for more detailed information)

E-20 Assessment in addition to the statewide mandated testing (that will be used to measure student progress toward achievement of the state's standards and the school's student performance standards).

CCPS will hold high academic standards for its students with ongoing improvement as the goal for all. Improvement occurs through utilizing assessment data in a constructive and proactive manner which addresses the needs of the students and staff. In order to effectively utilize assessment data to generate a large picture, multiple assessment techniques must be implemented. An accurate account of the success of CCPS can only occur through varied assessments which address the strengths and weaknesses of all students. As the Paideia model is the primary instructional approach of CCPS, Paideia assessment tools will be an integral part of the school's assessment picture, and as such, will ensure student, and ultimately, school success.

a. Primary Purposes for Assessment Data

i. Students

- Establish skill set
- Determine student strengths
- Determine student weaknesses
- Measure student growth over time
- Measure standards acquisition

ii. CCPS

- Determine Adequate Yearly Progress status
- Determine curriculum effectiveness
- Provide impetus for ongoing improvement
- Ensure CCPS is meeting its stated mission

b. Forms of Assessment and Examples

i. **Ongoing Assessment** - To monitor quality of work, social skills, and self-confidence

- Process portfolios
- Projects
- Performance Assessment
- Role playing to improve group dynamics
- Mini-lessons
- Small group exercises / peer editing
- Peer and teacher feedback

ii. **Summative or Formal Assessment** - To measure cumulative comprehension

- Process Portfolios
- Quizzes / cumulative tests
- Standards-based assessment
- Norm referenced assessment
- Criterion referenced assessment
- Reading comprehension assessment

iii. **Social-Emotional Assessment** - A student who is disruptive and/or unsuccessful requires individual assessment (see specific Remediation Plan, section E #19)

- Reading level assessment
- Home Language/English Proficiency assessment
- Special education testing
- Reading level adjustments
- Simplified language on rubrics and peer evaluation checklists
- Behavior contract for group work

c. Paideia Model Assessment

i. **Curriculum Assessment** - The principles of the Paideia model will guide ongoing and formative assessment. In a Paideia classroom, assessment occurs in a cyclical process and provides ongoing feedback. The teaching-assessment cycle includes the following steps:

- Identify their curricular goals

- Diagnose their status relative to those goals
- Plan strategies to achieve those goals
- Measure progress along the way

Each step of the teaching-assessment cycle is followed within each instructional component throughout the assessment process.

ii. Assessment of Paideia components

• Didactic Instruction Assessment

- 1) Discussing goal and objectives
- 2) Identify student status in relation to factual knowledge (conversation, multiple-choice test, project design assignment)
- 3) Progressing toward goals and objectives (handouts, overheads, outlines, advanced organizers, thinking maps)
- 4) Measuring the results (multiple choice/short answer tests, fill in the blank quizzes)

• Coached Project Assessment

- 1) Determining the goals of a coached project (checklists, timelines, calendars, rubrics)
- 2) Identifying student status in relation to the skills of the coached project (skills list)
- 3) Progressing toward the goals and objectives (consensus building, responsibility, effort, follow-through, attention to detail, timeliness)
- 4) Measuring progress in the coached project (narratives, rubrics, oral and written reports, performance, portfolios, self-assessment, peer assessment)

• Seminar Assessment

- 1) Determining the goals of the seminar-*age and experience dependent*, (text referencing, critical thinking, questioning)

- 2) Identifying student status in relation to the goal (pre-seminar activity, speaking, listening, thinking, teacher observation, student question creation)
- 3) Progressing toward the goals of the seminar (seminar behavior, model video, checklists, rubrics, ongoing growth)
- 4) Measuring the progress of seminars (self-assessment, peer feedback, extension of ideas, further discussion, research)

d. Summative Assessments

- i. **Standards Based Entrance Exam** - a standards aligned online assessment such as Northwest Evaluation Association's MAP, will be utilized to determine each student's level of standards proficiency upon admittance to CCPS.
- ii. **Reading Comprehension Assessment** - When deemed necessary, a reading and vocabulary comprehension assessment, such as the Gates MacGinitie test, may be administered.
- iii. **PLAN** - All ninth grade students will take the pre-ACT exam
PSAT - All tenth grade students will take the pre-SAT exam
- iv. **State Mandated Testing** - The Standards Based Assessment (SBA) will be administered to all 6th, 7th, 8th, 9th, and 11th grade students. The New Mexico High School Competency Examination (NMHSCE) will be administered to all 10th graders.
- v. **Optional Assessments** - In preparation for college, 11th and 12th grade students will be encouraged to take the ACT, SAT, and Advanced Placement Exams.

e. Student Grading

All students will receive progress reports mid-way through each grading quarter (4 1/2 weeks). 6th and 7th grade students not making adequate progress, and 8th through 12th grade students earning below a 75% in a class at this time, will be referred to OPT for a remediation plan (section E #19). Standards based report cards will be generated every nine weeks for each 6th and 7th grade student. These report cards will be detailed

accounts of each student's progress toward grade level proficiency. During the 8th grade year, students will begin earning grades in conjunction with detailed standardized reporting.

From 9th grade through 12th grade, CCPS students will be graded using a 4.0 scale, where A=4, B=3, C=2, D=1, and F=0. Advanced coursework may be weighted differently. Teachers will supplement grades with content standards acquisition information to indicate the level of proficiency and its correlation with a letter grade. Upper grade level report cards will include a narrative detailing the student's progress toward standards acquisition and other pertinent information. Cumulative Grade Point Averages (GPA's) will be kept on file in the school administrator's office for each student. Student report cards will be sent home and parents will have access to student grades through an online grading system such as *PowerSchool*.

E-21 Plan for documentation and reporting of student data (School Report Card, STARS, and UCA).

CCPS will document and report to the New Mexico Public Education Department data required in the state mandated Annual School Report Card. Data will be disaggregated by subgroups required by No Child Left Behind federal legislation. The annual data provided in the Annual School Report Card will include:

- Student achievement on state mandated assessments
- Graduation rates
- School safety-criminal incidents
- Dropout rates
- Attendance

- Parent and community communication and involvement
- School climate survey results

Additionally, student performance will be reported to families through regular communications from student's advisor, including telephone calls, progress reports, e-mails and conferences, and report cards. The Cottonwood Classical Preparatory School Governing Council in conjunction with the administration will set policy with regard to reporting student and school performance. The policy will stipulate which indicators will be highlighted (in addition to the NMSDE required data) and how often results will be communicated to the school's stakeholders. At a minimum the school will produce an annual performance report. CCPS will submit any required reports through the PED's STARS reporting system.

E-22 Timeline for achievement of the standards.

a. School Requirements

Cottonwood Classical Preparatory School expects to meet or exceed state performance standards outlined by the New Mexico Secretary of Education during the five year term of the charter. It is the intention of the school to do so upon completion of its second year of operation. The timeline for meeting state achievement standards is as follows:

- Year one of operation: Collect baseline data
- Years two through five: Demonstrate adequate yearly progress as defined by the NM Public Education Department

b. Student Requirements

The students of CCPS will be expected to meet grade level standards within one academic year. A student will not advance to the next grade level standard until proficiency has been reached. If intervention is necessary to support the student, a remediation plan will be developed (see Remediation Plan, section E #19).

EVIDENCE OF ECONOMIC SOUNDNESS



F. Evidence of Economic Soundness

F-23 Proposed budget for year one and the following four years

Cottonwood Classical Preparatory School's **five year budget** reflects the Student Equalization Guarantee (SEG) units, size adjustment, and instructional materials funding less 2% the Public Education Department retains for operational purposes. CCPS's budget does not reflect state or federal stimulus money, grants, or donations; however, it will apply for these monies in anticipation of receiving them as additional funding sources. CCPS will be seeking other grant opportunities as well as special capital outlay monies. The budget does not reflect at-risk factors or weighted factors such as special education and particular grade levels. As CCPS determines the adjustments needed, they will be reflected in the budget.

CCPS will form a foundation committee to act as a fundraising entity within the community. CCPS will also have a financial committee within the Governing Council to oversee and adjust policy on financial matters. CCPS's school staff will consist of salaried personnel as well as contract employees. The budget adheres to the three-tiered salary schedule and any state mandated raises for employees. Job descriptions and the administrative flow chart reflect future hired personnel based on a five year plan. For the first year of operation, the .5 special education teacher will also serve as the Director of Special Education. All of the mentioned positions will not be filled initially due to budget constraints.

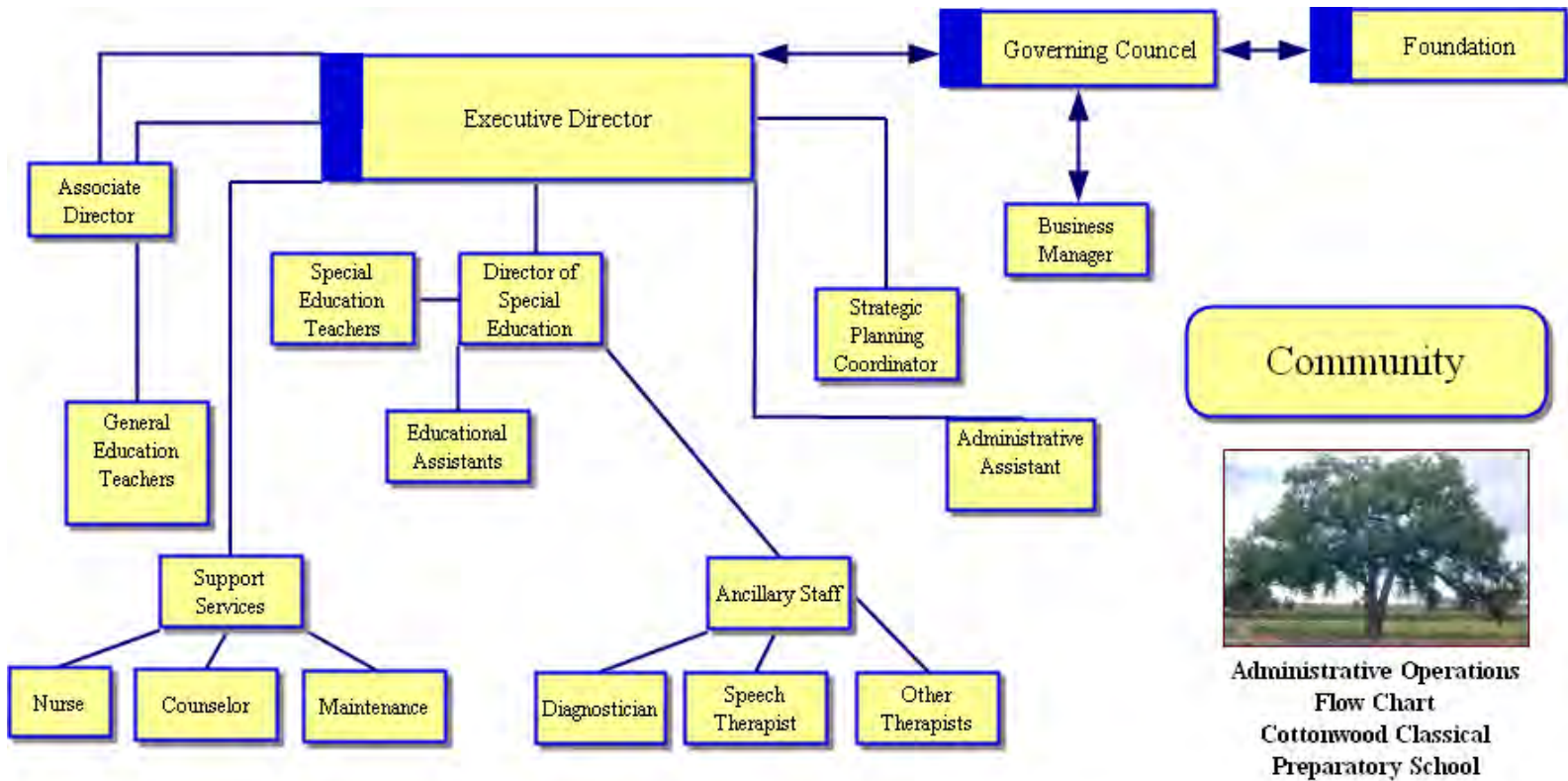
Cottonwood Classical Preparatory School
 Albuquerque, New Mexico
 Projected Budget 2008-2009 through 2012-2013

DESCRIPTION	UCOA	FTE	2008 -2009	FTE	2009 - 2010	FTE	2010 - 2011	FTE	2011 - 2012	FTE	2012 - 2013	Total
Projected MEM			125		234		343		462		500	359
REVENUES												
State Equalization Guarantee (Less 2%)	43101		422,189		790,337		1,158,486		1,560,410		1,688,755	5,620,177
Instructional Materials	43202		75,000		77,900		88,800		105,700		69,000	416,400
Food service - Sales & NSLP reimbursement	21000		0		0		0		0		0	0
Transportation	13000		0		0		0		0		0	0
Title I and IDEA B	25000		0		0		0		0		0	0
Capitol Outlay	31500		0		0		0		0		0	0
Private Grants & Donations	43213		0		0		0		0		0	0
Total Revenues			497,189		868,237		1,247,286		1,666,110		1,757,755	6,036,577
EXPENSES												
Direct Instruction												
Personnel Services												
Teachers - Grades 6-9,10,11,12	12000	6.0	198,000	13.5	449,460	21.0	701,910	28.0	937,860	30.0	1,008,480	3,295,710
Teachers - Special Ed.	12000	0.5	20,000	1.0	40,400	1.0	41,208	1.0	42,032	1.0	42,873	186,513
Teachers - Contract	12000	0.5	15,000	1.0	30,300	1.0	30,906	2.0	62,430	2.0	63,679	202,315
Substitutes	12000	0.0	0	0.0	0	0.0	0	1.0	14,000	1.0	14,280	28,280
Instructional Assistants - (All)	12000	0.0	0	0.0	0	0.0	0	1.0	14,000	1.0	14,280	28,280
Ancillary Staff	12000	0.5	16,000	0.5	16,320	0.5	30,000	0.5	30,600	0.5	31,212	124,132
Subtotal - Personnel Services		7.5	249,000	15.5	520,160	23.0	774,024	33.0	1,070,322	35.0	1,143,592	3,741,098
			249,000		520,160		774,024		1,056,322		1,129,312	3,712,818
Employee Benefits												
All Benefits	12000		67,230		145,645		216,727		299,690		320,206	1,047,507
Purchased Services												
All Services	12000		0		0		0		0		0	0
Supplies and Materials												
Textbooks	14000		15,000		15,000		10,000		10,000		8,000	58,000
Advanced Curriculum	14000		0		5,000		6,500		10,000		10,000	31,500
Software	14000		5,500		8,000		4,000		6,000		6,000	29,500
General Supplies	14000		7,750		6,758		6,758		7,378		2,356	31,000
Subtotal - Supplies and Materials			28,250		34,758		27,258		33,378		26,356	150,000
Travel and Training - Inc. Buses	13000		3,500		10,000		15,000		34,000		31,000	93,500
All Travel			3,500		10,000		15,000		34,000		31,000	93,500
Capital Outlay												
Fixed Assets (\$1500 and over)	30000		0		0		0		0		0	0
Supply Assets (under \$1500)	30000		0		0		0		0		0	0
Subtotal - Capital Outlay			0		0		0		0		0	0

Total Direct Instruction		7.5	347,980	15.5	710,563	23.0	1,033,009	33.0	1,437,391	35.0	1,521,153	5,032,105
Instructional Support												
Personnel Services												
Principal/Assistant Director	23000	0.5	35,000	0.5	35,700	0.5	70,000	1.0	71,400	1.0	72,828	284,931
Administrative Asst.	23000	1.0	22,000	1.0	22,440	1.0	22,889	1.0	23,347	1.0	23,814	114,493
Subtotal - Personnel Services		1.5	57,000	1.5	58,140	1.5	92,889	2.0	94,747	2.0	96,642	399,424
Employee Benefits												
All Benefits	23000		15,960		16,861		26,938		27,477		28,026	115,261
Purchased Services												
All Services	23000		0		0		0		0		0	0
Supplies and Materials												
General Supplies	23000		1,000		1,000		1,000		1,000		1,000	5,000
Subtotal - Supplies and Materials			1,000		1,000		1,000		1,000		1,000	5,000
Travel and Training	13000		500		500		500		500		500	2,500
All Travel			500		500		500		500		500	2,500
Capital Outlay												
Fixed Assets (\$1500 and over)	30000		0		0		0		0		0	0
Supply Assets (under \$1500)	30000		0		0		0		0		0	0
Subtotal - Capital Outlay			0		0		0		0		0	0
Total Instructional Support		1.5	74,460	1.5	76,501	1.5	121,327	2.0	123,723	2.0	126,168	522,185
Administration												
Purchased Services												
All Services	23000		0		0		0		0		0	0
Annual Audit	23000		1,500		2,000		2,000		3,000		3,000	11,500
Travel and Training	13000		500		500		500		500		500	2,500
Capital Outlay	30000		0		0		0		0		0	0
Total Administration			2,000		2,500		2,500		3,500		3,500	14,000
Business and Support Services												
Business Manager	23000	1.0	33,000	1.0	33,660	1.0	34,333	1.0	35,020	1.0	35,720	171,737
Employee Benefits	23000		9,240		9,425		9,613		9,806		10,002	48,086
Purchased Services												
All Services	23000		0		0		0		0		0	0
Supplies and Materials	23000		1,000		1,000		1,000		1,500		1,500	6,000

Travel and Training	13000		0		500		500		1,000		1,500	3,500
Capital Outlay	30000		0		0		0		0		0	0
Total Business and Support Services		1.0	43,240	1.0	44,585	1.0	45,446	1.0	47,325	1.0	48,722	229,324
Operation/Maintenance of Plant												
Personnel Services												
Maintenance	23000	0.3	5,000	0.5	7,000	0.5	7,630	1.0	14,000	1.0	14,280	47,913
Employee Benefits	23000		1,400		1,960		2,136		3,920		3,998	13,416
Rent/Utilities	23000		18,400		18,400		27,600		27,600		30,084	122,084
Telephone/Internet	23000		4,068		5,554		6,874		7,488		8,856	32,840
Supplies and Materials	23000		300		600		600		800		800	3,100
Travel and Training	13000		0		0		0		0		0	0
Capital Outlay	30000		0		0		0		0		0	0
Total Operation/Maintenance of Plant		0.3	29,168	0.5	33,514	0.5	44,840	1.0	53,808	1.0	58,018	219,352
Food Services												
Purchased Services	22000		0		0		0		0		0	0
Supplies and Materials	22000		0		0		0		0		0	0
Travel and Training	13000		0		0		0		0		0	0
Capital Outlay	22000		0		0		0		0		0	0
Total Food Service			0		0		0		0		0	0
TOTAL DIRECT INSTRUCTION		7.5	347,980	15.5	710,563	23.0	1,033,009	33.0	1,437,391	35.0	1,521,153	5,050,202
TOTAL INSTRUCTIONAL SUPPORT		1.5	74,460	1.5	76,501	1.5	121,327	2.0	123,723	2.0	126,168	522,185
TOTAL ADMINISTRATION		0.0	2,000	0.0	2,500	0.0	2,500	0.0	3,500	0.0	3,500	14,000
TOTAL BUSINESS AND SUPPORT SERVICES		1.0	43,240	1.0	44,585	1.0	45,446	1.0	47,325	1.0	48,722	229,323
TOTAL OPERATION/MAINTENANCE OF PLANT		0.0	29,168	0.5	33,514	0.5	44,840	1.0	53,808	1.0	58,018	219,352
TOTAL FOOD SERVICE		0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0
GRAND TOTAL		10.0	496,848	18.5	867,662	26.0	1,247,122	37.0	1,665,747	39.0	1,757,561	6,035,061
NET GAIN (LOSS)			341		575		164		363		194	1,636

F-24 Description of the administrative operations of the charter school



In accordance with the 1999 Charter School Act, CCPS Governing Council will be held accountable for its fiscal performance.

The Governing Council will be responsible for:

- Fiscal oversight
- Legal compliance
- Progress towards achievement of the school's goals
- Strategic planning
- Policy development
- Community partnerships
- Hire and supervise the school administrator
- Public Relations

The CCPS School Administration will be accountable for:

- Quarterly fiscal operations and academic reports (Fiscal reports will include: revenue, expenditures and balance sheet for the quarter.)
- All state reporting using STARS and UCA
- Hiring of employees
- Supervise and evaluate all school employees
- School-wide inventory
- Student and staff recruitment
- Compliance with all state and federal laws and regulations pertaining to public schools
- Developing and implementing the school's strategic plan
- Public relations

(See Section J #25 for detailed description)

F-25 Description of the manner in which the annual audit of the financial and administrative operations of the charter school is to be conducted

Cottonwood Classical Preparatory School will conduct an **annual audit** performed on its financial records as required by Section 12.6.3, NMSA 1978. Criteria and timeline for conducting the audit will be developed and shall mirror the state requirements. The report from the independent auditor will include:

- Financial condition
- Accuracy of financial and property record keeping
- Compliance with applicable laws, policies, guidelines and procedures
- Effectiveness and economy of operations
- Recommendations for improved operations

The annual audit is accounted for in the proposed budget under “Administration-Purchased Services.”

F-Other**Emergency reserves**

Under state law, charters are no longer allowed to hold emergency funds in reserve.

FISCAL MANAGEMENT



G. Fiscal Management

G-26 to 30 Plan and description of how CCPS will manage its fiscal responsibilities in accordance with all federal and state laws

Cottonwood Classical Preparatory School will comply with all federal and state laws and regulations relative to fiscal procedures. We will adopt the State of New Mexico Procurement Code as the policy of our charter 13.1.21 et seq. NMSA (New Mexico Administrative Code). CCPS will hire a Business Manager who is adept at using financial software to manage fiscal responsibilities, safeguard assets, provide reliable financial information, and promote operational efficiency to ensure compliance with all regulatory guidelines through the policies and procedures described below.

The CCPS Business Manager will be responsible for planning, preparing, and presenting an annual school budget for the CCPS Governing Council's adoption. The Business Manager will work closely with the Finance Committee. The Finance Committee will be made up of key financial advisors from the Governing Council. The Governing Council expects the Business Manager to work closely with the Finance Committee, school administration and staff to assess the needs of CCPS. Cottonwood Classical will be aware of, and adhere to, all rules and regulations as outlined in 2.40.2 and 6.20.2 NMAC. All purchases will be made subject to available budget, adequate segregation of duty, and adopted administrative procedures.

These policies and procedures are established to assure that the assets of CCPS are safeguarded against loss from unauthorized use, to ensure the school will provide reliable financial information, and to ensure the operational efficiency of the school. These controls also ensure compliance with federal and state laws, regulations, and procedures of the PED.

a. Budget Policy

- The fiscal year begins on the first (1st) day of July and ends on the thirtieth (30th) day of the following June set forth in 6.20.2.7 NMAC.

- In connection with preparation of the annual budget, CCPS will follow all procedural requirements pursuant to 6.20.2.8 NMAC.
- CCPS will adhere to the budget preparation standards set forth in 6.20.2.9 NMAC.
- CCPS will adhere to the budget maintenance standards outlined in 6.20.2.10 NMAC.
- CCPS will pay for current expenditures with current revenues. CCPS will avoid budgetary procedures that pay for current expenditures at the expense of meeting future years' expenditures, such as postponing expenditures or accruing future years' revenues.
- The Business Manager will use a modified accrual-basis accounting program to keep records of all school finances for access and reporting.
- The Business Manager will review all purchase orders for sufficiency of funds.
- The Business Manager will prepare monthly financial reports comparing actual revenue and expenditures to budgeted amounts.
- The Business Manager will provide the status of the budget in a report to the Governing Council on a monthly basis.
- The Business Manager will present proposed Budget Adjustment Requests (BAR) as needed to maintain a positive balance by object code for all funds.
- The Business Manager will keep the Governing Council informed of the availability of revenue for budgeting purposes.

b. Budget: Procedures for Expenditure Projections

- To estimate the number of students and the grade level placement of students, prior year's statistical data as well as projections of growth units will be used.
- To identify staffing needs and associated costs such as instructional supplies, equipment, and facility, estimates of future enrollments should be calculated.

- To understand the budgetary impact on changes in student/teacher ratios, evaluation of the number and type of new personnel needed and their associated supplies, equipment, and facilities will be conducted as far in advance as possible.
- To project the contributions to New Mexico Educational Retirement and ERA Retiree plans, historical costs will be used.
- To project the contributions to New Mexico Public School Insurance Authority (NMPSIA) for health insurance premiums, estimates will be calculated using historical data and future projections of staffing patterns.

c. Procedures for Revenue Projections

- The primary source of revenue for most charter school budgets is derived from the SEG. CCPS will use the 40 day-Member (MEM) of the prior fiscal year in computing the number of students to be included in the Basic Program section and the Special Education section of the PED 910B-5. All projections, including ancillary Full Time Equivalent (FTE), will be based on historical data only, and CCPS will not use any estimated MEM in the computation except in the case of a grade level to be added. CCPS will utilize the district's T&E Index and At-Risk Units as supplied by the PED in computing the SEG for the budget year.
- Additional revenue generated through Gifts, Donations, and non-categorical Grants, should be projected based on bona fide funding sources. Care should be exercised in this projection to ensure to avoid an overstatement of revenue projection in this category.
- The Operational Fund cash balance from the prior fiscal year may be budgeted for any operational expenditure, exclusive of payroll, upon specific approval from the PED.

d. Procedures for Receipt of Funds

- Cottonwood Classical Preparatory School will safeguard and account for all cash and checks received and will deposit funds in the appropriate account at a federally insured bank within 24 hours of receipt or one banking day as required by state law 6.20.2.14-C NMAC.
- Receipts will be preprinted, pre-numbered, and kept in sequential order. The Administrative Assistant, or another designated employee, will prepare a receipt in triplicate for money received from all sources. The original receipt is to be retained in the receipt book, the second copy is to be given to the person(s) making the payment and the third copy will be given to the Business Manager along with the respective cash/checks for proper recording in the school's accounting system. If a receipt is voided,

all copies of the receipt will be stamped “VOID” and retained in the receipt book.

- The Business Manager or designee will prepare the bank deposit in duplicate on a deposit ticket issued by the bank.
- After the deposit is made, the deposit receipt will be given to the Business Manager who will staple it to the copy of the deposit ticket retained in the record of deposit provided by the bank.
- The Business Manager will post the revenue to the appropriate fund and revenue code.

e. Procedures for Cash Disbursement

- Pursuant to 6.20.2.14-A NMAC, CCPS will establish and maintain a cash management accounting program to safeguard all cash in its custody and control.
- CCPS will administratively control and restrict accessibility to check stock. Only the Business Manager will handle impressed funds and disbursement of funds.
- CCPS will utilize a computerized accounting program to print checks. CCPS’s blank check stock will be pre-numbered and adequately safeguarded.
- All disbursements (including payroll) except those from petty cash will be made by check.
- All checks, disbursement vouchers, and check requests will be approved for payment by designated administrator(s).
- All checks will be made payable to specified vendors or payees and will not be made payable to cash.
- Voided checks will be stamped “VOID” and properly defaced by removing the area of the signature line and retained in a file for inspection by management as well as external auditors.
- Support for payment will be attached to a check when presented for signature. In addition, all original check requests and invoices attached for support will be defaced by a stamp indicating “PAID”, the check or warrant number, and the date paid.
- The signing of blank checks is prohibited.

- The Business Manager and/or designated administrator(s) will be authorized to sign checks.
- If a check is \$500 or more, two signatures are required.

f. Accounting and Financial Records

- The Business Manager and Administrative Assistant will be aware of and follow the public school financial standards pursuant to 6.20.2. NMAC, and follow GAAP standards.
- The Business Manager and Administrative Assistant will be responsible for ensuring that all financial records and supplies are safeguarded from potential theft and destruction.
- Financial records will be kept up-to-date and available for inspection at any time after reasonable notice.
- Financial records will be retained as required by the State Records Center Records
- Retention and Disposal Schedule for New Mexico Public Schools.
- CCPS will utilize a modified accrual-basis accounting program which will accommodate the account structure (fund, function, and object code) and uniform chart of accounts (UCOA) mandated by the Public Education Department.
- CCPS will account for funds utilizing the accrual basis of accounting for budgeting, reporting to the Public Education Department (UCOA) and in the preparation of year-end financial statements.
- Financial transactions will be entered for all revenue received, all expenditures paid and corrections made to accurately reflect the financial position of the school.
- All accounts will be reconciled on a monthly basis and will be available for review by the Finance Committee.
- CCPS Finance Committee will meet monthly to review the financial statements and review any pending financial matters prior to the regularly scheduled monthly meeting.
- CCPS financial statements and reports will be presented to the Governing Council on a monthly basis.
- Financial reports required by the PED will be submitted on a timely basis. The Governing Council will be notified of any report which has not been

submitted on a timely basis and the reason(s) for the late filing.

g. Financial and Compliance Audit

- CCPS will have a yearly audit performed on its financial records as required by the Public School Finance Act standard 12-6-3 NMSA 1978.
- Rules and Regulations pertaining to audits by state and local government.
- Rules and Regulations pertaining to audits by PED.

h. Procedure for Bank Reconciliation

- Pursuant to 6.20.2.14-K NMAC, CCPS will establish a cash management program to safeguard all cash in its custody and control, which will assist with reconciliation of all bank accounts. The bank reconciliation identifies the item(s) that must be recognized in order to arrive at the actual cash balance.
- CCPS will have all bank statements received on a monthly basis. The unopened bank statement will be received and opened by the Business Manager.
- The Business Manager will be responsible for reconciliation of all bank statements.
- The Business Manager will review the activity contained on the bank statement and verify that there are no errors or omissions when compared to amounts shown in the respective general ledger cash account.
- Adjustments to the school's cash accounts for items such as bank charges must be made via a Journal Entry in the school General Ledger and must clearly identify the reason(s) for the adjustment(s) in the description.
- The bank reconciliation may be prepared on a spreadsheet (accounting program) included as an attachment to the bank statement and copy of the general ledger for review. The reconciliation for any given account will include checks and deposits outstanding when arriving at an adjusted balance per bank when compared to the general ledger.
- Deposits in transit and outstanding checks should generally clear the bank within the first few days of the following month. Any check which is more than six (6) months old will be voided and the vendor to whom the check was issued will be informed.
- The bank reconciliation must be completed as expeditiously as possible

after the receipt of the bank statement to ensure that the cash account balance as shown in the school's general ledger is as accurate as possible.

- Upon completion of the bank reconciliation for a given month, CCPS Business Manager will inform the Finance Committee, who may review the reconciliations.
- Copies of all bank reconciliations must be kept by the school's Business Office for the period prescribed by law for the retention of public school records as well as for review by external auditors or other interested parties.

i. Personnel and Payroll

The recruitment of competent, honest individuals is the core of internal control. The education and training of employees regarding the established policies and procedures as well as a thorough investigation at the time of hiring, is the responsibility of the administration and the governing council. The assignment of duties to staff members involved in the financial transactions of CCPS is done with the intent of limiting their ability to cause and conceal errors and illegalities. There is a clear segregation of duties between the comparison of reports, purchase orders and invoices, and disbursement of funds. Pursuant to 6.20.2.18 NMAC, CCPS will follow all state and federal regulations for payroll, maintain strict internal controls, and implement close supervision in accordance with GAAP.

- Pursuant to 6.20.2.18 NMAC, the governing council will establish written payroll policies and procedures which comply with state and federal regulations on payroll as well as maintaining strict internal controls, close supervision and financial accounting in accordance with GAAP. The Administrative Assistant of CCPS will maintain and have available for inspection the following employee record documentation: employment contracts (including increments), personnel/payroll action forms, certification records, employment eligibility verification, federal and state withholding allowance certificates, pay deduction authorizations, pay or position change notices, Educational Retirement Act plan application, and direct deposit authorizations.
- All personnel will be educated on policy, procedures and job requirements.
- All employees will be investigated as part of the hiring process.

- The Business Manager will utilize a payroll system for the calculation of wages, employee benefits and processing of payroll and payments of related taxes on a bi-weekly basis for all CCPS employees. As such, the Business Manager will:
 - a. Prepare payroll checks for signature and delivery or electronic direct deposit and payroll register/report with calculated hours worked, year-to-date expenditure totals for all employees each pay period
 - b. Calculate Form W-2 and W-3, federal, state and applicable taxes for preparation and submission of Form 940, and Form 941, Form 1099 and state gross receipts reports for timely submission to the appropriate agencies
- Teachers, educational assistants, and maintenance will work the days and hours specified in their respective contracts.
- The School Administration, Business Manager, and Administrative Assistant will work a 12 month calendar year and hours as specified in their contracts. Annual vacations will be required of all these positions.
- Teachers, educational assistants, Business Manager and Administrative Assistant are salaried employees and will be paid in 24 (twenty-four) equal installments or, in the case of a late start or ancillary duties, will be paid pursuant to the terms as specified in their respective contracts or as a stipend.
- Other such personnel the school may employ such as a nurse, custodian, counselor, diagnostician, speech therapist, occupational therapist, adjunct instructor, or front desk attendant, are hourly employees and are required to keep an accurate written record of days and hours worked. Hourly employees will be paid according to the pay cycle referenced above after submission and verification of hours worked.
- The Administrative Assistant is responsible for reporting absences and substitute employees and for maintaining those records. These will be reported to the Business Manager for payment disbursement. (CCPS will maintain a substitute services program under the direction of the administration).
- All payroll and employee information is confidential and will be safeguarded by the Administrative Assistant. The management of school records will be in accordance with the Public Records Act, Section 14.3.1 et seq. NMSA 1978.

j. Policy and Procedures for Petty Cash Disbursement

- Pursuant to 6.20.2.14 NMSA, CCPS will establish and maintain a cash management program to safeguard all cash in its custody and control.
- Employees may be reimbursed through petty cash funds for small, incidental, necessary items that an individual purchases with personal funds because time constraints preclude using normal procurement methods. Examples of this include, but are not limited to, office and operating supplies, postage, etc.
- CCPS will keep the petty cash fund separate from other funds. The total amount of petty cash kept on hand by CCPS will not exceed \$250.00 as authorized by the governing council.
- The petty cash fund will be stored in a locking file cabinet in CCPS business office.
- The fund will be reconciled at the close of each business day and the appropriate reimbursement ordered by CCPS Business Manager from the operating fund whenever necessary.
- The employee who reconciles the fund cannot be the same employee responsible for the disbursement of petty cash. The Administrative Assistant will be responsible for disbursement of petty cash funds.
- The petty cash fund is subject to random cash counts by administration as well as audit by external auditors.
- The petty cash receipt is to be completed in the following manner:
 - a. The petty cash receipt is to be completed in duplicate
 - b. The receipt will include the name of the employee who is receiving reimbursement and the date the reimbursement is made.
 - c. The exact description for the transaction.
 - d. The total amount of reimbursement.
 - e. The completed receipt must be validated by the person authorized to obligate funds for the amount of reimbursement.
 - f. An original receipt will be retained with the original petty cash voucher, and the duplicate copy will be retained in the receipt book.

k. PURCHASING POLICIES

The following policies will be followed by all employees of Cottonwood

Classical Preparatory School in purchasing supplies or materials, equipment, and furniture for day to day operations of the school. (Note: Purchases made with School Activity Fund monies will be governed by the School Activity Funds Policies).

When purchasing goods or services for CCPS, diligent effort will be made to obtain the best prices possible without sacrificing necessary quality or service.

Purchases will be made in a fair and impartial manner without the appearance of impropriety. The Provisions of the New Mexico Procurement Code are adopted as the policy of CCPS. It will adhere to all rules and regulations as outlined in 13.1.21 et seq. NMSA 1978. All purchases will be made subject to available budget.

I. Purchasing Requirements

- Purchases of items **valued at \$500** or less will require the school employee or official to complete a Small Purchase Order (SPO) using a check request or an expense reimbursement process.
- Purchases of goods or services valued at **more than \$500, but less than \$1,500** will require the school employee or official to complete a Purchase Requisition and a Purchase Order.
- Purchase of goods or services valued at **more than \$1,500 but less than \$5,000** will require the school employee or official to complete a Purchase Requisition and Purchase Order. A minimum of three (3) price quotes are required to be obtained via telephone, fax, Internet query, or in writing. Three quotes will not be required if the purchase is made from a state approved vendor or a purchasing cooperative such as Cooperative Educational Services.
- Purchase of goods or services valued at **more than \$5,000 but less than \$10,000, and professional services under \$20,000** will require an Informal Quote process via a Purchase Order. A minimum of three (3) price quotes must be obtained via telephone, fax, Internet query, or in writing. The solicitation of three quotes does not require formal advertising, but it does require mailing to potential vendors. Proof in the form of a certificate of mailing from the post office must be attached to respective copies retained by CCPS. The Governing Council must approve the mailing. The Informal Quote process will not be required if the purchase is made from a state approved vendor or a purchasing cooperative such as Cooperative Educational Services.

- Purchase of goods or services valued at **more than \$10,000, and professional services contracts in excess of \$20,000** are subject to either a sealed competitive bid or proposal process. Both require Cottonwood Classical Preparatory School to advertise in newspapers of general circulation, with a date of advertisement at least ten (10) days prior to due date of bid or proposal. Both processes require development and distribution of a Formal Invitation to Bid or a Request for Proposal document, as well as a public opening of all bids/proposals received.
- **Sole Source** procurement will be based on a written determination that only one source is practically available for a particular good or service. Sole source procurement may be made without formal sealed bidding or competitive negotiation. Any purchase(s) deemed a sole source is subject to 13.1.136 and 13.1.128 NMSA 1978.

I. Emergency Procurement

Emergency Procurement will occur only when it fulfills the requirements identified in 13.1.127 (B) 1-3 NMSA 1978. Emergency procurement may be made without formal sealed bidding or competitive negotiation with a written justification for the emergency, identification of the goods and/or services being procured, and the name and date of the contractor/entity selected.

- Purchases made from **vendors on a valid State Contract** through the State of New Mexico Purchasing Agency will be deemed to have been made in conformance with the requirements for quotes or bids.
- **Cooperative Purchasing** Agreements may be entered into, at the discretion of CCPS, pursuant to 13.1.35 NMSA 1978.
- Whenever possible, every attempt will be made to purchase goods or services from a vendor who already has an **existing statewide pricing agreement** with the State of New Mexico.
- Pursuant to 13.1.158 NMSA 1978, **payment for any purchase** of goods or services will not be made until CCPS Business Office certifies that the goods or services have been received and meet the required specifications. Payment in advance for goods and/or services is not allowed except in the case of airfare, lodging, conference registration, or any other legitimate purpose which does not violate the provisions of the State of New Mexico Procurement Code.

- CCPS and the Governing Council recognizes that factors beyond the control of the school, such as shipping costs, may cause the final invoice to be higher than the approved Purchase Order. As such, this policy will allow for a **5% variance** from the total approved amount. The Vendor will notify the Business Office of any variance in excess of 5%, and a new Purchase Order will be issued subject to the requirements stated in this policy. Variances may also occur when flight cancellations and/or flight delays result in additional lodging and other travel-related expenses. As such, this policy will allow reasonable travel-related expenditures over and above an approved purchase order amount due to unforeseen circumstances.
- CCPS is encouraged to issue **tax-exempt certificates** for qualifying purchases pursuant to the guidelines established by the New Mexico Taxation and Revenue Department for Type nine (9), Governmental Agencies.
- The School Administration and staff of CCPS will develop and implement any administrative procedures necessary to administer this policy.

n. Bidding Procedures

All bids for supplies, materials, equipment, and contractual services in excess of the amounts listed above will be submitted in sealed envelopes addressed to the Business Manager or his/her designee, and plainly marked with the name of the bid. Advertised bids will be opened at the time and place specified, and all bidders and other persons will be invited to attend.

- Bids must include all pertinent information to be considered valid, i.e. scope of work, price, specifications etc.
- The Governing Council reserves the right to reject any or all bids and accept that bid which appears to be in the best interest of CCPS. The Governing Council reserves the right to waive any informality in, or reject any or all bids or any part of any bid. The Board reserves the right to exercise all options set forth in the Invitation to Bid documents. Any bid may be withdrawn prior to the scheduled time for the opening of bids. Any bid received after the time and date specified will not be considered.
- The bidder to whom the bid is awarded may be required to enter into a written contract with CCPS.

o. Contracts

All bids, contracts and purchase orders will be administered through the CCPS Business Office by the Business Manager. Contracts and lease-purchase agreements may be submitted to CCPS's legal counsel for review and approval, as deemed necessary.

p. Purchasing Procedures

- All purchases must be approved in advance by the School Administration and Business Manager. Purchases over \$5000 must be approved by the Governing Council.
- All purchase requisitions must be completed in full.
- Purchase of equipment and supplies from a family member will not be permitted.
- All purchases will be processed through the CCPS Business Office.
- All purchases of supplies and materials will be delivered directly to the school and packing slips/receipts forwarded to the CCPS Business Office.
- The Business Manager will confirm receipt and condition of merchandise prior to payment.
- The Business Manager will prepare a Disbursement of Funds request approved by the School Administration and Business Manager.
- The Business Manager will verify that all forms have been completed and signed. If all records are complete, a check will be drawn against the CCPS checking account.

q. Asset Capitalization

- **Purpose**
Asset Capitalization establishes guidelines for the control of capital assets owned by the school. The purpose of the controls is to protect capital assets, to preserve the life of capital assets, to avoid unnecessary duplication of assets on the school campus, to provide a guide for future replacement of assets, and to establish a basis for the amount of insurance coverage required.
- **Definition**
Capital assets, for the purpose of this policy, are defined as tangible or intangible property owned by the school which meets the definition and

minimum dollar amount for capitalization per asset category.

- **Furniture and equipment**

Tangible personal property in excess of \$1,000 purchased or acquired by gift to be used for operational purposes such as desks, filing cabinets, copiers, musical instruments, laboratory equipment, and janitorial equipment.

- **Computer software**

Intangible property in excess of \$1,000 either purchased or acquired by gift that is designed to cause a computer to perform a desired function.

- **Computer equipment**

Tangible computer equipment in excess of \$1,000, including Laptops, Desktops, Routers, Hubs, etc., purchased or acquired by gift to be used for operational or instructional purposes. For capitalization purposes, computers are defined as a CPU, monitor and keyboard which go together as a package. Printers which exceed \$1,000 will be capitalized separately, while printers, which are less than \$1,000, will be considered Supply Assets and recorded as such in the school's general ledger.

- **Donated Items**

Donated items, valued at the threshold contained in this capitalization policy and which are items that the school otherwise would have bought and used in operations, will be recorded in the school's general ledger account titled Fixed Assets (\$1,000 and over) at fair market value at the date of donation. Donated items, which are valued at less than the threshold contained in this capitalization policy, will be recorded in the school's general ledger account titled Supply Assets (less than \$1,000) at fair market value at the date of donation. Donated items, which are determined to have no fair market value, will not be recorded.

- **Depreciation Guidelines**

Depreciation is a system of accounting which aims to distribute the cost or gift value of a capital asset, less salvage value, over the estimated useful life of the asset in a systematic and rational manner. All depreciable assets will be depreciated using the **straight-line method** of allocation utilizing the half-year convention. The straight-line method allocates an equal amount of the net cost of an asset to each accounting period in its useful life. Most assets retain some recovery at the end of their useful lives, which is known as salvage value. All depreciable property for the purposes of this policy will be deemed to have a fair market value at the end of their useful lives.

- i. The useful life of depreciable assets is based on their usefulness to the school
- ii. A depreciation table for estimated useful lives will be used by the Business Manager to calculate and allocate depreciation

r. Disposition of Capital Assets

Capital assets which are obsolete, worn out, or no longer meet the requirements of the school, may be disposed of pursuant to 13.6.1 to 13.6.4 NMSA (1978), Sale Of Public Property, transferred within the school campus to another department or classroom, or traded in. A Fixed Asset Disposal Form must be completed in all cases for the disposition of any asset, including those which were damaged by theft, and a Fixed Asset Relocation Form must be completed when assets are transferred from one location to another. The Fixed Assets Disposal Form must be signed by the Business Manager, School Administration, and the Governing Council Chair. Pursuant to 13.6.1 and 13.6.2 NMSA 1978, all licensed software and any electronic media (computer hard drives) must be completely erased before being disposed of. The Fixed Assets Relocation Form must be signed by the Business Manager and School Administration. The school Business Office will retain the approved forms to preserve the accuracy of the asset records.

s. Inventory Procedure and Safekeeping Assets

The responsibility for managing CCPS property is the sole responsibility of CCPS and its personnel. The management of the property ensures its proper allocation, control, use and safeguarding.

Inventory Assets

- The Administrative Assistant will maintain an inventory of assets including but not limited to capital assets. A physical inventory will be done at least annually on such date(s) and time(s) as specified by the school Business Office. The inventory will be comprised of capital assets as defined in the school's Asset Capitalization policy and Supply Assets in excess of \$250.00.
- The school's general ledger asset classification accounts are supported by an asset schedule that includes information for each inventory item such as

item description, acquisition date, cost or basis, disposals, and accumulated depreciation for items in excess of \$1,000. Assets may be tagged for inventory purposes. The asset schedule is reconciled monthly to the general ledger.

- Teachers and other staff will submit a list of all classroom assets by location to the business office annually. The Administrative Assistant will periodically conduct random test counts of inventoried items.
- A central repository will be kept for all books and equipment not currently used in the classroom. Material in the repository will be inventoried, clearly marked and safely stored. Any relocation of property will be noted and records maintained by the Administrative Assistant.

t. Cash Assets

- Checks, and other cash assets will be safeguarded by the Business Manager.
- Petty Cash will be safeguarded by the Administrative Assistant.

u. Building Access

CCPS administration and the governing council are responsible for assigning appropriate access to buildings.

v. Records Retention/Disposition

The management of school records will be in accordance with the Public Records Act, Section 14.3.1 et seq. NMSA 1978.

w. Student Activity Fund Management

In general, Student Activity Funds are those funds that are owned, operated, and managed by students under the guidance and direction of a staff member for educational, recreational, and/or cultural purposes. The School Administration is authorized to approve the formation of all class organizations, clubs, and associations.

x. Policy

- Projects that raise student activity funds should contribute to the educational experience of students and not be in conflict with, but rather

add to the existing curriculum.

- Student Activity Funds should, whenever possible, be spent for the benefit of those students currently enrolled in the school who have contributed to the accumulation of these funds.
- Student activities should be conducted so that they offer minimum competition to any commercial concerns, while still benefiting the student body as a whole.
- All Activity Fund receipts and disbursements must be documented in accordance with established cash receipts and cash disbursements procedures.
- The School Administration or his/her designee is responsible for the management of the school's Activity Funds.
- The school Business Manager will develop and maintain the procedures necessary to implement this policy in accordance with any applicable laws.

y. Procedures

- The teacher or advisor in charge of the student activity will be responsible for receipting and depositing funds collected.
- The teacher or advisor in charge of the student activity will adhere to the 24 hour banking rule outlined in 6.2.2.14.3 NMAC.
- Cash receipts for student activity funds will be given to the front office where a prenumbered receipt will be issued which identifies the activity for entry into the school's accounting system.
- In the case of an off-site activity such as an intramural sports function, the teacher or advisor in charge of the activity will ensure that all cash is accounted for. It is recommended that two people independently verify cash receipts, and after arriving at the same conclusion, place their initials on a count sheet verifying that all receipts have been tallied. The count sheet will be given to the school Business Manager for verification.
- In a situation where activity fund receipts are taken after school hours, the teacher or advisor in charge of the activity will make sure that all receipts are properly safeguarded pursuant to 6.2.2.14.1 NMAC.
- The teacher or advisor in charge of the activity will adhere to the school's adopted policy regarding the Procedures for the Receipt of Funds at all

times.

z. Travel and Training Policy

- The School Administration will approve all written requests for travel and professional development prior to the disbursement of funds. Travel and training costs in excess of \$1000 must be approved by the Governing Council.
- Employees may, under certain circumstances, find it necessary to use their personal vehicles for travel in the performance of their duties. Upon written approval from CCPS administration, payment can be made to cover these costs, with the rate of reimbursement to be concurrent with state standards for travel reimbursement. CCPS will comply with the Per Diem and Mileage Act, Sections 10.8.1 through 10.8.8 NMSA 1978, and Department of Finance and Administration (DFA) regulations as outlined in 6.20.2.19 NMSA.

aa. Insurance

- CCPS will maintain adequate insurance coverage addressed in the Tort Claims Act, Section 41.4.1 et seq. NMSA 1978; the Worker's Compensation Act, Section 52.1.1 et seq. NMSA 1978; Insurance of Public Buildings, Section 13.5.1 et seq. NMSA 1978; Officers and Surety Bonds, Section 22.5.7 NMSA 1978; and the Public School Insurance Authority Act, Sections 22.2.6.1 through 22.2.6.10 NMSA 1978.
- The New Mexico Public School Insurance Authority (NMPSIA) provides insurance for employee benefits and property and liability coverage. CCPS will provide Worker's Compensation Insurance through NMPSIA and will adhere to all statutory regulations regarding application of this program. Premiums are determined for health, vision and dental coverage by the Authority and their staff with procedures set by statute. Property and liability coverage are determined by a claims loss ratio by the Authority and their insurance carrier. A Memorandum of Coverage is provided to the Insurance Authority for each fiscal year and forwarded to the provider under the risk insurance program.

bb. Food Services

If CCPS provides food service, it will follow food services standards as required by section 16.20.2.233-A NMAC. Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S.

Department of Agriculture (USDA) requirements, and Section 22.13.13 NMSA 1978.

cc. Federal/State Grants

- **Flow through Funds**

Grant money that flows through the PED to CCPS will be utilized for the purpose in which it was awarded. CCPS will submit complete and accurate reports required by the grant and the PED within the prescribed time. This funding will be accounted for in the CCPS ledger in accordance with GAAP, applicable federal and state regulations, and procedures set forth in the grant award.

- **Direct Funds**

Grant money sent directly to CCPS will be utilized for the purpose in which it was awarded. CCPS will submit complete and accurate reports required by the grant within the prescribed time. This funding will be accounted for in accordance with GAAP, applicable federal and state regulations, and procedures set forth in the grant award.

dd. Joint Powers Agreements

CCPS will account for joint powers agreements entered into, pursuant to the Joint Powers Agreement Act, Sections 11.1.1 through 11.1.7 NMSA 1978. They will be in accordance with the agreement.

ee. Instructional Materials

CCPS will be allowed credit for textbooks and supplementary instructional materials. The school will report in accordance with the Instructional Materials Act and account for instructional materials in accordance with GAAP and by instructional materials standards outlined in 6.20.2.24-A.

ff. Transportation

If CCPS provides transportation, it will negotiate transportation services with Albuquerque Public Schools Transportation Department. Student transportation is provided for in Section 22.16.1 et seq. NMSA 1978. Monies allocated by the

Transportation Unit of the PED will be utilized for transportation expenditures only and accounted for in accordance with the PED transportation regulations and GAAP.

G. Other

Other: Specific description of the procedures designed to ensure compliance with budgeting and reporting requirements of the PED, including the ability to implement the required chart of accounts and to meet all budget submissions and reporting deadlines.

For heightened accountability, both the Administrative Assistant and Business Manager will be trained on the Operating Budget Management System (OBMS) for the purpose of providing assurance that the data of CCPS are in compliance with federal and state laws, regulations, and procedures and the PED. CCPS will report timely and accurate education data through standardized reporting capabilities. The Administrative Assistant will provide longitudinal tracking of education progress over time for particular individuals and subgroups. Through the OBMS model, CCPS will incorporate a 2-way flow of information aggregating necessary data upward to the state to comply with state and federal reporting requirements and receiving disaggregated state data back to the school.

DISPLACEMENT OF PEOPLE IN CONVERSION SCHOOL



H. Displacement of people in a conversion school

H-31 Not Applicable for Initial Start-up

H-32 Not Applicable for Initial Start-up

GOVERNING BODY AND OPERATION



I. Governing body and operations

I-33 How the governing body of Cottonwood Classical Preparatory School (CCPS) will be selected and its composition.

Governing Council Members will hold office for two years to correspond with the fiscal year of July 1 to June 30 of the following year. Members may serve no more than two elected terms during an eight-year period.

Terms of Governing Council members will be staggered so that approximately one third of the terms expire each year. The seats on the Governing Council will be assigned as follows:

Seat 1	term expires on June 30, 2010 and every two years following
Seat 2	term expires on June 30, 2010 and every two years following
Seat 3	term expires on June 30, 2011 and every two years following
Seat 4	term expires on June 30, 2011 and every two years following
Seat 5	term expires on June 30, 2012 and every two years following
Seat 6	term expires on June 30, 2012 and every two years following

The governing body will be selected from the community. The Governing Council, in conjunction with staff and school administration, is responsible for refining the charter application and approving the policies and procedures of CCPS, including the Student and Parent Handbook.

The Governing Council will consist of:

- **One President**
- **One Treasurer**
- **One Secretary/Vice President**
- **Two members at large**
- **Student representative**

At least one member should be a parent of a CCPS student. One member should be a staff person of CCPS. Preference will be given to having at least one local business person on the Council. Because the Governing Council will also serve as a finance committee, CCPS will endeavor to recruit members from the community with financial background or experience.

Additional seats may be added to the Governing Council by a unanimous vote of the existing governing council up to a total of four members at large.

Upon vacancies, the Governing Council will ratify new replacement members by a majority vote of all of the members of the existing Governing Council. Prior to ratification, the Governing Council must gather input from staff and the school community.

The Executive Director will attend Governing Council meetings as a non-voting member, and may be asked to leave when his or her own job is under discussion. The Executive Director can introduce policies and procedures to be voted on by the board.

There are some general guidelines for Governing Council members:

- Each council member will spend time observing and participating in school activities to ensure a strong relationship with the school.
- Each council member will undergo training in public school charter school law and applicable state policies as well as participate in professional development sessions when invited by the Executive Director.
- No council member will have the power to act in the name of the Governing Council outside Council meetings.

An Annual Meeting will be held on a date determined by the Council. Agenda items include: election of officers, adoption of the Open Meetings Act, formation, continuance or dissolution of committees, and monthly meeting time and date.

I-34 When the governing body will meet and how meetings will be advertised and conducted in accordance with the Open Meetings Act.

Regular meetings of the Governing Council will be held monthly. Date and time will be determined by the Council after their first meeting and announced in local newspapers including *The Albuquerque Journal* and *The Albuquerque Tribune*. The date of a regular meeting may be changed by action of the Council as provided by law, provided that every member and the public are notified. Council meetings will be held at a location(s) determined by the Council.

Annually, each year during the month of June, the Council will approve the Open Meetings Resolution that defines reasonable notice for public meetings. A special Governing Council meeting may be called by the Council president, by a quorum of Council members, or by written petition of CCPS. Advance notice will be given in accordance with the Open Meetings Act (10.15.1). A majority of all members of the Board will constitute a quorum. CCPS will comply with the provisions of the Open Meetings Law in all activities. All Governing Council meetings and minutes of such meetings will be subject to the Freedom of Information Act, the Open Meetings code/statutes of the State of New Mexico, and the New Mexico Inspection of Public Records Act.

I-35 The nature and extent of parental involvement and how they will be notified.

The CCPS Governing Council recognizes that a student's educational needs are best met through a partnership among the family, school administrators, and community. CCPS views this relationship as the most productive means of extending the educational process for each student.

The Governing Council, school administrator and staff will be responsible for communicating school related news to parents and the community in a timely manner via newsletters and postings on the website.

Parents will be sought to serve on the Governing Council. Parents not serving on the Governing Council will participate in the daily operation of CCPS. This may include on-site volunteerism, assistance in supervising events and special projects, and service to school organizations and committees. Other components of parental involvement may include:

- Communicating concerns and needs to the school
- Assuring student attendance
- Supporting and assisting with homework assignments
- Participating in school conferences
- Participating in the development of the Academic Improvement Plan
- (AIP) and/or the student's Individualized Education Plan (IEP)
- Supporting the school's discipline policy

CCPS will solicit for "on call" volunteers. Also, CCPS will ask for volunteers that can serve at different times as needed.

I-36 The nature and extent of professional educator involvement and how they will be notified.

Professional educators will act as Advisors in order to help ensure the smooth implementation and operation of the CCPS curriculum. As Advisors, professional educators will be assigned a certain number of students. Advisors will, without interruption, follow their assigned students throughout their middle school years. Upon entering high school, students will select their own academic advisors who will guide them through the college application process. The professional educator will also be part of the team (along with parents and/or Speech, Occupational and Physical Therapists) to develop individual Academic Improvement Plans (AIP) or Individualized Educational Programs (IEP) for special education students.

The Advisor will also help in identifying students deemed at-risk. When applicable, the Advisor will serve as the liaison between the home and school to help address issues that may prevent a student from achieving academically.

Professional CCPS educators and parents will be asked to serve on an Advisory Committee that will report directly to the Governing Council. This Committee will seek input from the general committee on topics related to the development of curriculum, policies, and procedures. In this way, decision-making may be shared among all those associated with the school.

All professional educators will be offered training in implementing and/or enhancing all of CCPS's chosen curricula including the Paideia Program, and will be required to fulfill on-going professional development consistent with the school's mission statement. Professional educators will adopt the Paideia Program and will use their professional judgment in how to tailor the program to individual student needs. Along with satisfying state requirements for student testing, professional educators will be encouraged to develop their own means of assessing student performance.

Professional Development

To accomplish the mission and vision of Cottonwood Classical Preparatory School – educating the whole child for the whole world - professional development will be a vital component in supporting the varied teaching strategies utilized in the school's educational setting.

To implement the Paideia teaching method, CCPS will work with the National Paideia Center in North Carolina to initiate staff development and training. The CCPS teaching staff will be an integral part of this training to ensure that it is tailored to particular school needs and student population. Typically, the National Paideia Center provides three to five day training seminars for teachers and administrators. Parents, and other interested parties will be invited to participate as well. This initial training will be followed up with monthly on-site visits throughout the year. During these visits, the National Paideia Center staff will

- Lead, observe, and coach the leadership of seminars
- Address faculty concerns as they arise
- Work with school leadership to support instruction
- Help establish an on-site Paideia committee that will, over the next few years, assume increasing responsibility for the program.

St. John's College in Santa Fe, New Mexico could serve as an observation site for Socratic Seminars, an approach used in the Paideia method. Through the use of original text, St. John's students learn how to think, not what to think. CCPS will strive to model its approach after their philosophy. St. John's could also be a resource for locating and hiring like-minded teachers who are familiar with Paideia methods.

Authorization as an International Baccalaureate school is an intensive process that will last at least two years. CCPS will initially apply to be a "candidate" school and will then implement the high school diploma program. In the application phase, CCPS will continue to implement the curriculum and submit a formal application. A site visit from the IB staff will take place to determine suitability. If the school is authorized, the program delivery continues. After three to four years, CCPS will conduct a self-study and will once again be visited by IB staff. After that, the self-study and visits will occur every five years.

Professional development for IB will also consist of face-to-face workshops throughout the year at levels ranging from introductory to advanced that are organized by each IB region. An array of teacher support materials and online courses will be utilized for continued teacher improvement and growth. An Online Curriculum Centre is available at the IBO website. CCPS will investigate the possibility of an on-site visit to the Armand Hammer World College in Las Vegas, New Mexico. This world-renowned college utilizes IB curriculum and could serve as a site for classroom observations and collaboration.

To address professional development for Advanced Placement curriculum and strategies,

CCPS teachers will attend College Board sponsored workshops such as the one offered at the AP Summer Institute held this June at the University of New Mexico. Two of CCPS's teachers, an English teacher and a Spanish teacher, attended this workshop and are certified to teach AP classes in their respective subjects. The two professionals now have a working knowledge of the AP curriculum and the appropriate techniques to be used when working with the curriculum. Socratic Seminar, one of the strategies used in the Paideia method, is a key component in AP delivery. All appropriate CCPS teachers will be trained to teach AP courses for those subjects that offer AP curriculum.

Other strategies and methods mentioned in this section that could be utilized by CCPS such as Thinking Maps, Understanding by Design, and Habits of Mind will be addressed throughout the school year. CCPS has set up its academic calendar (see Section C #12) to allow for significant blocks of time for teachers to address professional development in a meaningful way. Two-week breaks will be scheduled at the end of the first quarter and third quarter. Students will be on break for the full two weeks, and teachers will return the second week for professional development. Teachers will also have a full week of professional development at the beginning of the school year before students begin classes. Because of the intense nature of the methods used to address curriculum content and delivery, large blocks of time seem the most appropriate initially as a new staff is trained in all strategies.

Through ongoing professional development of this caliber, CCPS feels that it can institute a climate of academic rigor for all students and thus create a truly classical school for the 21st century.

I-37 The nature and extent of community involvement and how they will be notified.

One of the goals of the CCPS Governing Council will be to interpret the educational program to the school community and community at large and to invite participation and commentary on matters relating to both. The Governing Council will make every reasonable effort to determine how citizens feel about the school, especially on

operational matters. The Governing Council will also seek to gain understanding from the community on the need for financial support, volunteer commitments and cooperation with the New Mexico Public Education Department for the good of all students.

The Governing Council, along with the Executive Director, will be responsible for communicating school-related news to professional educators, parents, and general community members. All public school records may be accessed through the Executive Director. A monthly report of receipts and expenditures will be made available.

Community members will be asked to serve on the Governing Council and on an Advisory Committee that reports directly to the CCPS Governing Council. The Governing Council may ask community members and parents to serve on committees that establish policies and procedures for the school. However, final decisions concerning CCPS policies, procedures and budgets rest with the CCPS Governing Council.

Community members will be asked to support the operation of the school in the areas of time, talent and/or treasury. CCPS will look to the community for ideas in developing student responsibility models, good citizenship, career shadowing, school-to work programs, and sharing of expertise. In this effort, prominent business people will be encouraged to serve on the Governing Council or to donate to the school expertise in curriculum development, finance and accounting, or any other area. CCPS will seek to develop a solid working relationship with the area Chamber of Commerce, civic organizations, and other businesses and organizations that support charter schools.

Specific community involvement in the school may include:

- Establishing a community advisory panel to provide insight concerning economic, environmental, business and academic areas relevant to CCPS
- Initiating school-to-work programs
- Developing a yearly career day program
- Attending and/or sponsoring student exhibitions and programs

The CCPS Governing Council will provide the CCPS community with an annual School

Report Card. The School Report Card will be made available each year at an open meeting hosted by the CCPS Governing Council.

I-38 Policies and procedures of the governing body, including model of governance, committee functions, relationship to staff, and professional development.

The Governing Council

The Governing Council will not be responsible for the day-to-day operation of the school, minor additions to the curriculum, or hiring and firing of teachers and staff. Rather it will adopt policy and rules, present policies and rules to the Executive Director, and assess the effectiveness of the Executive Director in carrying out the established rules and policies.

The Governing Council will be responsible for creating a yearly budget together with administration and the Business Manager and will have the right to give final approval to that budget.

The Governing Council will be responsible for overseeing the establishment of policies, serving as the school's fiscal agent, hiring, firing, and overseeing the Executive Director, and recruiting a new Executive Director in the case of a vacancy.

The Governing Council will give final approval to all major decisions concerning budget and employee contracts.

Any school expenditure over \$5,000 will require approval from the Governing Council.

The Governing Council will be responsible for approving the bi-annual School Reports to be submitted to the New Mexico PED.

The Governing Council will be responsible for reapplying for a new charter in five years when the current charter is fulfilled.

Each Governing Council member will have one vote, with the exception of faculty and student representatives. Adoption of any issue, resolution, motion, etc. will be by simple majority while striving for consensus.

In all cases in which New Mexico State Statutes and/or New Mexico Public Education Department Educational Standards require certain evaluations, including but not limited to the evaluations of the Executive Director by the Governing Council, and teacher evaluations by a licensed school administrator, these evaluations will be done in compliance with the law and the standards, in addition to CCPS's own internal methods of evaluation.

The Governing Council will gather feedback on the Executive Director's performance from the Executive Director, the community, teachers, parents, students, and from their own personal observations. To facilitate this, bi-annual reports concerning the Executive Director's performance will be compiled by the Teacher designee (who will consolidate feedback from all of the teachers) and the parent representative on the Board (who will coordinate feedback from parents.) After considering the information from all of these sources the Governing Council will provide a formal evaluation to the Executive Director.

The Governing Council has the right to terminate the Executive Director at any time.

The Executive Director

- Day-to-day operations of the school will be the responsibility of the Executive Director. The Executive Director may be involved in any parental, student, teacher, or employee issue that cannot be resolved by the classroom teacher.
- The Executive Director has the responsibility of preparing the bi-annual reports to be submitted to the New Mexico PED.

- The Executive Director has the ultimate authority in the hiring and firing of teachers and employees. However these decisions will only be made upon full consideration of staff input.
- After gathering information from parents, students, and staff, the Executive Director will provide a formal evaluation to each teacher bi-annually.
- Although a formal evaluation will be done by the Board, the Executive Director will demonstrate to the Board a willingness and ability to self evaluate with student, parent, and staff input taken into account.

Committee Functions

Committees to the CCPS Governing Council will take into consideration specific tasks assigned to them. Appointment or removal of members of a given committee will be by a majority vote of the CCPS Governing Council. Recommendations submitted to the Governing Council by committees will be based upon proven research and fact. Final decisions regarding the recommendations of committees will rest with the CCPS Governing Council.

The Executive Director will be in charge of facilitating all professional development. Any Council person, parent, or interested community member will be included in professional development as it occurs throughout the school year. The Council will be encouraged to provide input for additional professional development as they see that it would fit the mission and vision of the school. The Executive Director will give quarterly updates to the Governing Council on the progress of the professional development within the school community. (see section I #36 for professional development)

I-39 Relationship between the governing body of the charter school and the authorizer, including how disputes will be resolved between the charter school/governing body, and the authorizer. The charter school is accountable to the authorizer for ensuring compliance with applicable laws, rules and charter provisions.

Cottonwood Classical Preparatory School, as a public charter school in the State of New Mexico, will operate under the general supervision of the authorizer, pursuant to the 1999

Charter Schools Act. Further, CCPS agrees to adhere to all applicable federal and New Mexico state laws applying to the operation of a public school. CCPS will operate as a non-sectarian, non-religious, non-home based public school and will comply with all applicable federal, state and local laws, rules, and regulations including, without limitation, the constitutional provisions prohibiting discrimination on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry.

The authorizer, PED, will have no role in the day to day operation of CCPS, but will be available for advice and assistance on academic matters and possible contracted services as may be agreed upon. The authorizer will provide oversight responsibility and consultation as included in the 2% agreement.

The relationship of CCPS and PED/PEC is as follows:

- PEC approves, renews and revokes the charter for the school
- CCPS and PED agree to the following:

Charter School Agreement

Semi-Annual Reports to the Board:

CCPS will prepare and submit to the PED through both the financial and student accountability programs a semi-annual report. Reports will be submitted in the format requested and will include the following:

1. The name of the school and its address
2. The name and telephone number of the principal or a key contact person who is responsible for some or all of the principal duties of the school
3. The names, addresses, and telephone numbers of all members of the Governing Council
4. The number of students currently enrolled in the school and their grade levels
5. Compliance with conditions, standards, and procedures set forth in the charter

6. Detailed progress toward achievement of the state board minimum education standards or the student performance standards identified in the charter application
7. Financial audit and other evidence of responsible fiscal management
8. Violation of any provision of law from which CCPS was not specifically exempted

Annual Technical Reports:

In response to the New Mexico PED recommendations following a technical assistance visit or accreditation visit, CCPS will provide copies of any responsive documents to the PED.

Funding:

The state will retain two percent (2%) of the CCPS generated program costs to cover administrative expenses borne by the state. The services to be provided pursuant to the two percent retention will be stated in the Charter School Standard Operating Procedures Manual, which will be finalized by the PED and CCPS by mutual agreement.

Student Data and Assessment System:

CCPS will utilize a student data and assessment system, such as *PowerSchool*, to track and report information to the PED as requested.

Quarterly Reports:

CCPS will provide copies of the PED-required quarterly financial reports.

Budget and Accounting:

Funds will be budgeted and accounted for using the STARS, the Uniform Chart of Accounts (UCOA) and other appropriate systems.

Dispute Resolution:

CCPS will promote a cooperative relationship with its charter authorizer to function in

accordance with the NM Charter School Act. CCPS and the authorizer will resolve any dispute which may arise between the two to the mutual benefit of the operation of the charter school and its authorizer in accordance with such other powers and authorities as provided for by law. Any dispute between the authorizer and CCPS relating to the operations of the school will first include procedures agreed upon by the charter school and the authorizer for the resolution of disputes. The charter will include procedures that will be agreed upon by the charter school and the authorizer. At any time during this process either party can request formal mediation through a neutral third party. If no mutually agreeable resolution is reached, the matter will be forwarded to a mutually agreed upon arbitrator whose decision will be legally binding.

To the extent that any period of time is not provided for by applicable law, all disputes will be submitted within 30 days of the circumstances giving rise to the dispute. Similarly, a response will be made within 30 days of receiving the dispute. Any request for mediation or arbitration will be made in writing and will be considered waived if not made within 30 days after submission of the written dispute, unless a different timeframe is agreed upon in writing by the parties.

CCPS is accountable to the PED for ensuring compliance with applicable laws, rules, and charter provisions.

I-40 Role of Governing Body in policy-making, personnel decisions, budgeting, and operation of a charter school

Pursuant to the 1999 Charter Schools Act, CCPS will be a public school defined uniquely by a charter that allows the school to operate in an autonomous manner while remaining within the school district. School-centered governance, site-based and autonomous fiscal management, and an innovative and separate educational program are primary characteristics of CCPS.

The 1999 Charter Schools Act empowers the CCPS Governing Council to exercise all authority in school matters, except those as prescribed by the PED and other applicable

state and federal laws and regulations.

The Executive Director will run the day-to-day operations of CCPS. This person will work closely with and directly report to the CCPS Governing Council.

In order to ensure the greatest possible access to all information pertaining to CCPS, the Governing Council acknowledges and agrees that it is subject to the provisions of the Open Meetings Act, and that it will comply with the provisions of such Act in all activities. The Governing Council will adopt an Open Meetings Notice Resolution annually, and will otherwise comply with the provisions of the Open Meetings Act.

All meetings will be advertised in the local media and/or by flyers posted throughout the area in a timely manner and according to the provisions of the Open Meetings Act. An agenda will be made public and contain the list of specific items of business to be discussed. An individual may request an item to be placed on the agenda by notifying a designated member of the CCPS Governing Council. A finalized specific agenda will be made available no less than twenty-four hours prior to the scheduled meeting, and will be posted in the CCPS administrative office or in an agreed upon visible place within the greater Albuquerque area.

Opportunity for comments from members of the school community and the public will form part of the publicized agenda.

The decisions and role of the CCPS Governing Council in areas such as development and implementation of CCPS policies, budgeting, and employee contracts will rest with the voting members of the Governing Council. In exercising these powers, CCPS will comply with all applicable state and federal Acts.

The role of the CCPS Governing Council in meeting the PED's mandates of required content standards, benchmarks, performance standards, state accreditation, standardized testing and the school report card will be one of assuring complete compliance.

The CCPS Governing Council will make known and delegate all academic programs, policies, procedures, fiscal and otherwise, to the Executive Director and Business Manager who will then be responsible for their implementation and administration on a day-to-day basis. Appropriate methods of implementing the school's programs, policies, and procedures will be reviewed and discussed annually at the beginning of the school year with all professional educators and staff members. The policies will be reviewed at least annually for compliance with all state and federal acts and regulations. Copies of all policies and procedures will be distributed to each professional educator and staff member, and will be kept in each classroom and on file in the Executive Director's office.

The CCPS Governing Council is responsible for overseeing the school's faithfulness to its Charter and ensuring legal adherence to essential statutory and regulatory requirements as prescribed by both state and federal laws. The CCPS Governing Council will also initiate and finalize the process for the renewal of the Charter.

In addition, the CCPS Governing Council will have authority to make final decisions, in compliance with all applicable laws and regulations, concerning these and other school-related matters:

- implementation of the CCPS mission statement
- budget preparation and final decision making
- policy development
- assessment of attainment of CCPS educational goals and objectives
- maintenance of evaluations of the Executive Director and Business Manager
- final approval of personnel selection and determination of compensation
- establishing the school's position in matters regarding external political
- issues, including bond elections, legislation or PED policies

- funding and construction of the school's facilities

CCPS will operate in compliance with all district, federal, state, and local laws unless specifically waived. CCPS may request waivers from specific regulations of the Public Education Department at a later date. All waivers not listed in this application will be submitted in writing to the appropriate party. The request for waiver will include reasons why CCPS is in need of or desires the waiver.

CCPS will operate as a nonsectarian, non-religious, non-home based public school and will comply with all applicable federal, state and local acts, rules and regulations including, without limitation, the Constitutional provisions prohibiting discrimination on the basis of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry.

Cottonwood Classical Preparatory School is accountable to the local school board for ensuring compliance with applicable laws, rules, and charter provisions.

I-OTHER

Provisions for dealing with appeals of decisions made by the school staff and Governing Council.

Employee Grievance Resolution Procedure

a. Purpose

The purpose of this policy is to provide for the reporting and resolution of legitimate employment-related concerns of the employees of CCPS at the earliest possible time and with the least possible expense, disruption and friction. The Governing Council recognizes that most personnel difficulties encountered by employees arise from a lack of communication. This procedure is designed to provide a formal mechanism for promoting or restoring such communication so that problems may be resolved before more serious difficulties result.

b. Definitions and Limitations

- i. "Grievant" will mean an employee who is personally and directly affected by a condition for which he or she seeks a resolution.
- ii. A "grievance" will be an allegation by an employee that the treatment he or she has received from a supervisor is unfair or improper, or that there has been a violation, a misinterpretation or an inequitable application of Governing Council policy, administrative rules or procedures that directly and adversely affects the grievant. A single grievance may be submitted jointly by more than one grievant.
- iii. A "Resolution(s)" will be the proposed written decision by the appropriate administrator(s), grievance review committee, or Governing Council, in response to the grievance.
- iv. "Parties in interest" will be the grievant and the supervisor or other employee(s) of CCPS whose conduct or actions are the subject of the grievance.
- v. The following situations are not covered by this grievance procedure and are therefore not a grievance under this policy:
 - The discretionary act(s) of professional judgment relating to the evaluation of the work performance of any employee by his or her immediate supervisor
 - Any personnel decision made by the Governing Council, including, but not limited to a refusal to re-employ, a discharge, a demotion, or any other action directly and adversely affecting the employment of an employee
 - Situations in which the Governing Council and Executive Director are without authority to act
 - (iv) Situations in which the remedy for the alleged violation exclusively resides in some person, agency, or authority other than the Governing Council
 - Situations as to which a different procedure within CCPS is prescribed by state or federal authority
 - Situations as to which a different procedure or remedy has been provided by the Governing Council
 - Situations involving a grievance by a contractor with CCPS

***A grievance cannot be filed by a former employee after the effective date of termination or discharge of employment.**

c. General Procedural Requirements

- i. A grievance must be initiated at Level 1 within ten (10) work days of the date upon which the grievant became aware of the circumstances which gave rise to the grievance.
- ii. No persons will suffer retaliation, recrimination, discrimination, harassment, or be otherwise adversely affected because of his or her use of this grievance procedure.
- iii. Whenever possible, any grievance conference or hearing at any level will be scheduled during a mutually convenient time that does not conflict with the regularly scheduled school program.
- iv. A grievant requiring the attendance and testimony of other employees will have the right to bring such witnesses as are willing to testify in his or her behalf, and any necessary substitutes or release time will be provided and the expense borne by CCPS when hearings must be scheduled during the school day.
- v. A separate file will be maintained by the Executive Director for grievances. All documents produced during the processing of a grievance will be filed herein. All parties will maintain confidentiality with regard to proceedings, and the resolution of the grievance will not be made public unless agreed to by the grievant and the Executive Director or Governing Council or unless the grievant pursues the matter beyond this policy. The grievance will be maintained for one (1) year after being cleared according to the New Mexico State Records Center and Archives, and access to the file will be limited to the grievant, the immediate supervisor, the Executive Director, and the members of the Governing Council.
- vi. Nothing contained herein will be construed to limit in any way the ability of CCPS and the grievant to resolve any grievance by informal means, and nothing herein will be construed as requiring resort to the formal procedures when grievance problems arise.
- vii. A grievant may terminate the process at any level if he or she indicates in writing a desire to do so, accepts the resolution at that level, or fails to pursue his or her grievance by filing at the next level within the specified time limit.
- viii. All grievances will be filed and processed on grievance forms prepared by CCPS and available in the office of the Executive Director.
- ix. The time limits at any level may be extended by mutual agreement between the grievant and the Executive Director, review committee, or Governing Council.

- x. Except as otherwise provided herein, unless a party can demonstrate prejudice arising from a departure from the proceedings established in this policy, such departure will be presumed to be harmless error.

d. Procedural Steps

Level 1 (Informal Conference)

Prior to the filing of a formal written grievance, the grievant will first discuss the grievance with his or her staff representative in a good faith attempt to resolve the grievance prior to the filing of a formal grievance. In the case of a claim of sexual harassment in which the grievant's staff representative is the subject of the claim, the grievant may initiate the grievance at the next supervisory level above that of the staff representative.

Level 2 (Executive Director)

If the grievant is not satisfied with the discussion and disposition of the grievance at Level 1, he or she may file a written grievance with the supervisor (Executive Director) within ten (10) work days of the disposition. The Executive Director will communicate his or her proposed resolution in writing to the grievant within five (5) work days from the filing of the written grievance. If the proposed resolution is not acknowledged or approved by the grievant within five (5) work days, the Executive Director has the discretion to require a hearing or conference and gather such evidence prior to the preparation of the decision as he or she feels would assist in any appropriate resolution of the grievance. The hearing or conference will occur within five (5) work days of the grievant's action/inaction regarding the Executive Director's proposed resolution. The hearing or conference should be as informal as possible and will be conducted as the Executive Director feels is appropriate for a full understanding of the grievance, the position of the grievant and the evidence supporting that position. The Executive Director will have the right to ask any questions of the interested parties as he or she deems necessary. Within five (5) work days following the hearing, the Executive Director will render his or her written proposed resolution to the grievant.

Level 3 (CCPS Governing Council)

If the grievant is not satisfied with the resolution of the grievance at Level 3, or if the Executive Director fails to issue a proposed resolution within the specified time limit, the grievant may make a written request to the Executive Director for a hearing with the Governing Council within ten (10) work days after the Executive Director's resolution was rendered or was due, if none was received. At its sole option, the Governing Council may appoint a Grievance Review Committee to hear the grievance. The Grievance Review Committee will be composed of three (3) persons, one from each of the following staff categories: Certified School Instructor; Administrator (other than the immediate supervisor or Director involved) and One (1) non-certified employee of CCPS.

The members will be appointed by the Governing Council. The Committee will select its Chairperson prior to the processing of any grievance. The Chairperson of the Committee will schedule an informal hearing within ten (10) work days of receipt of the grievance. If a Committee member is unable to participate in the informal hearing, the Chairperson will designate a substitute from within the employee category of the non-attending member.

Procedure for Hearing

- i. The grievant will present his/her grievance first through testimony, witnesses, documents, etc. Cross-examination will not be allowed by the other party in interest, if any.
- ii. The other party or parties in interest, if any, will present their responses to the grievance. Cross-examination will not be allowed.
- iii. The Committee may ask any questions that it deems necessary.
- iv. Arrangements to make a taped recording or to keep minutes of the proceeding will be made to the Chairperson. A verbatim written transcript is not required, but any minutes or other written record will fairly reflect the substance of the hearing.
- v. Within five (5) work days following the date of the hearing, the Committee will transmit its findings and recommendations for proposed resolutions to the Governing Council. Within ten (10) work days, the Governing Council will accept the recommendations of the Committee by a majority vote or agree to hear the grievance.

The holding of a hearing by the Governing Council is discretionary with Governing Council, and such decision will be made by the Governing Council at its next regularly scheduled meeting after receipt of the written request for a hearing. If the Governing Council rules that it is appropriate to hear the grievance, it will set the date for such hearing and the parties in interest will be notified by the Governing Council President.

The parties in interest will submit written statements of position which will be delivered to the Governing Council members at least five (5) work days prior to the hearing. In addition, any other documentary evidence desired to be reviewed by the Governing Council will be submitted at that time.

Conduction of Hearing

- i. Each party in interest to the grievance will have the opportunity to present oral statements limited to thirty (30) minutes each. The presentation will be limited to a review of evidence previously presented, unless the Governing Council, in its discretion, allows new evidence to be presented during the hearing. Evidence may not be cross-examined by the other party in interest.
- ii. Since grievances are "personnel matters," the hearing may be conducted in an executive session, if the grievant so requests and the Governing Council votes to close the hearing. The grievant may demand that the hearing be held in open session, in which case the hearing must be open.
- iii. The Governing Council may make such inquiries of any party in interest as it deems necessary or appropriate.
- iv. The Governing Council will render a written decision within a reasonable time. In arriving at its decision, the Governing Council has complete discretion in fashioning such relief, if any, as it believes is appropriate, regardless of the relief requested.
- v. A certified school employee, aggrieved by a decision of the Governing Council to discharge him/her after a discharge hearing, may appeal to an independent arbitrator by submitting a written notice of appeal to the Executive Director within 5 working days from receipt of the Governing Council's written decision. If a timely notice of appeal is submitted, a hearing will be held pursuant to 22.10.17.1 NMSA.

I-OTHER

Provisions are evident that mediation, problem solving and facilitation services for students, staff, and community are available as needed.

This requirement for staff is covered in the preceding information. Regarding the students and community, CCPS adds the following:

Students should address issues first with teachers. If they are unable to resolve the issue with teachers, they should then address the Executive Director. The Executive Director provides the final decision with respect to student issues.

Parents and community members should first address issues with respect to specific classes to the classroom teacher (or coach, in the case of athletics). Parents and community members who are dissatisfied with teacher responses may then choose to discuss the issue with the Executive Director. Parents who are dissatisfied with the Executive Director's decision may appeal to the CCPS Governing Council in writing. The note requesting the hearing can be placed in the Governing Council president's mailbox in the front office. If the Governing Council chooses to hear the appeal, the issue will be placed on the agenda of the next regularly scheduled Governing Council meeting and the issue will be handled in Executive Session.

A student or staff member aggrieved by a decision of the Governing Council may appeal to an independent mediator and/or arbitrator by submitting a written notice of appeal to the Executive Director within five (5) working days from receipt of the Governing Council's written decision. If a timely notice of appeal is submitted, a hearing will be held pursuant to 22.10.17.1 NMSA.

RELATIONSHIP WITH EMPLOYEES



J. RELATIONSHIP WITH EMPLOYEES

J-41 Evidence that the terms and conditions of employment will be addressed with affected employees and their recognized representatives, if any (i.e. teacher labor representatives)

If the staff chooses (through the proper procedures) to establish a relationship with a labor representative, the Governing Council and the administration of this school will willingly work with the labor representative. However, there is no relationship with labor representatives at this time.

J-42 Personnel policies and procedures that comply with the School Personnel Act

Qualifications and Hiring

In accordance with Title 6, Chapter 61, NMAC, CCPS will retain or employ teachers, administrators, and other instructional personnel who hold appropriate New Mexico licensure in elementary and secondary education, grades six-twelve, or other documents issued by the New Mexico State PED Licensing Division. Highly qualified teachers will teach the “core” academic classes in which they are endorsed: mathematics, language arts, science, history/social science, and foreign language. Teachers will be responsible for overseeing student’s academic progress, for grading, and for matriculation decisions as specified in the school’s operational policies. Qualifications for CCPS teachers and administrators will include, but not be limited to, years of teacher and administrator experience, familiarity with State of New Mexico content and benchmark standards, demonstrated ability to differentiate instruction (additional specific training provided), and strength of their teaching credential (i.e. special education, ESL or bilingual, master’s degree).

CCPS shall reserve the right to employ non-credentialed personnel to fulfill the remainder of its staffing as permitted by state and federal law regarding credentialing and licensing. Instructional support staff shall include, but not be limited to, special education support personnel, clerical and office administrative services, equipment maintenance and janitorial services. These instructional support staff will have an

appropriate mix of subject matter expertise, professional experience, and the demonstrated ability to work successfully in an instructional support capacity.

All non-instructional staff and teachers will possess the experience and expertise required for their position within the school as outlined in the school staffing plan and the school's adopted personnel policies, and in accordance with the School Personnel Act. All staff shall meet New Mexico PED and any other state of New Mexico safety requirements including background checks and fingerprinting in the methods mandated by the state.

Recruitment

CCPS will recruit individuals for open positions through a public process including advertising in local and national newspapers and professional printed media, referral, and through appropriate electronic recruitment mechanisms.

In accordance with the *Charter Schools Act*, CCPS employees are not employees of Albuquerque Public Schools but shall be hired directly by CCPS. Employees will be hired in accordance with all state and federal employment rules and regulations and in compliance with the School Personnel Act.

Equal Opportunity Employer

CCPS abides by state and federal laws dealing with equal employment opportunity. Therefore, in order to provide equal employment opportunities to all individuals, employment decisions at CCPS will be based on qualifications and abilities. CCPS does not discriminate in employment opportunities or practices on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, or any other characteristic protected by law.

CCPS will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship that state and federal laws recognize as just. This policy governs all aspects of employment including selection, job assignment, compensation, discipline, termination, and access to benefits and training

(pending the publication of the Employee Handbook).

Employee Benefits

CCPS participates in the State of New Mexico Educational Retirement Act (ERA) administered by the Educational Retirement Board (ERB). Eligible employees participate in the Retirement Plan subject to all terms and conditions of the plan.

Regular full-time and regular part-time employees will be eligible to receive benefits, including, but not limited to, paid time off (PTO), health insurance, and health benefits provided by enrollment in NMPSIA.

Employment Policies and Procedures

A complete CCPS Employee Handbook will be published prior to the opening of the charter school. This handbook will be compliant with all federal and state regulatory requirements and with the School Personnel Act.

J-43 Evaluation process for staff

CCPS will evaluate its licensed teaching and licensed administrative staff in accordance with the School Personnel Act and as mandated by the Public Education Department. Additionally, instructional support and administrative staff will be formally evaluated each contract year, and all staff provided with informal, ongoing coaching and mentoring as needed.

CCPS wishes to create an environment that is supportive and fosters development and constructive change for its employees which it believes will translate directly to the students under their care. Notwithstanding its commitment to this supportive environment, CCPS will provide its employees with traditional performance evaluations conducted by their supervisor(s). To enhance its special environment and the personal development of all employees, CCPS wishes to implement a multi-source feedback system to appraise the performance of all staff, professional, licensed, and non-licensed,

to nurture self-efficacy and goal-orientation. All employees will receive feedback from their supervisors, peers, team members, parents and students. The multi-source feedback system will be used to supplement its traditional evaluation system, enabling CCPS to engage its employees in developmental activities, thereby enlisting its entire staff in continuous learning based on quality feedback.

Professional Development-PDP

- a. Each staff member will be expected to develop a Personal Development Plan (PDP) at the beginning of each school year. The PDP cannot be tied into the staff member's performance evaluation until the staff member agrees and specific assessment criteria are established through mutual agreement.
- b. All staff members will be afforded adequate time and opportunity during the school year to complete their PDP. The actual amount of time will be determined during the development of the PDP and through negotiations with the Governing Council and the Executive Director.
- c. The outcomes of the PDP will be evaluated through a meeting between the Executive Director and the staff member.
- e. The criteria or performance level set by the PDP will become part of the staff member's yearly evaluation unless the staff member and the Executive Director feel that this is not appropriate or the PDP needs to be continued to the next school year.
- f. Professional development will be an integral element in the development of each staff member's PDP.

J-44 Proposed salary schedule

CCPS reserves the right to set its own salary schedule. At this time the base pay of each staff member will be determined by the state's mandated three-tiered salary schedule. Additional money may be available for positions such as: athletic coaches, testing coordinator, Middle School Initiative (MSI) sponsors, math/language arts literacy teachers, technology specialist, ESL and TESOL endorsed teachers.

CCPS shall be in compliance with all applicable state and federal employment taxes. Compensation of all employees will be based on experience, qualifications, skill and

technical level, and performance of the individual. All compensation decisions shall be at the discretion of the Governing Council and within approved budget constraints. Administrative and secretarial staff members will work a 12 month contract that will be negotiated with the GC.

J-45 Job descriptions of staff and proposed pupil-teacher ratio.
Job Descriptions

a. The Executive Director:

First and foremost, the role of the Executive Director will be one of promoting good teaching and learning for all students. The Executive Director will be a competent and dedicated teacher with much classroom experience. He or she could actually engage in teaching and would find it desirable from time to time. Relying on this teaching experience, the Executive Director will become the leader of the teachers, will provide educational leadership, and will facilitate professional development. In addition, the Executive Director will:

- Have authority to hire and terminate teachers (in consultation with faculty representatives and the governing council with regard to due process)
- Have a voice in teacher assignments so that they take place in a way most likely to advance the educational objectives of CCPS
- Be given the power to enforce standards of conduct - that is, the measure of respect and good behavior on the part of the CCPS student body that is indispensable to learning and teaching
- Be given respect and autonomy by the parent community to enforce these rules of conduct that make CCPS a safe and respectful place for learning.
- Ensure the financial health of the school under the advisement of the licensed school Business Manager and the Governing Council
- Provide observations and annual evaluations of teaching staff and other personnel, as appropriate
- Oversee physical plant maintenance for the opening year
- Obtain additional funding through outside sources

- Consider discipline issues as referred by staff
- Develop, revise and enforce the policies and procedures of the school
- Adhere to local, state and federal laws, regulations, and guidelines
- Act as communicator between CCPS and the PED
- Facilitate the implementation of Professional Development
- Communicate the mission and vision of the school to all stakeholders

b. Associate Director:

The Associate Director will act as an assistant to the Executive Director, helping to facilitate the operation of all aspects of school life that need additional support from an administrator. In particular, this position will assist with:

- Hiring and termination of teaching staff
- Maintaining the physical plant
- Seeking additional funds for the operation of the school
- Addressing student discipline issues
- Developing, revising and enforcing all policies and procedures of the school
- Addressing issues from and communicating with all stakeholders – students, parents, teachers and other school personnel, the community at large, and the PED
- Assisting with the implementation of Professional Development
- Arranging substitute teachers, as needed. Substitute when no better arrangement can be found

c. Director of Special Education:

The Director of Special Education will serve as the primary communicator between parents of students with special needs, their teachers and support staff, and other pertinent personnel. This Director will also be in close contact with the Executive Director to ensure that state and federal guidelines and timelines are being implemented correctly and in a timely fashion. In particular, this position will:

- Facilitate or designate an appropriate facilitator of Multidisciplinary Team/IEP meetings following performance-based reevaluations. Also facilitate any Manifestation Determinations or Addendums to the IEP.

- Facilitate or designate an appropriate facilitator of annual Individual Educational Plan (IEP) meetings
- Coordinate with the diagnostician all reevaluations with testing to be completed in a timely manner
- Coordinate support/ancillary special education staff needed to supply specific services for any special needs students
- Manage and maintain special education confidential files
- Coordinate the transfer of or request for any special education records to or from other schools
- Assure that all special education IEP forms are available either in hard copy or electronically
- Coordinate with administration regarding special education policies, procedures, and/or technical assistance
- Ensure, along with administration, that the physical plant is up to ADA code for special needs access to the building.
- Assist administration in the building of the Master Schedule as it pertains to any special needs issues
- Facilitate with any textbook purchase or other teaching materials, hardware or software particular to the specific needs of special education students.
- Ensure that the appropriate state reports are correct and submitted in a timely fashion
- Assist with implementation/ participate as a member of SAT meetings but will not act as chair
- Assist/ participate on OPT meetings, AIP meetings, and other intervention committees
- Ensure that all special education students are receiving their required services in the Least Restrictive Environment
- Ensure that all special needs students have an appropriate “Next Step” plan and transition plan for post-secondary choices

- Assist with Professional Development as it pertains to all teachers working with special needs students, particularly differentiated instruction

d. Strategic Planning Coordinator:

This position has been created to meet very specific goals within the mission of CCPS.

This person will perform many varied duties and functions to include but not be limited to:

- Specialist to infuse technology into the physical plant and all curricula
- Coordinator for the design of CID (Collaboration, Interdisciplinary, Differentiation) Fridays
- Liaison with community to set up mentorships and internships
- Liaison with community to establish service-learning projects and opportunities
- Coordinator for “Next Step” to establish transition plans
- Career counselor – career interest and exploration, ability matching, long-term planning
- College prep coordinator – entrance tests, essays, applications, general information
- Other long-term strategic planning projects/activities
- Seek additional school funding through outside sources

e. Teachers:

- Teach in line with the school mission and vision
- Monitor and direct student activity in accordance with the student’s IEP (when applicable), and the school’s policies and procedures
- Maintain accurate records of student progress
- Be proactive and diligent in classroom management strategies and uphold the discipline policy of CCPS
- Utilize a diverse array of techniques and modalities in order to maximize a student’s academic and personal outcomes

- Participate regularly in department and staff meetings
- Participate in a personal growth plan tied to the school's professional development plan
- Create lesson plans which align with state standards
- Communicate regularly with families regarding student progress
- Analyze student data to drive instruction and track student progress
- Hold NM certification and be highly qualified in content area(s)

f. Business Manager:

- Prepare and present an annual school budget to the Governing Council
- Prepare and present the Budget Adjustment Requests (BAR)
- Post the revenue to the appropriate fund and revenue code
- Responsible for impressed funds and disbursement of funds
- Aware of and follow the public school financial standards pursuant to NMAC, and follow GAAP standards
- Responsible for ensuring the safeguard of all financial and student records from potential theft and destruction
- Responsible for reconciliation of all bank statements
- Accuracy of payroll journal, backup of journal, and generation of payroll checks
- Maintain all employees' earnings, deductions, and leave records
- Responsible for substitute payment disbursement
- Entry of pay rates and deduction changes in accordance with benefits
- Responsible for the maintenance of employee insurance premium reconciliation, savings, tax-sheltered annuities, and other voluntary and mandatory payroll deductions
- Responsible for completing required PED financial reports in collaboration with Procurement Officer and Governing Council Treasurer

and monthly, quarterly, and annual payroll tax-benefit reports required by federal, state, and local governmental agencies

- Accommodating and assisting State Auditor in yearly audit
- Assisting Executive Director as appropriate and needed in oversight of the school
- Oversight of the school physical plant and coordination and ordering of all building supplies and equipment in accordance with approved internal control policy
- Financial record keeping - collect, record, and deposit money
- Coordinate all supply orders for all departments in accordance with approved internal control policy
- Coordinate and approve all textbook orders and teaching aids in collaboration with Executive Director and Administrative Assistant in accordance with internal control policy
- With approval of Executive Director, prepare contracts to enter into the Financial Management System
- Maintain vendor invoices, matching encumbrance copy and receiving copy of purchase order, then matching with approved purchase order copy
- Prepare requisitions
- Manage school activities funds
- Trained in using the Operating Budget Management System (OBS) for the purpose of providing assurance that the data of CCPS are in compliance with federal and state laws and procedures and the PED

f. Administrative Assistant: (some duties of the Administrative Assistant and the Business Manager may overlap)

- 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 and distribution of catalogs

- Type memos as needed and requested by administration
- Answer the phone and record messages as appropriate
- Maintain inventory of assets
- Responsible for safeguarding and disbursement of petty cash funds
- Trained in using the Operating Budget Management System (OBS) for the purpose of providing assurance that the data of CCPS are in compliance with federal and state laws and procedures and the PED
- Prepare agendas for all meetings and send out notification
- Prepare minutes from meetings for dissemination at a later date
- Maintain student cumulative files. Process requests for student records
- Maintain student attendance records

g. Educational Assistants:

- Support student learning in any way deemed appropriate by the teacher
- Participate in staff and professional development as determined by the Director of Special Education
- Assist with clerical teacher duties
- Be flexible with assigned duties – cover classes when needed
- Work with small groups at teacher discretion

Student-Teacher Ratio

CCPS anticipates exponential growth of its student population after the first year due to the hard work of its staff and administration. The proposed student-teacher ratio is to be one teacher for every 15 students. This ratio may change as we determine the best placement for each student who attends CCPS.

EMPLOYMENT AND STUDENT DISCIPLINE POLICIES



K. Employment and Student Discipline Policies

K-46 Employment policies for staff and procedures that comply with the School Personnel Act as set forth in Section J above.

All employees will be hand-delivered an updated copy of these policies during the first staff meeting of each academic year or when revised (See Item 42).

K-47 Discipline policy for students that address the Public Education Department's regulation on student's rights and responsibilities.

Discipline Policies

a. In General

CCPS was established for the purpose of allowing choice in education for students and their parents. Our goal is to maintain a positive yet well-disciplined learning environment based on mutual respect between staff and students. We expect students to be responsible as partners in this process. Students and parents will read and sign the CCPS Rights and Responsibilities Contract located in the registration packet. This contract details the behavioral expectations held by CCPS of all its students.

Students and their parents receive a copy of the Student Handbook in the first week of school, and whenever a new student enrolls during the school year. Students review the Handbook with their Advisor during Advisory class. The student then takes the Handbook home for review by parents and the signing of the necessary signature pages. Advisors are responsible for ensuring that all Handbook signature pages are returned and signed.

This policy is based on the premise that rules must be consistently enforced. The rules must be fair and firm and comply with the individual's constitutional and other legal rights. However, staff members who implement this policy will recognize that there are differences in age and maturity as well as mitigating circumstances that may require

different types of disciplinary actions. Therefore, the enforcement of negative consequences will follow the guidelines in this Handbook while taking into consideration other relevant factors. Guidelines for appropriate negative consequences are noted in the CCPS Discipline Code.

A student who chooses to repeatedly break school rules may be subject to suspension or expulsion for insubordination.

The CCPS discipline policy fulfills the state requirements regarding school discipline policies.

Students should be aware that they are under the jurisdiction of CCPS from the time they leave home for school until the time they return home. This jurisdiction includes any school-sponsored activity, regardless of time and location.

The right to attend public school is not absolute. It is conditional on each student's acceptance of the obligation to abide by the lawful rules of the school community until and unless the rules are changed through lawful process. The right to attend public school may be lost temporarily or permanently for violation of school rules. An expulsion from CCPS can jeopardize the student's right to attend an Albuquerque Public School.

The enforcement of negative consequences, as detailed in this policy, may include detention, community service, conferences, suspension (including in-school suspension or ISS), expulsion, or the notification of police authority, when necessary, by school administration when required by school policy or by the New Mexico Criminal Code.

Any discipline problem arising from a special education student shall be addressed pursuant to the appropriate statutes and regulations. As allowed by law, these students may be moved to an appropriate alternative educational setting. They will continue to participate in the general curriculum. (see section D #17)

In all situations where a discipline problem arises in a conflict between students or between student(s) and staff, CCPS staff and administration shall make all reasonable efforts to intervene before a situation escalates to physical conflict. Should a situation escalate to physical conflict, staff and administration shall intervene, if possible, in a timely and calm manner, while taking into account the safety of other students and of themselves. Persons involved in a physical conflict shall be separated for a cool-down period in separate locations while staff and the Executive Director investigate the facts of the situation.

b. Disciplinary Actions

Disciplinary actions may include but are not limited to parent shadowing, parent/teacher conferences, detention, community service, Saturday school, suspension, and expulsion. CCPS detailed discipline policies will be developed and incorporated into the Student Rights and Responsibilities Handbook before the initial opening of the school.

c. Disciplinary Code: Guidelines for Minimum and Maximum Consequences

Class 1 Offenses carry a penalty beginning with a conference/detention for a first occurrence, and suspension for repeated occurrences.

Class 2 Offenses carry a penalty beginning with conference/detention for a first occurrence, and suspension to expulsion for repeated occurrences.

Class 3 Offenses carry a penalty beginning with long-term suspension to expulsion for the first offense, and expulsion for repeated offenses.

Class 4 Offenses carry a penalty of expulsion.

- Substance abuse, Class 1 will carry a penalty beginning with assessment and intervention to suspension for the first offense, and long-term suspension for repeated offenses.
- Certain miscellaneous offenses have specific consequences, as noted in section D.
- Certain offenses may be reported to the police, at the discretion of the

school Executive Director (as noted by *), and other offenses MUST be referred to the police (as noted by **).

d. Disciplinary Code: Offenses listed by Class:

Class 1 Offenses:

Dress Code Violation

Definition: Dressing or grooming in a manner which disrupts the teaching and learning of others and does not conform to the school standards as stated in the school handbook.

Gang-related symbols and signs

Definition: 1) wearing any jewelry, clothing, badges, or symbols that refer to gang activity 2) showing or flashing hand signs, or 3) stating or yelling slogans or group names that show membership/affiliation in any gang.

Horseplay

Definition: Any student conduct or action that 1) threatens or risks the physical safety of staff, students or visitors 2) may damage school materials or property 3) disrupts the learning process or the learning environment. Determination of horseplay is based upon the reasonable judgment of school staff.

Gambling

Definition: Playing a game of skill for chance for money or anything of value.

Class 2 Offenses:

Disrespect

Definition: Language or conduct that is rude, offensive, vulgar, threatening, hostile, discriminatory, or sexually-oriented that is directed at or in response to staff, students or visitors.

Insubordination, Willful Disobedience

Definition: Failure to follow a reasonable direction issued by authorized school personnel.

Misbehavior on the Bus

Definition: Any failure to follow any of the state or local regulations required of students who ride the bus. The school bus driver also has the discretion to forbid a student from riding the bus.

Verbal Assault

Definition: Threatening or hostile verbal comments made toward a student, staff, or visitor.

Sexual Harassment

Definition: Uninvited, unwanted, or inappropriate behavior, including physical contact, gestures, or words, that is directed at a student or a member of the school staff because of his/her sex, which would cause a reasonable person of that sex to feel uncomfortable or offended.(*)

Racial or Religious Harassment

Definition: Uninvited, unwanted or inappropriate behavior, including gestures or words, that is directed at a student or a member of the school staff because of his/her race or religious preferences, which would cause a reasonable person of that race and/or religion to feel uncomfortable or offended. (*)

Bullying, Hazing, Intimidation

Definition: Any willful act done by a student, whether individually or in concert with others, to another student or students, for the purpose of subjecting such student(s) to humiliation, intimidation, physical abuse or threats of abuse, social ostracism, shame or disgrace. (*)

Gang-related Activity

Definition: Membership in or affiliation with any unauthorized group, the purpose of which is potentially violent or illegal, which threatens the health or safety of students or staff, or which is disruptive to the educational environment. Examples of gang-related activity may include the restriction of others from a certain area or territory having a name, having rival enemies, and exhibiting anti-social behavior. (*)

Vandalism/Graffiti

Definition: Maliciously and intentionally causing damage to school property or the property of others. This also includes situations in which minor damage can be replaced or repaired at no cost to the school district. The family of the student will be held responsible for the cost of damages.

Drug Paraphernalia and Related Materials

Definition: Possessing, using, or having under one's control any substance, material, or related paraphernalia which is dangerous to health or safety or which disrupts the educational process, including but not limited to wine coolers, non-alcoholic beer, inhalants, look-a-likes, etc.

Student Trespassing

Definition: Entering any school property or school facilities without proper authority, including any school entry during a period of out-of-school suspension.

Truancy/Leaving School without Permission

Definition: Failure to report to school or class without prior permission, knowledge or excuse by the school or the parent. Leaving the school campus after having reported in, without permission, knowledge, or excuse from the school or the parent.

Class 3 Offenses:

Battery of Another Student

Definition: Intentional physical or offensive contact by a student on another student without consent that causes injury or bodily harm. (**)

Battery of School Personnel

Definition: Intentional physical or offensive contact by a student on CCPS staff without consent. (**)

Weapons

Definition: Possessing, using or threatening another with a non-firearm weapon. (**)

Theft/Larceny

Definition: Taking property belonging to the school or any individual or group without prior permission. Knowingly being in possession of stolen property, goods or contraband.

Robbery, Extortion, Coercion, Blackmail

Definition: Obtaining money or property or threatening to take money or property from a person by force, threat of force, or reprisal.

False Alarms

Definition: Reporting of false emergencies to the school, fire officials, or students. Creating a disturbance by setting off a fire alarm without a reasonable belief that an emergency exists.

Possession with Intent to Distribute Illegal Drugs/Alcohol

Definition: Selling, giving away, or otherwise transferring to another person any controlled substance or alcohol including any transfer of a prescription drug or any substance alleged to be a drug regardless of actual content. (*)

Threats of Bodily Harm

Definition: Threatening another student or students with bodily harm verbally, in writing, online, or in any other manner. Threats directed at specific population groups for reasons of race, color, national and ethnic origin, disability, age, creed, gender, religion or ancestry will result in immediate suspension or expulsion. (*)

Class 4 Offenses:

Firearms

Definition: Possession of, use of or threatening to use a firearm. A firearm is defined in accordance with 14.704 NMSA as “any weapon which will or is designed to or may readily be converted to expel a projectile by the action of an explosion...includes any handgun, rifle or shotgun.” (**).

Bomb Threat

Definition: Reporting to the school, police or fire officials the presence of a bomb on or near school property without reasonable evidence that a bomb is present. (**)

Arson

Definition: Intentionally starting any fire or combustion on school property without supervision of school personnel. (**)

Substance Abuse, Class 1:

Possession/Ownership and Use of Illegal Drugs/Alcohol/Tobacco

Definition: Possessing, having under one's control, or using any controlled substance, alcoholic beverage (**), or tobacco (*).

Intoxication

Definition: Exhibiting behavior such as slurred speech, staggering or other behavior that results from the use of drugs and/or alcohol.

Miscellaneous Offenses:

Skateboarding

Definition: Riding a skateboard on school property.

First Occurrence: Confiscation of the skateboard.

Reckless Vehicle Use

Definition: Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner which disrupts the educational process or which threatens the health and safety of others.

- First Occurrence: Restriction of vehicle use (*)
- Repeated Occurrences Automatic revocation of vehicle use (**)

Electronic Devices

Definition: Making or responding to cell phones or using other electronic devices while on school grounds.

- First Occurrence: Confiscation.

Disruptive and Dangerous Tactics

Definition: This includes offenses that are considered dangerous and disruptive and are not covered in another category. These offenses include but are not limited to playing with fire, matches, or lighters; discharging fire extinguishers; throwing rocks or snowballs; possession of or setting off fireworks; encouraging riots, walk-outs, or strikes, etc.

- First Occurrence: Conference/Detention to suspension (*).
- Repeated Occurrences: Detention to Long-Term Suspension (*).

Indecent Exposure

Definition: The act of improperly exposing one's private parts in public.

- First Occurrence: Suspension and Counseling (**).
- Repeated Occurrences: Suspension to Long-Term Suspension /Counseling (**).

Inappropriate Physical Contact

Definition: Behavior that includes but is not limited to intentionally pushing, shoving, bumping, running into, tripping, grabbing a student or school personnel. This also includes inappropriate public displays of affection.

- First Occurrence: Conference/detention to suspension (*).
- Repeated Occurrences: Suspension to expulsion (*).

Internet and E-mail Abuse, Computer Hacking

Definition: The act of violating the CCPS computer use agreement.

- First Occurrence: Restriction of computer use to suspension (*)
- Repeated Occurrences; Restriction of computer use to expulsion (*).

Academic Cheating/Plagiarism

Definition: Knowingly using another student's work or a piece of work from an outside source as one's own, or the utilization of one's own notes for test-taking without permission.

- First Occurrence: Failed assignment and/or suspension
- Repeated occurrences: Failed assignment and/or suspension to expulsion.

The CCPS Student Behavior Contract

I understand that as a young adult enrolled in this institution of learning I am expected to behave in a civilized, mature manner similar to the best-behaved adults in my community. As an individual who has willingly chosen to attend and be a part of the CCPS community, I hereby make a commitment to respect the learning environment, faculty, staff, volunteers, and my peers at all times. I understand that the faculty considers learning to be a sacred activity and I respect their commitment to giving my peers and me the best possible preparation for a successful adult life.

I also understand that, although I may not always agree with everyone in the community, as a responsible citizen, it is my responsibility to treat each individual respectfully and to actively encourage my peers to treat other individuals respectfully. We are not only responsible for our own behavior; we are also responsible for the ways in which we encourage or discourage the behaviors of others.

Specifically, I understand that respectful behavior in my community consists of:

- Being polite and considerate in my interactions with other people in my community.
- Not insulting, pushing, shoving, shouting at inappropriate times, or otherwise exhibiting rude or distracting behaviors.
- Using the language of politeness, including "Please," "Thank You," "You're welcome," "Ma'am," and "Sir."
- Making eye contact when speaking with others.
- Being attentive throughout a given conversation.
- Not breaking off an interaction until the other party has given verbal or non-verbal signals that the interaction has concluded.
- Being attentive and considerate to those around me, including presentations by peers.
- Giving my full and respectful attention to staff members when they enter a room.

I understand that should I violate these norms of behavior, there will be consequences for my actions as detailed in the Student Behavior Handbook.

Finally, if I do not agree with the behavioral expectations set at CCPS, I understand that I have educational options other than CCPS that may be more appropriate for me. In making a deliberate, conscious decision to attend CCPS, I have also made a conscious decision to do my best to adhere to the behavioral expectations outlined in this contract and throughout the CCPS student handbook.

Please read and sign the following. Detach this page and give to your teacher in Advisory. Please keep the Student Handbook in a safe place for your reference.

CCPS Student Consent Form

I have reviewed the CCPS Student Handbook including:

1. The CCPS Behavioral Standards Contract
2. The CCPS Electronic Devices Policy
3. The CCPS Dress Policy
4. The CCPS Student Computer Use Guidelines
5. The CCPS Disciplinary Policy
6. The CCPS Substance Use/Abuse Policy

I fully support Cottonwood Classical Preparatory School's policies as outlined in the CCPS Student Handbook and in other communications from the school and will support the school in applying these policies.

Student's Signature

Date

Student's Name (Printed)

The CCPS Parent Consent Form

I have reviewed the CCPS Student Handbook with my son or daughter. I fully support Cottonwood Classical Preparatory School's policies as outlined in the CCPS Student Handbook and in other communications from the school and will support the school in applying these policies.

Parent's Signature

Date

Parent's Name (Printed)

By signing the Student Behavior Contract, students and parents agree to the expectations of CCPS. Should there be an occasion in which concerns arise, students and parents will follow the procedures below.

A. Student complaints:

A student should attempt to resolve classroom-related issues with the classroom teacher first. If that effort is unsuccessful, the student should contact his/her Advisor to act as a mediator. If the issue is still unresolved, the student should discuss the issue with the Executive Director. After counseling with the teacher, the Executive Director will provide the final decision with respect to the student's issue. When the situation warrants, parents will be notified of the issue and the resolution.

Issues regarding class schedules and requirements should be first discussed with the Advisor and/or Counselor.

B. Parent complaints:

Parents should first discuss issues with respect to specific classes with the classroom teacher. If the issue involves athletics, parents should first discuss the issue with the coach. If discussion does not result in a resolution, parents may discuss the issue with the Executive Director who will make a decision. If parents continue to be dissatisfied with the outcome of that discussion they may appeal that decision to the Governing Council. In that case, parents should write a letter of appeal fully explaining the situation and a proposed resolution to the President of the Governing Council. If the Governing Council chooses to hear the appeal, the issue will be placed on the agenda of the next regularly scheduled Governing Council meeting.

LEGAL LIABILITY AND APPLICABLE INSURANCE COVERAGE



L. Legal liability and applicable insurance coverage

L-48 Agreement between the charter school and the authorizer regarding legal liability and insurance coverage.

Insurance

- a. Cottonwood Classical Preparatory School will maintain adequate insurance coverage as addressed in 6.50.1 et al NMAC and by the Public Schools Insurance Authority Act, 22 et seq. NMSA 1978.
- b. The New Mexico Public School Insurance Authority (NMPSIA) provides insurance for employee benefits and property and liability coverage. CCPS will provide Worker's Compensation Insurance through NMPSIA and will adhere to all statutory regulations regarding application of this program. Premiums are determined for health, vision, dental and LTD coverage by the Authority and their staff with procedures set by statute. Property and liability coverage are determined by a claims loss ratio by the Authority and their insurance carrier. A Memorandum of Coverage is provided to the Insurance Authority for each fiscal year and forwarded to the provided under the risk insurance program.
- c. As per The NM Charter School Act of 1999, APS will not be held liable for any actions of this charter school.

TRANSPORTATION AND FOOD SERVICES



M. Transportation and food services

M-49 Specific description or plan of how the charter school and school district plan to meet the transportation needs of students in the charter school.

At the time of this proposal, it is not the intention of Cottonwood Classical Preparatory School to provide transportation to and from school. It will be the responsibility of the student and/or parent to transport the student to and from school. Parking will be available for students who drive their own vehicle to school. Regulations will be in place for students who drive to school.

CCPS does not intend to negotiate with APS for bus services nor will CCPS apply for state transportation funds for the 2008-2009 school year unless special services are needed for special education students as specified in their IEP following standards for primary and secondary education transportation in 6.43.4 et al NMAC.

If Cottonwood Classical Preparatory School provides student transportation it will negotiate transportation services with Albuquerque Public Schools Transportation Department. Student transportation is provided for in Section 22.16.1 et seq., NMSA 1978. Monies allocated by the Transportation Unit of PED shall be utilized for transportation expenditures only and accounted for in accordance with PED transportation regulations and requirements following GAAP.

Regarding activity vehicles, CCPS provides assurances that all employees who are utilized as activity drivers and are operating a school vehicle are in compliance with the requirements outlined in 6.41.4.13 E-F NMAC. Appropriate records are compiled and stored in the Business Office.

Further, CCPS refers to “standards for providing transportation for eligible students” specified in 6.41.4 et al NMAC to ensure that procedures required by the PED are adhered to for all transportation services provided by CCPS.

M-50 Specific description or plan of how the charter school and school district plan to meet the food service needs of students in the charter school.

Cottonwood Classical Preparatory School will not be providing food services. All students will bring their lunch. While this is allowed under charter school law, we do foresee providing lunch for students in subsequent years and addressing the issue of providing food services to those students that qualify for “free and reduced lunches”.

If CCPS provides food service, it will follow food services standards as required by section 16.20.2.233-A NMAC. Food service funds are to be accounted for in the special revenue fund or the enterprise fund. All monies collected from the sale of food for the food service operation are to be accounted for in accordance with GAAP, U.S. Department of Agriculture (USDA) requirements, and Section 22.13.13, NMSA 1978.

CCPS will contact the PED Student Nutrition Program and comply with the state regulations and requirements.

CCPS will provide vending machine services to students and staff for healthful and nutritional drinks and snacks following all rules and regulations for vending standards 6.12.5.8 NMAC.

WAIVERS



N. Waivers

N-51 List the specific waivers by number and title that are requested from local school board policy

Cottonwood Classical Preparatory School will not be requesting any waivers from the local school board.

N-52 Describe how the charter school will address these waivers from local school board policy

Not applicable

N-53 List the specific waivers that are requested from the PED requirements, rules, and provisions of the Public School Code pertaining to graduation requirements, school principal duties and driver education

Graduation requirements – CCPS will have increased graduation requirement.

Evaluation standards for school personnel – CCPS will adopt its own evaluation standards for staff. CCPS will not ask to opt out of the three-tiered evaluation process.

School director duties – Because CCPS is its own Local Educational Agency (LEA), the principal will serve as the **Superintendent** of the school.

Driver's education – At this time, CCPS will not be offering driver's education

Individual class load – CCPS will have a lower pupil-teacher ratio than required by the School Personnel Act NMSA 1978

Teaching load – CCPS will have a lower teaching load than is specified in the School Personnel Act NMSA 1978

Staffing patterns – CCPS will be a small school requiring flexible staffing patterns that may require contract employees determined by need.

Subject areas – CCPS will meet or exceed state requirements for core courses and graduation requirements.

Purchase of instructional materials – CCPS will utilize the state catalogue for

standards-aligned curriculum. Because CCPS has a diverse curriculum, it will need to have the flexibility to purchase materials from a variety of sources.

Length of school day - CCPS will provide for a school day slightly longer than most schools

Length of school year - CCPS school year will be longer than most schools

N-54 Describe how the charter school will address these waivers from the PED

CCPS will make an official request for waivers upon approval of the charter. CCPS will request waivers from the New Mexico PED as applicable and wishes to reserve the right to request additional waivers from New Mexico PED policy, as may be identified and/or needed and agreed to by all parties. CCPS anticipates requesting waivers from the following state PED policies. The reason for the request and the means for addressing the waiver are included.

CCPS will apply for waivers on an **as-needed** basis to meet the goals and objectives with the mission and vision of the school. Waivers requested in the future will be requested in writing along with appropriate rationale for the waiver.

O. Facilities

FACILITIES



O-55 Description of the facilities

Cottonwood Classical Preparatory School is in the process of locating a facility that complies with 22-8B-4.2.A. NMSA 1978. CCPS understands that it must be located in a building that meets educational occupancy standards required by the applicable New Mexico construction codes. CCPS has formed a “building location committee” to find an appropriate site to meet the school’s specific program needs. Until the charter is approved, however, it cannot commit to any facility. CCPS understands that prior to opening, it must demonstrate that its facilities meets the requirements of 22-8B-4.2A NMSA 1978; i.e. educational occupancy standards.

CCPS understands that the law will require the school to be housed in a public building or meet one of the exceptions described in 22-8B-4.2C NMSA 1978 before the charter will be renewed. Consequently, as part of the search for an appropriate facility, CCPS will keep the requirements of 22-8B-4.2C NMSA 1978 in mind. CCPS will, as part of the initial building location process, consider these “phase in” requirements (even though it is not required by law to comply with them until after it presents to the authorizer for renewal)

- a. locate in a public building; or
- b. demonstrate that there is no public building available and find a private facility that meets statewide adequacy standards where the landlord will be contractually obligated to maintain those standards at no additional cost to the charter school; or
- c. locate in a building where the owner of the facility is a nonprofit entity specifically organized for the purpose of providing the facility to the charter school. The building must meet educational adequacy standards and the nonprofit organization must maintain those standards at no additional cost to the charter school.

O-56 Provide proposed site and building plan

CCPS is providing description of one of the proposed sites it is interested in that meets the requirements of 22-8b-8O NMSA 2006. This site is a state facility. CCPS has not, however, signed a lease or other contract, because until the charter is approved it does not exist legally. Consequently, the founders cannot commit to the lease or a contract yet.

CCPS does, however, recognize and acknowledge the responsibility to comply with §22-8B-12 NMSA which says that, “prior to the end of the planning year the charter school shall demonstrate to the PED that its facilities meet requirements of §22-8B-4.2.” As soon as practicable, CCPS will contact the PED to meet this requirement.

Physical Description	Possible State facility under consideration	CCPS Facility Needs Year 2	Ideal Facility Year 5
Classrooms	10	14	30
Offices	2	4	6
Health Room		1	1
Labs-Science	1	2	4
Conference Rooms	2	1	2
Reception area	1	1	1
Commons area for lunch-inside/outside	2	1	3-upper and lower school
Gym	1	1	1- With locker rooms
File/storage	2	1	5
Restrooms	4	3	5
Computer	1-mobile	2-mobile	5-mobile
Bookroom/Workroom			1
Staff Lounge			1
Support Staff		1	2

O-57 Plan for addressing code

CCPS will comply with all applicable codes and laws pertaining to accessibility and any other health requirements when selecting and contracting for a facility. When it signs an agreement with a landlord of a facility, CCPS will insure that the facility meets educational occupancy standards as required by 22-8B-4.2.B NMSA.

O-58 Proposed plan for operation

CCPS cannot contract with any entity for a facility until after the charter is approved; to do otherwise would expose the applicant to personal liability. Consequently, it can only project operation, maintenance and repair costs in the budget, which it has done in “Operations/Maintenance of Plant” in the proposed 5 year plan. A specific operation, maintenance, and repair plan is not possible until the facility is identified and the budget is determined. If CCPS is located in a private facility, it will negotiate with the landlord to complete maintenance and repairs. To the extent the landlord will not provide these services, CCPS will establish maintenance and repair schedule while considering its available budget to complete these tasks.

If CCPS is located in a public school district facility, it will comply with the appropriate maintenance and repair schedule to the extent funds are available. If the charter is not located in a public school district facility but some other public facility, it will develop maintenance and repair schedule in compliance with the landlord’s specifications, if necessary, and will be consistent with CCPS’s available funds. Alternatively, the school will adopt maintenance and repair schedule in accordance with the Public School Capital Outlay Act, to the extent the charter is required to do so by law.

O-59 Proposed plan for use of a school district facility by a conversion

Not Applicable for CCPS

O-60 Prior to opening, documentation on health, safety, and code issues

CCPS will provide documentation to PED on meeting health, safety, and code issues when a facility has been identified.

O-61 Does the application include a request for capital outlay?

This application does not include a request for capital outlay.

O-Other

(Conversion only)

Not Applicable for Initial Start-up

O-Other

(School safety plan)

Not Applicable for Initial Start-up

Although a school safety plan is not applicable at this time, CCPS wants to briefly address the issue. In light of recent campus threats and acts of violence, CCPS will have an extremely detailed safety plan in place before the opening of school. This plan will address lockdown and evacuation procedures as well as measures to be taken in case of fire or other structural damage. CCPS will be especially vigilant in establishing protocol for threats of any kind from anyone received through any media form, weapons brought on campus, violent acts against other persons, and drugs or other illegal substances on campus. Additionally, CCPS will establish a system for identifying and accounting for any individuals who are on campus for various reasons and are not school personnel.

P. Enrollment Procedures

ENROLLMENT PROCEDURES



P-62 Description of procedures to be used by the charter school that complies with 22-8B-4.1NMSA 1978 and addresses how the charter will enroll using the lottery selection process.

CCPS Enrollment and Lottery Policy

The following policy describes the procedures Cottonwood Classical Preparatory School administrators will use in determining admission to the school:

- a. All students who meet the State of New Mexico's eligibility requirements for attending middle and high school will be allowed to apply for admission to CCPS. CCPS does not discriminate on the basis of race, color, creed, age, gender, religious orientation, or disability in its programs, admissions policies, employment practices, or other operations, CCPS is a public middle and high school that does not charge tuition or maintain admission requirements.
- b. Each year at the January meeting, the Governing Council will determine by open vote the number of students to be admitted the following year. This number may be no greater than the limit established by the charter, but may be less. The Governing Council may also establish the total enrollment of students in each grade. This enrollment limit cannot be used to deny re-admission to a currently enrolled student or to the sibling of a currently enrolled student.
- c. By February 15, currently enrolled students must have their enrollment information and intent to return letter for the following turned into the Administration. Siblings of currently enrolled students who plan to attend CCPS must have their application packet turned into the administration by February 15. Students enrolled by this date are automatically accepted. The administrators of CCPS will then determine the number of spaces available for new enrollees for the next school year. This number will be determined by subtracting the number of students who have filed letters of intent from the limit established by the charter, or the limit(s) established by the Governing Council.
- d. The administrators of CCPS will hold an open enrollment period during the months of March and April, during which eligible students may file an application packet for admission for the following school year.
- e. If the number of applications received during this period is fewer than the number specified in the approved charter, or fewer than the limit(s) established by the Governing Council, all applicants will be accepted for admission.

f. Pursuant to the 1999 Charter Schools Act, should the number of applications received for enrollment be greater than the number of students allowed by the charter, or by the Governing Council limit(s), a lottery process for admission will be instituted for the applicants. This lottery will be carried out two weeks after the closing of the enrollment period. Because the Governing Council may set enrollment limits for each grade, the instituted lottery may only apply to students applying for one grade.

g. For purposes of the lottery, each applicant will be assigned a number. These numbers will be written on their application packet and on individual cards and placed into a box. These cards will be drawn at random by a municipal court judge, or another appropriate judicial official, and each student will be accepted for enrollment until the number of applications meets the maximum number of students allowed by the charter of the Governing Council. For example, if the maximum number of tenth grade students established by the Governing Council for the following year is 45, and the returning students who have filed letters-of-intent number 30, the first 15 applicants whose numbers are drawn by the municipal judge will be enrolled in CCPS. All other applicants will be placed on a waiting list, and will be enrolled in accordance with their assigned lottery number. For example, if the school accepts 15 students, and one drops out, the student with lottery number 16 will then be enrolled. If he or she chooses not to enroll, number 17 will be enrolled. And so forth.

h. If the number of students enrolled during the formal application period is less than the maximum number of students allowed by the charter or the Governing Council, the administrators of CCPS may choose to enact a second enrollment period, which will be held in May and June. If the sum of applications received during both enrollment periods is less than the number specified in the approved charter, or established by the Governing Council, all applicants will be accepted for admission. If the number of applications received during this second period of enrollment, in combination with the earlier enrollees exceeds the maximum number allowed by the charter, a lottery will be instituted using the methods described above. This lottery will apply only to students who applied during the second enrollment period.

i. If after both of these open enrollment periods the number of students enrolled in CCPS remains below the charter-specified limit, or the Governing Council limit, CCPS may choose to continue to hold additional enrollment periods. Only those students applying during each enrollment period are subject to participating in a lottery, if one is instituted. All applications must be in the business office by 5:00pm of the final day of the enrollment period.

j. Students accepted for admission must confirm in writing their date of enrollment. This date will be indicated on the written notification of admission that will be sent to each student. Students who do not confirm their enrollment by the date and time indicated in the written notification will be dropped from the admission list and

placed at the end of the waiting list. All accepted students will be notified by letter within 2-weeks of the last day of the enrollment period. Students who confirm enrollment will be invited to attend an informational meeting in June to review curriculum, policy and procedures and preparation requirements for classes.

k. Parents or guardians of potential students are responsible for maintaining up-to-date information on the enrollment application, and are responsible for notifying CCPS, in writing, of any changes in address, telephone number, or other contact information. CCPS is not responsible for maintaining contact information with, or continuing a search for, an applicant who cannot be contacted within a reasonable time period and by reasonable effort. If CCPS is not able to contact an applicant to either confirm enrollment or to notify the applicant that he or she is to be moved from the waiting list to the admissions list, then the applicant may be dropped from both lists.

l. Parents of students will be required to provide the following for enrolling students.

- CCPS Enrollment Application
- Proof of Age and Citizenship (Birth certificate or other acceptable documentation)
- Emergency Medical Authorization
- Emergency Contact Information
- Authorization for Release of Information Form
- Special Education Information (if applicable)
- Immunization Records
- Student Rights & Responsibilities Contract
- Parents Rights & Responsibilities Contract

m. Once admitted to CCPS, students who remain in attendance and who meet the state's minimum academic and behavioral requirements will be automatically accepted for each succeeding school year. Additionally, siblings of current CCPS students will be automatically accepted for admission to the school, and will not be required to participate in a lottery, if one is instituted.

n. Copies of this policy shall be made available at all locations where enrollment forms are distributed, and on the CCPS website. Notice of the availability of this policy shall be included in all advertisements.

P-63 Plan on how the charter school will be advertised so that there is equal opportunity for all parents and students to learn about the school and apply.

Cottonwood Classical Preparatory School welcomes all students who are eligible to attend school in New Mexico. In order to ensure equal opportunity to all those who hope to attend CCPS, the school will place newspaper advertisements of general circulation in the Albuquerque area, which includes the communities of Rio Rancho, Los Lunas, Belen, Placitas and East Mountain communities. Flyers will also be distributed through outreach efforts community. (Youth development organizations, neighborhood organizations, and student academic associations) These announcements will be provided in both English and Spanish.

Enrollment forms that can be faxed or mailed to the school will be distributed in appropriate locations within the Albuquerque and Rio Rancho Public School Districts. Prospective students will also be able to apply on-line via the CCPS website.

In accordance with 22-8B-4.1NMSA, all students will be accepted “on a first-come, first-served basis or through a lottery selection process if the total number of applicants exceeds the number of spaces available at the...school.”

P-64 Documentation that the charter school shall not charge tuition, have admission requirements, or state that they will only accept a certain population as otherwise provided in the Public School Code.

The Charter School Act includes the following provisions:

- A charter school shall be subject to all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry or need for special education services.
- Except as otherwise provided in the Public School Code, a charter school shall not charge tuition or have admission requirements.

CCPS here assures that the school does not charge tuition. Neither does the school establish admission requirements or accept certain populations except as otherwise provided in the Public School Code.

P-Other

Plan of action in the event that enrollment goals are not met.

The plan is two-fold:

- a. Each year in January, the Governing Council will establish its enrollment goals for the following year. If in any year CCPS fails to meet its enrollment goals by July 1, the Governing Council president will ask the administrator to conduct a more expansive marketing program for the school. This will include an additional July enrollment period, with concomitant advertising in local newspapers. This marketing campaign will also include flyers strategically placed in all communities now served by CCPS, including Albuquerque, Rio Rancho, Los Lunas, Belen, Placitas and the East Mountain communities. The marketing plan may, at the discretion of the GC president, also include radio advertising and other advertising media within these markets.
- b. If the school continues to fall short of its enrollment goals, an Enrollment Committee will be established. This committee will consist of the President of the Governing Council, the GC treasurer, the Executive Director and the Business Manager. This committee will meet on August 1 to consider any necessary budget cuts. If cuts are required, the committee will provide to the GC at its regular August meeting a list of proposed budget adjustments that will ensure the school is run in a fiscally responsible manner. Cuts may include the cancellation of sporting events or teams, dismissal of part-time faculty, or the cancellation of certain courses not required by New Mexico state law or the graduation requirements established for CCPS in this charter. If it becomes necessary to terminate tenured teachers, CCPS will follow the Reduction in Force procedures required under New Mexico law.

**IN THE BEST INTEREST OF
STUDENTS, THE SCHOOL
DISTRICT, AND THE COMMUNITY**



**Q. In the best interest of students, the school district,
and the community**

Q-65 Explanation of how the charter school is in the best interest of students, the school district, and the community and evidence that the charter school serves a purpose in the community.

Cottonwood Classical Preparatory School will be in the best interest of students in the greater Albuquerque area by providing a small, personalized learning community where students and teachers will work collaboratively on world-class curriculum while learning real-world skills. Because so many Albuquerque schools have a class size of 30+, many students become disenfranchised and lose motivation to do their best or even continue in school through graduation. Recent articles in the *Albuquerque Journal* on graduation rates for New Mexico paint a bleak picture of the number of students completing high school. In the June 14, 2007 *Journal* article, “N.M.’s Class of 2008 Dwindling,” the reporter writes that of the 22,662 students of the graduating class of 2008, about 5,000 will not be seniors next year. Department officials at PED stated that if these students don’t catch up, they estimate the graduation rate to be closer to a mere 58 percent.

In contrast, CCPS will offer engaging curriculum with the highest quality teachers so students can reinvest in their learning. CCPS teachers will be highly trained in their content areas, in the Paideia method of delivery, and in the world-class International Baccalaureate curriculum. Because of this commitment, the graduation rate at CCPS will be 100% which will improve district and state statistics in this category.

As previously mentioned, this type of small academic community that addresses individual needs while providing challenging curricula can, for the most part, only be found in private schools in the area. A substantial number of middle and high school students in the Albuquerque Public Schools, particularly grades six and nine, are lost to these private schools. Even though one can ascertain a need for this type of academic setting, the reality is that private schools quickly become prohibitive due to high tuition costs and few available slots for new students. Cottonwood Classical Preparatory School can meet the academic needs of the community at no cost.

CCPS will also contribute to the community and state by establishing partnerships with the state university system to act as a pipeline for students to continue their post-secondary education here. Keeping New Mexico's best and brightest within the state will contribute to the local and state workforce. Through service-learning projects and student mentorships, CCPS will establish many ties with the business community so students can return and contribute their gifts and talents with those businesses.

Q-66 The charter school is non-sectarian in its programs, admissions policies, employment practices, and all other operations and is not affiliated with a sectarian or religious institution.

Cottonwood Classical Preparatory School is and will remain non-sectarian in its programs, admissions policies, employment practices, and all other operations. CCPS is not affiliated with a sectarian or religious institution, and will not enter into such an affiliation.

ASSURANCES



R. Assurances (Includes the following signed assurances)

R-67 CCPS assures that the school complies with the Age Discrimination Act of 1975.

R-68. CCPS assures that the school complies with Title VI of the Civil Rights Act of 1964.

R-69 CCPS assures that the school complies with Title IX of the Education Amendments of 1972.

R-70 CCPS assures that the school complies with Section 504 of the Rehabilitation Act of 1973.

R-71 CCPS assures that the school complies with Part B of the Individuals with Disabilities Education Act.

R-72 CCPS assures that the charter school agrees with the same federal state audit requirements, as do other public schools in the state.

R-73 CCPS assures that the charter school meets all applicable Federal, State and local health and safety requirements.

R-74 CCPS assures that the charter school operates in accordance with State law.

R-75 CCPS assures that the charter school does not charge tuition.

R-76 CCPS assures that the charter school will provide equitable access to, and participation in, its federally assisted program for students, teachers, and other program beneficiaries with special needs.

R-77 CCPS assures that the charter school's admission process will not discriminate against anyone regarding race, gender, national origin, color, disability, or age.

R-78 CCPS assures that the charter school will admit students on the basis of a lottery.

R-79 CCPS assures that none of the members of the interim or permanent governing council are members or any other governance council, nor are they receiving remuneration in any form from the charter.

R-80 CCPS assures that the charter school understands that for purposes of calculating program units all separate facilities under the charter are considered together as one school.

R-81 CCPS assures that its buildings meet E (educational) Occupancy and adequacy standards and approval of a Request for Approval of School Construction from Public

School Facilities Authority.

R-82 CCPS assures that it is working toward meeting all requirements of 22-8B-4.2C (housed in a public building that meets Statewide Adequacy Standards by July 11, 2010). As evidence, we submit that all facility buildings in use by CCPS are publicly-owned and meet Statewide Adequacy Standards.

R-83 Only for renewals.
Not applicable.

Signatures:

Lynn H. Carey, Associate Director

Janet Devesty, Business Manager

Date

Date

**PETITIONS OF SUPPORT
REVISIONS / AMENDMENTS
RENEWAL APPLICATIONS**



S. Petitions of support

S-84 Not Applicable for Initial Start-up

S-85 Not Applicable for Initial Start-up

T. Revisions/Amendments

T-86 Any revision or amendment to the terms of the charter contract may be made only with the approval of the state authorizer and the governing body of the charter school.

Cottonwood Classical Preparatory School understands that any revision or amendments to the terms of the charter contract may be made only with the approval of the state authorizer and the governing body of the school.

U. Renewal applications

U-87 Not Applicable for Initial Start-up

U-88 Not Applicable for Initial Start-up

U-89 Not Applicable for Initial Start-up

U-90 Not Applicable for Initial Start-up

U-91 Not Applicable for Initial Start-up

U-92 Not Applicable for Initial Start-up

STATE CHARTER SCHOOL CHANGE/AMENDMENT REQUEST FORM

***An approved charter application is a contract between the charter school and the chartering authority. (NMSA 22-8b-9, A)**
***Any revision or amendment to the terms of the charter shall be made only with the approval of the chartering authority and the governing body of the charter school. (NMSA 22-8b-9, E)**

Please complete and submit this form to: Sam Obenshain, Program Manager - Charter Schools Division (sam.obenshain@state.nm.us or 5600 Eagle Rock Ave, Albuquerque, NM 87113). This Request Form **MUST** include a copy of the governing body minutes from the meeting at which the amendment was approved.

Name of State-Chartered School: Cottonwood Classical Preparatory School

Date submitted: _____ Contact Name: Sam Obenshain E-mail: sam.obenshain@cottonwoodclassical.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Section C-13, page 40	"Capped number - Total 500"	The Cottonwood Classical Preparatory School enrollment will not exceed 600 students.	Because of the need expressed through the enrollment process and the fact that Cottonwood currently and historically has a waiting list that exceeds 200 students, we are requesting to increase our enrollment cap to 600 students. Attached is the projected enrollment growth for the next two years.	12-13-2011

Original Signature of Governing Council President or Designee: [Signature] Date: 12/13/11

Printed Name of Governing Council President or Designee: Keith Hartnett

Public Education Department use only	
Program Manager approves change - no further action taken: _____	Date: _____
Program Manager forwards request to Asst. Secretary: _____	Date: _____
Public Education Commission Chair: _____	Date: _____

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Name of State-Chartered School: Cottonwood Classical Preparatory School

Date submitted: _____ Contact Name: Sam Obenshain E-mail: sam.obenshain@cottonwoodclassical.org

Current Charter Application Section and Page	Current Charter Statement(s)	Proposed Revision/Amendment Statement(s)	Rationale for Revision/Amendment	Date of Governing Body Approval
Throughout Mission Section and Educational Plan Section (specifically on pages 5, 6, 9, & 26)	Any references to providing the Advanced Placement (AP) classes or program	The Cottonwood Classical Preparatory School enrollment will provide the International Baccalaureate (IB) Program.	At the time the charter was written and approved, the school had not begun the process for IB certification. If the school had not been certified during its initial evaluation, it would have offered AP classes until such time that the IB certification could have been approved.	12-13-2011

Original Signature of Governing Council President or Designee:  Date: 12/13/11

Printed Name of Governing Council President or Designee: Keith Hartnett

Public Education Department use only	
Program Manager approves change - no further action taken: _____	Date: _____
Program Manager forwards request to Asst. Secretary: _____	Date: _____
Public Education Commission Chair: _____	Date: _____